

Public Abstract

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Title:Superintendent Instructional Leadership: Selected Leadership Behaviors and Their Relationships to an Instructional Intervention

The study examined the relationships between selected superintendent instructional leadership behaviors and the fidelity of implementation of the Instructional Practices Inventory (IPI), developed by Valentine and Painter and refined by Valentine (Valentine 2007). Data were collected from 43 superintendents using surveys. Follow-up interviews were conducted with twelve superintendents.

Data analyses did not produce statistically significant differences in how superintendents lead. Other statistical analyses did find a link between low SES and four of the five leadership behaviors being studied. Further, the presence of an assistant superintendent decreased the degree to which superintendents felt closely tied to instructional leadership.

Qualitative data analyses produced findings that implementation of the IPI process with high fidelity fostered second-order change in teaching practices. Superintendents who implemented the IPI with high fidelity felt a greater sense of burden for positive outcomes, were more likely to communicate respect for others with whom they collaborated, were more likely to thoroughly prepare when they facilitated collaboration, and were more likely to empower others to act once a vision and goals were clearly established. Superintendents uniformly expressed resentment at mandated goals but had no reservations about insisting that building level goals support the mandates. Superintendents'™ responses were ambiguous about power, influence, and their own leadership skills. Superintendents reported that personal qualities, such as trustworthiness, supported their success. Analyses of the stated actions of High Fidelity Implementing superintendents indicated that these superintendents engaged in aspects of transformational leadership (Leithwood & Jantzi, 1990) and relational leadership (Ogawa & Bossert, 1995).