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# The American sponsored overseas school headship: Two decades of change and the road ahead

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The American Sponsored Overseas School Headship:

Two Decades of Change and the Road Ahead

By

Theron J. Mott

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Education

in

Educational Leadership

Lehigh University

December 2011

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December 2011

## DISSERTATION SIGNATURE SHEET

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Education.

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## Abstract

Descriptive data on the state of the U.S. superintendency have been collected approximately every 10 years since 1923; yet no comprehensive data were collected on the characteristics, career paths, recruiting, and retention of ASOS heads between 1993 and 2011. This study gathered current data on the characteristics and career paths of ASOS heads; identified changes that occurred between the 1992-93 and 2010-11 school years; and provided valuable data on factors impacting recruiting and retention. Results from a sample of 157 ASOS heads (80.9% response rate) showed that current heads were older than their 1992-93 counterparts upon becoming an administrator and then head for the first time, and when responding to the survey. They were also more experienced educators upon becoming a head. They spanned a wider range of ages at the time of response and had a wider range of teaching and administrative backgrounds prior to becoming a head. They were more likely to have served as vice principal and less likely to have served as principal. School size and heads' salaries were highly correlated and those with performance related, negotiated salaries earned the most. Though the mean length of stay as a head remained steady, small school heads served significantly fewer years than their medium and large school counterparts. Only 51.6% of the sampled heads reported intent to be serving as head in five years with 22.9% of heads intending to leave the headship but not retire. The results suggested several keys to increasing the pool of ASOS head candidates. They included understanding why heads have obtained a broader range of experiences and thus have waited longer to enter the headship, focusing on mentoring more women into the headship and implementing succession planning, recruiting a broader range of head candidates including former U.S. superintendents, and

focusing on increasing the retention of ASOS heads through enhanced board and head training in order to strengthen board-head relationships.

## CHAPTER I

### Introduction and Literature Review

Researchers widely agree that highly effective teachers have a significant positive impact on student achievement (Marzano, 2003). The impact that the head of school has on student achievement is less well known. However, studies have identified several head of school responsibilities that if performed well correlate positively with student achievement (Goodman, Fulbright, & Zimmerman, 1997; Waters and Marzano, 2006). These responsibilities include establishing non-negotiable goals for achievement and instruction with board support and working with building principals to achieve those goals within a structure that allows principals to reach district goals through varied means. Each of these responsibilities showed significant correlations with student achievement of  $r \geq .25$ . These correlations demonstrated that quality leadership by the head of school *can* have a significant positive impact on student achievement.

Given the growing number of English-language international schools worldwide (Brummitt, 2008), American style international schools are finding it more and more difficult to recruit and retain highly effective teachers (Broman, 2008) and administrators. Anecdotal reports from recruiters with International Schools Services and Search Associates, the top two headhunting organizations for American style international school administrators, show that recruiting heads has become increasingly difficult in recent years (R. Jahr, personal communication, March 3, 2009; J. Ambrose, personal communication, March 13, 2009; J. Ritter, personal communication, March 2, 2009; R. Douglas, personal communication, October 24, 2010). One may hypothesize that the combination of the graying of the administrative workforce leading to retirements and the increase in both the size and number

of English-language international schools worldwide may contribute to the perceived lack of head of school candidates. Unfortunately, no current empirical research existed on this issue prior to this study. Thus, the purpose of this study was to describe the state of the American sponsored overseas school (ASOS) headship including the characteristics of current ASOS heads, the career paths that led them to their current positions, and the changes that have occurred in the characteristics and career paths of ASOS heads by comparing current data to studies conducted during the 1992-1993 school year. Finally, this study investigated factors related to the recruitment and retention of current ASOS heads.

### *History and Characteristics of American Style International Schools*

The roots of American style international schools (ASIS) date back to 1888 when U.S. citizens living in Mexico City, Mexico, established the first American community school outside of the United States. In the decades that followed, U.S. citizens living abroad established several more ASISs. As a result, the roots of American style international schools had firmly taken hold by the beginning of World War II (Luebke, 1976). With World War II wrapping up, the U.S. government began to take an active interest in ASISs. In 1944 the United States Congress appropriated \$220,000 to provide sponsorship for a small group of schools in Central and South America. While those schools continued to operate as individual entities, Congressional funding encouraged them to offer American-style educational programs. The United States broadened its assistance program to include American community schools worldwide in 1957 at a time when the United States was attempting to solidify its overseas presence in the midst of the Cold War (Luebke, 1976). The U.S. Department of State established the Office of Overseas Schools (A/OS) in 1964. A/OS

still serves as the governing body for grants distributed to ASOSs, which are ASISs with direct U.S. government support. A Director and six Regional Education Officers (REOs) of the A/OS oversee the distribution of funds to American style schools worldwide (Vogel, 1992; US Department of State, n.d.).

ASOSs have grown such that by 1975, a total of 5,986 professional staff in 140 ASOSs served 73,664 students (Luebke, 1976). By 1991, a total of 9,871 professional staff in 177 ASOSs served 94,320 students (Vogel, 1992). In 2010, A/OS appropriated funds to 194 ASOSs with a professional staff of 14,939, 43% of whom were U.S. Citizens. They served 121,970 students worldwide, 27% of whom were U.S. Citizens (US Department of State, n.d.). The combined annual operating budgets of the 194 schools totaled over \$550 million, most of which was derived from tuition payments though each ASOS received a portion of approximately \$10 million worth of grants that were distributed by the Office of Overseas Schools (U.S. Department of State, n.d.).

However, many ASISs exist beyond those sponsored by the A/OS. The ISC-Research group identified 5,214 English-language international schools worldwide, not including those operated as part of the United States Department of Defense Dependents Schools system (ISC Research, n.d.). Of those schools, the ISC-Research group identified 979 schools that offered a U.S. based curriculum. Furthermore, International Schools Services (ISS), one of the leading recruiting agencies serving American educators seeking positions in ASISs, identified 546 international schools worldwide with which they worked (2010) as compared to 480 during the 1989-90 school year (1989).

Researchers often write that no statement about international schools would apply without exception (Orr, 1974; Hawley, 1991; Hartt, 1995; Berman, 1997). However, ASIS

descriptions that are included in the ISS Directory of Overseas Schools (2010) quickly reveal some commonalities among many of these schools. Many ASISs have the following characteristics:

- offer U.S. based curricula, international curricula, the International Baccalaureate Program and/or local national curricula.
- serve an international student body that includes U.S. citizens as well as host country nationals and third country nationals from countries other than the host country and the U.S. Many schools boast that their student body consists of students from more than thirty different countries.
- have graduates attending several of the top universities in the United States.
- have a professional staff composed mostly of fluent English speakers. These staff members are often divided into three groups: U.S. citizens, host country nationals, and third country nationals. Third country nationals frequently include citizens of Canada, the UK, Oceania and a number of other countries.
- are administered by a head of school in charge of the overall operation of the school. A Board of Directors that serves as the school's governing body hires the head of school who is accountable to the Board.
- are accredited by one of the five regional accrediting agencies in the United States, which include:
  - AdvancEd
  - Middle States Association of Colleges and Schools (MSACS but usually known as MSA)
  - New England Association of Schools and Colleges (NEASC)

- Northwest Accreditation Commission (NWAC)
- Western Association of Schools and Colleges (WASC)
- are members of one of the regional support agencies including but not limited to:
  - Association of American Schools in Central America (AASCA)
  - Association of American Schools in South America (AASSA)
  - Association of Colombian-Caribbean American Schools (ACCAS)
  - Association of International Schools in Africa (AISA)
  - East Asia Regional Council of Overseas Schools (EARCOS)
  - European Council of International Schools (ECIS)
  - Near East South Asia Council of International Schools (NESA)

Within these characteristics, Orr (1974) in his oft-cited work identified and described six major categories of ASISs. Changes have occurred in the number and worldwide distribution of these schools. However, these categories are still widely used when describing ASISs.

*Missionary or Church Related Schools.* These overseas schools were among the first established to serve the needs of host country nationals, missionary dependents or both. These schools can still be found throughout the world. Missionary schools like Taejon Christian International School in South Korea and Black Forest Academy in Germany represent a variety of denominations and occasionally have boarding facilities to serve the needs of missionary families (Orr, 1974; International Schools Services, 2008).

*Proprietary Schools.* Individuals or small groups own and operate these profit-making schools. Historically, the majority of these schools have been located in Europe (Orr, 1974). While these schools are expanding at a rapid rate worldwide, International Schools

Services (2008) reports that at least 75 proprietary ASISs like the American Community Schools in London, England, and the American International Schools in Egypt and Abu Dhabi can be found spread throughout more than 35 countries worldwide.

*Company Sponsored Schools.* The expansion of multinational companies has necessitated the development of schools worldwide. Historically, these schools were established in areas where English-medium educational facilities were inadequate or non-existent. Many of these schools such as the Caltex schools in Indonesia and Escuela Campo Alegre in Venezuela were started to educate the dependents of expatriate employees. Many also expanded to serve dependents of local company personnel as space allowed (Orr, 1974; International Schools Services, 2008; P. Zeitoun, personal communication, March 2, 2009). However, several of these types of schools have closed as the companies have depleted local supplies of natural resources thereby forcing them to cease operations in the area.

*International Schools.* These schools, also known as independent schools (Hawley, 1991; Hartt, 1995) or community schools (Luebke, 1976; Brewitt, 1993), are among the most diverse group of overseas schools serving expatriate dependents (Vogel, 1992). They are arguably the greatest in number due in part to their variety (International Schools Services, 2008). These schools offer a variety of curricula and serve a wide-range of students often including US citizens, host country nationals, and third country nationals (Orr, 1974; International Schools Services, 2008). These schools are located throughout the world and include schools such as the International School of Kenya with students from more than 70 countries (International School of Kenya, 2006) and the International School Nido de Aguilas in Chile with students from more than 40 countries (International School Nido de Aguilas, 2007).

*U.S. Department of Defense Dependents Schools (DODDS)*. During the 2008-2009 school year, these schools operated as a system of 135 schools in 13 countries across the Pacific and Europe. DODDS served nearly 60,000 U.S. Government dependents, most of whom were children of U.S. military personnel (Department of Defense Education Activity, n.d.). This school system has greatly diminished in size since 1974 when it served approximately 160,000 students in 300 schools spread throughout 25 countries (Orr, 1974).

*American Sponsored Overseas Schools (ASOSs)*. These schools are arguably the most frequently researched category of American style international schools. Orr's (1974) research matrix presented 153 pieces of research that in some way involved ASOSs dating back to 1962. Sampling exclusively from ASOSs has continued (Wise, 1989; Vogel, 1992; Brewitt, 1993; Posner, 1996; Rifenbary, 1998; Sands, 2001; Manno, 2002; Spano, 2002; Mancuso, 2010). Kite (1989) described the following four reasons why ASOSs are frequently researched:

1. They compose the largest clearly identifiable group of English-medium international schools.
2. The A/OS gathers a considerable amount of data on these schools as part of their grant procedures and these data are readily accessible.
3. Most ASOSs have a U.S. based history, staffing, and curriculum.
4. Most of these schools are members of at least one of the regional education organizations. These organizations such as the East Asia Regional Council of Overseas Schools (EARCOS) are convenient groups for regional studies.

The A/OS describes three primary goals in funding ASOSs which include showcasing the best in American educational practices, demonstrating a dedication to democratic values,

and increasing mutual understanding between the people of the United States and other countries by demonstrating American educational ideas, principles, and methods (U.S. Department of State, n.d.). Furthermore, these schools have traditionally shared the following set of common characteristics, some of which may not apply to international schools (Orr, 1974; U.S. Department of State, n.d.). ASOSs are generally:

- private, non-profit institutions whose primary language of instruction is English.
- independently managed and governed by an elected and/or appointed Board of Directors
- located in major cities with U.S. Embassies or U.S. Consulates.
- composed of multinational student bodies with an average of 30% U.S. citizens, 30% host country nationals and 40% third country nationals.
- composed of a professional staff with an average of 50% being educated in U.S. colleges and universities and the majority of school heads holding U.S. passports.

### *Recruiting Heads of American Sponsored Overseas Schools*

Chief Administrative Officers of American Sponsored Overseas Schools (ASOS) are commonly known as the head of school although they can be referred to by a number of titles such as principal, director, superintendent, chief executive officer, and headmaster or headmistress (Hayden, 2006). They are responsible for the overall programs and finances of their individual schools (Gilmour & Kinsella, 2009; Kowalski, 2006; Hawley, 1991; Sharp & Walter, 2004; Vogel, 1992). Furthermore, the head of school serves as an integral link between the school and community with direct accountability to the school's Board of Directors. The importance and demands of such a position requires that ASOSs recruit the

best possible match for their school and their community (Brewitt, 1993; Glass & Franceschini, 2007; Kelleher, 2006; J. Ritter, personal communication, March 2, 2009; Wang, 2008).

As with recruiting superintendents in the United States (Tallerico, 2000), headhunters are often delegated the responsibility for recruiting heads of ASOSs. Search Associates and International Schools Services are the two most frequently used recruiting services. Between them, these two organizations average more than 40 head of school placements annually (International Schools Services, 2007; J. Magagna, personal communication, April 14, 2009; Search Associates, n.d.).

Head of school announcements reveal a balance between commonly desired qualifications and individual school and community needs. Qualifications often include preferences for currently serving heads of school who are good communicators and who engage in collaboration but are strong decision makers. Schools seek candidates with a strong academic background, international or culturally diverse experience, and demonstrated success as financial managers. These candidates must also demonstrate that they can recruit and retain a high-quality faculty. In addition to these general qualifications, individual schools and their communities look for idiosyncratic skills and experience. For example, some schools seek heads with specific experience in the areas of facilities development, curriculum and assessment, developing professional learning communities, or proficiency in the host country language (Search Associates, n.d.).

Headhunters' anecdotal reports (R. Jahr, personal communication, March 3, 2009; J. Ritter, personal communication, March 2, 2009; Search Associates, n.d.) as well as research in the U.S. (Glass & Franceschini, 2007; Tallerico, 2000) further support the need to find the

right match between the organization's needs and the personal and professional qualifications of the selected candidate. Therefore, professionals from both Search Associates and International Schools Services generally visit the schools seeking their services. They consult with the Board of Directors, faculty, and community to determine the school's needs prior to formulating an announcement for the position. Candidates are then screened based upon the published qualifications in order to produce a short list of the finalist candidates for that school (International Schools Services, 2007; Search Associates, n.d.). Jahr (personal communication, March 3, 2009) reports that given the qualifications currently sought, the pool of head of school candidates has diminished during the last decade. Candidate pools that previously contained between 60-80 qualified candidates now contain between 35-50 candidates—a phenomenon also reported in national schools in the UK (Hayden, 2006).

#### *Personal and Professional Characteristics*

Vogel (1992) and Brewitt (1993) conducted studies of ASOS heads during the 1992-1993 school year. Glass (1992) conducted a study of U.S. superintendents during the 1990-1991 school year. Personal characteristics data common to all three studies included current age, age when first becoming a school head, gender, and ethnic heritage. Professional characteristics data common to the three studies included degrees held, certification, amount of experience in education before becoming an administrator and amount of administrative experience before becoming a school head or superintendent. Together, these studies described a set of common personal and professional characteristics that seem to characterize the ASOS heads and U.S. superintendents of the time.

In general, heads and superintendents of the early 1990s were non-minority males. They tended to be close 50 years old having secured their first position as head or superintendent around age 39. Approximately half of the respondents held a Master's degree as their highest degree while about a third held a doctoral degree. Researchers found a stronger trend toward doctoral degrees among heads of the largest international schools and superintendents in the largest districts suggesting a positive correlation between district size and highest degree earned (Brewitt, 1993; Glass, 1992; Vogel, 1992).

Despite the similarities outlined above, heads of school and superintendents differed with regard to certification and prior administrative experience. Slightly more than 80% of all ASOS heads held at least an administrative level certification (Brewitt, 1993, Vogel, 1992). That was in contrast to Glass' (1992) findings that nearly all U.S. superintendents held administrative certification with many holding advanced certification due to state laws.

Furthermore, ASOS heads entered the headship with an average of fifteen years experience, half of which was as a lower level administrator (Brewitt, 1993, Vogel, 1992). In contrast, U.S. superintendents spent about five years of their career in the classroom and about five years in one or more lower level administrative positions prior to their first superintendency. These discrepancies suggest that while ASOS heads and U.S. superintendents share a common set of personal characteristics, they are somewhat unique in their professional characteristics.

### *Career Path Trends*

In addition to the personal and professional characteristics data of the early 1990s, researchers gathered descriptive data regarding the career paths of school heads and U.S. superintendents (Brewitt 1993; Glass, 1992; Vogel, 1992). They found that most heads

started in smaller schools and moved to larger schools as they gained more experience. Of the respondents over age 55, 43.5% had moved to schools whose student enrollment was smaller than that of their first headship (Vogel, 1992)—a trend supported by March and March (1977) in their study of Wisconsin superintendents between 1940 and 1972.

March and March (1977) noted that after the age of 58, the rate at which superintendents were able to move from smaller, lower paying districts to larger, higher paying districts declined. However, Vogel (1992) hypothesized that while the movement to a smaller school may mean a decline in career status related to age, he aptly noted that size is not necessarily an indicator of quality when it comes to ASOSs. Heads of school may have chosen smaller schools that they perceived to be better in a number of significant characteristics including location, reputation, and remuneration. However, no researchers have collected empirical data on this variable to date.

Beyond the relationship between career path and school size, results showed that approximately 60% of the heads of school followed a traditional path of teacher-principal-head (Brewitt, 1993). That was in stark contrast to findings that only 36% of responding U.S. superintendents followed that same career path. Meanwhile 38% of responding U.S. superintendents followed the teacher-principal-central office-superintendent career path in 1991 (Glass, 1992). The percentage taking this pathway represented a significant increase over the 30% who followed the teacher-principal-central office-superintendent career path in 1982 (Cunningham & Hentjes, 1982), and the 16% who did so in 1970 (Knezevich, 1970). These U.S. superintendency studies established a clear trend toward central office administration as a path to the U.S. superintendency that may not be as readily available for ASOS heads.

Brewitt (1992) argued that the difference between career paths in the U.S. and in ASOSs could be attributed to the fact that most ASOSs had few, if any, central office positions. Glass' (1992) data supported Brewitt's argument by showing that 54% of large district superintendents had passed through central office administration while most small district superintendents had not done so. Glass' explanation like Brewitt's was that small districts lacked central office positions due to their size.

### *Heads of School Longevity*

Given the fundamental importance of the continuity of leadership in ASOS schools (Wilkinson, 2002), a variable of interest for boards of directors may be the average length of stay for ASOS heads as compared to U.S. superintendents. Researchers found that heads of school tend to stay in their positions for 3-4 years (Hawley, 1991; Vogel, 1992) while U.S. superintendents had an average length of stay of nearly 6.5 years (Glass, 1992). It is unclear as to whether all three researchers calculated length of stay in the same way. The average length of a typical ASOS head's initial contract is also undetermined. However, given that initial head of school contracts tend to be for two to three years (Search Associates, n.d.) and that a superintendent's length of stay has been positively correlated with increased student achievement (Waters & Marzano, 2006), these relatively short lengths of stay are cause for concern.

### *Place-Bound Versus Career-Bound Career Paths*

Carlson's (1962) seminal work on career paths of superintendents is widely cited as the origin of the place-bound versus career-bound descriptors. These descriptors can be used to frame the study of the career paths of ASOS heads as well. In her explanation and use of

Carlson's theories, Nestor-Baker (2001) noted that place-bound superintendents were those who had risen from within the school or district waiting for a superintendency. They had chosen to do so because living in a specific location or being part of that specific organization took precedent over the desire to pursue a career in the superintendency. On the other hand, career-bound superintendents were those whose desire to pursue the superintendency took precedent over their ties to a specific location or organization.

A majority of ASOS heads would most accurately be categorized as career-bound heads of school. Most often, they had served in a number of schools prior to obtaining their current headship, often including teaching or administrative positions in their home country (Bale, 1984; Brewitt, 1993; Hawley, 1991; Vogel, 1992). Brewitt's study of selected ASOS heads found that approximately two-thirds of the respondents had career paths that were more in line with career-bound superintendents. He reached that conclusion after noting that one-third of his respondents moved into their current headship after serving as a lower-level administrator in the same organization. However, Nestor-Baker's (2001) interpretation of a place-bound career path suggests that candidates specifically waited for the opportunity to move into the headship because of ties to that location or organization rather than to seek a headship elsewhere. Brewitt offered no evidence in this regard suggesting that other plausible explanations may exist. Therefore it is likely that the percentage of place-bound heads may be significantly lower than 33%.

### *School and Community Conditions*

Several school and community conditions may relate to whether a candidate is attracted to apply for and remain in a head of school position. These conditions may include the reputation of the school, size of school, salary and benefits as compared to cost of living, living conditions in the city and country, positions available for the candidate's spouse, curriculum offered, and quality of education for the candidate's children. Studies have found that the school's reputation, the quality of education the school could provide for the candidate's children, and the living conditions in the city and country where the school was located were key to attracting and retaining heads of school in the early 1990s (Brewitt, 1993; Hawley, 1991). However, while the curriculum offered, the availability of a position for the candidate's spouse, the size of the school, and the salary and benefits package were considered of lesser importance for attracting heads of school candidates (Brewitt, 1993), the curriculum offered, the size of the school, and the salary and benefits package were considered important for retaining them (Hawley, 1991).

### *Limitations of the Literature*

Hawley (1991), Vogel (1992), and Brewitt (1993) provide the only source of comprehensive data regarding the heads of school of the early 1990s. No data have been collected since. While their data reflect general consistencies among the population of ASIS and ASOS heads, variations do exist. Some of the variations can be explained by their population selection as outlined below.

Hawley (1991) conducted his investigation into the factors influencing the lengths of stay for ASIS heads in an effort to aid schools to develop ways in which to retain their heads

of school. His data included responses from heads of 251 U.S. accredited overseas schools including some ASOSs and some non-ASOSs. By selecting ASIS heads rather than only ASOS heads, he broadened his population. However, in doing so without collecting and reporting comprehensive personal and professional characteristics data, it is difficult to gauge whether or not his population closely approximated the populations upon which the other studies were based. Furthermore, like the other studies, his data shed light on the conditions of the early 1990s but are now outdated and in need of renewal.

Brewitt (1993) used a modified ASOS population for his study. Of the 177 ASOSs in 1992, Brewitt selected only 105 to include in his population and received responses from only 81 ASOS heads. This represented only 45.8% of the ASOS head population because he excluded schools that were church affiliated, company-owned, or that did not offer a full K-12 program. The problem with doing so is illustrated in the following results. Brewitt reported that 70% of ASOS heads who followed the most common career path, teacher-principal-superintendent, obtained their first headship in schools with less than 401 students. However, in 1992 many religious affiliated, company-owned and non-K-12 ASOSs that were excluded would likely have fallen into this small school category. Therefore, his exclusion of these small schools from his population may have led to an underestimation of the number of ASOS heads who secured their first headship in a small school. In fact, Vogel's (1992) data showed that ASOS heads began their careers as heads of school in schools with a median of 270 students. Despite problems with Brewitt's population selection, his data most closely approximate the data collected for this study.

Vogel (1992) chose to collect data for his study from all ASOS heads. His study was unique because he collected data during both the 1985-86 and 1992-93 school years. In doing

so, he claimed his study to be longitudinal because all ASOS heads during both school years were given the opportunity to participate in the study. However, only 23 school heads responded to both studies, in part because some school heads in the 1985 cohort were no longer leading ASOS schools. His group of 23 heads represented only 24% of the total respondents in 1985 and 18% of the total respondents in 1992. Therefore, he was essentially looking at two different groups of ASOS heads rather than one sample followed longitudinally. His selection of all ASOS heads in both studies most closely approximates the population for this study, though much of the data collected for this study goes beyond the limited data that Vogel collected.

Glass (1992) collected his data from a stratified random sample of 2,536 U.S. public school superintendents. He received 1,724 (68%) usable responses representing approximately 11% of the total population. Glass' data reflected much lower representation from small districts than large districts. Superintendents from Glass' three largest district categories responded at a rate of 84% to 90%. Those districts ranged from 300 to more than 25,000 students. However, only 27.3% of superintendents sampled from districts with less than 300 students provided responses. This suggests that Glass' data like Brewitt's (1993) may not accurately represent small school superintendent characteristics and career paths.

### *Current U.S. Superintendent Characteristics and Career Paths*

While studies of the early 1990s provided a clear picture of the characteristics and career paths of both heads of school and U.S. superintendents of the time, the likelihood that things had changed made this study necessary. Though no recent data was available on ASOS heads prior to this study, researchers had collected and analyzed data on U.S.

superintendents as recently as 2006. Just as Glass (1992) data served as background for the ASOS findings of the early 1990s, the more recent Glass and Franceschini (2007) study of U.S. superintendents served as background for the results of this study.

According to Glass and Franceschini's (2007) random sample of 1,338 U.S. superintendents, the average superintendent was a white (94%) male (88%) around 54 years old. He held a doctoral degree (55%) or at least a Master's degree (80%). He had served his current district for about six years before moving to another superintendency or retiring. He was most likely serving in his first superintendency (50%). If he was in a large district, he likely moved into the superintendency from a central office administrative position (43%). However, if he was in a small district, he was more likely to have followed the traditional teacher-principal-superintendent career path. While Glass and Franceschini's sample was smaller than each of the three previous studies of the American superintendency (Cunningham & Hentjes, 1982; Glass, 1992; Glass, Bjork, & Brunner, 2000) their data appeared to be representative of the population as a whole.

### *Purpose of the Study and Research Questions*

Descriptive data on the state of the U.S. superintendency have been collected approximately every 10 years since 1923 including two studies since 1992 (Glass, Bjork, & Brunner, 2000; Glass and Franceschini, 2007). However, prior to this study, no comprehensive data had been collected on the characteristics, career paths, recruiting, and retention of ASOS heads since Vogel's (1992) and Brewitt's (1993) studies. Therefore, this study served three purposes. First, this study helped to maintain accurate and up-to-date data on the characteristics and career paths of ASOS heads. Second, this study investigated what

changes, if any, occurred between the ASOS heads in the 1992-1993 and 2010-2011 school years by comparing current data to data collected by Brewitt (1993). Finally, this study provided valuable information on recruiting and retention factors as well as perceived expectations placed on heads by their boards of directors. The results from this study described the state of the ASOS headship during the 2010-2011 school year. These results and the recommendations stemming from them may increase the pool of candidates for future head of school positions, thereby alleviating the perceived shortage of these heads (Kamler, 2009; Wang, 2008; J. Ritter, personal communication, March 2, 2009; R. Jahr, personal communication, March 3, 2009; J. Ambrose, personal communication, March 13, 2009; R. Douglas, personal communication, October 24, 2010).

The overriding question for this study was: What is the current state of the American sponsored overseas school headship? The specific research questions were as follows:

- a) How do the personal and professional characteristics of ASOS heads in 2010-2011 compare to those of ASOS heads during the 1992-1993 school year? These comparison variables included: age upon entering education profession, age upon becoming an administrator, age upon becoming a school head, age at time of response, amount of experience in education before becoming a school head, length of stay as head, gender, nationality, ethnic heritage, highest degree held, certifications held, first position held in education, administrative positions held before becoming a school head, career paths followed, whether the first school head position was in the same school, student enrollment of the school where the first school head position was obtained, and student enrollment of the school head's current school

- b) What variables influenced the recruitment and retention of ASOS heads? These variables included: degrees held by school size, type of school level teaching experience beyond first position, type of school level administrative experience, school and community conditions, factors related to salary, length of stay, contract length, reasons for leaving previous position, reasons for considering leaving current position, perceived reason why heads were hired, current board's primary perceived expectation of the head, and the heads' perception of their career status in five years.

This study used Brewitt's (1993) data for the purpose of comparative analysis between the characteristics of current ASOS heads and their predecessors during the 1992-1993 school year. Though Vogel's population most closely approximated the population of this study, Brewitt provided the only comprehensive source of data on the career paths of ASOS heads in the early 1990s and the type of data collected for his study most closely approximated the data collected for this study. Although Brewitt's study excluded a large number of ASOS heads, his overall characteristics results were quite similar to those collected by Vogel in his study of the entire population of ASOS heads.

### *Definition of Terms*

The key terms in this study can be defined as follows:

*A/OS*. This abbreviation refers to the U.S. Department of State, Office of Overseas Schools, which served as the governing body for annual grants distributed to 194 schools worldwide during the 2010-2011 school year.

*American Sponsored Overseas Schools (ASOSs).* Those schools located outside the United States that receive annual grant funding through the U.S. Department of State, Office of Overseas Schools.

*American Style International Schools (ASISs).* Those schools located outside of the United States that follow an American-style curriculum and that promote an American-style approach to education.

*Career Path.* The series of professional positions held since beginning in the education profession.

*Head of School / School Head.* Chief Administrative Officer for one or more schools located outside the United States. This individual is in charge of the overall operation of the school and is accountable to the Board of Directors or the owner of the school(s).

*Personal Characteristics.* Those aspects that can be used to describe the heads of school that are beyond their control such as age, gender, nationality, and ethnic heritage.

*Professional Characteristics.* Those aspects that can be used to describe the heads of school that relate directly to their professional qualifications such as educational attainment and previous positions held.

*Superintendent.* Chief Administrative Officer for a school or school district located in the United States. This individual is in charge of the overall operation of the school and is accountable to the Board of Directors.

## CHAPTER II

### Methodology

#### *Population and Sample*

The heads of the 194 ASOSs during the 2010-2011 school year comprised the population of this study. This population selection facilitated direct comparison with data from previous studies of ASOS heads conducted during the 1992-1993 school year. While A/OSs are typically categorized into five regions, this study categorized schools into six regions to ensure more accurate geographical representation among respondents (see Appendix A). Of the 194 ASOS heads invited to participate, 157 (80.9%) completed usable survey instruments. Results showed no statistically significant difference between the population and sample by region and school size. Table 1 shows the representative nature of the sample.

Table 1

#### *Population-Respondents Comparison by School Size and Region, March 2011*

| Region                       | Group       | School size      |      |                     |      |                    |      |          |       |
|------------------------------|-------------|------------------|------|---------------------|------|--------------------|------|----------|-------|
|                              |             | 0 – 400 students |      | 401 – 1000 students |      | Over 1000 students |      | Total    |       |
|                              |             | <i>n</i>         | %    | <i>n</i>            | %    | <i>n</i>           | %    | <i>n</i> | %     |
| Africa                       | Population  | 22               | 53.7 | 17                  | 41.5 | 2                  | 4.9  | 41       | 100.0 |
|                              | Respondents | 16               | 57.1 | 10                  | 35.7 | 2                  | 7.1  | 28       | 68.3  |
| Central American & Caribbean | Population  | 7                | 36.8 | 6                   | 31.6 | 6                  | 31.6 | 19       | 100.0 |
|                              | Respondents | 5                | 38.5 | 3                   | 23.1 | 5                  | 38.5 | 13       | 68.4  |
| East Asia & Pacific          | Population  | 8                | 30.8 | 8                   | 30.8 | 10                 | 38.5 | 26       | 100.0 |
|                              | Respondents | 6                | 26.1 | 7                   | 30.4 | 10                 | 43.5 | 23       | 88.5  |
| Europe                       | Population  | 22               | 38.6 | 28                  | 49.1 | 7                  | 12.3 | 57       | 100.0 |
|                              | Respondents | 21               | 41.2 | 23                  | 45.1 | 7                  | 13.7 | 51       | 89.5  |
| Near East & South Asia       | Population  | 14               | 46.7 | 11                  | 36.7 | 5                  | 16.7 | 30       | 100.0 |
|                              | Respondents | 9                | 40.9 | 8                   | 36.4 | 5                  | 22.7 | 22       | 73.3  |
| South America                | Population  | 8                | 38.1 | 9                   | 42.9 | 4                  | 19.0 | 21       | 100.0 |
|                              | Respondents | 7                | 35.0 | 9                   | 45.0 | 4                  | 20.0 | 20       | 95.2  |
| Total                        | Population  | 81               | 41.8 | 79                  | 40.7 | 34                 | 17.5 | 194      | 100.0 |
|                              | Respondents | 64               | 40.8 | 60                  | 38.2 | 33                 | 21.0 | 157      | 80.9  |

### *Instrument*

The Characteristics and Career Paths Inventory (CCPI), a web-based survey of 31 items hosted on Survey Monkey (Appendix B), was based upon survey instruments developed and used in previous studies of heads and superintendents (Brewitt, 1993; Glass & Franceschini, 2007; Hawley, 1991; Vogel, 1992). Table 2 presents how the data collected by the CCPI aligned with the data collected for previous studies. The content validity of the CCPI was based upon its alignment with the previous instruments and feedback from pilot group 1.

Pilot study members were selected using a convenience sample of heads that the researcher knew personally and based upon recommendations from Dr. Harlan Lyso. These pilot participants were divided into two groups containing both current non-ASOS heads and former heads. Pilot group one consisted of eight current non-ASOS heads and former heads. They provided feedback on the relevance, clarity, and format of the CCPI. Pilot group two consisted of 22 current non-ASOS heads and former heads. They provided test-retest data used to calculate the reliability of the CCPI. Modifications were made to the structure of several questions as well as some wording changes to add clarification based upon feedback from pilot group one. A section on current salary was added prior to administering the instrument for pilot group two.

Pilot group one was sent an e-mail cover letter with a link to the pilot instrument in the middle of January 2011 (see Appendix C). Pilot group two was sent the same e-mail cover letter with a link to the pilot instrument at the beginning of February 2011 (see Appendix C). Non-responders for pilot group two were sent a follow-up letter one week later. Finally, responders for pilot group two were contacted to participate in the re-test

administration of the instrument three weeks after their initial response. All members of pilot group two responded to the re-test administration of the instrument.

Table 2

*CCPI items found on Hawley's (1991), Vogel's (1992), Brewitt's (1993), and Glass and Franceschini's (2007) instruments*

| Data Sought                                                                                                                       | Hawley | Vogel | Brewitt | Glass & Franceschini |
|-----------------------------------------------------------------------------------------------------------------------------------|--------|-------|---------|----------------------|
| RQ1: How do the personal and professional characteristics of ASOS heads in 2010-2011 compare to those of ASOS heads in 1992-1993? |        |       |         |                      |
| age upon entering education profession                                                                                            | --     | --    | X       | --                   |
| age upon becoming an administrator                                                                                                | --     | --    | X       | --                   |
| age upon becoming a school head                                                                                                   | X      | X     | X       | --                   |
| age at time of response                                                                                                           | X      | X     | X       | X                    |
| amount of experience in education before becoming a school head                                                                   | --     | X     | X       | --                   |
| length of stay as head                                                                                                            | X      | X     | --      | X                    |
| Gender                                                                                                                            | --     | X     | X       | X                    |
| Nationality                                                                                                                       | X      | --    | X       | --                   |
| ethnic heritage                                                                                                                   | --     | --    | X       | X                    |
| highest degree held                                                                                                               | X      | X     | X       | X                    |
| certifications held                                                                                                               | --     | X     | X       | --                   |
| first position held in education                                                                                                  | --     | --    | X       | --                   |
| administrative positions held before becoming a school head                                                                       | --     | --    | X       | X                    |
| career paths followed                                                                                                             | --     | --    | X       | X                    |
| whether the first school head position was in the same school                                                                     | --     | --    | X       | --                   |
| student enrollment where first school head position was obtained                                                                  | --     | X     | X       | --                   |
| student enrollment head's current school                                                                                          | --     | X     | X       | X                    |
| RQ2: What variables influence the recruitment and retention of ASOS heads?                                                        |        |       |         |                      |
| degrees held by school size                                                                                                       | --     | --    | --      | --                   |
| type of school level teaching experience beyond first position                                                                    | --     | --    | --      | --                   |
| type of school level administrative experience                                                                                    | --     | --    | --      | --                   |
| school and community conditions                                                                                                   | --     | --    | X       | --                   |
| factors related to salary                                                                                                         | --     | --    | --      | X                    |
| length of stay as head                                                                                                            | X      | X     | --      | X                    |
| contract length                                                                                                                   | --     | --    | --      | X                    |
| reasons for leaving previous position                                                                                             | X      | --    | --      | --                   |
| reasons for considering leaving current position                                                                                  | --     | --    | --      | --                   |
| perceived reason why heads were hired                                                                                             | X      | --    | --      | X                    |
| current board's primary perceived expectation of the head                                                                         | --     | --    | --      | X                    |
| heads' perception of their career status in five years                                                                            | --     | --    | --      | X                    |

*Reliability.* Questions 1-20 collected objective factual data. Questions 21-22 were taken from Brewitt (1993). Questions 23-24 were taken from Hawley (1991) with the forced response options taken from Mancuso (2010). Question 25 was based upon feedback from pilot group one participants as a follow-up to questions 22-24. Questions 26-28 were taken from Glass & Franceschini's (2007) survey instrument. None of the studies from which the items were taken reported the reliability of their instruments. Therefore, reliability was determined based upon test-retest data from pilot group two with a three-week interval between survey administrations. Correlation coefficients were calculated for all numerical items resulting in a correlation of 0.98. The percentage of matching responses was calculated for non-numerical response items resulting in an overall match of 90.1%.

The range of correlations for individual items was 0.660 to 1.000. Only item 10 and a subset of item 22 resulted in correlations less than 0.700. Item 10 resulted in a correlation of 0.66 because three of the 22 heads indicated vastly different years of teaching experience. All other responses to item 10 matched perfectly. Item 22 resulted in a correlation of 0.683 because one respondent indicated the quality of education for his children as "Extremely Important" on one administration and "Not Important at All" on the other. All other responses matched perfectly. Items 10 and 22 were retained after modifications to the wording of the questions to add emphasis to the exact type of data sought.

The range of percentage match was 76.5% to 100.0%. Items 23 & 24 asked respondents to provide the primary reasons why they left their previous position and would consider leaving their current position. Those questions had a matching percentage of 76.5% and 80.0% respectively. All remaining non-numerical items had a match of 85% or greater between the first and second administrations of the survey. The extremely high correlation

and percentage match were likely due to the fact that most of the data were objective factual data. These reliability data suggested that the CCPI was sufficiently constructed to yield statistically reliable data. Appendix D presents the analysis for each item on the CCPI.

### *Procedure*

In February 2011, with support from Dr. Daphne Hobson, current e-mail addresses were collected from a variety of sources including the 2010-11 A/OS Directory of Overseas Schools (US Department of State, 2010), the Association of American Schools in South America website (2010), the Academy for International School Heads website (2011), and a large number of ASOS proprietary websites. These e-mail addresses facilitated contact with each of the members of the population to request their participation in this study. The first such contact occurred on February 26, 2011 with follow-ups on March 5 and March 11 for non-responders. Data collection closed on March 18, 2011. After the initial contact, Dr. Daphne Hobson contacted twelve non-responders and Dr. Harlan Lyso contacted twenty non-responders whom they knew personally to invite them to participate in the study. Collectively, all contacts resulted in a very high overall response rate of 80.9%. That rate exceeded Vogel's (1992) response rate of 72.3% and Brewitt's (1993) response rate of 77.1% despite the comparatively larger size of this study's population.

ASOS heads who voluntarily chose to participate accessed the CCPI online using the link provided in the cover letter (see Appendix E). Heads were asked to provide their school name on the instrument in order to determine who had responded to facilitate follow-up contacts. Once the data collection period was concluded, school names were removed to

ensure the anonymity of the responses during data analysis as well as the long-term confidentiality of the data.

### *Data Analysis*

Data were analyzed using descriptive statistics including the mean, median, range and standard deviation. In most cases only mean and standard deviation were reported in Chapter 3. Additionally, inferential statistical procedures were conducted to determine the statistical significance of the comparisons made between subsets of this study's data as well as between the data collected for this study and data collected by Brewitt (1993). Table 3 outlines the inferential statistical procedures used and their corresponding variables.

Table 3

*Inferential statistical procedures used*

| Statistical Procedure                  | Independent or Predictor Variable                                                                                                                                                                                                                                                                                                                                                                                                                     | Dependent or Criterion Variable                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chi-squared test of independence       | School size<br>Gender<br>How salary is determined (negotiated or fixed)<br>School size<br>1992-93 highest degree held<br>1992-93 first position held in education<br>1992-93 school size current head position                                                                                                                                                                                                                                        | Holding doctoral degree<br>Holding doctoral degree<br>Conditions of salary (performance or non-performance)<br>Perceived multiple leadership expectations<br>2010-11 highest degree held<br>2010-11 first position held in education<br>1992-93 school size current head position                                                                                                                                      |
| Chi-squared Goodness of Fit            | 1992-93 nationalities<br>1992-93 ethnic heritage                                                                                                                                                                                                                                                                                                                                                                                                      | 2010-11 nationalities<br>2010-11 ethnic heritage                                                                                                                                                                                                                                                                                                                                                                       |
| Pearson Correlation                    | School size<br>School size                                                                                                                                                                                                                                                                                                                                                                                                                            | Salary earned<br>Length of stay                                                                                                                                                                                                                                                                                                                                                                                        |
| ANOVA                                  | School size                                                                                                                                                                                                                                                                                                                                                                                                                                           | Length of stay                                                                                                                                                                                                                                                                                                                                                                                                         |
| Tukey HSD                              | School size                                                                                                                                                                                                                                                                                                                                                                                                                                           | Length of stay                                                                                                                                                                                                                                                                                                                                                                                                         |
| Two-sample, independent samples t-test | 1992-93 age upon entering education<br>1992-93 age upon becoming an admin.<br>1992-93 age upon becoming head<br>1992-93 years of experience prior to becoming head                                                                                                                                                                                                                                                                                    | 2010-11 age upon entering education<br>2010-11 age upon becoming an admin.<br>2010-11 age upon becoming head<br>2010-11 years of experience prior to becoming head                                                                                                                                                                                                                                                     |
| Two sample z-test                      | Comparing percentages of...<br>1992-93 gender<br>1992-93 certification held<br>1992-93 heads starting as ES teachers<br>1992-93 heads starting as MS teachers<br>1992-93 heads starting as HS teachers<br>1992-93 heads with vice principal experience<br>1992-93 heads with principal experience<br>1992-93 heads with central office experience<br>1992-93 career paths followed<br>Teacher-principal-head<br>Teacher-vice principal-principal-head | 2010-11 gender<br>2010-11 certification held<br>2010-11 heads starting as ES teachers<br>2010-11 heads starting as MS teachers<br>2010-11 heads starting as HS teachers<br>2010-11 heads with vice principal experience<br>2010-11 heads with principal experience<br>2010-11 heads with central office experience<br>2010-11 career paths followed<br>Teacher-principal-head<br>Teacher-vice principal-principal-head |

## CHAPTER III

### Results

#### *Changes Over Time*

This study gathered data that compared the personal and professional characteristics of ASOS heads during the 1992-93 school year with those of ASOS heads during the 2010-11 school year. Table 4 shows no significant change for several personal and professional characteristics. In 1992-93 and 2010-11, heads were about 24 years old upon entering the education profession and their average length of stay in their current head position remained at 4.2 years. Americans of European decent continued to dominate the headship with no significant change in the number of heads holding doctorate degrees. Though the percentage of respondents with central office experience increased from 16.0% to 26.8%, this change was not statistically significant. The percentage of heads obtaining their first head position as a result of an internal move in the same school remained steady at about 34%. Finally, results showed no statistically significant difference between the percentages of heads serving in each size of school between 1992-93 (small, 32.1%; medium, 40.7%; large, 27.2%) and 2010-11 (small, 40.8%; medium, 38.2%; large, 21.0%).

However, other personal and professional characteristics of heads showed significant changes. In terms of demographics, ASOS heads in 2010-11 were older upon becoming an administrator, becoming a head, and responding to the CCPI. Current heads averaged 3.4 years older upon becoming an administrator for the first time ( $t = 4.21, p < .01$ ), 5.1 years older upon becoming a head for the first time ( $t = 4.85, p < .01$ ), and 5.1 years older than their 1992-93 counterparts when responding to the survey in February 2011 ( $t = 4.82, p < .01$ ). Current heads averaged 4.5 years more experience in education upon becoming a

head ( $t = 4.41, p < .01$ ), and they spanned a wider range of ages than Brewitt's respondents when comparing the age of heads at the time of response—32 to 76 years old in 2010-11 as compared to 40 to 64 years old in 1992-93. Finally, the percentage of female ASOS heads rose from 6.2% in 1992-93 to 23.6% in 2010-11 ( $z = 3.34, p < .001$ ).

In terms of preparation for the head position, 20.4% fewer heads in 2010-11 held superintendent certificates as compared to their 1992-93 counterparts ( $z = -3.09, p < .05$ ). Furthermore, Table 4 shows a greater balance of ASOS heads in 2010-11 who began their careers as elementary (24.2%), middle (31.8%), and high school (31.2%) teachers ( $\chi^2 = 25.37, p < .01$ ). Heads who began their careers as high school teachers decreased significantly from 60.5% to 31.2% ( $z = -4.44, p < .01$ ) while the percentage of heads starting as middle school teachers increased significantly from 7.4% to 31.8% ( $z = 4.17, p < .01$ ). The percentage of heads starting as elementary teachers increased only slightly from 19.8% to 24.2%.

Heads' career paths also changed during this period. Table 4 shows an increase in heads who had served as a vice principal during their career from 9.9% to 33.8% ( $z = 3.96, p < .001$ ). Meanwhile, the percentage of heads who had served as a principal during their career decreased from 91.4% to 77.1% ( $z = -2.94, p < .01$ ). The percentage of current heads following the Teacher-Principal-Head (T-P-H) career path decreased from 61.7% to 33.1% ( $z = -4.32, p < .01$ ) while the percentage of current heads following the Teacher-Vice Principal-Principal-Head (T-VP-P-H) career path increased from 7.4% to 26.1% ( $z = 3.40, p < .01$ ).

Table 4

*Results from 2010-11 ASOS Heads as Compared to ASOS Heads During 1992-93 School Year*

| Comparison Factors                                    | 1992-93  |      | 2010-11  |      | 1992-93   |              | 2010-11   |     |
|-------------------------------------------------------|----------|------|----------|------|-----------|--------------|-----------|-----|
|                                                       | <i>f</i> | %    | <i>f</i> | %    | $\bar{X}$ | SD           | $\bar{X}$ | SD  |
| Age upon entering education profession                |          |      |          |      | 23.8      | 3.3          | 24.5      | 3.9 |
| Age upon becoming administrator                       |          |      |          |      | 31.9      | 3.9          | 35.3      | 6.7 |
| Age upon becoming a head                              |          |      |          |      | 39.6      | 5.8          | 44.7      | 8.5 |
| Age at time of response                               |          |      |          |      | 50.8      | 5.7          | 55.9      | 8.6 |
| Experience in education before becoming a head (yrs.) |          |      |          |      | 15.4      | 6.5          | 19.9      | 7.9 |
| Length of stay as head                                |          |      |          |      | 4.2       | <sup>1</sup> | 4.2       | 1.3 |
| Gender                                                |          |      |          |      |           |              |           |     |
| Male                                                  | 76       | 93.8 | 120      | 76.4 |           |              |           |     |
| Female                                                | 6        | 6.2  | 37       | 23.6 |           |              |           |     |
| Nationality <sup>2</sup>                              |          |      |          |      |           |              |           |     |
| American                                              | 73       | 90.1 | 129      | 79.6 |           |              |           |     |
| British                                               | 3        | 3.7  | 11       | 6.8  |           |              |           |     |
| Canadian                                              | 0        | 0.0  | 9        | 5.7  |           |              |           |     |
| Australian                                            | 2        | 2.5  | 3        | 1.9  |           |              |           |     |
| Other                                                 | 3        | 3.7  | 10       | 6.2  |           |              |           |     |
| Ethnic Heritage                                       |          |      |          |      |           |              |           |     |
| European                                              | 74       | 91.4 | 148      | 94.3 |           |              |           |     |
| African                                               | 0        | 0.0  | 3        | 1.9  |           |              |           |     |
| Hispanic                                              | 1        | 1.2  | 2        | 1.3  |           |              |           |     |
| Asian                                                 | 2        | 2.4  | 1        | 0.6  |           |              |           |     |
| Other                                                 | 4        | 4.9  | 3        | 2.5  |           |              |           |     |
| Highest degree held                                   |          |      |          |      |           |              |           |     |
| Bachelor's                                            | 2        | 2.4  | 1        | 0.6  |           |              |           |     |
| Master's                                              | 41       | 50.6 | 99       | 63.1 |           |              |           |     |
| Doctorate                                             | 38       | 46.9 | 57       | 36.3 |           |              |           |     |
| Certifications held                                   |          |      |          |      |           |              |           |     |
| Teacher                                               | 77       | 95.1 | 146      | 93.0 |           |              |           |     |
| Principal/Admin.                                      | 67       | 82.7 | 118      | 75.2 |           |              |           |     |
| Superintendent                                        | 48       | 59.3 | 61       | 38.9 |           |              |           |     |
| First position held                                   |          |      |          |      |           |              |           |     |
| ES teacher                                            | 16       | 19.8 | 38       | 24.2 |           |              |           |     |
| MS teacher                                            | 6        | 7.4  | 50       | 31.8 |           |              |           |     |
| HS teacher                                            | 49       | 60.5 | 49       | 31.2 |           |              |           |     |
| Counselor                                             | 3        | 3.7  | 3        | 1.9  |           |              |           |     |

|                                                  |    |      |                |      |
|--------------------------------------------------|----|------|----------------|------|
| Central office                                   | 2  | 2.5  | 0              | 0.0  |
| Other teacher                                    | 0  | 0.0  | 11             | 7.0  |
| Other non-teacher                                | 4  | 4.9  | 6 <sup>3</sup> | 3.8  |
| Administrative experience                        |    |      |                |      |
| Vice principal                                   | 8  | 9.9  | 53             | 33.8 |
| Principal                                        | 74 | 91.4 | 121            | 77.1 |
| Central office                                   | 13 | 16.0 | 42             | 26.8 |
| Other                                            | 1  | 1.2  | 5              | 3.2  |
| Career paths                                     |    |      |                |      |
| T-P-H                                            | 50 | 61.7 | 52             | 33.1 |
| T-VP-P H                                         | 6  | 7.4  | 41             | 26.1 |
| T-P-CO-H                                         | 4  | 4.9  | 18             | 11.5 |
| T-H                                              | 10 | 12.3 | 18             | 11.5 |
| T-CO-H                                           | 5  | 6.2  | 14             | 8.9  |
| T-VP-P-CO-H                                      | 0  | 0.0  | 9              | 5.7  |
| Other                                            | 6  | 7.4  | 5              | 3.2  |
| First head position as a result of internal move | 27 | 33.3 | 54             | 34.4 |
| School size first head's position                |    |      |                |      |
| Small (0-400 students)                           | 41 | 50.6 | 84             | 53.5 |
| Medium (401-1000 students)                       | 22 | 27.1 | 46             | 29.3 |
| Large (>1000 students)                           | 18 | 22.2 | 27             | 17.2 |
| School size current head's position              |    |      |                |      |
| Small (0-400 students)                           | 26 | 32.1 | 64             | 40.8 |
| Medium (401-1000 students)                       | 33 | 40.7 | 60             | 38.2 |
| Large (>1000 students)                           | 22 | 27.2 | 33             | 21.0 |

Note. <sup>1</sup>Not reported. <sup>2</sup>Five current heads listed two nationalities each. <sup>3</sup>First position was in a university setting. T=Teacher; VP=Vice Principal; P=Principal; CO=Central Office; H=Head

### *Recruitment and Retention of ASOS Heads*

Brewitt (1993) did not report degrees held by heads according to school size. Nor did he report teaching levels and administrative experiences beyond the first position held. The results of this study provided these additional descriptions of the professional preparation of ASOS heads that may be related to recruitment and retention. Table 5 shows that small school heads were significantly less likely to hold a doctorate than either medium or large

Table 5

*Degrees Held by School Size*

|                    | All<br>( <i>n</i> = 157) |       | Small<br>schools<br>( <i>n</i> = 64) |       | Medium<br>schools<br>( <i>n</i> = 60) |       | Large<br>schools<br>( <i>n</i> = 33) |       |
|--------------------|--------------------------|-------|--------------------------------------|-------|---------------------------------------|-------|--------------------------------------|-------|
|                    | <i>f</i>                 | %     | <i>f</i>                             | %     | <i>f</i>                              | %     | <i>f</i>                             | %     |
| Degrees            |                          |       |                                      |       |                                       |       |                                      |       |
| Bachelor's         | 157                      | 100.0 | 64                                   | 100.0 | 60                                    | 100.0 | 33                                   | 100.0 |
| Single Master's    | 155                      | 98.7  | 62                                   | 96.9  | 60                                    | 100.0 | 33                                   | 100.0 |
| Doctorate          | 57                       | 36.3  | 15                                   | 23.4  | 26                                    | 43.3  | 16                                   | 48.5  |
| Other <sup>1</sup> | 23                       | 14.6  | 9                                    | 14.1  | 9                                     | 15.0  | 5                                    | 15.2  |

Note. <sup>1</sup>Includes more than one Master's degree, Educational Specialist, and ABD

school heads ( $\chi^2 = 7.98, p < .05$ ). However, no significant difference was found between medium and large school heads or between male and female heads holding a doctorate.

Table 6 shows that heads brought a wide range school level teaching and administrative experiences to the headship: 63.1% of heads served as teachers or counselors and 63.7% served as administrators at multiple school levels. Conversely, only 1.9% had no teaching or counseling experience and only 6.4% had no non-head administrative experience. Eight heads who followed the Teacher-Head (T-H) career path served as a principal or as another non-head administrator between holding their first and current head positions. Finally, one head spent his career in higher education and had no K-12 teaching or administrative experience prior to becoming a head.

Table 7 shows that respondents rated several school and community conditions as very important when considering whether or not to become a candidate for a school head position. In order of highest importance were: the quality of education for their own children, the type of school (non-profit, proprietary, company-owned), salary and benefits as compared to the cost of living, living conditions in the city and country where the school is located, and the school's reputation. Whether a position was available for their spouse was rated of least

Table 6

*School Level Experience in Education Before Becoming an Administrator and a School Head*

| Type of school level experience                    | <i>f</i> | %    |
|----------------------------------------------------|----------|------|
| Before becoming an administrator ( <i>n</i> = 157) |          |      |
| Elementary school teacher or counselor only        | 18       | 11.5 |
| Middle school teacher or counselor only            | 10       | 6.4  |
| High school teacher or counselor only              | 27       | 17.2 |
| Multiple teacher or counselor positions            | 99       | 63.1 |
| Never a teacher or counselor                       | 3        | 1.9  |
| Before becoming a head ( <i>n</i> = 157)           |          |      |
| Elementary school administrator only               | 5        | 3.2  |
| Middle school administrator only                   | 3        | 1.9  |
| High school administrator only                     | 12       | 7.6  |
| K-8 administrator only                             | 1        | 0.6  |
| 6-12 administrator only                            | 7        | 4.5  |
| K-12 administrator only                            | 13       | 8.2  |
| Central office only                                | 6        | 3.8  |
| Multiple administrator positions                   | 100      | 63.7 |
| Never an administrator                             | 10       | 6.4  |

Table 7

*Extent to Which School and Community Conditions Affect a Head's Decision to Apply for a Head's Position*

| School and community conditions                                              | Rating |     |
|------------------------------------------------------------------------------|--------|-----|
|                                                                              | M      | SD  |
| Quality of education for own children ( <i>n</i> = 65)                       | 4.1    | 1.5 |
| Type of school (non-profit, proprietary, company-owned) ( <i>n</i> = 153)    | 4.0    | 1.1 |
| Salary and benefits as compared to cost of living ( <i>n</i> = 155)          | 3.8    | 0.8 |
| Living conditions in the city and country ( <i>n</i> = 156)                  | 3.8    | 0.9 |
| Reputation of school ( <i>n</i> = 156)                                       | 3.8    | 1.0 |
| Curriculum offered (international, American, IB, AP, etc.) ( <i>n</i> = 155) | 3.5    | 1.0 |
| Size of school ( <i>n</i> = 156)                                             | 3.4    | 1.0 |
| Position available for spouse ( <i>n</i> = 120)                              | 2.8    | 1.6 |

Note. Respondents rated each condition using a 5-point scale from extremely important (5) to not important at all (1) plus an N/A option with no value.

importance. Although the quality of education for one's own children received high ratings, 92 respondents (58.6%) indicated that the quality of education for their own children was not applicable to them—the only condition with such a high N/A response. With an average

respondent age of 55.9 years, responses of not applicable were likely due to the fact that their children, if any, were no longer of school age.

In terms of compensation packages, information on heads' salaries was the only data collected because compensation beyond salary could not be accurately reported in U.S. dollar values. Table 8 shows that 108 respondents (68.8%) did not have their salary tied to performance. Of the 49 respondents (31.2%) who had at least a portion of their salary tied to performance, fifteen indicated that they could earn an annual performance bonus but did not elaborate on the terms of the bonus. Furthermore, 118 heads (75.2%) negotiated the terms of their contract, and a significantly higher frequency of negotiated salaries than fixed salaries were performance related ( $\chi^2 = 4.25, p < .05$ ). Finally, while average salaries ranged from \$81,890 for small school heads to \$213,705 for large school heads, negotiated contracts yielded a mean of \$41,407 more than fixed scale contracts and performance related contracts yielded a mean of \$58,747 more than non-performance related contracts.

A strong positive correlation was found between school size and salary ( $r = 0.64, p < .01$ ). Table 8 shows that small school heads earned an average of only \$81,890, while medium school heads earned an average of \$158,341, and large school heads earned an average of \$213,705. These earnings gaps were further reflected in heads' reported satisfaction with their salaries with 34.4% of small schools heads, 16.7% of medium heads, and 6.1% of large school heads indicating dissatisfaction with their salaries. No significant difference was found between the average salaries of satisfied and dissatisfied small and medium school heads, and insufficient data prevented the analysis of large school heads' salaries related to satisfaction levels.

Table 9 shows that the overall cohort of current heads reported an average length of stay of 4.2 years to 4.6 years throughout their careers as heads of schools. Those results were similar to Vogel's (1992) findings that heads had served in their current position an average of 4.2 years but were different from Hawley's (1991) findings that ASIS heads averaged only 2.8 years in their positions. When analyzed by school size, significant differences ( $F = 8.610$ ,  $p < .01$ ) were found in the length of stay for heads at small schools (3.7 years) as compared to heads at medium (4.9 years) and large (5.6 years) schools—a relationship first noted by Hawley (1991). A Tukey's test found a significant difference between small school heads who stayed an average of 3.7 years and large school heads who stayed an average of 5.6 years ( $HSD = 1.146$ ,  $p < .05$ ).

Table 8

*Conditions Affecting ASOS Heads' Salaries and Salary by School Size*

| Factors related to current salary                                     | <i>f</i> | %     | Salary            |          |                    |
|-----------------------------------------------------------------------|----------|-------|-------------------|----------|--------------------|
|                                                                       |          |       | $\bar{X}$         | SD       | Range              |
| Conditions affecting salary ( <i>n</i> = 157)                         |          |       |                   |          |                    |
| Negotiated, non-performance-related                                   | 76       | 48.4  | \$126,113         | \$60,585 | \$35,000-\$300,000 |
| Negotiated, performance-related                                       | 42       | 26.8  | \$185,774         | \$91,697 | \$66,000-\$450,000 |
| Fixed, non-performance-related                                        | 32       | 20.4  | \$98,768          | \$53,404 | \$45,000-\$220,000 |
| Fixed, performance-related                                            | 7        | 4.5   | \$130,571         | \$42,890 | \$90,000-\$200,000 |
| Salary by school size ( <i>n</i> = 141)                               |          |       |                   |          |                    |
| All schools                                                           | 141      | 100.0 | \$134,632         | \$74,744 | \$35,000-\$450,000 |
| Small schools (0-400 students)                                        | 62       | 44.0  | \$81,890          | \$32,132 | \$35,000-\$200,000 |
| Medium schools (401-1000 students)                                    | 52       | 36.9  | \$158,341         | \$54,641 | \$75,000-\$300,000 |
| Large schools (>1000 students)                                        | 27       | 19.1  | \$213,705         | \$82,909 | \$85,000-\$450,000 |
| Heads indicating dissatisfaction with current salary ( <i>n</i> = 34) |          |       |                   |          |                    |
| All heads                                                             | 34       | 21.7  | \$93,144          | \$40,816 | \$35,000-\$190,000 |
| Small schools (0-400 students)                                        | 22       | 34.4  | \$76,079          | \$34,265 | \$35,000-\$190,000 |
| Medium schools (401-1000 students)                                    | 10       | 16.7  | \$131,000         | \$29,639 | \$90,000-\$185,000 |
| Large schools (>1000 students)                                        | 2        | 6.1   | Insufficient Data |          | Insufficient Data  |

Table 9

*Length of Stay by Position and School Size and Length of Contract (in Years)*

| Length                                          | <i>f</i> | M   | SD  |
|-------------------------------------------------|----------|-----|-----|
| Length of stay by position                      |          |     |     |
| current heads' position is held <sup>1</sup>    | 157      | 4.2 | 3.9 |
| first heads' position was held                  | 157      | 4.6 | 2.6 |
| second through sixth heads' positions were held | 275      | 4.2 | 2.8 |
| Length of stay by school size                   |          |     |     |
| small schools                                   | 122      | 3.7 | 2.2 |
| medium schools                                  | 91       | 4.9 | 3.3 |
| large schools                                   | 54       | 5.6 | 4.0 |
| Length of contract <sup>1</sup>                 |          |     |     |
| initial                                         | 157      | 2.6 | 0.8 |
| renewal                                         | 92       | 2.3 | 1.3 |

Note. <sup>1</sup>Five heads in Europe and one head in South America hold permanent contracts that only they can terminate

Single year contracts for overseas positions are rare because of the cost of relocation and the required transition for overseas educators. However, seventeen respondents (10.8%) reported an initial contract of only one year suggesting they were hired in an interim capacity as noted by five heads via unsolicited comments. Ninety-one respondents (58.0%) reported an initial contract length of three years or more. An additional six respondents (3.2%) held permanent contracts. Finally, 38 small school heads (59.4%), 33 medium school heads (55.0%), and 21 large school heads (63.6%) reported they were currently serving on renewal contracts.

Table 10 shows that when asked why they left their previous position 35.0% of respondents indicated they were looking for opportunities for professional advancement; 31.2% were seeking professional challenge; and 21.0% left as a result of issues related to the board of directors. Nineteen heads (12.1%) added unsolicited comments that they had met their professional goals or that they left for personal family reasons. These results represented

a considerable change in conditions for heads when compared to Hawley's (1991) results showing that heads had left their previous position due to issues related to the board of directors (71.1%) followed by opportunities for professional advancement (15.7%) and salary and/or benefits concerns (14.5%).

Table 10 also shows that when asked why they might consider leaving their current head's position, 29.9% of respondents indicated they would do so seeking professional challenge, 28.7% for retirement, 25.5% due to issues related to the board of directors, and 21.0% because of salary and/or benefits. Of the 33 respondents who stated they would consider leaving due to salary and/or benefits, those who indicated dissatisfaction with their current salary (44.1%) earned a mean of \$96,169. Those who indicated satisfaction with their salary (55.9%) but still stated they would consider leaving because of to salary and benefits earned an average of \$124,333 as compared to a mean of \$134,632 for all heads.

Table 11 shows that when asked their perception of why they were hired for their current position, heads indicated that it was primarily for their leadership ability (49.0%) or because of their experience as a change agent (31.8%). In terms of whether heads perceived that their boards hired them to be an educational, managerial, or political leader, 113 heads (72.0%) stated that they were to serve as an educational leader, 14 (8.9%) indicated they were to serve in two leadership capacities, and 34 (21.7%) indicated all three. No differences were found when results were analyzed by school size and multiple leadership expectations.

Table 10

*Reasons Cited for Leaving Previous Position and for Why Heads Would Consider Leaving Current Position*

| Reasons cited                                                                               | Responses |      |
|---------------------------------------------------------------------------------------------|-----------|------|
|                                                                                             | <i>f</i>  | %    |
| Why heads left previous position <sup>1</sup> ( <i>n</i> = 277)                             |           |      |
| Opportunities for professional advancement                                                  | 55        | 35.0 |
| Professional challenge                                                                      | 49        | 31.2 |
| Issues related to board of directors                                                        | 33        | 21.0 |
| Opportunities for travel and cultural exploration                                           | 23        | 14.6 |
| School conditions (size, facilities, school's financial resources, etc.)                    | 20        | 12.7 |
| Living conditions (e.g. safety, quality of life)                                            | 16        | 10.2 |
| Ability to balance personal life and work                                                   | 13        | 8.3  |
| Salary and/or Benefits (e.g. health insurance, retirement plan)                             | 12        | 7.6  |
| Quality of education for your own children                                                  | 11        | 7.0  |
| Professional prestige / Reputation of school                                                | 9         | 5.7  |
| Retirement                                                                                  | 8         | 5.1  |
| Other (host country politics, personal, still at same school, time for change) <sup>2</sup> | 28        | 17.8 |
| Why heads would consider leaving current position <sup>1</sup> ( <i>n</i> = 333)            |           |      |
| Professional challenge                                                                      | 47        | 29.9 |
| Retirement                                                                                  | 45        | 28.7 |
| Issues related to board of directors                                                        | 40        | 25.5 |
| Salary and/or benefits (e.g. health insurance, retirement plan)                             | 33        | 21.0 |
| Opportunities for professional advancement                                                  | 30        | 19.1 |
| Ability to balance personal life and work                                                   | 30        | 19.1 |
| Living conditions (e.g. safety, quality of life)                                            | 29        | 18.5 |
| Opportunities for travel and cultural exploration                                           | 25        | 15.9 |
| School conditions (size, facilities, school's financial resources, etc.)                    | 25        | 15.9 |
| Professional prestige / Reputation of school                                                | 8         | 5.1  |
| Quality of education for your own children                                                  | 6         | 3.8  |
| Other (personal reasons, time for change/met goals, safety/security) <sup>2</sup>           | 15        | 9.6  |

Note. <sup>1</sup>Respondents were permitted to provide multiple reasons with no rank order. <sup>2</sup>Based upon unsolicited comments

Table 11 presents heads' perceptions of what they anticipated their career status to be in five years. Only 81 respondents (51.6%) indicated that they intended to be serving as a head of school in five years. The remaining heads stated they would be retiring (24.9%) or working in another type of position (22.9%). Eight (5.1%) commented that they intended to work while retired either as a consultant or as an interim head of school.

Table 11

*Heads' Perceptions of Why They Were Hired for Their Current Position, Their Board's Primary Expectation of Them, and Their Career Status in Five Years*

| Heads' perceptions                                                             | Responses |      |
|--------------------------------------------------------------------------------|-----------|------|
|                                                                                | <i>f</i>  | %    |
| Why they were hired for their current position <sup>1</sup> ( <i>n</i> = 195)  |           |      |
| Leadership ability                                                             | 77        | 49.0 |
| Experience as a change agent                                                   | 50        | 31.8 |
| Personal characteristics (e.g., integrity, honesty, tact, etc.)                | 21        | 13.4 |
| Good fit (e.g., between skill set and school's needs) <sup>2</sup>             | 18        | 11.5 |
| Management skills (e.g., instruction, personnel, etc.)                         | 16        | 10.2 |
| Reputation <sup>2</sup>                                                        | 7         | 4.5  |
| Financial management skills                                                    | 4         | 2.5  |
| Other <sup>2</sup>                                                             | 2         | 1.3  |
| Their board's primary expectation of them <sup>1</sup> ( <i>n</i> = 233)       |           |      |
| Educational leader (e.g., curriculum and instruction, etc.)                    | 113       | 72.0 |
| Managerial leader (e.g., general management, budget and finance, etc.)         | 69        | 43.9 |
| Political leader (e.g., board and community relations, etc.)                   | 51        | 32.5 |
| Two or more of the above                                                       | 48        | 30.6 |
| Other (e.g., expansion, security, etc.) <sup>2</sup>                           | 4         | 2.5  |
| Career status in five years ( <i>n</i> = 157)                                  |           |      |
| Working as a Head of School                                                    | 81        | 51.6 |
| Retired                                                                        | 39        | 24.9 |
| Working Within Education, but Not as a Head of School (e.g., consultant, etc.) | 27        | 17.2 |
| Working in Higher Education                                                    | 6         | 3.8  |
| Working Outside of Education                                                   | 3         | 1.9  |
| Unsure <sup>2</sup>                                                            | 1         | 0.6  |

Note. <sup>1</sup> Respondents were permitted to provide multiple responses with no rank order. <sup>2</sup> Based upon unsolicited comments

## Chapter IV

### Discussion

This study is the first to build upon the body of research into the characteristics and career paths of overseas school leaders since the late 1980s and early 1990s (Brewitt, 1993; Hawley, 1990; Vogel, 1992; Wise, 1989). It is also the first study to collect comprehensive data related to the recruitment and retention of ASOS heads. Comparisons between results from the 1992-93 school year and these results demonstrate that significant changes have occurred. This chapter will explore some possible reasons for these changes as well as the interdependence between the recruitment and retention of ASOS heads and specifically how a dual focus in these areas can help to alleviate the perceived shortage of head of school candidates. Finally, this chapter will outline critical areas for further research.

#### *The Changing Face of the Headship*

Comparisons between the characteristics of current ASOS heads and their 1992-93 counterparts show that although both sets of heads entered the education profession at about the same age, current heads took significantly longer to ascend to the headship. They spent an average of 10.8 years teaching and 9.4 years as an administrator as compared to their 1992-93 counterparts who spent 8.1 years teaching and 7.7 years as an administrator. Though current heads and their counterparts have both averaged 11.2 years as heads of schools, the fact that current heads are on average 5.1 years older suggests that they will serve in the headship for fewer years than their counterparts. Furthermore, international work visa restrictions related to age might prohibit heads from continuing in their role beyond the age of 60 or 65 thus further restricting the likelihood of serving the same duration as their 1992-

93 counterparts. The aging of the headship and subsequent pressures facing these aging heads likely contribute to the perceived shortage of head of school candidates.

Results showing that 52 ASOSs in 1992-93 each served 500 or more students (Vogel, 1992) compared to 91 ASOSs in 2010-11 (US Department of State, n.d.) demonstrate that schools have increased in size. These increases have likely resulted in an expansion of potential career paths and time-in-rank pressures related to the increased number of vice principal positions. Heads may be entering the headship later in their career due to increased opportunities and the accompanying expectation that they serve as a vice principal prior to becoming a principal. Results showing a three-fold increase in the number of current heads who have served as vice principal suggests that obtaining a principalship may be increasingly difficult without first obtaining experience as a vice principal. This condition would not have been an expectation when schools were smaller and vice principal positions were less prevalent. Such time-in-rank pressures may be one explanation for the increase in the percentage of heads passing through the vice principalship on their path to becoming a head of school.

Another explanation for the increase in those having served as vice principal and the increase in the range of school level teaching and administrative positions held may be a perception that these more diverse experiences provided novice administrators with a better foundation upon which to build their administrative careers as they ascended to the headship. A study investigating the relationship between a wide range of teaching and administrative experience and the perceived efficacy of heads would be necessary to determine if such a perception was founded in practice.

Finally, some heads may have sought a wider range of school level teaching and administrative experience in an effort to increase their chances of attaining their first administrative and first head position at a top tier school. For those with children, a lower tier school may not have been attractive because they may have wanted a more prestigious school for their children as indicated by their high ratings of the importance of the quality of education for their own children. Whether as teachers or administrators, these heads may have waited at various points in their careers for their children to graduate from their current schools before pursuing their next position including the headship. The perception exists among ASIS educators that aspiring heads traditionally move from a principalship or central office position in a top tier school to a headship in a lower tier school before obtaining a headship in a top tier school. However, no empirical research exists to support this perception. Therefore, an investigation should be conducted to first determine the characteristics that describe schools at each tier level, then to determine the frequency with which aspiring heads accept their first headship in a lower tier school before obtaining a headship at or above the tier in which they most recently served as a lower level administrator.

### *Challenges for Recruitment and Retention*

Recruitment and retention are highly interdependent. One way to combat the shortage of head of school candidates is to increase the retention of these heads thereby reducing demand. The results of this study suggest several possible ways to improve both the recruitment and retention of ASOS heads.

Focusing on recruiting women into the headship may be one key to increasing the pool of heads. Though the percentage of female ASOS heads has increased, some U.S. states reported high percentages of female teachers (>70.0%) and female administrators (>60.0%) (California Department of Education, 2011; Texas Education Agency, 2011) that far exceeded the percentage of women serving in the ASOS headship (23.6%). Furthermore, the results of this study showed that significantly more female heads (62.2%) than male heads (44.2%) intended to leave the headship over the next five years ( $z = 1.92, p < .05$ ). Therefore, the challenge lies not only in finding ways to recruit female heads but also in finding ways to retain them (Kamler, 2009).

Mentoring aspiring female heads is frequently proposed (Brunner & Grogan, 2007; Dana & Bourisaw, 2006; Kamler, 2009; Terranova & Rogers, 2009; E. Stern, personal communication, October 22, 2011; R. Puffer, personal communication, October 22, 2011) although few formal programs appear to exist specifically dedicated to this endeavor. Such programs could be developed within individual schools, by regional educational organizations that support ASOSs such as EARCOS and NESA, or by organizations such as the Academy for International School Heads (AISH). In addition to the obvious benefits of increasing the competency levels of female administrators worldwide, these mentoring programs may also facilitate the building of support networks for both mentors and mentees thereby aiding in the recruitment, retention, and ultimately the efficacy of female heads.

Specifically focusing mentoring programs on women aspiring to the secondary principalship may yield positive results. Research in the U.S. shows that boards of directors recruiting U.S. superintendents favor candidates with secondary administrative experience (Tallerico, 2000), yet the most common administrative experience among female

administrators in the U.S. is the elementary principalship (Brunner and Grogan, 2007). These findings are consistent with this study's results showing that 51.4% of current female heads have previously served as secondary principals whereas only 3.2% have served only as elementary principals. Together, these results suggest an explanation for why women are less likely to be found serving in the U.S. superintendency and the ASOS headship as well as an opportunity for increasing their numbers.

Regardless of gender, implementing succession plans within schools may also alleviate the shortage of head of school candidates. The growing number of both non-profit and proprietary ASISs worldwide has resulted in increased competition for heads that is being universally recognized as a shortage of head candidates. This increased competition further reinforces the need for boards and current heads to actively recruit and mentor principals and central office administrators who have the potential to succeed the current head (Kamler, 2009), thereby reducing the need to look outside the organization when the time comes to seek a new head of school.

While reducing dependency on the limited pool of candidates from outside the organization, succession planning also builds capacity within the learning organization (Senge, 2001) and facilitates the maintenance of systemic change (Kamler, 2009) that is often lost with a new head of school (Shand, 2010; Shields, 2002). Even if these mentored candidates leave the schools that engage in succession planning, these schools will have benefitted from the increased leadership skills attained and applied during the candidate's service to the school. Furthermore, candidates who leave prior to succeeding their current head will enhance the overall candidate pool thus benefitting the profession as a whole. While succession planning may not currently be practiced widely among ASISs, further

research should be conducted to investigate how heads who have obtained their current position as a result of succession planning and their boards rate their success in their first headship. Such a study should also investigate how these schools have structured their succession plans and what suggestions they might have for schools wishing to implement succession planning.

Overseas schools have experienced continuous growth both in terms of size and number over the last century (ISC Research, n.d.; Orr, 1974; US Department of State, n.d.; Vogel, 1992). Prior to the mid 1980s, heads were often recruited with little or no international head experience (Hawley, 1991), likely due to a dearth of such candidates. As the pool of internationally experienced head candidates grew in the late 1980s and 1990s, boards came to prefer candidates with international teaching and administrative experience. Results showing that only 9 current heads (5.7%) obtained their first overseas headship after serving as a U.S. superintendent without previous overseas educational experience suggest that U.S. superintendents represent a largely untapped source of head candidates. With school growth placing pressures on the pool of internationally experienced candidates, it is time to once again seek candidates from the pool of current and aspiring U.S. superintendents to help alleviate these pressures.

U.S. superintendents who are eligible for early retirement may serve as a plentiful source of head of school candidates. The retirement age for educators in many U.S. states is based upon a formula that results in an option to collect retirement benefits starting around age 55. In addition, many state retirement programs base retirement calculations on the three highest years of income (Terranova & Rogers, 2009, Texas Education Agency, 2011). Consequently, little additional financial benefit exists for serving beyond the early retirement

age for superintendents who have served for at least three years. Though these superintendents have most frequently spent their careers in their home country, many have experience leading large and complex school districts for considerably lower salary and benefits packages than many heads reported in this study (California Department of Education, 2011; Oklahoma State Department of Education, 2011; Terranova & Rogers, 2009; Texas Education Agency, 2011). Having secured a guaranteed retirement in their home country, these superintendents may find late-career, high-income opportunities overseas to be appealing thereby broadening the pool of candidates (Winter et al., 2007).

Beyond recruiting, a focus on retaining heads within the profession may be another key to increasing the supply of heads. Nineteen (52.8%) of the 36 heads who indicated that they intended to leave the headship in the next five years without retiring from professional life stated their relationship with the board of directors was one of the reasons they would consider leaving. In contrast, only 21 heads (17.4%) who indicated that they intended to retire or continue serving as a head of school identified issues related to the board as one of the reasons they would consider leaving their current position. These results suggest that the quality of the relationship between the head of school and the board of directors plays an important role in retention not only in the current school but also in the profession (Terranova & Rogers, 2009).

Further reinforcing the importance of board-head relationships in small schools are results indicating that positive relations combined with other school and community factors may contribute to head retention despite salary dissatisfaction. Results showed that 22 small school heads (34.4%) claim salary dissatisfaction, yet only 2 of them (9.1%) left their positions at the end of the 2010-11 school year and only 6 of the 22 (27.3%) indicated they

would consider leaving due to issues related to the board. Because limited resources restrict increases to small school heads' salaries as reported by one dissatisfied head whose salary accounted for 10% of the overall salary budget, the importance of other retention factors including the board-head relationship is amplified for small schools.

Research reveals a number of problematic findings for board-head relationships including role confusion and the boards' desires for quick fixes as well as the relationship between motivation for board membership and trustees' conceptions of power (Kamler, 2009; Mountford, 2004; Richardson, 2005; Waters & Marzano, 2006). However, many graduate and non-degree training programs for heads fail to address the importance of these relationships or how to deliberately develop and cultivate board membership to overcome these frequently cited pitfalls. Furthermore, frequent turnover of the board chair and trustees results in the need for commitment to an ongoing training cycle (Kamler, 2009). Programs for aspiring and current heads should emphasize the importance of and the craft behind building these critical relationships while developing the head's ability to lead ongoing board training. Critical to board training are reflection on motives for board membership and conceptions of power including how those might impact board-head and board-community relationships (Mountford, 2004) as well as understanding and practicing behaviors such as the board's governance role and how that role relates to working with the head (Richardson, 2005).

### *Where do we go from here?*

Although the response rate and the depth of questions in this study went well beyond previous studies, only ASOS heads were sampled. In order to gain a fuller picture of

international school heads, a broader population of heads should be sampled from the range of non-A/OS sponsored overseas schools including missionary or church-related, proprietary, company-sponsored, and international schools. These results could help determine whether the same patterns exist in these populations. Because hundreds of overseas schools exist beyond those sponsored by A/OS, such a study should also explore the extent to which crossover exists between A/OS and non-A/OS sponsored schools within heads' career paths. Such crossovers broaden the pool of schools for candidates and the pool of candidates for schools.

Furthermore, results from studies of both A/OS and non-A/OS sponsored schools should be compared to results from studies of American superintendents. Particular focus should be placed on comparisons with heads of schools that hold membership in the National Association of Independent Schools (NAIS) in the United States. The qualifications of the administration and faculty, the socio-economic status of the student body, and the resources available at NAIS schools would more closely approximate those of most A/OS and non-A/OS sponsored schools thereby providing a more appropriate sample for comparison than U.S public school superintendents.

This study provided rich data in terms of describing the current status of heads on many key variables. However, the results do not describe in detail the reasons for some of the responses given. Some of the hypotheses offered for the results and several areas for further research can be investigated using qualitative methodology. For example, why are heads waiting longer before securing their first headship despite the perceived shortage of head of school candidates over the last decade? How do candidates rank factors when deciding whether to move from a higher tier school to a lower tier school in order to facilitate a career

path transition? Why are women leaving the headship at higher rates than their male counterparts? How do heads without previous overseas experience and their boards rate their success in their first headship? What are the specific issues cited by those heads who said that they would consider leaving due to issues related to the board of directors and what implications might those issues have for head and board training?

Finally, given the key role that the board of directors plays in recruiting and retaining heads, the population of ASOS boards of directors should be sampled. Such studies should focus on what makes for successful board-head relationships, the kinds of training that have contributed to those successes, and more generally, the level of training that exists among overseas boards. Studies may also explore the relationship between motivation for board membership and trustees' conceptions of power (Mountford, 2010), and the boards' perceptions of their role and that of the head of school. Finally, an investigation should be conducted into which personal and professional characteristics boards most frequently associate with highly effective heads and how those characteristics relate to how they define highly qualified head of school candidates? Boards may discover a mismatch between the expectations for head of school candidates and the ability of a single individual to meet those expectations as Hurwitz (2002) illustrated when he wrote,

*"Imagine a job that requires an Army officer's leadership skills, a C.E.O.'s management expertise, a lawyer's negotiating talents and an educator's understanding of how to teach children. That's what it takes to be a school superintendent in the 21st century."* (p. 8)

As evidenced by the multitude of areas for further research, this study is but one tile in the mosaic that builds toward a more complete portrait of the critical issues surrounding

the ASOS headship and the path forward in helping both candidates and schools understand the process of recruiting and retaining heads. Although additional research is needed to further illuminate the path forward, this study suggested several keys to increasing the pool of ASOS head candidates. They included understanding why heads have obtained a broader range of experiences and thus have waited longer to enter the headship, focusing on mentoring more women into the headship and implementing succession planning, recruiting a broader range of head candidates including former U.S. superintendents, and focusing on increasing the retention of ASOS heads through enhanced board and head training in order to strengthen board-head relationships. Understanding these dynamics and deliberately targeting these areas of educational leadership will not only deepen the head of school candidate pool, but it will do so with a more diverse, better-prepared group of professionals who are ready to confront the multitude of fast-paced challenges that await them as they step forward to lead the next generation of overseas schools.

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## APPENDIX A

### ASOS Schools By Region: 2010-2011 School Year

#### Africa

| Country, City              | Name of School                                |
|----------------------------|-----------------------------------------------|
| Botswana, Gaborone         | Westwood International School                 |
| Burkina Faso, Ouagadougou  | International School of Ouagadougou           |
| Cameroon, Douala           | American School of Douala                     |
| Cameroon, Yaounde          | American School of Yaounde                    |
| Congo, DRC, Kinshasa       | The American School of Kinshasa               |
| Cote d'Ivoire, Abidjan     | International Community School of Abidjan     |
| Egypt, Alexandria          | Schutz American School                        |
| Egypt, Cairo               | Cairo American College                        |
| Eritrea, Asmara            | Asmara International Community School         |
| Ethiopia, Addis Ababa      | International Community School of Addis Ababa |
| Gabon, Libreville          | American International School of Libreville   |
| Gambia, Banjul             | Banjul American Embassy School                |
| Ghana, Accra               | Lincoln Community School                      |
| Guinea, Conakry            | International School of Conakry               |
| Kenya, Nairobi             | International School of Kenya                 |
| Lesotho, Maseru            | American International School of Lesotho      |
| Liberia, Monrovia          | The American International School of Monrovia |
| Libya, Tripoli             | American School of Tripoli                    |
| Madagascar, Antananarivo   | American School of Antananarivo               |
| Malawi, Lilongwe           | Bishop Mackenzie International Schools        |
| Mali, Bamako               | American International School of Bamako       |
| Mauritania, Nouakchott     | American International School of Nouakchott   |
| Morocco, Casablanca        | Casablanca American School                    |
| Morocco, Rabat             | Rabat American School                         |
| Morocco, Tangier           | The American School of Tangier                |
| Mozambique, Maputo         | American International School of Mozambique   |
| Namibia, Windhoek          | Windhoek International School                 |
| Niger, Niamey              | American International School of Niamey       |
| Nigeria, Abuja             | American International School of Abuja        |
| Nigeria, Lagos             | American International School of Lagos        |
| Senegal, Dakar             | International School of Dakar                 |
| Sierra Leone, Freetown     | American International School of Freetown     |
| South Africa, Johannesburg | American International School of Johannesburg |
| Sudan, Khartoum            | Khartoum American School                      |
| Swaziland, Mbabane         | Sifundzani School                             |
| Tanzania, Dar es Salaam    | International School of Tanganyika            |
| Togo, Lome                 | American International School of Lome         |
| Tunisia, Tunis             | American Cooperative School of Tunis          |
| Uganda, Kampala            | The International School of Uganda            |
| Zambia, Lusaka             | American International School of Lusaka       |
| Zimbabwe, Harare           | Harare International School                   |

### Central America / Caribbean

| Country, City                      | Name of School                                    |
|------------------------------------|---------------------------------------------------|
| Aruba (Dutch Caribbean)            | International School of Aruba                     |
| Costa Rica, San Jose               | American International School of Costa Rica       |
| Costa Rica, San Jose               | Lincoln School                                    |
| Cuba, Havana                       | International School of Havana                    |
| Dominican Republic, Santo Domingo  | Carol Morgan School                               |
| Guatemala, Guatemala City          | Colegio Maya                                      |
| Haiti, Port-au-Prince              | Union School                                      |
| Honduras, Tegucigalpa              | American School of Tegucigalpa                    |
| Honduras, Tegucigalpa              | Discovery School                                  |
| Jamaica, Kingston                  | American International School of Kingston         |
| Mexico, Guadalajara                | The American School Foundation of Guadalajara     |
| Mexico, Mexico City                | The American School Foundation, A.C.              |
| Mexico, Monterrey                  | The American School Foundation of Monterrey, A.C. |
| Mexico, Puerto Vallarta            | The American School of Puerto Vallarta            |
| Netherlands Antilles, Curacao      | International School of Curacao                   |
| Nicaragua, Managua                 | American-Nicaraguan School                        |
| Panama, Panama City                | Balboa Academy                                    |
| Panama, Panama City                | The International School of Panama                |
| Trinidad and Tobago, Port-of-Spain | International School of Port-of-Spain             |

### East Asia and the Pacific

| Country, City                      | Name of School                             |
|------------------------------------|--------------------------------------------|
| Burma, Rangoon                     | International School, Yangon               |
| Cambodia, Phnom Penh               | International School of Phnom Penh         |
| China, Beijing                     | International School of Beijing            |
| China, Chengdu                     | QSI International School of Chengdu        |
| China, Guangzhou                   | American International School of Guangzhou |
| China, Hong Kong                   | Hong Kong International School             |
| China, Shanghai                    | Shanghai American School                   |
| Fiji, Suva                         | International School Suva                  |
| Indonesia, Jakarta                 | Jakarta International School               |
| Indonesia, Surabaya                | Surabaya International School              |
| Japan, Fukuoka                     | Fukuoka International School               |
| Japan, Nagoya                      | Nagoya International School                |
| Japan, Osaka-Kobe                  | Canadian Academy                           |
| Japan, Sapporo                     | Hokkaido International School              |
| Japan, Tokyo                       | American School in Japan                   |
| Japan, Tokyo                       | Nishimachi International School            |
| Laos, Vientiane                    | Vientiane International School             |
| Malaysia, Kuala Lumpur             | International School of Kuala Lumpur       |
| Mongolia, Ulaanbaatar              | International School of Ulaanbaatar        |
| Philippines, Manila                | International School, Manila               |
| Singapore (Republic of), Singapore | Singapore American School                  |
| Taiwan, Kaohsiung                  | Kaohsiung American School                  |
| Taiwan, Taipei                     | Taipei American School                     |
| Thailand, Bangkok                  | International School Bangkok               |
| Thailand, Chiang Mai               | Chiang Mai International School            |
| Vietnam, Hanoi                     | United Nations International School        |

## Europe

| Country, City                | Name of School                                         |
|------------------------------|--------------------------------------------------------|
| Albania, Tirana              | Tirana International School                            |
| Austria, Vienna              | American International School in Vienna                |
| Belarus, Minsk               | International School, Minsk                            |
| Belgium, Brussels            | International School of Brussels                       |
| Bosnia-Herzegovina, Sarajevo | OSI International School of Sarajevo                   |
| Bulgaria, Sofia              | Anglo-American School of Sofia                         |
| Croatia, Zagreb              | The American International School of Zagreb            |
| Czech Republic, Prague       | International School of Prague                         |
| Denmark, Copenhagen          | Copenhagen International School                        |
| Estonia, Tallinn             | The International School of Estonia                    |
| Finland, Helsinki            | International School of Helsinki                       |
| France, Paris                | American School of Paris                               |
| Germany, Berlin              | John F. Kennedy School                                 |
| Germany, Berlin              | Berlin Brandenburg International School                |
| Germany, Bonn                | Bonn International School                              |
| Germany, Düsseldorf          | International School of Düsseldorf                     |
| Germany, Frankfurt           | Frankfurt International School                         |
| Germany, Hamburg             | International School Hamburg                           |
| Germany, Leipzig             | Leipzig International School                           |
| Germany, Munich              | Munich International School                            |
| Greece, Athens               | American Community Schools of Athens                   |
| Greece, Thessaloniki         | Pinewood American International School                 |
| Hungary, Budapest            | American International School of Budapest              |
| Iceland, Reykjavik           | International School of Iceland                        |
| Ireland, Dublin              | St. Andrew's College                                   |
| Italy, Florence              | The International School of Florence                   |
| Italy, Milan                 | American School of Milan                               |
| Italy, Rome                  | American Overseas School of Rome                       |
| Italy, Rome                  | St. Stephen's School                                   |
| Latvia, Riga                 | The International School of Latvia                     |
| Lithuania, Vilnius           | American International School of Vilnius               |
| Macedonia, Skopje            | NOVA International Schools                             |
| Macedonia, Skopje            | QSI International School of Skopje                     |
| Malta, Valletta              | Verdala International School                           |
| Moldova, Chisinau            | QSI International School of Chisinau                   |
| Netherlands (The), Amsterdam | The International School of Amsterdam                  |
| Netherlands (The), Rotterdam | American International School of Rotterdam             |
| Netherlands (The), The Hague | The American School of The Hague                       |
| Norway, Oslo                 | Oslo International School                              |
| Norway, Stavanger            | International School of Stavanger                      |
| Poland, Krakow               | International School of Krakow                         |
| Poland, Warsaw               | American School of Warsaw                              |
| Portugal, Lisbon             | Frank C. Carlucci American International School Lisbon |
| Romania, Bucharest           | American International School of Bucharest             |
| Russia, Moscow               | Anglo-American School of Moscow                        |
| Russia, St. Petersburg       | Anglo-American School of St. Petersburg                |
| Serbia, Belgrade             | International School of Belgrade                       |
| Slovakia, Bratislava         | QSI International School of Bratislava                 |
| Slovenia, Ljubljana          | QSI International School of Ljubljana                  |
| Spain, Barcelona             | American School of Barcelona                           |
| Spain, Barcelona             | Benjamin Franklin International School                 |
| Spain, Madrid                | American School of Madrid                              |
| Sweden, Stockholm            | Stockholm International School                         |
| Switzerland, Bern            | International School of Berne                          |
| Turkey, Istanbul             | Istanbul International Community School                |
| Ukraine, Kiev                | Kiev International School                              |
| Ukraine, Kiev                | Pechersk School International                          |

## Near East & South Asia

| Country, City                   | Name of School                                            |
|---------------------------------|-----------------------------------------------------------|
| Armenia, Yerevan                | QSI International School of Yerevan                       |
| Azerbaijan, Baku                | Baku International School                                 |
| Bangladesh, Dhaka               | American International School/Dhaka                       |
| Georgia, Tbilisi                | QSI International School of Tbilisi                       |
| India, Chennai                  | American International School - Chennai                   |
| India, Mumbai                   | The American School of Bombay                             |
| India, New Delhi                | The American Embassy School, New Delhi                    |
| Israel, Tel Aviv                | Walworth Barbour American International School in Israel, |
| Israel, Jerusalem               | Jerusalem American International School                   |
| Jordan, Amman                   | American Community School                                 |
| Kazakhstan, Almaty              | Almaty International School                               |
| Kuwait, Kuwait                  | The American School of Kuwait                             |
| Kyrgyzstan, Bishkek             | QSI International School of Bishkek                       |
| Lebanon, Beirut                 | American Community School                                 |
| Nepal, Kathmandu                | The Lincoln School                                        |
| Oman, Muscat                    | The American International School of Muscat               |
| Pakistan, Islamabad             | International School of Islamabad                         |
| Pakistan, Karachi               | Karachi American School                                   |
| Pakistan, Lahore                | Lahore American School                                    |
| Qatar, Doha                     | American School of Doha                                   |
| Saudi Arabia, Dhahran           | Dhahran Campus Schools, International Schools Group       |
| Saudi Arabia, Jeddah            | The American International School of Jeddah               |
| Saudi Arabia, Riyadh            | American International School - Riyadh                    |
| Sri Lanka, Colombo              | Overseas School of Colombo                                |
| Syria, Damascus                 | Damascus Community School                                 |
| Tajikistan, Dushanbe            | QSI International School of Dushanbe                      |
| Turkmenistan, Ashgabat          | Ashgabat International School                             |
| United Arab Emirates, Abu Dhabi | American Community School of Abu Dhabi                    |
| Uzbekistan, Tashkent            | Tashkent International School                             |
| Yemen, Republic of, Sanaa       | Sanaa International School                                |

## South America

| Country, City           | Name of School                                         |
|-------------------------|--------------------------------------------------------|
| Argentina, Buenos Aires | Asociacion Escuelas Lincoln                            |
| Bolivia, Cochabamba     | American International School of Bolivia               |
| Bolivia, La Paz         | American Cooperative School                            |
| Bolivia, Santa Cruz     | Santa Cruz Cooperative School                          |
| Brazil, Belo Horizonte  | The American School of Belo Horizonte                  |
| Brazil, Brasilia        | American School of Brasilia                            |
| Brazil, Recife          | American School of Recife                              |
| Brazil, Rio de Janeiro  | American School of Rio de Janeiro                      |
| Brazil, Sao Paulo       | The American Elementary and High School                |
| Chile, Santiago         | International School Nido de Aguilas                   |
| Colombia, Bogota        | Colegio Nueva Granada                                  |
| Colombia, Cartagena     | Colegio Jorge Washington                               |
| Ecuador, Guayaquil      | InterAmerican Academy                                  |
| Ecuador, Quito          | Academia Cotopaxi                                      |
| Guyana, Georgetown      | Georgetown International Academy                       |
| Paraguay, Asuncion      | American School of Asuncion                            |
| Peru, Lima              | Colegio Franklin Delano Roosevelt - American School of |
| Uruguay, Montevideo     | Uruguayan American School of Montevideo                |
| Venezuela, Caracas      | International School of Caracas                        |
| Venezuela, Caracas      | Escuela Campo Alegre                                   |
| Venezuela, Valencia     | Colegio Internacional de Carabobo                      |

## APPENDIX B

### Characteristics & Career Paths Inventory (CCPI)

<http://www.surveymonkey.com/s/CCPI-2011>

 **LEHIGH**  
UNIVERSITY

Exit this survey

**Characteristics & Career Paths Inventory (CCPI)**

**Purpose of the Study & Informed Consent**

17%

The purpose of this study is to describe the characteristics of current heads of American sponsored overseas schools (ASOSs) and the career paths that have lead them to their current positions. This study will also identify what changes, if any, have occurred in the characteristics of ASOS heads and their career paths by comparing current data to studies conducted during the 1992-1993 school year. Finally, this study will investigate factors that influence the recruitment and retention of heads of school.

Furthering the body of educational research available to help guide prospective heads of school in their career path decisions will ultimately serve to strengthen the overall pool of highly qualified candidates to the benefit of schools worldwide. Your participation in this project will help us take one more step in that direction. This survey took pilot participants an average of 13 minutes to complete. Your time and help in completing the survey is greatly appreciated.

The Institutional Review Board of Lehigh University has reviewed and approved this doctoral dissertation including the distribution of this survey to you for your consideration to participate. If you have any questions about the dissertation or survey, please contact Theron J. Mott at [tjm205@lehigh.edu](mailto:tjm205@lehigh.edu). You may also contact Dr. Ron Yoshida of Lehigh University at [rky2@lehigh.edu](mailto:rky2@lehigh.edu). Finally, if you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact Susan E. Disidore at (610)758-3020 (email: [sus5@lehigh.edu](mailto:sus5@lehigh.edu)) or Troy Boni at (610)758-2985 (email: [tdb308@lehigh.edu](mailto:tdb308@lehigh.edu)) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

This survey will request the name of your current school in order to determine which schools have responded and which have not for purposes of follow-up contacts. Once the researcher has closed the data collection period, school names will be removed from the data to help ensure the anonymity of your responses. Only the researcher will have access to individual data at any point in this study or thereafter in order to maintain full confidentiality of responses. Furthermore, data will only be reported in aggregate analysis to further ensure full confidentiality.

If you would like a copy of the completed dissertation, please provide your e-mail address at the end of the survey. Again, once the researcher has closed the data collection period, e-mail addresses will be separated from the rest of the data to help ensure anonymity of responses.

Your participation in this project is voluntary. Your consent will be given when you begin responding to the survey. You may terminate your participation in the survey at any time. Terminating participation or not agreeing to participate in this survey will in no way jeopardize any relations you may have with Lehigh University. If you agree to participate, then please begin by pressing the NEXT button. A bar will appear at the top of each survey page to show your progress in completing the survey.

Thank you!

Theron J. Mott  
Doctoral Candidate, Lehigh University  
Middle School Vice Principal, Shanghai American School

Dr. Harlan Lyso, Committee Member, International Head of School, Retired  
Dr. Daphne Hobson, Committee Member, Lehigh University  
Dr. George White, Committee Member, Lehigh University  
Dr. Ron Yoshida, Dissertation Chair, Lehigh University



## Characteristics & Career Paths Inventory (CCPI)

### Personal Characteristics



If you served as a head of school while also serving as a teacher or principal at the same time, please answer the following questions as the head of school, not as a teacher or as a principal (i.e. don't include those years as both teaching experience and as head of school experience. Only count those years as head of school experience).

#### \*1. Demographic Data

|                                        |                      |
|----------------------------------------|----------------------|
| Current Age                            | <input type="text"/> |
| Age upon becoming a full-time educator | <input type="text"/> |
| Age upon becoming an administrator     | <input type="text"/> |
| Age upon becoming a school head        | <input type="text"/> |

#### \*2. Additional Demographic Data

|                                                                          |                      |
|--------------------------------------------------------------------------|----------------------|
| Gender                                                                   | <input type="text"/> |
| Nationality                                                              | <input type="text"/> |
| Ethnic Heritage (European, Latino, Asian, Middle Eastern, African, etc.) | <input type="text"/> |

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[Next](#)

If you served as a head of school while also serving as a teacher or principal at the same time, please answer the following questions as the head of school, not as a teacher or as a principal (i.e. don't include those years as both teaching experience and as head of school experience. Only count those years as head of school experience).

Please ensure the following data are as accurate as possible.

**\*3. Please indicate ALL DEGREES that you have earned:**

☐ Bachelors

☐ Masters

☐ Doctorate

Other (please describe here)

**4. Please indicate ALL CERTIFICATIONS that you have earned (both current and no longer current):**

☐ Teacher

☐ Counselor

☐ Principal / Administrator

☐ Superintendent

☐ Other (please describe below)

Other (please describe here)

**5. Please indicate the ALL of the positions you have held in education including your first position (teacher includes librarian and other support positions). If you served in multiple roles at the same time, please note that in the "Other" section.**

☐ ES Teacher or Counselor

☐ MS/Jr. High Teacher or Counselor

☐ HS Teacher or Counselor

☐ ES Administrator

☐ MS/Jr. High Administrator

☐ HS Administrator

☐ K-8 Administrator

☐ 6-12 Administrator

☐ Central Office Administrator

☐ Head of School (combined with another position)

☐ Head of School (NOT combined with another position)

☐ Other (please describe below)

Other (please describe here)

6. Please indicate the FIRST position you held in education (teacher includes librarian and other support positions)

- ☐ ES Teacher
- ☐ MS/Jr. High Teacher
- ☐ HS Teacher
- ☐ Counselor
- ☐ Assistant Principal
- ☐ Principal
- ☐ Central Office
- ☐ Head of School
- ☐ Other (please describe below)

Other (please describe here)

7. Where was your FIRST position in education held (non-administrative)?

- ☐ Home Country
- ☐ Outside of Home Country
- ☐ N/A

8. Where was your FIRST ADMINISTRATIVE position held (non-head of school)?

- ☐ Home Country
- ☐ Outside of Home Country
- ☐ N/A

9. Where was your FIRST HEAD OF SCHOOL position held?

- ☐ Home Country
- ☐ Outside of Home Country
- ☐ N/A

10. Please list the total number of years you have served as a TEACHER (includes positions like counseling, librarian, other support positions, etc. — do not count here if you served as a teacher/principal or a teacher/head)

11. Please list the total number of years you served as an ADMINISTRATOR (not including Head of School — do not count here if you served as a principal/head or any other position combined with head of school)

12. Including this year, please list the total number of years you served as a HEAD OF SCHOOL (include years spent as a teacher/head of school or a principal/head of school)

13. Which of the following BEST describes your career path in education (Teacher includes positions like counseling, librarian, etc. and Central Office includes positions like curriculum director, business manager, HR director, deputy head, etc.)?

- ☐ Teacher - Principal - Head of School
- ☐ Teacher - Principal - Central Office - Head of School
- ☐ Teacher - Assistant Principal - Principal - Head of School
- ☐ Teacher - Assistant Principal - Principal - Central Office - Head of School
- ☐ Teacher - Central Office - Head of School
- ☐ Teacher - Head of School
- ☐ Other (please describe below)

Other (please describe here)

14. In each box below, please write the approximate STUDENT POPULATION of the school(s) where your:

|                                                          |                      |
|----------------------------------------------------------|----------------------|
| CURRENT head's position is held (do not duplicate below) | <input type="text"/> |
| first head's position was held                           | <input type="text"/> |
| second head's position was held                          | <input type="text"/> |
| third head's position was held                           | <input type="text"/> |
| fourth head's position was held                          | <input type="text"/> |
| fifth head's position was held                           | <input type="text"/> |
| sixth head's position was held                           | <input type="text"/> |

15. In each box below, please write your LENGTH OF STAY AS HEAD at the school where your:

|                                                          |                      |
|----------------------------------------------------------|----------------------|
| CURRENT head's position is held (do not duplicate below) | <input type="text"/> |
| first head's position was held                           | <input type="text"/> |
| second head's position was held                          | <input type="text"/> |
| third head's position was held                           | <input type="text"/> |
| fourth head's position was held                          | <input type="text"/> |
| fifth head's position was held                           | <input type="text"/> |
| sixth head's position was held                           | <input type="text"/> |

16. Contract Length

# of Years

What was the length (in years) of the INITIAL CONTRACT for your current position?

If your current contract is a RENEWAL CONTRACT, what is the length (in years) of your current contract?

17. Will you be leaving your current position as head of school at the end of the 2010-2011 school year?

- ☐ Yes. I will be leaving my current position at the end of this school year.
- ☐ No. I will not be leaving my current position at the end of this school year.

\* 18. Was your first head's position in the same school in which you served prior to obtaining that position (internal move)?

- ☒ Yes
- ☐ No

19. Please provide any information that you feel is important to clarify your responses on this page.

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## Recruiting & Retention

67%

The following questions are designed to inform current heads and prospective heads who will be seeking positions over the next few years. These data will also inform Boards of Directors and recruiters seeking highly qualified head of school candidates. Please answer as honestly and accurately as possible keeping in mind that your responses will only be reported anonymously and in aggregate with other respondents.

\*20. In which region was your:

Region

First FACULTY position OUTSIDE of your home country

First ADMINISTRATIVE position OUTSIDE of your home country

First HEAD position OUTSIDE of your home country

\*21. Regional Preference

Region

Given the choice, in which region would you most prefer to serve as a school head?

\*22. At this point in your career, what school and community conditions would most affect your decision to apply for a school head position? Please rate the following: (you may use the same rating more than once)

Level of Importance

Living conditions in the city and country

Size of school

Salary and benefits as compared to cost of living

Curriculum offered (international, American, IB, AP, etc.)

Position available for spouse

Quality of education for your own children

Reputation of school

Type of school (non-profit, proprietary, company-sponsored, etc.)

Comments (optional)

\*23. Please indicate the principal reason(s) why you left your most recent position.

Reason

Reason

Reason

Reason

Other (please specify)

\*24. Given that most overseas school heads do not remain in a single school for their whole career, what might be the principal reason(s) why you might leave your current position?

|                        | Reason               |
|------------------------|----------------------|
| Reason                 | <input type="text"/> |
| Reason                 | <input type="text"/> |
| Reason                 | <input type="text"/> |
| Other (please specify) | <input type="text"/> |

\*25. Salary

|                                                                                                                             |                      |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------|
| Is your salary performance-related (i.e. merit pay)?                                                                        | <input type="text"/> |
| How is your salary determined (i.e. negotiated, fixed scale, etc.)?                                                         | <input type="text"/> |
| What is your annual salary for this year (in US Dollars not including benefits)?                                            | <input type="text"/> |
| Do you feel your salary is appropriate for your position given the cost of living in the city where your school is located? | <input type="text"/> |

\*26. Where do you see yourself in 5 years? Choose the one option that most reflects your thinking today.

|                        | Expectation          |
|------------------------|----------------------|
| I see myself           | <input type="text"/> |
| Other (please specify) | <input type="text"/> |

\*27. In your opinion, what is the most important reason your current board hired you?

|                           | Reason               |
|---------------------------|----------------------|
| The board hired me for my | <input type="text"/> |
| Other (please specify)    | <input type="text"/> |

\*28. In your opinion, which of the following is your current board's primary expectation of you as a head of school?

|                                                    | Reason               |
|----------------------------------------------------|----------------------|
| The board's primary expectation is that I serve as | <input type="text"/> |
| Other (please specify)                             | <input type="text"/> |

29. Please provide any information that you feel is important to clarify your responses on this page.

### Current School Name & Region

83%

The following information is needed to facilitate targeted follow-up for non-responders. Your school name will be removed from the data to ensure the anonymity of your responses once you've been marked as a responder. Researchers will take measures to ensure full confidentiality of information contained in this survey.

\*30. What is the name of the organization & city where you currently serve as head of school?

\*31. In what region is your school located?

Location

Region

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### Thank you!

100%

Thank you so much for your contributions to this study! If you have any questions or would like to contact me for any reason, you may do so at:

Theron J. Mott  
Shanghai American School  
Middle School, Puxi Campus  
86-21-6221-1445 ext. 2453

Work: [theron.mott@saschina.org](mailto:theron.mott@saschina.org)  
University: [tjm205@lehigh.edu](mailto:tjm205@lehigh.edu)  
Personal: [tbmott@gmail.com](mailto:tbmott@gmail.com)

32. If you would like an electronic copy of the completed dissertation, please provide your e-mail address. You should receive your copy in approximately nine months. (Please note that like your school name, your e-mail address will also be recorded and separated from your responses to ensure the anonymity of your responses.)

Email Address:

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Done

## APPENDIX C

### Cover Letters – Pilot Participants

Subject: Doc Research on Heads of School: Harlan Lyso Recommended You

January 20, 2011

Dear XXXXXX,

Harlan Lyso suggested I contact you as a potential participant in a pilot study for my doctoral dissertation through Lehigh University. As part of the pilot study, I would ask that you complete a survey once today and once again in three weeks. It will be important that you complete the survey with as much accuracy as possible so that I can use your responses to calculate the survey's reliability, which is important for this study. I would also welcome suggestions on how to improve the relevance, clarity, and format of the survey. I understand that you are very busy, but this should take no longer than 10 minutes each time.

My study will investigate the state of the headship including the characteristics of current heads of the 194 schools that receive grant funding from the U.S. Department of State, Office of Overseas Schools. I will also be investigating the career paths that have led them to their current positions, and the factors that influence their recruitment and retention. Finally, this study will identify what changes, if any, have occurred in the characteristics of these heads and their career paths by comparing current data to studies conducted by Ken Vogel (1992) and Robert Brewitt (1993).

Please click on the link below. It will take you to the informed consent page that will provide you with more detailed information on the survey.

<http://www.surveymonkey.com/s/CCPI-Pilot>

I greatly appreciate your time and help!

Theron J. Mott  
Doctoral Candidate, Lehigh University  
Middle School Vice Principal, Shanghai American School

Dr. Harlan Lyso, Committee Member, International Head of School, Retired  
Dr. Daphne Hobson, Committee Member, Lehigh University  
Dr. George White, Committee Member, Lehigh University  
Dr. Ron Yoshida, Dissertation Chair, Lehigh University

Subject: 2<sup>nd</sup> Round: Doc Research on Heads of School: Harlan Lyso Recommended You

February 26, 2011

Dear XXXXXX,

Thank you so much for responding to my survey a few weeks ago. Because one of the reasons for a pilot study is to calculate the reliability of the survey, I must collect data twice from each respondent over a three-week period. Therefore, I would greatly appreciate it if you would take the survey one final time. As you respond, please try to do so as accurately as possible so that your responses are the same as last time.

Please use the following link to access the survey to provide your final response:

<http://www.surveymonkey.com/s/CCPI-Pilot-R2>

If you have trouble accessing the survey, you will need to clear your internet browser history and cookies prior to clicking on the following link or you probably will not be able to access the survey. Alternatively, you may use a different internet browser (i.e. Safari instead of Firefox) to access the survey this time.

Thank you so much for your time and for your invaluable contribution to this research!

Kindest regards,

Theron J. Mott  
Doctoral Candidate, Lehigh University  
Middle School Vice Principal, Shanghai American School

Dr. Harlan Lyso, Committee Member, International Head of School, Retired  
Dr. Daphne Hobson, Committee Member, Lehigh University  
Dr. George White, Committee Member, Lehigh University  
Dr. Ron Yoshida, Dissertation Chair, Lehigh University

## APPENDIX D

### CCPI Reliability Analysis

|                     |                          |                    |
|---------------------|--------------------------|--------------------|
| Overall Reliability | Numeric item correlation | 0.983 <sup>1</sup> |
|                     | Non-numeric item % match | 90.1% <sup>2</sup> |

Note. <sup>1</sup>On questions where a respondent left a response blank but filled it in on the other survey, SPSS considered that person ‘missing data’ and did not use them in computing the correlation. <sup>2</sup>Questions where a respondent left a non-numeric response blank but filled it in on the other survey were treated as mismatched data.

| Question                               | Numeric item correlation between 1 <sup>st</sup> and 2 <sup>nd</sup> survey responses                                                                                                                                          | Non-numeric item % match |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Current age                            | 0.999                                                                                                                                                                                                                          |                          |
| Age upon becoming a full-time educator | 0.932                                                                                                                                                                                                                          |                          |
| Age upon becoming an administrator     | 0.992                                                                                                                                                                                                                          |                          |
| Age upon becoming a head               | 0.997                                                                                                                                                                                                                          |                          |
| Gender                                 | <i>n</i> =22 – All responses matched.                                                                                                                                                                                          | 100%                     |
| Nationality                            | <i>n</i> =22 – All responses matched.                                                                                                                                                                                          | 100%                     |
| Ethnic heritage                        | <i>n</i> =22 – All responses matched.                                                                                                                                                                                          | 100%                     |
| Highest degree earned                  | <i>n</i> =22 – Five respondents only provided highest degree earned on one or both surveys so there is missing data. However, the highest degree earned had perfect correlation between the two administrations of the survey. | 100%                     |
| Certifications earned                  |                                                                                                                                                                                                                                | 96.1%                    |
| Teacher certification                  | <i>n</i> =21 – All responses matched.                                                                                                                                                                                          |                          |
| Counselor certification                | <i>n</i> =3 – One respondent left it blank on one survey but not the other. All other responses matched.                                                                                                                       |                          |
| Principal/administrator certification  | <i>n</i> =17 – One respondent left it blank on one survey and filled it in on the other. All the others matched perfectly.                                                                                                     |                          |
| Superintendent certification           | <i>n</i> =10 – All responses matched.                                                                                                                                                                                          |                          |
| Positions held                         |                                                                                                                                                                                                                                | 89.3%                    |
| ES teacher/counselor                   | <i>n</i> =10 – One respondent left it blank on one survey and filled it in on the other. All other responses matched.                                                                                                          |                          |
| MS/Jr. high teacher/counselor          | <i>n</i> =14 – All responses matched.                                                                                                                                                                                          |                          |
| HS teacher/counselor                   | <i>n</i> =16 – Three respondents left it blank on one survey but filled it in on the other. All other responses matched.                                                                                                       |                          |
| ES administrator                       | <i>n</i> =9 – All responses matched.                                                                                                                                                                                           |                          |
| MS/Jr. high administrator              | <i>n</i> =15 – One respondent left it blank on one survey but filled it in on the other. All other responses matched.                                                                                                          |                          |
| HS administrator                       | <i>n</i> =14 – One respondent left it blank on one survey but                                                                                                                                                                  |                          |

|                                                          |                                                                                                                                                            |       |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                          | filled it in on the other. All other responses matched.                                                                                                    |       |
| Central office                                           | $n=9$ – Two respondents left it blank on one survey but filled it in on the other. All other responses matched.                                            |       |
| Head of school (combined with another position)          | $n=8$ – One respondent left it blank on one survey but filled it in on the other. All other responses matched.                                             |       |
| Head of school (not combined with another position)      | $n=20$ – One respondent left it blank on one survey but filled it in on the other. All other responses matched.                                            |       |
| Other                                                    | $n=6$ – Three respondents left it blank on one survey but filled it in on the other. All other responses matched.                                          |       |
| First position held in education                         | $n=21$ – Two respondents left it blank on one survey but filled it in on the other. One respondent's responses did not match. All other responses matched. | 90.5% |
| Where was first position held (non-administrative)?      | $n=5$ – One respondent left it blank on one survey but filled it in on the other. All other responses matched.                                             | 80.0% |
| Where was first administrative position held (non-head)? | $n=22$ – One respondent left it blank on one survey but filled it in on the other. One respondent's responses did not match. All other responses matched.  | 95.5% |
| Where was first head position held?                      | $n=22$ – One respondent left it blank on one survey but filled it in on the other. All other responses matched.                                            | 95.5% |
| Years served as a teacher                                | 0.660                                                                                                                                                      |       |
| Years served as administrator (non-head)                 | 0.783                                                                                                                                                      |       |
| Years served as head                                     | 1.000                                                                                                                                                      |       |
| Career path in education                                 | 1.000                                                                                                                                                      |       |
| Student Population                                       |                                                                                                                                                            |       |
| Current head's position                                  | 1.000                                                                                                                                                      |       |
| First head's position                                    | 0.998                                                                                                                                                      |       |
| Second head's position                                   | 1.000                                                                                                                                                      |       |
| Third head's position                                    | 1.000                                                                                                                                                      |       |
| Fourth head's position                                   | 0.999                                                                                                                                                      |       |
| Fifth head's position                                    | 1.000                                                                                                                                                      |       |
| Sixth head's position                                    | $n=1$ – The respondent only filled this in on one survey but not the other.                                                                                |       |
| Length of stay                                           |                                                                                                                                                            |       |
| Current head's position                                  | 1.000                                                                                                                                                      |       |
| First head's position                                    | 1.000                                                                                                                                                      |       |
| Second head's position                                   | 1.000                                                                                                                                                      |       |
| Third head's position                                    | 1.000                                                                                                                                                      |       |
| Fourth head's position                                   | 1.000                                                                                                                                                      |       |
| Fifth head's position                                    | 1.000                                                                                                                                                      |       |
| Sixth head's position                                    | 1.000                                                                                                                                                      |       |
| Contract length (Initial)                                | 1.000                                                                                                                                                      |       |
|                                                          | $n=22$ – One respondent filled it in on one survey but not the other.                                                                                      |       |
| Contract length (Renewal)                                | 1.000                                                                                                                                                      |       |

|                                                                                  |                                                                                                                                                                                                 |       |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
|                                                                                  | <i>n</i> =15 – Two respondents filled it in on one survey but not the other.                                                                                                                    |       |
| Leaving current position at end of year                                          | 1.000                                                                                                                                                                                           |       |
| First head position internal move                                                | 1.000                                                                                                                                                                                           |       |
| Region of first faculty position outside home country                            | <i>n</i> =22 – One respondent filled it in on one survey but not the other. One respondent changed their response from one survey to the other. All others matched perfectly.                   | 90.9% |
| Region of first administrative position outside home country                     | <i>n</i> =22 – One respondent responded on one survey but not the other. One respondent switched from ‘East Asia and Pacific’ to ‘Near East/South Asia’. All other responses matched perfectly. | 90.9% |
| Region of first head position outside home country                               | <i>n</i> =22 – One respondent switched their answer from ‘East Asia and Pacific’ to ‘Near East/South Asia’.                                                                                     | 95.5% |
| Regional preference                                                              | <i>n</i> =22 – Two respondents switched their responses from ‘East Asia and Pacific’ to ‘Near East/South Asia’. One respondent switched from Europe to Asia.                                    | 86.4% |
| School and community conditions ratings                                          |                                                                                                                                                                                                 |       |
| Living conditions in the city and country                                        | 0.720                                                                                                                                                                                           |       |
| Size of school                                                                   | 0.954                                                                                                                                                                                           |       |
| Salary and benefits as compared to cost of living                                | 0.754                                                                                                                                                                                           |       |
| Curriculum offered                                                               | 0.759                                                                                                                                                                                           |       |
| Position available for spouse                                                    | 0.809                                                                                                                                                                                           |       |
| Quality of education for your own children                                       | 0.683                                                                                                                                                                                           |       |
|                                                                                  | <i>n</i> =12 – One respondent marked ‘Extremely Important’ on one survey and ‘Not Important’ on the other. All others matched perfectly.                                                        |       |
| Reputation of school                                                             | 0.752                                                                                                                                                                                           |       |
| Type of school                                                                   | 0.743                                                                                                                                                                                           |       |
| Reason(s) for leaving previous position                                          | <i>n</i> =51 – Respondents provided 51 reasons for leaving their previous position, 39 matched perfectly.                                                                                       | 76.5% |
| Reason(s) for potentially leaving current position                               | <i>n</i> =50 – Respondents provided 50 potential reasons for leaving their current position, 40 matched perfectly.                                                                              | 80.0% |
| Is salary performance related                                                    | 1.000                                                                                                                                                                                           |       |
| How salary is determined                                                         | 1.000                                                                                                                                                                                           |       |
| What annual salary is for this year                                              | 0.935                                                                                                                                                                                           |       |
| Whether head feels salary is appropriate for position relative to cost of living | 1.000                                                                                                                                                                                           |       |
| Where do you see yourself in 5 years                                             | <i>n</i> =22 – Two respondents changed their responses from one survey to the next.                                                                                                             | 90.5% |
| Self perception of reason why board                                              | <i>n</i> =22 – Two respondents changed their responses from                                                                                                                                     | 90.5% |

|                                                            |                                                                                 |       |
|------------------------------------------------------------|---------------------------------------------------------------------------------|-------|
| hired the head                                             | one survey to the next.                                                         |       |
| Self perception of board's primary expectation of the head | $n=22$ – Three respondents changed their responses from one survey to the next. | 86.4% |

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## APPENDIX E

### Cover Letters – ASOS Heads

Subject: Heads of School Study – Please Participate

February 26, 2011

Dear XXXXXX,

My name is Theron J. Mott, and I am the Middle School Vice Principal at Shanghai American School in Shanghai, China. As a doctoral candidate in Educational Leadership at Lehigh University, I am conducting a research study that will investigate the state of the ASOS headship including the characteristics of current heads of schools, the career paths that have lead them to their current positions, and factors that influence their recruitment and retention. This study will also identify what changes, if any, have occurred in the characteristics of these heads and their career paths by comparing current data to studies conducted by Ken Vogel (1992) and Robert Brewitt (1993).

The population of this study is the 194 heads of school who lead schools that receive grant funding from the U.S. Department of State, Office of Overseas Schools. Because there are so few of you, each response that I receive will have a big impact on the validity of the results of this study.

I understand that you are very busy, and I would greatly appreciate it if you could take a moment to respond to this short survey. This should take no longer than 10 minutes according to pilot study participants.

Please click on the link below. It will take you to the informed consent page of the survey that will provide you with more detailed information on the survey and how I will maintain the confidentiality of your responses.

<http://www.surveymonkey.com/s/CCPI-2011>

I greatly appreciate your time!

Theron J. Mott  
Doctoral Candidate, Lehigh University  
Middle School Vice Principal, Shanghai American School

Dr. Harlan Lyso, Committee Member, International Head of School, Retired  
Dr. Daphne Hobson, Committee Member, Lehigh University  
Dr. George White, Committee Member, Lehigh University  
Dr. Ron Yoshida, Dissertation Chair, Lehigh University

Subject: 2<sup>nd</sup> Request – Heads of School Study – Please Participate

March 5, 2011

Dear XXXXXX,

You are receiving this second request to participate in a doctoral dissertation study of the state of the ASOS headship because you serve as the head of a school that receives grant funding from the U.S. Department of State, Office of Overseas Schools. To date, I have received 98 responses from your colleagues worldwide, however, with a population of only 194 school heads, your participation would add to the robustness of this study and its results.

The purpose of this study is to describe the characteristics of the heads of American sponsored overseas schools (ASOSs), the career paths that have lead them to their current positions, and the factors that influence their recruitment and retention. This study will also identify what changes, if any, have occurred in the characteristics of ASOS heads and their career paths by comparing current data to studies conducted by Ken Vogel (1992) and Robert Brewitt (1993).

I understand that you are very busy, but this survey should take no longer than 10 minutes to complete and it is completely confidential. I would greatly appreciate it if you could take a few minutes to respond to this short survey.

Please click on the link below. It will take you to the informed consent page of the survey that will provide you with more detailed information on the survey and how I will maintain the confidentiality of your responses.

<http://www.surveymonkey.com/s/CCPI-2011>

Thank you so much for your time!

Theron J. Mott  
Doctoral Candidate, Lehigh University  
Middle School Vice Principal, Shanghai American School

Dr. Harlan Lyso, Committee Member, International Head of School, Retired  
Dr. Daphne Hobson, Committee Member, Lehigh University  
Dr. George White, Committee Member, Lehigh University  
Dr. Ron Yoshida, Dissertation Chair, Lehigh University

Subject: 3<sup>rd</sup> Request - Doctoral Research: Heads of School

March 12, 2011

Dear XXXXXX,

You are receiving this third request to participate in a doctoral dissertation study of the state of the ASOS headship because heads of school in the XXXXXX region are still underrepresented in this study. To date, only XX% of the heads in your region have responded as compared to an overall response rate of XX%. That makes your participation in this study crucial to ensuring proper representation when I report on this data.

As I explained in my first letter, the purpose of this study is to describe the characteristics of the heads of American sponsored overseas schools (ASOSs), the career paths that have lead them to their current positions, and the factors that influence their recruitment and retention. This study will also identify what changes, if any, have occurred in the characteristics of ASOS heads and their career paths by comparing current data to studies conducted by Ken Vogel (1992) and Robert Brewitt (1993).

I am well aware of the grueling schedule that you have as head of school. However, in order to accurately represent you in this study, I need 13 minutes of your time for your participation. Please take a few minutes to click on the link below. It will take you to the informed consent page of the survey that will provide you with more detailed information on the survey and how I will maintain the confidentiality of your responses.

<http://www.surveymonkey.com/s/CCPI-2011>

Your time and contribution to this research is very much appreciated!

Theron J. Mott  
Doctoral Candidate, Lehigh University  
Middle School Vice Principal, Shanghai American School

Dr. Harlan Lyso, Committee Member, International Head of School, Retired  
Dr. Daphne Hobson, Committee Member, Lehigh University  
Dr. George White, Committee Member, Lehigh University  
Dr. Ron Yoshida, Dissertation Chair, Lehigh University

## ***THERON J. MOTT***

*Lane 555 Jin Feng Lu, Minhang District, Shanghai, China  
e-mail – tbmott@gmail.com*

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### *Biography*

Theron was born in Portland, Oregon and was raised in California by his mother, Nancy Mott-Simonek, and his father, Norman Simonek. Theron's wife, Becky, grew up living throughout the United States, Japan, Spain, Turkey, and Germany. After two years teaching in California, they began their career as overseas educators after being hired by Dr. Harlan Lyso in 1999. During their time overseas, they have served students in both A/OS and non-A/OS sponsored schools in Korea, Chile, and China. Theron taught grades 4-8 and served in a number of teacher leader roles before assuming his current position as Middle School Vice Principal. Theron is a proud father to Kailee and Carter, both of whom were born in Korea and have been educated entirely in overseas schools.

### *Professional Experience*

|                                                                                                                                                                     |                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Shanghai American School; Shanghai, China<br>Middle School Vice Principal<br>Teacher, Grade 7 Science                                                               | 2007 – Present |
| International School Nido de Aguilas; Santiago, Chile<br>Director, Pre-K through Grade 8 Summer School<br>Teacher, Grade 7 Science<br>Teacher, Grade 6 Science/Math | 2004 – 2007    |
| Seoul Foreign School; Seoul, Korea<br>Teacher, Grade 6 Science/Math<br>Teacher, Grade 4 Multiple Subjects<br>Teacher, Grade 5 Science/Language Arts                 | 1999 – 2004    |
| El Tejon Unified School District; Lebec, California<br>Teacher, Grade 6 Multiple Subjects, Grades 6-8 GATE Technology<br>Administrative Intern, Grades K-3          | 1997 – 1999    |

### *Degrees and Certifications*

|                                                                                                                        |      |
|------------------------------------------------------------------------------------------------------------------------|------|
| California State University, Bakersfield; California<br>Master of Arts; Educational Administration                     | 1999 |
| California State University, Bakersfield; California<br>Bachelor of Arts, Cum Laude; Liberal Studies, Physical Science | 1997 |
| California State University, Bakersfield; California<br>Preliminary Administrative Services Credential                 | 1999 |
| Multiple Subject K-12 Professional Clear Credential<br>ESL (CLAD), Single Subject English Supplement                   | 1997 |