



In the Pipeline: The Early Career Paths of Administrative Certificate Holders in Illinois

This **Research Report** presents the results of the Illinois Education Research Council's study of recent type 75 (T75) administrative certificate earners in Illinois. The study examines the early career paths of a random sample of 300 of the approximately 1400 individuals who earned their T75 administrative certificates in 1999-2000. The response rate was 73 percent, with 219 individuals completing the survey. The findings reveal some troubling information about the workings of the labor market for public school administrators in Illinois.

The majority of newly certified administrators seek T75 positions within two years. Overall, 40 percent held a T75 position within two years of certification, and another 31 percent had applied for such a position. Nearly twenty percent of those who became T75 administrators did not apply for their jobs.

African American certificants were most likely to seek a T75 position (81%) and least likely to be hired or offered a position (49% of those seeking a position compared to 80% of White certificants). Not a single African American administrator obtained a job without applying compared to 19 percent of the White administrators. Only 22 percent of African American certificants held T75 positions within two years, half the 44 percent of White certificants.

Female certificants were somewhat less likely to seek a position (69%) than male certificants (76%) and had a lower success rate (71% hired or offered a position compared to 83% of males). Almost half of all male certificants held a T75 job within two years. They were also almost twice as likely not to have applied for their jobs (27%) compared to women holding T75 positions (15%).

Age also makes a difference. Older certificants were more likely to seek a T75 position than those

under the age of 40 (75% compared to 66%). Most younger T75 administrators applied for their positions (80%), while most T75 administrators age 40 or more obtained their job without applying (81%). Those in the older age group who did apply were not very successful, with almost 70 percent receiving no offers.

Two routes to educational administrative work appear to exist in Illinois. In one route, T75 certificants either do not apply for their jobs, or apply for one or two jobs and receive roughly the same number of offers, and become T75 administrators. In the second route, T75 certificants apply for one or often more jobs but have less success in obtaining jobs offers. Some portion of those in the first group, most notably those who obtain T75 jobs without applying, appear to be tapped or sponsored for specific T75 jobs. Women and African American candidates are less well served by this practice. Older candidates are best served by this practice, since most obtain their jobs without applying.

Recent evidence from national data indicates that women are less likely than men to be promoted into administrative positions in education. This study suggests that differential promotion is a problem in Illinois as well. Diversity of public school administrators is a concern in this state, and greater efforts are needed to ensure that traditionally under-represented groups gain access to these positions.

The full report, **In the Pipeline: The Early Career Paths of Administrative Certificate Holders in Illinois**, is also available at <http://ierc.siue.edu> under 'Publications'. For more information contact Dr. Karen DeAngelis at the Illinois Education Research Council. Her email is kdeange@siue.edu.

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In the Pipeline: The Early Career Paths of Administrative Certificate Holders in Illinois

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HIGHLIGHTS

Characteristics of T75 Certificants

New T75 administrative certificate earners in Illinois look similar to the State's K-12 teaching force (i.e., majority female and White).

- 81% White
- 69% Female
- 57% aged 40 and over
- 87% were working in the Illinois Public Schools at the time of the survey.

Early Employment Outcomes of T75 Certificants

Within two years of T75 certification, 4 in 10 (40%) of the 1999-2000 certificants were holding T75 jobs.

- About 3 in 10 (31%) had applied for but either did not obtain or did not accept a T75 job.
- About 3 in 10 (29%) had not applied for a T75 job.

Female and African American certificants were less likely than male and White certificants, respectively, to be holding administrative jobs within two years of certification.

- 36% of female certificants compared to 49% of male certificants became T75 Administrators.
- 22% of African American certificants compared to 44% of White certificants became T75 Administrators.

Reasons For Obtaining T75 Certification

The majority of respondents felt that they needed to become administrators in order to make positive organizational and curricular changes that would benefit teachers and students.

Nearly one out of four certificants (24%) pursued T75 certification because of the convenience of the program.

Those who became T75 administrators were more likely to cite encouragement by others as a very important factor for pursuing certification than those who did not hold such jobs.

Applying For and Accepting T75 Jobs

Male and White T75 Administrators, as well as those aged 40 and older, were more likely to obtain their T75 positions without applying than female, African American, and younger (i.e., under age 40) T75 Administrators, respectively. Among those who became T75 administrators,

- 27% male versus 15% female,
- 19% White versus 0% African American, and
- 29% aged 40 and over versus 9% under age 40 obtained their jobs without applying.

Among the 31 percent of certificants who applied for but did not hold T75 jobs, 43 percent obtained offers that they chose not to accept.

Factors Affecting T75 Certificants' Labor Market Decisions

Factors associated with individual schools and districts had the greatest impact on T75 Administrators' decisions to accept their jobs. The majority of these respondents cited the following as "very important" factors:

- philosophy of the district's leadership
- a school or district's reputation for high quality education and for safety
- the amount of resource support in the school

The levels of stress and responsibility associated with administrative work were not important factors for a majority of those who applied for but did not become T75 administrators. Proximity of job was the most important factor.

INTRODUCTION

While a great deal of attention has been paid in recent years to the labor market for school teachers, less attention has been paid to the labor market for school administrators. Yet, studies have shown that principals have significant effects on school climate and student outcomes (e.g., Brewer, 1993; ERS, 2000; Sebring & Bryk, 2000). Moreover, similar to the situation for teachers, concerns about administrator quantity and quality abound (e.g., Hammond et al., 2001; NASBE, 1999; Peterson & Kelley, 2001). In Illinois, the problem of administrative shortages is expected to worsen. Between the 1996 and 2001 academic years, administrator attrition rates more than doubled from 3.4 percent to 7.0 percent. Moreover, about 38 percent of Illinois' public school administrators will be eligible to retire by 2005 (ISBE, 2002). While only ten administrative positions were left unfilled in 2001-02 (ISBE, 2002), the attrition and retirement figures portend greater problems with administrative shortages in years to come.

The purpose of this study is to explore the early career outcomes and attitudes toward school administrative positions of recent administrative certificants in Illinois in an effort to gain a better understanding of the short-term occupational decisions made by those who prepare to become administrators.

DATA

During the 2001-02 academic year, the Illinois Education Research Council (IERC) contracted with the Institute for Urban Research at Southern Illinois University Edwardsville to conduct a telephone survey of a random sample of individuals who had earned their Illinois type 75 (T75) administrative certificates in 1999-2000. The population of recent T75 administrative certificate earners was drawn from the Teacher Certification Information System (TCIS) maintained by the Illinois State Board of Education. Survey respondents were asked

questions about their academic backgrounds, current jobs, efforts to obtain administrative positions, attitudes toward administrative work, and future intentions in the administrative field. Of the population of 1386 people who had obtained T75 administrative certification in 1999-2000, 300 were randomly chosen to participate in the survey. The telephone effort yielded 152 completed surveys. The IERC conducted a follow-up mail survey and obtained an additional 67 responses for a total of 219 completed surveys (73 percent overall response rate). JBL Associates, Inc. of Bethesda, Maryland assisted the IERC with data compilation and analysis.

The purpose of the sampling design of the survey was to produce a statewide random sample of the certificate holders; the survey was not designed to facilitate sub-state analyses.¹ The sample data presented in this report provide estimates of the responses we would expect to obtain from the population from which the sample was drawn. Statistically significant differences in responses are highlighted in the report. Given the relatively small sample size, a 90 percent level of significance was used, which means that we can be 90 percent certain that the differences found in this report would occur if we were to examine the total population of T75 certificants in 1999-2000.

¹ T75 certificants from the Chicago Public Schools are underrepresented in the sample; whereas Chicago certificants comprised 22 percent of the T75 certificant population, they make up 16 percent of the sample in this study. In general, the responses of the Chicago certificants were similar to those of the entire sample.

FINDINGS

CHARACTERISTICS OF THE 1999-2000 T75 ADMINISTRATIVE CERTIFICANTS

Table 1 presents information on the characteristics of the 1999-2000 T75 administrative certificate earners in Illinois. Eighty-one percent of the certificants were white, 12 percent were African American, 4 percent were Hispanic, and 1 percent was Asian. Two percent of the respondents declined to state their race/ethnicity. While the racial/ethnic backgrounds of these certificants correspond to those of practicing Illinois teachers (15% minority) and principals (19% minority), racial/ethnic minorities are underrepresented in all three groups compared to the Illinois students that they serve (41% minority) (ISBE, 2002).

Nearly 7 out of 10 (69%) of the recent T75 administrative certificants were female. By comparison, 77 percent of teachers, 50 percent of principals and 17 percent of superintendents in Illinois are female (ISBE, 2002). The interest in leadership roles by women as shown by their pursuit of administrative certification is promising for the promotion of gender diversification among district administrators in the state.

More than half (57%) of the certificants were at least forty years old, and about 34 percent were in their thirties. The vast majority (87%) of the certificants were working in the Illinois public schools at the time of the survey. An additional 11% were working in private or non-IPS schools. Just one percent was working outside of the education field.

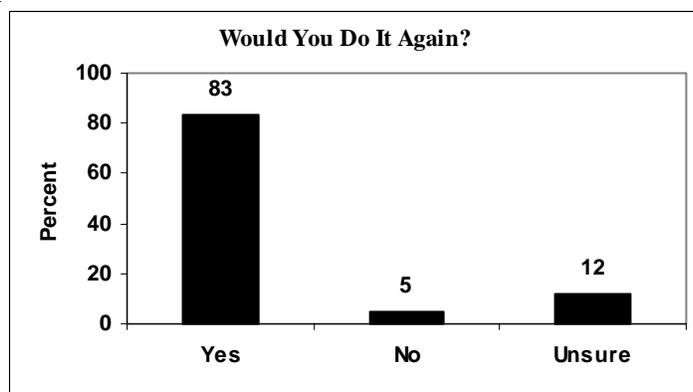
The majority of T75 administrative certificants expressed a high level of commitment to public education. When asked if they would work in the public school system again if given

the opportunity to start over, 83 percent of the respondents stated that they would do it again. Five percent said that they would not do it over, while the remaining 12 percent were unsure (Chart 1).

Table 1. Select Characteristics of the 1999-2000 T75 Certificants

	Percent of T75 Certificants
Race/Ethnicity	
African American	12%
Asian	1%
Hispanic	4%
White	81%
Undeclared	2%
Gender	
Female	69%
Male	31%
Age	
< 30 years old	9%
30-39 years old	34%
40-49 years old	30%
50 + years old	27%
Employer at the time of the survey	
Illinois Public Schools (IPS)	87%
Private/Non-IPS School	11%
Private/Not-for-profit Business	1%
Not Employed	1%

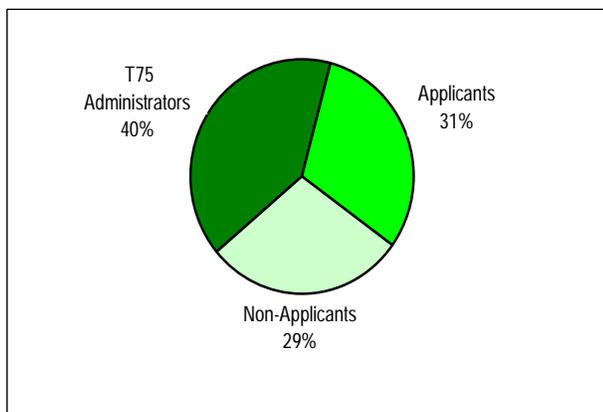
Chart 1. Commitment of T75 Certificants to Public School Education



THE EARLY EMPLOYMENT OUTCOMES OF T75 ADMINISTRATIVE CERTIFICANTS

The sample of 1999-2000 administrative certificate earners in Illinois can be broken into three distinct groups: those who held an administrative job within two years of certification (“T75 Administrators”), those who had applied for but did not hold an administrative job (“Applicants”), and those who did not apply for an administrative job (“Non-Applicants”). Chart 2 presents the distribution of T75 certificants by these three groups. T75 Administrators constitute about 40 percent of the 1999-2000 certificants in Illinois. An additional 31 percent were Applicants and 29 percent were Non-Applicants. Thus, nearly three out of ten of those who obtained T75 certification did not apply for a T75 job within two years of certification. Another three out of ten applied for but either failed to obtain or opted not to accept such a position.

Chart 2. Distribution of T75 Certificants By Group



Although females outnumbered males two to one in their pursuit of T75 certification in 1999-2000 (Table 1), they were less likely to be holding administrative jobs within two years of certification (Table 2). About one-third (36%) of the female certificants compared to almost half (49%) of the male certificants became T75 administrators during this time. African American certificants also had more difficulty than White certificants in becoming administrators. While 81 percent of the African American certificants sought T75 jobs (22% plus 59% in Table 2), only

Table 2. Distribution of Select Characteristics of T75 Certificants By Group

	T75 Administrators	Applicants	Non-Applicants
Gender			
Female	36%	32%	31%
Male	49%	28%	24%
Race/Ethnicity*			
African American	22%	59%	19%
White	44%	26%	30%
Age			
Under 40	45%	21%	34%
40 and Older	36%	39%	25%

* Hispanic and Asian figures are excluded due to their small sample sizes.

22 percent became T75 Administrators; in contrast, 70 percent of White certificants sought T75 jobs and 44 percent became T75 Administrators.

Based on these results, female and African American certificants appear less attractive to schools and districts than their male and White counterparts. Additional evidence, however, suggests that personal choices made by female certificants may partially explain the gender differences. Overall, T75 Administrators appear more flexible than those in the other two groups in terms of their willingness to accept positions outside of the school or district in which they were working at the time of certification. At the time of the survey, 56 percent of the T75 Administrators were working in the same school or district, compared to 72 percent of the

Table 3. Working Locale of Certificants at Time of Survey By Group

	T75 Administrators	Applicants	Non-Applicants
Working in same school/ district at the time of the survey	56%	72%	84%
Female	67%	74%	85%
Male	39%	68%	81%
African American	67%	60%	80%
White	55%	77%	85%
Under 40	56%	72%	84%
40 and Older	57%	72%	84%

Applicants and 84 percent of the Non-Applicants (Table 3). But within the T75 Administrators group, females (67%) were more likely than males (39%) to be working in the same school or district, suggesting that they may be more constrained by location when considering administrative job opportunities. An alternative

explanation may be that women are more successful in obtaining T75 jobs in locales where they have been working and are known. Further research is needed to determine the true basis of this gender difference. No statistically significant difference by race or age was found on this measure of locale.

REASONS FOR OBTAINING T75 CERTIFICATION

Respondents were asked to rate by degree of importance their reasons for obtaining T75 administrative certification. A three-point scale (“Very Important”, “Somewhat Important”, “Not Important”) was used. Interestingly, high percentages of respondents from all three groups felt that they needed to become administrators in order to make positive organizational and curricular changes that would benefit teachers and students. For example, more than two-thirds of all certificants viewed the following statements as “very important” reasons for obtaining T75 certification (Chart 3):

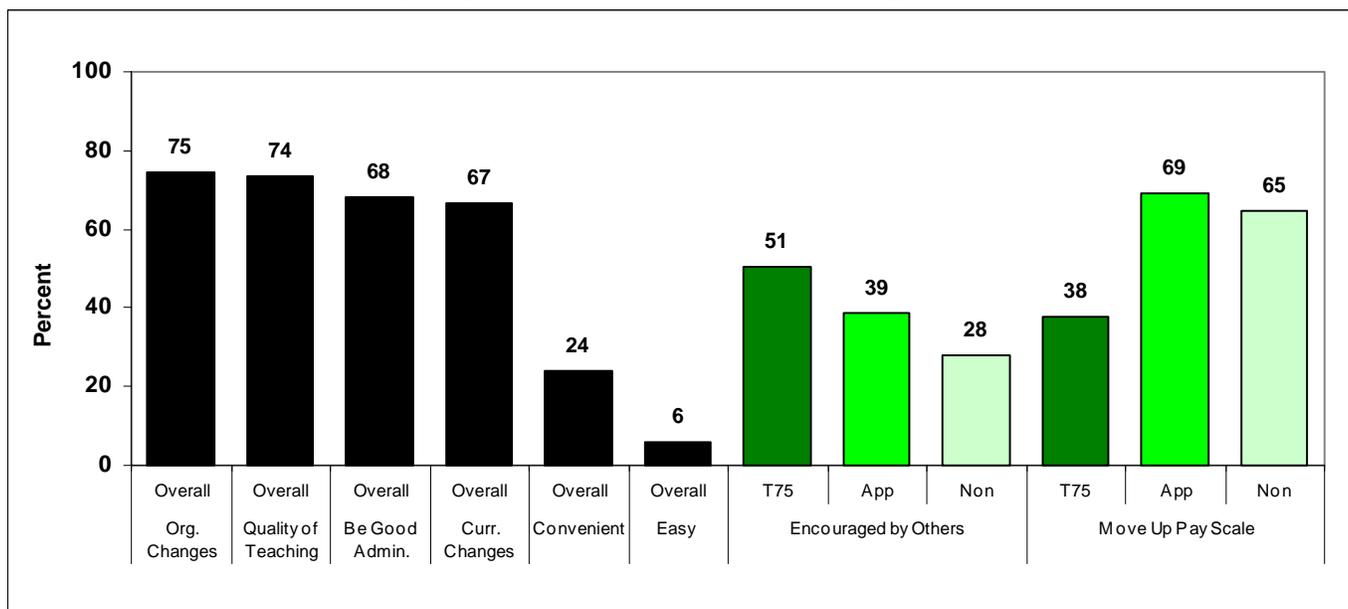
- “As an administrator, I would be able to make organizational changes that would benefit teachers.” (Org. Changes)
- “I wanted to be able to influence the quality of teaching more directly than I could as a teacher.” (Quality of Teaching)

- “I thought that I would be a good administrator.” (Be Good Admin.)
- “As an administrator, I would be able to make curricular changes that would benefit students.” (Curr. Changes)

Nearly one out of four certificants (24%) stated that they pursued T75 certification because the program was more convenient than other programs in terms of time or location. Few respondents (6%) reported that they were motivated by the belief that the administrative program would be easier than one in another field of study.

Two reasons for pursuing certification elicited noteworthy differences in responses across the three groups (Chart 3). Those in the T75 Administrators group (51%) were more likely

Chart 3. “Very Important” Reasons For Obtaining T75 Certification



than the respondents in the other two groups (39% Applicants, 28% Non-Applicants) to cite encouragement by others as a very important reason, but they were less likely (38%) than Applicants (69%) and Non-Applicants (65%) to state that movement up the pay scale was very

APPLYING FOR AND ACCEPTING T75 JOBS

Table 4 shows the number of job applications filed by certificants in the T75 Administrators and Applicants groups. Twenty percent of those who became T75 Administrators did not apply for their jobs. Males (27%) were more likely than females (15%) to obtain their positions without applying. Similarly, while 19 percent of White T75 Administrators obtained their jobs without applying, not a single African American T75 Administrator did so. Certificants aged 40 and over also were more likely (29%) than younger certificants (9%) to obtain jobs in this way. It is unclear from the survey responses how the majority of these individuals obtained their jobs, although a few respondents indicated that they were targeted to take over jobs that had been vacated. An additional 34 percent of the T75 Administrators submitted just one application. These results, coupled with the difference in encouragement received by T75 Administrators compared to those in the other two groups (Chart 3), make it appear that a sizeable number of would-be administrators in Illinois are encouraged to pursue T75 certification in order to take over specific jobs.

In the Applicants group, slightly more than half (52%) filed three or more applications for T75 jobs, suggesting that these certificants either were less selective about where to work or were less confident in their abilities to obtain such positions than those in the T75 Administrators group. Forty-three percent of the respondents in this group filed one or two applications.

Of those who applied for T75 jobs, three out of five (60%) of the T75 Administrators received

important. Of course, those who leave teaching for administrative jobs generally advance to higher pay schedules, which might explain why this latter factor held less importance for T75 Administrators compared to those in the other two groups.

one offer (Table 5). Three percent stated that they had not received any offers, although they held T75 jobs anyway.² About one-third (33%) of the applicants from this group received two or more offers.

Table 4. Number of T75 Job Applications Filed By Group

Group	None	1	2	3 or more	Undeclared*
T75 Administrators	20%	34%	10%	28%	8%
Overall	20%	34%	10%	28%	8%
Female	15%	38%	11%	29%	7%
Male	27%	27%	9%	24%	12%
African American	0%	33%	33%	33%	0%
White	19%	33%	9%	28%	10%
Under 40	9%	35%	12%	37%	7%
40 and Over	29%	33%	9%	18%	11%
Applicants	0%	29%	14%	52%	5%

*These respondents applied for T75 jobs but did not indicate the number of applications submitted.

Table 5. Number of Job Offers Received By Group*

Group	None	1	2	3 or more	Undeclared**
T75 Administrators	3%	60%	20%	13%	4%
Applicants					
Overall	57%	28%	10%	2%	3%
Female	61%	25%	10%	2%	2%
Male	47%	37%	10%	0%	5%
African American	69%	19%	12%	0%	0%
White	54%	33%	9%	0%	4%
Under 40	30%	50%	15%	0%	5%
40 and Over	69%	19%	8%	2%	2%

* Only those certificants who applied for T75 jobs are included in this table.

** These respondents received job offers but did not indicate the number of offers received.

²The 20 percent of T75 Administrators who did not apply for T75 jobs are not included in this three percent figure.

Just over two out of five (43%) of the Applicants received one or more offers that they for some reason deemed unacceptable. The remaining Applicants (57%) did not receive any offers. Interestingly, Applicants aged 40 and older were much less likely to receive job offers than younger (i.e., under age 40) Applicants. Female and African American Applicants also were less likely than male and White Applicants to not obtain job offers, but the differences were not statistically significant.

Table 6 combines the information from Tables 4 and 5 to show the number of job offers received by the number of applications filed for those who applied for T75 jobs from the T75 Administrator and Applicant groups. The 20 percent of T75 Administrators who obtained jobs without applying are not included in this table. The results suggest two routes to educational administrative work in Illinois. In one route, T75 certificants apply for one or two jobs, receive roughly the same number of (if any) offers, and become T75 administrators. In the second route, T75 certificants apply for one or often more jobs but have less success in obtaining job offers.

The reasons behind the differing outcomes of these two groups are not clear. One possibility is that the certificants in the first group are more

qualified than those in the second group. These certificants stand out from the other certificants when applying for jobs and have little need to cast a wide net when searching for administrative work. A second possibility, and one supported by anecdotal evidence from practitioners around the state, is that some certificants are “sponsored” into their positions; that is, they pursue T75 certification in order to take over particular administrative jobs. Presumably, the one in five T75 Administrators who obtained jobs without even applying were somehow tapped for their jobs. It seems likely that some portion of the certificants who applied for just one or two jobs and received those offers were tapped as well. Other certificants, in contrast, seem to follow a more traditional path into administration by obtaining certification and then applying for T75 work. These individuals, many of whom are females and African Americans, tend to have less success in their efforts to move into administrative positions. It is likely that both scenarios are at work in the administrative labor market in Illinois. Further research is needed to determine the prevalence and operation of what we call sponsorship-type activities, particularly given the underrepresentation of various groups in administrative positions in the state.

Table 6. Number of Job Offers Received By the Number of Job Applications Filed, By Group*

	No Offers	1	2	3 or more	Undeclared
Number of Applications					
T75 Administrators					
1	3%	77%	0%	0%	20%
2	0%	78%	22%	0%	0%
3 or more	0%	42%	21%	29%	8%
Undeclared	0%	29%	57%	0%	14%
Applicants					
1	47%	37%	0%	0%	16%
2	56%	33%	11%	0%	0%
3 or more	65%	23%	12%	0%	0%
Undeclared	100%	0%	0%	0%	0%

* Does not include the 20% of T75 Administrators who obtained jobs without applying.

Success Rates

Table 7 combines information from Tables 2, 4 and 5 to present the “success rates” of the T75 certificants. The success rate considers only those who sought T75 jobs (i.e., Non-Applicants are excluded) and is calculated as the percentage of certificants who became T75 Administrators (including both those who applied for and did not apply for jobs) plus the percentage of Applicants who received job offers divided by the total percentages of T75 Administrators and Applicants. The success rate indicates the proportion of certificants in each gender/race/age category who had the opportunity to take a T75 job. Male and White certificants, as well as those under age 40, experienced greater success rates in the administrative labor market than female and African American certificants and certificants aged 40 and older. Whereas 80 percent of White certificants who applied for T75 jobs had an opportunity to take such a job, only 49 percent of African American certificants had such an opportunity. Similarly, 91 percent of younger certificants (i.e., those under age 40) who applied for jobs had success in the market compared to 64 percent of those aged 40 and older.

In sum, African American certificants were the most likely to apply for T75 jobs (81%), but the least likely to be successful (49%). Among those who became T75 Administrators, not a single African American obtained a job without applying compared to 19 percent of the White Administrators. Female certificants were somewhat less likely to seek a T75 position (69%) than male certificants (76%); of those who did apply, they experienced a lower success rate than their male counterparts (71% versus 83%). Almost half of all male certificants (49%) held T75 jobs within two years of certification compared to just over one-third (36%) of female certificants. Finally, the results show that age makes a difference as well. Younger certificants were less likely to seek T75 positions (66% compared to 75%) than certificants aged 40 and older. While most younger T75 Administrators applied for their jobs (80%), most of those aged 40 and older obtained their jobs without applying (81%). Those in this older group who did apply were not very successful, with almost 70 percent receiving no offers.

Table 7. “Success Rates” for T75 Certificants in the Administrative Labor Market

	Success Rate	T75 Administrators			Applicants			Non-Applicants
		Apply	No Apply	Total	Offer	No Offer	Total	Total
Female	71%	21%	15%	36%	12%	20%	32%	31%
Male	83%	22%	27%	49%	15%	13%	28%	24%
African American	49%	22%	0%	22%	18%	41%	59%	19%
White	80%	25%	19%	44%	12%	14%	26%	30%
Under 40	91%	36%	9%	45%	15%	6%	21%	34%
40 and Over	64%	7%	29%	36%	12%	27%	39%	25%

FACTORS AFFECTING T75 CERTIFICANTS' LABOR MARKET DECISIONS

Factors associated with individual schools and districts had the greatest impact on T75 Administrators' decisions to accept their jobs. Specifically, the philosophy of a district's leadership, a school or district's reputation for high quality education and for safety, and the amount of resource support (e.g., materials and technology) in a school were cited as "very important" factors by more than half of the T75 Administrators (Chart 4). Salary and proximity to home were somewhat less important, albeit not unimportant, factors.

When asked about the most challenging aspect of their jobs, nearly two-thirds (63%) of

the T75 Administrators cited time management as the major challenge. A small percentage of respondents found staff evaluations (10%) and interactions with parents and the community (8%) to be most challenging.

Applicants and Non-Applicants were asked to indicate their reasons for either not applying for or not accepting a T75 job. The most important reason for not accepting a job among Applicants was the lack of availability of local T75 positions; 41 percent indicated that waiting for a local position to open up was a primary factor (Chart 5).

Chart 4. Factors Affecting T75 Administrators' Decisions to Accept a T75 Job

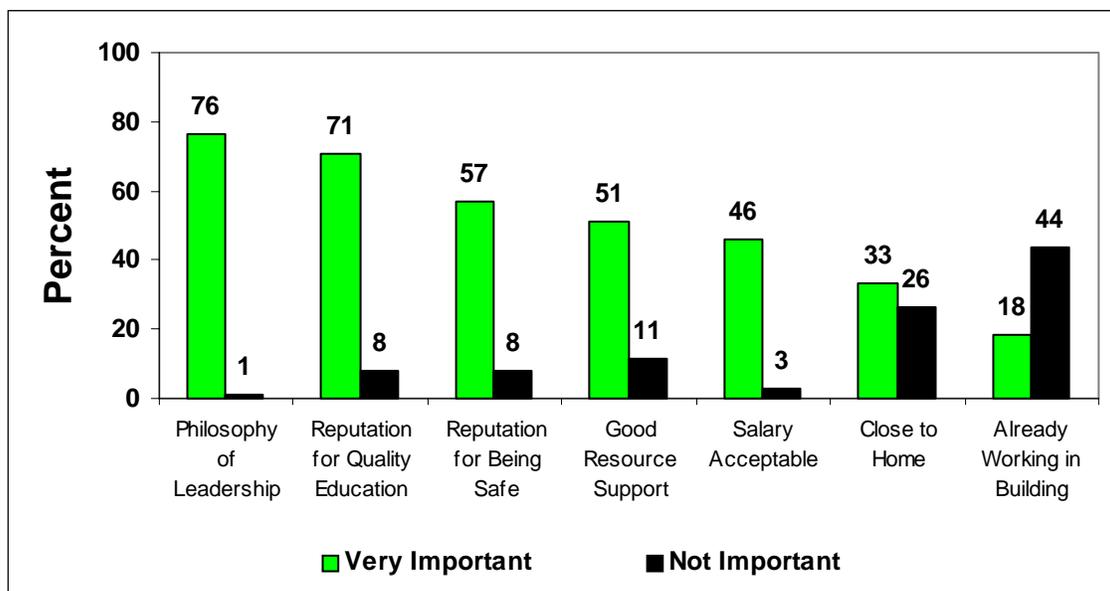
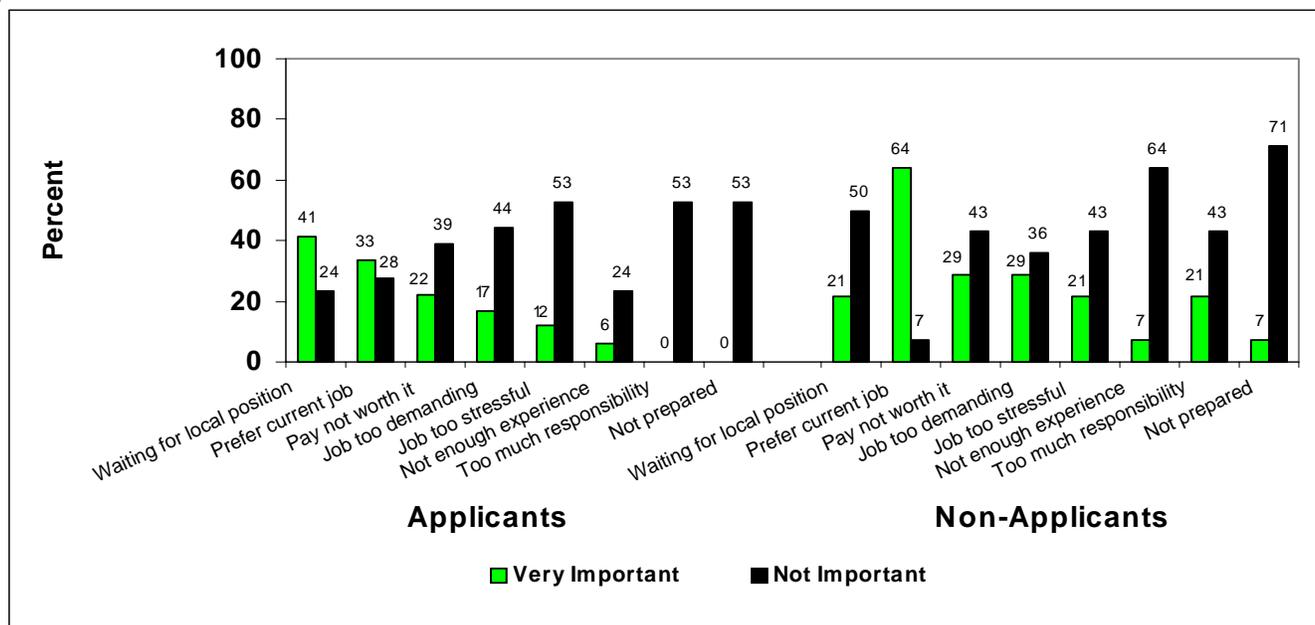


Chart 5. Reasons For Not Applying For or Accepting a T75 Job



Another 33 percent preferred to stay in their current jobs. More than half (53%) of these respondents stated that the levels of stress and responsibility associated with these jobs were not important factors.

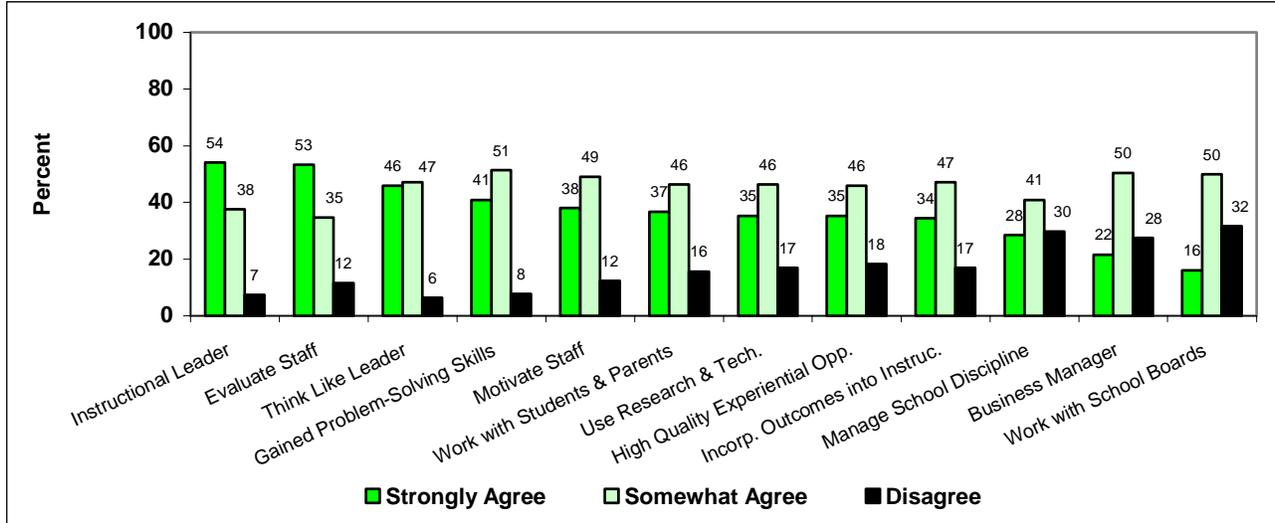
Nearly two-thirds (64%) of the Non-Applicants cited preference for their current jobs as a very important reason for not applying for a T75 job. This suggests that individuals in this group obtained administrative certification for the future opportunities that it might provide, rather than as an exit strategy from their current positions. Other results provide evidence of this as well: when asked about future plans for applying for T75 jobs, 50 percent of the Non-Applicants revealed that they planned to apply within five years and 19 percent expected to apply within six to ten years. Another 10 percent indicated that they would wait at least 10 years before applying for administrative work. Just over one in five (21% of the Non-Applicants, which corresponds to 6% of all certificants) indicated that they never intend to apply for such a position.

Interestingly, none of the Applicants and only seven percent of the Non-Applicants cited lack of preparedness for administrative work as a very important factor in their decision process. Yet, as

shown in Chart 6, respondents from all three groups were only moderately satisfied with the effectiveness of their graduate programs in preparing them for leadership roles. Only two aspects (preparation as an instructional leader and staff evaluation) earned a “strongly agree” grade from more than half of the respondents. While majority of certificants “somewhat agreed” with the effectiveness of most aspects of their preparation programs, about three in ten of the certificants felt that their graduate programs were ineffective at preparing them to manage school discipline, serve as business managers in schools, and work with local school boards. It is important to note that new standards for educational leadership preparation programs have been implemented by the National Council for Accreditation and Teacher Education (NCATE) accredited institutions in Illinois and in the Illinois State Board of Education five-year program review process since these certificants completed their programs. These Educational Leadership Constituent Council (ELCC) standards are expected to strengthen leadership preparation.

Respondents in all three groups were asked if there were schools or districts in the state where they would not apply for or accept a T75 job. A

Chart 6. Effectiveness of Graduate Studies



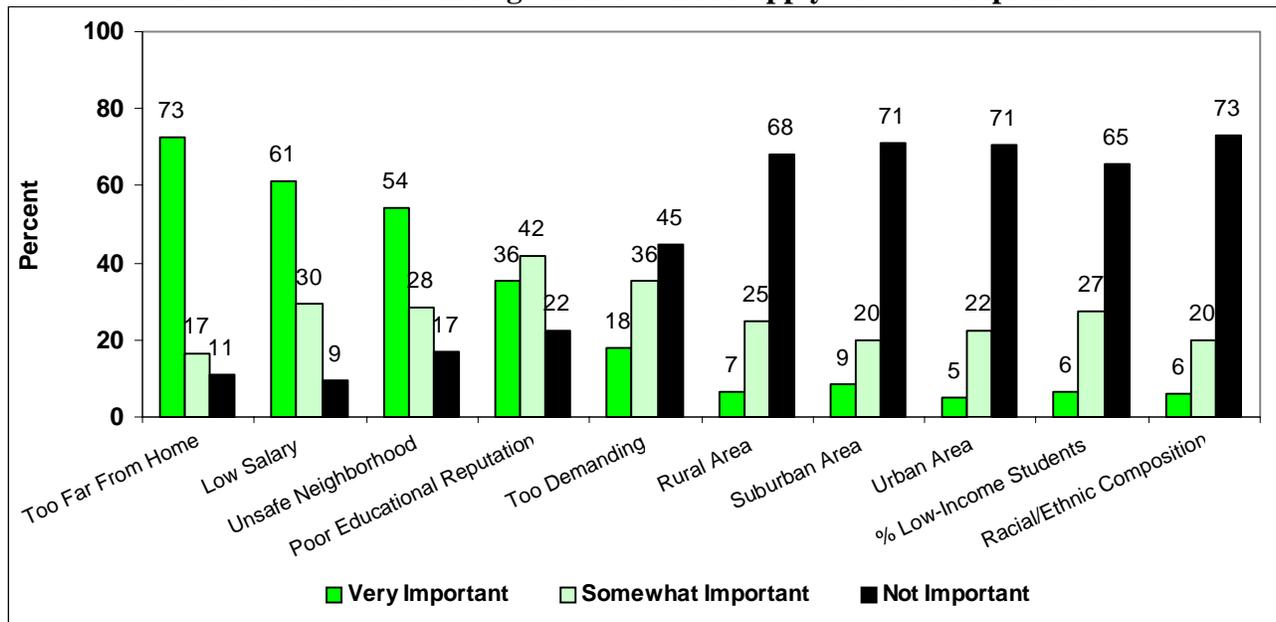
majority in each of the three groups stated that there were unattractive schools and districts in the state (Table 8). Moreover, those who had experience working as administrators (T75 Administrators) were more likely (73%) than those who did not apply for administrative work (56% Non-Applicants) to respond affirmatively.

Yet, individuals in each group responded similarly when asked about the factors that would affect their decisions to apply for or accept a job in an unattractive school or district (Chart 7). Proximity of the job to home, the salary level offered, and the safety of the surrounding neighborhood were cited most frequently as very important factors. The race/ethnicity and socioeconomic characteristics of the students in these schools and districts, in contrast, were deemed to be unimportant by the majority of the respondents. Similarly, the locale of the school or district (i.e., urban, suburban, or rural) was not seen as an important factor.

Table 8. Are There Schools/Districts Where You Would Not Apply For or Accept a Job?

	Yes	No
T75 Administrators	73%	27%
Applicants	63%	37%
Non-Applicants	56%	44%

Chart 7. Factors Affecting Decision Not to Apply For or Accept a Job



T75 Certificants in Chicago

Sixteen percent of the T75 certificants in this study were working in the Chicago Public Schools (CPS) at the time of the survey. Although the personal characteristics of the Chicago certificants were quite different from those of the entire sample, the career paths, labor market experiences and attitudes toward administrative work of the two groups were quite similar. More specifically, greater percentages of Chicago certificants were minority (41% White, 41% African American, 12% Hispanic, 6% Asian), female (79% female, 21% male) and 50 years of age or older (27% < 40, 21% 40-49, 53% 50+ years old). But similar to the entire sample, 38 percent became T75 Administrators, 35 percent were Applicants and 26 percent were Non-Applicants. And male (57%) and White (50%) certificants in Chicago were more likely than female (33%) and African American (21%) certificants to be holding T75 jobs. In contrast to the entire sample (51%), less than one in three (31%) of the Chicago certificants who became T75 Administrators cited encouragement by others as an important reason for pursuing certification. Responses regarding other reasons for pursuing certification, however, were similar between the two groups. Fifteen percent of T75 Administrators in Chicago obtained their jobs without applying, compared to 20 percent of T75 Administrators overall. And Applicants in Chicago were less likely to receive job offers (75% overall received no offers) than Applicants in the entire sample (57% overall). Chicago Non-Applicants were more than twice as likely as Non-Applicants overall (43% versus 21%) to indicate that they never intended to apply for a T75 position. Finally, Chicago certificants responded similarly to the overall sample when asked about the factors that affected their decisions to accept, not accept, or not apply for T75 jobs.

SUMMARY AND CONCLUSIONS

The results of this study show that within two years of initial certification, about 7 out of 10 individuals who obtain T75 administrative certification in Illinois seek T75 jobs. Only about 4 out of 10, however, end up working as T75 administrators; the others who pursue administrative work either fail to obtain job offers (57%) or obtain one or more offers that are unacceptable to them. Of the near thirty percent of T75 certificants who do not apply for administrative jobs within the first two years of certification, only a small proportion (21%) never intend to apply for such positions.

Recent evidence from national data indicates that women are less likely than men to be promoted into administrative positions in education (Joy, 1998). This study suggests that differential promotion is a problem in Illinois as well. The results show that new T75 administrative certificate earners in Illinois look similar to the state's K-12 teaching force (i.e.,

majority female and White), but certificants who actually become T75 administrators within the first two years of certification more closely resemble those already holding such positions (i.e., majority male and White). Specifically, 69 percent of the 1999-2000 T75 certificants in our sample were female, but only 36 percent of them secured T75 jobs within two years of certification. Forty-nine percent of the male certificants, in contrast, were holding T75 jobs. And while individual choices made by female certificants may be partly to blame for this gender difference, males appear favored for administrative roles as evidenced by the fact that more males than females obtain such jobs without even applying. African American certificants were the most likely to apply for T75 jobs, but the least likely to be successful. While 81 percent of the African American certificants sought T75 jobs, only 22 percent became T75 Administrators; in contrast, seventy percent of White certificants sought T75 jobs and 44 percent became T75 Administrators.

And not a single African American T75 Administrator obtained the job without applying, compared to 19 percent of White T75 Administrators who did so. The age of certificants also was found to make a difference. While older certificants (i.e., those aged 40 and older) were much more likely than younger certificants to obtain jobs without applying, those who applied were less successful at obtaining offers than their younger peers. Diversity of public school administrators is a concern in the state, and greater efforts will be needed to ensure that traditionally underrepresented groups gain access to these positions.

These results also suggest that some portion of T75 certificants are tapped or sponsored for specific T75 jobs. Sponsorship into administrative positions can be good or bad depending on how the mechanism operates. Respondents to this survey indicated that proximity of the job to home was an important consideration when deciding to accept an administrative job offer, which shows a role for “grow your own”-type initiatives that encourage movement into administrative positions within a school or district. On the other hand, prior research has shown that administrators tend to hire individuals who resemble themselves in behaviors and interests (Hassenpflug, 1996). Given that 83 percent of Illinois’ superintendents were male and 4 percent were minority in 2001-02 (ISBE, 2002), sponsorship-type initiatives may serve to perpetuate discriminatory hiring practices in the absence of focused efforts to promote greater diversity at the administrative level.

As a group, individuals who obtain T75 administrative certification are motivated by the belief that administrators have the ability to make organizational and curricular changes that can positively impact teachers and students. Those who successfully obtain T75 jobs also are motivated by the encouragement that they receive from others to pursue such work; those who do not become administrators soon after certification do not appear to receive as much encouragement.

The majority of T75 Administrators overall accept jobs based on the philosophy of the district’s leadership, the reputation of the school or district for educational quality and safety, and the availability of resource support. Among those not holding T75 jobs within the first two years of certification, the availability of local job openings and preferences for their current jobs were cited most frequently by the Applicants and Non-Applicants, respectively, as reasons for not accepting or applying for T75 positions. And like the individuals in the T75 Administrator group, the majority of respondents in these two groups of certificants stated that there are schools and districts in the state where they would not apply or from which they would not accept job offers. Proximity of the job to home, the salary level offered, and the safety of the surrounding neighborhood were cited as primary factors affecting the certificants’ views of these “unattractive” schools and districts, rather than the locale (i.e., urban, suburban, or rural) or the background characteristics of students in these schools and districts.

The results of this study suggest a few key policies that the state and local districts can adopt to improve the recruitment of T75 administrative certificants into administrative jobs in Illinois:

- Administrators need to look locally for qualified individuals to fill administrative positions. Leadership initiatives designed to “grow your own” would seem beneficial given many certificants’ preferences for jobs close to home.
- To increase the diversity of administrators in the state, female and minority candidates need to be provided with more opportunities to serve in administrative roles. Given that some portion of those who obtain T75 positions appear to be sponsored for specific jobs, more focused efforts to promote diversification through “grow your own”-type initiatives is needed.

- Search processes need to be more open to perspective administrators who differ from past administrators.
- Hard-to-staff schools and district offices need to offer competitive salaries to their administrators compared to those of other

area districts in order to improve their attractiveness. In addition, these schools and districts might consider internship opportunities that would enable administrators to have positive leadership experiences in their schools.

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ACKNOWLEDGEMENTS

Many thanks to Dianne Ashby, Hazel Loucks, and Steve Tozer for their thoughtful and helpful comments. Thanks also to Jennifer Barnhart, staff assistant at the IERC, who designed this report.

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