Author’s Information and Guidelines
Michele Acker-Hocevar and Gary Ivory

Purpose and Assumptions

Purpose
The purpose of the book is to assist school board members in working collaboratively with superintendents to address educational needs of their constituents and prepare students for the 21st century. Specifically, the book will help school board members get an inside view of the world they are overseeing; to learn how superintendents think; and to apply this learning to their work with superintendents to ensure everyone is successful. The book’s content is based on superintendent data collected over a 10 year period.

Assumptions
Assumptions include:
1. The book is written to assist school board members to understand how the superintendent thinks, the common challenges faced by both the superintendent and the board, and the success strategies superintendents described themselves using to assist with their goals and achievement of the vision.
2. The authors of the chapters must remember that they are writing the chapters for school board members. Therefore, data must be interpreted through this lens. This poses an additional burden on authors to examine data from superintendents but address the recommendations to school board members. This is a book for practitioners rather than scholars, though you should certainly call on scholarly sources in developing your chapters. Write in a user-friendly, jargon-free style. This book should be a good read. Furthermore, we encourage you to avail yourself liberally of the quotes from superintendents (We explain below how to access the data). It may help you to think of this book almost as a journalism, rather than a research project. The recommendations we make for school board members are neither earthshaking nor original. What makes them credible and what will make the book interesting is quotations from superintendents describing their lives and work and their views of what they have needed to do.
3. Since many of the superintendent interviews predate No Child Left Behind (passed in 2001), many of the superintendents interviewed were less concerned about issues related to school accountability, social justice, and equity. Therefore, the book will expand on these areas beyond what superintendents said about them, especially in Chapters 1 & 2.
4. Contextual differences in the sizes of school districts, their locations, both the local and state policies, politics and resources impacted the role and work of the superintendent and board in different ways. [Michele, is this relevant, since we are not going to be addressing it in the book, are we?]
Author’s Guidelines

These Author’s Guidelines continue with the following:

- A description of how we have organized this project into teams of authors writing chapters together,
- A table showing the teams, the chapters each will write, a brief description of the theme of each chapter, and due dates for that team,
- Very specific details for authors to adhere to. Descriptions of each of the 13 categories, or the themes of the book, are located after the timeline for authors to submit their work,
- Timelines in order for us to have the manuscript to the publisher by May 31, 2006, and
- Instructions to access the web for data that relates to your chapter.
- How Michele and Gary arrived at the chapter themes

Additionally, a code book is attached from each of us describing how we made our final coding decisions.

How We Have Organized this Project
From the data, we have identified six challenges of educational leadership and seven strategies for being successful in the face of the challenges. In the book, we often alternate chapters on challenges with chapters on success strategies. For example, Chapter 1 introduces a challenge, focusing on student achievement, and Chapter 2 follows with a success strategy particularly relevant to the challenge, basing decisions on data. Halfway through, however, we have grouped two challenge chapters together, followed by three success-strategy chapters in a row, as we see common themes among the five chapters. And the book ends with two chapters that more or less stand alone.

The Teams and the Chapters Each will Write
We believe the most sensible way to organize the writing is to have five teams, each collaborating to write a number of chapters that should cohere with one another. The teams, chapters, and due dates for first drafts are as follows:
<table>
<thead>
<tr>
<th>Team</th>
<th>Chapter</th>
<th>Description</th>
<th>First draft due to Michele (<a href="mailto:macker@fau.edu">macker@fau.edu</a>) and Gary (<a href="mailto:givory1@sbcglobal.net">givory1@sbcglobal.net</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1:</td>
<td>Chapter 1: Focus on Student Achievement</td>
<td>Student Achievement—student achievement addresses challenges related to measuring growth of learning. Focus on challenges.</td>
<td>February 10, 2006</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Base Decisions on Data</td>
<td>Base decisions on data; monitor effectiveness; and hold people accountable. This is the other side of the coin from depending on staff. This refers particularly to the superintendent holding people accountable and implies that the board must also hold people accountable. Some leaders use the argument for equity to leverage support for better education.</td>
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<table>
<thead>
<tr>
<th>Team 2</th>
<th>Chapter 3: The Need to be Re-Elected</th>
<th>Need to be Re-Elected is a challenge and a concern to both board members and the superintendent in some districts. Board members must work with the superintendent and depend on the good work and trust that superintendent builds with the community. The superintendent is the figurehead for the organization and represents educators in the system, facing challenges in how to “best” represent the interests of educators and the public. The board evaluates the superintendent.</th>
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<tbody>
<tr>
<td>Chapter 4: Make Decisions and Prioritize</td>
<td>Make decisions. Prioritize. Anticipate future. Deliberate before changing priorities. Stick to your values. If alluding to shortages, this chapter is about how to deal with them, not shortages as a challenge.</td>
<td></td>
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<tr>
<td>Chapter 5: Mandates and Challenges to Authority</td>
<td>Mandates and Challenges are political in the sense that these challenges arise from special interest groups and the board wanting to micro-manage. Micro-politics and parental complaints, pressure from different point of view, and the idea of both giving voice, who has voice, and who wants voices are of import. The myth of local control is addressed here, that is, while some people cling to the idea that there should be local control, recent state and federal mandates have greatly curtailed that control. Also, the idea of personal integrity and honest that is a challenge in staying true to oneself, while at the same time being sensitive enough to read the “tea leaves” and know when you are in trouble in your position; trust.</td>
<td></td>
</tr>
<tr>
<td>Chapter 6: Get Meaningful Input</td>
<td>Get meaningful input from constituents. Learn about the district and its populations. Complaints from parents are included here, though a report of an individual parent carping about his/her own child perhaps would go better under “Mandates and Other Challenges. Public engagement vs. public relations.</td>
<td></td>
</tr>
</tbody>
</table>

February 10, 2006
| Team 3 | Chapter 7: A Wide Range of Responsibilities | Wide Range of Responsibilities—are challenges that can take the superintendents and the board down. Given these responsibilities, there are many decisions and things change quickly. There is a need for stamina and addressing stress. The role of the superintendent is 24/7. School board members too are in the public eye at all times. |
| Chapter 8: The Shortage of Resources | Resources—the shortage of resources is a challenge for superintendents and school boards. Issues related to resources have to with responsible fiscal management and the understanding of budgetary and fiscal matters; complex funding patterns; shortages of human resources such as the finding the right match for schools of high need; the importance of “good” principal leadership and the shortages of principals; resources for professional development; personal resources for developing knowledge and people skills that keep you out of trouble; cultural resources; the challenges of attracting funding through grants; and resources to develop the school board. |
| Chapter 9: Learn about Education and Your Role | Learn about education in general and your role in particular. The benefit of mentors and networks |
| Chapter 10: Sell the Vision | Sell the vision. Keep community informed. Promote positive image. Set and communicate expectations. |
| Chapter 11: Recruit, Keep, Develop, and Rely on Good Staff | Recruit, keep, develop, and depend upon good staff. Realize the physical and mental demands on the superintendent |

March 1, 2006
| Team 4: | Chapter 12: Changes Internal and External to the District | Changes Internal and External to the District—There are many changes that the Board needs to address in terms of events that require a response/action. Some examples include: changing demographic patterns, technology demands, re-districting, changes that are part of a natural process of organizational life such as retirements, and induction of new teachers. |
| Team 5: | Chapter 13: Maintain good relationships | Maintain good relationships with staff, peers, constituents, and other power-holders. Use positive relationships to get work done. Integrity is important to relationships. | January 10 |
Details for Authors to Adhere to

1. Within a team, authors can decide how to assign tasks and credit for authorship. But the team should work together to plan that division of the book to ensure there is a logical progression to the chapters and a connection between them. It is important that members of the team can work well together. To commit to this book, please indicate either with whom you would like to work or on which team you would like to work. Or, a number of you can get together and ask to work on a certain team. In other words, you might inform us either, “I want to work with Joe and Helen;” “I want to work on Team 2;” or even, “Joe, Helen, and I want to work on Team 2.” We will do our best to accommodate you.

2. We have used QSR N5 and N6 software to code the data by challenges and success strategies. We also provide you access to the original interview transcripts in case you want to read them yourself. Instructions below tell how to access the data from the UCEA website and also how to access a demo copy of QSR N6.

3. Address your writing to the school board member.

4. If you do cite sources, use APA style.

5. Citations should punctuate ideas rather than elaborate scholarly ideas per se. Your audience is a school board member who may be working in an urban, rural, or suburban district. The school board member may or may not be very knowledgeable about his/her role and educational issues and how to establish positive working relationships.

6. You may want to look at past issues of the American School Board Journal to get some ideas about how this journal is written for school board members. The journal is very conversational, with many concrete examples, quotes, lists and bullets. Remember, school board members need to see that what you are writing will help them be more successful. [We’ve already said this next sentence pretty well above. I suggest we delete it from here.] Reading through the themes that correspond to your chapter will require that you transpose what superintendents said into meaningful actions and responses for school board members.

7. Limit your chapters to 25 pages, including your references.

8. Read over the theme assigned to your chapter. What subthemes emerged within the overall theme? How can you use the data in this theme to craft your chapter for a school board member to find meaning? Assistance? Knowledge about the superintendency? About their role?

9. Remind yourself over and over you are writing these chapters directly to a school board member to assist them in being successful and to help them better understand the complexities of schooling and education today.

10. Follow this standard template:
   a. Introduce your chapter theme by describing the theme from the data.
   b. Present an argument as to why this theme is important for the school board member’s understanding and success.
   c. What is missing from the theme that you know is important and relevant? [I don’t understand you here, Michele.]
   d. What subthemes are you going to expand on and how will you incorporate meaningful quotes? Provide relevant examples? Translate into the work of the board member?
e. Conclude each chapter with “A So What?” kind of summary. In other words, how does what you have written translate into helping the school board member?
f. Include references.

Author Timelines Gary, look over this and adjust accordingly.
1. Commit to writing a chapter by September 7, 2005………..
2. Meet at UCEA to discuss proposed chapter outline—have outline ready or have it to us electronically.
3. Draft of Chapter for Gary and Michele:
   • Chapters 12-13, January 10, 2006
   • Chapters 1-6, February 10, 2006
   • Chapters 7-11, March 1
4. Feedback on Chapter to Author by March 31.
5. Revisions due to Gary and Michele by April 30.
6. Final revisions if needed by May 15.
7. Book completed by May 31 and sent to publisher.

To Access the Data for Your Chapters

We have coded the data in QSR’s N5 software (formerly known as NUD*IST). If you have your own copy of N5 or N6, you can use it to open our project. If you do not have a copy, you can download a demo of N6 (with a tutorial if you like) from http://www.qsr.com.au/freesoftware/demosoftware/Demo software.htm

The demo will allow you to read our analyses of the transcripts or even do some of your own coding, but you will not be able to save your work.

You need WinZip software to download the folder for use in N6. You can purchase WinZip for $29 or download an evaluation copy at http://www.winzip.com/downwzeval.htm

You will find all the data for your chapter at http://uacea.org/1000Voices/1000Voices.htm

To access the click on the link ZIPPED Version. The File Download window will appear. (We also have the data there in an unzipped version, but it will complicate your job to no end.) When you click on SIPPED Version, you will see this window.
Now, here’s the tricky part: When you see the “Save As” window, be sure to save to C:\QSR Projects\N6\Projects\

N6 automatically looks for its data in the C drive, not in “My Documents,” where you may be used to working.

Now, you’ve downloaded the data, but you need to unzip the folder. Click on the “Start” button, then “Programs”, “Accessories”, and “Windows Explorer.”

Find the “chall_strat” folder with the clamp on it to symbolize that it is a zipped folder. Right click on it. Select WinZip Select Extract to folder Select C:\QSR Projects\N6\Projects

The folder should go right to where you need it.
1. Open your own copy of N5 or N6 or the free demo copy. You will see a window like the one to the right. Click *Open Project*.

2. You will see the *Open Project* window, but probably no project names will appear. Click the *Browse* button.

3. You will have to browse through your files and folders until you find the folder “chall_strat” that you downloaded from the UCEA website. It should appear in

   \[\text{C:\QSR\Projects\N6\Projects}\]

   When you find the project, highlight the file “project” and click *Open*.

4. The project name will appear in the Q6 *Open Project* window. Make sure it is highlighted; click *Open*; and you are ready to go.
5. You should find a *Node Explorer* window in the lower left-hand corner of your screen.

6. If the *Node Explorer* window is not there, simply move your cursor to the upper left-hand portion of your screen, click *Node* and select *Explore*. The window should appear.

7. In the *Node Explorer* window, double click on *Free Nodes*. The nodes we created should appear.

8. To read all the segments we coded from all the transcripts with the *Student Achievement* node, for example, highlight it and click *Browse*. 
9. You can now scroll down through all the text we coded with this node.

If you find a segment that you wish to copy and paste into the chapter you are writing, simply highlight it and right click. You can then paste it right into your text.

Now, if you are not satisfied with our coding, and want to read one or more transcripts for yourself, go ahead. Just go back to the UCEA website address we provided above. Transcripts we have used are there in PDF format and you may open and read as many as you like.
**Background: The Book’s Development and Data Analyses Phases**

Superintendents’ interviews and focus groups conducted over the last 10 years were included in the analyses upon which this book rests (from Voices I, any transcript of an interview in which the word “board” appeared; five focus-group transcripts from Voices II; and the three Voices III pilot focus groups). In *phase one* data were coded separately by the two researchers, Acker-Hocevar and Ivory. For example, Acker-Hocevar developed 25 codes that included: professional development, career advancement, change, preparation, decision-making, challenges, learning over time, motivators, public relations, communication, resources, detractors, leadership, school board relations, student achievement, community, negotiations, confidents, listening, social context, personnel, politics, ethics, role-behavior, and teaching and learning.

During *phase two*, Ivory took the coding from both researchers and identified 13 categories, the six challenges and seven success strategy mentioned above. These challenges and success strategies, therefore, yielded the framework the book is built upon. This framework offers to assist school board members with a better understanding for how they might establish more collaborative working relationships with their superintendents; develop a much clearer understanding of the thinking and actions of superintendents; and better shape their roles in relation to the various challenges and success strategies superintendents have honed that can impact a school board member’s success too.

*Phase three* took place over three to four months, while both researchers worked to establish internal reliability using the 13 categories to code about 25 percent of the transcripts. During this time, the researchers were in dialogue continuously about how they coded each transcript. These categories were being reviewed, refined, and amended to ensure that both researchers were developing a shared understanding of how these success strategies differed from the challenges. A coding book was developed by each researcher to explain coding decisions made, particularly when the decision seemed too difficult and there were overlapping codes. (Coding books are attached to this information for your perusal.)

*Phase four*, the final phase of coding consisted of dividing the transcripts into coding for all of the seven success strategies (Ivory) and all of the six challenges (Acker-Hocevar). Below is a list of all the challenges and success strategies that correspond to each chapter in the book.

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**Challenges & Corresponding Chapter Assignments**

Six Challenges were identified:

1. Student Achievement-Chapter 1
2. Resources-Chapter 8
3. Wide Range of Responsibilities-Chapter 7
4. Changes Internal and External-Chapter 12
5. Mandates and Challenges-Chapter 5
6. Re-Election-Chapter 3
**Success Strategies & Corresponding Chapter Assignments**

Seven Success Strategies were identified:
1. Learn about Education and the Role - Chapter 9
2. Get Meaningful Input - Chapter 6
3. Make Decisions - Chapter 4
4. Sell the Vision - Chapter 10
5. Recruit and Maintain Good Staff - Chapter 11
6. Maintain Good Relations - Chapter 13
7. Accountability - Chapters 1 & 2.

*Phase five* of the coding analyzed the overlap between success strategies and challenges and provided us with a natural outline for the book. For example, we found that the challenge “Mandates and Challenges,” frequently overlapped with the coding of the success strategy “Get Meaningful Input.” Additionally, the coding of the challenge “Need to Get Re-Elected” often overlapped with the coding for the chapter on “Make Decisions and Prioritize.” (The chapter outline is described in more detail under the section, *Overview of the Book*, and is grounded in the relationships described above that acknowledge these linkages between certain challenges and success strategies).