



Barriers to women in educational leadership roles in Montana
by Linda Elaine Hunt Brown

A dissertation submitted in partial fulfillment of the requirements of the degree of Doctor of Education
in Education

Montana State University

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Abstract:

The problem addressed in this study was a shortage of women, especially American Indian women, in educational leadership in Montana. This study was designed to identify the barriers that might exist for three identified populations; women school administrators, administratively certified women teachers, and American Indian teachers. Because there is national and Montana shortage of educational leaders, a compelling need is evolving for competent educational leaders in all segments of the country. Since there is a declining pool of applicants, these underrepresented groups should become strong candidates if they are able to work past the barriers that have hindered them in the past.

The major findings of the study are that barriers still exist which limit women in the pursuit of administrative positions. Some of the key barriers were lack of family mobility, lack of opportunities to gain administrative experience, the lack of professional networks, the lack of mentors, and the perception that women are not strong managers. Key constructs, which were identified in order of importance, were perceptions, opportunities, and prestige.

In conclusion, women must actively and aggressively seek leadership experience. If they are willing to make personal and familial sacrifices, opportunities as school administrators are available. Recommendations to increase opportunities for women, especially American Indian women, included providing mentoring programs through district and university programs and encouraging successful women administrator to become role models for state and local school board associations.

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MONTANA STATE UNIVERSITY-BOZEMAN
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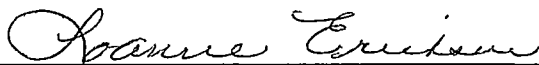
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APPROVAL

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This dissertation has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the college of Graduate Studies.



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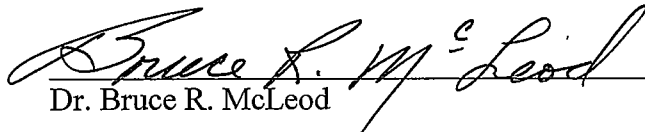
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I wish to dedicate this dissertation to my husband, Cliff, and my two youngest children, Nathan and Mary Bethany, who encouraged me throughout this endeavor and who personally made sacrifices which allowed me to pursue my research full-time on campus eight hours away from our real home. This accomplishment is as much theirs as it is mine.

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ABSTRACT

The problem addressed in this study was a shortage of women, especially American Indian women, in educational leadership in Montana. This study was designed to identify the barriers that might exist for three identified populations; women school administrators, administratively certified women teachers, and American Indian teachers. Because there is national and Montana shortage of educational leaders, a compelling need is evolving for competent educational leaders in all segments of the country. Since there is a declining pool of applicants, these underrepresented groups should become strong candidates if they are able to work past the barriers that have hindered them in the past.

The major findings of the study are that barriers still exist which limit women in the pursuit of administrative positions. Some of the key barriers were lack of family mobility, lack of opportunities to gain administrative experience, the lack of professional networks, the lack of mentors, and the perception that women are not strong managers. Key constructs, which were identified in order of importance, were perceptions, opportunities, and prestige.

In conclusion, women must actively and aggressively seek leadership experience. If they are willing to make personal and familial sacrifices, opportunities as school administrators are available. Recommendations to increase opportunities for women, especially American Indian women, included providing mentoring programs through district and university programs and encouraging successful women administrator to become role models for state and local school board associations.

CHAPTER 1

INTRODUCTION TO THE STUDY

Women as Educational Leaders

Underrepresentation of women and minorities as school leaders has been, and still is, a national problem, as stated by Glass in the American Association of School Administrators (AASA) 2000 Study of the American School Superintendency:

Whether or not discrimination in hiring women and minorities exists, the presence of so few women and minority superintendents presents a major challenge to the profession. The compositions of student bodies and teaching staffs, along with community makeup, challenge the profession to improve its record in preparing and placing women and minority administrators as superintendents (Björk, Brunner, & Glass, 2000, p. 45).

The 2000 Study was one of a series of similar studies in format and question content that allowed comparisons to be made with studies conducted in 1971, 1982, and 1992. The survey was mailed to practicing superintendents in regular public school districts in the country, but the greatest number of returns was from the Great Lakes and Plains states. The sample size was 5,336 of the population of 12,604 with a 42.4% return rate. Special attention to ensure adequate gender and racial diversity representation was made. Accordingly, Björk stated that 13.1% of the responding superintendents were women with the largest percentage of women in the smallest and largest district (Figure 1). Furthermore, of the 2,262 respondents, only 117 individuals were minorities (Björk,

Brunner, & Glass, 2000, 45.

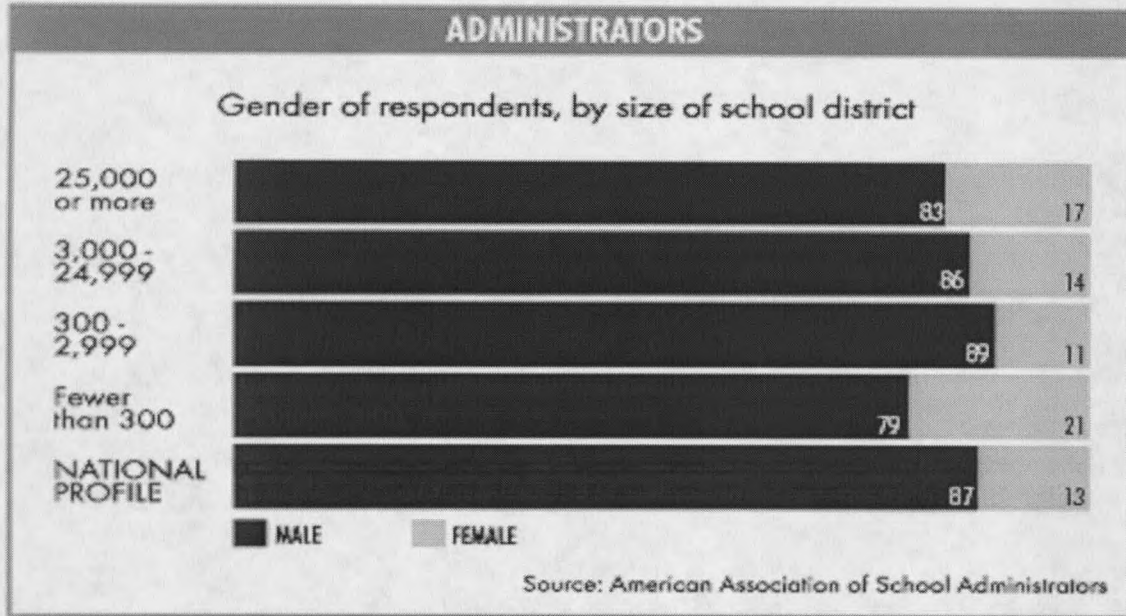


Figure 1. Percentage of Men and Women Administrators as Classified by District Size (Retrieved from <http://www.aasa.org>. Original data from Björk, L., Brunner, C. C., Glass, T., 2000, Table 25, p. 13.)

In the 1992 AASA survey, women and racial minorities increased in representation in the superintendency but only slightly since the previous data was collected. The highest gains in representation were in the elementary principalships (Montenegro, 1993). The AASA (2000) survey also noted gains; in fact, the number of women superintendents almost doubled. However, at 13% women and 7.5% minorities, they are still highly underrepresented when compared to the ratio of women teachers and students in the population (Björk, Brunner, & Glass, 2000).

In Montana, Nielson (2002) reported in Montana School Leaders: Superintendents and Principals Survey 2001-2002 sponsored by the Montana State

Action for Educational Leadership Project (SAELP) that the number of female administrators increased from 12% in 1996-97 to 29% in 2001-02; however, the majority of administrators in Montana are male, white, over 50 years old and married with dependent children. Additionally, Nielson reported that while 71% of the employed administrators were male and 29% were female, the current pool of qualified aspirants was composed of 51% males and 48% females (Nielson, 2002). With an increased number of women administrative aspirants, it is prudent to determine what barriers or factors, if any, are inhibiting women's employment as principals or superintendents.

Minorities are even more poorly represented in public school administration. In Montana, only 3% of the current administrators have an ethnic minority heritage, while approximately 9% of the administrators have an ethnic minority heritage nationally. "3% of the current administrators identified themselves as minorities—2% American Indian and 1% other. The American Indian ratio was about the same as the proportion of American Indian teachers, but much lower than the 10.5% American Indian student population" (Nielson, 2002, p. 5). In the American Indian population there are more women than men represented in educational leadership positions. In 1998-99 in Montana, of 615 male superintendents and principals, nine were American Indian; of 197 female superintendents and principals, 12 were American Indian (Nielson, 2001). From a total of 11,136 teachers, there were 70 male and 171 female American Indian teachers (Nielson, 2001). Because there is only a pool of about 240 American Indian teachers from which to draw, the need exists to determine what barriers or factors hinder American Indians from becoming educational leaders and teachers (Nielson, 2002).

In 1998, a symposium which was sponsored by the Education Commission of States was held in Denver, Colorado. The participants studied the national supply shortage of school administrators. This study noted the phenomenon of having qualified professionals in the field who are not practicing and confirmed a national administrative shortage. "Association members, scholars, practitioners, and foundation representatives conveyed constituent concerns of the perception of an administrator shortage, particularly the decline in the number and quality of applicants available for administrative positions in the United States (Forsyth, 1999)" (Björk, 2000, p. 145). The leadership shortage in Montana was documented in a 1999 study commissioned by the Montana School Boards Association in conjunction with the School Administrators of Montana, the Montana Certification Standards and Practices Advisory Committee of the State Board of Public Education, and Montana State University. In this study, 118 school board chairpersons, 105 school superintendents, 126 school principals, and 220 teachers with administrative certification but who are not practicing as school leaders were questioned about the issues of recruiting and retaining administrators in Montana (MSBA, 1999). The SAELP report (Nielson, 2002) more recently indicated that the shortage and phenomenon still exists in Montana. According to this report, 298 certified staff members with administrative endorsements were not practicing as administrators. Even this qualified but not practicing pool has decreased by 25% since the 1999 MSBA survey.

Some of the causes for these national shortages of administrators were listed and published by the federal government in the Occupational Outlook Handbook (1998-1999). These were that "the job (*principal*) is getting increasingly difficult. Pay

incentives have not increased commensurate with the heightened job demands, resulting in declining competition for assistant principal and principal positions” (Björk, 2000, p. 143-144). Eighty-six percent of the superintendents and school board chairs reported that they had problems in hiring qualified school leaders for vacancies in their districts. They identified the barriers to filling their vacancies as the pool of applicants was too small, the applicants were not well qualified, the applicants wanted higher salaries, and applicants did not have the desired previous experience (MSBA, 1999). In contrast to the nationally stated primary reasons for not seeking a school leadership position, the SAELP report identified the factors for not being currently employed as an administrator, though qualified, as: family considerations, current job more satisfying, having to relocate to another district, less contact and impact on students, the hiring process being too political, and salaries being too low for responsibilities (Nielson, 2002).

Since there were still less women and minorities represented in school leadership positions than white men, the issue of discrimination in hiring must be raised (Young & Fox, 2002). The research of the AASA over the past 20 years indicated that the issue of discrimination has been a concern in hiring and therefore was included in their studies.

Considering the small number of minority and female superintendents (about 14.6 percent), job discrimination should be a national concern. In 1982, 14 percent of the superintendents said hiring discrimination seriously affected prospective female superintendents. In the 1992 Study, 13.7 percent called it a major problem. In 2000, about the same percentage (12.0) felt gender discrimination to be a serious problem. The number of women in the 2000 Study (13 percent) was larger than in previous studies. About half of the respondents in 1982 and 1992 thought discrimination against women posed little or no problem. In 2000, this figure had grown to about 70 percent (Björk, Brunner, & Glass, 2000, p. 45).

The positive nature of the report indicated a favorable change of attitudes about women as school leaders. The increase in the number of women in leadership positions did not correspond with the increased percentage of positive attitudes. Furthermore, if this major change in attitudes about women in leadership had actually occurred

the question then arises: What deters large numbers of women from becoming superintendents? Is the position not alluring to women? Are preparation program entryways blocked? Are school board members not inclined to hire women? Are search firms not bringing women into their pools? These and other questions are in need of substantial research (Björk, Brunner, & Glass, 2000, p. 45).

Identification of the leadership barriers for women should help in the eradication of these barriers by providing information to policy makers, university administrative preparation program leaders, and school board organizations (Farmer, 1993; Watkins, Herrin & McDonald, 1993). Logan and Scollay reported in their research of university educational administration department chairs that some barriers to employment of women for high school principal and superintendent positions included a perceived ineffectiveness of women in handling discipline, unwillingness to supervise evening activities, staff concerns about being led by a woman, community gender bias about women as CEO's, and monthly interruptions, pregnancy and menopause (1999). Other barriers that have been identified in studies are male dominance or the "good old boys" network, lack of political savvy, insufficient assertiveness, low levels of ambition, inadequate competitive drive under stressful situations, and women's perceived lack of mathematical ability in dealing with budget issues (Logan & Scollay, 1999; Shepard, 1997). Björk also identified future life plans, lack of job security, lack of mobility, and low role satisfaction as barriers for women (2000).

In the AASA national study (Björk, Brunner, & Glass, 2000), ethnic minority superintendents thought discriminatory practices in hiring were a major problem. However, their non-minority colleagues did not perceive this as an issue. "In fact, 46.9 percent of minority superintendents report that discriminatory hiring practices are a major problem, compared to only 10.1 percent of non-minorities" (p. 109). The large discrepancy between the discrimination perceptions of minorities and non-minorities might alert the public to a problem in the hiring process. In Montana, with only 3% of the educational leaders identified as ethnic minorities, the issue of discrimination and barriers in the hiring process needs to be identified.

There is a national shortage of public school certified personnel (Crow, 2002; Campbell, 1993; Winter & Morgenthal, 2002). The problem encompasses positions from teachers in specific disciplines and special education to principals and superintendents. The American Association of School Administrators (AASA) states that "in the coming decade half of the superintendents will be replaced" and "that nearly 8000 new superintendents will have to be hired over the next eight years" (Björk, Brunner, & Glass, 2000, p. 21-22). A shortage of principals also exists. "A study commissioned by NASSP (National Association of Secondary School Principals) and NAESP (National Association of Elementary School Principals), Is There a Shortage of Qualified Candidates for Openings in the Principalships: An Exploratory Study (1998), confirmed a shortage of qualified people seeking the principalship in slightly more than half (52 percent) of the 403 districts surveyed" (Björk, 2000, p. 143-144).

In Montana, there was also a documented and growing shortage of qualified educational leaders as reported in the Montana School Leaders: Superintendents and Principals Survey 2001-2002 sponsored by the Montana State Action for Educational Leadership Project (SAELP). This study confirmed the shortage which had been predicted by the 1998-1999 Montana School Boards Association study. Approximately 280 administrators, about 48%, plan to retire within the next five years (Nielson, 2002). With this large number of administrators retiring, there is an increasing need for qualified candidates. However, the number of candidates in the application pools has been decreasing. With these declining pools of applicants will the quality of candidates decline in the future and, consequently, will Montana schools' quality of education also decline? To insure that this does not happen, Montana schools need to recruit educational leaders from new sources. These new sources would benefit from including the underrepresented populations of women and minorities.

Statement of the Problem

The problem addressed in this study is the underrepresentation in Montana of women in educational leadership positions, especially American Indian women. Since there is a shortage of male and female educational administrators, both nationally and in Montana, a compelling need for competent educational leaders in all segments of the country has been created. A primary factor contributing to this shortage is an increase in the number of superintendents and principals who are nearing retirement. In Montana, a great need to increase the number of endorsed and highly qualified educational leaders is

developing to replace retiring school leaders; instead, there is a declining pool of applicants. In periods of shortages new sources must be identified. Therefore qualified women need to be tapped to fill these positions. However, women often lack the needed experience to be chosen and therefore lose the opportunity to obtain the experience. These underrepresented individuals might become strong candidates if they are able to work past the barriers that have hindered them from consideration for employment as educational leaders in the past.

Purpose of the Study

The purpose of this study was to identify the perceived and actual barriers faced by women in Montana who are certified as school administrators, both current administrators and aspirant administrators, as well as the perceived and actual barriers preventing the pursuit of administrative certification by American Indian teachers.

Research Questions

The research questions addressed in this study were:

1. What are the perceived and actual barriers that were experienced by women who are administratively certified and employed as administrators in Montana as they pursued their administrative endorsements and positions?
2. What are the perceived and actual barriers that were experienced by women who are administratively certified but still employed as teachers in Montana as they

pursued their administrative endorsements and as they pursue administrative positions?

3. What are the perceived and actual barriers that American Indian women teachers in Montana face in the pursuit of administrative endorsements?

Significance of the Study

With half of the current Montana superintendents and principals planning on retiring within the next five years, the concern for providing school districts with quality leaders is growing. A candidate pool that was "too small" was considered to be the top-ranked problem by both superintendents and school board presidents in a study for the Montana School Boards Association (MSBA, 1997). In this study some of the reasons given for this shortage included insufficient salaries and fringe benefits, changing expectations, and inadequate training (MSBA, 1997). Because of the low salaries in Montana, some Montana administrators are looking out of state for positions that have higher paying salaries. Two challenges are therefore evident; one is to replace retiring administrators, and the other is to replace those who are choosing to leave.

Because the supply of administrators is below the required quantity to fill the future leadership position, new sources must be trained that include women and minorities. The number of women in educational leadership has been increasing over the past five years in Montana but is still not representative of the population (Björk & Keedy, 2001). The number of minorities has not been increasing and remains considerably below their representative population. Because of the very low minority

representation, additional data is needed on the barriers faced by minority teachers. With the compelling need for additional qualified candidates in the pool for these leadership positions and the need to have a more appropriately aligned representation of leadership with the school populations which could enhance the value of diversity, research on the barriers will lead to insights and possible solutions to recruiting more of these individuals within Montana. Implications could then be made to other states that face a similar crisis, especially states with large American Indian populations.

Definition of Terms

The definitions of terms used in this study are:

American Indians: Any person of Indian descent who is a member of any recognized Indian tribe under federal jurisdiction.

Tribe: A group of Indians organized as ethnographic or political entities and recognized by Congress.

Superintendent: A person who has the authority to supervise or direct, usually the head administrator of a school district and is the executive officer of the trustees and, subject to the direction and control of the trustees (Montana Annotated Code 20-4-402, 2003).

Principal: A person who has the authority to supervise or direct, usually the head administrator of a school building, i.e., Elementary, Middle School, High School (dictionary.com).

Administrator: A person who has the authority to supervise or direct within a school district. In this context administrator included the superintendents, assistant superintendents, principals, assistant principals and district coordinators (dictionary.com).

Administratively Certified: A person who has received the training and been certified by the Office of Public Instruction to supervise or direct within a school district. This would be a Class 3 Administrative certification including at least one of the following endorsements: Superintendent endorsement, Principal K-12 endorsement, Principal K-8 endorsement, Principal 6-12 endorsement, or Supervisor endorsement (<http://www.opi.state.mt.us/>).

Teacher: A person who has instructional responsibilities in a school classroom and is certified under 20-4-106 (Montana Annotated Code 20-4-101, 2003).

American Association of School Administrators (AASA): Founded in 1865, the professional organization for over 14,000 educational leaders across America and in many other countries. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children (<http://www.aasa.org/about/index.htm>).

Office of Public Instruction (OPI): The governing and regulatory organization for education in Montana (<http://www.opi.state.mt.us/>).

Montana School Board Association (MTSBA): The state organization representing public school governance (www.mtsba.org/).

National School Board Association (NSBA): The nationwide organization representing public school governance.

NSBA is a not-for-profit federation of state associations of school boards across the United States. Our mission is to foster excellence and equity in public education through school board leadership. We achieve that mission by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to state associations of school boards and local school boards throughout the nation (<http://www.nsba.org/>).

Science Research Associates (SRA) Opinion Survey for Men and Women: This survey was designed to assess employment characteristics of women.

Women as Managers Scale (WAMS): A Measure of Attitudes Toward Women in Management created by Effie Jones, Associate Executive Director, AASA.

Women as School District Administrators (WASDA): A WAMS modified survey created by Sue Shepard and administered to Superintendents and School Board Presidents that focused on a) perceived effectiveness of women functioning in a managerial position, b) traditional female-specific barriers, and c) personality characteristics that are seen as important to success in a managerial role.

“Old boys” or “Good old boys”: A slang term used to denote an informal but very influential network of men which tend to favor those within the group and exclude others (Logan and Scollay, 1999; MBSA, 1999).

“Old girls” or “Good old girls”: A slang term used to denote an informal but very influential network of women which tend to favor those within the group and exclude others (Logan and Scollay, 1999; MBSA, 1999).

Limitations of the Study

1. The study was limited by the accuracy of the OPI information database which provided the list of educators who received the questionnaires.
2. The study was limited by the low number of practicing American Indian administrators as a subpopulation.

Delimitations of the Study

The delimitations of the study were:

1. Only Montana populations were studied.
2. Women teachers in Montana were not studied because of the large numbers and because the subpopulations of women administrators and women certified as administrators but not practicing were sufficient to define barriers.

Summary

The quality of student achievement and efficient functioning of the schools is influenced by the leadership (Murphy, 1990; Marzano, 2000). Since the Coleman report in 1966, research has been focusing on identifying the within-school factors that positively affect student achievement. In a summary of the research over the past 30 years, Marzano (2000) consistently found that five correlates were common in effective schools. These correlates are strong leadership, high expectations for students, an orderly atmosphere, an emphasis on basic skills, and effective monitoring of student

achievement. Competent leadership in schools is key to the success of the students within the district because leadership directly and indirectly influences all the other correlates. Marzano further stated that the most important of these correlates is effective leadership. For a strong tomorrow, Montana will require outstanding leaders.

Since a shortage has been documented for educational leadership in Montana, increasing the pool of qualified candidates is of great interest. The reasons for shortages included retirement, moving to other states, increased stresses due to increased work load, lack of increased compensation for added responsibilities, and fewer individuals entering the field of education compounded by shortages of teachers in certain areas. In order to help alleviate this shortage, identification and further understanding of barriers that could be inhibiting women, particularly American Indian women, from pursuing educational leadership could lead to understanding and facilitation of the formation of solutions, thus providing additional strong leadership for Montana's schools.

CHAPTER 2

LITERATURE REVIEW

Introduction

This literature review provides a historical perspective and a synthesis of the current literature as it pertains to and informs this study. The major themes include: (1) a history of women's role in education and educational leadership, (2) traits of effective educational leaders, (3) issues in recruiting and retaining administrators, (4) underrepresentation of women and minorities, (5) women's barriers to leadership positions, (6) strategies to overcome barriers, and (7) the national and Montana educational leadership shortages. Looking at the role of women in education since the foundation of the United States and the barriers they have faced and then examining the transformation of educational leadership responsibilities broadens the understanding of the scope of this study.

History of Women's Role in Education and Educational Leadership

Literacy was highly valued by the men who founded the United States. They wanted to be able to read the Scriptures and interpret them independently. The early Puritan traditions required men to provide religious instruction for their families and communities, but prohibited women from doing so (Blount, 1998). Within the home, the

men even taught the children to read. "Christian biblical dictates proscribing women from teaching influenced the early New England Puritan settlers who forced Anne Hutchinson to cease her popular public scriptural lessons" (Blount, 1998, p. 11). Western tradition also prohibited women from working outside of the home, thus they had little need of education and were very seldom provided any opportunity to receive it (1998).

As American society became more socially interconnected and economically differentiated, tutors were hired to teach the children of those families who could afford their services (Blount, 1998). These were usually men because men were the only ones who had received a formal education. As populations grew, the need for schooling increased and by the mid-17th century, Massachusetts and Connecticut enacted legislation requiring taxation to provide education to families that could not pay tutors or private schools (1998). However, there were very few men who were educated that would accept the meager wages that were offered to public schoolmasters. Thus the candidates were usually bitter and unpleasant individuals who possessed "a sour face, a whip, hard knuckles snapped on tender heads, no gentle, fatherly kindness, no inciting of young ambition" (1998, p.12). Even though the need was great for quality educators, the communities still refused to consider women as candidates because they felt women were less intelligent and generally had little academic preparation.

This started to change after the war of American independence when Abigail Adams pleaded for women's rights to have educational opportunities. During the years of 1790 through 1850 educational institutions began to serve women. As women became more academically prepared, they opened dame schools primarily in their own homes

where they had total latitude in designing the curriculum as well as all other aspects of the school's operations. This was accepted by the community as a service of patriotic duty because the mission was to instill civic virtues as well as reading, writing, and other skills necessary to aid in the building of a strong republic (Blount, 1998).

By the early 19th century, the stigma of working outside of the home subsided and school teaching became a respectable occupation for women. Communities started hiring women when men were not available for their public schools. As numbers of young men ventured westward to seek their fortunes, unmarried daughters were sent to institutions to become educated so they could support themselves, mainly as teachers (McCreight, 2001). Thus many new institutions were established for women. Some were Sarah Pierce's academy in Litchfield, Connecticut, Emma Willard's Troy Female Seminary, and Catherine Beecher's Hartford Female Seminary (2001). Women's institutions received ridicule not only locally but from abroad, as it was thought that women were allowed to make many decisions at much too young an age (2001).

Men, however, still presided over most classrooms, especially in urban areas. When women were allowed to teach, they usually taught only small children and usually in smaller communities. Furthermore, female teachers were only allowed to teach until they got married, so only men were considered permanent employees (McCreight, 2001). Since men were usually more educated and considered permanent, they monopolized the leadership roles.

When Horace Mann became Massachusetts's first state secretary of education in 1837, he faced a problem similar to the one we currently face—that of an impending

shortage of qualified and trained teachers. Mann and Catherine Beecher were childhood friends, and this close relationship with her helped shape his attitudes about women in the classroom. As quoted in Blount

Mann regarded the tender nurturance of the emotional needs of children as a women's distinct calling: 'If the intellect of woman, like that of a man, has the sharpness and the penetrancy of iron and of steel, it must also be as cold and as hard. No! but they breathe pure and exalted sentiments into young and tender hearts...this is her high and holy mission' (1998, p.18).

Also during this time period some argued that women were indeed superior to men as teachers.

The New York Committee on Hiring Women Teachers concluded that: 'while man's nature is rough, stern, impatient, ambitious, hers is gentle, tender, enduring, unassuming. One always wins; the other sometimes repels; the one is loved; the other sometimes feared.' (*Catherine*) Beecher elaborated further: 'That young women are the best teachers has been proved and acknowledged by those men who made trial of the gentle sex in schools of the most difficult description, because of the superior tact and moral power natural to the female character' (1998, p. 18).

Community organizations throughout America cautiously started hiring women as teachers, mainly because they could not find men that would work for such low wages.

One of the main concerns in hiring women was the belief that women could not handle unruly, big boys (Blount, 1998). Blount continues to report that hundreds of thousands of women found the advantages of teaching to be appealing and prepared for this calling.

The main advantages to teaching as seen by many of these women were: the valid reason to pursue their own education; the provision of a personal income allowing them to live independently from their families; an option to not marry; an opportunity to control their physical space—the schoolhouse; and it fulfilled their desire to contribute to the public

good, a noble and worthwhile patriotic duty (Blount, 1998; Reinhartz & King, 1993).

Women became so successful in the classroom that teaching became a “feminized profession” and more men left teaching for higher paying jobs. Those men who did stay started to form fraternal organizations. One of the earliest was the American Institute of Instruction, organized in Boston in 1830 (McCreight, 2001). The National Teachers Association, which was established in 1857, was also originally all men and only allowed women as honorary members. Susan Anthony and May Wright Sewall were both influential in breaking down the barriers which excluded women from these organizations (2001).

By the mid-1800’s, local and state officials created the domain of school administration. This realm was reserved for men from the beginning (Blount, 1998). Administration was separated from teaching when educational institutions adopted scientific management. “Men were considered more suited for educational administration and women were considered more suited to teaching” (McCreight, 2001, p. 3). This continued the change in domains as men moved away from teaching and into management and women became accepted at all levels of teaching. This was reflected by national statistics of 1870 that identified 70% of the teachers as men, but by 1900 70% of the teachers were women (McCreight, 2001). As men took on the supervisory positions, they administered the promotional exams, evaluated teachers, and assisted with discipline—particularly that of the difficult older boys. It was believed that women needed this assistance. These supervisory positions paid better wages and therefore became more attractive to men in education.

...men were systematically granted authority over women whose positions became ever more subordinate...women stayed within their culturally defined gender-role boundaries... Women generally had little choice in accepting this new layer of control, leading Strober and Tyack to conclude that 'difference of gender provided an important form of social control' (Blount, 1998, p. 29).

As many states authorized State Superintendents, the need to regulate outlying communities created administrative machinery that increasingly controlled and connected the state's districts. County superintendents evolved to assist the state superintendent. Their role was to channel state funds to local schools, compile school statistics, visit isolated schoolhouses, examine and train teachers, and monitor classes' compliance with all the state requirements (Brunner, Grogan, & Björk, 2002). These early county superintendents needed no special training. Therefore there was wide-spread and painful incompetence, and often teachers had more education than their county superintendents.

Soon, however, school administrators were required to meet a higher certification requirement; this demanded additional schooling, which usually had to occur during the summer months when school was not in session. Many men were accustomed to working in agriculture-related summer jobs to supplement their income. So women with fewer alternatives to earn extra income in the summer and the option for additional schooling and income equally available to them started to become certified as administrators. This contributed to an increase in the number of women eligible to lead as administrators in schools. Also the Civil War caused thousands of men to leave teaching, and many of these men did not return; some died or suffered wounds while others were attracted to post-war opportunities that provided greater income.

For those men who stayed in education or returned to education, one significant factor motivating them to form the National Association of School Superintendents (NASS), whose membership was limited to men, was the pressure of women challenging the administrative ranks. The most important function of this organization was to elevate the prestige and power of men in the superintendency. Henry Barnard, who was active in these organizations, was instrumental in the creation of a federal Department of Education which was enacted by Congress in 1867 with James Garfield as its first Commissioner. These organized school superintendents saw themselves as philosophers and leaders of intellectual skills. In Payne's book Chapters on School Supervisions (1875), the first book published on the school superintendency, he concluded that superintendents were the thinking people while teachers were the menial laborers. This aristocratic mentality still continues to divide teachers and administrators today. Since women were generally the teachers, the attitude portrayed in Payne's book exemplified the conclusions of Strober and Tyack that the "difference of gender provided an important form of social control" (Blount, 1998, p.29; Tyree, 1993).

Against much opposition, by the turn of the 18th century the women's movement plus teachers' growing discontent with male supervisors allowed women to progress in attaining administrative positions. In Montana (1884), the

State Superintendent of Public Instruction, a man, praised the work of the state's five women county superintendents: 'School affairs in these counties are as well, and, in some respects, better managed than most of the remaining counties [managed by men]. These ladies have traveled over their large counties and accomplished work in a manner that could not have been surpassed by men' (Blount, 1998, p. 70).

And in 1894, voters in Wyoming elected Estelle Reed as the state's superintendent of instruction, which made her the first woman in the country to hold a state office. By 1909, Ella Flagg Young, who had become the first woman superintendent of the Chicago schools, declared that women were destined to rule the schools of every city. This was the beginning of a period known as the "golden age" of opportunity for women administrators (p. 3). Donovan, a journalist of the era, reported that in 1910, 53% of the "supervisory officials" in education were women. However, few of the supervisory positions were the top executive in urban schools (Dunlap & Schmuck, 1995).

The acceptance of women in educational roles continued until it peaked in 1920, when about 86% of the teachers were women. The roaring twenties ushered in the first women's movement in the United States, and with the rise of teachers' unions, women began to realize a change in educational status. Many women were elected to county superintendencies. "By 1928, according to Gribskov (1980), women constituted nearly two-thirds of county superintendents in the west" (Dunlap & Schmuck, 1995, p. 203). The supervisory positions held by women had been gained partly because the women's rights movement had catalyzed women to organize into groups to support the candidacy of women for school offices. Secondly, suffrage had given women the right to vote, allowing them to politically support women candidates for leadership positions.

As women started winning these political offices, groups of men superintendents, intent on removal of the superintendency from the election process, began pushing politically for reforms in school district governance. Through a series of news releases between 1930 and 1940 the idea that superintendents should be appointed by an elected

school board became the exemplary model for choosing superintendents. Through this appointive system, women rarely received top leadership positions.

Blount (2000) stated that between 1930 and 1960, women in leadership suffered demise, with only a slight interlude during World War II when so many men were called into active duty. The war accentuated the differences between men and women. The men were recruited into the military services and women were in clerical or factory work in the industrial areas. They both ended up living in same sex communities. Because of the absence of men during World War II, 40% of all principals were women. After the war, industrial production was reduced and unemployment rose. Many men who received funding from the G.I. Bill decided to return to college. Colleges started enforcing low quotas for women and asking women to withdraw to make room for the returning veterans. Men were promised quick promotions to elementary principalships and sizable salary supplements for coaching (Blount, 2000). Many of these men received college degrees and became teachers, causing the percentage of men in teaching to jump from 20% in 1938 to 38% by 1974.

On the administrative side, the women, who had become administrators during World War II, were replaced by the returning soldiers. So powerful was the influence of the G.I. Bill on educational leadership that in 1971, AASA found that 74% of the superintendents surveyed that year had been assisted through the G.I. Bill. Administrative “credentialing programs were built on male-biased empirical research” and favored male graduates to the extent that 92% of educational administration graduates were male as late as 1972 (Blount, 2000, p.122).

During the 1950's and 1960's, society became urbanized and many school district consolidations occurred. Smaller schools were often headed by women, so consolidation eliminated more women from leadership positions. Consolidations also affected minority administrators, as desegregation closed minority schools. The marriage rate for women increased by almost 50% and a woman's career was viewed as secondary to her husband's. The Common Sense Book of Baby and Child Care published in 1946, just in time for the post-World War II baby boom, became a widely-accepted "bible" on child rearing. Through comments in this book, Dr. Benjamin Spock sparked "a national explosion of women's domesticity" (Blount, 2000, p.123). Women were considered less professional than men because they did not have a strong drive for higher incomes and advancements in their careers. In fact women were expected to follow their husbands' careers, so women tended to higher mobility rates. Also women were required to quit their jobs by the fifth month of pregnancy resulting in extended absences.

Additionally during this time period, teaching became less of an administrative prerequisite for administrative internships. This policy shift allowed men with little or no teaching experience to move more quickly into these internships. The image of the school superintendent became the "Organization Man," a term coined by William H. Whytre (1956). During this time the superintendent was a male with good financial skills and bureaucratic control (Grogan, 1996; Grogan, Feb. 2000; Reese, 1993). Since these interns were chosen by men and worked closely with male mentors, a cycle of men working with other men continued. This male- dominated internship process made it even more difficult for women to gain experience and credentials, so "by 1970, women

administrators in public schools were on the road to extinction” (Dunlap & Schmuck, 1995, p. 205).

However, the seventies started the second women’s movement and intensified the minorities’ movement with the help and influence of Title IX, which clearly promoted the hiring of women and minorities. Even though Title IX did not have an immediate impact on educational leadership, it brought attention to the inadequacies and inequalities in the educational system. Several important changes occurred after the enactment of Title IX: the first was that graduate and professional schools dropped limiting quotas for women; second, women’s participation in sports programs increased, allowing women to become coaches, which was often a criteria for educational leadership positions; third, women had additional assistance in job-related sex discrimination claims; fourth, schools could not insist upon mandatory, unpaid leave for pregnant teachers; fifth, women would have access to organizations that had been male-only (Hansot, 1993; Blount, 1998). Women used the political and legal systems to fight for some measure of access to power in public schools, but had many barriers to overcome. Figure 2 (Blount, 1998, p. 182) presented the percentage of women superintendents by decade from 1910 to 1990. Because of this second women’s liberation movement, women began to be able to advance to the highest leadership roles in school districts. The west, of which Montana is a part, has historically had a greater number of women in educational leadership positions. As of 2000, the national percentage of women superintendents was 13% (Björk, Brunner, & Glass, 2000). In Montana the percentage of women administrators (including superintendents and principals) was 27% (Nielson, 2002).

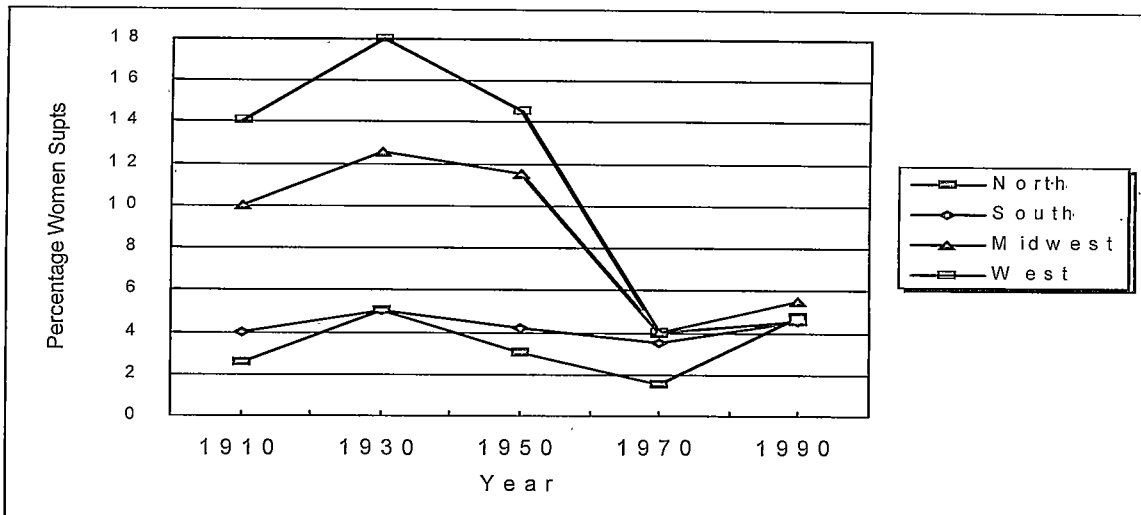


Figure 2. Women Superintendents of All District Types Combined by Region, 1910-1990 (Blount, 1998, p. 182)

Traits of Effective Educational Leaders

In the 1960's and 1970's the respect for public education, especially the large urban school, waned and society demanded choice and change. Because findings of the Coleman Report (1966) were not favorable to public education, it caused the general public to start losing confidence in public schools and their leadership. Discontentment and distrust abounded, and out of this the School Effectiveness movement was born. Through this reform movement, a new and more complex definition of excellent educational leaders emerged, creating higher expectations and added responsibilities to the roles of school leaders. Cunningham (1990) reported that during this era "Educational leadership faced many serious challenges in a world that was changing rapidly, among them institutional decay, problems of equity, the impact of technology, and the need for collaboration among agencies serving children" (p. 12). To meet these demands, attempts

to improve leadership included development of principals' centers and academies such as the Harvard Center. In the mid-1980's the Danforth Foundation invested resources to strengthen pre-service preparation and continuing education for principals and superintendents. A National Commission on Excellence in Educational Administrations (NCEEAA) was formed, which published a report, Leaders for American's Schools, which recommended the establishment of a national policy board. The National Policy Board for Educational Administration was formed and its first report focused on reforming the recruitment, selection and preparation of educational administrators. National attention was focusing on an improvement in school leadership. "Over a three year period (*in the mid-1980's*) more than 30 universities took steps to strengthen their programs with Danforth support" (Cunningham, 1990, p. 3).

The School Effectiveness research focused on identifying the with-in school factors that affected students' academic achievement. "Edmonds concluded from his research that schools can and do make a difference in student achievement and identified five variables that strongly correlate with student achievement" (Moe, 2002, p. 3). Edmonds and others delineated the variables as: setting clear goals and high expectations (especially related to students), strong instructional leadership of the principal, an emphasis on basic skills, an orderly school environment, increased time on task, positive home-school relations, and frequent monitoring of students (Moe, 2002). These align with the Five Correlates defined by Marzano in his meta-analysis of school reform studies (2000) which are administrative leadership, a safe and orderly climate, emphasis on basic skills, high expectation, and monitoring pupil performance.

Researchers also found “that principals in ‘effective’ schools acted differently than their counterpoints in average” or low performing schools (Murphy, 1990, p. 236). These principals did not fit the behavioral sciences model of the 1960’s which focused on the environmental issues, but instead focused on internal school operations especially the teaching-learning process. This could relate back to the 1950’s and 1960’s policies that promoted administrative internships for males who lacked the years spent in the classroom and, as a result, lacked the experiential knowledge of the teaching-learning process. Murphy (1990) delineated the reform movement into three waves: wave one was the move beyond standards; wave two was the restructuring of schools; and wave three was the move to a child-centered educational agenda. The third wave to child-centeredness required the principal to be the instructional leader and therefore his/her power (authority) was derived from a high level of expertise in the core functions of schooling, student learning, rather than from their hierarchical position (Murphy, 1990). This child-centered focus is natural for those who have spent years in the classroom, and those individuals are largely women.

So important is the school leader, especially the principal, that Marzano (2000) found strong leadership to be the most important of the five correlates in effective schools. These correlates are strong leadership, high expectations for students, an orderly atmosphere, an emphasis on basic skills, and effective monitoring of student achievement. Effective leadership is focused on facilitating effective instruction with high expectations for students, creating a positive school climate and a vision of success for all learners, providing continual staff development opportunities, and monitoring

student progress. In the past, principals and superintendents had more of a managerial role in the schools. They made sure that buses ran on time, that the buildings were clean and functional, that each classroom had a qualified teacher, that all necessary resources were available for instruction, and the like. Now, with increased pressures for accountability, the roles of the principal and superintendent have expanded. They must be effective in two domains: the first a technical and managerial domain dealing with methods and means, and the second a value domain dealing with goals and purposes focused on student achievement and instruction. The purposes and meanings are cornerstones in creating an effective learning community. School leaders must be sensitive to the culture of the community and work to build a shared vision within the school and community (Sergiovanni, 2000).

Additional review of literature gives many definitions of leadership. "Bennis and Nanus (1985) prefaced their treatise on leadership by asserting, 'Decades of academic analysis have given us more than 350 definitions of leadership'" (Krumm, 1997, p. 87). Bennis and Nanus's work and Kouzes and Posner's work both embrace transformational leadership's tenets in their definitions. Kouzes and Posner (1995) define effective leadership in their "Ten Commandments of Leadership." Of the points which these include, women have innate strengths in fostering collaboration by promoting cooperative goals and building trust, and in strengthening people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support. Women also more naturally inspire and enlist others in a common vision by appealing to their values, interests, hopes, and dreams (Funk, 1993). Women encourage the heart by

recognizing individual contributions to the success of projects and by celebrating team accomplishments regularly. Both women and men leaders challenge the process by searching for opportunities to change, grow, innovate, and improve. They also challenge the process by experimenting, taking risks, and then learning from the accompanying mistakes. Excellent leaders model the way by behaving in ways that are consistent with shared values and by facilitating the achievement of small wins that promote commitment. Leaders also portray the strong personal qualities of integrity, positive thinking, patience, and courage. These virtues plus hard work, enthusiasm, active listening, and great organizational skills are components of great leadership (Dorn, O'Rourke, and Papalewis, no date).

According to a recent National Association of Secondary School Principals (NASSP) report (DiPaola & Tschannen-Moran, 2003), the principalship has increased its leadership responsibilities from a building mid-level manager of student/parent issues to the instructional leader who must assure that all students meet high academic standards. The principal must understand the new regulations and reporting requirements, ensure a safe learning environment in an increasingly hostile society, and act as a change agent within the school and the community. The report went on to describe the roles of educational leaders as:

Today's principal must be a legal expert, health and social services coordinator, fundraiser, public relations consultant, parental involvement expert, and security officer, who is technologically savvy, diplomatic, with top-notch managerial skills, whose most important duty is the implementation of instructional programs, curricula, pedagogical practice, and assessment models. Principals, as instructional leaders, must tackle tough curriculum standards, serve an increasingly diverse student population, shoulder responsibilities that once were

addressed at home and or in the community, and then face possible termination if their schools don't show instant results (NASSP, 2003).

With the new skills required to be an effective principal, the instructional leadership component is indeed a major one because of the emphasis on student achievement mandated in the No Child Left Behind legislation. Women are often very strong in instructional leadership because of their years of teaching experience (Avila, 1993; Tallerico & Tingley, 2001). Of the Montana administrators surveyed in 2002, women had more classroom teaching experience than men (Nielson, 2002).

According to the AASA survey (Björk, Brunner, & Glass, 2000), school board presidents defined effective superintendents as possessing the following six traits: (1) self-confidence, (2) ambitiousness, (3) assertiveness, (4) competitiveness, (5) mathematical and mechanical skills for competency in budget and facilities issues, and (6) aggressiveness. In a more recent Montana study (Nielson, 2002), some of the skills which the board chairs rated as important for superintendents to possess were managing finances and budget, planning and managing facilities, understanding legal issues dealing with school law, expertise in labor relations and collective bargaining, understanding and leading the change process, experience in staff and community relations, and extensive understanding of curriculum and instruction including assessment and evaluation (Nielson, 2002). Except for understanding curriculum and instruction, all of the skills for good leaders which were listed in these two studies matched the skills listed as weak for women.

In contrast to the ASAA superintendent traits, MCREL identified 21 leadership responsibilities after examining 5,000 studies which were conducted over a 30-year period focusing on the principalship. This meta-analysis found that if these responsibilities were effectively performed that the leader had a major impact on student achievement. The research findings indicated that leadership ability would translate into a student performance of 10 percentile points, or one standard deviation. The research again pointed to effective leaders as key in student achievement. Some of the leadership responsibilities examined in this study included fostering a culture with shared beliefs and a sense of community and cooperation, establishing a set of operating procedure, providing a disciplined work place which protects teaching time and focus, providing materials and professional development, leading in curriculum, instruction, and assessment, establishing and focusing on clear goals, recognizing and celebrating school and individual accomplishments, and inspiring and leading in new and challenging innovations (Waters, Marzano, & McNulty, 2003).

The ISLLC Standards for School Leaders, which were adopted in 1996 and are in use throughout the country, define standards for school administrators. Currently, 35 states have either adopted or adapted the ISLLC standards and are in different stages of implementing the standards in reforming educational leadership within their state. The first standard states that a school administrator promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Because this vision must be developed through a collaborative effort of the school staff and the community,

women often excel in the performance of this standard. Standard two deals with advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. Since women have usually been teachers longer than their male cohorts, they are more experienced with instructional programs and student learning. Standard three defines a school administrator as an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources so as to provide a safe, efficient, and effective learning environment. This management standard has long been the focus of superintendents and has traditionally been considered a male strength. Standard four states that a school administrator as an educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Collaborating and building relationships and partnerships are keys to success and frequently considered to be a natural trait of women. Standard five states that a school administrator as an educational leader promotes the success of all students by acting with integrity, fairness, and in an ethical manner. Standard six states that a school administrator as an educational leader promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (Interstate School Leaders Licensure Consortium, 1996). Women are perceived as not being as capable as men in performing the duties delineated in this standard (Björk, Brunner, & Glass, 2000).

Issues in Recruiting and Retaining Administrators

Because of the increasingly complex roles and environments in which school leaders are expected to operate, educators are leaving the field or are choosing not to apply for leadership positions. Many educators stated that a lack of the adequate preparation to deal with the many added responsibilities kept them from pursuing leadership roles (ASAA, 2000; Nielson, 2002; DiPaola & Tschannen-Moran, 2003). Montana administrators identified major difficulties in the performance of their jobs as inadequate school funding, increasing intensity of student needs, expanded state and federal requirements, and working hours and time demands. The long hours and the complexity of increased responsibilities without adequate compensation have added to the lack of interest in becoming an administrator. Some of the less stressful issues included personal and professional isolation, conflicts with parents and community members, and multiple responsibilities and skills requirements (Nielson, 2002). These issues parallel closely those identified in the national studies (Winter, 2002; Blackman & Fenwick, 2000).

Superintendents, when asked what was the most stressful aspect of their job in the AASA survey (2002), rated district financial issues as of most concern, with aging facilities and new government regulations causing an increase in expenditures and capital outlay (97%). Next on the list was assessment and testing for learner outcomes (93%), followed by accountability and credibility (87%), and finally demands for new ways of teaching or operating the educational programs (86%). These new issues have added

increased burdens to the already complex job of traditional management, making the job even more unattractive to potential administrative aspirants (Blackman & Fenwick, 2000; Tirozzi, 2000).

Additionally, principals over the past five years have had multiple responsibilities added to their duties, making this position less attractive (Blackman & Fenwick, 2000; Tirozzi, 2000). Broadened accountability for student outcomes and increased paperwork, with a focus on test scores, has heightened the time requirements of principals. "The emphasis on instructional leadership could lead more boards to actively seek out candidates with stronger backgrounds in curriculum and instruction. If so, that could spell an advantage for women, who tend to have more years of classroom experience" (Archer, 2003, para. 32).

Eighty-four percent reported working more than 50 hours per week, whereas in 1988 that number was 68%. . . . Despite the long hours, principals reported that their salary increases had not been commensurate with the growing expectations. Nearly half (46%) reported that salary increases had lagged behind that of teachers in the past 5 years (DiPaola & Tschannen-Moran, para. 39, 2003).

Significant factors, other than job responsibilities, cited by educators in the Montana study (Nielson, 2002) were increased job satisfaction due to the amount of contact time with students, politicization and the proliferation of the old boys' network in the hiring process, the necessity of relocation to another district, and the negative impact on their families. Many individuals were disillusioned with the emphasis found in Montana schools on athletics, meetings, and trivia at the expense of academics (Nielson, 2002).

Underrepresentation of Women and Minorities

Many studies have identified that women remain underrepresented in the roles of educational leadership (Aguirre, 2000; Brunner, 1999; Brunner, Feb. 2000; Skrla, Reyes, & Scheurich, 2000; Tallerico, 2000).

In spite of the concern of the 1970's to move more women into nontraditional jobs and the emphasis of the 1980's on diversity and equity (Yates, 1993), the number women principals and superintendents remains disproportionately small compared to the number of women teachers (Bell & Chase, 1993; Gupton & Slick, 1996; Nogay, 1996)... Increases over the past fifteen to twenty years fall far short of equitable representation for majority women professionals who make up the educational field. The secondary principals (*principalships*) remain particularly resistant to women and is part of a career path that most often leads to the superintendency (Gaertner, 1979; Shakeshaft, 1987) (Logan & Scollay, 1999, pp. 98-99).

Currently, women represent more than 65% of the classroom teachers and nearly 50% of the students who are working toward advanced degrees in educational / administration up from 8% just 35 years ago (Blount, 2000). Even though the number of women in leadership positions has increased, they still remain under-represented (Shepard, 1997).

At the AASA conference, held Feb. 20-23, female superintendents described numerous hurdles they had to overcome to reach their positions. Among them: bias in the superintendent-search process, male-dominated professional networks, and the frequent clash between their roles at home and at work. Many also cited outright sexism. Ms. Wright recounted getting turned down by a district that had already hired two female assistant superintendents. She said one board member explained: "We just can't have all women in the central office" (Archer, 2003, para 10).

However, education is not the only field where biases have existed, business (Catalyst, 1993; Gaskill, 1991; Miller & Wheeler, 1992), science and mathematics, law (Catalyst,

1993) also manifest this resistance to women leaders.

Women are not the only subpopulations that have been discriminated against (Washington & Harvery, 1989; Williams, 1996; Tallerico (2), 2000; Young & Fox, 2002). "Superintendents of colour believe that discriminatory hiring practices are a major problem...(*The 2000 AASA Study*) found that 46.9% of superintendents of colour and 10% of their white colleagues consider discrimination a problem" (Björk & Keedy, 2001, p. 416). Minorities are only a small percentage of the educational leadership population, and they are usually working in communities where the minority is the majority. These leaders are usually older and have more advanced degrees when they obtain top-level leadership positions (Björk, Brunner & Glass, 2000; Brunner, Grogan & Prince, 2002).

Overall, primarily Caucasian men still hold the majority of the top-level management and leadership positions in education. The societal attitudes concerning gender and ethnic stereotypes are subtle and slow to change even though federal legislation such as Civil Rights Act, Title IX, the Equal Pay Act, and Women's Equal Equity Act have advanced skill development, educational opportunities, and professional enhancements (Logan & Scollay, 1999).

White men and women hold the majority of superintendencies in our nation (around 91%). Minorities are dramatically underrepresented at about 9% of the superintendencies (Björk, Brunner, & Glass, 2000). In Montana, the main minority population is American Indians who currently hold less than 2% of all leadership or teaching positions in the state (Nielson, 2002).

Women's Barriers to Leadership Positions

The women's barriers to educational leadership can be divided into two groups— intrinsic and extrinsic. The intrinsic barriers deal with personal character traits and health issues while the extrinsic barriers are external factors.

Intrinsic or Personal Barriers

Some of the intrinsic barriers that are attributed uniquely to women are femininity, pregnancy, emotions, menstruation, and motherhood as identified in the "Women as School District Administrators: Past and Present Attitudes of Superintendents and School Board Presidents" study. Approximately 70% of the superintendents and school board presidents still accepted these stereotypes in 1996 (Shepard, 1997). This study was a follow up to a similar study done in 1978 by AASA. Even though some of the stereotype barriers had decreased, these leaders still felt that women would allow their emotions to influence their administrative decisions. Board presidents still considered pregnancy and menstruation as factors in employing women.

Of the six personal traits (self-confidence, ambitiousness, assertiveness, competitiveness, mathematical and mechanical skills, and aggressiveness) that board presidents considered to be important for superintendents to possess, they perceived women as possessing these traits to a lesser degree than men. Some believed that women do not possess any of these traits. The possession of self-confidence is the trait least attributed to women by both superintendents and school board presidents (Björk, Brunner, & Glass, 2000; Farmer, 1993).

Another intrinsic barrier referenced in the Cunanan (1994) study of educational administration graduates was that of internal aspiration, the vision and determination to become an administrator. There has been a perception since the 1950's, the Spock generation, that women do not desire or aspire to a career in leadership (Patterson, 1994). However, Cunanan's research (1994) found just the opposite and she concluded her study with these words, "After all, there is a growing body of literature on women administrators that supports the image of a competent, successful, career-minded female administrator" (p. 7). In conclusion, she recommends that women should adopt a new vision of self and that the educational community must also change their perceptions of women educational leaders.

Extrinsic or External Barriers

The accepted role that women should assume in society has been a primary external barrier in the ability of women to secure educational leadership positions (Farmer, 1993). As stated in Blount's research (2000), of the women teachers in the 1900's, 95% of these women were single, widowed, or divorced. In fact from the time of the Civil War through World War II, school boards and administrators hired mostly single women. During the Great Depression married women were required to resign. Often school boards wrote into the contracts of women that they could not marry while working as an administrator. However, men were expected to be married as it was considered to be part of having the "right character." After World War II, the marriage bans were not enforced, and the number of married women teaching doubled, which

changed teaching from a single to a married woman's profession. During the early 1900's, single women educators had been charged with deviant sexual behavior but during this post-war period, married women were also being attacked for deviant sexual behavior. This was spurred by a 1948 publication on homosexuality which revealed that 50% of all males admitted to having attractions to other men. This opened a public discussion about sexuality which further eroded the already tainted public opinion of teachers. School districts dismissed teachers on rumors of homosexuality.

The homosexual menace in schools essentially provoked educators to maintain consciousness of their own and others' gender-appropriate appearance and behaviors. ...women who desired to move into school administration found that their ambitions would be viewed as masculine, aggressive, ambitious, and inappropriate. Women administrator aspirants, then, increasingly contended with gender role conflicts (Blount, 1998, p. 107).

Throughout history women have had to deal with the barriers associated with stereotype profiles (Watkins, Herrin, & McDonald, 1993; Langford, 1993; Funk, 1993; Brunner, Feb. 2000; Patterson, 1994; Brown, 1999). The stereotype profiles have changed through the decades but are still issues with which women must cope. There seem to be perceptions and expectations associated with women and their roles as wives and mothers. These perceptions also exist internationally (Nivala & Hujala, 2002; Norris & Ingelhart, 2000). Likewise perceptions exist if women have chosen neither of these more traditional roles. Some relationship issues were reflected in the preliminary results of the AASA's Women In Educational Leadership Survey which were shared at the AASA's Conference in New Orleans in February, 2003.

Final figures aren't yet available, but an analysis of about half the 1,350 returned questionnaires shows it's not uncommon for female superintendents to have

delayed their moves into the position because of child rearing, or to have a "commuter marriage," in which the spouses live in different cities. Although a vast majority of respondents were married, the survey didn't ask how many of those marriages followed a previous divorce. Many women superintendents agree that the heavy time demands of the job require major adjustments for their families (Archer, 2003, para. 15).

Some other extrinsic barriers which have been identified in research (Logan & Scollay, 1999; MBSA, 1999; Gardiner, Enomoto, & Grogan, 2000; Hill & Ragland, 1995; Brunner, Grogan, & Prince, 2003; Shepard, 1997; Björk, Brunner, & Glass, 2000) are the effects of the Old Boy Network (lack of inclusion in the network), lack of mobility due to family obligations (Hensley, 1996), lack of mentoring and support (Gardiner, Grogan, & Enomoto, 1999), lack of preferred career paths, lack of ability to receive preparation for the administrative positions (LEAD, 1992). Any one of these could become a road block for future women administrative aspirants. Unless these barriers are addressed, the numbers of women and minorities in the candidate pool for principals and superintendents will not increase.

The Old Boy or Old Girl network has significantly helped those aspirants fortunate enough to be included (Logan & Scollay, 1999; MBSA, 1999). Almost 77% of the administrators surveyed said they benefitted from the influence of networks (Brunner, 2000). The old adage, "It is not what you know, but who you know" is evidenced in the importance of networking. Early white male-dominated professional organization in Kansas and California that excluded subpopulations including women from its ranks were major barriers because they became gatekeepers of the "networks." There is no longer the formal exclusion of women and minorities from these organizations; however, there

still exists remnants of this exclusion philosophy in activities like the Wednesday afternoon guys' golf game or the morning coffee guys' social. This was reiterated at the AASA's 2003 conference,

Certain networking traditions for those who get to the superintendency also are seen as favoring men. Many female administrators point out that meetings of their professional associations often revolve around golf—a sport more popular among men than women. Ms. Wright, who says she's the first female officer in her state's administrator organization, agrees. She was struck by the central role the sport plays in the group's gatherings. Ms. Gil says it's a major issue in the field: "Golf is a very serious gatekeeper that people don't realize" (Archer, 2003, para. 26).

These more subtle networks also need to become unbiased.

Another major barrier is the lack of mentoring available to women and minorities (McCormick & Titus, 1990; Malone, 2001). Since the educational leadership profession is dominated by white males and these superintendents and principals do not perceive that discrimination exists (Björk, Brunner, & Glass, 2000), they continue to choose individuals like themselves as protégées to mentor. Therefore women and minorities fail to be chosen and fail to receive the benefits which mentoring provides (Brown, Irby, & Smith, 1993). Mentors provide multiple levels of support (Jewell, 1990; Malone, 2001; Crow & Matthews, 1998). As the boss, they keep their protégée's best interest in mind. As an advisor, they socialize them into the norms and ethics of the profession. As a teacher, they provide customized and individualized instructions. As a guide, they nurture in a nonthreatening manner. As a parent, they give loving advice and protection while providing resources and guidance. As a spiritual or philosophical guru, they emphasize the conceptual. As a gatekeeper, they bring their protégé into the network. As a public role model, they inspire leadership. As a friend or peer, they view the protégé as the

whole person (Gardiner, 2000). They not only lack the aspects of these kinds of support, but they also lose the opportunity to gain valuable administrative experiences as they shadow their mentors.

Partly because of the networking and mentoring barriers experienced by women and partly because of the perception of the gatekeepers, women are forced into certain career paths (Tallerico, 2000; Jewell, 1990; Gaskill, 1991). Most women administrators have historically been elementary principals. The secondary principals (principalships) remain particularly resistant to women and is part of a career path that most often leads to the superintendency (Gaertner, 1979; Shakeshaft, 1987; Logan & Scollay, 1999).

The lack of mobility seems to affect both men and women. In the AASA 2000 study, men report only a 21.1% limiting factor caused by lack of mobility. For men, often the assumptions are that the family will move to benefit from the new career opportunity. For women the lack of mobility or place commitment was considered the strongest barrier to career opportunities at 41%. Because of the percentage of unmarried women (33%) serving as superintendents, one could speculate that family issues are involved in mobility (Björk, Brunner, & Glass, 2000).

Strategies to Overcome Barriers

The educational reform of the 1990's presented an opportunity to minimize or eliminate the barriers to women and minorities as school principals and superintendents. Such innovative changes as site-based management, school councils, parent and community involvement, and teacher empowerment, plus changing school demographics

and an emphasis on student achievement, have created new concepts in leadership and policy-making. The changing perceptions of school administrators' roles shift the expectations of leadership characteristics to favor skills of women (Logan & Scollay, 1999), creating a window of opportunity for women administrative aspirants (Avila, 1993). Women's ability to collaborate and share power are considered to be instrumental in effective schools (Murphy, 1990). Also their additional classroom experience and child-centered approach to education are strengths in this new environment of emphasis on student achievement (Archer, 2003). While the intrinsic variables may still limit the aspirations and potential of certain individuals within these underrepresented groups, gender and race discrimination, both personal and institutional, are extrinsic conditions inhibiting the access to educational leadership.

Accordingly, viable interventions must address the external barriers or discrimination (Fauth, 1984; Lovelady-Dawson, 1980) and focus on the skill and attitudes of intrinsic variables of female (*and minority*) aspirants. Efforts to expand opportunities for the entry of women and minorities into the administrative hierarchy should focus primarily on altering the attitudes and selection behaviors of gatekeepers; increasing rather than diminishing enforcement of Title IX mandates by district, state, and federal officials; and including both groups within informal networks that provide women and minorities with indispensable information, models, and sponsors along with opportunities to erode stereotypes (Leonard & Papa-Lewis, 1987, p. 204).

National Shortage

There is a national shortage of public school certified personnel (Campbell, 1993; Crow, 2002; Winter & Morgenthal, 2002). The problem encompasses positions from teachers in specific disciplines and special education to principals and superintendents. Prince's research (2002) reported a national shortage of teachers is occurring especially in low performing schools. The teacher shortage compounds the administrative shortage because administrators usually come from the teaching ranks.

A survey commissioned by the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP) was conducted in 1998. The telephone survey interview 403 randomly selected schools with a student population over 300. The data collected indicated a shortage in the labor pool "among all types of school (rural, urban, suburban) and among all levels of vacancies (elementary, junior high/middle, and high school)." (Is there a shortage of qualified candidates for openings in the principalship? 1998, Results of the study, para. 2). Ferrandino and Tirozzi reported in October of 2000 that many schools opened without a principal. In Vermont 20 % and in Washington 15% of the principals had either retired or resigned and in New York City, 163 schools opened with a temporary school leader (Ferrandino & Tirozzi, 2000). Similarly, shortages in the superintendency were indicated in the AASA survey findings which stated that nearly 8000 superintendents will retire in the next eight years creating a shortage especially in the smaller, rural districts (Björk, Brunner, & Glass, 2000). In times of shortage, additional sources are required.

This paralleled the AASA survey (2000) findings which states that nearly 8000 superintendents will retire in the next eight years creating a shortage especially in the smaller, rural districts.

Turnover, retirements (Baker, 1996; Giles & Giles, 1990; Young, 1998), and a predicted 10 to 20 percent increase in the need for school administrators through 2005 (NASSP, 1998) have raised concerns about a shortage of candidates to fill principal and superintendent vacancies. The reality of fewer numbers of person who apply for these positions forces the issue that additional candidates will be needed to meet the demand (NAASP, 1998).

With a shortage of teachers also occurring, the issue becomes a greater challenge since administrators usually come from the teaching ranks (Prince, 2002). In times of shortage, additional sources are required.

Montana Shortages

The Montana School Boards Association (1999) sponsored a study focused on the shortage of qualified principals and superintendents in the state. The study found that of the 105 responding superintendents, 50% were planning on retiring within the next five years. Of the 126 principals, 26% were planning on retiring within the same time period.

Of the 73 school board chairs and of the 67 superintendents who had hired administrators in the last three years, only 20 school board chairs and 10 superintendents indicated having no problems in filling the open positions (Montana School Boards Association, 1999). Most often, board chairs and superintendents indicated the pool of applicants was too small, or individuals in the pool were not well qualified.

In the 1998-99 school year, school districts began to experience more difficulty filling teaching and administrative positions than in the past, according to The Montana Statewide Education Profile, published by the Office of Public Instruction (Nielson, 2001). There was also a 6% decline in the number of initial teacher certifications issued by Office of Public Instruction from 1996-97 to 1998-99 which would indicate that teacher and administrator positions would get more and more difficult to fill.

Contrary to expectations, the Certification Standards and Practices Advisory Council of the Montana Board of Public Education study found that of the 354 school systems with accredited schools who filed fall reports for the 1999-2000 school year, only 5% indicated they found the principal position hard to fill during the last five years (Nielson, 2001). During that time period, only 2% of the districts indicated that they had difficulty filling a superintendency position. Additionally they indicated that they were satisfied with the qualifications of the candidates even though the pool was small.

A statewide study (Nielson, 2002) of the administrative shortages found a larger number of superintendents and principals will be retiring from their positions by 2007. About 48% of the surveyed administrators, mainly superintendents, indicated that they would be retiring by 2007, which would translate to 56 retirements a year. Nielson also "Edmonds concluded from his research that schools can and do make a difference in student achievement and identified five variables that strongly correlate with student achievement" (Moe, 2002, p. 3). Edmonds and others delineated the variables as: setting clear goals and high expectations (especially related to students), strong instructional leadership of the principal, an emphasis on basic skills, an orderly school environment,

increased time on task, positive home-school relations, and frequent monitoring of students (Moe, 2002). These align states in The Retirement Dilemma report that “Montana superintendents and principals indicated that better retirement benefits were the most important factor that would keep them longer in their jobs” (Nielson, 2003, p. 4). This report also stated that Montana’s Teacher Retirement System’s (TRS) benefits rank among the lowest in the nation when compared with other states teachers’ retirement systems and that the number of individuals retiring increased by 82% from 1990 to 2002 (2003). This helps explain why after retirement about half of the administrators expect to leave Montana and continue working in education. Only one-fourth stated that they will continue to work in education part-time in the state. Because only two-thirds of the pool of candidates that are certified but not practicing are actively seeking administrative positions, concern for the quality of new leaders intensifies since the number of candidates has shrunk by 23% over the past three years (Nielson, 2002).

Most of the respondents in a study of individuals qualified for administrative jobs, but not currently working in administrative positions, indicated they were from the most populated areas in the state (Montana School Boards Association, 1999). Relocation issues along with salary issues, family considerations, and current job satisfaction were contributing reasons why these individuals decided not to pursue or take administrative positions outside their communities. These individuals indicated that two-thirds of them planned to apply for administrative positions in the future. Approximately 20% stated they had been offered administrative positions but had turned them down. The average number of years until they indicated they will apply is less than two (Nielson, 2002).

The very low percentage of American Indian teachers and administrators in proportion to the American Indian population is also a concern. Only 2% of the administrators and 2% of the teachers surveyed indicated they are American Indian (Nielson, 2001 & 2002), while 10% of the state's student population is American Indian. In the certified American Indian teacher population, there are very few certified but not practicing administrators to include in the administrative candidate pool.

Summary

The role of women as educational leaders has vacillated between prominence and incertitude since the inception of public education in the United States. Economics and politics have been some of the contributing factors for these shifts. Currently there are shortages of specialized teachers and administrators on a national scale. These shortages should provide more opportunities for women and minorities to acquire educational leadership positions. The historical barriers identified in the literature were both intrinsic and extrinsic. Some of the intrinsic barriers attributed uniquely to women are femininity, pregnancy, emotions, menstruation, and motherhood. Some other extrinsic barriers which have been identified in research (Logan & Scollay, 1999; MBSA, 1999; Gardiner, Enomota, Grogan, 2000; Hill & Ragland, 1995; Brunner, Grogan, & Prince, 2002; Shepard, 1997; Björk, Brunner, & Glass, 2000) are the effects of the Old Boy Network (lack of inclusion in the network), lack of mobility due to family obligations, lack of mentoring and support, and lack of preferred career paths (Björk & Keedy, 2001), lack of ability to receive preparation for the administrative positions. Strategies which were

suggested in the literature to help counteract the barriers were stricter enforcement of nondiscriminatory legislation, provisions for developing informal networks and mentors (Brown & Merchant, 1993), altering the attitudes and selection behaviors of the administrative gatekeepers, and focusing on development of the skills and attitude variables of female aspirants (Slick & Gupton, 1993). Even though change is occurring and women are attaining more educational leadership positions, women still are not equally represented in top leadership positions.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to explore the perceived and actual barriers faced by women who are certified as school administrators as well as the barriers faced by American Indian women teachers in the public school setting in Montana. Research findings about barriers faced by women in educational leadership from previous studies have been identified as, in no particular order: (1) male dominance—the good old boys network (Logan & Scollay, 1999; MBSA, 1999); (2) lack of political savvy (Logan & Scollay, 1999); (3) lack of career positioning (Hill & Ragland, 1995; MBSA, 1999); (4) lack of mentoring (Gardiner, Enomota, Grogan, 2000, Hill & Ragland, 1995; MBSA, 1999; AASA, Grogan, 2003); (5) low role satisfaction; (6) future life plans; (7) lack of mobility (MBSA, 1999); (8) lack of job security (MBSA, 1999; AASA, Björk, 2000; AASA, Grogan, 2003); (9) less assertive, ambitious, competitive, capable of learning mathematics (budget) (Shepard, 1997; Logan & Scollay, 1999); (10) lack of enough aggressiveness in administrative situations which demand it (Shepard, 1997); (11) handling discipline; (12) lack of willingness to supervise evening activities; (13) concerns in others about being led by a woman; (14) community gender bias about women as CEOs; and (15) monthly interruptions—pregnancy and menopause (Logan & Scollay,

1999; AASA, 2002).

The above major issues were also included in AASA's National Study of U.S. Women Superintendents and Central Office Administrators (2002), which was sent to all women superintendents and about 40% of the women central office administrators. The AASA Women's study was a follow-up study to the AASA's 2000 National Superintendent study. It was specifically designed to examine the barriers for women in district level administration. This questionnaire was modified to examine the barriers for each of the three chosen subpopulations of Montana women educators. One was designed and sent to all practicing women administrators including all superintendents, principals, and district-level administrators. A second modified questionnaire was designed and sent to administratively certified, but not practicing, women teachers, and a third modified questionnaire was designed and sent to all American Indian women teachers.

Participants

The populations in this study were Montana women with administrative endorsements, practicing and not practicing, and Montana certified American Indian women teachers. The population consisted of 565 women of which 205 were women administrators, 145 were administratively certified but not practicing women teachers, and 215 were American Indian women teachers. The decision to use the entire population, rather than sampling the population, was predicated on the relatively small size of the population.

The study did not include all the women teachers in the state of Montana since adequate information about non American Indian women was obtained from the Women Administrator and Administratively Certified Women teachers populations. Because the American Indian women administrators' population was 13 and the aspirant administratively certified American Indian women teachers' population was three, the total of these populations was below the minimum of 30 suggested to provide the researcher with data that could be generalized to the total American Indian women educator population. Thus, American Indian women teachers were surveyed to investigate the unique barriers that affect their ethnic population.

For the school year 2001-2002 the Office of Public Instruction (OPI) recorded 586 superintendents and principals of which 205 (35%) were women. Of the 298 administratively certified individuals who were not employed as administrators, 49% were women, which equated to 145. There were no percentages available for ethnic minorities in either of these groups. Of the approximately 10,500 teachers, approximately 2% were American Indian, which equated to 215 American Indian women.

The participants were the respondents from these populations. The women administrator subpopulation included superintendents, principals, and district supervisors of which 173 of the 205 surveyed women responded, resulting in a 72% return rate. The administratively certified women teachers was composed of 82 out of the 145 surveyed women resulting in a 71% return rate for this subpopulation. Of the 215 American Indian teachers surveyed, 106 participated after receiving two mailings resulting in a 49.3% return rate.

InstrumentFunction

The three research questionnaires were adapted from the American Association of School Administrator's (AASA) National Study of U.S. Women Superintendents and Central Office Administrators (2002) questionnaire (Appendix A), which was used to identify barriers for women administrators. This AASA questionnaire was administered to 5,500 superintendents and central office women across the United States. All women superintendents and randomly selected central office women received the opportunity to participate. Because this questionnaire was not designed for principals or for teachers, adaptations were required. These modifications resulted in three questionnaires to study the subpopulations.

The first instrument used in this study was created for all practicing women administrators by modifying the original AASA questionnaire to accommodate principals (Appendix B). The modifications made on the questionnaire included such items as adding the choices of principalships to the possible job choices and including the status of the principalship throughout the questionnaire. A second instrument was created to accommodate the unique aspects of administratively certified, but not practicing, women teachers (Appendix C). Some of the modifications made on the questionnaire were replacing administrative positions with specific teaching positions, i.e., high school teacher, counselor, SPED teacher, etc. Sections of the survey which dealt with administrators were optional for those teachers who had never held an administrative

position. And a third instrument was created which targeted American Indian women teachers' perceptions (Appendix D). Some of the modifications made on the third questionnaire included items which queried tribal affiliation and the ethnicity of their school leaders. However, many of the questions were identical on the three instruments so comparisons of the responses could be made among the subpopulations. These questionnaires were used to gather demographic information and information on the perceived and actual barriers encountered by the defined populations. Some of the information gathered included perceptions of job, job satisfaction, positions held and career patterns, and future aspirations. Some of the inhibitors and barrier information included impact of networking and mentoring, lack of opportunity to gain experience, and stereotype perceptions. Respondents were asked to rate the intensity of the itemized barriers and then given an opportunity to add to the choices.

Validity

The original questionnaire had been tested by Margaret Grogan and Cyruss Brunner, experts in the field of women educational leadership research (AASA, 2002). Validity of the three questionnaires used in this research on prior research findings as compiled and evaluated by AASA and the researcher. The three revised questionnaires used in this study were reviewed by experts and field tested in each of the subpopulations in Montana. The experts were carefully selected from the OPI data base or from MSU staff, each having multiple years of experience in their field. Contents of questionnaires were compared with instruments and results from other studies in which barriers in

obtaining administrative positions were examined in order to establish content validity. Respondents of the pilot study were given the opportunity to comment on the design, structure, clarity, and comprehensiveness of the questionnaires. Of the 11 respondents, ten rated the clarity of instructions as excellent and one rated the clarity as good. All 11 rated the recording procedures as excellent. No recommendations or suggestions regarding the nature of the survey were given by the respondents. Several of the respondents were interviewed after completing the survey. Through a comparison of the responses to both the survey and follow-up questions, reliability was enhanced.

Rationale

The surveys were mailed because this provided a practical means for collecting the information from the total population which was needed to determine if barriers exist and to what extent for women in educational leadership in Montana. A survey was chosen in order to obtain as many responses as possible. The entire populations of women administrators, administratively certified women, and American Indian women teachers were sent questionnaires. The questionnaires allowed respondents to rate the barriers that they considered to be the most inhibiting in the desire to obtain and the acquisition of a leadership position. Identification of these barriers will allow the local and state policymakers an opportunity to first examine the perceptions of this underrepresented group of educators and then to prioritize policy actions to address the most pressing issues of underrepresented groups of Montana residents.

Procedure

Montana women who are administratively certified, including one group of practicing administrators and another group of administratively certified teachers, and American Indian women teachers were mailed surveys with a cover letter (Appendix E, F) explaining the shortage of administrators and the need to increase the applicant pool. They were asked to help in the effort to identify barriers that did or would hinder them in the pursuit of an educational leadership role.

The list of the targeted participants was confidentially provided from the private OPI database by Madalyn Quinlan, the Chief of Staff of OPI. The criterion for selection of the participants, which included women administrators, administratively certified women teachers, and American Indian teachers, were provided to OPI on December 8, 2002. On December 10, 2002, the researcher telephoned Cindy Prince requesting to use part of the AASA 2002 Women Administrator Questionnaire survey for the study. Within three days, Margaret Grogan, research coordinator, emailed that the AASA survey could be used with the qualification that results from the study not be published before the end of February, 2003; however, email confirmation from Cindy Prince (Appendix G), AASA representative, to use the AASA 2002 Women Administrator Questionnaire (Appendix A) did not arrive until January 6, 2003. On January 19, Ms. Quinlan sent the three lists of targeted participants for the study. These lists included name, position, school address, and district size and region location for each of the participants. The chronological timeline for conducting the survey study follows:

1. The three questionnaires were field tested during the last week of February, 2003 (Appendix H). The researcher telephoned two of the pilot participants and also did face-to-face interviews with three of the respondents to facilitate reliability of the interpretation of their responses to the surveys. All the respondents certified the surveys and none made changes in the instruments' format or content.
2. The researcher submitted the three surveys for review to the Internal Review Board. After being reviewed, the questionnaires were determined to be exempt on February 20, 2003 (Appendix I).
3. A postcard (Appendix J) was sent to all participants to announce the forthcoming arrival of the questionnaires on February 21, 2003 and to alert them to the purpose of the study. The postcards were printed and then distributed through bulk mail to the addresses which had been provided by OPI.
4. The first mailings of the questionnaires occurred February 25 -26, 2003, with a request for the completed survey to be returned by March 10, 2003. The questionnaires were each printed on different colored paper and were coded by region, district size, and numbered for identification so the researcher could track respondents. Each questionnaire included a business reply self-addressed envelope.
5. A second postcard (Appendix K) was mailed on March 5 to thank participants for responding to the questionnaire and encourage those who had not responded to mail in their surveys.

6. Tabulation of the returned questionnaires on March 13 indicated that there was a 52% return on the administrator questionnaires, a 47% return on the certified but not practicing administrator questionnaires, and a 27% return on the American Indian questionnaire. Because the American Indian return was considerably below the required 50% targeted return rate, a second mailing was prepared.
7. The second mailing occurred on March 18, 2003, with a request for the completed questionnaires to be returned by March 26, 2003. This mailing included all the certified but not practicing women and all the American Indian teachers that had not returned the questionnaires from the first mailing. Individuals who had personal connections with the American Indian teachers were requested to encourage the teachers to participate in the research by completing and returning the questionnaires. April 2, 2003 was the final day that surveys were received and still included in the data for this study. The researcher decided to accept the 49.3% return rate for the American Indian population since it was so close to the targeted 50% return rate.

Data Analyses

The responses were given numeric codes. These codes were then entered into Statistical Programs for the Social Sciences (SPSS). Three separate data bases were created, one for each of the questionnaires. A fourth data base including all of the respondents was created. This fourth data base contained only the questions which were

identical in all three of the questionnaires. After data entry, 10% of the data were randomly selected and checked for accuracy.

Statistical Programs for the Social Sciences (SPSS) Base 10.0 was used to analyze the data using descriptive statistics, factor analysis, and discriminant analysis procedures. Frequencies were developed on the Likert scale items to determine which barriers were considered by respondents to be most influential in women's ability to be educational leaders. Descriptive analyses for each of the three groups included background information such as age, years of teaching, district size, marital status, number of children, number of years in current position, and highest degrees. The surveys were coded by predetermined regions (Appendix L) and by district sizes (Appendix M) as identified by OPI.

Factor analysis was used to reduce the data to a smaller set of factors. This technique reduced the large number of overlapping variables so a broader conceptual dimension could emerge. Green, Salkind & Akey (2000) stated:

Factor analysis is a generic term that we use to describe a number of methods designed to analyze interrelationships within a set of variables or objects [resulting in] the construction of a few hypothetical variables (or objects), called factors, that are supposed to contain the essential information in a larger set of observed variables or objects that reduces the overall complexity of the data by taking advantage of inherent interdependencies [and so] a small number of factors will usually account for approximately the same amount of information as do the much larger set of original observations (p. 71) (Stapleton, 1997).

Discriminant analysis was used to determine if predictor variables existed that could classify respondents into their respective groupings. The discriminant analysis was conducted to determine whether the 20 variables could predict the group to which the

women belong defined as Administrators (Appendix B), Administratively Certified Teachers (Appendix C), or American Indian Teachers (Appendix D). The smaller the calculated values of the statistic, Wilk's Lambda, the greater the probability that individuals within those groups did not come from the same population. The higher the calculated values, the greater the probability that the individuals within those groups did come from the same population.

The qualitative data from the final page of the survey was entered in Word and then analyzed to determine trends and themes within the respondents' comments. However, the number of respondents who completed this part of the questionnaire was so small that the data was not deemed relevant or conclusive to this study. Because the questionnaire was approximately six pages long without this final qualitative section, this section of the questionnaire was stated as being optional.

Assumptions and Limitations

Assumptions

1. It was assumed that the participants who responded were similar in demographics attributes and characteristics to those of the total population.
2. It was assumed that the experiences and perceptions of the participants who responded were similar to those of the total population.

Limitations

1. The study was limited by the accuracy of the OPI information database which provided the list of educators who received the questionnaires.

2. The study was limited by the low number of practicing American Indian administrators as a subpopulation. As a result, the American Indian teachers were studied to determine perceptions on barriers to assuming administrative certification and positions.
3. The AASA questionnaire, which was used to develop the three instruments used in this study, had not established reliability because it was created to inform the practicing educational community rather than to provide empirical research.

Delimitations of the Study

The delimitations of the study were:

1. Only Montana populations were studied.
2. Women teachers in Montana were not studied because of the large numbers and because the subpopulations of women administrators and women certified as administrators but not practicing were sufficient to define barriers.

Summary

Two hundred five questionnaires were sent out to women administrators in Montana to determine the perceived and actual barriers that they face or have faced while pursuing an administrative position. One hundred thirteen questionnaires were sent out to the certified but not practicing administrators. Two hundred eighteen teacher questionnaires were sent out to the practicing American Indian women teachers in Montana to determine the perceived and actual barriers that they face in pursuing an

administrative endorsement and position. Because of the administrative shortage, the identification of barriers to entry into administration in these subpopulations is essential to secure an adequate candidate pool composed of representative and quality leaders to ensure quality leadership for Montana's schools.

The total identified populations were given the opportunity to respond to the questionnaires. For the purpose of comparing demographics of the subpopulations, the study collected data on the district size and location by defined region and also the age, ethnicity, current position, number of children, marital status, career path, educational level, years in education, and years until retirement of the respondents.

CHAPTER 4

RESEARCH FINDINGS

Introduction

The research findings address the results of the data analysis and their meaning in relation to the problem and purpose of this study. The problem addressed in this study is the underrepresentation of women in Montana, especially American Indian women, in educational leadership positions and the reasons for this under-representation. Since there is a shortage of educational administrators both nationally and in Montana, a compelling need for competent educational leaders in all segments of the country has been created.

The purpose of this study was to identify the perceived and actual barriers to administrative certification in Montana faced by women who are certified as school administrators; both current administrators and aspirant administrators, as well as the barriers faced by American Indian teachers. These barriers tended to be either externally or internally imposed. The external barriers were attributed to a larger construct identified as discrimination, and the internal barriers were attributed to a larger construct called aspirations. The following results identify the characteristics of the populations and further identify the perceived and actual barriers.

Results of Data Analysis

The population consisted of all Montana women administrators, all administratively certified women teachers, and all American Indian women teachers serving in Montana public school systems as listed in the confidential Office of Public Instructions database. The population consisted of 565 women of which 205 were women administrators, 145 were administratively certified but not practicing women teachers, and 215 were American Indian women teachers. Of the 565 surveys mailed out, 361 were returned, resulting in an overall return rate of 64%.

In Table 1, the number and percentages of Montana women in each of the surveys are presented. The women administrator subpopulation included superintendents, principals, and district supervisors of which 173 of the 205 surveyed women responded resulting in a 72% return rate. This group represented the largest percentage of women responding at 47.9% of the total respondents. The administratively certified women teachers represented 22.7% of the total number of respondents with 82 of the 145 surveyed women participating, resulting in a 71% return rate for this subpopulation. Of the 215 American Indian teachers surveyed, 106 participated after receiving two mailings resulting in a 49.3% return rate. This subpopulation represented 29.4% of the total number of respondents.

Table 1. Number and Percentage of Montana Women Respondents for each Group Surveyed

Respondent Group	Population	Respondents	Return Rate
Administrators	205	173	72%
Administratively Certified Teachers	145	82	71%
American Indian Teachers	215	106	49.3%
Total	565	361	

Distribution of the ages of the women respondents by category are presented in Table 2. The ages of the women administrators and the administratively certified women teachers were slightly higher than the American Indian teachers. While 68.6% of the women administrators were between the ages of 41 and 55, 46.7% of the administratively certified women teachers were included in those same ranges. While 73% of the American Indian women teachers were under the age of 50, 44% were under 40.

Table 2. Number and Percentage of Women Respondents as Identified by Current Age

Respondent Group	30 or Younger	31-35	36-40	41-45	46-50	51-55	55-60	61-65	66+
Administrators	1 0.6%	6 3.5%	20 11.6%	23 13.4%	47 27.3%	48 27.9%	19 11.0%	7 4.1%	1 .6%
Administratively Certified Teachers	2 2.5%	10 12.3%	12 14.8%	13 16.0%	12 14.8%	21 25.9%	11 13.6%	0 0.0%	0 0.0%
American Indian Teachers	11 10.4%	13 12.3%	12 11.3%	18 17.0%	22 20.8%	9 8.5%	9 8.5%	8 7.5%	4 3.8%
Total	14 3.9%	29 8.1%	44 12.3%	54 15.0%	81 22.6%	78 21.7%	39 10.9%	15 4.2%	5 1.4%

The largest percentage of practicing and aspiring women administrators were Caucasian with 91.9% current women administrators and 93.8% administrative certificated women teachers specifying their ethnicity as Caucasian (Table 3). Only 13 American Indian women in Montana were administrators representing 7.5% of that subpopulation; however, of the 16 holding administrative endorsements, 81% are practicing administrators.

Table 3. Number and Percentage of Administratively Endorsed Women Respondents as Identified by Ethnicity

	White	Asian	Hispanic	American Indian	Other
Administrators	159 91.9%			13 7.5%	1 .6%
Administratively Certified Teachers	76 93.8%	1 1.2%	1 1.2%	3 3.7%	

Of the women administrators and the administratively certified women teachers surveyed 75.6% and 77.7% respectively were married or remarried. Of the American Indian women teachers, 60% were married or remarried. Between 11% and 17% were divorced with the smallest percentage divorced being administratively certified teachers. Comparing these three groups' marital status is similar across all three subpopulations.

Table 4. Number and Percentage of Women Respondents as Identified by Martial Status

Respondent Group	Married	Separated	Divorced	Remarried	Widowed	Single
Administrators	119 69.2%	4 2.3%	25 14.5%	11 6.4%	3 1.7%	10 5.8%
Administratively Certified Teachers	56 69.1%	1 1.2%	9 11.1%	7 8.6%	1 1.2%	7 8.6%
American Indian Teachers	62 59.0%	3 2.9%	18 17.1%	1 1.0%	5 4.8%	16 15.2%
Total	237 66.2%	8 2.2%	52 14.5%	19 5.3%	9 2.5%	33 9.2%

Practicing administrators and administratively certified women teachers reported similar data in the number of children raised. American Indian women teachers, however, had raised a slightly higher number of children. Of the women who were administratively certified, 16.8% had no children, which was only slightly higher than the percentage of American Indian teachers without children (Table 5).

Table 5. Number and Percentage of Women Respondents as Identified by Number of Children Raised

Respondent Group	No children	1 child	2 children	3 children	4 children	5 children	6 or more children
Administrators	29 16.8%	29 16.8%	67 38.7%	29 16.8%	11 6.4%	3 1.7%	5 2.9%
Administratively Certified Teachers	13 16.3%	8 10.0%	39 48.8%	14 17.5%	4 5.0%	1 1.3%	1 1.3%
American Indian Teachers	12 11.4%	6 5.7%	27 25.7%	26 24.8%	11 10.5%	10 9.5%	13 12.4%
Total	54 15.1%	43 12.0%	133 37.2%	69 19.3%	26 7.3%	14 3.9%	19 5.3%

To determine if the population had experienced female role models, the data in Table 6 indicate that most of the women surveyed were not currently working in a district with a woman superintendent. However, the data in Table 7 show that approximately 40% of the women had worked in a district that had a woman superintendent.

Table 6. Number and Percentage of Women Respondents as Identified by Employment in a District with a Woman Superintendent

Respondent Group	I am the superintendent	No	Yes	No Response
Administrators	13 7.7%	125 74.0%	30 17.8%	1 .6%
Administratively Certified Teachers		65 80.2%	16 19.8%	
American Indian Teachers		87 84.5%	16 15.5%	
Total	13 3.7%	277 78.5%	62 17.6%	1 .3%

Table 7. Number and Percentage of Women Respondents as Identified by Having Ever Worked in a District headed by a Woman Superintendent

Respondent Group	No	Yes
Administrators	97 57.4%	72 42.6%
Administratively Certified Teachers	48 60.0%	32 40.0%
American Indian Teachers	63 60.0%	42 40.0%
Total	208 58.8%	146 41.2%

In Table 8, the data show that 71.2% of the respondents in the practicing administrator group served in more than one district indicating that they have been more mobile than the other two groups. Almost 45.6% of the administratively certified teachers had served in one district for most of their careers and 66.7% of the American Indian teachers had likewise served in one district most of their careers.

Table 8. Number and Percentage of Women Respondents as Identified by Having Served in One District

Respondent Group	No	All but 1 to 2 Years	Yes
Administrators	121 71.2%	16 9.4%	33 19.4%
Administratively Certified Teachers	44 54.3%	10 12.3%	27 33.3%
American Indian Teachers	35 33.3%	15 14.3%	55 52.4%
Total	200 56.2%	41 11.5%	115 32.3%

Women administrators left the classroom between their 16th and 25th year of teaching. (Since Montana requires that administrators must have three years of teaching experience before becoming administrators, one must assume that the two administrators without experience came from out-of-state or incorrectly responded.) The administratively certified teachers have more teaching experience than the administrative group with 34.6% having accrued over 20 years or more of classroom experience. American Indian women teachers ranged in years of experience greatly with 27% in the 1-5 year category, 24.5% in the 6-10 year category, 12% in the 11-15 year category, 16% in the 16-20 year category, and 18% in the 21-26 + year categories.

Table 9. Number and Percentage of Women Respondents as Identified by Years of Classroom Experience

Respondent Group	None	1-5	6-10	11-15	16-20	21-25	More than
		years	years	years	years	years	25 years
Administrators	2 1.2%	21 12.4%	44 25.9%	51 30.0%	29 17.1%	16 9.4%	7 4.1%
Administratively Certified Teachers			14 17.3%	24 29.6%	15 18.5%	16 19.8%	12 14.8%
American Indian Teachers		29 27.9%	26 25.0%	13 12.5%	17 16.3%	13 12.5%	6 5.8%
Total	2 .6%	50 14.1%	84 23.7%	88 24.8%	61 17.2%	45 12.7%	25 7.0%

The data presented in Table 10 indicate that the highest concentration of responding women administrators were located in the Western and Four Rivers regions. The highest concentration of American Indian women teachers was located in the North

Central, Hi Line and South Central regions. The regions as designated by OPI are shown in Appendix M.

Table 10. Number and Percentage of Women Respondents as Identified by Region of Employment

Respondent Group	Four Rivers	Central	Hi Line	North Central	North East	North West	South Central	South East	Western
Administrators	34 19.7%	1 .6%	11 6.4%	27 15.6%	6 3.5%	21 12.1%	26 15.0%	11 6.4%	35 20.2%
Administratively Certified Teachers	20 24.4%	2 2.4%	2 2.4%	24 29.3%	2 2.4%	8 9.8%	15 18.3%	1 1.2%	8 9.8%
American Indian Teachers			18 17.0%	45 42.5%	11 10.4%	1 .9%	17 16.0%	5 4.7%	9 8.5%
Total	54 15.0%	3 .8%	31 8.6%	96 26.6%	19 5.3%	30 8.3%	58 16.1%	17 4.7%	52 14.4%

The general demographic data of the women who were included in this study indicate that women administrators and the administratively certified women teachers had more of the same attributes than the American Indian women teachers. They were generally similar in age, ethnicity, marital status, number of children, and region of employment. The American Indian teachers were somewhat similar in age, marital status, and number of children but were very diverse in region and ethnicity.

Research Question 1

1. What are the perceived and actual barriers experienced by women who are administratively certified and employed as administrators in Montana as they pursued their administrative endorsements and positions?

The women administrators in Montana reported that the lack of family mobility was the most influential barrier they had to overcome (Table 11). As the data in Table 12 indicate, 96.4% of the women administrators felt that this barrier was either somewhat of a factor or an important factor in obtaining an administrative position. Secondly, they reported that the nature of administrative work makes it an unattractive career choice. In Table 13, the data indicate that 48% of the women felt this was somewhat of a factor and 21.1% indicated that it was an important factor in their pursuit of an administrative position. The researcher chose a mean of 1.90 as the cut-off point as this represented approximately 70% of the women rating the barriers as a factor. In contrast, in Table 11 the perceptions that women are not politically astute and that instruction and curriculum interests limit administrative and managerial interests were the least influential of the list of barriers encountered as women were seeking and performing their administrative jobs.

Table 11. The Means of the Barrier Variables for the Montana Women Administrator Respondents as Ranked from Highest to Lowest*

	N	Min	Max	Mean	Std. Deviation
Barrier: Lack of family mobility	147	1	3	2.14	.63
Barrier: Nature of work makes it unattractive career choice	152	1	3	1.90	.72
Barrier: Lack of mentors	153	1	3	1.74	.69
Barrier: Perception that women not strong managers	155	1	3	1.68	.70
Barrier: Lack of opportunities to gain experience	158	1	3	1.67	.69
Barrier: Perception that women let emotions influence decisions	152	1	3	1.65	.72
Barrier: School boards do not actively recruit women	144	1	3	1.62	.64
Barrier: Lack of professional networks	161	1	3	1.57	.68
Barrier: Mid-management career glass ceiling	133	1	3	1.56	.60
Barrier: Perception that women are unqualified to handle finances	148	1	3	1.55	.67
Barrier: Perception that women cannot discipline	161	1	3	1.52	.65
Barrier: Perception that women are not politically astute	143	1	3	1.43	.60
Barrier: Perception that instruction and curriculum interests limit administrative and managerial interests	143	1	3	1.41	.56
Valid N (listwise)	87				

The number of Administrators as defined by N is different because the individuals that chose Don't Know were omitted.

*Each respondent indicated the level of influence as 1 being defined as Not a Barrier, 2 as Somewhat of a Barrier, and 3 as an Important Barrier.

Table 12. Number and Percentage of Women Administrators in Montana Who Considered the Lack of Family Mobility to Be a Barrier in Obtaining an Educational Leadership Position

Responses	Frequency	Percent
don't know	23	13.3
not a factor	20	11.6
somewhat a factor	87	23
important factor	40	20
Total	170	87
Blank	3	40
Total	173	170

Table 13. Number and Percentage of Women Administrator Respondents in Montana Who Considered the Nature of Work Makes it an Unattractive Career Choice

Responses	Frequency	Percent
don't know	18	10.4
not a factor	47	27.2
somewhat a factor	73	42.2
important factor	32	18.5
Total	170	98.3
Blank	3	1.7
Total	173	100.0

Since earlier research indicated that “the secondary principals (*principalships*) remain particularly resistant to women and is part of a career path that most often leads to the superintendency (Gaertner, 1979; Shakeshaft, 1987)” (Logan & Scollay, 1999, pp. 98-99), the purpose of the following data was to analyze career paths of women administrators in Montana. Factors which often influence career paths include years of experience as a teacher and as an administrator, advanced degrees, the age which

individuals entered educational leadership positions and what those positions were, and finally what familial circumstances or changes were made to accommodate and facilitate career advancements (AASA, 2000). Participants' responses on these descriptives are presented in Tables 14-21. Data presented in Table 14 show the current positions of the women administrator respondents. These data indicate that 25.5% of the women held district leadership positions while 38.7% held elementary principal positions, a role that historically has been accepted as appropriate for women since they would be working with small children. Only 8.7% of the women held principalships in Middle Schools and 4% in High Schools.

Table 14. Number and Percentage of Women Administrator Respondents by Current Positions

Current Position	Frequency	Percent
Superintendent	15	8.7
Assistant Superintendent	4	2.3
District Coordinator	10	5.8
SPED Program Director	15	8.7
Principal - Elementary	67	38.7
Principal - MS/JH	15	8.7
Principal HS	7	4.0
Assistant Principal MS/JH	7	4.0
Assistant Principal HS	11	6.4
Activities Director	1	.6
Other	20	11.6
Total	172	99.4
Blank	1	.6
TOTAL	173	100.0

Women who became administrators usually enter the leadership field before the age of 50. According to the data in Table 15, 37% of the women administrators were between the ages of 30 and 40, and 30% were between 41 and 50 years old when they

secured their first administrative position.

Table 15. Number and Percentage of Women Administrator Respondents by Age When They First Became an Administrator

Age Ranges	Frequency	Percent
Not applicable	1	.6
0-30	24	13.9
31-35	24	13.9
36-40	40	23.1
41-45	34	19.7
46-50	32	18.5
51-55	14	8.1
56-60	2	1.2
61-65	1	.6
Total	172	99.4
Blank	1	.6
TOTAL	173	100.0

Most women leaders (60.7%) in this study had less than ten years of experience as an administrator. However, 16.5% of the women leaders had 16 or more years of experience as administrators (Table 16).

Table 16. Number and Percentage of Women Administrator Respondents by Number of Years as a School Administrator

Years in Administration	Frequency	Percent
1	15	8.7
2-3	24	13.9
4-5	22	12.7
6-7	19	11.0
8-9	23	13.3
10-11	17	9.8
12-13	11	6.4
14-15	11	6.4
16+	28	16.2
Total	170	98.3
Blank	3	1.7
TOTAL	173	100.0

Even though the data presented in Table 8 indicate that most Administrators served in more than one district, the data in Table 17 indicate that most of the women leaders served as administrators in three or less districts. This would indicate that either it was early in their career or they had been relatively immobile.

Table 17. Number and Percentage of Women Administrator Respondents by Number of Districts in Which Served in Administrative Positions

Number of Districts	Frequency	Percent
Not applicable	.1	.6
1	65	37.6
2	52	30.1
3	26	15.0
4	15	8.7
5	7	4.0
6	2	1.2
7+	2	1.2
Total	170	98.3
Blank	3	1.7
TOTAL	173	100.0

The data in Table 18 show that almost 70% of the women started their administrative careers as principals. Of these principals, 38.7% of the women started their careers as elementary principals and 18.5% started their careers as high school principals. Only 11% started their careers as district office personnel. These women were highly qualified for their positions (Table 19). Almost 80% held a Master's degree and almost 10% held an EdD or PhD.

Table 18. Number and Percentage of Women Administrator Respondents by First Administrative Position

First Administration		
Position	Frequency	Percent
Elementary School	15	8.7
Junior High	4	2.3
Middle School	18	10.4
High School	32	18.5
College	2	1.2
District Office	19	11.0
Other	17	9.8
K-8	11	6.4
Total	170	98.3
Blank	3	1.7
TOTAL	173	100.0

Table 19. Number and Percentage of Women Administrator Respondents by Highest Earned Degree Held

Highest Degree		
Earned	Frequency	Percent
Master's Degree in Education	138	79.8
Specialist Degree	6	3.5
EdD or Ph.D.	16	9.2
Other	9	5.2
Total	169	97.7
System	4	2.3
TOTAL	173	100.0

A large percentage of these women had to make sacrifices at some point in their careers to realize their aspirations. In fact, 61.8% of the women indicated that either they or their spouses had to make changes in their personal lives in order to accommodate the demands of the women's jobs (Table 20). Many women indicated that their spouses took less demanding jobs or jobs that had greater flexibility (Table 21) to accommodate for the long hours which educational leadership often requires. Of the respondents, 13.9% indicated they were not married.

Table 20. Number and Percentage of Women Administrator Respondents as Defined by Changes Made in Their or Their Souses' Personal Lives to Accommodate for Job Demands

	Frequency	Percent
Not Married	23	13.3
No	36	20.8
Yes	107	61.8
Total	166	96.0
Blank	7	4.0
TOTAL	173	100.0

Table 21. Number and Percentage of Women Administrator Respondents Profiled by If Their Spouse Took Less Demanding or Jobs with Greater Flexibility to Facilitate Administrative Job Demands

	Frequency	Percent
No	70	40.5
Yes	32	18.5
Total	102	59.0
Blank	71	41.0
TOTAL	173	100.0

Research Question 2

2. What are the perceived and actual barriers that were experienced by women who are administratively certified but still employed as teachers in Montana as they pursued their administrative endorsements and as they pursue administrative positions?

As shown in Table 22, the items' means were considerably higher for all the items than the mean of the items for the administrators. Many of them are in the same rank order including the first and foremost barrier being the lack of family mobility.

Presented in Table 23, 80.3% of the administratively certified women teachers rated lack

of family mobility as somewhat a factor or as an important factor in the acquiring an administrative position. The top five rated barriers fit the researcher's criteria of having a mean above 1.90. Presented in Table 24, the lack of opportunities to gain administrative experience was rated by over 80% of the women as a factor. More than 70% of the women rated the next three barriers as being a factor in the acquisition of an administrative position (Table 25, Table 26, and Table 27).

Table 22. The Means of the Barrier Variables for Administratively Certified Women Teacher Respondents as Ranked from Highest to Lowest*

Barrier	N	Minimum	Maximum	Mean	Std. Deviation
Lack of family mobility	76	1	3	2.16	.73
Lack of opportunities to gain experience	77	1	3	2.10	.70
Lack of professional networks	76	1	3	1.96	.70
Lack of mentors	74	1	3	1.92	.72
Perception that women not strong managers	76	1	3	1.91	.70
Perception that women let emotions influence decisions	75	1	3	1.88	.66
Mid-management career glass ceiling	54	1	3	1.83	.64
School boards do not actively recruit women	66	1	3	1.77	.72
Perception that women cannot discipline	78	1	3	1.72	.70
Perception that women are unqualified to handle finances	77	1	3	1.71	.69
Nature of work makes it unattractive career choice	75	1	3	1.68	.72
Perception that women are not politically astute	75	1	3	1.61	.66
Perception that instruction and curriculum interest limit administrative and managerial interests	70	1	3	1.57	.55
Valid N (listwise)	39				

The number of Administratively Certified Teachers as defined by N is different because the individuals that chose Don't Know were omitted.

*Each respondent indicated the level of influence as 1 being defined as Not a Barrier, 2 as Somewhat of a Barrier, and 3 as an Important Barrier.

Table 23. Number and Percentage of Administratively Certified Women Teacher Respondents in Montana Who Considered the Lack of Family Mobility to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	15	18.3
Somewhat a factor	34	41.5
Important factor	27	32.9
Total	76	92.7
Blank	6	7.3
TOTAL	82	100.0

Table 24. Number and Percentage of Administratively Certified Women Teacher Respondents in Montana Who Considered the Lack of Opportunity to Gain Administrative Experience to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	15	18.3
Somewhat a factor	39	47.6
Important factor	23	28.0
Total	77	93.9
Blank	5	6.1
TOTAL	82	100.0

Table 25. Number and Percentage of Administratively Certified Women Teacher Respondents in Montana Who Considered the Lack of Professional Networks to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	20	24.4
Somewhat a factor	39	47.6
Important factor	17	20.7
Total	76	92.7
Blank	6	7.3
TOTAL	82	100.0

Table 26. Number and Percentage of Administratively Certified Women Teacher Respondents in Montana Who Considered the Lack of Mentors to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	22	26.8
Somewhat a factor	36	43.9
Important factor	16	19.5
Total	74	90.2
Blank	8	9.8
TOTAL	82	100.0

Table 27. Number and Percentage of Administratively Certified Women Teacher Respondents in Montana Who Considered the Perception that Women Are Not Strong Managers to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	22	26.8
Somewhat a factor	39	47.6
Important factor	15	18.3
Total	76	92.7
Blank	6	7.3
TOTAL	82	100.0

Next, examining some additional characteristics of the Administratively Certified women teachers added to the understanding of who these women were and why they were not serving as administrators even though they are qualified to do so. The data in Table 28 show the current positions of these women. The largest single group (35.8%) of the women is elementary teachers. Even though these women have leadership training, only 2.3% of the teachers stated that they were acting as teacher leaders or mentors. Additionally, the data indicate that 83.3% of these women were not currently seeking administrative positions (Table 29). However, over the past two years, 38% of the women had applied for positions (Table 30). Of these aspirants, 46.8% of teachers reported that they had not been offered positions (Table 31).

Table 28. Number and Percentage of Current Positions of Administratively Certified Teacher Respondents

Current Position	Frequency	Percent
Elementary teacher	29	35.4
SPED teacher	10	12.2
MS/JH teacher	14	17.1
HS teacher	10	12.2
Counselor	7	8.5
Teacher leader/mentor	2	2.4
Other	9	11.0
Total	81	98.8
Blank	1	1.2
TOTAL	82	100.0

Table 29. Number and Percentage of Administratively Certified Teacher Respondents Seeking Administrative Positions

	Frequency	Percent
No	65	79.3
Yes	13	15.9
Total	78	95.1
Blank	4	4.9
TOTAL	82	100.0

Table 30. Number and Percentage of Administrative Positions Applied for in Last Two Years by Administratively Certified Women Teacher Respondents

	Frequency	Percent
None	5	6.1
1	16	19.5
2	14	17.1
3	4	4.9
4	3	3.7
More than 5	3	3.7
Not applying	34	41.5
Total	79	96.3
Blank	3	3.7
TOTAL	82	100.0

Table 31. Number and Percentage of Administrative Positions Offered in the Last Two Years to Administratively Certified Women Teacher Respondents

	Frequency	Percent
None	37	45.1
1	6	7.3
2	1	1.2
3	1	1.2
Not applying	34	41.5
Total	79	96.3
Blank	3	3.7
TOTAL	82	100.0

Purposes indicate that many of these women do have aspirations to become administrators. As presented in Table 32, 51.3% of the women stated they would like to become principals in the next five years but only 1.2% stated they would like to become superintendents in the next five years. From this group of women administrative aspirants there would be only 44 who would become part of the candidate pool over the next five years and 28.8% of the women reported.

Table 32. Number and Percentage of Administrative Positions Desired in Next Five Years by Administratively Certified Women Teacher Respondents

Position	Frequency	Percent
Superintendency for first time	1	1.2
Central office position	2	2.4
Principal position	41	50.0
Continue teaching until retirement age	22	26.8
Continue teaching until early retirement	1	1.2
Leave when find university position	1	1.2
Leave when find educational foundation or nonprofit organization	1	1.2
Leave when find desirable position outside education	2	2.4
Other	9	11.0
Total	80	97.6
Blank	2	2.4
TOTAL	82	100.0

Research Question 3

3. What are the perceived and actual barriers that American Indian women teachers in Montana face in the pursuit of administrative endorsements?

When examining the barriers as compared to the other two groups the American Indian teachers rated more items as somewhat a factor or as an important factor. The barriers shown in Table 33 which were considered the most prominent and met the researchers criteria of a mean above 1.90 were the lack of mentors, the lack of professional networks, the lack of opportunities to gain administrative experience, the perception that women are not strong managers, the lack of family mobility, that school boards do not actively recruit women, the perception that women let emotions influence decisions, and the perception that women's interest in curriculum and instruction limit their interest in administration and management. Between 77% and 80% of the American Indian women teachers rated the first four barriers as somewhat of a factor or an important factor. These are presented in Tables 34, 35, 36, and 37. Between 68% and 72% of the American Indian women teachers rated the next four barriers as somewhat of a factor or an important factor. These are presented in Tables 38, 39, 40, and 41.

Table 33. The Means of the Barrier Variables for American Indian Teacher Respondents as Ranked from Highest to Lowest*

Barriers	N	Minimum	Maximum	Mean	Std. Deviation
Lack of mentors	85	1	3	2.15	.76
Lack of professional networks	82	1	3	2.15	.76
Lack of opportunities to gain experience	83	1	3	2.13	.71
Perception that women not strong managers	90	1	3	2.04	.69
Lack of family mobility	89	1	3	2.00	.75
School boards do not actively recruit women	80	1	3	1.99	.80

Table 33 (Cont'd)

Perception that instruction and curriculum interests limit administrative and managerial interests	78	1	3	1.91	.72
Mid-management career glass ceiling	55	1	3	1.89	.71
Nature of work makes it unattractive career choice	87	1	3	1.89	.72
Perception that women are not politically astute	83	1	3	1.82	.70
Perception that women are unqualified to handle finances	85	1	3	1.81	.70
Perception that women cannot discipline	89	1	3	1.79	.70
Valid N (listwise)	37				

The number of American Indian Teachers as defined by N is different because the individuals that chose Don't Know were omitted.

*Each respondent indicated the level of influence as 1 being defined as Not a Barrier, 2 as Somewhat of a Barrier, and 3 as an Important Barrier.

Table 34. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Lack of Mentors to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	19	17.9
Somewhat a factor	34	32.1
Important factor	32	30.2
Total	85	80.2
Blank	21	19.8
TOTAL	106	100.0

Table 35. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Lack of Professional Networks to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	18	17.0
Somewhat a factor	34	32.1
Important factor	30	28.3
Total	82	77.4
Blank	24	22.6
TOTAL	106	100.0

Table 36. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Lack of Opportunities to Gain Administrative Experience to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	16	15.1
Somewhat a factor	40	37.7
Important factor	27	25.5
Total	83	78.3
Blank	23	21.7
TOTAL	106	100.0

Table 37. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Perception that Woman Are Not Strong Managers to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	19	17.9
Somewhat a factor	48	45.3
Important factor	23	21.7
Total	90	84.9
Blank	16	15.1
TOTAL	106	100.0

Table 38. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Lack of Family Mobility to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	25	23.6
Somewhat a factor	39	36.8
Important factor	25	23.6
Total	89	84.0
System	17	16.0
TOTAL	106	100.0

Table 39. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Lack of School Boards in Recruiting Women to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	26	24.5
Somewhat a factor	29	27.4
Important factor	25	23.6
Total	80	75.5
Blank	26	24.5
TOTAL	106	100.0

Table 40. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Perception that Woman Allow Their Emotions to Influence their Decisions to be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	25	23.6
Somewhat a factor	45	42.5
Important factor	21	19.8
Total	91	85.8
Blank	15	14.2
TOTAL	106	100.0

Table 41. Number and Percentage of American Indian Teacher Respondents in Montana Who Considered the Perception that Women's Interest in Instruction and Curriculum Limit Their Administrative and Managerial Interest to Be a Barrier in Obtaining an Educational Leadership Position

	Frequency	Percent
Not a factor	24	22.6
Somewhat a factor	37	34.9
Important factor	17	16.0
Total	78	73.6
Blank	28	26.4
TOTAL	106	100.0

A brief description of the American Indian woman teacher is given to help in identifying perceived or actual barriers to becoming administrators. The American Indian

teachers who returned the surveys had an N of 106. Of this group of teachers, 69 taught in elementary school (Table 42), 38 taught in junior high or middle school, and 29 taught in high school, some served in multiple schools and at multiple levels.

Table 42. Number and Percentage of American Indian Teacher Respondents Serving as Elementary Teachers

	Frequency	Percent
No	35	33.0
Yes	69	65.1
Total	104	98.1
Blank	2	1.9
TOTAL	106	100.0

More than half of the reporting teachers stated their districts were headed by an American Indian and about the same percentage stated that their individual buildings were headed by American Indians. The gender of the building principals was slightly more women than men; however, only 15% of the districts had women superintendents. Almost 40% of the teachers were between the ages of 41 and 50, and 86.7% said they had only taught in Montana. More than half of the teachers were married with two to three children and 48% stated that they supported one to two adults as well. The main tribes represented in this survey were the Blackfeet with 32.1%, the Crow with 13.2 %, and the Chippewa Cree with 10.4% of the responding teachers (Table 43).

Table 43. Number and Percentage of American Indian Teacher Respondents by Tribal Affiliation

Tribal Affiliation	Frequency	Percent
Salish	8	7.5
Blackfeet	34	32.1
Sioux	6	5.7
Pend d'Oriells	1	.9
Crow	14	13.2
Gros Ventre	6	5.7
Assiniboine	7	6.6
Northern Cheyenne	6	5.7
Chippewa Cree	11	10.4
Little Shell Tribe of Chippewa Indians	4	3.8
Native American Tribe	7	6.6
Total	104	98.1
Blank	2	1.9
TOTAL	106	100.0

Many of the American Indian Teachers perceived that discrimination in the hiring and promotional practices of administrative positions was a problem in the districts in which they have worked. In fact, 93% of these women thought there was some discrimination and 51% reported that discrimination was a major problem as presented in Table 44. Of the teachers who were familiar with the "old girl/boy" network concept, 79% of these teachers perceived that it was important in obtaining administrative positions; however 59% of the American Indian teacher respondents reported that they did not know if it were a factor or not (Table 45).

Table 44. Number and Percentage of American Indian Teacher Respondents as Defined by Their Perception of the Extent of Discriminatory Hirings and Promotional Practices for Administrative Positions

Perception of the Influence of Discrimination	Frequency	Percent
No problem	7	6.6
Little problem	12	11.3
Minor problem	30	28.3
Major problem	51	48.1
Total	100	94.3
Blank	6	5.7
TOTAL	106	100.0

Table 45. Number and Percentage of American Indian Teacher Respondents as Defined by Their Perception of the Extent that the Old Girl/Boy Network Helps Individuals Obtain Administrative Positions

	Frequency	Percent
Don't know	62	58.5
No	9	8.5
Yes	34	32.1
Total	105	99.1
Blank	1	.9
TOTAL	106	100.0

Having considered some of the perceptions that American Indian teachers have about discrimination and the influence of the "old girl/boy" network on the hiring and promotional practices for administrative positions, it is interesting to note that 78.3% of these teachers do not want to become administrators (Table 46).

Table 46. Number and Percentage of American Indian Teacher Respondents Who Desire to Become Administratively Certified

Aspire to Administrative Certification	Frequency	Percent
No	83	78.3
Yes	22	20.8
Total	105	99.1
Blank	1	.9
TOTAL	106	100.0

If teachers responded that they did want to become administrators, then they were asked to choose the factors for not becoming administratively certified. They also had the opportunity to enter reasons of their own. As presented in Table 47, the most chosen reasons were that politics don't appeal to them, that they were happy with their current position and had no interest in changing jobs, that there was too much stress in administrative positions, and that job demands would interfere with their family responsibilities. The reasons that were identified less often were that job opportunities are limited for women administrators, that family members are not willing to relocate, and that they would take cut in hourly wages because of long hours required as presented in Table 47. Some of the other reasons which individual teachers added were that the staff laying the blame, that central leadership changes the rules frequently, that the board and staff are without vision, trying to meet adult needs is hard, trying to implement so much, truancy law not enforced, that there are too many assigned demands and evening responsibilities, that there are too many changes at once random effect, that teachers resist change, that there is staff inconsistency, that special education demands are high, that politics overly controls central office, that there is a lack of time to do everything, that there is a lack of support and /or respect from legislature or governance, that there is a lack of clerical and secretarial assistance, and that the curriculum is driven by budgets, staff, and schedules.

Table 47. Number and Percentage of American Indian Teacher Respondents as Defined by Their Perception of Inhibitors to Wanting to Get an Administrative Certification

	N	Minimum	Maximum	Mean	Std. Deviation
Politics don't appeal to me	85	1	2	1.56	.50
Happy with current position and have no interest in changing jobs	85	1	2	1.55	.50
Too much stress in administrative position	85	1	2	1.51	.50
Job demands would interfere with my family responsibilities	85	1	2	1.39	.49
Don't have sufficient money for certification program	85	1	2	1.35	.48
Don't have sufficient experience	85	1	2	1.34	.48
Don't have sufficient academic training	85	1	2	1.31	.46
Too much academic stress in certification program	85	1	2	1.28	.45
Not willing to relocate for administrative job	85	1	2	1.26	.44
Not easy to relocate for training	85	1	2	1.25	.43
Salary not high enough for weight of the job	85	1	2	1.22	.42
Do you aspire to get an administrative certification	105	1	2	1.21	.41
Job opportunities are limited for women admin.	84	1	2	1.17	.37
Family members not willing to relocate	85	1	2	1.14	.35
Take cut in hourly wage because of long hours required	85	1	2	1.05	.21
Valid N (listwise)	84				

The American Indian women teachers were then asked to rate reasons why administrative positions were undesirable and the two which rated highest were that politics don't appeal to them (Table 48) and that they were happy with their current positions and had no interest in changing jobs (Table 49).

Table 48. Number and Percentage of American Indian Teacher Respondents as Defined by Their Perception of the Extent Inhibitor: Politics Don't Appeal

	Frequency	Percent
No	37	34.9
Yes	48	45.3
Total	85	80.2
Blank	21	19.8
TOTAL	106	100.0

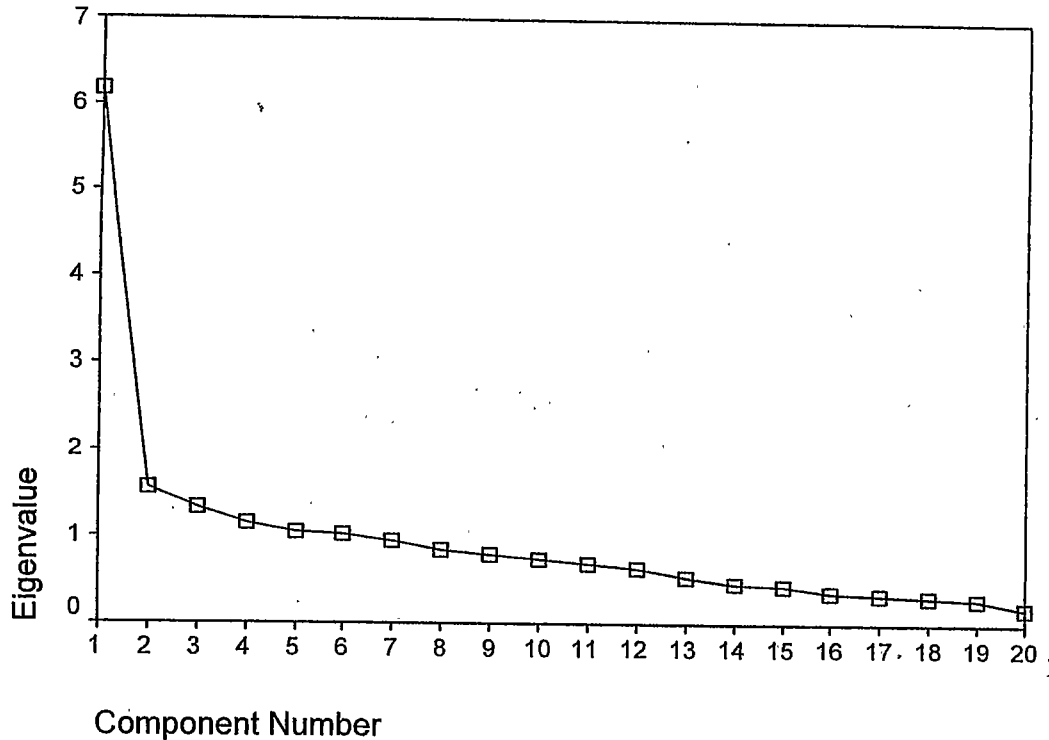
Table 49. Number and Percentage of American Indian Teacher Respondents as Defined by Their Perception of the Extent Inhibitor: Happy with Current Position and Have No Interest in Changing Jobs

	Frequency	Percent
No	38	35.8
Yes	47	44.3
Total	85	80.2
Blank	21	19.8
TOTAL	106	100.0

Factor Analysis

The results of factor analysis of the 20 barrier variables from the combined data bases identified three constructs that could be extracted. The first analysis performed was Principal Components. "The primary objective of this first stage was to make an initial decision about the number of factors underlying a set of measured variables" (Green, 2000, p. 293). The scree plot from the initial statistics and the principal components analysis are shown in Figure 3 and Table 50. The eigenvalue was used to help decide how many factors should be extracted in the factor analysis. The researcher decided to use the descent point of the scree plot before the eigenvalues started to level off even though it was a higher than the default value of greater than one criterion.

Figure 3. Scree Plot of the Eigenvalues for the 20 Variables



In Table 50, the initial statistics from the Principal Component Analysis (SPSS) were applied to the responses of 20 items on the survey which all three of the surveys had in common to evaluate barriers women face in acquiring administrative jobs. Examination of the unrotated factor structure revealed that a prominent construct was measured by the survey. As illustrated in Table 50 all items with the first word being “barriers” loaded positively on the first factor with a factor loading above .4. These values have been shaded to highlight the content of the principal component.

Table 50. The Principal Component Analysis of the Twenty Items

	Component					
	1	2	3	4	5	6
Old boy network helps administrators get positions	.35	.25	.18	.50	.19	-.04
Discriminatory hiring and promotional practices	.54	-.18	-.28	-.14	.11	.33
Received mentoring	-.14	.28	.18	.68	.15	-.19
Self-fulfillment in current position	-.19	.23	-.16	.36	-.16	.68
Barrier: School boards do not actively recruit women	.65	.06	-.20	.16	.19	.19
Barrier: Lack of family mobility	.40	.15	.41	-.05	-.10	.11
Barrier: Mid-management career glass ceiling	.59	.17	.26	.10	.04	-.06
Barrier: Lack of opportunities to gain experience	.65	.17	.37	-.23	.19	.27
Barrier: Lack of professional networks	.65	.05	.36	-.22	.10	.18
Barrier: Perception that women are not strong managers	.79	-.07	-.29	.09	-.01	-.02
Barrier: Perception that women are unqualified to handle finances	.82	-.06	-.30	.11	-.01	-.08
Barrier: Perception that women let emotions influence decisions	.72	-.08	-.30	.10	-.02	-.02
Barrier: Nature of the work makes it unattractive career choice	.42	-.03	.29	.14	-.58	-.20
Barrier: Lack of mentors	.64	.09	.28	-.10	-.14	.19
Barrier: Perception that women are not politically astute	.76	-.01	-.13	-.05	-.11	-.16
Barrier: Perception that instruction and curriculum interests limit administrative and managerial interests	.69	.03	.01	-.10	-.11	-.27
Barrier: Perception that women cannot discipline	.71	.02	-.20	.09	-.01	-.14
Extent of status/prestige of superintendent	-.08	.80	-.18	-.29	-.06	-.13
Extent of status/prestige of principal	-.12	.77	-.29	-.15	-.16	.00
Do you aspire to a higher-level of educational leadership	.10	.13	.04	-.12	.74	-.17

Extraction Method: Principal Component Analysis.

After the number of factors to be extracted were determined, the factors were rotated using the VARIMAX rotation method (Table 51). The rotated solution yielded three interpretable factors; perceptions (Factor 1), opportunities (Factor 2), and prestige (Factor 3). There were no items that loaded on more than one factor. The cutoff of .4 was used to identify the items' factor location. The Perception factor included the barriers

related to perceptions that women are unqualified to handle finances, that women are not strong managers, that women let their emotions influence their decisions, that women are not politically astute, that women cannot discipline, that school boards do not actively recruit women, and that women's instructional and curriculum interests limit their administrative and managerial interests. The Opportunity factor included the lack of opportunities for women to gain administrative experience, the lack of professional networks and therefore the lack of opportunity to network with administrative professionals, the lack of mentors and therefore the lack of mentoring opportunities to develop leadership skills, and the lack of career advancement because of the mid-management career glass ceiling where women get caught in assistant positions. The Prestige factor included the extent that women in the study felt that principals and superintendents held positions of status and prestige in the district and community. Five of the variables did not load under the three factors of perceptions, opportunities, and prestige.

Table 51. Rotated Factor Matrix Resulting in the Factors of Perceptions, Opportunities, and Prestige

	Factor		
	Perceptions	Opportunities	Prestige
Old boy network helps administrators get positions	.24	.19	.03
Discriminatory hiring and promotional practices	.42	.21	-.05
Self-fulfillment in current position	-.10	-.13	.12
Barrier: School boards do not actively recruit women	.55	.27	.00
Barrier: Lack of family mobility	.17	.35	.00
Barrier: Mid-management career glass ceiling	.36	.42	-.03
Barrier: Lack of opportunities to gain administrative experience	.25	.78	.03
Barrier: Lack of professional networks	.30	.70	-.07

Table 51 (Cont'd)

Barrier: Perception that women are not strong managers	.81	.22	-.06
Barrier: Perception that women are unqualified to handle finances	.87	.21	-.10
Barrier: Perception that women let emotions influence decisions	.73	.18	-.08
Barrier: Nature of administrative work makes it an unattractive career choice	.29	.21	-.02
Barrier: Lack of mentors	.34	.56	-.01
Barrier: Perception that women are not politically astute	.65	.31	-.07
Barrier: Perception that instruction and curriculum interests limit administrative and managerial interests	.50	.38	-.04
Barrier: Perception that women cannot discipline	.62	.27	-.07
Extent of status and prestige of superintendent	-.05	.03	.52
Extent of status and prestige of principal	.01	-.08	1.00
Degree of stress in superintendency	.02	.08	-.04
Do you aspire to a higher-level of educational leadership	.04	.11	.00

Extraction Method: Maximum Likelihood.

Rotation Method: Varimax with Kaiser Normalization.

Discriminant Analysis

In order to determine if the Montana women membership within the three surveyed groups could be predicted by the responses, a discriminant analysis was conducted. The discriminant analysis was conducted to determine whether the 20 predictors could predict the group membership to which respondents belong defined as Administrators, Administratively Certified Teachers, or American Indian Teachers. The discriminant analysis predicts group membership from a set of criterion variables and the statistical results may vary from 0 to 1. The smaller the calculated values, the greater the probability is that individuals within those groups do not come from the same population.

Table 52. Classification Function Coefficients of the 20 Barrier Predictors by Response Group

	Administrator	Administratively Certified Teachers	American Indian Teachers
Extent of status/prestige of superintendent	1.94	2.679	1.627
Extent of status/prestige of principal	.79	.09	1.17
Barrier: Nature of work makes it unattractive career choice	2.00	2.09	1.82
Barrier: Lack of mentors	-.66	-.72	-.29
Barrier: Perception that women are not politically astute	-.76	-.61	-.56
Barrier: Perception that instruction and curriculum interests limit administrative and managerial interests	.89	.73	1.01
Barrier: Perception that women cannot discipline	.35	.52	.19
Barrier: Lack of family mobility	.62	.65	.35
Barrier: Lack of opportunities to gain experience	.71	1.44	.58
Barrier: Lack of professional networks	.67	.59	.57
Barrier: Mid-management career glass ceiling	.27	-.05	.02
Barrier: Perception that women let emotions influence decisions	1.62	2.09	2.27
Barrier: Perception that women not strong managers	2.09	2.68	2.45
Barrier: Perception that women unqualified to handle finances	-2.61	-3.03	-3.38
Barrier: School boards do not actively recruit women	.01	-.42	.01
Degree of stress in superintendency	6.28	6.45	6.40
Discriminatory hiring and promotional practices	1.82	1.81	2.96
Do you aspire to a higher-level of educational leadership	6.20	9.17	6.98
Old boy network helps administrators get positions	.33	.37	-.71
Self-fulfillment in current position	7.84	7.90	7.16
(Constant)	-40.46	-48.03	-41.97
Fisher's linear discriminant functions			

The higher the calculated values, the greater the probability is that the individuals within those groups do come from the same population. The criterion variables of the three groups' classification (Table 52) were used to determine if group membership could be predicted.

The overall Wilks' Lambda was significant, $\Lambda = .48$, $\chi^2(40, N = 361) = 214.58$, $p < .05$, indicating that overall the predictors differentiated among the three groups. This test indicated that the predictors differentiated significantly among the three groups after partialling out the effects of the first discriminant function. Because these tests were significant, the researcher chose to interpret both discriminant functions.

Table 53. The Within Groups Correlation Between the Predictors and the Discriminant Functions, as Well as the Standardized Weights, Are Presented

Standardized Canonical Discriminant Function Coefficients	Function	
	Aspiration	Discrimination
Extent of status/prestige of superintendent	.52	.10
Extent of status/prestige of principal	-.50	-.06
Barrier: Nature of work makes it unattractive career choice	.12	-.04
Barrier: Lack of mentors	-.20	.14
Barrier: Perception that women are not politically astute	-.02	.12
Barrier: Perception that instruction and curriculum limit administrative and managerial interests	-.11	.00
Barrier: Perception that women cannot discipline	.13	-.01
Barrier: Lack of family mobility	.14	-.11
Barrier: Lack of opportunities to gain experience	.38	.16
Barrier: Lack of professional networks	.01	-.07
Barrier: Mid-management career glass ceiling	-.04	-.22
Barrier: Perception that women let emotions influence decisions	-.07	.40
Barrier: Perception that women not strong managers	.11	.31
Barrier: Perception that women unqualified to handle finances	.14	-.43
Barrier: School boards do not actively recruit women	-.21	-.14
Degree of stress in superintendency	.02	.09
Discriminatory hiring and promotional practices	-.55	.51
Do you aspire to a higher-level of educational leadership	.53	.64
Old boy network helps administrators get positions	.48	-.42
Self-fulfillment in current position	.26	-.21

The location of each respondent as defined by the two discriminant functions identified above were plotted to illustrate the classification of the three groups. As shown in Figure 4 the discriminant functions, discrimination and aspirations, identified the three unique groups. The American Indian group presented a group centroid which is the highest in Discrimination and lowest in Aspirations of the three groups. The Administratively Certified group presented a group centroid that is almost as high as the American Indian in Discrimination but is highest in Aspirations. The Administrators group presented a centroid that is lowest in Discrimination and between the other two groups in Aspirations. The classification results for the predicted group membership and the original group membership are presented in Table 54. 71.4% of original grouped cases correctly classified.

Figure 4. Separation of Groups on Discriminant Functions Showing Centroids for Each Group

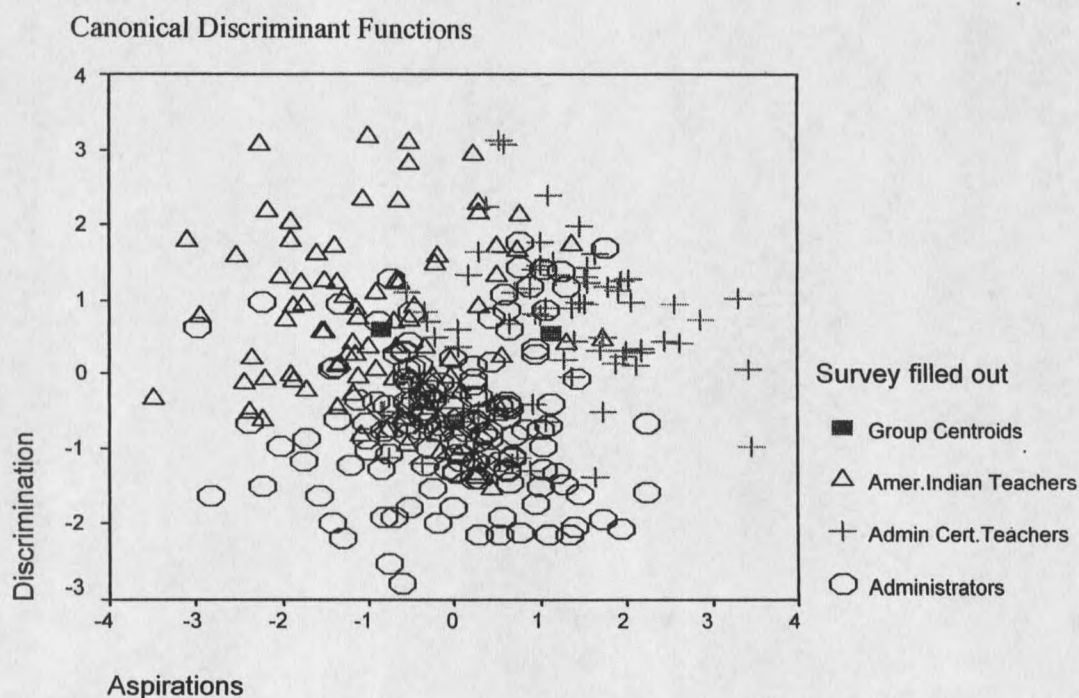


Table 54. Classification Results for the Predicted Group Membership and the Original Group Membership

Survey filled out	Administrators	Administratively Certified Teachers	American Indian Teachers	Total
Administrators	118 80.3%	16 10.9%	13 8.8%	147 100.0%
Administratively Certified Teachers	19 26.8%	48 67.6%	4 5.6%	71 100.0%
American Indian Teachers	28 31.1%	8 8.9%	54 60.0%	90 100.0%

71.4% of original grouped cases correctly classified.

$\Lambda = .48, \chi^2(40, N= 361) = 214.58, p < .05$

When examining the discriminant function Table 53, the items, discriminatory hiring and promotional practices, do you aspire to a higher level of educational leadership, and old boy network helps administrators get positions, loaded on both the aspiration and the discrimination functions. This would indicate that these three items helped define group membership within both functions. The data presented in Table 55 indicates that discriminatory hiring and promotional practices were major problems for 50% of the American Indian teachers and additionally a minor problem for 30% more of the American Indian teachers. It was less of a problem for the other two groups.

Table 55. Number and Percentage of Women in Each of the Three Surveyed Groups, Administrators, Administratively Certified teachers, and American Indian Teachers, Cross-Tabulated with the Variable-“Discriminatory Hiring and Promotional Practices”

	Discriminatory Hiring and Promotional Practices				Total
	No problem	Little problem	Minor problem	Major problem	
Administrators	38 23.2%	49 29.9%	58 35.4%	19 11.6%	164 100.0%
Administratively Certified Teachers	12 15.4%	26 33.3%	27 34.6%	13 16.7%	78 100.0%
American Indian Teachers	7 7.0%	12 12.0%	30 30.0%	51 51.0%	100 100.0%
Total	57 16.7%	87 25.4%	115 33.6%	83 24.3%	342 100.0%

The data presented in Table 56 indicate that both the current administrators and the American Indian teachers have little aspirations to a higher level of educational leadership; however, 65% of the administratively certified teacher did aspire to higher level of educational leadership. The data presented in Table 57 indicate that a large percentage of the women did not know if the "Old Boy" network helped women get administrative positions. Approximately 60% of the administrators indicated that they thought that the "Old Boy" network helped in obtaining an administrative position while 68.7% of the administratively certified teachers indicated they thought it was helpful.

Table 56. Number and Percentage of Women in Each of the Three Surveyed Groups, Administrators, Administratively Certified Teachers, and American Indian Teachers, Cross-Tabulated with the Variable-"Do You Aspire to a Higher Level of Educational Leadership"

	I am Superintendent	No	Yes
Administrators	17 10.1%	129 76.3%	23 13.6%
Administratively Certified Teachers		28 35.0%	52 65.0%
American Indian Teachers		83 79.0%	22 21.0%
Total	17 4.8%	240 67.8%	97 27.4%

Table 57. Number and Percentage of Women in Each of the Three Surveyed Groups, Administrators, Administratively Certified Teachers, and American Indian Teachers, Cross-Tabulated with the Variable-"Old Boy Network Helps Administrators Get Positions"

Respondent Group	Don't know	No	Yes	No Resp	Total
Administrators	35 20.6%	34 20.0%	101 59.4%		170 100.0%
Administratively Certified Teachers	16 20.3%	8 10.1%	54 68.4%	1 1.3%	79 100.0%
American Indian Teachers	62 59.0%	9 8.6%	34 32.4%		105 100.0%
Total	113 31.9%	51 14.4%	189 53.4%	1 .3%	354 100.0%

When again examining Table 53, two items loaded only in the aspiration function. These were the extent of status or prestige of the superintendent (Table 58) and the extent of status or prestige of the principal (Table 59). About one-third of all the surveyed women indicated that the superintendents position had increased in prestige, however about 50% of the administratively certified teachers indicated that the prestige of the superintendent had remained the same over the past 10 years. Approximately one-third of the American Indian teachers indicated that the prestige of the principal had increased.

Table 58. Number and Percentage of Women in Each of the Three Surveyed Groups, Administrators, Administratively Certified Teachers, and American Indian Teachers, Cross-Tabulated with the Variable-“Extent of Status/Prestige of Superintendent”

Respondent Group	Extent of Status or Prestige of Superintendent			
	Don't Know	Decreasing in Importance/ Influence	Remaining About the Same as It Was 10 Years Ago	Increasing in Importance
Administrators	25 14.8%	30 17.8%	65 38.5%	49 29.0%
Administratively Certified Teachers	1 1.3%	14 17.5%	40 50.0%	25 31.3%
American Indian Teachers	21 19.8%	29 27.4%	27 25.5%	29 27.4%
Total	47 13.2%	73 20.6%	132 37.2%	103 29.0%

Table 59. Number and Percentage of Women in Each of the Three Surveyed Groups, Administrators, Administratively Certified Teachers, and American Indian Teachers, Cross-Tabulated with the Variable-“Extent of Status/Prestige of Principal”

Respondent Group	Extent of Status or Prestige of Principal			
	Don't Know	Decreasing in Importance/ Influence	Remaining About the Same as It Was 10 Years Ago	Increasing in Importance
Administrators	15 8.9%	37 22.0%	76 45.2%	40 23.8%
Administratively Certified Teachers	5 6.3%	30 37.5%	32 40.0%	13 16.3%

Table 59 (Cont'd)

American Indian Teachers	14	26	31	35
	13.2%	24.5%	29.2%	33.0%
Total	34	93	139	88
	9.6%	26.3%	39.3%	24.9%

Again examining Table 53, two items loaded only under the discrimination function. These two items were the perceptions that women let their emotions influence their decisions and that women are unqualified to handle finances. Even though the percentages are similar the differences helped identify group membership.

Table 60. Number and Percentage of Women in Each of the Three Surveyed Groups, Administrators, Administratively Certified Teachers, and American Indian Teachers, Cross-Tabulated with the Variable-“Women Let Emotions Influence Their Decisions”

Respondent Group	Don't know	Not a Factor	Somewhat a Factor	Important Factor
Administrators	18 10.6%	75 44.1%	55 32.4%	22 12.9%
Administratively Certified Teachers	5 6.3%	21 26.3%	42 52.5%	12 15.0%
American Indian Teachers	14 13.3%	25 23.8%	45 42.9%	21 20.0%
Total	37	121 34.1%	142 40.0%	55 15.5%

Table 61. Number and Percentage of Women in Each of the Three Surveyed Groups, Administrators, Administratively Certified Teachers, and American Indian Teachers, Cross-Tabulated with the Variable-“Perception that Women Unqualified to Handle Finances”

Respondent Group	Don't know	Not a Factor	Somewhat a Factor	Important Factor
Administrators	20	82 48.8%	51 30.4%	15 8.9%
Administratively Certified Teachers	3 3.8%	3 40.0%	35 43.8%	10 12.5%
American Indian Teachers	19 18.3%	30 28.8%	41 39.4%	14 13.5%
Total	42 11.9%	144 40.9%	127 36.1%	39 11.1%

As perceived by the women in this survey, the results indicate the some of the factors influencing women's lack of success in obtaining educational leadership positions were the lack of family mobility, the lack of opportunities to gain administrative experience, the lack of professional networks, the lack of mentors, and the perception that women are not strong managers.

The respondents from the three groups were then merged into one data base. Using factor analysis, the rotated solution yielded three interpretable factors: Perceptions (Factor 1), Opportunities (Factor 2), and Prestige (Factor 3). In the discriminant analysis, two discriminant functions were able to predict group membership at a significant level and, therefore, it can be concluded that the women in each of the three survey groups identified different barriers or inhibitors as influencing administrative aspirations. The three groups could be separated on the discriminant functions of discrimination and aspirations.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The problem addressed in this study is the under-representation in Montana of women, particularly American Indian women, in educational leadership positions, and the reasons for this under-representation. The shortage of educational administrators, male and female, both nationally and in Montana, defines a compelling need for competent educational leaders in all segments of the country. A primary factor contributing to this shortage is the increased number of superintendents and principals who are nearing retirement. In Montana, the pool of available certified and highly qualified educational leaders needed to replace retiring school leaders is being met by a declining pool of applicants. The quality of student achievement and efficient functioning of the schools is related to the leadership (Marzano, 2000). Competent leadership in schools is key to the success of the students within the district, because leadership directly and indirectly influences all the other aspects of the educational process. Therefore Montana must not be without strong, qualified leadership. In periods of shortages of qualified educational leaders, new sources must be identified to fill these positions. Underrepresented population of women and minorities could become candidates for educational leadership positions if they are able to work past historical employment barriers. If women and minorities are the best candidates for positions, it

would certainly be the moral obligation of school boards to hire these candidates as their educational leaders.

The purpose of this study was to identify the perceived and actual barriers faced by women in Montana who are either current or aspirant administrators, as well as the barriers particular to American Indian women teachers, from pursuing administrative certification in Montana.

Because of high return rates of both the women administrator subpopulation and the administratively certified women teacher subpopulation, the assumption that the respondents' demographic attributes and characteristics and their experiences and perceptions can be generalized to those of the total population. Even though the return rate for the American Indian women teachers was not as high, almost half of this subpopulation did respond to the questionnaire. The congruence within the groups confirmed this assumption. The Nielson studies of the demographics of educational leaders and teachers in Montana further validated this assumption (Nielson, 2001; 2001; 2002).

Summary of the Study

When examining the general descriptive demographic attributes of the participating women for perceived and actual barriers, few differences were found. The administratively certified women ranged in age from 41 to 55, while the American Indian women teachers were slightly younger or older with the lowest number of teachers in this mid-range. In fact, 73% of the American Indian teachers were under the age of 50, potentially indicating that they still have many years to teach or perhaps become

administratively certified. Because this group remains the most underrepresented leaders of all the surveyed populations, it is especially interesting to identify the historical/cultural barriers that might inhibit them from becoming educational leaders. The demographic information on marital status and family composition was also very similar, therefore these were not identified as barriers by the researcher.

Research Question 1: What are the perceived and actual barriers that were experienced by women who are administratively certified and employed as administrators in Montana as they pursued their administrative endorsements and positions?

The most often perceived and actual barriers experienced by women who are administratively certified and employed as administrators in Montana as they pursued their administrative endorsements and positions was the lack of family mobility. Although the lack of family mobility was perceived as a problem by all three subpopulations of women, it is interesting to note that 71.2% of the administrators had served in more than one district indicating that even though it was considered to be their greatest barrier, they had chosen to move in the pursuit of an administrative position. The women administrators indicated that either they or their spouses had made changes in their personal lives to accommodate administrative job demands. The data indicates that women administrators had made the necessary moves and accommodations to obtain administrative positions.

The second key barrier for the current administrators was that the nature of the work makes it an unattractive career choice. The increased demands on educational leaders, the long hours, the budget cuts and increased accountability for student

achievement have indeed impacted the nature of the job. However, when examining the careers of many of these administratively certified women, they became administrators after years in the classroom and years of advanced schooling, both of which would take their toll on them physically and emotionally, perhaps these women are just exhausted. They also tend to start in administration at an older age than men and their career paths are historically less likely to lead top administrative positions. These women additionally indicated that they lacked mentoring and opportunities to gain experience and that they were perceived as not being strong managers.

Research Question 2: What are the perceived and actual barriers experienced by women who are administratively certified but still employed as teachers in Montana as they pursued their administrative endorsements and as they pursue administrative positions?

The most often perceived and an actual barrier experienced by administratively certified women but still employed as teachers in Montana as they pursued their administrative endorsements and as they pursue administrative positions was lack of family mobility with 50% of the administratively certified teachers having indicated that they had remained in the same district for most of their careers. This place-bound issue could definitely affect an individual's access to leadership positions. Families have historically been more inclined to move to advance the husbands' career opportunities than the wives. Further research in this area could determine what percentage of women would accept a position only if it did not require relocation. Of this group of women, many are seeking positions in the near future with about half desiring principalships. About a third indicated they will continue teaching until retirement.

Other barriers which these women indicated hampered their aspirations to become administrators were lack of opportunities to gain experience, lack of professional networks, and lack of mentors. These barriers are closely related and align with findings from other studies. The tendency to mentor individuals like one's self is documented in other studies (Catalyst, 1993; Gardiner, Grogan, & Enomoto, 1999). Conscious efforts must be made on the part of successful administrators and of these aspirants to provide and seek these mentoring opportunities.

The last significant barrier for this group was the perception that women are not strong managers. Perceptions of women have been and still remain a formidable barrier to women's advancement in leadership and management responsibilities. Aspirants should look for opportunities not only to gain experience in these skills but also to gain credibility and show competence.

Research Question 3: What are the perceived and actual barriers that American Indian women teachers in Montana face in the pursuit of administrative endorsements?

The perceived and actual barriers that American Indian women teachers in Montana face in the actual or desired pursuit of administrative endorsements were lack of mentors, lack of professional networks, lack of opportunities to gain administrative experience, the perception that women are not strong managers, the lack of family mobility, that school boards do not actively recruit women, the perception that women let emotions influence decisions, and the perception that women's interest in curriculum and instruction limit their interest in administration and management.

Much like the administratively certified women teachers, the American Indian women teachers indicated they had not had opportunities to be mentored or to develop

professional networks even though the data indicated that more than half the teachers had women building principals. The teachers also indicated that they had not had opportunities to gain administrative experience. Since this population was younger than the other two groups, it is hopeful that these opportunities still are in their future. However, these women need to become proactive in seeking out mentors and developing networks. If these relationships can be cultivated, then opportunities for experience and managerial experience could and should follow.

The lack of family mobility as a barrier for these women teachers is verified by the fact that 66.7% of the American Indian teachers indicated that they had remained in the same district for most of their careers. Being place-bound can limit the opportunities both for an administrative position and for furthering their education. Because the American Indian culture values the extended family (Silverman, 1980; LaFromboise, 1989), mobility may continue to be a barrier.

The last group of barriers deals primarily with perceptions and recruitment. Compounded by their minority status, the women in this group felt that they were not recruited by school boards and that others felt they were not as qualified to manage as to teach. This was partly due to the perception that they allowed their emotions to influence their decisions.

The researcher combined all three groups, analyzed 20 variables from the combined data bases, and then identified three constructs which were extracted through factor analysis. These three factors were perceptions, opportunities, and prestige. The perception factor included the barriers related to perceptions that women are unqualified to handle finances, women are not strong managers, women let their emotions influence

their decisions, women are not politically astute, women cannot discipline, school boards do not actively recruit women, and women's instructional and curriculum expertise and interest limit their administrative and managerial interests. Perceptions, due to their culturally embedded nature, are perhaps the most difficult barrier to overcome and would require great efforts on the part of communities and school boards to change. Possible corrective and beneficial shifts might include national and school board organizations featuring successful women administrators at their national and state meetings as well as in their publications. These organizations could also make a concerted effort to include women on their administrative and advisory boards.

As in many professional circles, the ability to gain vital experience is paramount in the second factor which was identified as the opportunity factor. The opportunity factor included the lack of opportunities for women to gain administrative experience, the lack of professional networks and therefore the lack of opportunity to network with administrative professionals, the lack of mentors and therefore the lack of mentoring opportunities to develop leadership skills, and the lack of career advancement because of the mid-management career glass ceiling where women often get caught in assistant positions. Providing opportunities for women to gain experience through internships and the development of networks and mentoring within university outreach programs would be some strategies to overcome two of these barriers. Providing advancement opportunities would be much more difficult, but again the women who truly aspire to leadership should assume some of these responsibilities and overcome these barriers by actively seeking opportunities and/or relocating to find an environment where these opportunities exist.

The final factor identified through this analysis was the prestige factor. The prestige factor included the extent that women in the study felt that principals and superintendents held positions of status and prestige in the district and community. Most of the women felt that the prestige of educational leaders has remained about the same over the past ten years and rated it as much less important than the other two factors. The amount of clout that established administrative leaders hold along with the quality of demonstrated leadership impacted the attitudes of women aspiring to school administrative positions. A very strong and positive supervisor inspired some of the women to become educational leaders. Poor leadership, which created a strongly negative attitude in some of the women evoking a sense of outrage, also spurred teachers to pursue a leadership role in order to provide a more positive learning and working environment for students and teachers.

Perceptions about one's environment influence their opportunities. People who view their own positions to be held in low esteem by others tend to be insecure in their own positions and as such are often hesitant to take the risk of venturing out into new arenas. The male-dominated value system predisposes this lowered self-esteem perhaps more in women than in men in the researcher's opinion. If women are encouraged to become mid-level leaders, such as mentor teachers or department heads, then perhaps they would develop the confidence and boldness needed to venture into even higher levels of educational leadership (Cunanan, 1994).

The next analysis performed on these combined subpopulations was discriminant analysis. This analysis indicated that two discriminant functions were able to predict

group membership. The researcher defined these two discriminant functions as aspirations and discrimination.

Even though only two distinct items loaded in the aspiration function, those being the extent of status or prestige of the superintendent and the extent of status or prestige of the principal, the groups could be identified by their responses. The women administrators were grouped together in the mid-range, the administratively endorsed women were grouped together in a higher range, and the American Indian women were grouped in the low range. The researcher assumes that since the administrators have already successfully attained an administrative position, they have less aspiration, while the endorsed but not practicing women administrative group overall had the most aspiration. The American Indian women teachers had the least amount of aspiration and the highest level of perceived discrimination of the three groups. Having considered some of the perceptions that American Indian teachers have about discrimination and the influence of the "old girl/boy" network on the hiring and promotional practices, it is understandable why 79% of these teachers do not want to become administrators.

American Indian women teachers were identified as having the highest discrimination levels and administratively certified women teachers were identified as having the highest aspiration levels. The administrators had the lowest levels in both discrimination and aspirations. This is mostly likely explained by the fact that they had been hired and that most of them had reached their administrative leadership goals.

Conclusions

The major finding of the study was that barriers still exist that limit women in their pursuit of administrative positions; however, aspiration emerges as key to the success in obtaining an administrative position. The administrator group of women and their families made the sacrifices necessary to further their careers. Some of the key barriers identified in this study were lack of family mobility, lack of opportunities to gain administrative experience, lack of professional networks, lack of mentors, and perception that women are not strong managers. Key constructs that were identified, in order of importance, were perceptions, opportunities, and prestige.

In order to alter perceptions about women administrators and to positively encourage women, "the public school curriculum must be written to include women from all walks of life so that students see value in each human being" (Alton & Davis, 1993, p. 96). The impact of this curriculum shift could take a generation but in the meantime universities and professional organizations must make an effort to include women in leadership positions in their organizations. Women already in leadership positions must place themselves in the "limelight" by sharing their success stories through formal and informal presentations and through publications in newspapers and periodicals. Women leaders should actively seek and assist prospective successors.

Opportunities for women in administration are becoming more attainable not only because of the state and national shortages of administrators but also because of the increased demands on educational leaders to provide higher student academic performance. "The emphasis on instructional leadership could lead more boards to

actively seek out candidates with stronger backgrounds in curriculum and instruction. If so, that could spell an advantage for women who tend to have more years of classroom experience” (Archer, 2003, para. 32). As the importance of instructional leadership grows then the perceptions held by the gatekeepers, including school boards and their organizations, could and should shift as women who are considered master teachers transition into educational leadership.

Recommendations

Recommendations to increase opportunities for women, especially American Indian women, include providing mentoring programs. School district policies should require that all new administrators and teachers have a mentor, require that the mentors be trained, and encourage current experienced educators and administrators to become mentors especially to women and minorities. University program policies should develop mentor training programs and provide research and evaluation data on mentoring programs. It is also important that women professors included in the universities’ administrative preparation programs serve as role models and men and women mentors for the women administrator aspirants. State policy makers should provide funding for mentor programs and encourage widespread participation. Curriculum should be encouraged that is unbiased, and list-serves and newsletters should be provided to facilitate networking. State and local educational organizations should also support mentor programs and should strive to provide networking opportunities.

In conclusion, women must actively and aggressively seek leadership experience. The three valuable tools that aspiring women leaders should build from the experience of

others are networking, mentoring, and learning (Brown, & Merchant, 1993; Johnson, 1993). One way to start building networks is through active participation in professional and community organizations. Women who aspire to leadership positions should volunteer for committees and seek out opportunities for leadership within these lower levels of the organization while observing successful leaders within the organizations. Women aspirants should also actively seek out either male or female mentors. Successful women administrators should strive to become role models by actively serving within state and local professional organizations, hopefully altering the attitudes and selection behaviors of the school administrative gatekeepers including school board association members. Since only 2.3% of the women in the study indicated that they had been a mentor, practicing women and men administrators need to seek out, recruit, and mentor women and minority teachers who might become their successors. Successful administrators, both men and women, who hold positions of leadership must embrace and acknowledge the advantage of diversity which could result in their conscious and deliberate recruitment of underrepresented subpopulations. But ultimately, if women are willing to make personal and familial sacrifices, opportunities as school administrators do exist partly because of the shortage and partly because of the perception that women can be strong instructional leaders in administrative positions.

Cunanan's research (1994) study on educational administration graduates concluded that women possess the internal aspiration, the vision and the determination to become administrators validates the findings of this study that the certified but not practicing subpopulation of women in Montana have high aspiration for leadership positions. These aspirants must seek opportunities for teacher leader roles in order to

continue to build their leadership skills and to demonstrate competence.

Future Research

Further research on the barriers for American Indian women to becoming educational leaders needs to be conducted. If tribal schools and reservations school have successful incentives and hiring practices to encourage hiring of American Indian teachers, these same incentives may be useful to attract and recruit American Indian administrators.

A study of perceptions of non-minority teachers about barriers to obtaining administrative certification could also be of value. The American Indian teachers' data could then be compared to the findings of this study on the perceptions about barriers to obtaining administrative certification of women teachers.

Future research on successful and effective mentoring strategies would be beneficial in the design of a program model both at district and university levels. Since the positive effect of mentoring is evidence by this study and others, a conscious and purposeful effort should be made to ensure that increased numbers of women, especially American Indian women, are mentored.

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APPENDICES

APPENDIX A

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
NATIONAL STUDY OF U.S. WOMEN SUPERINTENDENTS
AND CENTRAL OFFICE ADMINISTRATORS



NATIONAL STUDY OF U.S. WOMEN SUPERINTENDENTS AND CENTRAL OFFICE ADMINISTRATORS

Directions

For the first time, AASA will conduct a comprehensive national survey of all women superintendents and a sample of women in central office positions. What are your experiences? Does the superintendency appeal to you? What changes would you like to see? How do you lead? What are your issues? We need to hear from everyone. There is no single model of a woman superintendent or central office administrator. We want to gather all the stories: from women of color, from those with non-traditional backgrounds, from younger leaders and more mature ones, and from those serving in urban, rural and suburban settings.

In reporting the results, no individual identity will be divulged. Only group statistical responses will be cited. Respondent confidentiality is assured.

Attempt to answer every question, please, and make every answer a sincere one. In the event that none of the alternatives provided for a question corresponds exactly to your position or opinion, select the alternative that comes closest to the answer you would like to give. Mark the space or circle the number of the proper alternative using either pen or pencil.

The survey includes eight open-ended questions at the end. We appreciate your thoughtful and legible responses. If you change a response, please be sure that the change is clear. This will help facilitate data processing. We would greatly appreciate even brief responses to these questions. However, if you choose not to respond to the open-ended questions, please return your survey to us anyway, so that we can include your responses to the multiple-choice items in our analyses.

Place your completed questionnaire in the envelope provided and mail it **by September 15, 2002** to:

Study of Women in the Superintendency and Central Office

American Association of School Administrators (AASA)

1801 North Moore Street

Arlington, VA 22209-1813

Attention: Liz Core

If you have any questions or concerns, please contact Cindy Prince at (703) 875-0767, cprince@aasa.org. Thank you very much for taking the time to complete and send in the survey.

PERSONAL DEMOGRAPHICS

1. Which of the following best describes your current position?
(Select one.)
 - Superintendent
 - Deputy Superintendent
 - Chief Academic Officer
 - Assoc/Ass't Superintendent for Human Resources
 - Assoc/Ass't Superintendent for Finance
 - Assoc/Ass't Superintendent for Curriculum and Instruction
 - Assoc/Ass't Superintendent for Operations
 - Assoc/Ass't Superintendent for Administration
 - Assoc/Ass't Superintendent for Support Services
 - Other: _____

2. How old are you?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 51 - 55
<input type="checkbox"/> 31 - 35	<input type="checkbox"/> 56 - 60
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 61 - 65
<input type="checkbox"/> 41 - 45	<input type="checkbox"/> 66+
<input type="checkbox"/> 46 - 50	

3. How old were you when you were first employed full-time in an administrative position in a *school*?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 51 - 55
<input type="checkbox"/> 31 - 35	<input type="checkbox"/> 56 - 60
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 61 - 65
<input type="checkbox"/> 41 - 45	<input type="checkbox"/> 66+
<input type="checkbox"/> 46 - 50	<input type="checkbox"/> N/A

4. How old were you when you first became a *central office administrator*?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 51 - 55
<input type="checkbox"/> 31 - 35	<input type="checkbox"/> 56 - 60
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 61 - 65
<input type="checkbox"/> 41 - 45	<input type="checkbox"/> 66+
<input type="checkbox"/> 46 - 50	<input type="checkbox"/> N/A

5. How old were you when you first became a *superintendent*?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 51 - 55
<input type="checkbox"/> 31 - 35	<input type="checkbox"/> 56 - 60
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 61 - 65
<input type="checkbox"/> 41 - 45	<input type="checkbox"/> 66+
<input type="checkbox"/> 46 - 50	<input type="checkbox"/> N/A

6. What is your racial/ethnic group?

<input type="checkbox"/> Black	<input type="checkbox"/> Asian
<input type="checkbox"/> White	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other (please specify): _____
<input type="checkbox"/> Native American	

7. What is your marital status?

<input type="checkbox"/> Married	<input type="checkbox"/> Separated
<input type="checkbox"/> Single	<input type="checkbox"/> Widowed
<input type="checkbox"/> Divorced	

8. How many children are you raising or have you raised?

<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 5
<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 6+
<input type="checkbox"/> 2		

9. How old were the children you were raising when you first became a *central office administrator*? (Check all that apply.)

<input type="checkbox"/> 0 - 5	<input type="checkbox"/> N/A—I have never been a central office administrator.
<input type="checkbox"/> 6 - 10	<input type="checkbox"/> N/A—I had no children at that time.
<input type="checkbox"/> 11 - 15	
<input type="checkbox"/> 16 - 20	
<input type="checkbox"/> 21+	

10. How old were the children you were raising when you first became a *superintendent*? (Check all that apply.)

<input type="checkbox"/> 0 - 5	<input type="checkbox"/> N/A—I have never been a superintendent.
<input type="checkbox"/> 6 - 10	<input type="checkbox"/> N/A—I had no children at that time.
<input type="checkbox"/> 11 - 15	
<input type="checkbox"/> 16 - 20	
<input type="checkbox"/> 21+	

11. Which of the following best describes the type of community in which you lived before college?

<input type="checkbox"/> Rural	<input type="checkbox"/> Suburb
<input type="checkbox"/> Small town	<input type="checkbox"/> Large city

12. What is your political party affiliation?
 - Democrat
 - Republican
 - Independent

13. What is your political posture/views?
 - Liberal
 - Conservative
 - Moderate

DISTRICT DEMOGRAPHICS

14. Which best describes the community in which your school district is located?

- Urban
- Suburban
- Suburban/rural
- Rural
- Other (please specify): _____

15. How many students were enrolled in your district as of January 2002?

- fewer than 300
- 300 to 999
- 1,000 to 2,999
- 3,000 to 4,999
- 5,000 to 9,999
- 10,000 to 24,999
- 25,000 to 49,999
- 50,000 to 99,999
- 100,000 or more

16. How does the present enrollment compare with that of January 1990?

- Increase of 25% or more
- Increase of 20-24%
- Increase of 15-19%
- Increase of 10-14%
- Increase of 5-9%
- Increase of less than 5%
- Decrease of 25% or more
- Decrease of 20-24%
- Decrease of 15-19%
- Decrease of 10-14%
- Decrease of 5-9%
- Decrease of less than 5%

17. In which geographic region* is your school district located?

- New England
- Midwest
- Southeast
- Great Lakes
- Plains
- Southwest
- Rocky Mountains
- Far West
- Alaska
- Hawaii
- Guam
- U.S. Virgin Islands
- Puerto Rico
- Other (please specify): _____

*States included in geographic regions: New England: CT, MA, ME, NH, RI, VT; Midwest: DE, DC, MD, NJ, NY, PA; Southeast: AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV; Great Lakes: IL, IN, MI, OH, WI; Plains: IA, KS, MN, MO, ND, NE, SD; Southwest: AZ, NM, OK, TX; Rocky Mountains: CO, ID, MT, UT, WY; Far West: CA, NV, OR, WA.

18. Are you superintendent of more than one district?

- Yes (If yes, how many?)
- No
- 1
- 2
- 3
- 4
- 5
- N/A

19. Does your district currently have a school-business partnership in the community (not including cooperative programs)?

- Yes
- No

20. If you are not a superintendent, is your current school district headed by a female superintendent?

- Yes
- No

CAREER DATA

21. Have you spent your entire educational career in one school district?

- Yes
- No

22. In which of the following types of positions have you had ONE full year or more of experience? (Check all that apply.)

- Elementary teacher
- Elementary ass't principal
- Elementary principal
- Junior high/middle school teacher
- Junior high/middle school ass't principal
- Junior high/middle school principal
- High school teacher
- High school ass't principal
- High school principal
- Director/coordinator
- Ass't/assoc. superintendent
- College or university professor
- Counselor
- Supervisor or consultant
- Other: _____

23. Which of the following combinations of educational experience best describes your career pattern prior to the superintendency or central office position? (*Select only one.*)
- Teacher, principal & central office
 - Principal & central office
 - Teacher & central office
 - Teacher & principal
 - Central office only
 - Principal only
 - Teacher only
 - Other: _____
-
24. For how many years were you a classroom teacher? (*Do not count years as an administrator.*)
- 0
 - 1 - 5
 - 6 - 10
 - 11 - 15
 - 16 - 20
 - 21 - 25
 - 26+
25. What subject did you teach in your first full-time teaching position? (*Mark only one.*)
- | | |
|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Math |
| <input type="checkbox"/> Business education | <input type="checkbox"/> Music |
| <input type="checkbox"/> Computer education | <input type="checkbox"/> P.E./Health |
| <input type="checkbox"/> Counseling | <input type="checkbox"/> Science |
| <input type="checkbox"/> Driver education | <input type="checkbox"/> Social studies |
| <input type="checkbox"/> Elementary | <input type="checkbox"/> Special education |
| <input type="checkbox"/> English | <input type="checkbox"/> Vocational agriculture |
| <input type="checkbox"/> Foreign languages | <input type="checkbox"/> Vocational education |
| <input type="checkbox"/> Home economics | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Industrial arts | |
- No teaching experience
26. What extracurricular activity did you most participate in as a teacher?
- | | |
|---|---|
| <input type="checkbox"/> Coaching athletics | <input type="checkbox"/> Music groups |
| <input type="checkbox"/> Club advisor | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Class advisor | |
| <input type="checkbox"/> Newspaper/annual | <input type="checkbox"/> No teaching experience |
27. Was your first administrative position in:
- | | |
|--|--|
| <input type="checkbox"/> Elementary school | <input type="checkbox"/> College |
| <input type="checkbox"/> Junior high | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> Middle school | <input type="checkbox"/> District office |
| <input type="checkbox"/> High school | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Parochial school | |
28. What was the nature of your first administrative/supervisory position?
(*Do not include superintendency.*)
- Assistant principal
 - Dean of students
 - Principal
 - Director/coordinator
 - Assistant superintendent
 - State agency
 - Business office
 - Other: _____
29. How many years have you been a school superintendent?
- | | |
|--------------------------------|----------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 10 - 11 |
| <input type="checkbox"/> 2 - 3 | <input type="checkbox"/> 12 - 13 |
| <input type="checkbox"/> 4 - 5 | <input type="checkbox"/> 14 - 15 |
| <input type="checkbox"/> 6 - 7 | <input type="checkbox"/> 16+ |
| <input type="checkbox"/> 8 - 9 | <input type="checkbox"/> N/A |
30. How many school superintendencies have you held? (*include present one*)
- | | |
|----------------------------|-------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> More |
| <input type="checkbox"/> 4 | <input type="checkbox"/> N/A |
31. In how many states have you served as a school superintendent?
- | | |
|----------------------------|------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4+ |
| <input type="checkbox"/> 2 | <input type="checkbox"/> N/A |
| <input type="checkbox"/> 3 | |
32. Were you appointed to your present superintendency from:
- Inside same district
 - Outside district
 - N/A
33. Do you have a superintendent certificate?
- Yes No
 - I am currently working toward a superintendent certificate.

34. Were you hired as a superintendent before you were certified?
- Yes
 No
 N/A
35. How long did it take you to obtain your first superintendency once you were certified and actively sought such a position?
- Less than 1 year
 1 year
 2 years
 3 years
 4 years
 5+ years
 N/A
36. Have you ever worked in a school district headed by a female superintendent? (*Do not count districts in which you have been the superintendent.*)
- Yes
 No
37. Have you served in the role of mentor for someone aspiring to be an administrator or superintendent?
- Yes
 No
 Uncertain/don't know
38. If yes, was the person you mentored male or female?
- Male
 Female
 I mentored both men and women aspiring to be administrators or superintendents.
39. Did a practicing or retired superintendent serve as a mentor in helping you become a superintendent or central office administrator?
- Yes
 No
 Uncertain/don't know
40. If yes, was the superintendent who served as your mentor male or female?
- Male
 Female
 Both male and female superintendents served as my mentors.

PROFESSIONAL DEVELOPMENT

41. What is the highest earned degree you hold? (*Select only one.*)
- B.A. or B.S.
 Master's degree in education
 M.B.A.
 Specialist degree
 Ed.D. or Ph.D.
 Other: _____
42. How many years ago did you receive your highest academic degree?
- 0 – 5 years ago
 6 – 10 years ago
 11 – 15 years ago
 More than 15 years ago
43. Are you currently working toward an academic degree?
- Yes (*If yes, please indicate type of degree.*)
 No
- Master's degree in education
 M.B.A.
 J.D.
 Specialist degree
 Ed.D. or Ph.D.
 Other: _____
44. In which of the following areas did you major as an undergraduate? If you majored in more than one, choose the one with the most hours. (*Select only one.*)
- Agriculture
 Business
 Education (other than Phys. Ed.)
 Fine arts
 Humanities (e.g., literature, languages, etc.)
 Mathematics
 Physical education
 Physical or biological sciences
 Social sciences (e.g., sociology, political science, etc.)
 Other (*please specify*): _____

45. Which of the following was your major field of study in your highest graduate degree?
- Educational administration and supervision
 - Secondary education
 - Physical education
 - Humanities or fine arts
 - Science or engineering
 - Business
 - Mathematics
 - Elementary education
 - Other (please specify): _____
 - N/A – My highest degree is a B.A. or B.S.
46. In general, how would you evaluate your program of graduate studies as preparation for the superintendency?
- Excellent
 - Good
 - Fair
 - Poor
 - N/A – My highest degree is a B.A. or B.S.
47. In general, how would you evaluate graduate programs in educational administration in your state in preparing individuals for the superintendency?
- Excellent
 - Good
 - Fair
 - Poor
 - Don't know
48. What were the major strengths of your graduate study program? (List in order the top 3, 1 being most important.)
- _____ High quality of teaching by professors
 - _____ High quality of educational administration course content
 - _____ High quality of other education courses
 - _____ Ability of professor to link course content to practice
 - _____ Discussions about curriculum, instruction, and testing issues
 - _____ Availability of technology
 - _____ Opportunities for hands-on application
 - _____ Scheduled at times convenient for professionals
 - Other (please specify): _____
-
- No strengths
 - N/A – My highest degree is a B.A. or B.S.
49. What were the major weaknesses of your graduate study program? (List in order the top 3, 1 being the weakest area.)
- _____ Low quality of teaching by professors
 - _____ Low quality of educational administration course content
 - _____ Instructor's failure to link course content to practice
 - _____ Too much emphasis on professors' personal experiences
 - _____ No opportunity for hands-on application
 - _____ Inadequate access to technology
 - _____ Classes not scheduled conveniently for practitioners
 - Other (please specify): _____
-
- No weaknesses
 - N/A – My highest degree is a B.A. or B.S.
50. In general, how would you evaluate non-university-based professional development/training in which you have participated?
- Very useful
 - Useful
 - Somewhat useful
 - Not useful
 - No opinion
51. Please check the organizations/agencies that have provided professional development/training in which you have participated.
- AASA (American Association of School Administrators)
 - ASBO (Association of School Business Officials)
 - ASCD (Association for Supervision and Curriculum Development)
 - NABSE (National Alliance of Black School Educators)
 - NAESP (National Association of Elementary School Principals)
 - NASSP (National Association of Secondary School Principals)
 - NSBA (National School Boards Association)
 - Private Sector
 - State AASA
 - State Education Agency
 - Other: _____

52. What were the strengths of your non-university-based professional development/training? (*List in order the top 3, 1 being most important.*)

- High quality of teaching by instructor/trainer
- High quality of session content
- Ability of instructor/trainer to link course content to practice
- Included discussions about curriculum, instruction, and testing issues
- Scheduled at times convenient for professionals
- Employed technology in training
- Provided opportunities for hands-on application
- Other (*please specify*): _____

No strengths

53. What were the weaknesses of your non-university-based professional development/training? (*List in order the Top 3, 1 being most important.*)

- Low quality of teaching by instructor/trainer
- Low quality of session content
- Instructor/trainer did not link course content to practice
- Did not provide discussions about curriculum, instruction, and testing issues
- Not scheduled at times convenient for professionals
- Did not employ technology in training
- Did not provide opportunities for hands-on application
- Placed too much emphasis on instructor's personal experiences
- Other (*please specify*): _____

No weaknesses

54. On the whole, how would you evaluate the credibility of professors of educational administration with whom you have come into contact?

- Excellent
- Good
- Fair
- Poor
- No opinion

55. What is your opinion about the usefulness of educational research?

- Highly useful
- Usually useful
- Occasionally useful
- Not useful
- No opinion

56. Please check the professional organizations to which you actively belong:

- AASA (American Association of School Administrators)
- ASBO (Association of School Business Officials)
- ASCD (Association for Supervision and Curriculum Development)
- NABSE (National Alliance of Black School Educators)
- NAESP (National Association of Elementary School Principals)
- NASSP (National Association of Secondary School Principals)
- NEA (National Education Association)
- NSBA (National School Boards Association)
- State AASA
- Phi Delta Kappa
- Other: _____

57. If you are not a member of AASA, please indicate why not. (*Check all that apply.*)

- Cost of membership is too high.
- Seems to be a professional organization primarily for superintendents, not central office administrators
- Does not focus on issues that are important to me
- Lack of quality professional development opportunities
- Limited networking opportunities for women
- Limited opportunities for women to participate, contribute, serve on committees, etc.
- Lack of diversity
- My needs are better met by other national associations.
- My needs are better met by state administrator associations.
- I have never been contacted to join AASA.
- I don't know enough about the organization.
- Other: _____

N/A - I am already a member of AASA.

58. Have you ever attended the following AASA conferences:

	Yes	No
National Conference on Education	<input type="checkbox"/>	<input type="checkbox"/>
Women Administrators Conference	<input type="checkbox"/>	<input type="checkbox"/>
Rural/Small School System Leaders Conference	<input type="checkbox"/>	<input type="checkbox"/>
Suburban School System Leaders Conference	<input type="checkbox"/>	<input type="checkbox"/>

59. Which professional journal(s) do you read?

	<u>Frequently</u>	<u>Occasionally</u>	<u>Rarely</u>	<u>Never</u>
<i>American School Board Journal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Education Week</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Educational Leadership</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Kappan</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>NASSP Bulletin</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Principal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The School Administrator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

60. **PRESERVICE/INSERVICE:** Preservice and inservice professional education for school district leaders is important. Please indicate whether the issues listed: 1) should be included in preservice education programs only, 2) should be handled through inservice education only, 3) should be included in both, or 4) should not be included in either. (Circle the appropriate response.)

	<u>Preservice</u>	<u>Inservice</u>	<u>Both</u>	<u>Neither</u>	<u>Don't Know</u>
1) Changing demographics and their effect on social-cultural issues such as race relations, integration, segregation, immigration	1	2	3	4	8
2) Strategic planning	1	2	3	4	8
3) Restructuring of districts	1	2	3	4	8
4) Changing priorities in curriculum	1	2	3	4	8
5) Demands for new ways of teaching or operating the educational program	1	2	3	4	8
6) Financing schools to meet increasing current expenditures and capital outlay	1	2	3	4	8
7) Assessing educational outcomes	1	2	3	4	8
8) Growing pressure for public support of nonpublic schools	1	2	3	4	8
9) Site-based management	1	2	3	4	8
10) Increasing attacks on the superintendent	1	2	3	4	8
11) Use of drugs and alcohol in the schools	1	2	3	4	8
12) Changes in societal values and behavioral norms	1	2	3	4	8
13) High-stakes, state-mandated accountability testing	1	2	3	4	8
14) Community involvement in school district decision making	1	2	3	4	8
15) Empowerment of staff	1	2	3	4	8
16) Student discipline	1	2	3	4	8
17) Administrator-board relations	1	2	3	4	8
18) Developing and funding institutional programs for children at risk	1	2	3	4	8
19) Staff recruitment/selection	1	2	3	4	8
20) Personal time management	1	2	3	4	8
21) Parent apathy and irresponsibility about their own children— including child abuse	1	2	3	4	8
22) Collaboration with parents on services provided to children	1	2	3	4	8
23) Student rights in terms of due process requirements and court-imposed procedures	1	2	3	4	8
24) Obtaining timely and accurate information	1	2	3	4	8
25) Effective public relations skills	1	2	3	4	8
26) Staff and administrator evaluation	1	2	3	4	8
27) Aging and inadequate facilities	1	2	3	4	8
28) Legislative and local efforts to implement "choice" programs	1	2	3	4	8

THE SEARCH

61. What group/individuals managed the search process for your current superintendency?
 Professional search firm Other: _____
 State school board association N/A
 Local school board members
62. Do you believe there is an old girl/boy network in your state that helps individuals get superintendent positions?
 Yes No Don't know
63. Please indicate the degree to which each of the following may be a barrier limiting administrative opportunities for women superintendents or women aspiring to the superintendency.

	Important <u>Factor</u>	Somewhat <u>Important Factor</u>	Not a <u>Factor</u>	Don't <u>Know</u>
a) Schools boards do not actively recruit women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Lack of mobility of family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mid-management career "glass ceiling"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of opportunities to gain key experiences prior to seeking the superintendency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Lack of professional networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Perception of school board members that women are not strong managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Perception of school board members that women are unqualified to handle budgeting and finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Perception that women will allow their emotions to influence administrative decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) The nature of superintendents' work makes it an unattractive career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lack of mentors/mentoring in school districts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Perception that women are not politically astute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Perception that instructional and curricular orientations or emphases limit administrative and managerial interests and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

64. Please indicate the degree to which each of the following may help advance career opportunities for women superintendents or women aspiring to the superintendency

	Important <u>Factor</u>	Somewhat <u>Important Factor</u>	Not a <u>Factor</u>	Don't <u>Know</u>
a) Emphasis placed on improving instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knowledge of instructional process (teaching and learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Knowledge of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ability to maintain organizational relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Responsiveness to parents and community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

65. In your opinion, to what extent are discriminatory hiring and promotional practices a problem in limiting administrative career opportunities for individuals of color?
 Major problem Minor problem Little problem No problem

CONTRACTS AND EVALUATION

66. How many years in length is the full term of your present contract?
- 1
- 2
- 3
- 4+
- N/A — I am not a superintendent.
67. What is your perception of the most important reason you were employed by your present board of education? (*Select only one.*)
- Personal characteristics (honesty, tact, etc.)
- Potential to be a change agent
- Ability to maintain the status quo
- Ability to be an instructional leader
- The particular racial/ethnic or linguistic group(s) I represent
- No particular important reason
- Not sure
- N/A
68. In your opinion, which of the following is your Board's primary expectation of you as a superintendent or central office administrator? (*Select only one.*)
- Education leader (curriculum and instruction, etc.)
- Political leader (board and community relations)
- Managerial leader (general management, budget & finance)
- Leader of school reform initiative
- Community leader (symbolic importance for district and community)
- Other: _____
69. How do you perceive your overall effectiveness as a superintendent or central office administrator?
- Very successful
- Successful
- Sometimes successful
- Not successful
- Have no idea
70. From your perspective, which of the following factors most inhibits your effectiveness as superintendent or central office administrator? (*Mark only the 2 most important.*)
- Too many insignificant demands
- Too much added responsibility
- Inadequate financing of schools
- State reform mandates
- Inexperienced, unqualified, or ill-prepared staff members
- Difficulty in relations with board members
- District too small
- District too large, diverse, and complex
- Collective bargaining agreements
- Racial/ethnic problems
- Lack of community support
- Insufficient administrative staff
- Board micromanagement
- Board of education elections; changed expectations
- Other: _____
71. How often does your Board or supervisor evaluate your job performance? (*Select only one.*)
- Annually
- Semi-annually
- At contract renewal time only
- Never
- Other: _____
72. What kind of evaluation procedure does your Board or supervisor use for evaluating your job performance?
- Formal
- Informal
- Both of these
- I am not evaluated.
73. If you have a formal job description, are you closely evaluated against the criteria in the description?
- Yes
- No
- Have no formal job description

74. In your opinion, which of the following are reasons for your Board or supervisor evaluating you? (Select the two most important.)

- To provide periodic and systematic accountability
- To identify areas needing improvement
- To point out strengths
- To document general dissatisfaction with performance
- To help establish relevant performance goals
- To assess present performance in accordance with prescribed standards
- To comply with board policy
- To determine salary for the following year
- Other: _____

75. Indicate the most recent evaluation rating given to you by your Board or supervisor.

- Excellent
- Good
- Average
- Below average
- Not evaluated

76. What is your annual salary?

- \$25,000 or less
- \$25,001 — \$50,000
- \$50,001 — \$75,000
- \$75,001 — \$100,000
- \$100,001 — \$125,000
- \$125,001 — \$150,000
- \$150,001 — \$175,000
- \$175,001 — \$200,000
- \$200,001 — \$225,000
- \$225,001 — \$250,000
- More than \$250,000

77. Under the terms of your present contract, do you receive a performance bonus in addition to your regular salary?

- Yes (If yes, please indicate the size of the performance bonus.)
- No
- \$5,000 or less
- \$5,001 — \$10,000
- \$10,001 — \$25,000
- \$25,001 — \$50,000
- \$50,001 — \$75,000
- \$75,001 — \$100,000
- More than \$100,000
- N/A

BOARD DEMOGRAPHICS

78. How many individuals currently serve on your Board?

- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- More than 12

79. How many women currently serve on your Board?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- More than 7

80. How many individuals of color currently serve on your Board?

- 0
 1
 2
 3
 4
 5
 6
 7
 More than 7

81. How many women of color currently serve on your Board?

- 0
 1
 2
 3
 4
 5
 6
 7
 More than 7

82. What is the average length of time a board member serves in your district?

- 1 - 2 years
 3 - 4 years
 5 - 6 years
 7 - 8 years
 9 years+

83. In your present superintendency or central office position, what is your opinion concerning the general abilities and preparation of board members to handle their duties?

- Very well-qualified
 Qualified
 Not well-qualified
 Incompetent
 Don't know

BOARD DYNAMICS AND DECISION MAKING

84. How would you characterize your school board? (*Select one.*)

- Dominated by the elite in the community
 Represents distinct factions in the community and votes accordingly
 Active, aligned with community interests, but not rigid
 Not active, accepting of recommendations made by professional staff

85. How would you characterize the way you work with your board? (*Select one.*)

- I take cues from the dominant group and carry out policy.
 I maintain relations with all factions but align with the winning side.
 I serve as a professional advisor and present alternatives and consequences in an objective fashion.
 I initiate action to maintain district effectiveness
 I do not work directly with the board.

86. Who primarily develops policy and policy options in your district? (*Select only one.*)

- Principals
 Central office staff
 Superintendent
 School board
 School board chair
 Shared responsibility
 Other: _____

87. How often does the board of education accept policy recommendations presented by you?

- 90-100% of time
 80-89% of time
 70-79% of time
 60-69% of time
 50-59% of time
 Less than 50% of time
 N/A - I am not a superintendent.

88. How is board member orientation primarily handled in your district? By: *(Select only one.)*
- The superintendent
 - Experienced school board members
 - School board association
 - New board members are not formally oriented
 - Other: _____
89. In your opinion, has school-based decision making:
- Increased parent and/or community member participation in school decision making
 - Decreased parent and/or community member participation in school decision making
 - Had no effect on the amount of parent and/or community member participation in school decision making
 - Don't know
90. In your opinion, what is your school board's stance toward school-based decision making?
- Supportive because it increases parent/citizen participation in school decision making
 - Indifferent to it because few parents and community citizens are involved
 - Opposed because it conflicts with their role in governing schools
 - No opinion
 - Don't know
91. How frequently do you actively seek citizen participation in district decision making?
- All the time
 - Frequently
 - When it's required
 - Seldom
 - Never
 - N/A
92. In the last 10 years in your district, has there been the emergence of special interest groups that pressure the board to make decisions favorable to their interests?
- Yes *(If yes, please select the type of group(s).)*
 - No
- Political community
 - Religious
 - Private sector
 - Governmental
 - Community
 - Other *(please specify):* _____
93. Check below the areas in which you involve parents or other citizens in a planning advisory capacity in your school district.
- Objectives & priorities for the school and district
 - Program changes and new curricular programs being considered
 - Student activities
 - Student behavior, rights & responsibilities
 - Finance and budget
 - Evaluation of programs
 - Fund raising
 - Strategic planning
 - School-based decision making
 - Other: _____
 - N/A
94. As superintendent or central office administrator, what do you see as the most difficult problem your board members face as board members? *(Check only one.)*
- Financial issues
 - Community pressure
 - Employee relations
 - Curriculum issues
 - Internal board conflict
 - Understanding appropriate board role
 - Avoiding micromanagement
 - Pressure from special interest groups
 - Other: _____

95. How many hours per week do you spend in direct communication with your board members (e.g., phone calls, meetings)?

- 0-1
- 2-3
- 4-5
- 6-7
- 8-9
- 10+
- N/A

96. Listed below are some individuals/groups that may be sources of information to school board members for decision-making purposes. From your perspective, how much weight do board members give information from each of these groups? (*Circle your answer.*)

	Very Great Weight	Considerable Weight	Some Weight	Little Weight	No Weight	Don't Know
a) District superintendent	1	2	3	4	5	8
b) Principals	1	2	3	4	5	8
c) Central office staff	1	2	3	4	5	8
d) Teachers	1	2	3	4	5	8
e) Parents	1	2	3	4	5	8
f) Students	1	2	3	4	5	8
g) Special interest groups in the community	1	2	3	4	5	8
h) Local power structure in the community	1	2	3	4	5	8
i) Board members in other districts	1	2	3	4	5	8
j) Religious groups	1	2	3	4	5	8
k) Private sector	1	2	3	4	5	8
l) Consultants	1	2	3	4	5	8
m) Other: _____	1	2	3	4	5	8

97. Listed below are some individuals/groups that may be sources of information for superintendent decision-making purposes. How much weight do you place on information from each of these groups? (*Circle your answer.*)

	Very Great Weight	Considerable Weight	Some Weight	Little Weight	No Weight	Don't Know
a) Fellow superintendents	1	2	3	4	5	8
b) Central office staff	1	2	3	4	5	8
c) Principals	1	2	3	4	5	8
d) Parents	1	2	3	4	5	8
e) Students	1	2	3	4	5	8
f) State office staff	1	2	3	4	5	8
g) Community groups	1	2	3	4	5	8
h) Professional organizations (AASA, etc.)	1	2	3	4	5	8
i) Power structure in the community	1	2	3	4	5	8
j) Teachers	1	2	3	4	5	8
k) School board members	1	2	3	4	5	8
l) Consultants	1	2	3	4	5	8
m) Other: _____	1	2	3	4	5	8

MOVING ON

98. Where do you see yourself in 5 years? (Check the one that reflects your thinking today.)

- In a superintendency for the first time.
- In a central office position.
- I definitely will continue in a superintendency, whether in this district or another, until retirement age.
- I will continue in a superintendency until I can qualify for minimum state retirement benefits. (Early retirement)
- I will leave when I find a desirable position in a university.
- I will leave when I find a desirable position at an education foundation or a non-profit education organization.
- I will leave when I find a desirable position outside of education.
- This is an impossible position and I want to get out of the superintendency or central office as soon as possible.
- Other (please specify): _____

99. If you had to do it all over again, would you choose a career as a: (Select only one.)

- School superintendent
- Other central office position
- Classroom teacher
- Guidance counselor
- College professor
- Business manager
- State agency employee
- Intermediate school district administrator
- Principal
- Private school administrator
- Outside of education
- Other: _____

100. If you have held more than one superintendency, please list below the reason you left your last superintendency. (Check only the one that best applies.)

- Lack of adequate financing
- Move to larger district superintendency
- Conflict with board members
- Retirement
- Board of education elections; changed politics
- Family considerations
- Higher education opportunities
- Position in "better" financed district
- Conflict with community groups
- Conflict with employee groups
- Been in district long enough
- Other: _____
- N/A – I have never been a superintendent.
- N/A – I have only held one superintendency.

101. Are you now actively applying for a superintendency? Or another superintendency?

- Yes
- No

102. How many superintendencies have you applied for?

- 1
- 2
- 3
- 4
- 5
- More than 5
- N/A – I am not actively applying for a superintendency right now.

103. How many interviews have you received?

- 0
- 1
- 2
- 3
- 4
- 5
- More than 5
- N/A – I am not actively applying for a superintendency right now.

104. How many offers of a superintendency have you received?

- 0
- 1
- 2
- 3
- 4
- 5
- More than 5
- N/A – I am not actively applying for a superintendency right now.

105. If you are not currently a superintendent, do you aspire to the superintendency?

- Yes
- No

106. If you do not aspire to the superintendency, please indicate why not. (*Check all that apply.*)

- Too much stress.
- I would have to take a cut in salary.
- Superintendent's salary is not high enough for the weight of the job.
- Job demands of the superintendency would interfere with my family responsibilities.
- I'm happy with my current position and have no interest in changing jobs.
- I'm not willing to relocate.
- Family members would not be willing to relocate.
- I don't have sufficient experience.
- I don't have sufficient academic training.
- Politics of the job don't appeal to me.
- Job opportunities are limited because few school boards would ever hire a woman superintendent.
- Other (*please specify*): _____

- N/A – I do aspire to the superintendency.
- N/A – I am already a superintendent.

STRESS, FULFILLMENT, PRESTIGE, AND CHALLENGES

107. The superintendency is often described as a stressful occupation. Do you, in performing your role as superintendent, feel:

- No stress
- Little stress
- Moderate stress
- Considerable stress
- Very great stress
- N/A

108. Have you or your spouse ever made any of the following changes in your personal lives to accommodate the demands of your job as a superintendent? (*Check all that apply.*)

- I delayed seeking a superintendency until my children were older.
- My spouse took a less demanding job or a job with greater flexibility to accommodate the demands of my job as superintendent.
- My spouse and I have/had a commuter marriage.
- Other (*please specify*): _____
- N/A – I am not a superintendent.

109. How much self-fulfillment (that is, the feeling of being able to use one's unique capabilities, or realizing one's potential) does your position as superintendent or central office administrator provide?

- None
- Little
- Moderate
- Considerable

110. What, in your opinion, is the status/prestige of the position of superintendent as educational/community leader in your district?

- Decreasing in importance/influence
- Remaining about the same as it was 10 years ago
- Increasing in importance and influence
- Don't really know

111. ISSUES AND CHALLENGES FACING THE SUPERINTENDENCY TODAY: Please rate each of the following issues and challenges facing the superintendency today in your school district: 1) Of Great Significance; 2) Significant; 3) Of Limited Significance; 4) Of Little or No Significance. (Circle the appropriate response.)

	<u>Of Great Significance</u>	<u>Significant</u>	<u>Of Limited Significance</u>	<u>Of Little or No Significance</u>	<u>Don't Know</u>
1) Changing demographics and their effect on social-cultural issues such as race relations, integration, segregation, immigration	1	2	3	4	8
2) Restructuring of districts	1	2	3	4	8
3) Consolidation of districts	1	2	3	4	8
4) Changing priorities in curriculum	1	2	3	4	8
5) Demands for new ways of teaching or operating the educational program	1	2	3	4	8
6) Financing schools to meet increasing current expenditures and capital outlay	1	2	3	4	8
7) Assessing and testing for learner outcomes	1	2	3	4	8
8) Caliber of persons assigned to or removed from local boards of education	1	2	3	4	8
9) Caliber of responsibilities assigned to or removed from local boards of education	1	2	3	4	8
10) Rapidly decreasing/increasing enrollments	1	2	3	4	8
11) Use of drugs and alcohol in the schools	1	2	3	4	8
12) Changes in societal values and behavioral norms:	1	2	3	4	8
13) Accountability/credibility	1	2	3	4	8
14) Community involvement in school district decision making	1	2	3	4	8
15) Affirmative action programs/Title IX	1	2	3	4	8
16) Student discipline, gangs	1	2	3	4	8
17) Strategic planning and mission statements	1	2	3	4	8
18) Administrator-board relations	1	2	3	4	8
19) Developing and funding institutional programs for children at risk	1	2	3	4	8
20) Teacher recruitment/selection	1	2	3	4	8
21) Personal time management	1	2	3	4	8
22) Parent apathy and irresponsibility about their own children—including child abuse	1	2	3	4	8
23) Collaboration with parents on services provided to children	1	2	3	4	8
24) Compliance with state and federal mandates	1	2	3	4	8
25) Obtaining timely and accurate information for decision making	1	2	3	4	8
26) Administrator recruitment	1	2	3	4	8
27) Aging and inadequate facilities	1	2	3	4	8
28) Legislative and local efforts to implement "choice" programs	1	2	3	4	8
29) Insufficient funds to purchase and use technology	1	2	3	4	8
30) School-based decision making	1	2	3	4	8
31) Other: _____	1	2	3	4	8

OPEN-ENDED QUESTIONS

The final section of this survey consists of eight open-ended questions. **We would greatly appreciate even brief responses to these questions. However, if you choose not to respond to these questions, please return your survey to us anyway,** so that we can include your responses to the multiple-choice items in our analyses. Thank you!

1. What about the superintendency would you like to see change for it to be a more attractive position for you or others?

2. Are you interested in applying for a superintendency in the near future? If so, what kind of superintendency is most attractive to you?

If not, why not?

3. If you are a Chief Academic Officer (not a superintendent), do you see this position as preparing you for a superintendency in the future? If yes, why?

If not, why not?

4. If you are a woman of color, how do you feel your experience as a woman of color in a leadership position has differed from others' experiences? Exactly what makes it different and how have you dealt with it?

5. Define power.

6. How do you make decisions?

7. How do you get things done?

8. What else do we need to know about women in the superintendency or central office?

Thank you!

Please return this survey in the enclosed envelope by **September 15, 2002** to:

Study of Women in the Superintendency and Central Office

American Association of School Administrators (AASA)

1801 North Moore Street

Arlington, VA 22209-1813

Attention: Liz Core

APPENDIX B

MONTANA WOMEN EDUCATIONAL LEADERS STUDY - ADMINISTRATORS

Linda Hunt Brown
110 Reid Hall MSU
Bozeman, MT 59717
406-994-6056

Dear Educator,

With the assistance of the Wallace-Readers Digest State Leadership Project and with the support of OPI, an examination is being conducted on the barriers which women face in the obtaining positions as educational leaders in Montana. Your participation in this survey will provide key policy-makers and legislators with your perspective on the barriers that hinder the acquisition of an administrative endorsement and the achievement of employment as an administrator.

With half of the current Montana superintendents and principals planning to retire within the next five years, there are concerns about the availability of quality leaders. "A candidate pool that was 'too small' was considered to be the top-ranked problem by both superintendents and school board presidents in a study for the Montana School Boards Association (MSBA)(1997)." With the increasing shortage of administrators statewide and nationally, an opportunity for qualified women to acquire leadership positions is developing.

You may be assured that your responses to the survey questionnaire will be confidential; however, letters are coded to provide district size and location by region of the state. If you are willing to participate in a follow-up open-ended interview to determine more in-depth information on these barriers, please provide your name, phone number, and several convenient times for this interview. A space is provided at the end of the survey for this information. These conversations are scheduled for late February.

If you have any questions regarding the survey please email me at lebrown@montana.edu or phone 406-994-6056. After completing the survey please return it in the postage prepaid addressed envelope by February 14, 2003.

Your input is vital to this research even if you do not feel that any barriers exist. Thank you for your help.

Sincerely,

Linda Hunt Brown



Montana Women as Educational Leaders Study



For the purpose of this survey, district coordinators and central office school leaders are considered administrators.

1. Which of the following best describes your current position?
(*Select one.*)
 - Superintendent
 - Assistant Superintendent
 - District Coordinator
 - SPED Program Director
 - Principal- Elementary
 - Principal- Middle School/Junior High
 - Principal- High School
 - Assistant Principal- Middle School/Junior High
 - Assistant Principal- High School
 - Activities Director
 - Other (*please specify*): _____
2. How old are you?
 - 30 or younger 51 - 55
 - 31 - 35 56 - 60
 - 36 - 40 61 - 65
 - 41 - 45 66+
 - 46 - 50
3. How old were you when you first became employed full-time as an administrator?
 - 30 or younger 51 - 55
 - 31 - 35 56 - 60
 - 36 - 40 61 - 65
 - 41 - 45 66+
 - 46 - 50 N/A
4. How old were you when you first became a central office (district-wide) administrator?
 - 30 or younger 51 - 55
 - 31 - 35 56 - 60
 - 36 - 40 61 - 65
 - 41 - 45 66+
 - 46 - 50 N/A
5. What is your racial/ethnic group?
 - Black Asian
 - White Hispanic
 - American Indian (tribe) _____
 - Other (*please specify*): _____
6. What is your marital status?
 - Married Remarried
 - Separated Widowed
 - Divorced Single/Never married
7. How many children are you raising or have you raised?
 - 0 4
 - 1 5
 - 2 6+
 - 3
8. How many adult dependents do you support?
 - 0 3
 - 1 4+
 - 2
9. How old were the children you were raising when you first became employed as an administrator?
(*Check all that apply.*)
 - 0 - 5
 - 6 - 10
 - 11 - 15 N/A—I had no children at that time.
 - 16 - 20
 - 21+
10. If you are a superintendent, how old were the children you were raising when you first became employed as a superintendent?
(*Check all that apply.*)
 - 0 - 5 N/A—I have never been a superintendent
 - 6 - 10
 - 11 - 15 N/A—I had no children at that time.
 - 16 - 20
 - 21+
11. How does the present enrollment in your district compare with that of **January 1990**?
 - Increase of <15% Decrease of >15%
 - Increase of 14-5% Decrease of 14-5%
 - Increase of < 5% Decrease of < 5%
 - I don't know

12. Is your current school district headed by a female superintendent?
 Yes
 No
 I am the superintendent
13. Have you spent your entire educational career in one school district?
 Yes
 No
 All, but 1 to 2 years.
14. In which of the following types of positions have you had **ONE** full year or more of experience?
(Check all that apply.)
 Elementary teacher
 Elementary principal
 Junior high/middle school teacher
 Junior high/middle school assistant principal
 Junior high/middle school principal
 High school teacher
 High school assistant principal
 High school principal
 Counselor K-12
 Director/coordinator
 Assistant /associate superintendent
 College or university professor
 Supervisor or consultant
 Other (please specify): _____

15. What was the nature of your first administrative/supervisory position?
 Assistant principal
 Dean of students
 Principal
 Director/coordinator
 Assistant superintendent
 Superintendent
 State agency
 Business office
 N/A
 Other(please specify): _____

16. For how many total years were you a classroom teacher? (Do not count years as an administrator.)
 0
 1 -5
 6 - 10
 11 - 15
 16 - 20
 21 - 25
 26+
17. What extracurricular activity did you most participate in as a teacher?
 Coaching athletics
 Club advisor
 Newspaper/annual
 Other(please specify): _____

18. Were you appointed to your administrative position from:
 Inside same district
 Outside the district
 N/A
19. Which of the following combinations of educational experiences best describes your career pattern?
(Select only one.)
 Teacher & principal
 Teacher, principal & central office
 Teacher, asst. principal , principal & central office
 Principal & central office
 Teacher & superintendency
 Teacher, principal, & superintendency
 Teacher, principal, central office & superintendency
 Teacher & central office
 Central office only
 Other: _____

20. How many total years have you been a school administrator?
 1
 2 - 3
 4 - 5
 6 - 7
 8 - 9
 10 - 11
 12 - 13
 14 - 15
 16+
 N/A

21. How many school administrative positions have you held in your entire career?
- 1 5
 2 6
 3 More
 4 N/A
22. In how many states have you served as an administrator?
- 1 4+
 2 N/A
 3
23. How long ago did you obtain your first administrative position?
- Less than 1 year 3 years
 1 year 4 years
 2 years 5+ years
24. Was your first administrative position in:
- Elementary school College
 Junior high Vocational
 Middle school District office
 High school Parochial school
 I have not been an administrator
 Other (please specify): _____
25. Were you hired as an administrator before you were certified?
- Yes No N/A
- If yes, were you hired under:
- OPI Intern Provisional
26. How long did it take you to obtain your first administrative position once you were certified and actively sought such a position?
- Less than 1 year 3 years
 1 year 4 years
 2 years 5+ years
 I was recruited N/A
27. Have you ever worked in a school district headed by a female superintendent? (Do not count districts in which you have been the superintendent.) Yes No
28. What kind of certifications do you hold? (Check all that apply.)
- Class 3 Administrative
 Superintendent endorsement
 Principal K-12 endorsement
 Principal-K-8 endorsement
 Principal- 6-12 endorsement
 Supervisor endorsement
 Class 1 Professional Teaching
 Class 2 Standard Teaching
 Class 4 Vocational Teaching
 Class 5 Provisional in _____
 Class 6 Specialist
 Class 7 American Indian Language Specialist
29. Have you served in the role of mentor for someone aspiring to be an administrator?
- Yes No Uncertain
- If yes, was the person you mentored male or female?
- Male Female
 I mentored both men and women aspiring to be administrators or superintendents.
30. Did a practicing or retired administrator serve as a mentor in helping you become an administrator?
- Yes No Uncertain
- If yes, was the administrator who served as your mentor male or female?
- Male
 Female
 Both male and female administrators
31. What is the highest earned degree you hold? (Select only one.)
- B.A. or B.S.
 Master's degree in education
 M.B.A.
 Specialist degree
 Ed.D. or Ph.D.
 Other(Please specify): _____

32. How many years ago did you receive your highest academic degree?
- 0 – 5 years ago
 - 6 – 10 years ago
 - 11 – 15 years ago
 - More than 15 years ago
33. Are you currently working toward an academic degree?
- Yes (*If yes, please indicate type of degree.*)
 - Master's degree in education
 - Specialist degree
 - Ed.D. or Ph.D.
 - Other: _____
 - No
34. Which of the following was your major field of study in your highest graduate degree?
- Educational leadership/administration
 - Secondary education
 - Elementary education
 - Other (*please specify*): _____
-
35. What group/individuals managed the search process for the administrative position you currently hold?
- Superintendent/Principal
 - Professional search firm
 - State school board association
 - Local school board members
 - Other (*please specify*): _____
 - N/A
36. What is your perception of the most important reason you were employed? (*Select only one.*)
- Personal characteristics (honesty, tact, etc.)
 - Potential to be a change agent
 - Ability to maintain the status quo
 - Ability to be an instructional leader
 - The particular racial/ethnic or linguistic group(s) I represent
 - Strong managerial /business skills
 - Strong technology/technical skills
 - No particular important reason
 - Not sure
37. How many years in length is the full term of your present contract?
- 1
 - 2
 - 3
 - 4+
38. How do you perceive your overall effectiveness as an administrator?
- Very successful
 - Successful
 - Sometimes successful
 - Not successful
 - Have no idea
39. Do you believe there is an old girl/boy network in Montana that helps individuals get administrative positions?
- Yes
 - No
 - Don't know
40. From your perspective, which of the following factors most inhibits your effectiveness as an administrator? (*Mark only the 2 most important.*)
- Too many insignificant demands
 - Too much added responsibility
 - Inadequate financing of schools
 - State reform mandates
 - Inexperienced, unqualified, or ill-prepared staff members
 - Difficulty in relations with parents
 - Difficulty in relations with board members
 - District too small
 - District too large, diverse, and complex
 - Collective bargaining agreements/teacher demands
 - Racial/ethnic problems
 - Lack of community support
 - Insufficient administrative staff
 - Board/supervisors micromanagement
 - Board of education elections/frequent administrative turnover; changed expectations
 - Other (*please specify*): _____
-
- Other (*please specify*): _____
-

41. Please indicate the degree to which each of the following may be a barrier limiting administrative opportunities for women.

	Major Barrier	Somewhat of a Barrier	Not a Barrier	Don't Know
a) Schools boards do not actively recruit women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Lack of mobility of family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mid-management career "glass ceiling"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of opportunities to gain key experiences prior to seeking an administrative position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Lack of professional networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Perception of school board members that women are not strong facility/business managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Perception of school board members that women are unqualified to handle budgeting and finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Perception that women will allow their emotions to influence administrative decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) The nature of superintendents' work makes it an unattractive career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lack of mentors/mentoring in school districts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Perception that women are not politically astute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Perception that instructional and curricular orientations limit administrative and managerial interests and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Perception that women can't handle discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Please indicate the degree to which each of the following factors may help advance career opportunities for women administrators.

	Important Factor	Somewhat Important Factor	Not a Factor	Don't Know
a) Emphasis placed on improving instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knowledge of instructional process (teaching and learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Knowledge of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ability to maintain organizational relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Responsiveness to parents and community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Management of facilities and budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Management of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. In your opinion, to what extent are discriminatory hiring and promotional practices a problem in limiting administrative career opportunities for individuals of minority descent?
- Major problem Little problem
 Minor problem No problem
44. Where do you see yourself in 5 years? (*Check the **one** that reflects your thinking today.*)
- In a superintendency for the first time.
 In a central office position.
 In a principal position.
 I definitely will continue in a superintendency, whether in this district or another, until retirement age.
 I will continue in administration until I can qualify for minimum state retirement benefits. (Early retirement)
 I will leave when I find a desirable position in a university.
 I will leave when I find a desirable position at an education foundation or a non-profit education organization.
 I will leave when I find a desirable position outside of education.
 This is an impossible position and I want to get out of the administration as soon as possible.
 I will leave when I find a desirable position at a less stressful level of administration.
 Other (*please specify*): _____
45. If you had to do it all over again, would you choose a career as a: (*Select **only one**.*)
- School superintendent
 Other central office position
 Classroom teacher
 Guidance counselor
 College professor
 Business manager
 State agency employee
 Principal
 Private school administrator
 Outside of education
 Other (*please specify*): _____
46. If you have held more than one administrative position, please list below the reason you left your last position. (*Check **only the one** that best applies.*)
- Lack of adequate financing
 Move to larger district
 Conflict with supervisor/board members
 Retirement
 Board of education elections; changed politics
 Family considerations
 Higher education opportunities
 Position in "better" financed district
 Conflict with community groups
 Conflict with employee groups
 Been in district long enough
 Other (*please specify*): _____
47. In your opinion, which of the following is your supervisor's primary expectation of you as an administrator? (*Select **only one**.*)
- Educational leader (curriculum and instruction, etc.)
 Political leader (board and community relations)
 Managerial leader (general management, budget and finance)
 Leader of school reform initiative
 Community leader (symbolic importance for district and community)
 Strong Disciplinarian (Resolving student conflicts and disruptions.)
 Crisis Manager (School safety)
 Other (*please specify*): _____
48. Are you now actively applying for a different administrative position?
- Yes If yes, please state which positions you are applying _____
 No
49. How many administrative positions have you applied for within the last two years?
- 0 4
 1 5
 2 More than 5
 3 N/A I am not actively applying now.

50. How many interviews have you received within the last two years?
- 0 4
 1 5
 2 More than 5
 3 N/A I am not actively applying now.

51. How many offers have you received within the last two years?
- 0 4
 1 5
 2 More than 5
 3 N/A I am not actively applying now.

52. Do you aspire to the superintendency?
- Yes No I am a superintendent

If NO, please indicate why not. (*Check all that apply.*)

- Too much stress.
 I would have to take a cut in salary.
 Superintendent's salary is not high enough for the weight of the job.
 Job demands of the superintendency would interfere with my family responsibilities.
 I'm happy with my current position and have no interest in changing jobs.
 I'm not willing to relocate.
 Family members would not be willing to relocate.
 I don't have sufficient experience.
 I don't have sufficient academic training.
 Politics of the job don't appeal to me.
 Job opportunities are limited because few school boards would ever hire a woman superintendent.
 Other (*please specify*): _____

53. The superintendency is often described as a stressful occupation. What degree of stress do you personally perceive this position produces:
- No stress
 Little stress
 Moderate stress
 Considerable stress
 Very great stress

54. How much self-fulfillment (that is, the feeling of being able to use one's unique capabilities, or realizing one's potential) does your position as an administrator provide?

- None
 Little
 Moderate
 Considerable
 N/A I have never been an administrator

55. Have you or your spouse ever made any of the following changes in your personal lives to accommodate the demands of your job as an administrator? (*Check all that apply.*)

- I delayed seeking the superintendency until my children were older.
 I delayed seeking any administrative position until my children were older.
 My spouse took a less demanding job or a job with greater flexibility to accommodate the demands of my job.
 My spouse and I have/had a commuter marriage.
 I have made sacrifices for his job/career.
 We have made no sacrifices.
 I am not married.
 Other (*please specify*): _____

56. What, in your opinion, is the status/prestige of the position of superintendent as educational/community leader in your district?

- Decreasing in importance/influence
 Remaining about the same as it was 10 years ago
 Increasing in importance and influence
 Don't really know

57. What, in your opinion, is the status/prestige of the position of principals as educational/community leaders in your district?

- Decreasing in importance/influence
 Remaining about the same as it was 10 years ago
 Increasing in importance and influence
 Don't really know

The final section of this survey consists of the following open-ended questions. We would greatly appreciate even brief responses to these questions. However, if you choose not to respond to these questions, please return your survey to us anyway, so that we can include your responses to the multiple-choice items in our analyses.

Thank you!

1. What about administrative positions would you like to see change for it to be a more attractive position for you or others?

2. Are you interested in applying for a different administrative position in the near future? If so, what kind of position is most attractive to you?

If not, why not?

3. If you are from a minority, how do you feel your experience in a leadership position has/might differed from others' experiences? Exactly what makes it different and how have you dealt with it?

Thank you!

Please return this survey in the enclosed envelope as soon as possible but no later than by March 10, 2003. If you are agreeable to participating in a more in-depth phone interview in late March, please provide your name and phone number and convenient times to be reached.

Name _____ Position _____

Phone _____

Convenient times:

Days _____ Time (hours) _____

Days _____ Time (hours) _____

Days _____ Time (hours) _____

Department of Education
Montana State University
Bozeman, Montana 59715-9947
Attention: Linda Brown

APPENDIX C

MONTANA WOMEN EDUCATIONAL LEADERS STUDY -
ADMINISTRATIVELY CERTIFIED TEACHERS



Montana Women Educational Leaders Study



Greetings. The purpose of this study is to identify the perceived and actual barriers faced by women who are certified or aspire to become certified as school administrators. This doctoral dissertation is being done with the support of OPI and SAELP (State Action for Educational Leadership Project) of Montana. This comprehensive survey includes all of the administratively endorsed women and also American Indian teachers since over 10% of Montana's student population are American Indian but there are very few American Indian administrators.

With half of current Montana superintendents and principals planning to retire within the next five years, concern for providing school districts with quality leaders is growing. "A candidate pool that was 'too small' was considered to be the top-ranked problem by both superintendents and school board presidents in a study for the Montana School Boards Association (MSBA)(1997)." With the increasing shortage of administrators statewide and nationally additional sources for leadership must be sought. Your participation in this survey will provide key policy-makers with your perspective on the barriers which American Indian women face in obtaining administrative endorsements and positions.

This survey has been adapted with permission from the America Association of School Administrators' "NATIONAL STUDY OF U.S. WOMEN SUPERINTENDENTS AND CENTRAL OFFICE ADMINISTRATORS" survey that was done in the fall of 2002. In reporting the results, no individual identity will be divulged. Only group statistical responses will be cited. Respondent confidentiality is assured. Coding is for demographic and tracking purposes.

Please attempt to answer every question. In the event that none of the alternatives provided for a question corresponds exactly to your position or opinion, select the alternative that comes closest to the answer you would like to give. Check the box of the proper alternative using either pen or pencil. Pilot participants spent only 15 minutes completing the survey.

The final section of the survey includes a few open-ended questions. I appreciate your thoughtful responses. I would greatly appreciate even brief responses to these questions. However, if you choose not to respond to the open-ended questions, please return your survey to me anyway, so that I can include your responses to the multiple-choice items in my analyses.

Place your completed questionnaire in the pre-addressed, postage paid envelope provided as soon as possible, today would be great, but no later than by March 10, 2003.

If you have any questions, please contact Linda Brown at (406) 994-6056, lebrown@montana.edu.

Thank you very much for taking the time to complete the survey.

1. Which of the following best describes your current position?
(*Select those that apply.*)
 - Teacher Elementary
 - SPED Teacher
 - Teacher Middle School/Junior High
 - Teacher High School
 - Counselor
 - Activities Director
 - Teacher Leader/Mentor
 - Subject _____
 - Other (*please specify*): _____

2. How old are you?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 51 - 55
<input type="checkbox"/> 31 - 35	<input type="checkbox"/> 56 - 60
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 61 - 65
<input type="checkbox"/> 41 - 45	<input type="checkbox"/> 66+
<input type="checkbox"/> 46 - 50	

3. Did you work in a school before you became a teacher?
 - Yes No

If yes, how old were you when you were first employed in a school?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 31 - 35
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 41+

4. How old were you when you were first employed full-time as a teacher in a school?
- 30 or younger 51 - 55
 31 - 35 56 - 60
 36 - 40 61 - 65
 41 - 45 66+
 46 - 50 N/A
5. What is your registered tribal affiliation?
- Salish
 Blackfeet
 Sioux
 Kootenai
 Pend d'Oreilles
 Crow
 Gros Ventre
 Assiniboine
 Northern Cheyenne
 Chippewa Cree
 Little Shell Tribe of Chippewa Indians
 Other (*please specify*): _____
6. What is your marital status?
- Married Remarried
 Single Widowed
 Divorced Separated
7. How many children are you raising or have you raised?
- 0 3 5
 1 4 6+
 2
8. How many adult dependents do you support?
- 0
 1
 2
 3
 4+
9. How old were the children you were raising when you first became certified as a teacher?
(Select all those that apply.)
- 0 - 5
 6 - 10
 11 - 15
 16 - 20
 21+
 N/A—I had no children at that time.
10. How does the present enrollment in your district compare with that of **January 1990**?
- Increase of more than 15%
 Decrease of more than 15%
 Increase of 14-5%
 Decrease of 14-5%
 Increase of less than 5%
 Decrease of less than 5%
 I don't know
11. Does a female superintendent head your current school district?
- Yes
 No
12. Does an American Indian head your current school district?
- Yes
 No
13. Does an American Indian principal head your current building?
- Yes
 No
14. Please indicate the gender of your current building principal.
- Male
 Female
15. Have you spent your entire educational career in one school district?
- Yes
 No
 All except one or two years

16. In which of the following types of positions have you had ONE full year or more of experience? **(Select all those that apply.)**
- Elementary teacher
 - Elementary principal
 - Junior high/middle school teacher
 - Junior high/middle school ass't principal
 - Junior high/middle school principal
 - High school teacher
 - High school assistant principal
 - High school principal
 - Director/coordinator
 - Assistant superintendent
 - College or university professor
 - Counselor
 - Supervisor or consultant
 - Other: _____
17. What extracurricular activity do you **most** participate in as a teacher? **(Select only one.)**
- Coaching athletics
 - Club advisor
 - Newspaper/annual
 - Music groups
 - Class advisor
 - No teaching experience
 - Other: _____
18. For how many years have you been a classroom teacher?
- 1 - 5
 - 6 - 10
 - 11 - 15
 - 16 - 20
 - 21 - 25
 - 26+
19. In how many states have you served as a teacher?
- 1
 - 2
 - 3
 - 4+
 - N/A
20. What kind of certifications do you hold? **(Select all those that apply.)**
- Class 1 Professional Teaching
 - Class 2 Standard Teaching
 - Class 4 Vocational Teaching
 - Class 5 Provisional in _____
 - Class 6 Specialist
 - Class 7 American Indian Language Specialist
21. How much self-fulfillment (that is, the feeling of being able to use one's unique capabilities, or realizing one's potential) does your position as a teacher provide?
- None
 - Little
 - Moderate
 - Considerable
22. How long did it take you to obtain your first teaching position once you were certified and actively sought such a position?
- Less than 1 year
 - 1 year
 - 2 years
 - I was recruited
 - 3 years
 - 4 years
 - 5+ years
 - N/A
23. Which, if any, administrative/supervisory position have you held? **(Select all those that apply.)**
- Assistant principal
 - Dean of students
 - Principal
 - Director/coordinator
 - State agency
 - Business office
 - N/A
 - Other: _____
24. Have you ever worked in a school district headed by a female superintendent?
- Yes
 - No
25. Have you ever worked in a school district headed by an American Indian superintendent?
- Yes
 - No

26. Is a practicing or retired administrator serving as a mentor in encouraging you to become an administrator?
 Yes No
 Uncertain/don't know
 If yes, was the administrator who is serving as your mentor male or female? **(Select only one.)**
 Male American Indian Male
 Female American Indian Female
27. What is the highest earned degree you hold? **(Select only one.)**
 B.A. or B.S.
 Master's degree in education
 Specialist degree
 Ed.D. or Ph.D.
 Other(*please specify*): _____
28. How many years ago did you receive your highest academic degree?
 0 – 5 years ago
 6 – 10 years ago
 11 – 15 years ago
 More than 15 years ago
29. Are you currently working toward an academic degree?
 Yes (*If yes, please indicate type of degree.*)
 Master's degree in education
 Specialist degree
 Ed.D. or Ph.D.
 Other(*please specify*): _____
 No
30. Do you believe there is an old girl/boy network in Montana that helps individuals get administrative other than superintendent positions?
 Yes
 No
 Don't know
31. Do you believe there is an old girl/boy network in Montana that helps individuals get superintendency positions?
 Yes
 No
 Don't know
32. In your opinion, to what extent are discriminatory hiring and promotional practices a problem in limiting administrative career opportunities for individuals of minority descent?
 Major problem
 Minor problem
 Little problem
 No problem
33. Where do you see yourself in 5 years? **(Select only one.)**
 In a superintendency for the first time.
 In a central office position.
 In a principal position.
 I will continue in teaching, whether in this district or another, until retirement age.
 I will continue in teaching until I can qualify for minimum state retirement benefits. (Early retirement)
 I will leave when I find a desirable position in a university.
 I will leave when I find a desirable position at an education foundation or a non-profit education organization.
 I will leave when I find a desirable position outside of education.
 Other (*please specify*): _____

34. Please indicate the degree to which each of the following may be a barrier limiting administrative opportunities for women.

	Important Barrier	Somewhat Important Barrier	Not a Barrier	Don't Know
a) Schools boards do not actively recruit women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Lack of mobility of family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mid-management career "glass ceiling"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of opportunities to gain key experiences prior to seeking an administrative position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Lack of professional networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Perception of constituents that women are not strong facility/business managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Perception of constituents that women are unqualified to handle budgeting and finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Perception that women will allow their emotions to influence administrative decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) The nature of administrators' work makes it an unattractive career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lack of mentors/mentoring in school districts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Perception that women are not politically astute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Perception that instructional and curricular orientations limit administrative and managerial interests and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Perception that women can't handle discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Please indicate the degree to which each of the following factors may help advance career opportunities for women administrators.

	Important Factor	Somewhat Important Factor	Not a Factor	Don't Know
a) Emphasis placed on improving instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knowledge of instructional process (teaching and learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Knowledge of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ability to maintain organizational relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Responsiveness to parents and community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Management of facilities and budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Management of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. Do you aspire to administrative certification?

- Yes No

If NO, why do you not aspire to an administrative certification/position, please indicate why not. (**Select all those that apply.**)

- Too much academic stress in certification programs.
- I don't have sufficient money for certification program.
- It is not easy to relocate for training.
- Too much stress in an administrative position.
- I would probably take a cut in hourly wages because of the long hours required in an administrative position.
- Administrator's salary is not high enough for the weight of the job.
- Job demands of administrators would interfere with my family responsibilities.
- I'm happy with my current position and have no interest in changing jobs.
- I'm not willing to relocate for an administrative job.
- Family members would not be willing to relocate.
- I don't have sufficient experience.
- I don't have sufficient academic training.
- Politics of the job don't appeal to me.
- Job opportunities are limited for a woman administrator.
- Other (*please specify*): _____

37. The superintendency is often described as a stressful occupation. What degree of stress do you perceive this position entails?

- No stress
- Little stress
- Moderate stress
- Considerable stress
- Very great stress

38. What degree of stress do you perceive principal's position entails?

- No stress
- Little stress
- Moderate stress
- Considerable stress
- Very great stress

39. What, in your opinion, is the status/prestige of the position of the superintendent as educational/community leader in your district?

- Decreasing in importance/influence
- Remaining about the same as it was 10 years ago
- Increasing in importance and influence
- Don't really know

40. What, in your opinion, is the status/prestige of the position of the principal as an educational/community leader in your district?

- Decreasing in importance/influence
- Remaining about the same as it was 10 years ago
- Increasing in importance and influence
- Don't really know

The final section of this survey consists of a few open-ended questions. **We would greatly appreciate even brief responses to these questions. However, if you choose not to respond to these questions, please return your survey to us anyway,** so that we can include your responses to the multiple-choice items in our analyses.

1. What about administrative positions would you like to see change for them to be a more attractive position for you or others?

2. Are you interested in applying for an administrative position in the near future? If so, what kind of position is most attractive to you?

If not, why not?

3. From an American Indian woman's perspective, how do you feel your experience in education and leadership positions has differed from others' experiences? Exactly what makes it different and how have you dealt with it?

Thank you!

Please return this survey in the enclosed envelope **as soon as possible, today is best**, but no later than March 10, 2003.

If you are agreeable to participating in a more in-depth phone interview in late March, please provide your name and phone number and convenient times to be reached.

Name _____ Position _____

Phone _____

Convenient times:

Days _____ Time (hours) _____

Days _____ Time (hours) _____

Days _____ Time (hours) _____

Department of Education
Montana State University
Bozeman, Montana 59715-9947
Attention: Linda Brown

APPENDIX D

MONTANA WOMEN EDUCATIONAL LEADERS STUDY -
WOMEN ADMINISTRATORS



Montana Women Administrators Study



Greetings. The purpose of this study is to identify the perceived and actual barriers faced by women who are certified or aspire to become certified as school administrators. This survey has been adapted with permission from the AASA's "NATIONAL STUDY OF U.S. WOMEN SUPERINTENDENTS AND CENTRAL OFFICE ADMINISTRATORS" survey that was done in the fall of 2002. This study is being done with the support of OPI and SAELP (State Action for Educational Leadership Project) of Montana. It will also serve as my doctoral dissertation. This comprehensive survey includes all of the administratively endorsed women and also American Indian teachers since over 10% of Montana's student population are American Indian and there are very few American Indian administrators.

With half of current Montana superintendents and principals planning to retire within the next five years, concern for providing school districts with quality leaders is growing. "A candidate pool that was 'too small' was considered to be the top-ranked problem by both superintendents and school board presidents in a study for the Montana School Boards Association (MSBA)(1997)." With the increasing shortage of administrators statewide and nationally additional sources for leadership must be sought. Your participation in this survey will provide key policy-makers and legislators with your perspective on the barriers which American Indian women face in obtaining administrative endorsements and positions.

In reporting the results, no individual identity will be divulged. Only group statistical responses will be cited. Respondent confidentiality is assured. Coding if for demographic purposes.

Please attempt to answer every question. In the event that none of the alternatives provided for a question corresponds exactly to your position or opinion, select the alternative that comes closest to the answer you would like to give. Check the box of the proper alternative using either pen or pencil. Pilot participants spent only 15 to 20 minutes completing the survey.

The final section of the survey includes four open-ended questions. We appreciate your thoughtful. We would greatly appreciate even brief responses to these questions. However, if you choose not to respond to the open-ended questions, please return your survey to us anyway, so that we can include your responses to the multiple-choice items in our analyses.

Place your completed questionnaire in the pre-addressed, postage paid envelope provided and mail it by February 19, 2003

If you have any questions, please contact Linda Brown at (406) 994-6054, lebrown@montana.edu.

Thank you very much for taking the time to complete and send in the survey.

1. Which of the following best describes your current position?
(*Select those that apply.*)
 - Teacher Elementary
 - SPED Teacher
 - Teacher Middle School/Junior High
 - Teacher -High School
 - Counselor
 - Activities Director
 - Teacher Leader/Mentor
 - Subject _____
 - Other (*please specify*): _____
2. How old are you?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 51 - 55
<input type="checkbox"/> 31 - 35	<input type="checkbox"/> 56 - 60
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 61 - 65
<input type="checkbox"/> 41 - 45	<input type="checkbox"/> 66+
<input type="checkbox"/> 46 - 50	
3. Did you work in a school before you became a teacher? Yes No
If yes, how old were you when you were first employed in a school?

<input type="checkbox"/> 30 or younger	<input type="checkbox"/> 31 - 35
<input type="checkbox"/> 36 - 40	<input type="checkbox"/> 41+

4. How old were you when you were first employed full-time as a teacher in a school?
- 30 or younger 51 - 55
 31 - 35 56 - 60
 36 - 40 61 - 65
 41 - 45 66+
 46 - 50 N/A
5. What is tribal affiliation?
- Salish
 Blackfeet
 Sioux
 Salish
 Kootenai
 Pend d'Orielles
 Crow
 Gros Ventre
 Assiniboine
 Northern Cheyenne
 Chippewa Cree
 Little Shell Tribe of Chippewa Indians
 Native American (tribe) _____
 Other (please specify): _____
6. What is your marital status?
- Married Remarried
 Single Widowed
 Divorced Separated
7. How many children are you raising or have you raised?
- 0 3 5
 1 4 6+
 2
8. How many adult dependents do you support?
- 0
 1
 2
 3
 4+
9. How old were the children you were raising when you first became certified as a teacher?
(Check all that apply.)
- 0 - 5
 6 - 10
 11 - 15
 16 - 20
 21+
 N/A—I had no children at that time.
10. How does the present enrollment in your district compare with that of **January 1990**?
- Increase of <15% Decrease of >15%
 Increase of 14-5% Decrease of 14-5%
 Increase of < 5% Decrease of < 5%
 I don't know
11. Is your current school district headed by a female superintendent?
- Yes
 No
12. Is your current school district headed by an American Indian?
- Yes
 No
13. Is your current building headed by an American Indian?
- Yes
 No
 Male
 Female
14. Have you spent your entire educational career in one school district?
- Yes
 No
 All except one or two years

15. In which of the following types of positions have you had ONE full year or more of experience?
(Check *all that apply*.)
- Elementary teacher
 - Elementary principal
 - Junior high/middle school teacher
 - Junior high/middle school ass't principal
 - Junior high/middle school principal
 - High school teacher
 - High school assistant principal
 - High school principal
 - Director/coordinator
 - Assistant superintendent
 - College or university professor
 - Counselor
 - Supervisor or consultant
 - Other: _____
16. What extracurricular activity do you most participate in as a teacher?
- | | |
|---|---|
| <input type="checkbox"/> Coaching athletics | <input type="checkbox"/> Music groups |
| <input type="checkbox"/> Club advisor | <input type="checkbox"/> Class advisor |
| <input type="checkbox"/> Newspaper/annual | <input type="checkbox"/> No teaching experience |
| <input type="checkbox"/> Other: _____ | |
17. For how many years have you been a classroom teacher?
- 1 - 5
 - 6 - 10
 - 11 - 15
 - 16 - 20
 - 21 - 25
 - 26+
18. In how many states have you served as a teacher?
- 1
 - 2
 - 3
 - 4+
 - N/A
19. What kind of certifications do you hold?
(Check *all that apply*.)
- Class 1 Professional Teaching
 - Class 2 Standard Teaching
 - Class 4 Vocational Teaching
 - Class 5 Provisional in _____
 - Class 6 Specialist
 - Class 7 American Indian Language Specialist
20. How much self-fulfillment (that is, the feeling of being able to use one's unique capabilities, or realizing one's potential) does your position as a teacher provide?
- None
 - Little
 - Moderate
 - Considerable
21. How long did it take you to obtain your first teaching position once you were certified and actively sought such a position?
- | | |
|---|-----------------------------------|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 3 years |
| <input type="checkbox"/> 1 year | <input type="checkbox"/> 4 years |
| <input type="checkbox"/> 2 years | <input type="checkbox"/> 5+ years |
| <input type="checkbox"/> I was recruited | <input type="checkbox"/> N/A |
22. Have you ever served in an administrative/supervisory position?
- Assistant principal
 - Dean of students
 - Principal
 - Director/coordinator
 - State agency
 - Business office
 - N/A
 - Other: _____
23. Have you ever worked in a school district headed by a female superintendent?
- Yes No
24. Have you ever worked in a school district headed by an American Indian superintendent?
- Yes No

25. Is a practicing or retired superintendent serving as a mentor in encouraging you to become an administrator?
 Yes No
 Uncertain/don't know
 If yes, was the administrator who is serving as your mentor male or female? (*Check all that apply.*)
 Male American Indian Male
 Female American Indian Female
26. What is the highest earned degree you hold? (*Select only one.*)
 B.A. or B.S.
 Master's degree in education
 M.B.A.
 Specialist degree
 Ed.D. or Ph.D.
 Other(*please specify*): _____
27. How many years ago did you receive your highest academic degree?
 0 – 5 years ago
 6 – 10 years ago
 11 – 15 years ago
 More than 15 years ago
28. Are you currently working toward an academic degree?
 Yes (*If yes, please indicate type of degree.*)
 Master's degree in education
 Specialist degree
 Ed.D. or Ph.D.
 Other(*please specify*): _____
 No
29. Do you believe there is an old girl/boy network in Montana that helps individuals get administrative positions?
 Yes
 No
 Don't know
30. Do you believe there is an old girl/boy network in Montana that helps individuals get superintendency positions?
 Yes
 No
 Don't know
31. In your opinion, to what extent are discriminatory hiring and promotional practices a problem in limiting administrative career opportunities for individuals of minority decent?
 Major problem
 Minor problem
 Little problem
 No problem
32. Where do you see yourself in 5 years? (*Select only one.*)
 In a superintendency for the first time.
 In a central office position.
 In a principal position.
 I will continue in teaching, whether in this district or another, until retirement age.
 I will continue in teaching until I can qualify for minimum state retirement benefits. (Early retirement)
 I will leave when I find a desirable position in a university.
 I will leave when I find a desirable position at an education foundation or a non-profit education organization.
 I will leave when I find a desirable position outside of education.
 Other (*please specify*): _____

33. Please indicate the degree to which each of the following may be a barrier limiting administrative opportunities for women.

	Important Factor	Somewhat Important Factor	Not a Factor	Don't Know
a) Schools boards do not actively recruit women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Lack of mobility of family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Mid-management career "glass ceiling"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of opportunities to gain key experiences prior to seeking an administrative position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Lack of professional networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Perception of constituents that women are not strong facility/business managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Perception of constituents that women are unqualified to handle budgeting and finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Perception that women will allow their emotions to influence administrative decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) The nature of administrators' work makes it an unattractive career choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lack of mentors/mentoring in school districts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Perception that women are not politically astute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Perception that instructional and curricular orientations limit administrative and managerial interests and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Perception that women can't handle discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Please indicate the degree to which each of the following may help advance career opportunities for women administrators.

	Important Factor	Somewhat Important Factor	Not a Factor	Don't Know
a) Emphasis placed on improving instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Knowledge of instructional process (teaching and learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Knowledge of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ability to maintain organizational relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Responsiveness to parents and community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Management of facilities and budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Management of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Other(<i>specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Do you aspire to administrative certification?
 Yes No

If NO, why do you not aspire to an administrative certification/position, please indicate why not. (**Check all that apply.**)

- Too much academic stress in certification programs.
- I don't have sufficient money for certification program.
- It is not easy to relocate for training.
- Too much stress in an administrative position.
- I would probably take a cut in hourly wages because of the long hours required in an administrative position.
- Administrator's salary is not high enough for the weight of the job.
- Job demands of administrators would interfere with my family responsibilities.
- I'm happy with my current position and have no interest in changing jobs.
- I'm not willing to relocate for an administrative job.
- Family members would not be willing to relocate.
- I don't have sufficient experience.
- I don't have sufficient academic training.
- Politics of the job don't appeal to me.
- Job opportunities are limited for a woman administrator.
- Other (*please specify*): _____

36. The superintendency is often described as a stressful occupation. What degree of stress do you perceive this position produces?
- No stress
 - Little stress
 - Moderate stress
 - Considerable stress
 - Very great stress

37. What degree of stress do you perceive principal's position produces?

- No stress
- Little stress
- Moderate stress
- Considerable stress
- Very great stress

38. What, in your opinion, is the status/prestige of the position of superintendent as educational/community leader in your district?

- Decreasing in importance/influence
- Remaining about the same as it was 10 years ago
- Increasing in importance and influence
- Don't really know

39. What, in your opinion, is the status/prestige of the position of principals as educational/community leaders in your district?

- Decreasing in importance/influence
- Remaining about the same as it was 10 years ago
- Increasing in importance and influence
- Don't really know

The final section of this survey consists of a few open-ended questions. We would greatly appreciate even brief responses to these questions. However, if you choose not to respond to these questions, please return your survey to us anyway, so that we can include your responses to the multiple-choice items in our analyses.

1. What about administrative positions would you like to see change for it to be a more attractive position for you or others?

2. Are you interested in applying for an administrative position in the near future? If so, what kind of position is most attractive to you?

If not, why not?

3. From an American Indian women's perspective, how do you feel your experience in education and leadership positions has differed from others' experiences? Exactly what makes it different and how have you dealt with it?

Thank you!

Please return this survey in the enclosed envelope by February 19, 2003.

If you would be agreeable to participate in a more in-depth phone interview in late February, please provide your name and phone number and convenient times to be reached.

Name _____ Position _____

Phone _____

Convenient times:

Days _____ Time (hours) _____

Days _____ Time (hours) _____

Days _____ Time (hours) _____

Department of Education
Montana State University
Bozeman, Montana 59715-9947
Attention: Linda Brown

APPENDIX E

COVER LETTER AND RECOMMENDATIONS/SUGGESTION FORMS USED
DURING THE FIELD TESTING AND SURVEY QUESTIONNAIRES

Dear Fellow Woman Educator,

Greetings. Thank you for participating in the **pilot** for this study by responding to the questions in this survey. The purpose of this descriptive study will be to identify the perceived and actual barriers faced by women who are certified as school administrators. This survey has been adapted with permission from the AASA's "NATIONAL STUDY OF U.S. WOMEN SUPERINTENDENTS AND CENTRAL OFFICE ADMINISTRATORS" survey that was done in the fall of 2002. This study is being done with the support of OPI and SAELP (State Action for Educational Leadership Project) of Montana. It will also serve as my doctoral dissertation.

The shortage of educational administrators both nationally and in Montana, presents a compelling need for competent educational leaders in all segments of the country. Multiple factors are contributing to this shortage with a primary one being in the number of superintendents and principal who are nearing retirement. In Montana, retirements are creating a great need to increase the number of endorsed and highly qualified educational leaders. But instead, there is a declining pool of applicants. In periods of shortages, new sources must be recruited. Therefore qualified women and minority populations need to be tapped to fill these positions. These underrepresented groups should become strong candidates if they are able to work past the barriers that have hindered them in the past.

Your feedback will allow us to make any modifications or adjustments to the survey questions and process prior to distributing it to the women participants. Please use the attached form to make your comments. If possible, I would like to pick up the questionnaire personally to further facilitate this interchange. Please give me a call at 994-6056 or email

lebrown@montana.edu

to schedule at convenient time for you, or you may also use the enclosed envelope to return the survey.

Again thank you for your time and efforts. We deeply appreciate your support.

Sincerely,

Linda Hunt Brown
Researcher for State Action for Educational Leadership Project

Enclosures: Montana Women Administrators Survey
Return Self-Addressed and Stamped Envelope

Cover letter:

Does the cover letter clearly describe the purpose of the survey?

Yes _____ No _____

Comments or suggestions _____

Survey Questionnaires:

Approximate time to complete: _____ minutes.

Clarity of instructions: Excellent _____ Good _____ Poor _____ Didn't understand _____

Recording procedures: Excellent _____ Good _____ Poor _____ Didn't understand _____

Did you have any concerns regarding completing any items in the demographic section or the survey? Yes _____ No _____ If yes, please explain: _____

Do you have any recommendations or suggestions regarding the nature of the survey questionnaire that you were asked to complete?

Thank you for taking the time to complete the survey questionnaire and the recommendation and suggestion form and returning both to me.

APPENDIX F

INITIAL COVER LETTERS TO ADMINISTRATIVELY CERTIFIED
WOMEN EDUCATORS

Linda Hunt Brown
110 Reid Hall MSU
Bozeman, MT 59717
406-994-6056

Dear Educator,

With the assistance of the Wallace-Readers Digest State Leadership Project and with the support of OPI, an examination is being conducted on the barriers which American Indian women teachers face in obtaining positions as educational leaders in Montana. With over 10% of Montana's student population American Indian, there is a need to increase the representation of American Indian teachers and educational leaders, which *is* currently only around 2%. Your participation in this survey will provide key policy-makers and legislators with your perspective on the barriers that might hinder the acquisition of an administrative endorsement and the achievement of employment as an administrator.

With half of the current Montana superintendents and principals planning to retire within the next five years, there are concerns about the availability of quality leaders. "A candidate pool that was 'too small' was considered to be the top-ranked problem by both superintendents and school board presidents in a study for the Montana School Boards Association (MSBA)(1997)." With the increasing shortage of administrators statewide and nationally, an opportunity for qualified women to acquire leadership positions is developing.

You may be assured that your responses to the survey questionnaire will be confidential; however, letters are coded to provide district size and location by region of the state. If you are willing to participate in a follow-up open-ended interview to determine more in-depth information on these barriers, please provide your name, phone number, and several convenient times for this interview. A space is provided at the end of the survey for this information. These conversations are scheduled for late February.

If you have any questions regarding the survey please email me at lebrown@montana.edu or phone 406-994-6056. After completing the survey please return it in the postage prepaid addressed envelope by February 14, 2003.

Your input is vital to this research even if you do not feel that any barriers exist. Thank you for your help.

Sincerely,

Linda Hunt Brown

APPENDIX G

INITIAL COVER LETTERS TO AMERICAN INDIAN WOMEN TEACHERS



*Linda Hunt Brown
110 Reid Hall MSU
Bozeman, MT 59715
March 17, 2003*

Dear XXX,

Over two weeks ago, I wrote to you seeking your input on barriers which women educators face as they assume leadership roles in Montana. This study is being conducted to help bring insights to policy makers in our state but without sufficient response there is little that can be communicated to these individuals. So it is essential that each person return her questionnaire

Again may I mention that in reporting the results, no individual identity will be divulged. Only group statistical responses will be cited. **Please take the fifteen to twenty minutes** to complete this very important document.

I have again provided the pre-addressed, postage paid envelope. Please return the survey **as soon as possible, today would be great**, but no later than March 26, 2003.

If you have any questions or concerns, please contact Linda Brown at (406) 994-6056, lebrown@montana.edu or call me collect at my home 406-585-8381.

Again thank you for your time and efforts. I deeply appreciate your support.

Sincerely,

Linda Hunt Brown
Researcher for State Action for Educational Leadership Project

Enclosures: Montana Women Administrators Survey
Return postage paid self-addressed envelope

APPENDIX H

EMAIL PERMISSION TO USE AASA QUESTIONNAIRE FROM CINDY PRINCE

Linda Hunt Brown

From: Prince, Cindy [CPrince@aasa.org]
Sent: Thursday, January 02, 2003 10:07 AM
To: 'Linda Hunt Brown'; 'lebrown@montana.edu'
Cc: C. Cryss Brunner (brunner@umn.edu); 'Margaret Grogan (groganm@mo.edu)'
Subject: Use of questions from Women Superintendents Survey

Dear Linda,

I am so sorry that I forgot to relay this information to you before the holidays. I hope that I did not hold you up – please forgive the delay. I did speak to Margaret Grogan and Cryss Brunner about your request to use some of the same items from the AASA survey of women superintendents and central office administrators. They both agree that it is fine for you to use the questions for your survey of Montana school administrators and that it would be useful to have the national comparison. They do ask, however, that you not release your results before they release the national results. Preliminary findings will be presented at AASA's national conference in late February, so I don't think this will be a problem, but let me know if you have questions or concerns. Drs. Grogan and Brunner plan to release additional findings and analyses in a number of different ways thereafter: conference presentations, journal articles, articles in *The School Administrator* and on the AASA website, and eventually, a book. They are very interested in the work you are doing and we would love to see your revised survey and your eventual report. Hope you had a good holiday!

Cindy

Cynthia D. Prince
Issues Analysis Director
American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
(703) 875-0767

APPENDIX I

PILOT FIELD TEST COVER LETTER AND REPLY FORM

January 31, 2003

Dear :

Greetings. Thank you for agreeing to participate in this study by responding to the questions in this survey. The purpose of this descriptive study will be to identify the perceived and actual barriers faced by women who are certified as school administrators. This survey has been adapted with permission from the AASA's "NATIONAL STUDY OF U.S. WOMEN SUPERINTENDENTS AND CENTRAL OFFICE ADMINISTRATORS" survey that was done in the fall of 2002. This study is being done with the support of OPI and SAELP (State Action for Educational Leadership Project) of Montana. It will also serve as my doctoral dissertation.

The shortage of educational administrators both nationally and in Montana, presents a compelling need for competent educational leaders in all segments of the country. Multiple factors are contributing to this shortage with a primary one being in the number of superintendents and principal who are nearing retirement. In Montana, retirements are creating a great need to increase the number of endorsed and highly qualified educational leaders. But instead, there is a declining pool of applicants. In periods of shortages, new sources must be recruited. Therefore qualified women and minority populations need to be tapped to fill these positions. These underrepresented groups should become strong candidates if they are able to work past the barriers that have hindered them in the past.

Your feedback will allow us to make any modifications or adjustments to the survey questions and process prior to distributing it to the women participants. Please use the attached form to make your comments. If possible, I would like to pick up the questionnaire personally to further facilitate this interchange. Please give me a call at 994-6056 or email lebrown@montana.edu to schedule at convenient time for you, or you may also use the enclosed envelope to return the survey.

Again thank you for your time and efforts. We deeply appreciate your support.

Sincerely,

Linda Hunt Brown
Researcher for State Action for Educational Leadership Project

Enclosures: Montana Women Administrators Survey
Return Self-Addressed and Stamped Envelope

Cover letter:

Does the cover letter clearly describe the purpose of the survey?

Yes _____ No _____

Comments or suggestions _____

Survey Questionnaires:

Approximate time to complete: _____ minutes.

Clarity of instructions: Excellent _____ Good _____ Poor _____ Didn't understand _____

Recording procedures: Excellent _____ Good _____ Poor _____ Didn't understand _____

Did you have any concerns regarding completing any items in the demographic section or the

survey? Yes _____ No _____ If yes, please explain: _____

Do you have any recommendations or suggestions regarding the nature of the survey
questionnaire that you were asked to complete?

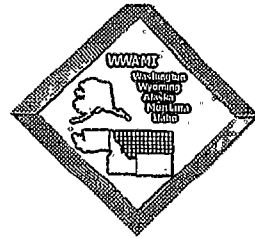
Thank you for taking the time to complete the survey questionnaire and the recommendation
and suggestion form and returning both to me.

APPENDIX J

INTERNAL REVIEW BOARD PERMISSION LETTER



WWAMI Medical Program
308 Leon Johnson Hall
P.O. Box 173080
Montana State University
Bozeman, MT 59717-3080
Telephone: 406-994-4411
FAX: 406-994-4398
E-mail: wwami@montana.edu



MEMORANDUM

TO: Linda Brown
Education Dept.

FROM: Stephen Guggenheim, M.D. *Stephen Guggenheim*
Human Subjects Administrator

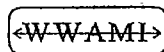
DATE: February 20, 2003

SUBJECT: *Barriers to Employment for Women in Educational Leadership*

The above research, described in your submission of February 17, 2003 is exempt from the requirement of review by the human subjects committee in accordance with the Code of Federal Regulations, Part 46, section 101. The specific paragraph which applies to your research is

- (b)(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices.
- (b)(2) Research involving the use of educational tests, survey procedures; interview procedures or observation of public behavior.
- (b)(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these specimens are publicly available, or if the information is recorded by the investigator in such a manner that the subjects cannot be identified.
- Other

Although review by the Human Subjects Committee is not required for the above research, the Committee will be glad to review it. If you wish a review and committee approval, please submit 3 copies of the usual application form and it will be processed by expedited review.



Regional Medical School for Washington, Wyoming, Alaska, Montana & Idaho

MONTANA STATE UNIVERSITY
Request for Designation of Research as Exempt from the
Requirement of Human Subjects Committee Review
(updated 6/12/02)

[Include copies of PI's and Co-PI's "**Completion Certificate(s)**" as proof that all have received the education and instructions for researchers using human subjects. The preferred instruction and education is that from the National Cancer Institute: <http://cme.nci.nih.gov/>]

**THIS AREA IS FOR HUMAN SUBJECTS COMMITTEE USE ONLY. DO NOT WRITE
IN THIS AREA.**

Approval Date:

Application Number:

PLEASE TYPE. SUBMIT ONE (1) COPY OF THIS APPLICATION , ALONG WITH ONE (1) COPY OF THE SUBJECT CONSENT FORM AND ALL OTHER RELEVANT MATERIALS, TO HUMAN SUBJECTS COMMITTEE CHAIR, MARK QUINN (OR ADMINISTRATOR, STEPHEN GUGGENHEIM), 308 LEON JOHNSON HALL, MONTANA STATE UNIVERSITY, BOZEMAN, MT 59717. SUBMIT ONE COPY OF GRANT CONTRACT PROPOSAL. FOR INFORMATION AND ASSISTANCE, CALL 994-4411.

Date: 2/16/2003

I. INVESTIGATOR:

Name: Linda Hunt Brown
Department/Address: Educational Leadership
Telephone: 994-6056
E-Mail Address: lebrown@montana.edu
Name of Faculty Sponsor:
(if above is a student) Dr. Joanne Erickson

II. TITLE OF RESEARCH PROJECT: Barriers to Employment for Women in Educational Leadership

III. BRIEF DESCRIPTION OF RESEARCH METHODS: Survey Questionnaire adopted from the American Association of Superintendent

IV. RISKS AND INCONVENIENCES TO SUBJECTS: No risk to the subjects. The only inconveniences will be the time to complete the survey which will be done in their own choice of environment and time. Surveys will be mailed to the respondents and returned by mail.

V. SUBJECT:

A. Expected numbers of subjects: 591

B. Will research involve children? Yes No

C. Will research involve prisoners? Yes No

D. Will research involve any specific ethnic, racial, religious, etc. groups of people?
(If Yes, please specify.) Yes No

All subjects will be women. The American Indian women teachers are included as a subse

VI. FOR RESEARCH INVOLVING SURVEYS OR QUESTIONNAIRES:

A. Is information being collected about:

Sexual behavior? Yes No

Criminal behavior? Yes No

Alcohol or substance abuse? Yes No

Matters affecting employment? Yes No

Matters relating to civil litigation? Yes No

B. How will information be linked with responding subjects?

By name Yes No

By code Yes No
By other identifying information Yes No
No identifying information (anonymous) Yes No

VI FOR RESEARCH INVOLVING MEDICAL RECORDS, BLOOD OR TISSUE

I. SPECIMENS RECEIVED FROM OTHER INSTITUTIONS:

- A. Are you involved in the design of the study for which the materials are being collected? Yes No
 - B. Will your name appear on publications resulting from this research? Yes No
 - C. Where are the subjects from whom this material is being collected?
All are in the state of Montana and are employed in public schools according to Montana Office of Public Instruction who provided the lists.
 - D. Regarding the above materials or data, will you be:
 - Collecting them Yes No
 - Receiving them Yes No
 - Sending them Yes No
 - E. Do the materials already exist? Yes No
 - F. Are the materials being collected for the purpose of this study? Yes No
 - G. Do the materials come from subjects who are:
 - Children Yes No
 - Prisoners Yes No
 - Pregnant women Yes No
-

APPENDIX K

ANNOUNCEMENT POSTCARD OF FORTHCOMING OF SURVEY

FRONT

Linda Hunt Brown
MSU Educational Leadership
PO Box 172880
Bozeman, MT 59717-2880

PERMIT 69



Back

MSU LOGO

Fellow Women Educators

Within the next few days you will receive a questionnaire dealing with the barriers which women face in obtaining administrative certification and administrative positions. The survey is being conducted with the support of OPI and a SAELP (State Action for Educational Leadership Project) Grant.

The information from this doctoral study will be used as part of the information that will be share with the state's educational leaders and legislators in an effort to improve educational leadership in Montana.

Since you are one of a select group being asked to participate in this survey either because of your educational credentials or your ethnicity, please help make a difference in the opportunities for women educators in Montana by completing the questionnaire when it arrives and returning it. Thanking you for your participation in advance!

Sincerely,
FAKE A Signature>>>>>
Linda Brown, Grad. Student
Montana State University

APPENDIX L

THANK YOU FOR RESPONDING POSTCARD TO THE SURVEY

FRONT

Linda Hunt Brown
MSU Educational Leadership
PO Box 172880
Bozeman, MT 59717-2880

PERMIT 69



Back

MSU LOGO

Fellow Women Educators

Last week you received a questionnaire dealing with the barriers which women face in obtaining administrative certification and administrative positions. Your name was provided by OPI because of your educational credentials or your ethnicity.

If you have already completed and returned the questionnaire to me, please accept my sincere thanks! If not, please do so as soon as possible, preferably today. I am especially grateful for your help because I believe that we can make a difference in policies and perceptions of policy makers and public officials.

If you did not receive the questionnaire, or if it was misplaced, please call me at 406-994-6056 and I will get another one in the mail to you today or email me at lebrown@montana.edu and I will email you the survey.

Sincerely,

Linda Brown, Grad. Student
Montana State University

APPENDIX M

OFFICE OF PUBLIC INSTRUCTION DISTRICT SIZE CATEGORIES

Montana School District Size Categories

Use of district size categories using student enrollment or average number belonging (ANB) provides a perspective for schools with similar characteristics.

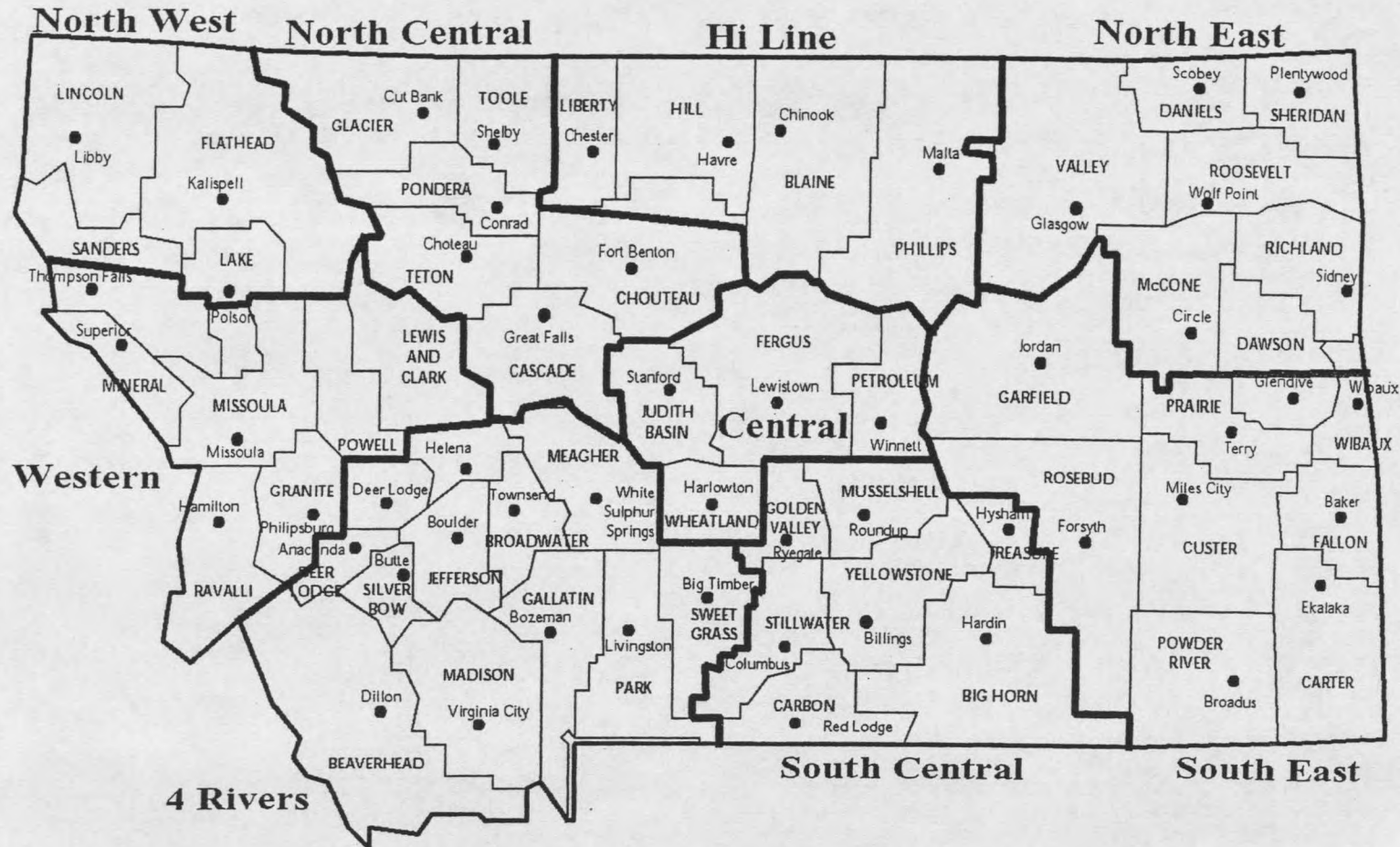
Office of Public Instruction (OPI) District Size Categories

Size Category	Enrollment Elementary	Enrollment High School
1E 1H	over 2000	Over 1250
2E 2H	851-2000	401-1250
3E 3H	401-850	201-400
1K	K-12 400 or greater	
4E 4H	151-400	76-200
2K	K-12 399 or fewer	
5E 5H	41-150	75 or fewer
6E	40 or fewer	

APPENDIX N

MONTANA ASSOCIATION OF SCHOOL SUPERINTENDENTS REGIONS

Montana Association of School Superintendents



MONTANA STATE UNIVERSITY - BOZEMAN



3 1762 10465613 5