

University of New Hampshire

University of New Hampshire Scholars' Repository

Doctoral Dissertations

Student Scholarship

Winter 2014

COMPETENCIES FOR THE 21ST CENTURY: TEACHING AN UNDERSTANDING OF OTHERS, CRITICAL THINKING, LEADERSHIP AND A SENSE OF OBLIGATION. PERCEPTIONS OF EDUCATIONAL LEADERS.

Michael F. Schwartz

University of New Hampshire, Durham

Follow this and additional works at: <https://scholars.unh.edu/dissertation>

Recommended Citation

Schwartz, Michael F., "COMPETENCIES FOR THE 21ST CENTURY: TEACHING AN UNDERSTANDING OF OTHERS, CRITICAL THINKING, LEADERSHIP AND A SENSE OF OBLIGATION. PERCEPTIONS OF EDUCATIONAL LEADERS." (2014). *Doctoral Dissertations*. 2171.

<https://scholars.unh.edu/dissertation/2171>

This Dissertation is brought to you for free and open access by the Student Scholarship at University of New Hampshire Scholars' Repository. It has been accepted for inclusion in Doctoral Dissertations by an authorized administrator of University of New Hampshire Scholars' Repository. For more information, please contact Scholarly.Communication@unh.edu.

COMPETENCIES FOR THE 21ST CENTURY: TEACHING AN UNDERSTANDING OF
OTHERS, CRITICAL THINKING, LEADERSHIP AND A SENSE OF OBLIGATION.
PERCEPTIONS OF EDUCATIONAL LEADERS.

BY

MICHAEL F. SCHWARTZ
B.S. Computer Science, Georgia Institute of Technology, 1989
M.P.A., Harvard University, 2000

DISSERTATION

Submitted to the University of New Hampshire
In Partial Fulfillment of
the Requirements for the Degree of

Doctor of Philosophy

in

Education

December, 2014

FINAL COMMITTEE APPROVAL PAGE

This dissertation has been examined and approved in partial fulfillment of the requirements for the degree of Doctorate of Philosophy in Education by:

Dissertation Director, Todd A. DeMitchell, Ed.D.- Director
John and H. Irene Peters Professor of Education Department of Education & the
Justice Studies Program

Virginia Garland, Ph.D.
Associate Professor, Department of Education

Bruce Mallory, Ph.D.
Professor, Department of Education
Director, NH Listens, Carsey School of Public Policy

Charles Ott, Ed.D.
Former Superintendent of Schools

Bruce I. Sacerdote, Ph.D.
Richard S. Braddock 1963 Professor in Economics
Chair, Economics Department, Dartmouth College

On December 15, 2014

Original approval signatures are on file with the University of New Hampshire Graduate School.

DEDICATION

To my wonderful wife, Sharyn, who has been a role model guiding my work, a friend whose love and support has made my work possible, and an inspiration through her personal dedication to social justice. And to my daughters Mira and Lilia who light up every day of my life and who also have provided tremendous support and encouragement through their personal commitment to excellence, and commitment beyond their youth.

And

To my mom, late father and brother who molded me into the young adult I became and steered me to the person who I have now become.

In memory of my late grandmother, Gladys, who inspired me since my earliest memories.

ACKNOWLEDGEMENTS

I would like to express my gratitude to individuals who were critical in their role, helping me to successfully develop and conduct this research. I would not have persisted through the required work and developed the research without these individuals.

Todd DeMitchell is a scholar with an immeasurable impact and influence not just for me, but also for so many researchers at University of New Hampshire and beyond. As a teacher, Professor DeMitchell stimulated my intellect and opened my eyes to critical educational studies. As dissertation chairperson, Professor DeMitchell provided tremendous guidance, amazing insights, and sustained support throughout my research. Thank you Professor DeMitchell.

I also have great appreciation for all the members of my dissertation committee: Virginia Garland, Bruce Mallory, Chuck Ott, and Bruce Sacerdote. I am constantly in admiration of the incredible research and practice these scholars bring to the discipline of education. Their support was instrumental. Thank you for your support and guidance.

Central to my research was the survey I administered. My research was based upon responses from dedicated education leaders throughout New Hampshire. On a daily basis, the respondents lead schools, school districts, and school boards. Their knowledge provided input to my research and collectively, through the research, will inform the education field. I offer my gratitude to all these educators who took time out of their busy schedule to complete the survey.

Finally, I would like to thank all the educators in New Hampshire for their dedication to the students and their impact on my own development. Among those educators, I offer a special thanks to Dr. Judith Fillion and the staff at the New Hampshire Department of Education, who have enabled me to learn so much about education in New Hampshire.

TABLE OF CONTENTS

DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
ABSTRACT.....	ix

CHAPTER		Page
I.	INTRODUCTION.....	1
	The Problem.....	5
	Four Competencies Identified in Scholarship.....	6
	Research Questions.....	7
	Studying the Perceptions of School Leaders.....	9
	Importance of the Study.....	11
	Limitations of the Study.....	12
	Definition of Terms.....	13
II.	LITERATURE REVIEW.....	17
	Federal and State Impact on the Current Role of Schools.....	19
	Decades of Education Scholarship.....	27
	NEASC and 21 st Century Skills	38
	Competency Definitions.....	48
	Summary.....	49
III.	METHODS.....	50
	Overview of Instrument and Method Protocol.....	50
	Population.....	52
	Independent Variables.....	53
	Survey Construction, Administration and Instrument.....	54
IV.	RESULTS.....	64
	Review of Survey Respondents and Independent Variables.....	64
	Review of Research Questions (Dependent Variables) and Significance of Independent Variables.....	72

Dependent Variable: Congruence between ‘Current’ and ‘Should be’ for the four competencies.....	72
Dependent Variable: Limiting factors that prevent the instruction of the four competencies.....	83
Dependent Variable: Level of integration into the curriculum.....	97
Analysis of Qualitative Open-Ended Questions.....	102
Summary of Results.....	116
V. DISCUSSION.....	119
Overview of Study.....	119
Discussion of Findings.....	124
Limitations of Study.....	134
Recommendations for Further Research.....	136
General Recommendations.....	140
Concluding Remarks.....	146
LIST OF REFERENCES.....	148
APPENDIX I: Jury Review of Survey.....	156
APPENDIX II: Survey Results (via Jury)	161
APPENDIX III: Emails to Jurists.....	168
APPENDIX IV: IRB Approval.....	170
APPENDIX V: Emails to Principals.....	171
APPENDIX VI: New Hampshire State Administrative Rules.....	173
APPENDIX VII: Survey Instrument.....	179
APPENDIX VIII: MANOVA (Role impact on Level of Instruction).....	191
APPENDIX IX: Chi-Squared (Independent Variable Impact on Limiting Factors).....	192
APPENDIX X: Chi-Squared (Independent Variable Impact on Integration into Curriculum)	203
APPENDIX XI: MANOVA (Independent Variable Impact on Level of Instruction)...	204

LIST OF TABLES

TABLE		PAGE
1	Locally Administered Assessments in NH (2010).....	25
2	Population Groups.....	52
3	Independent Variable.....	53
4	Respondents.....	65
5	Size of Responsibility.....	66
6	Socioeconomic Status.....	67
7	Grade Span.....	68
8	Academic Achievement.....	68
9	Highest Education Attainment (All Respondents)	69
10	Highest Education Attainment (School Board Members only)	70
11	Years of Experience.....	70
12	Gender.....	71
13	MANOVA – Years of Experience.....	71
14	An Understanding of Others.....	74
15	Critical Thinking.....	75
16	Leadership.....	76
17	A Sense of Obligation.....	77
18	Currently Exists versus Should Exist – Four Competencies.....	79
19	Congruence.....	82
20	Limiting Factors for each Competency.....	87
21	Limited Time in the Day - Sense of Obligation.....	90
22	Limitation Grade Level Expectations.....	91
23	Percent Limiting and Not Limiting (socioeconomic status)	93
24	Percent Limiting and Not Limiting (AYP status)	96
25	Integration into the Curriculum.....	99
26	Integration into the Curriculum – Leadership.....	100
27	Integration into the Curriculum – An Understanding of Others.....	101
28	Integration into the Curriculum – Sense of Obligation.....	101
29	Open-Ended Question 1.....	104
30	Open-Ended Questions 2-5 (number of respondents)	106
31	Open-Ended Questions 2-5 (Reinforcing Qualitative Limiting Factors).....	108
32	Open-Ended Questions 2-5 (New Limiting Factors).....	111

LIST OF FIGURES

FIGURE		PAGE
1	Congruence: An Understanding of Others.....	74
2	Congruence: Critical Thinking.....	75
3	Congruence: Leadership.....	77
4	Congruence: A Sense of Obligation.....	78
5	Likert Frequencies: Limiting Factors	85
6	Likert Frequencies: Integration into the Curriculum	98

ABSTRACT

COMPETENCIES FOR THE 21ST CENTURY: TEACHING AN UNDERSTANDING OF
OTHERS, CRITICAL THINKING, LEADERSHIP AND A SENSE OF OBLIGATION.
PERCEPTIONS OF EDUCATIONAL LEADERS.

by

Michael F. Schwartz

University of New Hampshire, December, 2014

In the 18th century, utilitarian writers highlighted the importance of a sense of obligation, an understanding of others, and the ability to think critically (Daniels, Bizar, & Zemelman, 2001; Kant, 1785/2008). Additionally, scholars stressed the importance of leadership (Burns, 1978). Teacher instruction in the 19th century incorporated many of these values (Kliebard, 2004). However as the common school developed in the early 19th century there was a shift from these values toward a common curriculum meeting industrial needs (Tyack, 1974). As the 20th century ended, significant federal and state legislation further funneled school curriculum to focus on very specific instruction with a dominance of math, reading and writing (Au, 2007; Kossakoski, 2000). However, a review of current research and school practices highlighted the need to restore an education that includes 21st century competencies such as an understanding of others, critical thinking, leadership and a sense of obligation (Darling-Hammond, 2010; New England Association of Schools and Colleges, n.d.).

This study examines the role of the four specific competencies, “an understanding of others”, “critical thinking”, “leadership”, and “a sense of obligation” in the public schools of New Hampshire. The scope of the research is limited to the perspective of New Hampshire

education leaders (superintendents, principals, and school board members) and focuses on three primary questions concerning the four competency areas. First, is there a congruency between what is currently taught and what should be taught in regards to these four competencies? Second, what institutional factors might limit the instruction in these four areas? Third, how is this instruction incorporated into the existing curriculum? Additionally, the impact of school and educator characteristics on the three questions is considered in the study.

The findings from the analysis provide insights into the research question. As perceived by superintendents, principals and school board members, there is a significant lack of congruence between what “is” taught and what “should be” taught in our schools regarding these four competencies. School leaders believe we have a significant need to increase the instruction in the four competencies. In fact, educators are from twice to almost four times more likely to believe schools should be teaching a competency at a significant or mastery level, as compared to how schools are currently teaching the competency. Superintendents lead these three groups in the perception of the magnitude of disparity between what is taught and what should be taught. School leaders also identify an increased inequity for low-income students and students in underperforming schools for teaching these competencies. These schools face limitations that block the teaching of the four competencies. Research on New Hampshire education leaders’ perceived difference between what is being taught and what the respondents believe should be taught regarding these four competencies may lead to change.

CHAPTER 1

INTRODUCTION

Since the creation of the U.S. education system, an ongoing debate has transpired over the role of schools. Kliebard (2004, p. 1) asserted that, in the 19th century, the early school was teacher centered in that the teacher embodied “the standard virtues and community values.” There was a parallel connection between the teacher and the community. However, this changed with the face-to-face community and social change and an industrial society replaced the connection. A shift occurred in the early nineteenth century with the rise of the common school and the start of a common curriculum to address crime, poverty, and immigration. Tyack (1974, p. 13) chronicled this transformation and characterized it as the “one best system.” As the common school developed, the locus of the rural district school shifted from the teacher to the “remote knowledge and values incarnate in the curriculum” (Kliebard, p. 1). The goals of public education as found in its curriculum became a “potent means of defining the present and shaping the future”; it is “one way that Americans make sense of their lives” (Cuban & Tyack, 1995, p. 42). As Michael Apple described, schools have historically provided a hegemonic model that reproduces cultural institutions and with the modernization of America, the schools took on the role of reproducing the new institution (Apple, 1990). Similarly, Lawrence Cremin, one of the preeminent historians of American education, asserted that important questions in education go “to the heart of the kind of society we want to live in and the kind of society we want our children to live in” (Cremin, 1976, 74-75). Thus, the control of public education has great consequences for every individual and community, as well as for the nation as a whole.

The United States Supreme Court observed in *Meyer v. Nebraska* (1923), “The American people have always regarded education and the acquisition of knowledge as matters of

supreme importance which should be diligently promoted” (1923, p. 406). Thirty years later the Court wrote, in the landmark decision, *Brown v. Topeka Board of Education* (1954), “Today, education is perhaps the most important function of state and local governments . . .” (1954, p. 491). Six decades later, it is just as vitally important. Consequently, curriculum in the public school became an important struggle over what values, skills and knowledge were most important in American society. What knowledge and skills should be taught? What aspirations and dispositions should be fostered? To what end should the education of the community’s youth be directed?

In the decades since *A Nation at Risk: The Imperative for Educational Reform* (1983) was published, the answer to these questions called for greater articulation of specific standards that all students were required to meet. Past decades have highlighted the battle over the emphasis on core academic skills to develop individuals equipped to participate in the workforce and continue on to post-secondary education, in contrast to skills or competencies enabling students to be engaged citizens (Apple, 1990; Gutmann, 1987; Noddings, 2002a; Rhoads, 2000). The discussion is not simply what teaching standards are required, but rather, what is both necessary and sufficient. Recently researchers have argued that the current skills are not sufficient for the workforce in the 21st century (Darling-Hammond, 2010; Silva, 2008; Umphrey, 2010). The Partnership for 21st Century Skills (n.d.) joined the debate by asserting that in addition to the traditional three skills of reading, writing, and arithmetic, students in the 21st century needed the four Cs of critical thinking and problem solving, communication, collaboration, and creativity and innovation.

Many scholars have argued that since the beginning of the modern education structure, American K-12 schools have focused on educating our children in rigid environments to gain

core academic skills so that they can contribute to the economy (Apple, 1990; Gutmann, 1987; Rhoads, 2000). As Apple describes in *Ideology and Curriculum*, this focus reproduces existing inequities and stratification that exists within our society. “Schools latently recreate cultural and economic disparities” (Apple, p. 34). Perhaps, as many researchers describe, the role of schools should instead “ensure an educated citizenry capable of participating in discussions, debates, and decisions to further the wellness of the larger community and to protect the right to ‘life, liberty, and the pursuit of happiness’” (Glickman, 1993, p. 6). These scholars suggest that the skills required for this type of engagement are missing in our school instruction.

As part of my research, I considered how research and scholarship promoted the need to develop a more comprehensive set of learning standards to meet the needs of today’s students. Combining a historical literature review with modern research and existing school practices describing the importance of 21st century skills, my research identifies a common set of competencies that should be part of school instruction. Reasonable researchers could find slightly different sets of competencies, but for the purpose of this research, the construct includes four specific competencies identified as critical to K-12 education. In this chapter and Chapter 2, I will describe the scholarship and research that led to the inclusion of these four specific competencies. I will also provide definitions for these four competencies that form the basis for my research. The four competencies include, “an understanding of others”, “the ability to critically think”, “a sense of obligation”, and “an ability to lead.”

These competencies can be taught as part of content instruction layered throughout the curriculum. The key assertion of this research is that they be systematically taught as aspects of curricular content or as discrete lessons. If they are not articulated in the curriculum or designed into the instruction they will be lost or relegated to an *ad hoc* approach. While this research

posits that these competencies are central to the education of the citizen and are a preparation for the challenges of the 21st century, it explores the perceptions of the education leaders regarding these competencies.

Over the past several decades, there has been a narrowing of the instruction to focus on ‘core’ competencies (Amrein & Berliner, 2002a; Au, 2007; McNeil & Valenzuela, 2001; Nichols & Berliner, 2005). Recent Federal legislation (e.g. Highly Qualified Teacher; No Child Left Behind; Race to the Top; and Federal Waiver) has dominated core academic knowledge of reading, writing, and arithmetic. Federal laws like No Child Left Behind result in “unintended negative consequences which frequently harm students . . . Among these consequences are a narrowing curriculum” (Darling-Hammond, 2007, p. 245). Our current focus on school accountability through high stakes testing of core academic competencies has been one example of this emphasis (Kossakoski, 2000). Recent federal emphasis on teacher performance has driven the focus from school accountability to teacher accountability as measured by student outcomes (DeMitchell, DeMitchell, & Gagnon, 2012). As DeMitchell and Gagnon question in their policy brief, “will the curriculum shrink further to that which is tested?” (DeMitchell and Gagnon , 2011, p. 16). They described how teachers may not only target what they are teaching, but also who they are teaching, as teachers lobby for the “best students”, the students who are likely to have the greatest VAM (Value Added Model) measurements. Stephen Tomas states, “state and federal legislation making school districts accountable for ensuring student mastery of state standards may increase school districts’ potential liability” (Tomas, as cited in DeMitchell, DeMitchell & Gagnon, pp. 297-298). As the liability increases can we expect an even further narrowing to focus on the standards being measured?

There are many factors that impact the curriculum. For example, state minimum standards for schools define the instruction and assessment requirements emphasizing core academics. Additionally, the federal definition of core content areas, which require highly qualified teacher status, is an external factor that focuses the spotlight and resources on a narrow breadth of instruction. Finally, the pressure from the Federal government to define teacher evaluations that incorporate the use of standardized tests again creates pressures that narrow the curriculum. As Kossakoski described, several studies have identified the narrowing of the curriculum – the “results demonstrate that a severe narrowing of the curriculum has occurred” (Kossakoski, 2000, p. 34). He also identified a narrowing of the curriculum due to high stakes tests, as identified by 3rd grade teachers. Barron, Mitchell, & Strecher (1996) reported on a survey of Maryland teachers that identified a de-emphasis of the curriculum in untested areas.

The Problem

Educators in our public primary and secondary schools have limited time, limited resources, and many pressures that drive the curriculum and instruction they provide. Our educational leaders – superintendents, school board members and principals – play a critical role in formulating the school curriculum. The pressures that constrain the curriculum are very strong and these educational leaders, among others, can play a role in influencing the constraints.

This research will explore four core competencies that have been developed through a review of the literature including decades of educational scholarship, recent definitions of 21st century learning, and existing education practice. The core curriculum can be expanded beyond the primary components of the core instruction to broaden what is meant to be educated.

This research considers the congruence between what is being taught in schools and what should be taught in schools, as perceived by educational leaders and in regard to specific

competencies. The four competencies include an understanding of others, the ability to critically think, a sense of obligation, and an ability to lead. Instruction of the four competencies may be part of the hidden curriculum or underlying curriculum, and in fact, not overlooked at all.

Four Competencies Identified in Research

Curriculum theorists, practitioners, sociologists, and the like are unlikely to agree upon the purpose and ideal curriculum and instruction for our K-12 education system. However, for decades they have been engaged in active dialog about the appropriate role for schools. In early philosophical writings, the discussion was not about the modern American school system. However, these writings offer insights into the age-old debate regarding the role of teaching and learning. If we consider this ongoing dialogue with more recent scholarship, we uncover common themes that identify specific competencies students should learn in the K-12 education system.

Philosophical writing on the role of educating individuals dates back to Socrates, who, 400 years BC, educated individuals on self-analysis and critical thinking. More recently Kant in the 1700s discussed individuals' obligation to play their role in society. Feminist Theory also highlights these skills, including an understanding of others. Curriculum commentators have written on the role of schools for decades – Dewey, Gutmann, Apple and Noddings, just to name a few. Additionally, there is extensive scholarship and discussion on the role of leaders, both in the corporate world and in the education arena. In varying degrees, congruence with our current school instruction can be analyzed using identified background on these competencies.

Beginning in kindergarten and throughout primary and secondary school children are educated within a structured and limited environment that mimics the stratified larger culture in which they live. There are a host of institutional characteristics that help reproduce the existing

stratification including gender roles in school positions, lack of conflict taught in school curriculum, authority roles taught beginning in kindergarten, tracking, and the list can go on and on (Apple, 1990). This structure may be very effective if the goal is to replicate the existing society – “by learning how to work for others’ preordained goals using others’ reselected behaviors, students also learn to function in an increasingly corporate and bureaucratized society” (Apple, p. 118). The power of the school as a reproducing institution is not new. Schools have historically provided a hegemonic model that reproduces cultural institutions (Apple). However, there are other competencies that commentators define as critical for individuals to hold, and which may, or may not be, missing from our schools.

Research Questions

This research posits that the four competencies are necessary for the educated person in the 21st century. The study identified the need for the four competencies by analyzing decades of scholarship, research, and current practices by organizations such as New England Association of Schools and Colleges (NEASC) and mission statements from schools. One may argue that there are other critical skills that are also important, but this research is not intended to be comprehensive, rather it is focusing on four competencies that have surfaced in various forms of scholarship and writings.

The congruence between these four competencies and existing instruction in New Hampshire public elementary and secondary schools is explored in this study. Additionally, factors that might limit this instruction and help understand if the instruction is explicit or rather part of a hidden curriculum are explored. Finally, how these questions vary across a series of independent variables is studied.

This research focuses on four critical questions.

1. To what extent do educational stakeholders perceive congruence between the actual instruction students receive in an understanding of others, the ability to critically think, a sense of obligation, and an ability to lead, and the extent to which they believe students should receive instruction in these competencies?
2. To what extent do institutional factors (e.g. community priorities, legislative requirements, etc.) limit the desired teaching of these competencies?
3. Do educational leaders believe that these four competencies are integrated into the goals of the hidden curriculum in their respective schools/districts?
4. How do stakeholder responses to these questions differ by stakeholder characteristics (i.e. stakeholder group, experience of respondent, gender) and school characteristics (i.e. socioeconomic status, student population, academic performance of school(s) and school level)?

This study utilizes a mixed methodology with a survey instrument, demographic data, and open-ended questions to analyze the research questions, while controlling for independent variables. This mixed method focuses primarily on a quantitative analysis of a survey, but also includes a qualitative review of short-answer questions. Researchers use mixed methods in a variety of formats, but this form of research has been growing in the field of Education (Creswell & Garrett, 2008; Tashakkori & Creswell, 2007). “In education, a field that has always been open to many possibilities and perhaps not locked into somewhat rigid disciplinary trends such as often found in the fields of sociology and psychology, the openness to experiment with research methodologies and ways of thinking about research will encourage mixed methods research.”

(Creswell & Garrett, p. 333). The study's population includes selected K-12 public educators in New Hampshire who hold positions as principal, superintendent, or school board chairperson.

Studying the Perceptions of School Leaders

The struggle to define and implement the proper role of schools is constant. Certainly there is active and an on-going debate among academics and researchers concerning the role of our K-12 enterprise, and consensus will probably never exist. But what do our school leaders perceive as the current role and correct balance? Our school leaders in large part are at the helm, furthering this role of schools and providing the guidance that will drive our schools forward. This research will consider the perspective of our school leaders – school board members, superintendents and principals. The assumptions or perceptions of policy actors in the environment influence policy. Our leaders have a collective perception that can guide policy making. Marshall, Mitchell, and Wirt describe, “this perceptual screen . . . the ‘*assumptive worlds of policy-makers*’” (Marshall, Mitchell, & Wirt, 1986, p. 366).

Burns (2003) explains, leadership occurs not because one person sees the light and brings others with him/her. Rather, leadership occurs when all individuals find a commonality and through reciprocal relationships move together toward a new state. It is important to understand the current expectations of our school leaders to determine the potential for these leaders to find commonality when defining and pursuing the role of schools through curriculum development and instructional practices. What must a citizen know and be able to do in the Twenty-first Century?

Although the legal obligation to educate our children falls to state government, the responsibility for operating the education system is generally delegated to local school systems. The state creates curriculum standards and testing requirements however, the local school system

is responsible for developing their individual curriculum and determining the emphasis and approach used to educate the students. An article in the *New York Times* highlights the ability for local schools to define their emphasis as well as the pressures faced by administrators to modify their curriculum (Winerip, 2011). In this article, Linda Rief, a teacher in the Oyster River Cooperative School District in New Hampshire, describes her concern that instruction is switching from a focus on what teachers truly believe is the best instruction for students, to a focus on teaching for a test. She focuses on what she believes will ultimately produce the best results. At the same time, her administration is departing from its history and beginning to tailor instruction to what they believe will maximize test results. These school leaders are making the choices that impact instruction and more importantly, student learning.

The state obligates local school board leaders to set policies that guide our schools. Superintendents then work with their principals to execute the policy. “The board sets the policy and the superintendent executes it” (ERIC Clearinghouse on Education Management, 1981, p. 2). However, it is often criticized that “boards have abdicated their power and placed control of the schools in the hands of bureaucrats (superintendents and central office administrators)” (ERIC Clearinghouse on Education Management, p. 2).

The view that superintendents are usually dominant is widely accepted, but there is certainly disagreement as to the actual level of power of superintendents. There are also questions as to whether certain conditions lend themselves to more powerful or less powerful superintendents, for example, district size, wealth, population density, and the like (ERIC Clearinghouse on Education Management, 1981, p. 4). Some believe that school boards should have a more significant role. Zeigler and Jennings describe “school boards should govern or be abolished” (ERIC Clearinghouse on Education Management, p. 5). The power held by school

boards and by superintendents varies across school districts. Boards and their superintendents are the lead power brokers for their schools. Since the *Brown v. Topeka Board of Education* in 1954, state and federal governments have played a heightened role in school policy, but at the local level the superintendent and school board members remain the dominant players.

This research focuses on understanding the role of schools through the eyes of these educational leaders. These educational leaders provide the guidance that drives state and national change. They are the best positioned to determine what currently exists and to influence what changes should be made.

Importance of the Study

State and Federal education policies have a significant impact on what is taught in our schools. As described, recent legislative policies have caused a narrowing of public school curriculum (Amrein & Berliner, 2002a; Au, 2007; Darling-Hammond, 2007; McNeil & Valenzuela, 2001; Nichols & Berliner, 2005). But the assumptive world that defines the perceptions of our school leaders can have an impact on future policy (Marshall, Mitchell, & Wirt, 1986). This research builds a construct upon which a set of common competencies that may, or may not emerge, can act as an active part of the public school curriculum.

In particular, this study creates an avenue to explore the perception of our school leaders (school board members, superintendents, and principals) regarding what is taught and what should be taught and what possible obstacles exist to achieving the desired curriculum. It uses a quantitative analysis as a means for analyzing these perceptions. Understanding these perceptions will help paint a picture of one piece of the assumptive world that defines our leaders. Understanding the assumptive world will provide practitioners and researchers a framework for future studies and policy work.

Limitations of the Study

The study will consider a subset of school leaders (school board members, superintendents and principals). These leaders have a policy perspective of class-room instruction. Their assumptive worlds form the basis for this research. However, it is important to note who was not included in this study. The critical educators who are not part of this study are classroom teachers. However, their perceptions are important because it is chiefly through their efforts that the curriculum is brought to life through their classroom instruction. As will be stated later in Chapter Five, follow-on studies should explore the perceptions of teachers relative to these four competencies.

Although these leaders can play a significant role in setting policies that impact curriculum, there are other players impacting federal and state policies. This study will not consider the perceptions of legislators, advocacy organizations, or other policy makers. But the leaders surveyed in this research are among the education stakeholders best positioned at the interception of current practice and involvement in policy formation.

The study will also be limited to New Hampshire public schools. High achievement, relatively low poverty, smaller school districts, and few charter schools differentiate the profile of schools in New Hampshire from many other states. Additionally, the study does not consider what is taught in private schools. As such, the generalizability of the results is limited to similar environments and must be used with caution. Finally, this study chose four competencies to study. It is reasonable that others could identify different competencies. Future studies may consider other competencies.

Definition of Terms

Common Core State Standards.

The Common Core State Standards are a series of instructional standards defining the appropriate grade level content standards within given subjects. A coalition of U.S. states developed these standards collaboratively. Forty five states adopted them to guide school instruction (Common Core State Standards Initiative, n.d.). The standards were defined to create a high quality level of curriculum standards and to provide for increased equity of instruction across schools and ensure educated citizens could compete in a competitive marketplace (Schmidt & Burroughs, 2013).

NCLB.

The No Child Left Behind (NCLB) Act of 2001 was a reauthorization of the Elementary and Secondary Education Act. As stated by Representative John Boehner, legislators created the act for “it’s a national priority to improve student achievement and close achievement gaps that have persisted between disadvantaged students and their peers” (Coulson and McCluskey, 2012, p. 2). There has been significant controversy as to the impact of the legislation. The legislation required states to set proficiency targets for every school with a goal of ensuring 100% of students met proficiency by 2014 (Guilfoyle, 2006).

Waiver.

A waiver from the Elementary and Secondary Education Act allows a state to forgo many of the requirements in the No Child Left Behind act such as the requirement that all schools meet specific accountability measurement objectives and the need for states to generate highly qualified educator improvement plans. However, many additional requirements are in place

including the requirement to have an intensive educator evaluation process that holds educators accountability for student outcomes (Partee, 2012).

NECAP.

The New England Comprehensive Assessment Program is a statewide consortium program used to measure accountability requirements as part of the No Child Left Behind Act. New Hampshire, Vermont, and Rhode Island came together and developed a common assessment to measure student achievement against common state standards. Maine later joined these three states to use the common assessment. The NECAP assessment includes grades 3-8 and grade 11. For NCLB accountability, the assessment includes Math, Reading Language Arts and Writing (DeVito, 2010).

High stakes assessment.

The origin of high stakes assessments dates back quite a bit, “High Stakes Assessments have existed for many years. For instance, the ordinance that created the Regents examination system in New York State was passed in 1864” (Oosterhof, 2011, p. 1). The passage of the No Child Left Behind Act created a proliferation of these high stakes assessments across the country. Actions based upon these assessments can be significant and can directly impact students, teachers, and schools (Oosterhof).

21st century skills.

21st Century Skills refer to skills that are identified as more critical to success of individuals in the 21st century. These skills would enable students to solve multi-faceted problems using complex sources with a complex understanding of the interaction between multiple pieces of information or multiple parties. There are many scholars and researchers who

identify a version of the specific skills associated with the 21st century needs. There are some commonalities across many of these scholars (Silva, 2008).

The four competencies and their working definitions follow.

An understanding of others.

For the purpose of this research, this competency includes the following:

- To understand why individuals act the way they do.
- To understand the diversity of individuals and of individuals' environments.
- To understand how one person's actions can influence another person's actions.
- To read and manage individual's emotions, motivations and behaviors.

Critical thinking.

For the purpose of this research, this competency includes the following:

- To evaluate, locate and synthesize information to deduce results, make decisions, and understand cause and effect.
- To learn to question and to create probing strategies in order to consider the why behind decisions, answers and reasoning.
- To separate opinion and fact – to recognize what is credible and what is not credible.
- To make complex decisions after analyzing and evaluating interconnected information.

Leadership.

For the purpose of this research, this competency includes the following:

- To organize tasks in a manner that enables, motivates and inspires others to contribute to a shared vision.
- To understand how each individual can provide leadership even if not occupying a leadership role.
- To have the confidence and aptitude to speak up and present in front of others.
- To collaborate with, communicate to, and leverage the collective talents of, diverse individuals.

Sense of obligation.

For the purpose of this research, this competency includes:

- To commit to a personal responsibility for a larger community and greater good.
- To possess the awareness, knowledge and expectation of how one cannot only choose to make an impact, but must make an impact.
- To have a sense of responsibility for one's social and civic responsibility as an engaged citizen.
- To be committed to pursuing what an individual defines as right.

CHAPTER 2

LITERATURE REVIEW

This chapter considers scholarship and research describing the role of schools and their appropriate curriculum. The review will provide a basis for the selection of the four competencies not currently included in school instruction: an understanding of others, the ability to critically think, a sense of obligation, and an ability to lead. The literature review considers three distinct sources of scholarship that describe the narrowing of the curriculum and in turn the definition of four competencies.

This research relies on the assumption that schools adopt a curriculum to educate students to build specific competencies and knowledge. As described by Bayliss, “competency is the ability to understand and to do” (Bayliss, as cited in Winter, 2011, p. 345). Competencies include the means and the ends for acquiring specific skills and knowledge; “The centerpiece of a competency-based curriculum is the idea that a competency includes both means and an end” (Chyung, Stepich, & Cox, 2006, p. 311). In the context of the four competencies identified in this research, students must have the means to understand the given trait (e.g. leadership) and the knowledge to act on the given trait. For example, a student must be able to both understand others and understand why individuals act in a certain way, but also the student must be able to make decisions and take action him/herself based upon that knowledge. Understanding others and then acting based upon that understanding is collectively required to demonstrate a competency in understanding others. The same could be said for a sense of obligation. Students must learn both, what it means, and learning to act based upon that understanding (Chyung et al.). Curricula have historically been subject centered but more recently have been redefined in terms of competencies, “we can reduce the relative weight of subject-centered education and

introduce a competency-based curriculum in order to teach key competences for life” (Moon, 2007, p. 337).

This literature review will first exam how federal and state actions have led to a narrowing of the curriculum. I will then describe educational scholarship and writings that identify a narrowed curriculum and build a foundation for the competencies that are ‘missing’ from the curriculum. Finally, 21st century skills and existing school practices to validate the four competencies will be discussed. The literature review will consider many aspects of each of these three areas, as described in the following outline:

- I. Federal and State Impact on the Current Role of Schools
 - a. Mandated High Stakes Assessments
 - b. No Child Left Behind Legislation and Adequate Yearly Progress
 - c. American Recovery and Reinvestment Act
 - d. Expanded Local Assessment Used to Align with State and Federal Tests
 - e. Highly Qualified Teacher (HQT) Legislation
 - f. State Minimum Standards
- II. Decades of Education Scholarship
 - a. Utilitarian support for the four competencies
 - b. Feminist Ethics support for four competencies
 - c. Pragmatism support for the four competencies
 - d. Leadership Theorists Support for Four Competencies
 - e. Curriculum Theorists Support for Four Competencies
- III. 21st Century Skills and Existing School Practices
 - a. NEASC and 21st Century Skills

b. Mission Statements

Federal and State Impact on the Current Role of Schools

National and state standards and legislation, as well as local policy significantly influence current school curriculum and then our education leaders at the school district and school levels operationalize the curriculum. Our educational leaders must balance the demands placed upon their schools by national and state requirements, along with their local curriculum goals.

High is a relative word and the implication of high stakes assessments have been increasing over the past decade as a result of the American Recovery and Reinvestment Act, No Child Left Behind Act, implementation of Adequate Yearly Progress, and use of local assessments within schools. Over the past several decades, legislation such as the No Child Left Behind Act has heightened the pressures on school leaders to emphasize specific skills through a corresponding curricula (Amrein & Berliner, 2002a; Au, 2007; Darling-Hammond, 2007; McNeil & Valenzuela, 2001; Nichols & Berliner, 2005). Schools are identified as failing based upon student performance in very specific areas (reading, writing, and math). These high-stake requirements also predate the No Child Left Behind act with local state accountability systems. The need to ensure schools are not identified as failing (or even taken over), based upon these high-stakes state accountability requirements, has increased the focus on very specific skills (Au, 2007; Kossakoski, 2000).

In addition to high stakes assessments, at a federal level the creation of requirements for Highly Qualified Teachers (HQT) also creates an emphasis on certain academics. Although HQT shines the spotlight on teachers, not curriculum, it directs significant resources and attention onto a narrowed set of knowledge and professional development. Not all content areas are considered HQT and I will describe how those areas that are required for HQT receive

heightened focus. Similarly, state minimum standards and approval standards for schools dictate the required curriculum and skills (New Hampshire Department of Education, n.d.). These skills center on the basic competencies of reading, writing, and mathematics. Additionally, these standards usually include history, language, physical education, arts, and other disciplines.

Mandated high-stakes assessments.

Many studies have considered the impact of high stakes assessments created by federal and state legislation. Au (2007) performed a qualitative metasynthesis of extensive research to consider the impact of high stakes assessments. The findings “suggest that there is a significant relationship between the implementation of high-stakes testing and changes in the content of a curriculum, the structure of knowledge contained within the content, and the types of pedagogy associated with communication of that content” (Au, p. 262). A predominant number of studies identified a narrowing of the curriculum, targeting instruction to meet tested areas of content. The analysis also identified the fragmentation of teaching – more independent segments of instruction targeting tested content. Finally, multiple studies found teachers to increase lecture style, to be teacher focused, and to instruct on the high stakes content areas (Au).

A critical review by Linda Darling-Hammond of the No Child Left Behind Act that was a central education initiative championed by the Bush Administration, questioned the outcomes. Darling-Hammond suggested the law, which focused all states across the country on high stakes assessments, caused unintended consequences. Included in these “consequences are a narrowed curriculum, focused on the low-level skills generally reflected on high-stakes tests; inappropriate assessment of English language learners and students with special needs; and strong incentives to exclude low-scoring students from school, so as to achieve test targets” (Darling-Hammond, 2007, p. 245).

Kossakoski considered the perception of third grade teachers in New Hampshire and also found a perceived narrowing of the curriculum as a result of the high-stakes New England Comprehensive Assessment Program (NECAP). This assessment was conducted in grades 3-8 and 11. Because the assessment was conducted in the Fall, it tested curriculum content taught in the year prior in grades 2-7 and 10. “The analysis of data revealed that teachers believed that the test forced curricular and instructional alignment with the tested content, but also de-emphasized untested curricular content. Increased emphasis was reported in English language arts and mathematics while a decrease in emphasis occurred in science, social studies, art, physical education, and music” (Kossakoski, 2000).

High-stakes tests are also being promoted to hold teachers accountable for their students’ outcomes, as part of new teacher (and educator) evaluation systems. Although prior use of high-stakes tests held school administrators accountable for overall school performance, “it has only been lately . . . that the focus of accountability was redirected from the effects of schools on the educational achievement of students to the effect of the teacher on student achievement” (DeMitchell et al., 2012, pp. 258-259). A prevalent statistical tool used to measure the teacher impact is the Value Added Model (VAM). Although the court system has been reluctant to establish recognition of educational malpractice, DeMitchell et al., argue that the increased focus on accountability moves us closer to a basis for this type of malpractice. Perhaps even a threat of this type of education malpractice will create further incentives for educators to narrow the curriculum to ensure they meet high stakes accountability requirements.

No child left behind legislation and adequate yearly progress.

As directed by the No Child Left Behind Act of 2001 (NCLB), Federal and State rules have focused a tremendous effort on competencies associated with math and English language arts. The Federal No Child Left Behind legislation increased the pressures for schools to focus on these areas. Each state was required to submit a plan to assess student performance and determine school success based upon this performance. Schools and districts were then identified for their ability to make Adequate Yearly Progress (AYP). The NCLB legislation allows states to define what constitutes AYP, although the federal government must approve the state's plan. New Hampshire educators administer a fall assessment, called the New England Comprehensive Assessment Program (NECAP), which determines AYP by assessing student performance in math and English language arts. Schools and districts that do not make AYP are subject to various sanctions. In fact in 2010, almost 75% of the New Hampshire schools did not make AYP (New Hampshire Department of Education, n.d.). Schools who do not achieve AYP two years in a row are deemed as a school or district in need of improvement. More than 50% of the schools in New Hampshire were identified as schools in need of improvement (New Hampshire Department of Education). As a result these schools increased their focus on math and English language arts. "In accordance with state and federal law, schools and districts identified as in need of improvement must develop plans focused on the areas which caused the designation" (New Hampshire Department of Administrative Services, 2009 p. 1) as result of the designation of in need of improvement.

State law also defines assessment requirements for schools. Section 193-C:5 of the NH State Statutes identify "Areas of Assessment. – The academic areas to be assessed shall include, but not be limited to: reading and language arts, mathematics, science, history, geography, civics,

and economics” (New Hampshire Department of Education, n.d.). But given the economics, even the assessment of this abridged set of curriculum is narrowed, currently including only math, science, and English language arts; science being assessed, but not included in determining adequate yearly progress. So in addition to the national mandates, state law and funding for assessments also create strong pressures that drive the focus of education on math and English language arts.

American recovery and reinvestment act.

The Federal government awarded \$70.6 billion to states and schools for K-12 education as part of the American Recovery and Reinvestment Act (ARRA). Along with these awards came commitments to four initiatives: adopting high quality standards, establishing data systems, ensuring educator effectiveness, and turning around low performing schools (Garrison-Mogren & Gutman, 2012). As part of the Federal grants, \$4.35 billion was specifically targeted to the Race to the Top initiative (RTTT). This effort further incentivized schools to behave in a particular direction by distributing the funds based upon a competitive grant. States were chosen based upon their likelihood to advance the Federal goals of ARRA including new teacher evaluation systems and common standards (McGuinn, 2012). Teacher accountability was at the heart of these grants. “Perhaps no issue better represents RTTT’s potential to drive changes in discourse, politics, and policy—as well as its limitations—than teacher accountability” (McGuinn, 2012, p. 145). By requiring states and schools to embrace standards and expand high stakes tests including math, reading and writing, to teacher accountability, we can expect to see expanded state policies that continue to narrow the curriculum.

Piro, Wiemers, and Shutt reviewed state legislation and “discovered 23 states that have recently passed laws requiring student achievement growth to be factored into the process of

evaluating teachers and principals” (Piro, Wiemers, & Shutt, 2011, p.4). New Hampshire passed HB 142 in 2013 requiring all school boards to create a policy for measuring teacher performance (New Hampshire General Court, n.d.). Additionally, in 2010, the New Hampshire State Department of Education commissioned a Task Force on Effective Teaching to develop a model incorporating student outcome measurements (New Hampshire General Court). Race to the Top was implemented in large part to change the evaluation process for educators and require schools to include high stakes assessments to measure student outcomes. As described earlier, this increased use of high stakes assessment continues to narrow the curriculum.

Expanded local assessment used to align with state and federal tests.

With the pressures and increased focus on the skills associated with math and English language arts, schools incorporate additional local assessment testing throughout the year to help prepare students for the high stakes state assessment test. Again, these local assessments see a heightened emphasis on math and English language arts. Schools frequently use multiple assessments in a year that take up a considerable amount of time and emphasize the focus on these subjects. Northwest Evaluation Association (NWEA) is one such assessment that is offered three times a year. NWEA is the most popular assessment conducted at schools across New Hampshire – in 2010 more than one third (76,372) of New Hampshire students were tested by the NWEA assessment (New Hampshire Department of Education, n.d.).

In addition to NWEA, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and AIMSweb are also offered at many schools throughout New Hampshire. In 2010, as seen in the following table, these frequently administered assessments primarily focus on math and English language arts, followed by science in a distant third place. Approximately 195,000 public school students took these assessments.

Table 1: Locally Administered Assessments in NH (New Hampshire Department of Education, 2010)

Subject	# of Assessments
Reading Language	432,033
Arts	
Math	278,257
Science	16,834
Total	727,124

Highly qualified teacher (HQT) legislation.

In addition to the focus on student results through these high stake assessments, the NCLB legislation also included the Highly Qualified Teacher (HQT) program. “The law set the important goal that all students be taught by a ‘highly qualified teacher’ (HQT) who holds at least a bachelor's degree, has obtained full State certification, and has demonstrated knowledge in the core academic subjects he or she teaches” (U.S. Department of Education, Elementary and Secondary Education, 2005, p. 1). As a result, schools must ensure that the teacher of core subjects is highly qualified. Under the Federal Title II, Part A grants, schools can spend funds to provide training to ensure educators are highly qualified. This is another example of an increasing focus on math and English language arts, as well as other core content skills. HQT subjects include core content areas. The term “core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography” (U.S. Department of Education, 2006, p. 66). Although the HQT legislation identified about ten areas, and created flexibility for many educators (U.S. Department of Education, 2004), the results indicate that funds are disproportionately used to increase capacity in math. In New Hampshire, there are four times more math teachers who are not highly qualified in any other core subjects. The next largest area is English or English language arts (New Hampshire Department of Education, n.d.). Schools must dedicate

professional development resources to meet the HQT requirements and, again, emphasize math and English language arts, thus preventing schools from using these resources for other areas.

State minimum standards.

As described above, much of the federal and state legislation has concentrated emphasis on curriculum standards and high stakes assessments focused on math, reading, and writing. State minimum standards for school approval also influence the basis for skills taught in the schools. In New Hampshire for example, the state law defined by the state legislature, and more specifically by state rules adopted by the New Hampshire Board of Education, guides curriculum. Revised Statutes Annotated (RSA) § 193 E:2-a directs the educational standards required to deliver what New Hampshire defines as an adequate education (New Hampshire General Court, n.d.). Rules adopted by the state board of education further identify the specific areas. These laws and rules, define a set of curricular and instructional requirements for New Hampshire schools, including a description of the components of each area of instruction (see Appendix VI).

Schools' curriculums are centered on these state standards. Schools must develop curriculum guidelines with a goal to meet these state minimum standards and state curriculum standards. In New Hampshire as directed by state legislation (New Hampshire General Court, n.d.), the curriculum must expand beyond math and English language arts to include

1. arts education,
2. information and communications technologies,
3. english,
4. mathematics,
5. physical sciences,

6. biological sciences,
7. US and NH history,
8. US and NH government/civics,
9. economics,
10. world history, global studies, or geography,
11. health education, and
12. physical education.

These state laws and rules as well as federal legislation have pressured school leaders to increase the focus on reading, writing, and mathematics. With a limited amount of school teaching time, the focus on reading, writing, and mathematics are often at the expense of these other skills. Over the past decades there has been an increased emphasis on the core subjects and a narrowing of the curriculum (Au, 2007; Darling-Hammond, 2007; Kossakoski 2000). Schools focus their resources on teaching the skills tied to high stakes assessments, required to make adequate yearly progress (AYP), directed based upon NCLB, local assessments, HQT, ARRA, RTTT, and the skills defined in state minimum standards. All of these external factors provide pressures that direct the curriculum and instruction and can cause a narrowing of the curriculum.

Decades of education scholarship.

As described, Federal and state laws and regulations have a significant emphasis on math and English language arts. However, much of the research and philosophical writing identifies other skills that should receive equal or greater emphasis that state or federal laws do not explicitly define. Just as the state defines the content and requirements for the skills identified in state law, they could also raise the emphasis on the four competencies – an understanding of others, the ability to critically think, a sense of obligation, and an ability to lead.

Utilitarian support for the four competencies.

While utilitarian philosophers do not directly address education, their writing can have an impact on the enduring question of what knowledge is of the greatest worth and what attributes should the educated person exhibit in society. Utilitarian philosophers are concerned with consequences as opposed to intent – "a utilitarian philosopher. . . one who judges whether acts are right or wrong by their consequences" (Singer, 2000, p. 119). Similarly, Mill writes, "He who saves a fellow creature from drowning does what is morally right, whether his motive be duty, or the hope of being paid for his trouble" (1863, p. 30). If we want to maximize the outcomes, as Utilitarian theory suggests, then we must be able to predict the results of our actions. It is not sufficient to have good intentions, we must have good outcomes. These philosophers assert that we must also understand, however, that others will view the intentions of our actions and therefore those intentions will have consequences in themselves.

Considering some of the early works of Utilitarian philosophers such as Kant and Mills, we can identify competencies or knowledge that individuals must hold to be just or engaged individuals. For example, as Daniels et al. describes, "[Mills] interprets utilitarianism as requiring that one's actions should aim at the general happiness [of self and others]" (Daniels et al., 2001, p. 126). Mills description of what should be – actions that benefit all – identifies the need to critically think, and understand others. Kant describes how we must "always act so as to treat humanity, whether in yourself or in another, as an end and never merely as a means" (Weston, 2001, p. 90). Again, we must understand others if we are to ensure our actions treat them as an end in itself.

Furthermore, if as Mill's states, our actions should increase the happiness of others, then we must understand others to determine what actions will increase their happiness. We

must understand how they conceptualize happiness. Another individual may experience happiness under different circumstances than oneself. To achieve a utilitarian end we must therefore understand others and be able to critically think about our impact on others.

Under the Utilitarian framework it is also clear that we must have a sense of obligation. Kant, for example, describes perfect duties that we are obligated to perform, such as a duty to respect others (O'Neill, 1991). As Kant explains, there are categorical imperatives or obligations that we must meet. For example, Kant says we must "act only on the maxim through which you can at the same time will that it be a universal law" (Kant, 1785/2008, p. 26). We are obligated to perform actions that maximize the higher-order happiness of others.

If we want to maximize the outcomes, then we must be able to predict the results of our actions. It is not sufficient to have good intentions; we must have good outcomes. A utilitarian perspective could argue that schools must teach students the critical thinking skill to predict the outcomes and impact of our actions on other people. As Mill states, "it would be unworthy of an intelligent agent not to be consciously aware that the action is of a class which, if practiced generally, would be generally injurious, and that this is the ground of the obligation to abstain from it" (Mill, 1863, p. 30). To be consciously aware, we must be able to critically think. We have an obligation to critically think. Additionally, as I will define later, each individual has a capacity to lead. As Singer describes Mill's work, "if it is in our power to prevent something very bad from happening, without thereby sacrificing anything of comparable moral significant, we ought to do it" (Singer, 1993, p.229). Within the utilitarian model we all have an obligation to increase happiness; we all must play our role as individual leaders to maximize happiness. The utilitarian philosophers, starting with Kant appear to provide support for the competencies of understanding others, critical thinking, and understanding others.

Feminist ethics support for four competencies.

Feminist Ethics readings highlight the oppression that is pervasive in our society. And this oppression is not confined to outside our schools, but exists within schoolhouse gate too (e.g. children in minority groups are often oppressed within schools) (Young, 1997). Feminist writers might suggest there are two incentives to educate our children to gain skills they deem critical: to end this oppression both inside school walls and outside of our school walls. It can be asserted, using this construct, that we must learn how to remove oppression and in reviewing feminist writings, to do so, we must learn how to better understand others and to understand the impact of actions on others (critically think). Thus, these competencies may be appropriately placed in the school's curriculum. However, it must be noted that the commentators below do not explicitly assert that schools are the proper venue for their philosophical position.

Feminist writers such as Bartky, Young, and Frye all describe the importance in understanding others. We must understand as Bartky, et al. describes that the "psychologically oppressed may come to believe that they lack the capacity to be autonomous whatever their position" (Bartky et al., 1990, p. 30). We must understand other individuals and how oppression may affect them. As Young describes in "Asymmetrical Reciprocity," we do not need to take on another's position, but rather we should simply understand their perspective. "A communicative theory of moral respect should distinguish between taking the perspective of other people into account, on the one hand, and imaginatively taking their position, on the other hand ... Moral respect and egalitarian reciprocity are expressed implicitly in ordinary situations of discussion where people aim to reach *understanding*" (Young, 1997, pp. 39, 49). Students must gain the skills to understand others, if they are going to address oppression. If we rely on stereotyping, rather than really trying to understand an individual, then we will not uproot oppression. As

Bartky et al., describes, ‘It can hardly be expected that those who hold a set of stereotyped beliefs about the sort of person I am will *understand* my needs or even respect my rights’ (Bartky et al., 1990, p. 24).

Additionally, Frye provides an example of the intersection of critical thinking and understanding others. Frye demonstrates how we can understand others by analyzing the impact of anger. For example, “By determining where, with whom, about what and in what circumstances one can get angry and get uptake, one can map others’ concepts of who and what one is . . . One woman took this thought home . . . She discovered the pattern was very simple and clear . . . She could get angry quite freely in the kitchen and somewhat less freely and about a more limited range of things in the living room” (Frye, 1983, p. 94). So the individual understood how her partner viewed her. This is one example of how one can view emotions or actions to understand others through critical thinking with the intent to effect change. Using principles from the Feminist writings, we can recognize the importance of understanding others and critical thinking.

Pragmatism support for the four competencies.

What if? Many media campaigns and modern consultants across the world have used this question. But, the words date back to a more formal philosophy, to pragmatism. The concept of asking questions, of understanding how different options will result in varied outcomes, is part of pragmatism. It is the idea that we must understand if (and how) claims really make a difference (James, 1907/2008).

When we ask about a concept such as the legalization of marijuana, we must consider the impact across the world (e.g., the labor that makes paper used for smoking on another continent). Pragmatism considers this notion that actions’ impacts are far reaching and must be considered

in their entirety. Additionally, we realize that legalizing marijuana is fairly ill-defined – for whom, under what circumstances, etc. We also must realize that scenarios are not comparable, for instance when comparing other countries who have legalized marijuana use. Legalizing marijuana use in Holland is not the same as legalizing it in America – each scenario is different, different people, different times. Students must be taught to *think critically* – to analyze the facts and make appropriate and correct decisions.

Too often we freely make statements that are based in opinion or gut-feeling, rather than fact. Weston (2001) describes a series of skills that are vital to understand facts – to critically think (e.g., ability to evaluate generalizations, comparisons, correlations, loaded words, misunderstanding terms). As Weston describes, we must teach children to use their mind creatively to question whether moral dilemmas are truly a choice between right and wrong or if they need to explore other solutions. Weston describes the need to think creatively, out of the box thinking.

Pragmatism supports the competency of critical thinking. To select the course of action that leads to maximizing outcomes involves a high level of analysis. Wishful thinking does not support a pragmatic approach. Critical thinking supports a pragmatic approach.

Leadership theorists support for four competencies.

Everyone can play a leadership role. You do not need to be the anointed leader to make a difference or provide leadership. As Burns quotes Erikson “[Gandhi] created followers who were also leaders” (Erikson, as cited in Burns, 1978, p. 129). When confronted with group environments, we each can play a role in moving the group in a specific direction. Leadership researchers have written for decades on the role that every individual can play as a leader, once they acquire the skills. Each of our individual actions can alter a group’s decisions. Every

individual can be empowered, and can empower themselves, to act as a leader. Additionally followers who act as leaders can further empower the ‘appointed’ leaders. It becomes a reciprocal relationship. As Burns points out, the great leaders create leaders out of their followers. In any organization all those involved have the power to take on leadership roles. It might take some individuals longer than others. It might require a great deal of persistence, but we all have the ability over time to contribute to society in a leadership role. As Burns describes, “The fundamental process [of leadership] is a more elusive one; it is, in large part, to make conscious what lies unconscious among followers” (Burns, p. 40).

Leadership skills are critical on their own accord, but they also require the other three skills identified in this research. Leaders must be able to understand others so that they can help develop the leadership of followers. For example, Ciulla (1998) describes the importance of authentic empowerment as a component of leadership. To provide authentic empowerment we must understand others – we must understand those who we are empowering. “Authentic empowerment requires leaders to know what they are giving away and how they are changing the relationship between themselves and their followers” (Ciulla, p. 84). To understand the relationship, we must understand the others.

A leader must be able to critically think. They must be able to critically think to help others become leaders, identifying how to serve others. As Csikszentmihalyi describes, “fundamentally, business exists to enhance human well-being” (Csikszentmihalyi, 2003, p. 21). So, in this leadership role, a business leader must be able to critically think to define and determine human well-being.

Additionally, leaders must have a sense of obligation to act in the interest of their followers. Greenleaf describes the concept of servant leadership in which leaders must serve the

greater population, “the servant-leader [relationship] is servant first” (Greenleaf, 1977, p. 27). This describes a sense of obligation where a leader is obligated to work in the interest of his/her followers. As Barnett and Tichy identify, effective leaders must “take direct responsibility for the development of other leaders in their organizations, and they have to energize others to also be teachers – as quickly as possible” (Barnett & Tichy, 2000, p. 16). Leaders must have a sense of obligation to others. Leaders including Jack Welch (General Electric), Larry Bossidy (Allied Signal), Roger Enrico (Pepsico), Andy Grove (Intel), and Robert Goizueta (Coca Cola) are all examples of leaders who embraced their obligation to others, their value of teaching others, of growing the capacity of others (Barnett & Tichy). These leaders made the choice when conflicting options were available to choose the route that includes a teachable moment. These leaders based their actions on a core value of the common good – the focus on helping improve others was a core obligation.

Curriculum theorists support for four competencies.

In addition to the insights we can glean from Utilitarian theorists, the theories of Pragmatism, Feminist Theory and Leadership writings, decades of curriculum research also provide credence for the four competencies identified in this research as critical to student development. Considering the writing of scholars such as Dewey, Apple, Gutmann and Noddings, we see similar support for the four competencies. For example, as described by Dewey and many others – “Decisions and actions of one citizen must be understood in terms of their influence on the lives of others” (Dewey, as cited in Rhoads, 2000). To achieve these decisions, students must be able to critically think while at the same time, having an understanding of others. As Noddings’ articulates, the ethic of care includes a sense of obligation, an understanding not that I can make a difference, but rather that I “must” make a

difference (Noddings, 2002a). Noddings continues describing the importance of reasoning, of dialogue, and of practice in developing the knowledge of care. Critical thinking and an understanding of others are central to her writings. To participate in a democratic society, Gutmann describes how children must be educated to critically consider what is moral and good – to critically think. “All societies of self-reflective beings must admit the moral value of enabling their members to discern the difference between good and bad ways of life” (Gutmann, 1987, p. 43). To discern right from wrong, we must be able to critically think and to understand others. Considering right and wrong must include the impact of actions on others.

Service learning researchers suggest, “youth learn to understand the meaning of community beyond self and develop a sense of responsibility and respect for others” (Kinsley & MacPherson, 1995, p. 2). This focus on service learning fosters an understanding of others and a sense of obligation. Billings also identifies several attributes of service learning that parallel the four competencies including

- students who are more responsible and treat each other more kindly (an understanding of others, sense of obligation),
- students with increased empathy and trust among the students (an understanding of others),
- an understanding of community needs and likelihood of considering how to impact social change for the students (critical thinking, an understanding of others), and

- allowing students to contribute to their society, improve their academics, become motivated to learn, increase attendance, become care-givers, and the list goes on (leadership) (Billings, 2000).

Gelardi also describes the importance of leadership, critical thinking and sense of obligation, “The reason [lack of influence over governmental affairs exists for disadvantaged] is because the poor are not confident enough about their abilities as leaders and thinkers and instead, allow decisions to be made for them rather than being involved in the process” (Gelardi & Wolson, 1995, p. 3). Freire built on the writings of Dewey as he described the importance of critical thinking – “raising the critical consciousness of individuals through education so that they will be better able to participate in the democratic political process” (Itin, 1999, p. 93). Belinda Gimbert (2002, October) describes the importance of taking care of oneself and of others – a sense of obligation, understanding of others, and leadership.

The Montessori approach with a significant focus on working as a community also supports the four competencies. Children are taught to work together and students are taught to help the new children who join the school. To be effective collaborators and to support new students, children must have an understanding of each other and a sense of obligation. Conflict resolution is used to solve both personal and community problems, requiring the ability to critically think. Children are constantly exploring the diversity of the world. “They are familiarized with the ‘I Care’ language and taught to imagine what the other person must be feeling” (Williams & Keith, 2000, p. 221). The children are given the tools needed to collaborate with others, with the community.

Character Education writings provide additional support for the skills of understanding others and a sense of obligation. In Varlotta’s article, for example, she quotes Carlson,

“[Character Education must be about] democratic progressive communities . . . these communities strive for greater equity, care, and support among and between individuals and groups” (Carlson, as cited in Varlotta, 1996, p. 22).

21st century skills and existing school practices.

In addition to research and writings, more recently there has been a strain of curriculum research that has criticized the current focus on core academics as absent of critical 21st century skills. Linda Darling-Hammond, for example, described the debate as “a concern on some people's part that if you focus on cognitive processes, thinking skills and performance skills, you'll neglect the learning of content and by the concern on other people's part that if you don't focus on those skills, you'll have what is thought of as "inert knowledge" – that is, a list of facts that you don't know what to do with . . . We can't afford another period of time where we array these ideas as though they're polar opposites and then fight about them. We have to build concept-rich, disciplined approaches to the teaching of both content and skills” (Darling-Hammond, as cited in Umphrey, 2010, p. 49).

Additionally, Linda Darling-Hammond describes how this current debate is inappropriate, and that we do not need to create an artificial standoff between cognitive processes and thinking skills against learning content. These 21st century researchers argue that the current focus of our schools do not equip students with the skills required to excel in the 21st century workforce. As Darling-Hammond states, 21st century skills “must include critical thinking and problem solving and the ability to identify and synthesize and analyze information, to develop resources and use them in novel situations, to work collaboratively with others, to frame a problem, to reflect on one's own learning, and to continue to improve the products and performances that one is engaged in without always having to rely on someone else to manage

the work . . . [and] the ability to learn to learn: to be able to learn new things on one's own, to be self-guided and independent in the learning process” (Darling-Hammond, as cited in Umphrey, 2010, p. 48).

Darling-Hammond’s description identifies all four competencies, critical thinking, an understanding of others to work collaboratively with others, a sense of obligation, and self-leadership in lieu of having some else “manage the work.” The College Board, similarly, describes how skills must expand beyond core content into four main areas, “critical thinking, collaboration, problem solving and technology literacy.” (Pittman, 2010, p. 11). Again, critical thinking and an understanding of others is identified as a central or core competency.

NEASC and 21st Century Skills.

Having identified support for the four competencies by analyzing decades of scholarship, I now turn to current day practitioners. I reviewed NEASC (New England Association of Schools and Colleges) guidelines, mission statements from recognized schools, and definitions from national organizations to clarify and define the competencies. Concise definitions to ensure a valid and reliable research study were critical. I then used a Venn diagram to isolate the independent components of my definitions and evaluate the definitions across the four competencies.

A review of NEASC materials reveals that the organization’s core focus is on the process, resources, and infrastructure existing within a school, rather than on the specific content of a school’s curriculum. The organization wants to ensure a school has sound student expectations that are identified using research-based decision. NEASC wants to ensure schools have a continuously improving infrastructure that can support the expectations, with resources, profession development, consistency, etc. The focus does not include specific curriculum

content. However, NEASC created a 21st Century Learning Document (New England Association of Schools and Colleges, n.d.) that summarizes the learning skills identified by three organizations: the North Central Regional Education Lab (NCREL), the International Society for Technology Education (ISTE), and the Partnership for 21st Century Skills (P21). The following summary informed the creation of the definitions for the four competencies. The summary identifies the various organizations as their learning skills apply to and support the four competencies.

An understanding of others.

- (NCREL) Recognize and appreciate similarities and differences between the customs, values, and beliefs of their own culture and the cultures of others.
- (NCREL) Recognize and understand relationships among various entities across the globe.
- (ISTE) Cultural understanding and global awareness.
- (21st Partnership) Learn from and work with individuals who represent diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in a variety of contexts.
- (NCREL) Read and manage their own and others emotions, motivations and behaviors.

Critical thinking.

- (NCREL) Evaluate, locate, synthesize and use information effectively.
- (ISTE) Identify trends, forecast possibilities, and use models to explore complex systems and issues.
- (21st Partnership) Make complex choices, understand interconnected systems, identify and ask significant questions, clarify points of view.

- (21st Partnership) Frame, analyze, and synthesize information in order to solve problems and answer questions.
- (ISTE) Collect and analyze data identify solutions.
- (ISTE) Plan strategies to guide inquiry.
- (ISTE) Locate, organize, analyze, evaluate, synthesize – use from a variety of sources.
- (21st Partnership) Access, evaluate, and use information actively and creatively.
- (ISTE) Apply existing knowledge to generate new ideas, products or processes.
- (NCREL) Generate meaning using a range of contemporary tools.
- (NCREL) Adept at cognitive processes of analysis, inference, synthesis and evaluation in a range of contexts and domains.

Leadership.

- (NCREL) Teaming and collaboration.
- (21st Partnership) Ability to work effectively with diverse teams.
- (21st Partnership) Work appropriately and productively with others.
- (ISTE) Contribute to project teams.
- (ISTE) Interact, collaborate and publish with peers, experts and others.
- (ISTE) Use diverse perspectives to explore alternative solutions.
- (21st Partnership) Leverage collective intelligence of groups – use different perspectives to increase innovation and work quality.
- (21st Partnership) Use interpersonal and problem solving skills to influence and guide others towards a goal.
- (21st Partnership) Leverage strengths of others to accomplish a common goal.

- (21st Partnership) Bridge cultural differences and use differing perspectives to increase the innovation and work quality.

Sense of obligation.

- (NCREL) Desire to know, a spark of interest that leads to inquiry.
- (ISTE) Personal responsibility for life-long learning.
- (21st Partnership) Go beyond to explore and expand own learning.
- (NCREL) Bring work into existence that is original (personally or culturally).
- (NCREL) Social and civic responsibility.
- (21st Partnership) Act responsibly with the interests of the larger community in mind.

http://cps.neasc.org/downloads/21st_Century_Cross_Walk.doc

These 21st century skills align with, and can be used to articulate, the four competencies.

Additionally, I considered mission statements from schools to look for potential definitions for the four competencies.

Mission Statements

NEASC was used as the primary resource to identify sources for school mission statements. Of course most schools have mission statements and with 100,000 public schools in the US I only looked at a very small sampling (National Center for Education Statistics, n.d.). But the intent of this analysis was just to consider a handful of mission statements to see what could be learned. NEASC identifies promising practice schools (New England Association of Schools and Colleges, n.d.). In addition to these schools, I considered the NELMS (New England League of Middle Schools) and a California ranking to identify a few additional schools. Following are the mission statements from 10 schools. To help gain insights into how these missions can contribute to definitions of the four competencies, I indicate after a phrase or

sentence if the phrase resonates specific competencies. I use the following abbreviations – U for Understanding of Others, C for Critical Thinking, L for Leadership, and S for Sense of Obligation.

Mountain View Middle School (Goffstown).

Mountain View Middle School provides an engaging and safe learning environment that promotes academic, physical, social, creative, and emotional development for all our students. We believe each of our students has the potential to grow and excel as independent thinkers, problem solvers (C), effective communicators (L), respectful individuals (S,U), and responsible and engaged citizens (S) (<http://goffstown.k12.nh.us/MV/>).

New Haven Public Schools, CT, King-Robinson Inter-District Magnet School: an IB World School.

Our mission is for students to obtain an international perspective of other cultures, languages, religions and priorities (U) as they learn how to explore and to make positive connections to improve themselves, their family, their community and their society (S).

<http://www.nhps.net/King>

Sanborn Regional Middle School.

Mission Statement: Excellence for all.

Statement of Philosophy:

We build on and enhance the skills of adolescent students by:

- Emphasizing a positive climate of mutual respect, self-responsibility, and school pride that encourages learning and personal growth (U,S).
- Employing educators who are knowledgeable about and committed to late adolescence.

- Offering a comprehensive, balanced curriculum based on student needs that is implemented through a variety of instructional strategies.
- Providing for small group settings that develop a sense of individual recognition within the context of the larger whole (L).
- Making available counseling, enrichment, special education, media and health services. Utilizing a variety of assessment instruments compatible with student needs, to determine achievement levels.
- Scheduling cooperative planning time for teachers to address all aspects of the educational program including cross-curriculum planning, student performance, special education, guidance concerns and parental meetings.
- Exposing students to a wide variety of co-curricular activities and organizations relative to their interests and strengths.
- The Sanborn Regional Middle School strives to ensure a healthy and supportive educational environment for all our students. We empower our students to aspire to higher achievements and to develop goals for self-growth.

Sanborn Regional Middle School Statement of Beliefs

- Students and staff should treat each other with mutual respect (U,S).
- All students, teachers, and parents will be active in the learning process. New ideas will be encouraged with enthusiasm (L).
- Be a leader (L).
- Offer opportunities for individual growth while working together. Reason, logic and consequences will be part of all decisions (C,U).
- Not everyone learns at the same pace or in the same way.

- Participation in community activities is encouraged and fostered. Realize that kind words and actions are contagious (S, U).
- Inspire each of us to be all that we can be (L).
- To be responsible, on time, positive and courteous (S).
- Every person who follows this guide can expect to feel the...Sanborn pride.

http://web.sau17.org/images/stories/MiddleSchool/2011_2012handbook.pdf

D. J. Bakie Elementary School, Sanborn NH.

The mission of the D.J. Bakie School is to enable all students to acquire the knowledge, skills, and work habits to become productive and healthy members of society. School staff maintains high expectations, create a safe, positive and caring environment, use assessment to vary instruction to meet the individual needs of students, and promote effective communication between the school and its community.

<http://www.sau17.org/images/stories/bakischool/PDFs/revised%20bakie%20student%20handbook%202011-2012-small.pdf>

Kennebunk Elementary School, ME.

Our Mission is to support and challenge every student to develop the skills, knowledge, and character needed to be responsible, productive, and adaptive learners, workers, citizens and leaders prepared to succeed in our global society (S).

<http://www.rsu21.net/kes.shtml>

Walpole Elementary School, NH.

Our mission is to support the educational development of our students in a safe and respectful environment so that they may become responsible contributing citizens (S).

http://www.sau60.org/index.php?option=com_content&view=article&id=49&Itemid=75

Jefferson Village Schools, ME.

AOS 93 schools are dedicated to providing a safe and positive learning environment for every child. In cooperation with their local communities, the schools will engage every student in opportunities to develop the personal tools and strategies necessary for a lifelong learner in a constantly changing world. This will include, but not be limited to, basic skills, useful knowledge, intellectual curiosity academic stamina (S), a strong work ethic, and the ability to access and interpret information (C). The schools will maintain an environment that develops the individual who can stand independently (L) and yet labor for the common good (S). The climate will celebrate the worth and dignity of every human being, nurturing an individual whose thinking reflects a respect for community as well as self (S,U).

<https://docs.google.com/viewer?a=v&pid=sites&srcid=YW9zOTMub3JnfGp2c3xneDo3MDk2ZWYzMzRiMzFkMWY5>

Galvin Middle School, MA.

The teachers, administrators, and parents of the Galvin Middle School recognize early adolescence as a unique and critical period in life. Our school is committed to academic excellence and to the total development of each student's potential. A rich and varied program provides a foundation of knowledge, a basis for creative thinking, the motivation for independent learning, and a sense of personal responsibility (S). During these transitional years of growth and maturation, the students acquire skills, values, interests, and friendships, which will enable them to accept themselves and their peers, and to make a positive contribution to society (S).

http://www.edline.net/files/_TIH1Q_/f853ba7bea27908f3745a49013852ec4/handbook1112.pdf

William Faria Elementary School, CA.

The mission of Faria A+ School is to provide a traditional, structured, teacher directed, back to basics environment for student learning. The academic program strongly emphasizes the development of critical thinking (C) and deep conceptual understandings of the basic core academic subjects of reading, language arts and mathematics, including social studies and science. This program also emphasizes the development of social skills and character traits to enable children to be successful, responsible citizens in school and in the community (U,S).

http://www.edline.net/files/_VUGLX_/0595c7966a44984e3745a49013852ec4/12.pdf

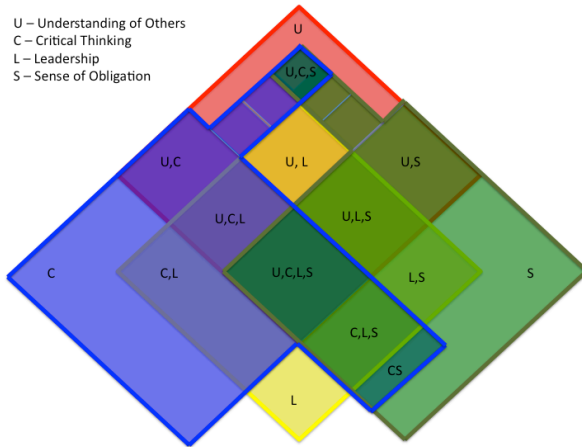
Mission San Jose Elementary.

Mission San Jose Elementary Schools vision is to meet the needs of our school community by providing

- a nurturing, supportive and respectful environment for students and staff,
- communication and cooperation with home and the community,
- effective instructional strategies for achieving academic excellence for all students,
- development of the unique talents and abilities of each student,
- development of skills so that all students are productive citizens in a diverse global community (S), and
- a culturally responsible, responsive and proficient learning environment (U).

<http://www.msjhs.org/domain/1264>

Venn Analysis



Considering a Venn diagram for four categories – in this case the four competencies – there are four mutually exclusive possibilities and nine additional overlapping considerations.

- U; C; L; S (unique components);
- UC; UL; US; CL; CS; LS (found relevant in two competencies);
- UCL; UCS; ULS; CLS (found relevant in three competencies);
- UCLS (found relevant to all four competencies).

The definitions of the four competencies and each component of the definition were categorized into one of the possible Venn compartments. This process helped to distinguish both the overlap and the uniqueness of the definitions. Additionally, it became apparent that a definition might require one competency, but was at the same time clearly descriptive or associated with another competency. This can be understood when looking at more traditional competencies – the ability to solve a fraction problem, for example, might require reading to read the problem, critical thinking to understand how to solve the problem and writing to write the answer, but the heart of the skill is math. Similarly for my definitions, I considered the primary association of the specific skill. By using this Venn process it was possible to identify concise definitions that minimized overlap.

Competency Definitions

Considering the mission statements and the 21st Century Learning skills, I created definitions for the four competencies. I used the above resources to identify four concise characterizations for each competency. These definitions were included in the survey. Looking at the definitions the primary focus of each component falls within the single competency.

Note: U = Understanding of Others; C = Critical Thinking; L = Leadership; S = Sense of Obligation.

Competency / Definition	U	C	L	S
Understanding of Others				
• To understand why individuals act the way they do.	X*			
• To understand the diversity of individuals and of individuals' environments.	X			
• To understand how one person's actions can influence another person's actions.	X*			
• To read and manage individual's emotions, motivations and behaviors.	X			
Critical Thinking				
• To evaluate, locate and synthesize information to deduce results, make decisions, and understand cause and effect.		X		
• To learn to question and to create probing strategies in order to consider the why behind decisions, answers and reasoning.		X		
• To separate opinion and fact – to recognize what is credible and what is not credible.		X		
• To make complex decisions after analyzing and evaluating interconnected information.		X		
Leadership				
• To organize tasks in a manner that enables, motivates and inspires others to contribute to a shared vision.			X*	
• To understand how each individual can provide leadership even if not occupying a leadership role.			X	
• To have the confidence and aptitude to speak up and present in front of others.			X	
• To collaborate with, communicate to, and leverage the collective talents of, diverse individual.			X*	

<u>Sense of Obligation</u>	
• To commit to a personal responsibility for a larger community and greater good.	X
• To possess the awareness, knowledge and expectation of how one cannot only choose to make an impact, but must make an impact.	X*
• To have a sense of responsibility for one's social and civic responsibility as an engaged citizen.	X
• To be committed to pursuing what an individual defines as right.	X*

* Note: Critical thinking may be required for this competency, however just as reading may be required for a math problem, the primary goal of this item is the associated competency.

The definitions of the four competencies were used to provide a context for my research stakeholders questions and the associated survey instrument.

Summary

The literature review included an analysis of the environment that researchers and scholars believe has influenced the curriculum and associated competencies taught in public schools. In particular, I reviewed federal and state regulatory influences, educational scholarship and recent 21st century school practices. This review revealed a narrowing of curriculum content and raised a question about whether the four key competencies were included, either directly or indirectly, in the school curriculum. I defined these four competencies – an understanding of others, the ability to critically think, a sense of obligation, and an ability to lead. Although other research may have identified slightly different competencies, for this research and this analysis of the literature I have chosen to test for these specific four competencies.

CHAPTER 3

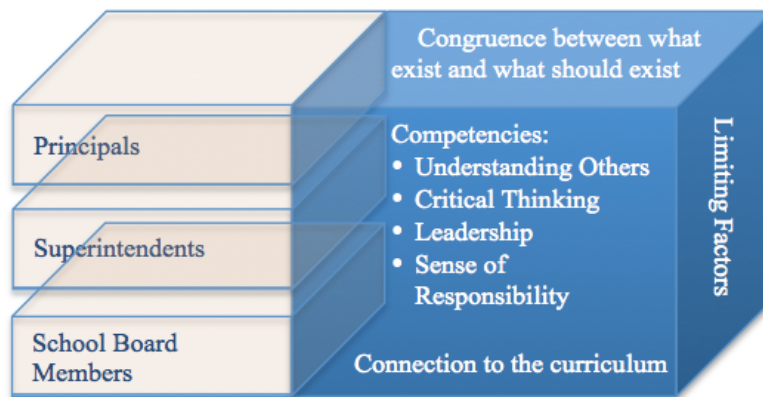
METHODS

Overview of Instrument and Method Protocol

To analyze the four research questions that drive this study, a quantitative analysis, including a qualitative review of open-ended questions, was used based upon the results of a survey instrument administered to all New Hampshire superintendents, principals, and school board chairpersons. The survey instrument used Likert type scales and open-ended questions to analyze the perceptions of K-12 public education leaders throughout New Hampshire. The survey in conjunction with existing school and community data will be used to answer the following four research questions.

1. To what extent do educational stakeholders perceive congruence between the actual instruction students receive in an understanding of others, the ability to critically think, a sense of obligation and an ability to lead, and the extent to which they believe students should receive instruction in these competencies?
2. To what extent do institutional factors (e.g., community priorities, legislative requirements, etc.) limit the desired teaching of these competencies?
3. Do educational leaders believe that these four competencies are integrated into the goals of the hidden curriculum in their respective schools/districts?
4. How do stakeholder responses to these questions differ by stakeholder characteristics (i.e., stakeholder group, experience of respondent, gender) and school characteristics (i.e. socioeconomic status, student population, academic performance of school(s) and school level)?

Through the use of rating scales, the survey considered the competencies identified in the research questions to understand the perceived and preferred role of schools. Additionally the survey gained insight into factors that limit the teaching of these competencies and understanding if teaching these competencies is integrated into the curriculum. Using SPSS, the research questions were analyzed by performing a descriptive analysis and multi-variant regression. Finally, analyzing the open-ended questions provided a qualitative component to create a mixed method analysis. The open-ended questions offered increased insights into the quantitative responses. Although this type of qualitative review is not the same as a formal qualitative analysis as it only allows for a peripheral analysis and lacks the ability to unfold layers of data common in a qualitative review of interview data (DeMitchell, Kossakoski, & Baldasaro, 2008).



Looking across the three populations of education leader, the survey included questions that address the four competencies to gain insights into the three primary research questions. Additionally, data describing the independent variables enabled the analysis of the fourth research question.

Population

The survey was administered to all principals, superintendents and school board chairpersons in New Hampshire. All three groups were included to gain the perspective of different educational leaders. Principals were included to provide an education leader very knowledgeable about the school curriculum. Superintendents provide an understanding of the school curriculum, but also play an important role in setting school and state policy. School Board members were included not only to gain the perspective of elected officials in terms of curriculum, but also due to their role in setting both school and state policy. Even with a relatively limited population to survey, it was a challenge to get a significant response rate. To help ensure an adequate response rate, the research included a jury process as well as several follow-up procedures to encourage survey completion.

Table 2. Population Groups

<i>Group</i>	<i>Description</i>	<i>Notes / Limitations</i>
Principals	Public School Principals during the 2012-2013 school year.	482 principals from public schools in New Hampshire were surveyed. This excluded private school directors, special education school directors and principals who are not currently leading schools. All of the principals were surveyed.
Superintendents	NH Superintendents	Superintendents from 95 School Administrative Units (SAUs) were surveyed. In cases such as Joint Maintenance Associations (e.g. Pinkerton Academy and Coe Brown Academy), where there is one school with no separate superintendent's office, the educational leader was coded as a principal.
School Board Chairs	Chairpersons of the school boards for each school district	Chairpersons from approximately 170 school boards were included. Each school district has a school board elected by one or more towns.

Independent Variables

The study considers several independent variables that may influence the research questions. For example, the role of schools may not be the same across different grade levels – educators may perceive the role of elementary schools as different from the role of high schools. The role of schools may be perceived differently depending upon the socio-economic population of the school. For instance, leaders of schools with students from low socio-economic homes may have a heightened concern for inter-personal skills – or perhaps these educational leaders are more concerned with the basics of reading and writing. Variations may also exist based upon the academic performance of the school, the size of the school or the experience of the educational leader. Additionally, principals and superintendents may have different perspectives given their different roles. The study considers the following independent variables.

Table 3. Independent Variable

<i>Variable</i>	<i>Description</i>
Group Membership	Respondents were asked to identify if they were a superintendent, principal, or school board member. Identifying the group membership enabled the analysis to consider variations in responses based upon this group membership.
Socioeconomic Status (SES)	The percent of Free and Reduced children in the school (or district, SAU or state) for the given respondent was used to consider the impact poverty level.
Student Population Size	The number of students within the SAU was used for this variable. This helped identify any impact on teaching or administration within large (medium or small) districts. Population size was converted into three categories, as a categorical variable, rather than the actual number of students.
Experience of Respondent	The years of experience in education for each respondent. For school board members, the elected role of school board was included in the years of experience in education.
Highest Education Attainment	Level of education received by the respondent. Level of education was categorized into the following levels: Ph.D./Ed.D., Ed.S./CAGS, M.Ed./M.A./M.A.T., Other Graduate, Bachelors, Associates, High School, Some High School.
Academic Performance	The academic performance level of the school or district was considered. The following categories were identified: 1) meeting AYP;

School Level	2) not meeting AYP. If a Superintendent is responsible for multiple districts, then the more severe (poorer performance level) was chosen. The school levels included Elementary (K-8); High School (9-12) and All Grades (K-12). The sphere of responsibility for the given educator determined the category for the given respondent.
Gender	Male or Female. The results considered differences across gender of the respondent.

Survey Construction, Administration, and Instrument

Survey creation.

An on-line survey instrument was created to collect the data used to answer the research questions. The survey was based upon an extensive literature review and analysis, active discussions with my dissertation committee, and a jury process to refine the questions. The survey included a series of Likert scale questions, open-ended comment questions, and demographics. The demographic data created additional independent variables to analyze with responses. For example a school number or SAU number provided the ability to determine socio economic status for the respondents’ sphere of influence. The Institutional Review Board (IRB) reviewed the survey and survey methodology prior to survey administration (see Appendix IV).

Qualitative analysis of open-ended questions.

In addition to quantitative data, the survey captured a series of open-ended questions to enable a qualitative analysis. As described by Glaser and Holton (2007), this type of qualitative data analysis (QDA) carries with it several areas of risk. Qualitative data analysis must be able to ensure validity and accuracy with the descriptive analysis. Therefore, this qualitative component was used in conjunction with the quantitative analysis to help increase the quantitative validity and reliability, but beyond that it was used to help guide future analysis rather than provide definitive findings.

Jury review and survey modification.

Prior to deploying this survey I enlisted my dissertation committee for their expertise in the areas of education, democratic education, moral theory, school leadership, and quantitative methods in order to gain additional insight and adjust the survey instrument as needed. This process led to further analysis that revised the first chapter of this dissertation as well as the survey instrument itself. Additionally, a Jury of individuals from all constituent groups reviewed the survey and provided feedback used to modify the survey as appropriate. The Jury included individuals with the experience of the given constituency, but who are no longer in any of the populations being surveyed – using retired individuals protected the official population respondents from being biased.

A Jury of respondents completed the proposed survey, as well as a second survey, which enabled them to provide feedback describing their experience in completing the original survey. To validate the survey for all three types of educators included in my proposal, surveys were sent to superintendents, principals and school board members. I identified three educators in each of the groups with a goal of receiving at least two surveys back from each group.

Eight educators, including three superintendents, three principals and two board members, provided responses. The respondents included two women and six men. Respondents included both large and small schools and districts and schools at all grade levels. The educators were retired or no longer in a superintendent, principal, or school board member role, thus they had a significant amount of experience. One respondent was replaced after identifying the original nine jurors, due to a respondent's health.

Jury respondents.

Appendix I and II contain the detailed results of both the dissertation survey as well as the second survey used to receive the jurists' feedback. The jurists first completed the dissertation survey. They then completed a second survey designed to evaluate their experience completing the dissertation survey. After initial phone calls to gain email contact information, I communicated with the jurists primarily via email. In an effort to simulate the actual survey I limited my conversation with jurists prior to their completion of the survey. Appendix III includes the email that was sent to all jurists. I did follow-up with two jurists via phone to clarify their responses. I did make some grammatical corrections based upon Jurist comments as well as some clarifying descriptors to ensure respondents understood how to complete the electronic survey.

In summary, the respondents were very positive. The Jury unanimously felt the definitions of the competencies as well as the introduction to the survey provide enough clarity to respond to the survey. There were a couple of minor grammatical corrections that I made to the survey as a result of this initial feedback. The jurists were asked to identify if Question 1 was clear. Question 1 asked the respondents to rate how the competencies are currently included in instruction and how they should be included. The comments were very positive. There was one jurist who expressed some confusion as the jurist did not understand how to click on a "drop-down" box to uncover the possible responses. I contacted this jurist to better understand the difficulty. As a result, I added the following language to the survey: "click on the arrows to select the most appropriate description for each competency." The next question asked the jurists if Question 2 was clear. Question 2 asked the respondents to identify limiting factors for each competency. The comments from jurists for this question were very positive. Two jurists

were confused about whether the question was hypothetical, that is “if the limitation was to take place,” or “if the limiting factor currently exists.” To address this confusion, I modified the question as follows: “To what extent do the following factors currently exist within your school(s) and limit the ability to teach the four competencies? For each competency, please rate the potential limitation.” The jurists were then asked if Question 3 was clearly stated. Question 3 asked the responded to identify the degree to which the competency is integrated into curricular goals. There was only one negative response to this jury question and no comments provided. Based upon the positive response from the Jury, I did not make any changes to this survey question. The jurists were unanimous in their agreement that the demographic questions were clear.

Survey administration.

After modifying the survey based upon the Jurist feedback, I conducted the full survey. The on-line survey was emailed to the educators. Email addresses for superintendents and principals were obtained from the Department of Education website. Superintendents were asked to forward the email to their school board chair(s).

A series of steps were implemented to collect survey responses and follow-up to increase the response rate.

1. The survey was created using the Survey Monkey tool and after being revised via the Jury input, was emailed to all Superintendents and Principals. Superintendents were asked to forward the survey to the chairperson of their school board(s). Since some superintendents have multiple school boards, they were asked to send it to each chairperson.

2. Following the initial email, I attended a meeting of all the NH Superintendents. At this meeting I was able to speak to the Superintendents to inform them of the email they had just received and ask for their assistance in my dissertation work.
3. I also contacted the head of the School Board Association and Principals' Association, but was unable to get their support in sending out a follow-up email or presenting to their membership.
4. I initially received good response rates from the Superintendents, but lower response rates from the other target groups. I repeated follow-up emails to remind folks of the survey and request the completion of the survey.
5. With low response rates for the school board members, I then built a database of email addresses for school board members. This was accomplished by visiting the websites for each school district and in some cases calling the individual school administration unit (SAU) to get addresses. In a few cases the emails were not available but a secretary of the SAU was willing to forward the email. I then emailed the survey directly to each school board chairperson.
6. Through repeated emails, and some phone calls, I was able to receive a response rate meeting the requirements for my dissertation. Concerns expressed by some respondents that might have led to a challenge in obtaining responses included:
 - a. Respondent new to SAU, district or school.
 - b. Lack of knowledge by school board members concerning survey topic.
 - c. Concern of administrators regarding retribution by school board. Cover letter tweaked to help alleviate concerns.
 - d. Respondent overloaded with work.

- e. Unwillingness to provide demographic data.

Through these steps 225 complete responses were obtained. After week one only 103 responses were submitted, but through the steps above, by week four 208 responses were received and a total of 245 respondents began the survey by week 7 – although 20 of the respondents did not complete the entire survey. Two hundred twenty-five complete survey responses represented responses from 61% of the superintendents, 27% of the principals and 25% of the school board members.

Survey instrument.

The survey questions were designed to measure the respondents' perceptions of congruence between the existing and desired level of instruction in the four competencies. Additionally, a combination of Likert and open-ended questions provided insights into the limitations of instruction for the four competencies. Finally, by collecting demographic information, I was able to consider the research questions in light of the independent variables. The survey instrument can be found at the end of this chapter. A review of how the survey questions were used to answer the research questions follows.

Research question one.

To what extent do educational stakeholders perceive a congruence between the actual instruction students receive in an understanding of others, the ability to critically think, a sense of obligation and an ability to lead and the extent to which they believe students should receive such instruction?

As stated in the research question, the first section of the survey considers the perceptions of the respondents. The question considers the congruence between the extent to which students currently receive instruction and the extent to which students should receive instruction in the

four competencies. Respondents rated the level of instruction using Likert scales. Using the same Likert scales the respondents rated both the existing instruction and the desired level of instruction. Understanding the differences or similarities between the *Likert* values for what “should” and “currently” exists provides an understanding of the perceived congruence.

Using a Likert type scale, respondents in this section are asked to rate each area that schools can incorporate into their curriculum. The question has two columns, one considering their perception of current efforts in the school(s) and the second considering the recommended levels of inclusion within the school(s). The Likert options include:

1. Students do not receive instruction in this competency.
2. Students receive instruction to provide a basic understanding of the competency.
3. Students receive instruction to provide a moderate understanding of the competency.
4. Students receive instruction to receive a significant understanding of the competency.
5. Students receive instruction to gain a mastery of this competency.

The respondents rated each of the four competencies as they currently exist and as they should exist.

Research question two.

To what extent do institutional factors (e.g. community priorities, legislative requirements, etc.) limit the desired teaching of these competencies?

Section 2 asks the respondent to rate limitations that prevent teaching of the four competencies (research question 2). If there is a difference between what currently exists in schools and what should exist as defined in question 1, then there may be specific factors that

limit what the respondents believe should exist. Again, a Likert type scale is used to understand the level of limitations for each of the competencies. In addition to a quantitative response, this section includes open-ended responses to identify limitations to each of the four competencies. The open-ended responses were analyzed and where possible coded into common themes.

The following limiting factors will be included for analysis against a Likert type scale. These items were reviewed during a jury of the survey. Additionally, the respondents, as part of the open-ended questions, were able to provide other items. Limitations include the following:

1. teachers are not trained to teach this area;
2. education leaders (e.g. principal, curriculum coordinator, asst. superintendent, etc.) are not trained to lead this instruction;
3. our community does not hold this area as a priority for the schools;
4. this skill is not taught as a competency, but rather is learned through the development of other 'traditional' skills;
5. our need to focus on state grade level expectations;
6. funding;
7. limited time in the day.

The Likert scale for each of these limiting factors, provides four options:

1. does not limit us to achieve what should exist;
2. creates some limitations;
3. creates significant limitations;
4. is a major limitation.

Using descriptive statistics, this question will help describe existing limitations.

Additionally, this question can be analyzed in conjunction with the first question. For example,

we would expect that if a respondent does not identify incongruence between current and recommended environments that limitations will not exist. We can use chi-square analysis to look at responses given differences to the answers in question 1. Do educational leaders believe that these four competencies are integrated into the goals of the hidden curriculum in their respective schools/districts?

Research question three.

Section 3 will ask respondents to consider how the instruction is (or is not) tied to the school curriculum. Again, respondents will use a Likert scale to identify the level of inclusion with the curriculum. For each of the four competencies, respondents will chose one of the following scale values:

1. not part of the curricular goals of the school district;
2. tangential to the goals of the curriculum;
3. implicit in the curricula goals;
4. explicit in the goals of the curriculum.

The responses provide an understanding of whether the given competency is specifically included in the curriculum or taught as part of a ‘hidden curriculum’ – a curriculum that is tangential to the explicit curriculum. This question was also analyzed in conjunction with the first two questions. For example, do the responses to section 3 differ when controlling for the answers to question 1 or question 2? As with all the above survey questions the results were analyzed while considering a series of independent variables. How do responses to these questions differ by stakeholder characteristics (i.e., stakeholder group, experience of respondent, gender) and school characteristics (i.e., socioeconomic status, student population, academic performance of school(s) and school level)?

Additional questions.

Finally, using the data supplied in section four, along with data integrated from the Department of Education, each of the previously described internal variables were considered. Integrating data from the New Hampshire Department of Education I was able to identify independent variables such as the academic performance of the school(s) associated with the respondent. In particular, the stakeholder characteristics that were analyzed include

- group membership (superintendent, principal, school board members),
- experience (e.g., 1-5; 6-10; 11-15; 16-20, and above 20),
- educational attainment of respondent (PhD, Other Graduate Degree, Bachelors, Associates, High School, Some High School), and
- gender (male or female).

The school factors include

- socioeconomic status of student population (as measured by percent of students receiving free or reduced lunch),
- size of student population (number of students in within the respondents field of influence – SAU, district or school),
- academic performance of school (AYP status), and
- school level (the range of grades under the influence of the respondent – K-8, 9-12 or K-12).

The survey instrument used to collect the responses can be found in the Appendix VII. The results of the survey are described in the next chapter.

CHAPTER 4

RESULTS

This research used a quantitative analysis and a qualitative analysis of open-ended questions. The analysis merged results of the survey described in chapter three with demographic data obtained from the New Hampshire Department of Education. All superintendents, principals, and school board chairpersons from the public school districts in New Hampshire were surveyed. The analysis looked at the four research questions: the congruence between what currently exists and what should exist in regard to the four competencies; factors that limit instruction in the four competencies; the integration of these competencies into the curriculum; and finally, the variance of independent variables on the three questions. The results are organized in four sections including a review of the survey respondents with the associated demographics, a quantitative review of each research question (dependent variable) including an analysis of the relevance of the independent variables, an analysis of the qualitative open-ended responses, and a summary of the results.

Review of Survey Respondents and Independent Variables

Seven hundred and thirty New Hampshire educators were surveyed. There are approximately 95 superintendents, 465 principals, and 170 school board chairpersons in the state. Table 4 summarizes the number of responses by role. A total of 225 administrators and school board chairpersons responded to the survey. Sixty-one percent of the superintendents responded, 27 percent of the principals, and 25 percent of the school board members. Of all the responses, 55 percent were from principals, 19 percent from school board members, and 26 percent from superintendents. The full population, receiving the survey, was made up of similar percentages of educators, 64 percent principals, 23 percent school board chairpersons, and 13 percent

superintendents. Therefore, the respondent sample reflects the population distribution of principals, superintendents, and school board chairpersons.

As there are significantly more principals than superintendents and school board members, it is reasonable to receive the majority of surveys from this group. School board members were difficult to reach as some emails had to be forwarded due to privacy requests. Face to face contact with the superintendents through attending a New Hampshire superintendent association meeting likely attributed to the receipt of a larger proportion of these respondents. I was unable to gain similar access to state-wide gatherings for the other two groups of respondents.

Table 4

Respondents		
Role	Frequency	Percent
Principal	124	55.1
School Board Member	43	19.1
Superintendent	58	25.8
Total	225	100.0

The surveys solicited information on several variables about the school(s) associated with the respondents, and about the respondents themselves. School variables included size of the school(s) as measured by student population, socioeconomic status of the school(s), grade span for the school(s), and academic achievement for the school(s) as measured by Adequate Yearly Progress (AYP) status. Characteristics about the respondent directly, included group membership (superintendent, principal or school board chairperson), education attainment for the respondent, years of respondent experience, and gender. The responses included a representative cross section of all of these independent variables.

School level variables.

Size of responsibility (SAU/District/School).

The size of responsibility was calculated as the number of students in the school(s) that the respondent oversees. For example, a single school for a principal, all students in a district for a school board chairperson, and all the students in the SAU for a superintendent. Enrollments ranged from 18 representing the smallest school to 15,142 for the largest school administrative unit, a single district SAU (represented by both a superintendent and school board chairperson). The average student enrollment is 1026. Again, this could represent one school or a series of schools that make up a district or SAU. The size of responsibility was divided into three groups based upon enrollment counts. The size of responsibility (Table 5) was grouped into small (less than 400), medium (400-999), and large (at least 1000).

The average *size of responsibility* associated with the respondents was compared to the full population of New Hampshire SAU/district/schools. The survey respondents represented the general population.

Table 5
Descriptive Statistics – Size of Responsibility
(SAU/District/School)

	Frequency	Percent
Less than 400	80	35.6
400 to 999	84	37.3
At least 1000	61	27.1

Socioeconomic status.

The percent of students receiving free and reduced priced milk or lunch was compared to the New Hampshire student population. The percent of children receiving free and reduced ranged from zero to 67.3 percent of the student population. The mean for the percent free and

reduced students was 26 percent for the respondents. The percent of all the students in a given respondent’s sphere of influence receiving free and reduced price meals or milk, was identified for each respondent – e.g. a school for a principal, district for a school board chair, and SAU for a superintendent. Respondents were then grouped into two socioeconomic groups (Table 6) – high poverty (the highest quartile of students receiving free and reduced lunch or milk) and low poverty (the lowest quartile of students receiving free and reduced lunch or milk). High poverty schools had more than 37.5 percent of students receiving free and reduced lunch or milk. Low poverty schools had less than 13.85 percent of students receiving free and reduced lunch or milk.

Table 6

Descriptive Statistics – Socioeconomic Status		
	Frequency	Percent
Low Poverty (less than 13.85%)	56	24.9
High Poverty (greater than 37.5%)	57	25.3

Grade span.

The grade span under the sphere of influence for a respondent was also identified. A principal, for example, is responsible for a school and therefore the grade range of that school was identified as the grade span for the principal. The grade span was categorized into Elementary (grades PK-8, which includes middle schools), High School (grades 9-12), and All (grades PK-12). The level for a school board member included all the grades within his/her district. If the district was a K-8 district the level was elementary but if the district had both K-8 and high schools, the level was considered “all.” A similar process was used for superintendents based upon the grades within the SAU. Fifty-six percent or 127 of the respondents oversaw elementary schools (Table 7). The majority of schools in New Hampshire are elementary -- approximately 385 of 465. High schools accounted for the smallest number of respondents, 13 percent or 30 respondents, as there are few high schools in the state. Finally, 30 percent or 68 of

the respondents oversaw all grades. Most superintendents and school board members fall into this category, although there are some districts and SAUs that are only elementary or only high school level.

Table 7

Descriptive Statistics – Grade Span		
	Frequency	Percent
Grades: All	68	30.2
Grades: Elementary	127	56.4
Grades: High School	30	13.3

Academic achievement.

Similar to the categorization of school level, the respondent’s sphere of influence was used to categorize AYP status. Schools and districts were classified as making AYP or not making AYP. For principals and school board members this status was used. For superintendents who oversee multiple districts, the more severe status (i.e. Not AYP) was used if some districts made AYP and others did not. Seventy-eight percent or 176 of respondents were identified overseeing a school or district(s) not making AYP and 22 percent or 49 making AYP (Table 8). This is similar to the overall state results where 26 percent of schools made AYP.

Table 8

Descriptive Statistics – Academic Achievement		
	Frequency	Percent
Performance: Not AYP	176	78.2
Performance: Yes AYP	49	21.8

Respondent level variables.

Education attainment.

The study also considered three characteristics of the respondent's educational attainment, years of experience, and gender. As expected, the level of education of the respondents was very high. Eighty-seven percent of the respondents held a graduate degree. The most prevalent degree was a master's degree, with 40 percent or 90 of the respondents having this degree followed by the Ed.S./CAGS (27.6 percent), and the doctorate (16 percent). Only two respondents did not have some type of college degree (associates or greater). The respondents with less than a graduate degree were all school board members (Table 9). But even among school board members, 86 percent had a bachelor's degree, and 30 percent had a graduate education (Table 10), significantly higher education than the average U.S. citizen (20 percent having bachelors and 10 percent having graduate degree as identified in the 2012 U.S. census).

Table 9

Descriptive Statistics - Highest Education Attainment (All Respondents)

Level	Frequency	Percent	Cumulative Percent
Ph.D./Ed.D.	36	16.0	16.0
Ed.S./CAGS	62	27.6	43.6
M.Ed./M.A./M.A.T.	90	40.0	83.6
Other Graduate	7	3.1	86.7
Bachelors	24	10.7	97.3
Associates	4	1.8	99.1
High School	2	.9	100.0

Table 10

Highest Education Attainment (School Board Members only)			
Level	Frequency	Percent	Cumulative Percent
M.Ed./M.A./M.A.T.	7	16.3	16.3
Other Graduate	6	14.0	30.2
Bachelors	24	55.8	86.0
Associates	4	9.3	95.3
High School	2	4.7	100.0

Years of experience.

Respondents were asked to provide the number of years of experience they had in education. The experience included both work in education and being elected to positions that involve education – for example elected as a school board member. The respondents had a significant amount of experience working in education. For all respondents the range was three to 46 years of experience with an average of over 25 years (Table 11). The mean for years of experience for all respondents demonstrated that the respondents had significant experience upon which to base their perceptions.

Table 11

Descriptive Statistics – Years of Experience					
	N	Min	Max	Mean	Std. Deviation
Years (all respondents)	225	3	46	25.68	10.91
Years (school board members)	43	3	41	13.49	9.86

Gender.

Table 12 displays data on the gender of the respondents. There was a balanced distribution of both males and female respondents, with males slightly over represented. This mirrors the state-wide demographics of more males occupying the positions of principal and superintendent – approximately 45.1% female and 54.9% male (New Hampshire Department of

Education, 2013).

Table 12

Descriptive Statistics – Gender		
	Frequency	Percent
Gender: Female	100	44.4
Gender: Male	125	55.6

An ANOVA was used to consider variance in experience based upon gender. No significant difference was found indicating that the experience level was consistent across gender.

Table 13

Gender	Years of Experience			One Way ANOVA Results
	N	Mean	Std. Deviation	
Males (all respondents)	125	25.20	11.50	$F(1,223) = .352, ns$
Females (School board members)	100	26.08	10.46	

Summary.

In summary, an analysis of the independent variables identified a response group representative of the larger New Hampshire profile of superintendents, principals, and school board members. Mirroring the broader educator makeup of NH, there was a significant percentage of responses from principals (55 percent), with just under half from superintendents and school board chairpersons. The respondents represented a broad mix of SAU/District/School size, including very small schools (as small as 18 students) and large districts (up to 15,142), as well as schools in wealthy communities (zero percent free and reduced), and schools with high percentages of students eligible for free and reduced lunch or milk (51.6 percent). The survey respondents had a significant amount of experience in education (mean of 25.7 years) and were well educated themselves (87 percent had some graduate school experience). There was a good mix of men and women (56 percent / 44 percent). Finally, the

large majority of schools did not make adequate yearly progress (78 percent), which is representative of the full population and the majority of respondents oversee elementary schools (56 percent), which again matches the overall profile of NH schools.

Review of Research Questions (Dependent Variables) and Significance of Independent Variables

Having analyzed the independent variables collected as part of the research, the analysis shifts to consider the dependent variables. The research questions indicate the appropriateness of several dependent variables, the congruence between actual instruction and recommended instruction for the four competencies, limiting factors that prevent the instruction of the four competencies, and the level of integration into the curriculum.

Dependent variable: Congruence between current and should be for the four competencies.

Research Question 1: To what extent do educational stakeholders perceive a congruence between the actual instruction students receive in an understanding of others, the ability to critically think, a sense of obligation and an ability to lead, and the extent to which they believe students should receive instruction in these competencies?

Research question 1 considers the congruence between actual instruction and what the respondents believe should be taught for each of the four competencies – an understanding of others, critical thinking, leadership, and sense of obligation. Each respondent was asked to complete a Likert scale for each of the four competencies. Respondents provided a score for both their current, and should be perspectives. The Likert scale ranged from one to five.

1. Students do not receive instruction in this competency.
2. Students receive instruction to provide a basic understanding of the competency.

3. Students receive instruction to provide a moderate understanding of the competency.
4. Students receive instruction to receive a significant understanding of the competency.
5. Students receive instruction to gain a mastery of this competency.

For each of the four competencies, the data show that respondents believe more instruction should be provided than is currently provided. Data for each competency are described below.

Congruence across roles (superintendent, principal and school board chairperson).

An understanding of others.

Describing the current level of instruction, the average Likert rating ($m=3.02$) for an understanding of others across all respondents indicated that students receive a moderate understanding of the competency (Table 14) – just above the level of a basic understanding. However, with an average, should have, response of 3.99, the educators indicated students should receive instruction to provide a significant understanding.

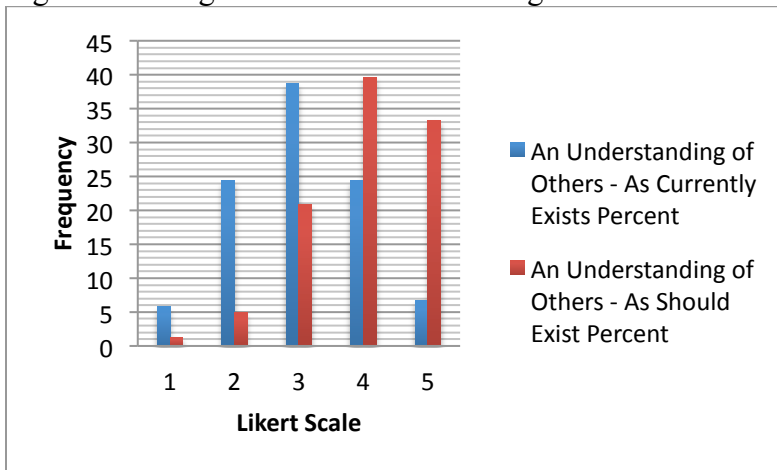
Superintendents described the largest dichotomy with an average of 2.88 (below moderate) for the current level of instruction (students receive basic understanding), and a desired level of knowledge at 4.09 (significant understanding) – a difference of 1.21, more than one full level on the Likert scale. Alternatively, school board chairpersons indicated the greatest congruence with a difference of .63, but still identified a need for increased student knowledge. School board chairpersons should exist mean is the lowest of the three responses. There is greater differentiation, thus a larger gap that could be filled by curricular realignment, between current and should according to superintendents, but less of a gap for school board members, with principals sitting between the two.

Table 14
An Understanding of Others

	Currently Exists		Should Exist		Difference In Means
	Mean	SD	Mean	SD	
All	3.02	.995	3.99	.928	0.97
Superintendents	2.88	.938	4.09	.864	1.21
Principals	3.03	.995	4.01	.992	0.98
School Board Chairpersons	3.16	1.067	3.79	.804	0.63

Considering a frequency distribution (Figure 1) of responses for both the current and should be perceptions, we see the incongruence between what is taught and what should be taught. Only thirty-one percent of respondents believe students currently receive a high level of instruction (four or five on the Likert scale) for an understanding of others. However, 73 percent believe students should receive this high level of instruction on this competency.

Figure 1 – Congruence: an Understanding of Others



Critical Thinking.

The competency of critical thinking was identified as currently included in instruction to a greater degree than any of the other three competencies (Table 15). It was also identified as the most important in terms of what should be taught. The average rating across all respondents for the current environment was 3.30 – indicating that students currently receive a moderate

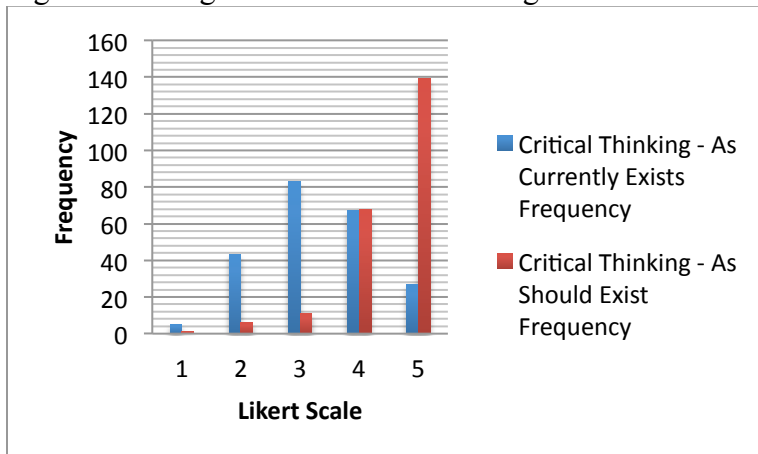
understanding of critical thinking. However the same respondents believe the students should receive a significant level at 4.50, so halfway between significant and a mastery of the instruction. Once again, superintendents identified the largest difference, indicating a needed change of 1.43, almost one and one-half on the Likert scale – a change from just over basic to a level approaching mastery. For critical thinking, school board chairpersons shared a similar view of the discrepancy between what is taught and what should be taught. Principals had the smallest discrepancy; however, they too reported the imperative for more than a full level of growth – a 1.05 difference between what is taught and what should be taught.

Table 15
Critical Thinking

	Currently Exists		Should Exist		Difference In Means
	Mean	SD	Mean	SD	
All	3.30	.985	4.50	.751	1.20
Superintendents	3.14	.963	4.57	.678	1.43
Principals	3.44	.957	4.49	.770	1.05
School Board Chairpersons	3.12	1.051	4.44	.796	1.32

Forty-two percent of respondents perceive students as currently receiving a high level of instruction in critical thinking. However, almost double, 92 percent of respondents, believe that students should receive this level of instruction in this competency.

Figure 2 – Congruence: Critical Thinking



Leadership.

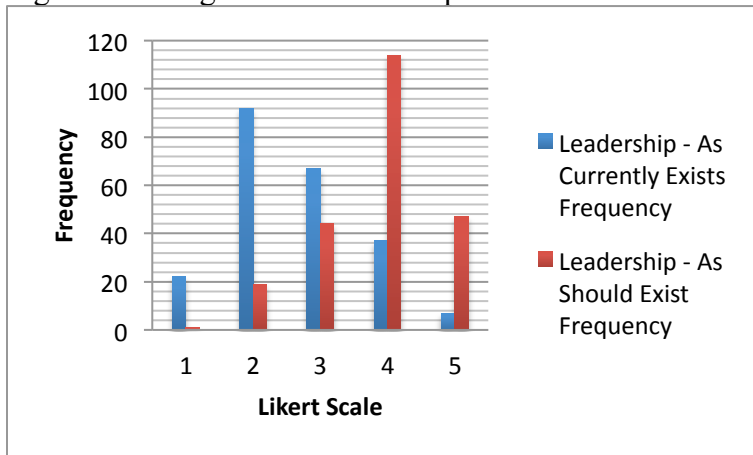
Leadership was considered the least taught competency of the four competencies (Table 16). The average rating across all respondents for the current level of instruction was 2.62 indicating a basic to approaching a moderate level of understanding. However, this competency was identified as having the largest difference between what is currently taught and what should be taught, with an average difference of 1.21 across all respondents indicating a suggested change of more than one Likert level. With an average should be rating of 3.88, respondents approached the level of expecting a significant level of understanding. Once again, superintendents identified the largest difference for this competency with a difference of 1.38 and school board members identified the smallest difference, a 1.09 difference. However, all three groups of respondents believe the instruction should move more than one full Likert level.

Table 16

	Currently Exists		Should Exist		Difference In Means
	Mean	SD	Mean	SD	
All	2.62	.975	3.83	.870	1.21
Superintendents	2.62	.970	4.00	.879	1.38
Principals	2.56	.939	3.73	.875	1.17
School Board Chairpersons	2.79	1.081	3.88	.823	1.09

Considering a frequency distribution for leadership (Figure 3), only 20 percent of respondents believe students are currently receiving a high level (Likert scale four or five) of knowledge. This ranked the lowest of the four competencies. Seventy-two percent, however, believe students should receive a high level of instruction. This was the largest degree of incongruence as measured by the difference in Likert ratings four and five.

Figure 3 – Congruence: Leadership



A Sense of Obligation.

Similar to leadership, a sense of obligation was also considered one of the competencies that students receive the least understanding in the current school environment – just a bit more than leadership (Table 17). The average Likert rating of 2.79 indicated that students currently receive a basic level of understanding, but with a difference of 1.16, respondents felt students should receive a significant level of understanding. As in all the other competencies, superintendents identified the largest dichotomy with a difference of 1.31. Principals identified the least dichotomy but still had a difference of more than one Likert rating (1.09).

Table 17

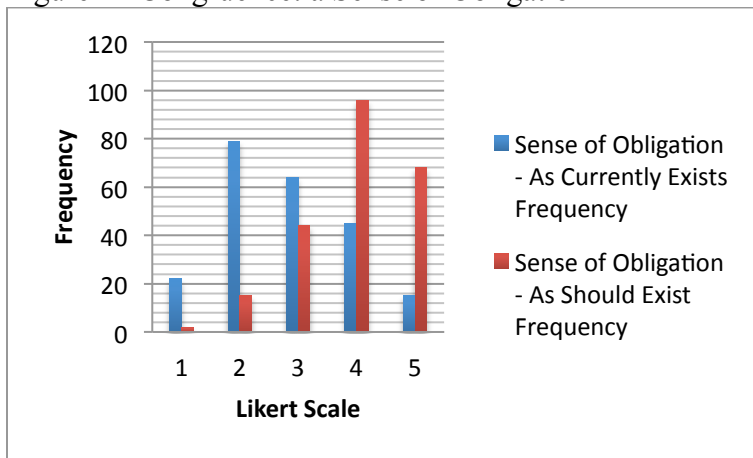
A Sense of Obligation

	Currently Exists		Should Exist		Difference In Means
	Mean	SD	Mean	SD	
All	2.79	1.081	3.95	.919	1.16
Superintendents	2.72	1.073	4.03	.936	1.31
Principals	2.81	1.054	3.90	.923	1.09
School Board Chairpersons	2.79	1.186	3.95	.899	1.16

We also see an incongruence for knowledge of a sense of obligation, when considering the frequency distribution (Figure 4) of responses for both the current and should be perceptions.

Twenty-seven percent of respondents believe students currently receive a high level of instruction (four or five on the Likert scale) for a sense of obligation. However, 73 percent believe students should receive this level of instruction. This is the same should be percentage for an understanding of others.

Figure 4– Congruence: a Sense of Obligation



Congruence verification: t-test and MANOVA

As described above, respondents identified incongruence in all four competencies. The discrepancy was from double to almost four-times as many respondents believing students should have a significant understanding or mastery of the competency, as opposed to the current level of understanding. In all four competencies at least 72 percent of respondents, 92 percent for critical thinking, believe that students should have a significant understanding or mastery of the competency.

A paired t-test provided an analysis of the significance between the pairs of responses across all respondents – currently exists versus should exist. Pairing the currently exists and should exist responses for each of the four competencies the data showed a significant difference in each of the pairs ($p < .001$). The mean difference for all four pairs (Table 18) ranged from a low of .97 (understanding others) to a high of 1.21 (leadership), again, indicating that in all four

cases, on average, the respondents answered that students should receive additional instruction in each of the competencies.

The t-test demonstrated the strength of these discrepancies for all four areas. As described above, respondents stated that schools currently provide a moderate level of instruction for the two competencies, an understanding of others and critical thinking. However, they indicated schools should have a significant level of instruction for these competencies. Additionally, respondents suggested moving from a current environment where we provide only a basic understanding of leadership and a sense of obligation to one in which they should provide a moderate level of instruction (approaching a significant amount). The largest change was identified for the competencies, leadership and critical thinking – moving from a basic level to just shy of a significant level, a Likert change of about 1.20.

Table 18
 Currently Exists versus Should Exist – Four Competencies
 (N=225)

Paired T Test		Mean	SD	Diff	t
Pair 1	An Understanding of Others - As Currently Exists	3.02	1.00		
	An Understanding of Others - As Should Exist	3.99	.93	.97	-13.627***
Pair 2	Critical Thinking - As Currently Exists –	3.30	.99		
	Critical Thinking - As Should Exist	4.50	.75	1.20	-16.456***
Pair 3	Leadership - As Currently Exists –	2.62	.98		
	Leadership - As Should Exist	3.83	.87	1.21	-16.243***
Pair 4	Sense of Obligation - As Currently Exists –	2.79	1.08		
	Sense of Obligation - As Should Exist	3.95	.92	1.16	-15.029***

Note. * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

To understand if the type of respondent played a factor in the perspective of what is currently taught versus what should be taught, the analysis considered a multivariate analysis of

variance (MANOVA). Performing a MANOVA allowed me to consider the change in dependent variable (level of instruction) among the different group of respondents – school board members, superintendents, and principals. For each of the four competencies there was no significant difference among the four groups (Appendix VIII). All groups shared the belief that more instruction is required in all four competencies.

While there was no statistical difference between the responses of the three groups on the four competencies, some interesting data emerged. First, when arranging the three respondent groups for each competency from the lowest difference to the highest difference in instruction, superintendents emerge as the group with the greatest disparity between current and desired instruction for all four competencies. It can be inferred that while all three groups see a gap in current to desirable, superintendents perceive the greatest and most consistent difference. Because superintendents are often the initiator of curricular change, they may be the best positioned to move toward the desired level of instruction.

Second, when the difference between the current and desired ratings for the three groups is calculated, the range of differences is .58 (understanding others) to .22 (sense of obligation). Therefore, superintendents, because they have the greatest discrepancy between current and desired conditions, perceive that understanding others has the greatest discrepancy (.58 greater than the lowest group), followed by critical thinking (.38), then leadership (.29), with sense of obligations to others (.22) the least discrepancy. Because perceptions and assumptions are a critical component of policy makers' assumptive worlds, this ranking of competency discrepancies may signal future policy action.

Impact of independent variables on congruence.

The same analysis was performed to consider how the remaining independent variables impacted the change between what is perceived as currently taught versus what should be taught. Similar to the outcome of the respondent roles, most of the other independent variables showed no significant difference among the groups. For example, gender of the respondent, or adequate yearly progress status of the school(s) did not translate into different perceptions of the variation between what is currently taught versus what should be taught.

The one independent variable that demonstrated differences for multiple competencies was the socioeconomic status of the school. For all four competencies, there is a significant difference in how respondents view the current and should be role of schools based upon the socioeconomic status of schools: An Understanding of Others * FnRCategory25, $F(2, 110) = 3.77, p < .05$; Wilk's A = .936; Critical Thinking * FnRCategory25, $F(2, 110) = 8.86, p < .001$; Wilk's A = .861; Leadership * FnRCategory25 $F(2, 110) = 4.12, p < .05$; Wilk's A = .930; A Sense of Responsibility * FnRCategory25 $F(2, 110) = 4.54, p < .05$; Wilk's A = .924;

The mean responses for the congruence of each competency convey the difference between low poverty and high poverty schools. As seen in Tables 19, high poverty schools identified a significantly higher degree of incongruence. They all reported students receiving less knowledge of these competencies in high poverty schools but believe they should be taught at a higher level than students in the lower poverty schools. For low poverty schools the incongruence ranged from a .68 difference in Likert means to a .99 difference. However, in high poverty schools, the difference between current and should be ranged from 1.14 and 1.56, a much higher degree of incongruence. These results suggest that educators believe students in

low poverty schools lack these skills and have a stronger need for schools to change their current path and increase the teaching of all four competencies.

Table 19

		Currently Exists		Should Exist		Difference In Means
		Mean	SD	Mean	SD	
An Understanding of Others	All	3.07	.970	3.98	.963	0.91
	Low Poverty	3.27	1.00	3.95	.980	0.68
	High Poverty	2.88	.908	4.02	.954	1.14
Critical Thinking	All	3.34	.951	4.54	.669	1.20
	Low Poverty	3.66	.880	4.50	.572	0.84
	High Poverty	3.02	.916	4.58	.755	1.56
Leadership	All	2.73	.975	3.96	.806	1.23
	Low Poverty	2.96	.914	3.95	.796	0.99
	High Poverty	2.49	.947	3.96	.823	1.47
A Sense of Responsibility	All	2.87	1.056	4.00	.886	1.13
	Low Poverty	3.11	1.021	3.95	.923	0.84
	High Poverty	2.63	1.046	4.05	.854	1.42

Summary.

The analysis of the congruence between what is taught and what should be taught for each of the four competencies, saw a sizable incongruence. All respondents identified a significant need to increase the knowledge learned by students in each of the four competencies. All four competencies required a change of at least one Likert scale. The greatest incongruence across all respondents is in the area of leadership, with critical thinking following, and then a sense of obligation, and finally an understanding of others.

Superintendents viewed the greatest discrepancy between what is taught and what should be taught. This group of respondents identified a 1.43 difference for critical thinking, suggesting schools currently teach just a moderate level of knowledge, but should be taught at a mastery level. Superintendents, as well as, the other respondents believe the other three competencies

should be taught to provide at a significant understanding of the competency. For all four competencies, at least double the number of respondents believe students should have a significant understanding or mastery of the competency as opposed to what currently exists.

The research also demonstrated that poverty is a significant factor in describing the level of what is and should be taught. Respondents in high poverty schools believe students currently receive less knowledge for all four competencies as opposed to students in low poverty schools. They also view the need for greater knowledge in the high poverty schools. The incongruence between what is and what should be is significantly greater in the high poverty schools.

Dependent Variable: Limiting factors that prevent the instruction of the four competencies.

Research Question 2: To what extent do institutional factors (e.g. community priorities, legislative requirements, etc.) limit the desired teaching of these competencies?

The second independent variable corresponds to research question two and considers factors that limit the instruction of the four competencies. Survey question two measured seven limitations.

- Teachers are not trained to teach this competency.
- Education leaders (e.g. principal, curriculum coordinator, asst. superintendent, etc) are not trained to lead this instruction.
- Our community does not consider this competency as a priority for the schools.
- This skill is not taught as a competency, but rather is learned through the development of other traditional skills.
- Our need to focus on state grade level expectations.
- Funding.

- Limited time in the day.

For each of the limiting factors, respondents rated their impact on each competency using a four point Likert scale:

1. Does not limit us to achieve what should exist.
2. Creates some limitations.
3. Creates significant limitations.
4. Is a major limitation.

Limitations.

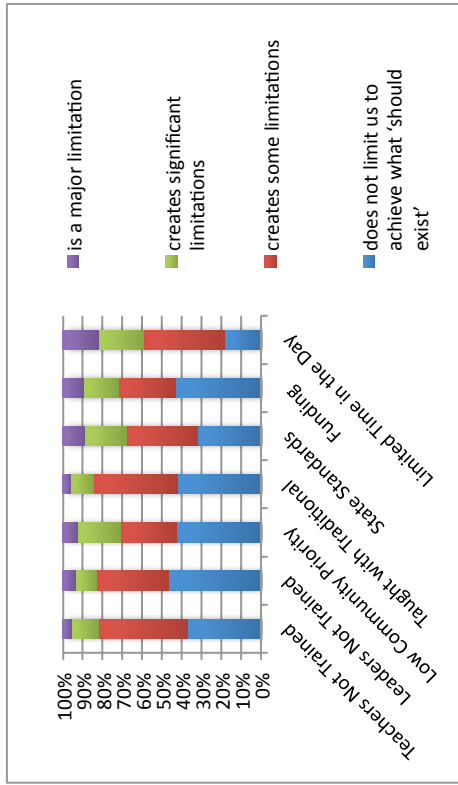
The analysis of this question shows that most respondents do not perceive any of these factors as creating significant or major limitations (Figure 5). In most cases, more than 70 percent of the respondents believed the factors did not limit, or created only some limitations, but did not create significant or major limitations. The limitations will be discussed below.

Limited time in the day.

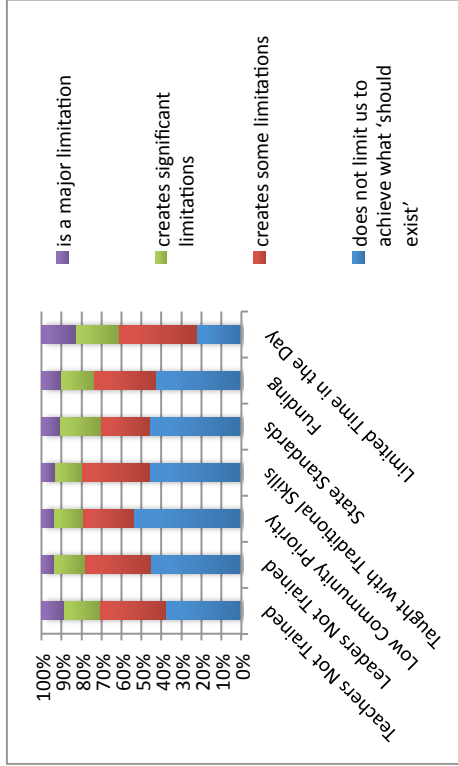
For each of the competencies, the analysis considered Likert responses of the limiting factors. Limited time in the day was the most significant limiting factor. This was the case

Figure 5 – Likert Frequencies: Limiting Factors

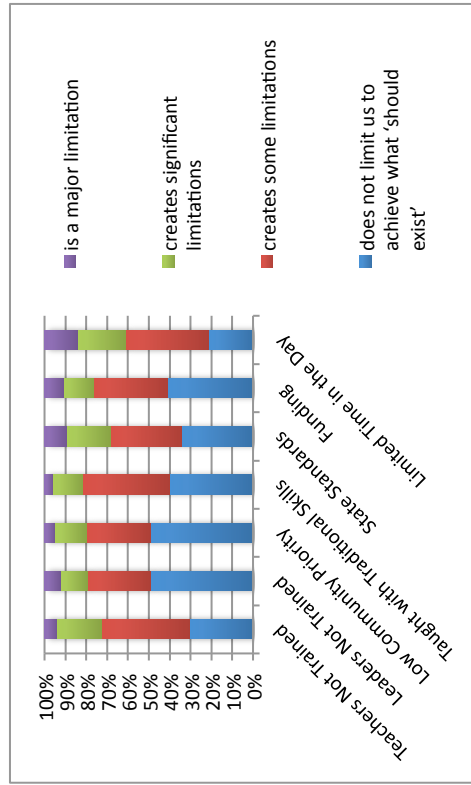
An Understanding of Others



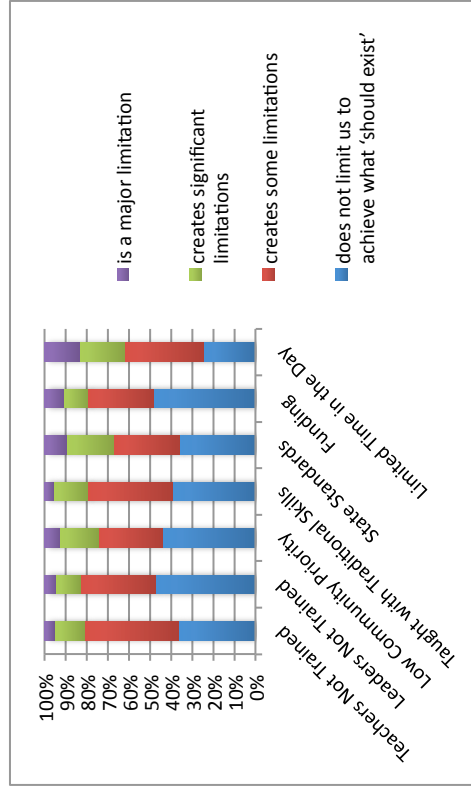
Critical Thinking



Leadership



Sense of Obligation



across all four competencies (Figure 5). Limited time in the day, as a limiting factor, ranged from 2.3-2.4 – a rating between some limitations and significant limitations, but closer to some limitations (Table 20). Even for critical thinking, the limited time in the day was a factor, with an average rating of 2.33. However, even though limited time in the day was identified as the most limiting, more than 60 percent of the respondents felt it did not create a significant or major limitation for any of the four competencies.

Table 20

Limiting Factors for each Competency

(N=225)

Limiting Factor	Competency				
	An Understanding of Others	Critical Thinking	Leadership	Sense of Obligation	Weighted Mean
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Teachers are not trained to teach this competency.	1.85 (0.81)	2.02 (1.00)	2.02 (0.87)	1.87 (0.82)	1.94 (0.72)
Education leaders are not trained to lead this instruction.	1.76 (0.88)	1.82 (0.90)	1.79 (0.94)	1.75 (0.86)	1.78 (0.81)
Our community does not consider this competency as a priority for the schools.	1.94 (0.97)	1.72 (0.92)	1.76 (0.89)	1.88 (0.95)	1.83 (0.83)
This skill is not taught as a competency, but rather is learned through the development of other traditional skills.	1.77 (0.81)	1.8 (0.90)	1.82 (0.82)	1.85 (0.84)	1.81 (0.75)
Our need to focus on state grade level expectations.	2.11 (0.98)	1.92 (1.01)	2.08 (0.99)	2.07 (1.00)	2.05 (0.92)
Funding.	1.95 (1.01)	1.92 (0.99)	1.92 (0.95)	1.81 (0.96)	1.90 (0.92)
Limited Time in the Day.	2.4 (0.99)	2.33 (1.01)	2.33 (0.98)	2.3 (1.02)	2.33 (0.94)
Weighted Average	1.97 (0.58)	1.93 (0.63)	1.96 (0.60)	1.93 (0.61)	1.95 (0.56)

State grade level expectations.

The role and impact of state standards was the next most limiting factor. This factor was the only other limitation with an average Likert rating over 2.0, at 2.05. This average rating was just over some limitations. However, similar to the analysis of time in day, most respondents felt it created only some limitations with almost 70 percent of respondents believing state standards were not a significant or major factor for any of the four competencies.

Teachers are not trained.

The final limiting factor with a Likert scale above 2.0 for at least one of the competencies was the lack of training for teachers. This limiting factor had an average score of 2.02 for critical thinking and leadership. Again, 2.0 represented some limitations, so even these factors were not considered very limiting. For the other two competencies, the average Likert scale was about 1.86, between the rating of no limitations and some limitations.

Remaining limitations.

The remaining four factors identified as the least limiting include the following:

- Education leaders are not trained to lead this instruction.
- Our community does not consider this competency as a priority for the schools.
- This skill is not taught as a competency, but rather is learned through the development of other traditional skills.
- Funding.

These limiting factors ranged between 1.78 and 1.90 as a weighted average for the four competencies. None of the competencies had an average above 1.94 indicating that respondents believe the factors had no or only some limitations. Community support, as a

limiting factor, had the greatest difference across two competencies. For this factor, respondents felt that community support was a greater limiting factor to teach an understanding of others (average score 1.72) than to teach critical thinking (average 1.94).

Summary.

The weighted average Likert rating across all seven limiting factors was almost identical for each competency between 1.93 and 1.97. Looking across the four competencies, the data did show that limited time in the day and state standards were the factors that were considered to have the most limitations on implementation of the four competencies. However, for all factors including these, a large majority of respondents (60-80 percent) did not see any of the factors as creating significant limitations.

Limitations across roles (superintendent, principal and school board chairperson).

A Chi Square analysis was performed to look for differences in what limits schools from increasing the teaching of the four competencies, among the three categories of respondents (superintendents, school board members, and principals). Only two significant differences emerged. First, superintendents were more likely to view critical thinking as limited because it is taught through the teaching of traditional skills, $X^2(6, N = 225) = 13.27, p < .05$. Second, school board chairpersons perceived that teaching a sense of obligation was more limited by the time of day than either principals or superintendents, $X^2(6, N = 225) = 16.98, p < .01$. To facilitate analyzing differences between perceptions of limitations response percentiles were collapsed into low limitation (1 and 2 on Likert scale) and greater limitation (3 and 4), see Table 21. School board chairpersons were less likely to perceive that time limited the teaching of a sense of obligation, than either principals or superintendents, $X^2(2, N = 225)$

= 6.76, $p < .05$. Superintendents and principals were twice as likely as school board chairpersons to believe that time limits this teaching.

Table 21

Limited Time in the Day - Sense of Obligation			
1 – does not limit us to achieve what should exist.			
2 – creates some limitations			
3 – creates significant limitations			
4 – is a major limitation			
Scale	Principal	School Board Member	Superintendent
1 or 2	59.7%	79.1%	55.2%
3 or 4	40.3%	20.9%	44.8%

Limitations across independent variables.

In addition to considering the impact of stakeholder group, the analysis included the effect of the other independent variables on the institutional factors that limit the desired instruction of the four competences. A Chi Square test was used to identify a significant variation in the impact of each of the limiting factors, for the independent variables (Appendix IX). For example, is there a difference between males and females in terms of their belief that state standards limit our teaching of the competency an understanding of others?

Gender.

Considering the impact of gender, the data showed that men are more likely than women to believe that state grade level expectations (state standards) limit a teaching of an understanding of others (Table 22). Although the majority of both genders felt it only creates some or no limitations, 39 percent of men felt it was significant or a major limitation, as compared to 23 percent of women (Appendix IX), $X^2 (3, N = 225) = 8.52, p < .05$ (Cramer's $V = .195$).

Table 22
Limitation – Grade Level Expectations

	Male Mean (SD)	Female Mean (SD)
Limiting Factor: Our need to focus on state grade level expectations – An Understanding of Others	2.25 (.981)	1.94 (.962)

Socioeconomic Status

The socioeconomic status of the educator’s school or district also differentiated the perception of what limits the competencies. In fact, this independent variable described variation among several limiting factors. Educators associated with schools that had a high concentration of poverty (top quartile of poverty as measured by free and reduced price meals), had a higher likelihood of believing that limitations prevent the teaching of the competencies as opposed to schools in the lowest quartile of poverty.

Lack of training for education leaders was more frequently considered a limiting factor in high poverty schools. The limiting factors were condensed into two groups – does not limit and creates some limitations as group one, and significant or major limitations as group two. Respondents were almost three times more likely to consider leader training as a factor limiting the teaching of an understanding of others, $X^2 (3, N = 113) = 10.29, p < .05$. Respondents were more than twice as likely to consider this factor as limiting the teaching of critical thinking, $X^2 (3, N = 113) = 8.85, p < .05$, and more than three times as likely to limit the teaching of leadership, $X^2 (3, N = 113) = 10.98, p < .05$.

High poverty schools were also more likely to indicate that lack of community support limits the teaching of critical thinking, $X^2 (3, N = 113) = 14.52, p < .01$ and limits the teaching of leadership, $X^2 (3, N = 113) = 9.19, p < .05$. Respondents from high poverty schools were almost three times more likely to report both of these as limiting factors.

Finally, low and high poverty schools view funding differently. Again, we see that high poverty schools are more likely to view this as a limiting factor. When controlling for socioeconomic status, funding was considered a limiting factor in teaching both an understanding of others, $X^2(3, N = 113) = 10.81, p < .05$ and critical thinking, $X^2(3, N = 113) = 11.04, p < .05$. The difference between low poverty and high poverty schools varied from a 60 percent increase in regards to limiting the teaching of an understanding of others to almost three times more likely in high poverty schools to limit the teaching of critical thinking.

Table 23 Percent Limiting and Not Limiting (socioeconomic status)

Limitation	Low Poverty		High Poverty	
	Some Limit	Greater Limit	Some Limit	Greater Limit
Education leaders are not trained to lead this instruction. - An Understanding of Others*	91%	9%	75%	25%
Education leaders are not trained to lead this instruction. - Critical Thinking*	88%	12%	72%	28%
Education leaders are not trained to lead this instruction. – Leadership*	91%	9%	72%	28%
Education leaders are not trained to lead this instruction. – Sense of Obligation†	93%	7%	77%	23%
Teachers are not trained to lead this instruction. – Sense of Obligation†	91%	9%	74%	26%
Our community does not consider this competency as a priority for the schools. - Critical Thinking**	91%	9%	74%	26%
Our community does not consider this competency as a priority for the schools. – Leadership*	91%	9%	74%	26%
Our community does not consider this competency as a priority for the schools. – Sense of Obligation†	82%	18%	68%	32%
Limited time in the day – Sense of Obligation†	68%	32%	53%	47%
Funding - An Understanding of Others*	80%	20%	68%	32%
Funding - Critical Thinking*	88%	12%	65%	35%
Funding – Leadership†	86%	14%	74%	26%
Funding – Sense of Obligation†	86%	14%	77%	23%

Note. † $p \leq .10$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

School size (size of responsibility).

The size of responsibility had very little impact on perceived limitations to teaching the four competencies. The only significant variance was across the training experience for the educational leaders. Respondents from large schools/districts (at least 400 students) felt educational leaders did not have the training to teach a sense of obligation. Perhaps education leaders at these larger schools/districts have a heightened administrative role that distances

them from impacting the instruction. About 20 percent of the educators in these larger schools/districts felt this was a significant limiting factor, as opposed to 10 percent at smaller schools, $X^2(6, N = 225) = 13.29, p < .05$ (Cramer's $V = .172$). However, for the vast majority of respondents the size of responsibility (SAU/District/School) did not influence the impact of the limiting factors.

Years of experience.

The educational experience of respondents also had little impact on the perception of what limits the teaching of the competencies. Considering a minimum of $p < .05$, the one area that education experience of the respondents impacted the results was an understanding of others. For this competency, educators with at least 20 years of experience were less likely to consider the fact that the competency is learned through teaching traditional skills, a limiting factor – only 15 percent considered it at least significant as opposed to about 30 percent of educators with less than 20 years of experience, $X^2(6, N = 225) = 14.65, p < .05$ (Cramer's $V = .180$). It may be that this added experience offers the ability to better envision how to integrate curriculum.

Education attainment.

Respondents had varying degrees of education. However, as described earlier, most respondents had graduate experience – 87 percent. Considering those with a graduate degree, the analysis did not demonstrate a difference among the different graduate levels.

Grade Span.

The grade span that a respondent represented also had minimal impact on the perception of limitations. However, in elementary schools, there was a higher concern that the limited time in the day prevents teaching an understanding of others, $X^2(6, N = 225) = 12.58, p$

< .05 (Cramer's V = .167), and a sense of obligation, $X^2(6, N = 225) = 17.07, p < .01$ (Cramer's V = .195). Forty-seven percent of elementary school respondents believe the limited time of the day prevents the teaching of an understanding of others, as opposed to only 20 percent in high schools and 38 percent for respondents who oversee all grade levels. Similarly 43 percent of respondents in elementary schools believe that the limited time prevents the teaching of a sense of responsibility as opposed to 20 percent in high schools and 35 percent for educators responsible for all grade levels. Perhaps, given the course structure and variety of content at the higher grade level, respondents view greater flexibility to include these competencies.

Academic achievement (AYP Status).

Along with socioeconomic status, the other independent variable that provided extensive significance was the AYP status of schools. Respondents with schools that did not make AYP had a much higher belief that both a focus on state grade level standards and limited time in the day has a significant impact on limiting the teaching of an understanding of others, leadership and a sense of responsibility. The absence of critical thinking from this list is not surprising. Critical thinking is typically considered a necessary component of student success leading to AYP. Schools that do not make AYP must focus on grade level expectations if they wish to change their status. For these schools, the focus on grade level expectations limits the teaching of an understanding of others, $X^2(3, N = 225) = 10.44, p < .05$ (Cramer's V = .215), of leadership, $X^2(3, N = 225) = 10.53, p < .05$ (Cramer's V = .216), and of a sense of obligation, $X^2(3, N = 225) = 12.69, p < .01$ (Cramer's V = .238). For all three of these competencies respondents from schools who did not make AYP were about twice as likely to view the focus on grade level expectations (state standards) as limiting (Table 24).

The limited time in the day was also considered a more significant issue for schools who did not make AYP in teaching the two competencies: an understanding of others, $X^2(3, N = 225) = 8.37, p < .05$ (Cramer's $V = .193$); sense of obligation, $X^2(3, N = 225) = 10.11, p < .05$ (Cramer's $V = .212$). Forty-five to forty-one percent of schools not making AYP thought the time in the day was a significant or major limitation, as opposed to 24-27 percent of respondent from schools who made AYP.

Table 24 Percent Limiting and Not Limiting (AYP status)

Limitation	Not Making AYP		Making AYP	
	Some Limit	Greater Limit	Some Limit	Greater Limit
Focus on grade level standards. – An Understanding of Others	65%	35%	78%	22%
Focus on grade level standards. – Leadership	65%	35%	82%	18%
Focus on grade level standards. – A Sense of Responsibility	63%	37%	82%	18%
Limited time in the day - An Understanding of Others	55%	45%	73%	27%
Limited time in the day – Leadership	58%	42%	73%	27%
Limited time in the day - Sense of Obligation	59%	41%	76%	24%

Summary.

Across all respondents the data showed minimal limitations that prevent teaching the four competencies. For each limitation a majority of respondents did not identify the factor as creating a significant limitation. However, when the research controlled for some of the independent variables, the data identified heightened limitations – particularly in high poverty schools and in schools that did not make adequate yearly progress. Schools that struggle academically and financially have greater limitations. As can be expected, funding is a major

limiting factor in high poverty schools and a focus on grade level expectations is a heightened limiting factor in schools identified as not making adequate yearly progress. Respondents from high poverty schools also believe their educational leaders lack training and the community lacks support to teach some of the competencies.

Dependent variable: Level of integration into the curriculum.

Research Question 3: Do educational leaders believe that these four competencies are integrated into the goals of the hidden curriculum in their respective schools/districts?

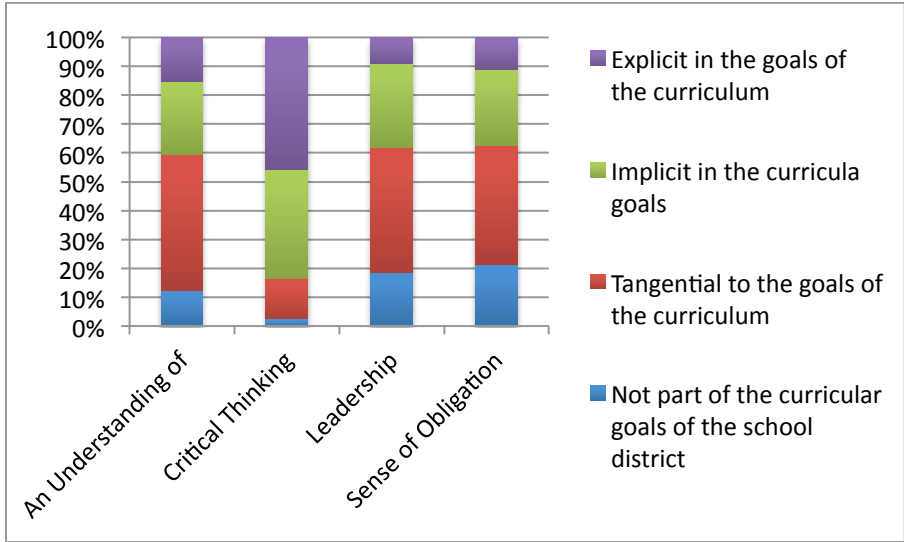
The last independent variable was associated with the third research question, and was included in question three of the survey. This question considered how the competencies are integrated (or not integrated) into the curriculum. For each competency, the Likert scale ranged from one to four:

1. Not part of the curricular goals of the school district.
2. Tangential to the goals of the curriculum.
3. Implicit in the curricula goals.
4. Explicit in the goals of the curriculum.

Integration.

Of the four competencies, critical thinking was the most integrated into the curriculum. The other three competencies were all identified as tangential to the goals of the curriculum or not even part of the goals (Figure 6). About 25 percent to 29 percent of respondents believed these three competencies were implicit in the curricula goals and only 8 percent to 15 percent believed they were explicit in the goals of the curriculum – leaving about 60 percent of respondents believing an understanding of others, leadership, and a sense of responsibility were tangential to the goals of the curriculum or not part of the goals.

Figure 6 – Likert Frequencies: Integration into the Curriculum



Critical Thinking had the highest average Likert response at 3.27 (Table 25). Over 80 percent of respondents believe that critical thinking is implicit or even explicit in the goals of the curriculum. Almost 50 percent of the respondents felt this competency was explicitly integrated into the curriculum. All three other competencies ranged from an average of 2.27 to 2.43 -- again indicating these competencies are tangential to the goals of the curriculum. An understanding of others was the highest of the three, with an average of 2.43, averaging closer to tangential, but approaching the implicit level of integration into the curriculum.

Table 25 Integration into the Curriculum

Integration Into Curriculum	Mean (SD)
An Understanding of Others - Connection to Curriculum	2.43 (.89)
Critical Thinking - Connection to Curriculum	3.27 (.80)
Leadership - Connection to Curriculum	2.28 (.09)
Sense of Obligation - Connection to Curriculum	2.27 (.92)

Integration across roles (superintendent, principal and school board chairperson).

By considering a Chi Square analysis, the data showed the impact of the respondents' role (superintendent, principal or school board chairperson) on their perception of how the competencies are integrated into the curriculum. The research demonstrated that the perception of how leadership is integrated into the curriculum was not equally viewed across the three types of respondents (Table 26), $X^2(6, N = 225) = 15.38, p < .05$ (Cramer's $V = .185$). To facilitate analyzing differences between integration responses, the groups were collapsed into minimal integration (1 and 2 on Likert scale) and greater integration (3 and 4). Principals were least likely to state that leadership is integrated into the curriculum. Seventy percent of the principals felt that leadership was tangential to the goals of the curriculum or not even part of the curricular goals. School board members (44%) and superintendents (52%) were more likely to believe that leadership was implicit within the curriculum. Principals may have a different perspective because they are closer to the instruction, through their work with teachers. Perhaps this proximity provides a different view on how leadership is taught. The difference in how leadership is perceived as being integrated into the curriculum was the only significant across the three roles of superintendent, principal, and school board chairperson.

Table 26

Integration into the Curriculum - Leadership

1 – Not part of the curricular goals of the school district			
2 – Tangential to the goals of the curriculum			
3 – Implicit in the curricula goals			
4 – Explicit in the goals of the curriculum			
	School Board		
Scale	Principal	Member	Superintendent
1 or 2	70%	56%	48%
3 or 4	30%	44%	52%

Integration across independent variables.

In addition to considering the impact of stakeholder groups, the research considered the impact of the other independent variables on the perception of how the competencies are integrated into the curriculum. A Chi Square test was used to determine if there was a significant variation in how competency instruction is integrated into the curriculum for each of the independent variables.

Considering all four competencies and all the independent variables, there was very little difference based upon any of the independent variables. The only variation included a small difference in how an understanding of others is integrated in curriculum between males and females and how a sense of obligation is integrated based upon the poverty level of the school.

An analysis by gender found that female respondents were statistically more likely than male respondents to believe that an understanding of others is implicit or explicit in the curriculum. Forty-nine percent of the female respondents believe the competency is implicit or explicit as opposed to only 34 percent of males (Table 27), $X^2(3, N = 225) = 7.85, p < .05$ (Cramer's V = .187). Females were about 50 percent more likely to believe that an understanding of others is an intentional part of the curriculum.

Table 27

Integration into the Curriculum – Understanding of Others		
1 – Not part of the curricular goals of the school district		
2 – Tangential to the goals of the curriculum		
3 – Implicit in the curricula goals		
4 – Explicit in the goals of the curriculum		
Scale	Male	Female
1 or 2	66%	51%
3 or 4	34%	49%

An analysis by poverty found that respondents from high poverty schools were more likely to say the teaching of a sense of obligation is tangential to the goals of the curriculum, where as those in low poverty schools were more than twice as likely to indicate the teaching is implicit or explicit in the curriculum, $X^2(3, N = 225) = 14.46, p < .01$ (Table 28). This aligns with the finding that respondents from high poverty schools identified greater limiting factors, preventing the teaching of a sense of obligation.

Table 28

Integration into the Curriculum – Sense of Obligation		
1 – Not part of the curricular goals of the school district		
2 – Tangential to the goals of the curriculum		
3 – Implicit in the curricula goals		
4 – Explicit in the goals of the curriculum		
Scale	Low Poverty	High Poverty
1 or 2	43%	72%
3 or 4	57%	28%

Summary.

There is strong support from the respondents to indicate that critical thinking is intentionally included in the curriculum, either implicit to the curricular goals or explicitly stated. However, a strong majority (approximately 60 percent) of respondents consider the other three competencies to be tangential or not at all part of the curriculum. With the

exception of how principals view the integration of leadership (less integrated) and females view the integration of an understanding of others (more integrated), there is little difference across the schools, competencies and school leaders.

Analysis of Qualitative Open-Ended Questions

As part of the research, the survey included short answer questions enabling the respondents to provide depth to their responses. The questions prompted respondents to identify what caused incongruence between the current teaching in schools and what should be taught. The open-ended questions also directed respondents to expand upon factors that limit the teaching of the four competencies. The qualitative analysis was a hybrid approach that extended the understanding of the research questions. The analysis did not include formal qualitative practices such as case studies, interviewing, etc., as the opportunity for engagement did not exist. The short answer responses do not fit into the typical qualitative analysis usually found with nonnumeric data (DeMitchell, Kossakoski, & Baldasaro, 2008). The responses did not support validity checks such as member checks or theoretical sampling. However, the qualitative analysis did extend the understanding of the research questions in a way that could not take place strictly with a quantitative review.

The analysis focused on the factors that limit the ability to teach the four competencies, an understanding of others, critical thinking, leadership and a sense of obligation. Each open-ended question was coded to identify common themes. The role of the respondent (superintendent, school board chair, and principal) was identified for each open-ended response.

There were five opportunities to provide an open-ended response. The first question stated, "If applicable, describe why 'Should Exist' differs from 'Currently Exists'?" (see

Appendix VII). The should exist and currently exists were referring to the teaching of each of the four competencies. Because the question asked why there was a discrepancy, and because most respondents had responded that the competencies should be taught to a larger degree than what is currently taught, the answers primarily addressed limitations that prevent the teaching. The next four questions were similar, but one for each of the four competencies. After completing Likert scales for predefined limitations, the respondents were asked, “Please describe any additional obstacles that prevent your school(s) from advancing student education in these competencies (if applicable).” The respondents were able to provide short answers for each of the competencies. Again, these answers, as asked, focused on existing limitations.

One hundred and thirty-five respondents provided short answer responses to the open-ended questions. Seventy-three of these respondents were principals, 20 were school board members and 42 were superintendents. For each of the questions, an analysis considered the major findings and included the impact of the respondent type, superintendent, principal, and school board member.

Qualitative review of open-ended question 1.

As describe above, respondents were provided with the question, “If applicable, describe why ‘Should Exist’ differs from ‘Currently Exists’?” One-hundred respondents (56 principals, 14 school board chairpersons, and 30 superintendents) provided responses. The first winnowing cut divided these responses into two groups: responses that were really just a statement of fact or opinion (non-responsive), and responses that addressed the question and identified limitations (responsive). This analysis was done for each of the respondent types (Table 26).

Although 100 respondents provided responses, only 37 of these were responsive to the question, with 63 offering a statement of fact or statement of opinion. An example of a statement of fact includes, “We are working on Critical thinking issues with individual students, some maybe developmental in nature and other students have not have as many opportunities as some of their peers, it is improving but we have a way to go.” (principal 50). An example of a statement of opinion includes, “Critical thinking is perhaps the most essential of these skills, as it helps us separate facts from fiction, and guides us to the best of our available choices as we make decisions in the other three areas.” (principal 35). For this qualitative review, following any respondent quotation, the respondent type will be included in parenthesis (e.g. principal, indicates that the respondent was a principal).

Table 29

Open-Ended Question 1

	Responsive to Question	Non-Responsive to Question	Total
Principal	21	35	56
Superintendent	10	20	30
School Board Chair	6	8	14
Total	37	63	100

The remaining responses identified four primary themes. Similar to the quantitative findings, respondents identified several factors that limit the instruction of the four competencies. Respondents identified four competing priorities; the need to focus on common assessments, lack of professional development, the inability to incorporate the instruction into the curriculum, and too little time. The magnitude of responses for each of these limitations and examples follow.

- Emphasis on Common Assessment (thirteen responses: seven principals, four superintendents, and two school board chairpersons). “The focus in our schools is primarily on meeting what is measured through standardized, norm-referenced tests.” (superintendent 14).
- Lack of Professional Development (eleven responses: nine principals, one superintendent, one school board chair). “Educators are at varying points of understanding the importance of teaching these competencies.” (principal 55).
- Inability to Integrate into the Curriculum (eleven responses: six principals, three superintendents and two school board chairpersons). “Unfortunately, the curriculum is not developed such to integrate all of the competencies to reach significant levels of understanding. Further, teachers would be required to shift their teaching practices to place greater emphasis on the competencies and to integrate them into the current curriculum.” (principal 67).
- Too Little Time (ten responses: nine principals and one superintendent). “Very little time is available to teachers and administrators when new initiatives and programs are constantly changing the landscape of the playing field. We do a great deal, but we are responsible for so many competing agendas.” (principal 22).

It is interesting to note that when taking the survey, this open-ended question preceded the Likert questions identifying specific limiting factors. So at this point respondents were not guided to specific limiting factors. However, the respondents identified several of the factors defined in the quantitative analysis. These responses support the quantitative analysis that

identified similar factors. However, just as was found in the quantitative analysis, the vast majority of respondents did not identify limitations.

Qualitative review of open-ended questions 2-5.

The final set of questions asked the respondent to identify additional obstacles (limiting factors), for each of the four competencies; one open-ended response for each. Respondents were asked, “Please describe any additional obstacles that prevent your school(s) from advancing student education in these competencies (if applicable).” Between 63 and 79 respondents provided an answer for at least one of the four competencies (Table 30). Similar to the first question, these responses frequently missed the mark. While the question asked for additional obstacles, the vast majority of responses simply re-iterated factors already identified as part of the quantitative Likert questions. New themes, however, also arose from the responses.

Table 30

Open-Ended Questions 2-5 (number of respondents)

	2 – An Understanding of Others	3 – Critical Thinking	4 – Leadership	5 – A Sense of Obligation
Principal	44	37	34	35
Superintendent	24	17	20	18
School Board Chair	11	10	10	10
Total	79	64	64	63

As described, many responses re-emphasized themes identified in the quantitative analysis and with reiterating multiple limitations (e.g. time and funds). Additionally, there were a handful of responses conveying opinions. To review the detailed responses, they were categorized based upon themes – 1) themes that reinforced the quantitative limitations, 2) themes that informed additional limitations (the true intent of the questions), 3) and a small

number of responses that were coded as opinions or miscellaneous responses. For an understanding of others, there were 58 instances that reinforced the limitations identified in the quantitative analysis and there were 25 instances of new themes. For example, nine responses highlighted the role of culture and society on competency (a new theme). There were five miscellaneous or opinion responses. For critical thinking there were 50 reinforcing statements and only eight identifying new themes (six coded as opinion/other). Leadership provided 48 reinforcing and 13 responses that were coded into new themes (three as opinion/other). Finally, 34 responses for a sense of obligation were coded into reinforcing themes and 24 responses fell into new themes (five as opinion/other).

Qualitative review (questions 2-5) reinforcing quantitative themes.

Responses coded into several limitations, however, three themes were most frequently cited: lack of school and community priorities/support, insufficient professional development, and lack of time in the day. Principals had the most responses. The most identified limitation was lack of support/not a priority (65 responses) followed by insufficient professional development (43 responses), with lack of time with the least responses (25 responses). The magnitude of responses for each of these limitations can be found in Table 28 and examples follow.

Table 31

Open-Ended Questions 2-5 (Reinforcing Qualitative Limiting Factors)			
	Not a Priority – Lack of Support	Insufficient PD	Lack of Time
An Understanding of Others			
Principal	12	6	5
Superintendent	4	3	5
School Board Chair	2	1	2
Critical Thinking			
Principal	9	10	1
Superintendent	1	7	1
School Board Chair	3	2	2
Leadership			
Principal	13	4	0
Superintendent	4	5	3
School Board Chair	3	2	1
Sense of Obligation			
Principal	8	0	1
Superintendent	4	2	3
School Board Chair	3	1	1

Priorities/lack of support.

- “Balance of need with outside priorities” (principal 31 – an understanding of others).
- “Over focus on content” (school board 1 – critical thinking).
- “Interest from staff” (principal 28 – leadership).
- “Political will” (superintendent 16 – an understanding of others).
- “Lack of understanding of importance (principal 20 – a sense of obligation).

Limited professional development.

- “Enough and Frequent professional development over time (years) that is progressive and reflective” (principal 42 – an understanding of others).
- “Lack of training and ability of the teachers” (superintendent 12 – critical thinking).
- “Training” (school board 5 – leadership).
- “Developing teachers' capacity is a necessity” (superintendent 14 – a sense of obligation).

Time.

- “not enough time in school day” (school board 8 – an understanding of others).
- “Time and expectations” (principal 37 – a sense of obligation).
- “The honing of this skill takes time...which we lack” (superintendent 2 – leadership).
- “Time” (principal 1 – critical thinking).

Principals are closest to the where these limitations are felt and thus it is not surprising that they had the largest response rate. Lack of community support was identified as a limiting factor across all four competencies, although it was coded the least number of times for critical thinking. This parallels the quantitative findings that recognize critical thinking as more entrenched in existing curriculum and instruction. Support for this competency already exists in the community. However, there is recognition that additional community support is required. More so than community support, the importance of professional development was

highlighted through the open-ended questions, and particularly by superintendents. Finally, lack of time was noted as a significant factor limiting the teaching of an understanding of other. Perhaps the recognition that time is a limiting factor, implies and understanding of the value of this competency, but highlights the recognition that other factors find a higher priority in curriculum decisions.

Qualitative review (questions 2-5) identifying new themes.

The qualitative analysis identified several new insights. Four themes stood out after coding the responses – the role of our culture, the need for clear definitions, and finally the importance (or lack) of role-models – both in homes and in schools. Additional themes were identified, but with less frequency, included the need to differentiation at the grade level, and variations within individual students. Perhaps some children have an innate ability that predispositions them for a propensity to learn these skills (Mayer, Salovey, & Caruso, 2004). The frequency of the four most common themes are displayed in Table 32 and a description of these themes, with examples, follow.

Table 32

Open-Ended Questions 2-5 (New Limiting Factors)

	Pervasive Culture	Competency Not Defined	Parent / Home	Educator Role Model
An Understanding of Others				
Principal	5	2	4	2
Superintendent	2	2	1	1
School Board Chair	2	1	2	1
Critical Thinking				
Principal	1	1	0	2
Superintendent	0	0	0	2
School Board Chair	1	0	0	0
Leadership				
Principal	2	1	1	3
Superintendent	0	0	0	2
School Board Chair	2	0	0	1
Sense of Obligation				
Principal	5	3	4	2
Superintendent	2	1	1	3
School Board Chair	3	0	1	0

The role of our culture.

There were several respondents highlighting the impact of society and culture. This theme had the largest number of respondents. Principals had the majority of responses and the responses coalesced around two of the themes: understanding of others and sense of obligation. Both of these themes refer to the interrelatedness of individuals, which is the core of a culture. Although the survey did measure quantitatively the role of community priorities as a limiting factor, these responses highlighted a slightly different perspective on the limitation. Rather than a lack of priority, it was the recognition that our culture, our society, does not itself incorporate these competencies. It may be the lack of education within public education that has created a society that does not itself incorporate these competencies (Apple, 1990;

Gutmann, 1987; Noddings, 2002a; Rhoads, 2000). Perhaps increased education in public schools would lead to a culture ingrained with these competencies – it may be a cycle that requires intervention to break. Regardless of the reason, this theme was evident when coding the open-ended responses.

- “societal values (lack of positive reinforcers in advertising and media)” (principal 4 - critical thinking),
- “Poor national role models” (principal 3 – leadership),
- “We live in a very self-centered environment” (superintendent 3 - understanding others, and sense of obligation),
- “Culture of indolence and ambivalence towards critical competencies in society as a whole.” (school board member 2 – all four competencies),
- “Prejudice attitudes and/or genuine ignorance about who we are supposed to understand” (principal 7 - understanding of others),
- “lack of student background in this areas due to lack of teaching from home.” (principal 6 - understanding of others and sense of obligation), and
- “sense of entitlement and "me first" attitude of parents and students; culture of superiority in district” (principal 8 - an understanding of others).

The need for clear definitions.

The lack of clear definitions in creating an environment where the four competencies can be taught was identified as a theme. These responses suggest we cannot have wide-scale teaching of something that lacks clear definition. The responses that highlight the need for professional development may also convey this theme. Professional development may be

considered the solution to create a shared understanding of a competency. But these responses helped to isolate the specific issue requiring clear descriptors for each competency.

- “Lack of common language for teachers to use with students.” (school board member 1 – an understanding of others).
- “What level of obligation is healthy” (superintendent 1 – a sense of obligation).
- “We don't have a shared understanding of how the roots of these competencies develop in young children” (principal 13 – critical thinking).
- “Not clear what mastery of this skill looks like” (superintendent 2 – an understanding of others).
- “How can you truly measure a "sense"?” (principal 49 – sense of obligation).
- “[Limited by the] ability to Measure” (principal 2 – all four competencies).

The importance of role models at school.

Comments also highlighted the need for educators to model the behavior for each of the four competencies. Teachers must be good role models themselves and must have an expectation that all students can learn these competencies. Respondents remarked on the negative impact poor role models have on student learning. This limitation was fairly evenly distributed between superintendents (10 responses) and principals (9 responses), with school board members clearly lagging in this response (2 responses). In addition, this limitation did not coalesce around any one competency.

- “Some staff lack confidence in themselves to model leadership skills.” (principal 15 – leadership).
- “Needs to be modeled at teacher level metacognitively, so learners can hear how/what thinking process looks like.” (Superintendent 6 – critical thinking).

- “Some employee’s personal issues, or personalities, create an unwillingness to commit to such life long and 21st century skills” (superintendent 13 – sense of obligation).
- “Teachers need to see themselves as leaders and experts in their field.” (superintendent 6 – leadership).
- “School Board member behavior setting terrible example for students.” (school board member 4 – understanding of others and leadership).
- “We need to devote more time and modeling to this” (superintendent 5 – sense of obligation).
- “Disinterested teachers” (principal 44 – an understanding of others).

Parent role model

Finally, the role of the family was a theme identified primarily as a limiting factor for an understanding of others and a sense of obligation. These responses emphasized the impact that poor home modeling creates when trying to teach these competencies at school. Several comments focused on the need for increased teaching at home. This theme was coded as the role of the family and identified for each of the competencies.

- “lack of student background in this area due to lack of teaching from home.” (principal 6 – an understanding of others and sense of obligation).
- “sense of entitlement and "me first" attitude of parents and students” (principal 8 – an understanding of others).
- “What children bring to their education (home background)” (school board member 3 – an understanding of others).

- “This can be more easily taught but comes in most part from the ethical upbringing of the child within the family unit. The child's "First Teacher", the parent(s) can set or not set a lifelong example and make it difficult for schools to "reculturate" a child.” (superintendent 2 – sense of obligation).
- “Modeling by family” (principal 4 – an understanding of others, leadership and sense of obligation).
- “Parent beliefs” (superintendent 7 – an understanding of others).
- “Should come from the home but it does not exist there.” (principal 17 – sense of obligation).
- “The mindset that it may be a family's role.” (principal 46 – sense of obligation).
- “Lack of parent skills” (school board member 12 - sense of obligation).

Summary of qualitative analysis of open-ended questions.

The open-ended questions offered insight for the study. By coding the responses into common themes two valuable additions to the study were made – the analysis reinforced some aspects of the quantitative study and also uncovered new themes. There were a limited number of responses and as described for the first questions many responses were non-responsive (Table 31). Consequently, because of the low response rate the data must be approached with caution.

Aligned with the overall response rate, there were more responses from principals than the other two roles. Quantitative and open-ended questions both identified themes that included competing school priorities, lack of professional development, and lack of time in the

day. But it should be noted that just as was found in the quantitative analysis, the majority of respondents did not identify limitations.

There were four new themes identified by a sizable group of respondents – the role of our culture, the need for clear definitions, the importance of role models in the school, and the need for role models at home (Table 31). These themes were most pronounced for an understanding of others and a sense of obligation. However the role of culture and role of the home were also found across all four competencies.

There were some differences in responses based upon respondent role. For example, there was a spike in the number of superintendents who believe that professional development is a limiting factor for critical thinking. Additionally, principals wrote most intensely about the role of culture and importance of role models at home. However, the small number of responses for any one limitation makes it difficult to draw any broad conclusions based upon the role of the respondent. Additional research could delve into these insights to further analyze the impact on instruction for the four competencies.

Summary of Results

Chapter Four analyzed the quantitative findings, including the qualitative analysis of open-ended question. The survey results demonstrated a significant gap between what educators perceive is currently taught and what should be taught within our schools. For all four competencies, superintendents identified the greatest gap between what is taught and what they believe should be taught. However, all respondents agreed that there was a significant incongruence, recommending approximately one full Likert level of improvement. The majority of respondents (72 to 92 percent) believe that students should receive a significant level of instruction approaching a mastery of the four competencies. The responses came from

a representative sample of the full population representing the respondent role, gender, socioeconomic status of the school(s), size of responsibility (SAU/District/School), years of education, experience for the respondent, level of education for the respondent, AYP status of the school(s), and finally, the range of grades taught in the school(s).

There were several limitations that respondents considered as influencing instruction of the four competencies. However, the majority of responses did not see the factors as significant or major in limiting instruction. For the most part, factors were considered as not limiting or somewhat limiting the instruction (Figure 5).

When considering how instruction in the four competencies is incorporated into the curriculum, with the exception of critical thinking, most respondents believe that the instruction is at most tangential to the curriculum, as opposed to implicit or explicit goals of the curriculum (Figure 6). Critical thinking was the one competency where approximately half of the respondents believed it was explicitly incorporated as a goal of the curriculum.

The review of the impact of the independent variables found that most of the analysis was similar across independent variables. However, there were differences found in all questions. The analysis considered differences in the three types of respondents as well as the other independent variables. The results considered the impact on all three research questions: the congruence between what is taught and should be taught, the limitations that prevent the teaching of the four competencies, and the perception of how the instruction is integrated into the curriculum. The results identified where the research question varied based upon the independent variables. The most significant variation was due to the poverty level and academic performance of a school/district. Increased poverty and lower performance both demonstrated a higher need for the teaching of the four competencies, but also more forceful

limitations preventing the teaching due to the state grade level expectations, lack of funding, and time in the day.

Finally, the mixed methods included a qualitative analysis of open-ended question. This analysis reinforced the quantitative results as well as identifying additional limitations that may prevent the teaching of the four competencies -- the role of our culture, the need for clear definitions, the importance of role models in the school and the need for role models at home. Collectively the analysis of the quantitative and qualitative data provided important insights into the research questions and the direction for future research.

The researched identified a desire to increase student knowledge of the four competencies. By targeting the limitations based upon school environment, steps can be taken to create congruence between what is taught and what should be taught. But given that public schools are loosely coupled systems, systematic change may be difficult (Weick, 1976).

CHAPTER 5

DISCUSSION

This study explored educational leaders' perceptions of the importance and limitations of four competencies: an understanding of others, critical thinking, leadership, and a sense of obligation. The findings from this analysis revealed insights into the research questions on the efficacy of the four identified competencies. As perceived by superintendents, principals and school board members, there is a significant lack of congruence between what is taught and what should be taught in our schools. Limitations strengthened this discrepancy for students in high poverty schools and students who attend low performing schools. This concluding chapter will provide: 1. an overview of the study, 2. a discussion of findings, 3. a review of the study limitations, 4. recommendations for future research, 5. general recommendations, and 6. concluding remarks.

1. Overview of Study

In the 18th century, utilitarian writers highlighted the components of the competencies including a sense of obligation, an understanding of others, and the ability to critically think (Daniels, 2001; Kant, 1785). Beginning with the first common schools in the United States, during the 19th century, teacher instruction included community values (Kliebard, 2004). However as the common school developed in the early 19th century there was a shift towards a common curriculum meeting industrial needs (Tyack, 1974). As the 20th century came to an end, significant federal and state legislation created an environment forcing schools to focus on very specific instruction with a dominance of math, reading, and writing (Au, 2007; Kossakoski, 2000). A review of current research and school practices highlight the need to

restore an education that includes 21st century skills such as an understanding of others, critical thinking, leadership, and a sense of obligation (Darling-Hammond, 2010; NEASC, n.d.).

Given the changing role of schools over decades, the current emphasis on core curriculum and an extended discussion about the need for 21st century skills, this study was developed to investigate the existence of instruction within schools in the area of four specific competencies. The viability of these competencies was supported by a historical and conceptual literature review.

An understanding of others.

This competency helps individuals learn how to understand or know others. Students understand why individuals act the way they do; understand the diversity of individuals and of individuals' environments. They understand how one person's actions can influence another person's actions. Students are able to read and manage an individual's emotions, motivations and behaviors.

The ability to critically think.

The ability to critically think allows an individual to analyze, interpret, and question. Individuals with this competency can evaluate, locate, and synthesize information to deduce results, make decisions, and understand cause and effect. They can learn to question and to create probing strategies in order to consider the why behind decisions, answers and reasoning. Individuals can separate opinion and fact; to recognize what is credible and what is not credible. Finally, students can make complex decisions after analyzing and evaluating the interconnected information.

An ability to lead.

Individuals with a competency of leadership are able to organize tasks in a manner that

enables, motivates and inspires others to contribute to a shared vision. They can understand how each individual can provide leadership even if not occupying a leadership role. Students with this competency have the confidence and aptitude to speak up and present in front of others. They can collaborate with, communicate to, and leverage the collective talents of, diverse individual.

A sense of obligation.

This competency creates a sense of responsibility for individuals. For example, students learn to commit to a personal responsibility for a larger community and greater good. Students will possess the awareness, knowledge, and expectation of how one cannot only choose to make an impact, but must make an impact. They have a sense of responsibility for one's social and civic responsibility as an engaged citizen. Finally, they are committed to pursuing what an individual defines as right.

The study sought to understand the perspective of New Hampshire principals, superintendents and school board chairpersons. There are many pressures that drive curriculum and instruction in our schools. Much of this pressure is external to the local school. It is critical to take a step back and consider the alignment of the current curriculum with the beliefs of our local educational leaders. In particular, this study: considered the perspective of our local leaders in regards to four primary questions concerning the four competencies areas; asked whether there is a congruency between what is currently taught and what should be taught in regards to these four competencies; evaluated what institutional factors might limit the instruction in these four areas; and assessed how this instruction is incorporated into the existing curriculum. Additionally, the study considered the impact of school and educator characteristics on the four questions.

1. To what extent do educational stakeholders perceive congruence between the actual instruction students receive in an understanding of others, the ability to critically think, a sense of obligation and an ability to lead, and the extent to which they believe students should receive instruction in these competencies?
2. To what extent do institutional factors (e.g., community priorities, legislative requirements, etc.) limit the desired teaching of these competencies?
3. Do educational leaders believe that these four competencies are integrated into the goals of the hidden curriculum in their respective schools/districts?
4. How do stakeholder responses to these questions differ by stakeholder characteristics (i.e., stakeholder group, experience of respondent, gender) and school characteristics (i.e. socioeconomic status, student population, academic performance of school(s) and school level)?

By incorporating open-ended questions, the study also allowed for a qualitative analysis of these open-ended questions, adding depth and texture to this quantitative data. This method helped to extend the insights not available in the quantitative responses and provided insights that could guide future questions and research.

The Literature Review

The literature review set the stage for the research. The review first considered federal and state actions that have influenced school instruction. High stakes assessments are now the norm in states and have created a narrowing of instruction in schools (Au, 2007; Kossakoski, 2000). Nationally, the American Recovery and Reinvestment Act, No Child Left Behind legislation, Highly Qualified Teacher requirements and related legislation have created significant pressure directing the instruction and resources available within schools. At a state

level, high stakes accountability laws have created similar pressures. Collectively these laws have created an ever-increasing pressure resulting in a narrowed curriculum (Amrein & Berliner, 2002; Au, 2007; Darling-Hammond, 2007; McNeil & Valenzuela, 2001; Nichols & Berliner, 2005).

Reviewing the literature and writings of utilitarian writers, feminist theorists, pragmatists, as well as leadership and curriculum theorists, this research built a backdrop for the four competencies. Throughout the writings of these scholars common themes could be identified that supported the four competencies.

Having built a framework of the four competencies, the literature review then turned to modern 21st century education researchers as well as the NEASC association and local school mission statements. This final review enabled, confirmed, and refined the four competencies as well as clarified guiding definitions for the competencies. The working definitions provided a foundation for the survey of superintendents, principals and school board chairpersons.

The Study

The survey was administered to the entire population of superintendents, principals, and school board chairpersons in the New Hampshire public schools. Gaining the insights of individuals who oversee our schools on a daily basis provided significant insights that can inform policy construction and guide future analysis and research. If we value the input of experts, then we must look to our school leaders to gain their perspective. These leaders direct much of the policies that guide our schools. School board members set policies that guide curriculum, our superintendents typically oversee curriculum directors who help determine the curriculum and instruction taught by teachers, and our principals are the instructional leaders in our schools. Additionally, these individuals are frequently sought out by state and national

legislators to define policies that, as the research shows, can limit or impact instruction (Darling-Hammond, 2007).

2. Discussion of Findings

The surveys provided insights into the three research questions as well as the impact of the independent variables on the questions. In reviewing the findings the research considered each of the three questions: congruence, limiting factors, and curriculum integration.

Completed surveys were received from 225 respondents out of 730 surveys administered. Principals who represented the largest group of those surveyed completed 55 percent of the surveys. Superintendents submitted the majority of the responses, 61 percent, in part because of the ability to attend a meeting of all the superintendents and request their support. Thirty-one percent of the respondents provided a survey. These responses provided many insights -- collaborating decades of research and writings, identifying the limitations that prevent teaching of the competencies, as well as evaluating how the competencies are integrated into the curriculum. Finally, considering some significant environmental characteristics, the results provide awareness as to the impact of educator, school, and community structure on the research questions.

Literature and research suggest the emergence of the four competencies begging the question as to whether the public schools in New Hampshire are adequately teaching these competencies. Many researchers claim that these skills are critical to create an engaged citizenry and individuals who are prepared for the 21st century (Darling-Hammond, 2010; Pittman, 2010; Umphrey, 2010). Building on the emergence of these competencies, this research identified a gap in whether the New Hampshire schools are teaching these

competencies, and the beliefs held by our school leaders as to whether these competencies should be taught.

Congruence between what is taught and should be taught.

For each of the four competencies the respondents were asked to consider the congruence between what is taught in schools and what should be taught. Consistently across all four competencies and across all three types of respondents the research uncovered the belief that students should be receiving more instruction in each competency. The difference between what is occurring in the classrooms and what should be occurring in relation to the instruction of these competency was demonstrated by the analysis. When considering students' need to have a significant understanding, or mastery, of the competencies, twice as many respondents felt this level of understanding each of the competencies should exist, but does not currently exist. Leadership had the least congruence – 20 percent of the respondents believe students currently receive instruction so they can have a significant or mastery of the leadership competencies. However, 72 percent of the respondents believe students should have significant or mastery knowledge. Even critical thinking, which many believe is already part of the instruction, demonstrated a lack of congruence. Only 41 percent of respondents believe students currently receive significant or mastery knowledge of critical thinking, where as 92 percent believe they should receive this knowledge. Results considering an understanding of others and a sense of obligation also revealed a lack of congruence. Twenty-seven to 31 percent of respondents believe students already have a significant or mastery level of instruction, where as 73 percent believe they need this level of knowledge.

Multiple independent factors were considered to ascertain if they impact the congruence between what is taught and what should be taught, as well as the limitations and

integration into the curriculum. The factors included role of the respondent, socioeconomic status of the school(s), size of the school(s) as measured by student population, years of respondent experience, educational attainment for the respondent, academic achievement for the school(s) as measured by AYP status, grade span for the school(s), and finally the gender of the respondent.

All respondent groups saw a significant difference between what is taught and what should be taught. However, for all four competencies, superintendents identified the greatest gap. It is possible that superintendents have a heightened awareness of external factors such as state and federal policies, influencing their priorities. It was also striking to see that poverty makes a difference in the teaching of the four competencies. As perceived by the respondents, students in high poverty towns are more likely not to receive specific instruction in the four competencies and are also more in need of this education (Table 19). Although this research did not analyze the impact of the competencies on the knowledge of core academics such as reading and math, it could be argued, but supported by this data, that a lack of knowledge in these four competencies may translate into poorer academic abilities (test scores) in math, reading, and writing.

The analysis of the congruence between what is and should be taught identified a sizable gap in instruction – a gap between the goals as identified by NEASC findings, school board mission statements, 21st century education research, and decades of literature, as compared to the instruction as currently taught in schools. But what might be causing this gap? Understanding the limitations that prevent the education of these competencies might help better determine what actions can be taken to change the curriculum priorities within our schools.

Factors limiting the instruction of the four competencies.

The analysis sought to understand what might cause the gap between what is and what ought to be. However, across all respondents, there was not a single factor that a majority of respondents believed was a significant or major limitation. Only two limiting factors, the state grade level expectations and the amount of time in the day, had more than 30 percent of the respondent believing it was a significant (or major) limitation. This finding supports the prior research that identifies the impact of state standards and the associated high stakes assessments as narrowing the curriculum (Au, 2007; Darling-Hammond, 2007; Kossakoski, 2000). But again, it should be noted that more than 60% of respondents viewed these factors as only somewhat or not at all limiting.

Critical thinking was the competency that received the highest percent, 39 percent of respondents saying that time limited the teaching of the competencies. But again, for all four competencies, the converse, over 60 percent believed that the time in the day is not a significant limitation. Consequently, the majority of our educators do not view this as limiting. Finally, there was less indication that any of the other factors limited the teaching of the four competencies.

If we desire to increase instruction for the four competencies, then we should be encouraged by the overall perceptions that there is no one factor that creates significant limitations. However, looking across all the seven limiting factors, the results did indicate that approximately 65 percent of respondents identified at least one factor as significant in limiting each competency. So we should recognize that collectively these factors create limitations.

If education leaders and practitioners desire to address the limiting factors, there are areas to target. Limited time of the day was the primary factor. Practitioners might consider

ways to incorporate instruction in the four competencies into existing content (e.g. state level expectations). They may also consider before and after school programs. As schools are working to develop Response to Instruction (RTI) initiatives for the full scope of students, practitioners may consider short units of instruction to incorporate into RTI programs. As described, state standards was also an area viewed by some as limiting. Again, it was not substantial, but to address this concern, educators might work to influence policy makers to incorporate these competencies into state standards. Critical thinking is already evident to some degree in state standards, but this competency, along with the other three, can become more significant components of the standards.

When considering any differences in what might limit the teaching of the four competencies across the different respondent types (principals, superintendents and school board chairpersons), there is very little variation. There was a slight difference in what limits the ability to teach a sense of obligation across roles. Superintendents were twice as likely, when compared to school board chairpersons, to consider the limited time in the day as a significant or major limiting factor. It may be that school board chairpersons believe that a sense of obligation can be integrated into other instruction or it may be that superintendents believe the level of instruction required to teach this simply requires additional instruction time. To address this limitation, practitioners could help superintendents understand how to incorporate instruction into the existing curriculum.

There was also a significant level of difference based upon type of educator, in regard to the lack of community support as a factor limiting the teaching of critical thinking. Fourteen percent of school board chairpersons believe the lack of community support hinders the teaching of critical thinking, as opposed to 4.8 percent of principals and 1.7 percent of

superintendents. Although this is a small percentage of all educators, changes to the lack of congruence may require a broad approach that targets multiple isolated limitations. School board chairpersons are three to ten times more likely to see this as a limiting factor. As described, critical thinking is the one competency found in the state standards. The state standards may guide the superintendent and principal more strongly than public support.

Although there was some difference for a couple of the competencies, all three types of educators viewed the vast majority of limiting factors consistently. In general, there were no major limiting factors. This suggests that with available resource, an opportunity exists to further the teaching of these competencies.

The research also considered the impact of independent variables. Similar to what was seen with the lack of congruence between what is and should be taught, the research found that students in high poverty schools had significantly more limitations preventing the learning of the competencies. Chi Square analysis of socio economic status and each limitation identified several variations at the $p < .05$ and $p < .01$ level. In these high poverty schools the respondents were more likely to note that our educational leaders lack training to lead the instruction in the four competencies. Also, these communities do not value all these competencies as high a priority for schools, as do communities in lower poverty schools. For example, critical thinking ($p \leq .01$) is not a priority for schools with a high SES rating. Funding, as one might expect, also limits the teaching in high poverty schools. Consequently, students who grow up in high poverty attend schools that face limitations on the teaching of the four competencies. Finally, a Chi Square analysis also showed that schools struggling academically (ie. do not make Adequate Yearly Progress), face greater limitations due to their focus on grade level expectations and lack of time in the day. Students who are not performing

well in math, reading, and writing are also less likely to receive instruction in the four competencies. This may create a vicious cycle, as the four competencies might increase their performance in these academic areas. Respondents believe students of poverty are in greater need of increases in the teaching of the four competencies. Understanding the increased obstacles faced by students living in poverty and students having low academic achievement, educators might want to consider substantive changes in policy or programs to address these inequities.

Competency integration into the curriculum.

As described above, the surveys revealed a substantial belief that schools are not teaching the competencies as much as they should. The majority (58-80 percent) of respondents believe that students are only receiving a moderate amount of instruction (or for many respondents no instruction at all) in the four competencies. However, considering the instruction that is included, the next research question analyzed how the instruction was incorporated into the curriculum.

Reflecting on three competencies, an understanding of others, leadership, and a sense of obligation the limited instruction was perceived as tangential to the curriculum; about 60 percent of the respondents did not see these integrated implicitly or explicitly into the curriculum. The results indicate that teachers are not using targeted curriculum and instruction to teach these competencies. When these competencies are taught, the learning is more likely a bi-product of other instruction – i.e. tangential to the curriculum. This result parallels prior research that has indicated the instruction within schools is narrowing around the mandated subjects (Au, 2007; Darling-Hammond, 2007; Kossakoski, 2000). While not studied in this research, if practitioners wish to increase the inclusion of these three competencies, they could

provide guides and tools to integrate the teaching into the curriculum and instruction.

Educators may need more instructional materials and professional development. Schools choose from the multiple options of instructional materials for areas such as math, reading, and writing. There may need to be more materials used to teach these other competencies.

Critical thinking was the one competency that respondents believe is implicitly or explicitly part of the curriculum goals – over 80 percent of the respondents indicate this level of integration. In fact almost 50 percent believe the learning is a result of instruction that is explicitly stated in the curriculum goals. This corresponds with the finding that respondents also believe the teaching of critical thinking is currently occurring in schools – 42 percent believing students currently receive a significant level of understanding to mastery understanding. Almost 80 percent of respondents believe that the current teaching provides at least a moderate level of understanding of critical thinking. It should be expected that instruction in critical thinking is implicitly or explicitly part of the curriculum goals if so many respondents believe the competency is being taught. This aligns with the focus on critical thinking in state and national standards. As fostered by the 21st century movement, there is a strong emphasis on critical thinking. This competency is the one competency that is, at least briefly, found in the state standards.

There was consistency across all three respondent types in regards to the integration into the curriculum, with the exception of leadership. School board members and superintendents were more likely to believe that leadership was implicit within the curriculum. Principals were almost 30 percent less likely than school board chairpersons and 40% less likely than superintendents to consider leadership to be implicitly or explicitly integrated into the curriculum goals. The data do not provide an explanation for this finding. However, this

discrepancy may be due to the level of leadership that school board and superintendents have achieved themselves as opposed to principals, and therefore their internal definition of leadership may differ. Alternatively, it could be the principal's connection to the instruction. If the proximity to the instruction provides principals with greater insight into what is taught, then this might reveal a gap that requires professional development to better inform superintendents and school boards as to how leadership is (or is not) included in the curriculum. This discussion might be a valuable agenda topic at a school board meeting – to create alignment and agreement across the three types of respondents. The research did not identify a consistent difference in the impact of the other independent variables. Competency integration appears similar across all schools. This opens up an opportunity for a system-wide change in approach to teach these competencies.

Qualitative analysis of open-ended questions.

The qualitative analysis of the open-ended questions verified many of the quantitative findings and added to those findings. The open-ended questions focused on the congruence between what is and what should be taught as well as the limiting factors. The open-ended questions highlighted the incongruence between what is and what should be taught in schools. As researchers and scholars have written for decades, open-ended responses in this survey identified the need for students to learn the four competencies in order, “[to] understand the importance of being a good citizen” (school board chair 6), “to grow and be successful” (superintendent 6), and “to be more productive learners and workers” (superintendent 25). Respondents indicated the “pressures to teach the "regular curriculum" cause teachers to abandon teaching these skills” (principal 5), “not enough emphasis [is] placed on these competencies” (superintendent 37), and “this does not get measured [and] unfortunately in the

current state, what gets measured gets taught” (principal 2). “We must do better” (superintendent 37) and the competencies “need to be integrated throughout the learning process on a continual basis.” (superintendent 6). The analysis also verified many of the limitations that respondents identified in the quantitative analysis. Limitations were identified in the open-ended questions including, a need for professional development, state grade level expectations, time in the day, and community priorities.

In addition to being consistent with the quantitative analysis, there were some intriguing observations provided in many of the open-ended responses. The culture of our society, the role models our educators play, and the lack of role models at home may all provide insight into why the four competencies are not taught to the degree that educators believe they should be taught. We live in a society that does not emphasize the four competencies – perhaps with the recent exception of critical thinking (Apple, 1990; Gutmann, 1987; Noddings, 2002a; Rhoads, 2000). Although even with critical thinking it can be argued that as a society we do not critically analyze. Current media and political campaigns are examples that suggest cultural norms do not promote critical thinking (Halpern, 2002). The open-ended analysis suggested that educators, who do not exhibit the four competencies themselves, may be incapable of teaching the competencies. As respondents identified, “we live in a very self-centered environment” (superintendent 3), with “poor national role models” (principal 3) and “a sense of entitlement and ‘me first’ attitude of parents and students.” (principal 8). The momentum of a culture may be impervious to change, or certainly require very intense and targeted efforts.

This analysis also highlighted the importance of language, clear definitions, and a vision that can be expressed by all. The literature review was used to compile the conceptual

framework of the four competencies. However, at the same time, the analysis made it clear that we lack consistency in how we define these topics. Different perspectives, e.g. Feminist theory, 21st century education researchers, utilitarian writings, or the NEASC organization all have different ways to describe concepts found in the four competencies. Lack of clarity in what needs to be taught may itself make it very difficult to gain traction in teaching these competencies. “We don’t have a shared understanding of how the roots of these competencies develop in children” (principal 13), it is “not clear what mastery of this skill looks like” (superintendent 1). These comments lend to the insight that the first step in advancing the education around these competencies must be clear definitions along with curriculum and instruction tools that clarify what is meant and involved in teaching these competencies. This analysis offered some data that provided intriguing insights that should drive future analysis and also uncovered some limitations within this analysis.

3. Limitations of Study

As with any research study, the methodology of the study itself limits the results of this analysis. This study focused on four specific education competencies taught in public schools in New Hampshire. The study surveyed very specific educators: superintendents, principals and school board members. The mixed methods included a quantitative analysis of the survey responses, combined with environmental factors and a qualitative review of the open-ended question. The population of respondents and the survey construction both created limitations.

Survey population.

This analysis was conducted in New Hampshire and included public school superintendents, principals and school board chairpersons. Therefore the generalizability of the study is limited to similar environments. Private schools for example may have very different environments, different levels of competency instruction, and different limitations. They may teach the competencies more, or perhaps less. So we cannot generalize the results outside of public schools. The same can be said about the state of New Hampshire versus other states. There may be state policies for example that include grade level expectations that incorporate any or all of the four competencies. These policies could greatly impact the findings if this study was replicated in another state. So the generalizability of the study should be restricted to similar states.

In addition, the restriction of respondent groups influenced the results. A survey of teachers or students, individuals closer to the actual instruction, might have identified alternative results. Teachers play a critical role in what is taught and the absence of their voice removes the research one step beyond the classroom door. The study findings, and in particular the perceptions of the respondents, are limited to very specific types of educators, educational policy makers at the school and district/SAU level.

Survey instrument.

The survey itself was, of course, limited. Only a handful of questions were asked and given the quantitative focus on Likert scales, the questions directed respondents to rate specific answers. As a result the primary quantitative analysis considered only the limiting factors that were identified in the survey. The survey did include a qualitative analysis of short answer

questions). However, this method did not present an opportunity for the researcher to fact check or use any other validity finding approaches.

Additionally, the survey did not allow respondents to differentiate answers for groups of students. For example, respondents could not differentiate across grade levels within their sphere for influence. A superintendent for example, was not able to indicate a different level of congruence for elementary students than for high school students. A principal of a K-8 school could not differentiate the limiting factors for K-3 versus grades 7-8. Although the methodology was developed with this in mind, the analysis must recognize these limitations.

The survey was also conducted at one point-in-time. Respondents provided their answer during a given environment. For example, if the survey was conducted one month after the Sandy Hook gun shooting then the responses might have been different. It is possible that extreme environmental events could alter the results and create a larger incongruence or a closer congruence. During the period this survey was conducted there were no major educational events. A longitudinal survey conducted over time might reveal additional insights. The limitations associated with the point-in-time study, restrict the ability to generalize the results.

4. Recommendations for Further Research

This analysis provided significant insights into the teaching of the four competencies. However, continued research can clarify findings, build upon these findings, and branch into related areas of study. Future studies can be informed from the quantitative findings as well as the insights revealed in the qualitative analysis.

Additional educators.

Future analysis can include the perceptions of teachers, students, the community, and state educational leaders. Although there were some findings that differed across the three types of respondents included in this research, we found many more similarities. However, it may be that parents, students, and teachers have a different perspective. Surveying these populations would help ensure there is not a dichotomy between the responses and distance from those providing and those receiving the instruction. Perhaps it is the distance from the instruction that blocks knowledge about what is actually included in classroom instruction. For the most part, the survey questions could remain the same in this extended analysis. The purpose of this dissertation analysis was to focus on the leaders of our education system to understand their perspectives. These leaders were selected because of their role in shaping state and local education policy. However, the inclusion of parents, students, and teachers will provide additional insights.

Additional schools.

New Hampshire is a unique state. It has a very high per-capita income, a very high percentage of white non-Hispanic students, and New Hampshire is an academically high achieving state. A future study could consider a more diverse state and/or a state with a higher degree of poverty and academic challenges. This study revealed an impact on the dependent variables as a result of socio-economic status and academic challenges. Considering additional states would further provide evidence regarding the impact of these factors.

There are many private and charter schools that include some or all of the four competencies identified in this study as a core component of their mission and instruction. For example, there are schools that focus on character education, moral values and the like. Future

research could target a sample of respondents that include these types of schools. A future study could classify the degree to which a school has a mission statement that includes this type of education. This classification could allow for an analysis of the relation of a school's mission to the inclusion of the competencies into instruction. Additionally, this analysis could probe the components of the school environment that enable the teaching of the competencies (e.g. professional development, integration of instruction into core competencies). Also related to the differences across schools, future research might consider differences across grades. Future research could consider differences for example, between grades K-two and grades four-five.

Core content comparator.

In this study, survey respondents compared the current and preferred inclusion of the four competencies. It also looked at limiting factors within the consideration of the four competencies. However, the study did not include a comparator group. Having the respondents rate not only the four competencies, but also rating some of the core competencies of instruction such as math, reading or writing, would give additional insight into the beliefs and needs for the addition of the four competencies, in comparison to the content that has been the focus of a narrowing curriculum. This analysis would better understand the degree that respondents believe the four competencies need increased focus, as compared to the core competencies.

Imbedded curriculum.

The survey revealed the existence of some instruction that was tangential or implicit to the core instruction. However, the study did not reveal a descriptive understanding that provided insights into how the instruction of the four competencies is integrated, or how the

learning occurs as tangential to the instruction. An extended, qualitative research study might provide these insights.

An increased understanding of the background of the respondents might also inform what characteristics lead to an increased ability to include instruction around the four competencies. As part of the qualitative analysis there was some indication that respondents' personal strengths could provide different insights into teaching the four competencies. For example, a sense of responsibility that exists in a given educator might make the educator more likely to want to include the teaching of this competency in his or her school(s). Similarly, this individual capacity might translate to an increased existence of that competency currently being taught in his/her school. A future analysis might consider how the skills of the respondent translate to the existence of, or desire for, an embedded curriculum that includes the four competencies.

Culture and societal norms.

There are so many paths that future research could proceed, but one last possibility that should be highlighted is an exploring the impact that culture and societal norms play on the teaching of the four competencies. As has been stated, prior scholars have highlighted the cultural pressures that direct school curriculum. Future research, either quantitative, qualitative, or both, could better analyze this concept. There are several aspects of culture and society that can be considered. How do the cultural norms impact our ability to teach these four competencies? Research might consider other countries or different areas across America to consider how cultural differences impact the inclusion of the competencies in our schools. An analysis of rural versus urban areas could provide insight into this question.

The culture and upbringing of individuals may also play a role in how much these skills are taught and how capable individuals are to gain the knowledge. There were several comments received as part of the open-ended question that suggested this line of research. Students may be predisposed as individuals with the capacity for strong “head skills” or for the capacity for strong “heart skills.” Future research could analyze how students’ abilities impact this teaching. Additionally, there were many comments about teachers’ abilities. How does the background of a teacher impact the ability to include this instruction? If teachers are unable to be good role-models, can they be teachers of these concepts? Future research could assess teachers’ own knowledge and capabilities in the four competencies and seek to understand the impact on teaching these competencies.

General Recommendations

Most individuals would acknowledge that we all have a capacity to understand others, to critically think, to be a leader, and that we all have some level of a sense of obligation. In varied ways, for decades scholars have written about these competencies. Many scholars have argued that our schools should be a source for educating society in these areas (Apple, 1990; Gutmann, 1987; Noddings, 2002a; Rhoads, 2000). Others may argue that it’s the church, the home, and the community that should be the driving force. This study did not attempt to consider the role of all these entities, it simply asked the question of our school leaders, should our schools be a source for this education and are our school educators doing enough? The results were clear that, in the eyes of New Hampshire public school leaders, we should be doing more to teach these competencies and there are few barriers preventing this instruction. Although additional research can and should continue to provide insights into this conversation, there are several recommendations that can guide our education system.

The following action recommendations use but also extend beyond the findings of this research. They demonstrate how the findings can be used to support broad policy considerations of competency inclusion, while not being confined to the specifics of the findings. Caution is urged in the use of these broad policy action recommendations that seek to reduce the distance between what is taught and what should be taught regarding the four competencies. They are predicated upon the proposition that these four competencies should be taught as identified in the research. The following recommendations for action provide a possible roadmap for educators who seek to deeply embed these competencies in the curriculum and instructional practices of public schools. The research does not explicitly support and one action recommendation. It extends the conversation from research to action.

Action recommendation 1: Political pressure.

Superintendents, principals, and school board members frequently testify and advocate for (or against) state legislation in New Hampshire. Recognizing the extensive support among these groups to increase instruction for the four competencies, these educational leaders can influence state legislation. There are also associations that represent each of these three respondents. The New Hampshire School Administrators Association, the New Hampshire Association of School Principals and the New Hampshire School Board Association all have a dedicated effort to help educate legislators and lobby for their position on key legislative initiatives. Members of these associations can work with their organization to foster support for the teaching of the four competencies. The impact of AYP status and poverty within a town has a significant relation on the perception that the teaching of the four competencies are limited. Education leadership should ensure policy makers understand the inequitable impact

of state grade level expectations, impacting the teaching of these four competencies on some communities more than others.

The inequity identified by this research based upon the poverty of a student is alarming. Students should not be limited to the teaching of the four competencies because they come from homes with higher poverty. Additionally, students in low achieving schools may be caught in a cycle. As the research identified, these students face greater obstacles preventing the teaching of the four competencies. These limitations may in turn widen the academic and competency gap. The inequity faced by students living in poverty and students attending low achieving schools, could be used to raise political pressure. Public demand to reduce the inequities surrounding the teaching of the four competencies, could force legislation and policies that create change.

The New Hampshire State Board of Education is responsible for adopting rules that guide many requirements for New Hampshire public schools, including minimum standards and curriculum standards. The education leaders can also offer political influence and general education to inform the New Hampshire State Board on the instructional needs within schools. By expanding the curriculum standards to highlight the four competencies and by possibly including concepts from the four competencies in state assessments, the instruction within our schools can change – as identified in the survey results, state grade level expectations guide what is taught in our schools. These educational leaders can advocate for changes to the governing officials and help reverse the impact of current rules that have contributed to a narrowing curriculum.

Local school boards in conjunction with their administration set the curriculum within their own district. State and federal policies largely direct this curriculum however, local

schools do have the freedom and flexibility to alter and augment curriculum and instruction. Work could be done to help these educational leaders revise local policies and alter curricular goals to increase the focus on the four competencies.

Finally, these education leaders are many of the same educators who work with national and regional education organizations such as NEASC, Council for Chief State School Officers, National Association of Elementary School Principals, New England League of Middle Schools, as well as many other lobbying organizations. These educational leaders can work with state and national organizations to raise awareness and encourage action to emphasize the teaching of the four competencies. Superintendents were among the most likely to view a lack of congruence between what is taught and what should be taught for the four competencies. The New Hampshire School Administrators Association would be one organization to approach as part of a coalition to advance this change.

Action recommendation 2: Knowledge.

The qualitative analysis of the open-ended questions uncovered the need to create clarity for the education community about the definition and scope of the four competencies. The research for this dissertation identified a framework that defined the four competencies. The research pulled from existing NEASC and decades of scholarship to create the definitions. However these definitions are just a beginning. As identified in the analysis, additional clarity of the competencies is required. Educators who believe in the expansion of these four competencies could work to create a deep and clear definition to guide instruction by creating a common language, common definitions, and common terminology.

A defined framework could include curricula goals within each competency and at each grade level. The framework could include grade level expectations, standards, and

instructional tools. The framework could define ways to integrate existing core curriculum into instruction that fosters the learning of the four competencies. Additionally, educators could develop assessments that could be used to gauge student learning in each of the competencies.

To build an understanding among educators of a defined framework, professional development could also be created. Case models could highlight instruction and curriculum where schools are already doing this work. On-line training, sample instructional tools, and hands-on training could be developed around each of the four competencies.

If we are going to address the comments of our respondents, we must create clarity. We must create a shared understanding of how the roots of these competencies develop in young children, the ability to measure a sense, to define what mastery of this skill looks like.

Action recommendation 3: Community collaboration.

The quantitative analysis uncovered the concern among respondents in districts with higher poverty (at least 20 percent of students eligible for free and reduced lunch or milk), that lack of community support limits the teaching of the competencies. In these communities there could be a concerted effort to discuss the importance of the four competencies and build support among the community to include instruction within the schools. This could certainly be done in all communities, not just those with high poverty. Clear definitions as described in recommendation two will be a key component of building awareness and gaining community support.

As identified in the qualitative review of the open-ended question, teaching of the four competencies may also require cultural shifts in the greater community, in the students' homes and with teachers. The analysis included the perspective that education in the four

competencies is the responsibility of the family and community. It is likely that a truly effective effort to build students' knowledge and skills in the four competencies requires a broad approach that includes not only learning at school, but an education in the community and at home. An educational curriculum and educational campaign should include lessons to educate the community, to teach parents the four competencies, and to teach parents how to help their children learn the competencies. Businesses should help educate the students and provide examples that allow the employees to be a role model for the students. Professional development must also target the teachers to educate them on the four competencies. An effective solution likely creates cultural change in school, at home and in the community.

Action recommendation 4: Continued research.

Finally, as described above, there are many opportunities for continued research. There are also many organizations nationally devoted to aspects of the four competencies. For example, organizations focused on 21st century skills, dedicated to service learning, or committed to character education. For decades there have been many disparate scholarship perspectives and practitioner perspectives that all have common threads found in the four competencies. They all have pieces of this framework. Future researchers might try to embrace these organizations and create synergy across the organizations. There are many strange bedfellows that could be brought together for joint collaboration and funding – boy scouts, religious organizations, opponents to the common core curriculum, social welfare support groups, charter schools, etc. Any mix of these groups might support research associated with furthering the education associated with the four competencies.

Future research might provide additional insights into how the gaps identified in this analysis could be filled. For example, research identifying how instruction that does exist is

implicitly or tangentially incorporated into the curriculum. By engaging the stakeholders above to help fund future research or support future research, this effort itself will help create awareness and support for the four competencies and close the gap identified by our school leaders.

Concluding Remarks

In schools across the country there has been a narrowing of the curriculum. With such little room for curriculum in our schools, it is not surprising that educators believe the four competencies should have more air-time. Conversely, one might postulate, that other competencies (e.g. social studies, arts, science) that have been squeezed out are more important, and therefore the educational leaders would not have promoted increased curriculum in the four competencies. However, regardless of the reason, educators did just that, they identified the need for increased education in all four competencies. In fact, educators were from twice to almost four times more likely to believe schools should be teaching a competency at a significant or mastery level, as compared to how schools are currently teaching the competency. Leadership showed the starkest difference with educators almost four times as likely to think we should be teaching this competency as opposed to how we are currently teaching the content. According to these educators we must improve our ability to integrate instruction of the four competencies into the curriculum.

The impact of poverty on academic performance is important to recognize. Not only did the education leaders identify a need for instruction in the four areas for all schools, they identified a significantly heightened need for students living in poverty. These educational leaders also described the difficulty in closing the gap of poverty and academics. It will be harder to close the gap in high poverty and lower performing schools. The influence of the

state grade level expectations (state standards), the lack of available time in the day, the need for teacher and leader training, and the lack of support from the community are heightened limitations in environments with increased poverty and lower achievement. The external pressures in the current system will make change that much harder in these communities.

Our education world has a dichotomy between wanting independence when determining classroom instruction and desiring direction to ensure successful student outcomes. The Common Core State Standards and the Smarter Balanced Assessment Consortium are examples of this struggle (Smarter Balanced Assessment Consortium, n.d.). There is the need for standards and consistency, yet the same individual who may want consistent metrics and measurements, often argues against standards and unified measures. A similar dichotomy may exist with the four competencies. There may be a desire to increase the competencies, but then also an argument from many that schools must focus on other issues and that these competencies are not the schools role. However, this research has identified the perception of school leaders. As one respondent indicated, “these are extremely valuable competencies that are needed for human beings to grow and be successful. They are a must and need to be integrated throughout the learning process on a continual basis” (Superintendent Respondent 6).

LIST OF REFERENCES

- Amrein, A. L., & Berliner, D. C. (2002). *An analysis of some unintended and negative consequences of high-stakes testing*. Education Policy Research Unit, Education Policy Studies Laboratory, College of Education, Division of Educational Leadership and Policy Studies, Arizona State University.
- Apple, M.W. (1990). *Ideology and curriculum*. London: Routledge.
- Au, W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. *Educational Researcher*, 36(5), 258-267.
- Barnett, C. K., & Tichy, N. M. (2000). Rapid-cycle CEO development: How new leaders learn to take charge. *Organizational Dynamics*, 29 (1), 16-32.
- Barron, S., Mitchell, K. J., & Stecher, B. M. (1996). *Perceived effects of the Kentucky instructional results information system (KIRIS)*. Santa Monica, CA: Rand.
- Bartky, S. L. (1990). *Femininity and Domination – studies in the phenomenology of oppression*. New York: Routledge.
- Billings, S. H. (2000). Research on K-12 school-based service-learning: The evidence builds. *Phi Delta Kappan*, 81(9), 658-664.
- Brown v. Topeka Board of Education*, 347 U.S. 483, 74 S. Ct. 686, 98 L. Ed. 873 (1954).
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Burns, J. M. (2003). *Transforming leadership: A new pursuit of happiness* (Vol. 213). New York: Grove Press.
- Chyung, S. Y., Stepich, D., & Cox, D. (2006). Building a competency-based curriculum architecture to educate 21st-century business practitioners. *Journal of Education for Business*, 81(6), 307-314.

- Ciulla, J. B. (1998). *Ethics, the heart of leadership*. Westport, CT: Quorum Books.
- Coulson, A. J., & McCluskey, N. (2012). End It, Don't Mend It: What to Do with No Child Left Behind (Policy analysis 599). Retrieved from <http://www.cato.org/publications/policy-analysis/end-it-dont-mend-it-what-do-no-child-left-behind>.
- Common Core State Standards Initiative. (n.d.). Retrieved from www.corestandards.org.
- Cremin, L. A. (1976). *Public education*. New York: Basic books.
- Creswell, J. W., & Garrett, A. L. (2008). The "movement" of mixed methods research and the role of educators. *South African Journal of Education*, 28(3), 321-333.
- Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. New York: Viking.
- Cuban, L. & Tyack, D. B. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.
- Daniels, H., Bizar, M., & Zemelman, S. (2001). *Rethinking high school*. Portsmouth, NH: Heinemann.
- Darling-Hammond, L. (2007). Race, inequality and educational accountability: The irony of 'No Child Left Behind'. *Race Ethnicity and Education*, 10(3), 245-260.
- Darling-Hammond, L. (2010). *The flat world of education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- DeMitchell, T. A., DeMitchell, T. A., & Gagnon, D. (2012). Teacher effectiveness and value-added modeling: building a pathway to educational malpractice?. *BYU Educ. & L.J.*, 2012, 257-449.
- DeMitchell, T. A., & Gagnon, D. (2011). Student outcomes, teacher effectiveness: Raising a cautionary flag. *UNH Policy Brief*, 2011.

- DeMitchell, T., Kossakoski, S., & Baldasaro, T. (2008). To test or not to test? Drug testing teachers: The view of the superintendent. *The Teachers College Record*, 110(6), 1207-1240.
- DeVito, P. (2010). The Oversight of State Standards and Assessment Programs: Perspectives from a Former State Assessment Director. *Thomas B. Fordham Institute*.
- ERIC Clearinghouse on Education Management. (1981). *Board or superintendent: Who manages the schools?*. Eugene, OR: ERIC Clearinghouse on Education Management, University of Oregon.
- Frye, M. (1983). *The politics of reality*. New York: The Crossing Press.
- Garrison-Mogren, R., & Gutmann, B. (2012). *State and District Receipt of Recovery Act Funds. A Report from Charting the Progress of Education Reform: An Evaluation of the Recovery Act's Role (NCEE 2012-4057)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- Gelardi, T., & Wolfson, S. (1995). Creating a Democratic Society through the Classroom.
- Glaser, B. G., & Holton, J. (2007). Remodeling grounded theory. *Historical Social Research/Historische Sozialforschung*, 47-68.
- Glickman C. (1993). *Renewing America's schools: A guide for school-based action*. San Francisco: Jossey-Bass.
- Gimbert, B. (2002, October). The responsive classroom: A practical approach for teaching children to care. Retrieved from www.teachers.net/gazette/OCT02/gimbert.html
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.

- Guilfoyle, C. (2006). NCLB: Is there life beyond testing?. *Educational Leadership*, 64(3), 8.
- Gutmann, A. (1987). *Democratic education*. Princeton, NJ: Princeton University Press.
- Halpern, D. F. (2002). *Thought and knowledge: An introduction to critical thinking*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Itin, C. M. (1999). Reasserting the philosophy of experiential education as a vehicle for change in the 21st century. *The Journal of Experiential Education*, 22(2), 1-98.
- James W. (2008). *Pragmatism – A series of lectures*. Arc Manor, MD. (Original work published in 1907)
- Kant, I. (2008). *Fundamental principles of the metaphysics of morals (1785)*. Wilder Publications (Original work published in 1785).
- Kinsley, C. W., & McPherson, K. (1995). *Enriching the curriculum through service learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kliebard, H. M. (2004). *The struggle for the American curriculum, 1893-1958*. New York: Routledge.
- Kossakoski, S. A. (2000). *The perceived effects of state-mandated testing in New Hampshire* (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses. (Accession Order No. 9969207).
- Marshall, C., Mitchell, D., & Wirt, F. (1986). The context of state-level policy formation. *Educational Evaluation and Policy Analysis*, 8(4), 347-378.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*, 15(3), 197-215.
- McGuinn, P. (2012). Stimulating reform: Race to the top, competitive grants and the Obama education agenda. *Educational Policy*, 26 (1), 136-159.

- McNeil, L., & Valenzuela, A. (2001). *The harmful impact of the TAAS system of testing in Texas: Beneath the accountability rhetoric*. Retrieved from <http://eric.ed.gov/?id=ED443872>.
- Meyer v. Nebraska, 262 U.S. 390, 43 S. Ct. 625, 67 L. Ed. 1042 (1923)
- Mill, J. S. (1863). *Utilitarianism*. Buffalo, NY: Prometheus Books.
- Moon, Y. L. (2007). Education reform and competency-based education. *Asia pacific education review*, 8(2), 337-341.
- National Center for Education Statistics. (n.d.). Retrieved from <http://nces.ed.gov/fastfacts/display.asp?id=84>.
- New England Association of Schools and Colleges. (n.d.). 21st century cross walk. Retrieved from https://cpss.neasc.org/downloads/21st_Century_Cross_Walk.doc
- New Hampshire Department of Administrative Services. (2009). State of New Hampshire Governor's Executive Budget Summary [PDF document]. Retrieved from <http://admin.state.nh.us/budget/Budget2010/Executive%20Summary%20FY08.pdf>.
- New Hampshire Department of Education. (n.d.). Retrieved from www.education.nh.gov
- New Hampshire Department of Education (2010). Release of the 2010 Adequate Yearly Progress (AYP) and Follow The Child Growth Reports [HTML document]. Retrieved from <http://www.education.nh.gov/news/2010/20100407.htm>.
- New Hampshire Department of Education (2013). School Information [HTML document]. Retrieved from http://www.education.nh.gov/data/school_sau.htm
- New Hampshire General Court. (n.d.). Retrieved from www.gencourt.state.nh.us
- Nichols, S. L., & Berliner, D. C (2005). *The inevitable corruption of indicators and educators through high-stakes testing*. Education Policy Research Unit.

Noddings, N. (2002a). *Educating moral people: A caring alternative to character education*.
NY: Teachers College Press.

Noddings, N. (2002b). *Starting at home*. California: University of California Press.

O'Neill, O. (1991). Kantian Ethics In B. Blackwell (Ed), *A Companion to Ethics*. Oxford:
Blackwell Publishing Ltd.

Oosterhof, A. (2011). Upgrading high-stakes assessments. *Better: Evidence-based Education*,
3(3), 20-21.

Partnership for 21st Century Skills (n.d.). Retrieved from www.p21.org

Partee, G. L. (2012). Using multiple evaluation measures to improve teacher effectiveness:
state strategies from round 2 of no child left behind act waivers. Retrieved from
<http://cdn.americanprogress.org/wp-content/uploads/2012/12/MultipleMeasures-2-INTRO.pdf>.

Piro, J., Wiemers, R., & Shutt, T. (2011). Using student achievement data in teacher and
principal evaluations: a policy study. *International Journal of Educational Leadership
Preparation*, 6(4), 4.

Pittman, K. (2010). College and career readiness. *School Administrator*, 67(6), 10-11.
Retrieved from <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=13536>.

Rhoads, R. A. (2000). Democratic citizenship and service learning: Advancing the caring self.
New Directions for Teaching and Learning, 82.

Schmidt, W. H., & Burroughs, N. A. (2013). Springing to life: How greater educational
equality could grow from the common core mathematics standards. *American Educator*,
37(1), 2-9.

Singer P. (1993). *Practical ethics*. New York: Cambridge University Press.

- Singer, P. (2000). *Writings on an ethical life*. New York: The Ecco Press.
- Silva, E. (2008). Measuring skills for the 21st century. Education sector reports. *Education Sector*. ERIC, EBSCOhost (accessed April 9, 2014). Retrieved from <http://www.educationsector.org/publications/measuring-skills-21st-century>.
- Smarter Balanced Assessment Consortium. (n.d.). Retrieved from www.smarterbalanced.org
- Tashakkori, A., & Creswell, J. W. (2007). Editorial: The new era of mixed methods. *Journal of mixed methods research*, 1(1), 3-7.
- Tyack, D. B. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.
- Umphrey, J. (2010). Toward 21st century supports. *Education Digest: Essential readings condensed for quick review*, 75(6), 48-53. Ann Arbor, MI: Prakken Publications.
- U.S. Department of Education (2004). *New No Child Left Behind Flexibility: Highly Qualified Teachers* [PDF document]. Retrieved from <http://www2.ed.gov/nclb/methods/teachers/hqtflexibility.html>.
- U.S. Department of Education (2006). *Improving teacher quality state grants: ESEA Title II, Part A* [PDF document]. Retrieved from <http://www2.ed.gov/programs/teacherqual/guidance.pdf>.
- U.S. Department of Education, Elementary and Secondary Education (2005). *Key policy letters signed by the education secretary or deputy secretary* [HTML document]. Retrieved from <http://www2.ed.gov/policy/elsec/guid/secletter/051021.html>.
- Varlotta, L. E. (1996). Service-learning: A catalyst for constructing democratic progressive communities. *Michigan Journal of Community Service Learning*, 3, 22-30.

- Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative science quarterly*, 1-19.
- Weston, A. (2001). *A 21st century ethical toolbox*. New York: Oxford University Press.
- Williams, N. & Keith, R. (2000). Democracy and Montessori Education. *Peace Review*, 12(2), 217-222.
- Winerip, M. (2011, October 30). In a standardized era, a creative school is forced to be more so. *New York Times*, p. A11. Retrieved from <http://www.nytimes.com>.
- Winter, C. (2011). Curriculum knowledge and justice: content, competency and concept. *Curriculum Journal*, 22 (3), 337-364.
- Young, I. (1990). *Justice and the politics of difference*. New Jersey: Princeton University Press.
- Young, I (1997). *Intersecting voices: Dilemmas of gender, political philosophy, and policy*. New Jersey: Princeton University Press.

Appendix I – Jury Review of Survey

To ensure the validity and reliability of the survey I performed a Jury review of the survey. The Jury completed the survey itself and then completed a second survey to capture their experience and feedback of completing the survey. This appendix includes the results of the survey to gain their feedback.

In summary, the respondents were very positive. The Jury unanimously felt the definitions of the competencies as well as the introduction to the survey provide enough clarity to respond to the survey. There were a couple of minor grammatical corrections that I made to the survey as a result of this initial feedback.

Do the definitions of the four competencies provide enough clarity to respond to the survey?

An Understanding of Others		
<ul style="list-style-type: none"> • To understand why individuals act the way they do. • To understand the diversity of individuals and of individual's environments. • To understand how one person's actions can influence another person's actions. • To read and manage individual's emotions, motivations and behaviors. 		
Answer Options	Response Percent	Response Count
Yes	100.0%	8
No	0.0%	0
Suggested Changes (if any exist)		0
<i>answered question</i>		8
<i>skipped question</i>		0

Critical Thinking		
<ul style="list-style-type: none"> • To evaluate, locate and synthesize information to deduce results, make decisions, and understand cause and effect. • To learn to question and to create probing strategies in order to consider the why behind decisions, answers and reasoning. • To separate opinion and fact - to recognize what is credible and what is not credible. • To make complex decisions after analyzing and evaluating interconnected information. 		
Answer Options	Response Percent	Response Count
Yes	100.0%	8
No	0.0%	0
Suggested Changes (if any exist)		0
<i>answered question</i>		8
<i>skipped question</i>		0

Leadership

- To organize tasks in a manner that enables, motivates and inspires others to contribute to a shared vision.
- To understand how each individual can provide leadership even if not occupying a leadership role.
- To have the confidence and aptitude to speak up and present in front of others.
- To collaborate with, communicate to, and leverage the collective talents of, diverse individuals.

Answer Options	Response Percent	Response Count
Yes	100.0%	8
No	0.0%	0
Suggested Changes (if any exist)		0
<i>answered question</i>		8
<i>skipped question</i>		0

Sense of Obligation

- To commit to a personal responsibility for a larger community and greater good.
- To possess the awareness, knowledge and expectation of how one cannot only choose to make an impact, but must make an impact.
- To have a sense of responsibility for one's social and civic responsibility as an engaged citizen.
- To be committed to pursuing what an individual defines as right.

Answer Options	Response Percent	Response Count
Yes	100.0%	8
No	0.0%	0
Suggested Changes (if any exist)		1
<i>answered question</i>		8
<i>skipped question</i>		0

Number	Response Date	Suggested Changes (if any exist)	Categories
1	Oct 2, 2012 12:38 AM	This is excellent and an area rarely included in these type of discussions. Well done!	

The Survey Introduction was clear.

Answer Options	Response Percent	Response Count
Yes	100.0%	8
No	0.0%	0
If No, please provided suggested changes		1
<i>answered question</i>		8
<i>skipped question</i>		0

Number	Response Date	If No, please provided suggested changes	Categories
1	Sep 28, 2012 11:54	1. Could you check the first word in the third sentence. should	

PM it be school or schools to agree with the verb are?
 2. check 2nd sentence in the second paragraph
 high(ly) qualified teachers ??

The jurists were then asked to identify if Question 1 was clear. Question 1 asked the respondents to rate how the competencies are currently included in instruction and how they should be included.

Again, the comments were very positive. There was one jurist who expressed some confusion as the jurist did not understand how to click on a “drop-down” box to uncover the possible responses. I contacted this jurist to better understand the difficulty. As a result, I have added language to the survey: “click on the arrows to select the most appropriate description for each competency.”

Question 1 Rating Competencies ‘Currently Exists’ and ‘Should Exists’ was clear.			
Answer Options	Response Percent	Response Count	
Yes	75.0%	6	
No	25.0%	2	
If No, please provided suggested changes		2	
			answered question 8
			skipped question 0

Number	Response Date	If No, please provided suggested changes	Categories
1	Sep 28, 2012 11:54 PM	but tough to answer	
2	Sep 27, 2012 7:27 PM	For most it will be clear, but for us older folks, a simple direction to click on the arrow for a drop down box might save some confusion. The actual ratings were very clear.	

The next question asked the jurists if Question 2 was clear. Question 2 asked the respondents to identify limiting factors for each competency. The comments from jurists for this question were very positive. There was two jurists who expressed some confusion. These jurists were confused about whether the question was hypothetical, that is “if the limitation was

to take place”, or “if the limiting factor currently exists.” To address this confusion, I modified the question as follows: “To what extent do the following factors currently exist within your school(s) and limit the ability to teach the four competencies? For each competency, please rate the potential limitation.”

Question 2 Limiting Factors was clear.		
Answer Options	Response Percent	Response Count
Yes	75.0%	6
No	25.0%	2
If No, please provided suggested changes		2
<i>answered question</i>		8
<i>skipped question</i>		0

Number	Response Date	If No, please provided suggested changes	Categories
1	Oct 4, 2012 2:27 AM	The options available were negatively phrased. I had a little problem guess if these were "if" statements, or if we were to accept them as actual existing conditions in our districts. The answers could be very different depending upon which of these conditions you are trying to test.	
2	Sep 27, 2012 7:27 PM	Maybe I'm not clear here myself... gald to talk it out.	

The jurists were then asked if Question 3 was clearly stated. Question 3 asked the responded to identify the degree to which the competency is integrated into curricular goals. There was only one negative response to this jury question and no comments provided. Based upon the positive response from the Jury, I did not make any changes to this survey question.

Question 3 Integration into Curriculum was clear.		
Answer Options	Response Percent	Response Count
Yes	87.5%	7
No	12.5%	1
If No, please provided suggested changes		0
<i>answered question</i>		8

skipped question 0

The jurists were unanimous in their agreement that the demographic questions were clear.

Question 4 Demographic Information was clear.		
Answer Options	Response Percent	Response Count
Yes	100.0%	8
No	0.0%	0
If No, please provided suggested changes		1
<i>answered question</i>		8
<i>skipped question</i>		0

Number	Response Date	If No, please provided suggested changes	Categories
1	Sep 28, 2012 11:54 PM	Michael I hope its ok that i'm a RETIRED Principal. My school was Jacques Memorial on eof 2 elementary schools in Milford. I'm not sur e about the #	

Any additional comments and/or recommendations.		
Answer Options	Response Count	
	2	
<i>answered question</i>		2
<i>skipped question</i>		6

Number	Response Date	Response Text
1	Sep 28, 2012 11:54 PM	Nice Job!! I'd be interested in the results
2	Sep 26, 2012 2:40 PM	Well done.

Appendix II – Survey Results (via Jury)

To ensure the validity and reliability of the survey I performed a Jury review of the survey. The Jury completed the survey itself and then completed a second survey to capture their experience and feedback of completing the survey. This appendix includes the results of the survey itself, as completed by the jurists.

Please rate the competencies as to their role in instruction (select 1 to 5 for each item using the descriptions as a guide)

As Currently Exists		Students do not receive instruction in this competency	Students receive instruction to provide a basic understanding of the competency	Students receive instruction to provide a moderate understanding of the competency	Students receive instruction to receive a significant understanding of the competency	Students receive instruction to gain a mastery of this competency	Response Count
Understanding of Others	0	3	1	4	0	8	
Critical Thinking	0	2	3	3	0	8	
Leadership	1	5	2	0	0	8	
Sense of Obligation	1	3	3	1	0	8	

As Should Exist		Students do not receive instruction in this competency	Students receive instruction to provide a basic understanding of the competency	Students receive instruction to provide a moderate understanding of the competency	Students receive instruction to receive a significant understanding of the competency	Students receive instruction to gain a mastery of this competency	Response Count
Understanding of Others	0	0	1	3	4	8	
Critical Thinking	0	0	0	2	6	8	
Leadership	0	0	3	2	3	8	
Sense of Obligation	0	0	2	3	3	8	

If applicable, describe why 'Should Exist' differs from 'Currently Exists'.		Question Totals
		4
		8
		0
		<i>answered question</i>
		<i>skipped question</i>

Number	Response Date	If applicable, describe why 'Should Exist' differs from 'Currently	Categories

Exists’.

- 1 **Oct 4, 2012 1:42 AM**
Critical Thinking and Leadership differ because the implementation technology will help push the district from basic to significant competency
- 2 **Oct 3, 2012 12:51 PM**
I think the reason for the difference is twofold First, the taught curriculum is pretty tight. Second, finding the time to update curriculum is a struggle.
- 3 **Sep 28, 2012 11:41 PM**
I think that students at the early levels are learning an enormous amount of skills and some of the social skills receive less emphasis then Academics
- 4 **Sep 27, 2012 7:07 PM**
The emphasis on strict "academics" inhibits instructional time for these other vital activities. Despite the recognition of these factors as necessary for a successful life, they are honored more in the abstract in the current academic testing atmosphere.

To what extent do the following factors limit your school(s) ability to teach the four competencies? For each competency, please rate the potential limitation.

An Understanding of Others

Answer Options	Does not limit us to achieve what 'should exist'.	Creates some limitations	Creates significant limitations	Is a major limitation	Response Count
Teachers are not trained to teach this competency.	3	3	2	0	8
Education leaders (e.g. principal, curriculum coordinator, asst. superintendent, etc) are not trained to lead this instruction.	2	4	2	0	8
Our community does not consider this competency as a priority for the schools.	3	2	2	1	8
This skill is not taught as a competency, but rather is learned through the development of other 'traditional' skills.	3	4	1	0	8
Our need to focus on state grade level expectations.	2	1	4	1	8
Funding	5	2	0	1	8
Limited Time in the Day	1	2	4	1	8

Critical Thinking

Answer Options	Does not limit us to achieve what 'should exist'.	Creates some limitations	Creates significant limitations	Is a major limitation	Response Count
Teachers are not trained to teach this competency.	2	3	3	0	8
Education leaders (e.g. principal, curriculum coordinator, asst. superintendent, etc) are not trained to lead this instruction.	3	3	2	0	8
Our community does not consider this competency as a priority for the schools.	5	2	1	0	8
This skill is not taught as a competency, but rather is learned through the development of other 'traditional' skills.	3	4	1	0	8
Our need to focus on state grade level expectations.	1	5	2	0	8
Funding	4	4	0	0	8
Limited Time in the Day	2	2	3	1	8

Leadership	Does not limit us to achieve what 'should exist'.	Creates some limitations	Creates significant limitations	Is a major limitation	Response Count
Teachers are not trained to teach this competency.	2	2	4	0	8
Education leaders (e.g. principal, curriculum coordinator, asst. superintendent, etc) are not trained to lead this instruction.	4	1	2	1	8
Our community does not consider this competency as a priority for the schools.	3	2	3	0	8
This skill is not taught as a competency, but rather is learned through the development of other 'traditional' skills.	3	4	1	0	8
Our need to focus on state grade level expectations.	3	2	3	0	8
Funding	5	2	1	0	8
Limited Time in the Day	2	3	2	1	8

Sense of Obligation	Does not limit us to achieve what 'should exist'.	Creates some limitations	Creates significant limitations	Is a major limitation	Response Count
Teachers are not trained to teach this competency.	2	6	0	0	8
Education leaders (e.g. principal, curriculum coordinator, asst. superintendent, etc) are not trained to lead this instruction.	1	7	0	0	8
Our community does not consider this competency as a	5	1	1	1	8

priority for the schools.							
This skill is not taught as a competency, but rather is learned through the development of other 'traditional' skills.	2	5	1	0	8		
Our need to focus on state grade level expectations.	3	2	3	0	8		
Funding	5	3	0	0	8		
Limited Time in the Day	1	4	2	1	8		

					Question Totals
					8
				<i>answered question</i>	8
				<i>skipped question</i>	0

Please describe any additional obstacles that prevent your school(s) from advancing student education in these competencies (if applicable).

Answer Options	Response Percent	Response Count
An Understanding of Others	75.0%	3
Critical Thinking	75.0%	3
Leadership	50.0%	2
Sense of Obligation	75.0%	3
	<i>answered question</i>	4
	<i>skipped question</i>	4

Number	Understanding of Others	Critical Thinking	Leadership	Sense of Obligation
1				
2	Parent attitudes toward diversity (economic, ethnic, etc)	Lack of initially qualified teachers coming out of college.		Parental attitudes
3	Training and time	Training and time	Training and time	Time
4	Over emphasis on content rather than on process -- particularly at high school level.	Time -- particularly in traditionally scheduled 6-7-8 period high schools and middle schools.	Over focus on "compliance" - leadership simply is not valued in traditional settings.	Lack of engagement and engaging learning experiences -- kids are bored.

For each competency listed below, select the category that best reflects to what degree the competency is integrated into curricular goals of the school district.

Connection to Curriculum					Response Count
Answer Options	Not part of the curricular goals of the school district	Tangential to the goals of the curriculum	Implicit in the curricula goals	Explicit in the goals of the curriculum	Response Count
An Understanding of Others	0	7	1	0	8
Critical Thinking	0	2	2	4	8
Leadership	1	5	2	0	8
Sense of Obligation	3	1	4	0	8

Question Totals	
answered question	8
skipped question	0

Gender	Response Percent	Response Count
Female	25.0%	2
Male	75.0%	6
answered question		8
skipped question		0

Years of Educational Experience (include experience working in education and elected to positions that involve education - for example elected as a school board member)			
Answer Options	Response Average	Response Total	Response Count
Years	30.88	247	8
answered question		8	
skipped question		0	

Number	Response Date	Years	Categories
1	Oct 4, 2012 2:07 AM	3	

2	Oct 3, 2012 1:02 PM	20
3	Oct 2, 2012 12:34 AM	41
4	Oct 1, 2012 11:50 AM	43
5	Sep 28, 2012 11:43 PM	39
6	Sep 27, 2012 11:22 PM	15
7	Sep 27, 2012 7:21 PM	49
8	Sep 26, 2012 2:38 PM	37

Highest Education Attainment		
Answer Options	Response Percent	Response Count
Ph.D. / Ed. D.	0.0%	0
Ed.S. / CAGS	62.5%	5
M.Ed./M.A./M.A.T.	12.5%	1
Other Graduate	12.5%	1
Bachelors	12.5%	1
Associates	0.0%	0
High School	0.0%	0
Some High School	0.0%	0
answered question		8
skipped question		0

Your current role: (if multiple roles apply, select educational role occupying majority of your time)		
Answer Options	Response Percent	Response Count
Superintendent	37.5%	3
School Board Member	25.0%	2
Principal	37.5%	3
answered question		8
skipped question		0

Appendix III – Email to Jurists

From: "Michael Schwartz" <mike.schwartz@ymail.com>
To: [REDACTED]
Sent: Tuesday, September 25, 2012 4:33:27 PM
Subject: My Dissertation, Your Help

Dear [REDACTED], Thank you for helping me! Please take the two surveys below. Since you are testing this out for me, please let me know if you run into any troubles!! THANKS!! -Mike

In addition to consulting at the New Hampshire DOE, I have been working for quite some time on my Doctorate in Education. I am approaching the end of the journey, but need your assistance to spend 20 minutes completing a survey. **Please click on the link below to answer 3 survey questions about the role of schools, and provide some demographic information.**

If a little extra incentive would help, I will randomly pick one respondent to receive a \$100 gift certificate to Best Buy.

Thank you very much for taking 20 minutes to make a significant difference in my work! If you have any questions, please do not hesitate to call/email.

By clicking on the survey below you are confirming that no coercion of any kind was used in seeking your participation in this research project and that you have read and fully understand the purpose of the research project described below and its risks and benefits.

Finally, in addition to completing the survey, as a juror in helping test out this process, **can you please complete the second jury survey as well.**

1. Survey: <http://www.surveymonkey.com/s/I73GJWQ>
2. Jury Survey: <http://www.surveymonkey.com/s/SG77B8L>

Sincerely,

Michael Schwartz
PhD Candidate
University of New Hampshire
(603) 548-8898

Purpose and Consent

This is a public opinion survey for New Hampshire Public School Superintendents, Principals and School Board Chairpersons. You must be 18 years of age or older to participate in this study. The survey is seeking your insight on the role of schools in teaching four specific competencies ('an understanding of others,' 'the ability to critically think,' 'a sense of obligation' and 'an ability to lead'). The questionnaire takes about 15 minutes to complete. Your participation is voluntary, and you may choose to skip questions or stop responding at any point. However, your cooperation would be greatly appreciated and would contribute to our understanding of a very important aspect of education in New Hampshire. If you choose to complete this survey, at the end you will be directed to a new web page where you can register your name and email for a lottery drawing for a \$100 gift certificate to Best Buy.

If you agree to participate, you can be assured that the project is not expected to present any greater risk of loss of personal privacy than would be encountered in everyday life when sending and/or receiving information over the Internet. All reasonable efforts have been undertaken to minimize any such potential risks but you should know that any form of communication over the Internet carries a minimal risk of loss of confidentiality. While the study presents minimal risk given the nature of the questions, superintendents and principals who serve at the pleasure of school boards could face some risks if their views on the subject matter were to become known. But, your responses will be reported in terms of groups of educators rather than as individual cases. Your questionnaire has been assigned a number and will be referred to in terms of that number. The aggregate data will be analyzed by Michael Schwartz and used as part of his dissertation. The aggregated data will be used for presentation and publications. There are no anticipated benefits for the participants who complete the survey. To help protect your privacy, please remember to close your browser window after you have completed the entire survey, submitted your responses, and entered the raffle.

The principal investigator of this study are Michael Schwartz, (603) 548-8898 or Mike.Schwartz@ymail.com. He can answer additional questions you may have about the study. If you have questions or concerns about your rights as a research participant you can contact the University of New Hampshire Office of Research Integrity Services at (603) 862-2003.

Appendix IV – IRB Approval

University of New Hampshire

Research Integrity Services, Service Building
51 College Road, Durham, NH 03824-3585
Fax: 603-862-3564

06-Sep-2012

Schwartz, Michael
Education, Morrill Hall
161 Wallis Road
Rye, NH 03870

IRB #: 5512

Study: Doctoral Dissertation: Role of Schools

Approval Date: 06-Sep-2012

The Institutional Review Board for the Protection of Human Subjects in Research (IRB) has reviewed and approved the protocol for your study as Exempt as described in Title 45, Code of Federal Regulations (CFR), Part 46, Subsection 101(b). Approval is granted to conduct your study as described in your protocol.

Researchers who conduct studies involving human subjects have responsibilities as outlined in the attached document, *Responsibilities of Directors of Research Studies Involving Human Subjects*. (This document is also available at <http://unh.edu/research/irb-application-resources>.) Please read this document carefully before commencing your work involving human subjects.

Upon completion of your study, please complete the enclosed Exempt Study Final Report form and return it to this office along with a report of your findings.

If you have questions or concerns about your study or this approval, please feel free to contact me at 603-862-2003 or Julie.simpson@unh.edu. Please refer to the IRB # above in all correspondence related to this study. The IRB wishes you success with your research.

For the IRB,



Julie F. Simpson
Director

cc: File
DeMitchell, Todd

Appendix V – Email to Principals

[Print - Close Window](#)

Subject:	My Dissertation, Your Help : Role of Schools
From:	Michael Schwartz (mike.schwartz@ymail.com)
To:	mike.schwartz@ymail.com;
Date:	Friday, October 26, 2012 12:16 AM

Dear NH School Principals,

In addition to consulting at the New Hampshire DOE, I have been working for quite some time on my Doctorate in Education. I am approaching the end of the journey, but need your assistance to spend 15 minutes completing a survey. **Please click on the link below to answer a few survey questions about the role of schools, and provide some demographic information.**

Thank you very much for taking 15 minutes to make a significant difference in my work! If you have any questions, please do not hesitate to call/email.

By clicking on the survey below you are confirming that no coercion of any kind was used in seeking your participation in this research project and that you have read and fully understand the purpose of the research project described below and its risks and benefits.

Please know all responses will be confidential and any reported data will be in the aggregate as to ensure anonymity. Please review the Purpose and Consent form below, prior to completing the survey.

Dissertation survey: <https://www.surveymonkey.com/s/7ZF9S6P>

Finally, Please send me an email after you complete the survey so I can include you in the random drawing for a \$100 gift certificate.

Thank you VERY MUCH!!

Sincerely,

Michael Schwartz

PhD Candidate

University of New Hampshire

(603) 548-8898

mike.schwartz@ymail.com

Purpose and Consent

This is a public opinion survey for New Hampshire Public School Superintendents, Principals and School Board Chairpersons. You must be 18 years of age or older to participate in this study. The survey is seeking

your insight on the role of schools in teaching four specific competencies ('an understanding of others,' 'the ability to critically think,' 'a sense of obligation' and 'an ability to lead'). The questionnaire takes about 15 minutes to complete. Your participation is voluntary, and you may choose to skip questions or stop responding at any point. However, your cooperation would be greatly appreciated and would contribute to our understanding of a very important aspect of education in New Hampshire. If you choose to complete this survey, at the end you will be directed to a new web page where you can register your name and email for a lottery drawing for a \$100 gift certificate to Best Buy.

If you agree to participate, you can be assured that the project is not expected to present any greater risk of loss of personal privacy than would be encountered in everyday life when sending and/or receiving information over the Internet. All reasonable efforts have been undertaken to minimize any such potential risks but you should know that any form of communication over the Internet carries a minimal risk of loss of confidentiality. While the study presents minimal risk given the nature of the questions, superintendents and principals who serve at the pleasure of school boards could face some risks if their views on the subject matter were to become known. **But, your responses will be reported in terms of groups of educators rather than as individual cases.** Your questionnaire has been assigned a number and will be referred to in terms of that number. The aggregate data will be analyzed by Michael Schwartz and used as part of his dissertation. The aggregated data will be used for presentation and publications. There are no anticipated benefits for the participants who complete the survey. To help protect your privacy, please remember to close your browser window after you have completed the entire survey, submitted your responses, and entered the raffle.

The principal investigator of this study are Michael Schwartz, (603) 548-8898 or Mike.Schwartz@ymail.com. He can answer additional questions you may have about the study. If you have questions or concerns about your rights as a research participant you can contact the University of New Hampshire Office of Research Integrity Services at (603) 862-2003.

Appendix VI – New Hampshire State Administrative Rules

Following is a subset of New Hampshire Administrative Rules that describe the educational content required to be included in public schools. The Education Rule 306.26 identifies the areas that elementary schools must cover:

(b) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades K-8, at all grade levels in the school:

(1) For the elementary grades K-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to arts education;
- b. Ed 306.37, relative to English/language arts and reading program;
- c. Ed 306.40, relative to health education program;
- d. Ed 306.41, relative to physical education program;
- e. Ed 306.42, relative to information & communication technologies program;
- f. Ed 306.43, relative to mathematics program;
- g. Ed 306.45, relative to science education; and
- h. Ed 306.46, relative to social studies program;

(New Hampshire Department of Education (n.d.)

Or for high schools,

(c) The local school board shall require that a program of studies shall be offered for each high school that includes credit courses or equivalent study and other educational experiences and instructional activities as specified in (e) below. Each high school shall offer maximum student opportunities, in and out of the

classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge and abilities on a placement pre-test developed by the local school district for a particular course, the student shall not receive credit for the course, but shall be allowed to take a more advanced level of the subject or an elective....

(e) Items (1) – (16) below shall not limit opportunities to develop programs that meet the needs of each student:

- (1) Ed 306.31, relative to arts education;
- (2) Ed 306.33, relative to business education;
- (3) Ed 306.34, relative to career and technical education;
- (4) Ed 306.35, relative to career education;
- (5) Ed 306.36, relative to driver education;
- (6) Ed 306.37, relative to English/language arts and reading program;
- (7) Ed 306.38, relative to family and consumer science education;
- (8) Ed 306.39, relative to guidance and counseling program;
- (9) Ed 306.40, relative to health education program;
- (10) Ed 306.41, relative to physical education program;
- (11) Ed 306.42, relative to information and communication technologies program;
- (12) Ed 306.43, relative to mathematics program;
- (13) Ed 306.45, relative to science education;
- (14) Ed 306.46, relative to social studies program;
- (15) Ed 306.47, relative to technology education;
- (16) Ed 306.48, relative to world languages program; and

(17) Ed 306.27(a)(4), relative to extended learning opportunities, if offered (New Hampshire Department of Education (n.d.).

Furthermore, for high schools, the rules define the distribution of courses offered:

(5) The required credits in program areas offered by each high school shall be distributed as specified in Table 306-1 below: (New Hampshire Department of Education (n.d.).

Table 306-1 Required Program Areas and Credits Required Program Areas	Credit(s)
Arts education	3 credits
Business education	5 credits
Information and communication technologies	½ credit
Family and consumer science	3 credits
World languages	5 credits
Health education	½ credit
Physical education	2 credits
Technology education	4 credits
English	6 credits
Mathematics	6 credits
Science	5 credits
Social studies	5 credits

The requirements for students are then further refined by dictating that each student must complete 20 credits and that the credits must be distributed as follows.

(m) The 20 credits required for graduation shall be distributed as specified in Table 306-2: (New Hampshire Department of Education (n.d.)

Table 306-2 Required Subjects and Credits for High School Graduation Required Subjects	Credit(s)
Arts education	½ credit
Information and communications technologies	½ credit or demonstrate proficiency
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit

Economics	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credits
Open electives	6 credits
Totals	20 credits

The education rules further define the components of the given content area. For example in the arts, the rules dictate the content of the arts program:

Ed 306.31 Arts Education Program. Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades K-12 provides:

(a) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:

- (1) Create, perform, and respond with understanding;
- (2) Participate actively in at least one of the art forms of dance, music, theatre or visual art;
- (3) Analyze and evaluate works of art from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate works of art in various arts disciplines;
- (4) Recognize exemplary works of art from a variety of historical periods and cultures, as well as understand historical development within and among the arts disciplines;
- (5) Relate various types of arts knowledge and skills within and across the arts and other disciplines;

- (6) Use technology as ways to create, perform, or respond in various arts disciplines; and
 - (7) Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;
- (b) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:
- (1) A variety of developmentally appropriate techniques and processes as well as learning materials such as tools, equipment, facilities and supplies, including but not limited to musical instruments, current recording devices, computers and software, and expendable art-making supplies, that meet the diverse needs, interests and capacities of each student;
 - (2) The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;
 - (3) The ability to guide student development in observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into artworks through traditional and nontraditional means such as, but not limited to, choreography, reading and writing music, improvisation, script-writing, set design, two and three-dimensional artworks, and media arts;
 - (4) The ability to guide students in selecting and applying subject matter and movements, sounds, language, or symbols, or any combination of them, with ideas to express meaning in artwork;
 - (5) Developing artistry and artistic skill sequentially over time;

- (6) Critical thinking skills and artistic choices in the creation and evaluation of artworks;
 - (7) Addressing opportunities available beyond the regular classroom; and
 - (8) Embedding in the students global arts-related history and culture; and
- (c) Sound assessment practices as stated in Ed 306.24 (New Hampshire Department of Education (n.d)).

Appendix VII – Survey Instrument

Survey Instrument

The following survey was used to collect the data required for the research analysis. Life is filled with conflicting goals that need to be balanced. The priorities and goals guiding our K-12 school systems are no exception. School are driven by state standards, national and local funding, parents, teachers, school boards, administrators, children and a host of factors that create a challenging environment to manage and guide.

Schools today are under great pressure to perform on academic competence tests. School resources are often targeted to meet these pressures – for example curriculum decisions to focus on achievement results for the state assessment test or professional development to achieve high qualified teacher status. Many researchers and practitioners believe this is the appropriate goal for school systems while others argue that the balance between this focus on core academics and the focus on other skills is out-of-balance.

With limited time and resources, it is impossible for any school to incorporate all the curricula that a school leader may want. Through this survey I hope to better understand both the current balance and the desired balance in schools, between sometimes conflicting goals.

In particular this survey attempts to understand the relationship to the following four competencies to the existing goals within your schools:

1. An Understanding of Others.
2. Critical Thinking.
3. Leadership.
4. Sense of Obligation.

To better understand what is meant by these concepts, the following are example descriptions. They are not intended to be comprehensive, but rather to give some direction as to the intended concepts.

An Understanding of Others

- To understand why individuals act the way they do.
- To understand the diversity of individuals and of individual's environments.
- To understand how one person's actions can influence another person's actions.
- To read and manage individual's emotions, motivations and behaviors.

Critical Thinking

- To evaluate, locate and synthesize information to deduce results, make decisions, and understand cause and effect.
- To learn to question and to create probing strategies in order to consider the why behind decisions, answers and reasoning.
- To separate opinion and fact – to recognize what is credible and what is not credible.

- To make complex decisions after analyzing and evaluating interconnected information.

Leadership

- To organize tasks in a manner that enables, motivates and inspires others to contribute to a shared vision.
- To understand how each individual can provide leadership even if not occupying a leadership role.
- To have the confidence and aptitude to speak up and present in front of others.
- To collaborate with, communicate to, and leverage the collective talents of, diverse individuals.

Sense of Obligation

- To commit to a personal responsibility for a larger community and greater good.
- To possess the awareness, knowledge and expectation of how one cannot only choose to make an impact, but must make an impact.
- To have a sense of responsibility for one's social and civic responsibility as an engaged citizen.
- To be committed to pursuing what an individual defines as right.

All surveys will be completely confidential and no results will be reported in such a way as to identify an individual.

Please answer the following questions. I ask that you answer these based upon your individual knowledge and understanding of your school system(s).

1. Please rate the competencies as to their role in instruction (select 1 to 5 for each item using the descriptions as a guide):

	As Currently Exists					As Should Exist					If applicable, describe why 'Should Exist' differs from 'Currently Exists'.
	1 Students do not receive instruction in this competency	2 Students receive instruction to provide a basic understanding of the competency	3 Students receive instruction to provide a moderate understanding of the competency	4 Students receive instruction to receive a significant understanding of the competency	5 Students receive instruction to gain a mastery of this competency	1 Students do not receive instruction in this competency	2 Students receive instruction to provide a basic understanding of the competency	3 Students receive instruction to provide a moderate understanding of the competency	4 Students receive instruction to receive a significant understanding of the competency	5 Students receive instruction to gain a mastery of this competency	
An Understanding of Others											
Critical Thinking											
Leadership											
Sense of Obligation											

2. To what extent do the following factors limit your school(s) ability to teach the four competencies?

For each competency rate the potential limitation as:
1 – does not limit us to achieve what ‘should exist’.
2 – creates some limitations
3 – creates significant limitations
4 – is a major limitation

	An Understanding of Others	Critical Thinking	Leadership	Sense of Obligation
Teachers are not trained to teach this competency.				
Education leaders (e.g. principal, curriculum coordinator, asst. superintendent, etc) are not trained to lead this instruction.				
Our community does not consider this competency as a priority for the schools.				
This skill is not taught as a competency, but rather is learned through the development of other ‘traditional’ skills.				
Our need to focus on state grade level expectations.				
Funding				
Limited Time in the Day				

Please describe any additional obstacles that prevent your school(s) from advancing student education in these competencies (if applicable).

An Understanding of Others

--

Critical Thinking

--

Leadership

--

Sense of Obligation

--

3. For each competency listed below, select the category that best reflects to what degree the competency is integrated into curricular goals of the school district.

	Connection to Curriculum			
	Not part of the curricular goals of the school district 1	Tangential to the goals of the curriculum 2	Implicit in the curricula goals 3	Explicit in the goals of the curriculum 4
An Understanding of Others				
Critical Thinking				
Leadership				
Sense of Obligation				

4. Demographic Information

1. Your SAU, District or School _____

2. Gender _____

3. Years of Educational Experience _____

(include experience working in education and elected to positions that involve education – for example elected as a school board member)

4. Highest Education Attainment:

- | | |
|-----------------------|----------------------|
| ___ Ph.D. / Ed. D., | ___ Ed.S. / CAGS |
| ___ M.Ed./M.A./M.A.T. | ___ Other Graduate |
| ___ Bachelors, | ___ Associates, |
| ___ High School, | ___ Some High School |

5. Your current role: (select one only)

(if multiple roles apply, select educational role occupying majority of your time)

___ Superintendent,

___ School Board Member

___ Principal

___ Other (describe _____)

5. Jury Review Information

1. Do the definitions of the four competencies provide enough clarity to respond to the survey?

a. An Understanding of Others

- To understand why individuals act the way they do.
- To understand the diversity of individuals and of individual's environments.
- To understand how one person's actions can influence another person's actions.
- To read and manage individual's emotions, motivations and behaviors.

Yes _____

No _____

Suggested Changes: _____

b. Critical Thinking

- To evaluate, locate and synthesize information to deduce results, make decisions, and understand cause and effect.

- To learn to question and to create probing strategies in order to consider the why behind decisions, answers and reasoning.
- To separate opinion and fact – to recognize what is credible and what is not credible.
- To make complex decisions after analyzing and evaluating interconnected information.

Yes _____ No _____

Suggested Changes:

c. Leadership

- To organize tasks in a manner that enables, motivates and inspires others to contribute to a shared vision.
- To understand how each individual can provide leadership even if not occupying a leadership role.
- To have the confidence and aptitude to speak up and present in front of others.
- To collaborate with, communicate to, and leverage the collective talents of, diverse individuals.

Yes _____ No _____

Suggested Changes:

d. Sense of Obligation

- To commit to a personal responsibility for a larger community and greater good.
- To possess the awareness, knowledge and expectation of how one cannot only choose to make an impact, but must make an impact.
- To have a sense of responsibility for one's social and civic responsibility as an engaged citizen.
- To be committed to pursuing what an individual defines as right.

Yes _____ No _____

Suggested Changes:

2. Were there any confusing questions in the survey.

- a. The Survey Introduction was clear.

Yes _____ No _____

If No, please provided suggested changes:

- b. Question 1 Rating Competencies ‘Currently Exists’ and ‘Should Exists’ was clear.

Yes _____ No _____

If No, please provided suggested changes:

- c. Question 2 Limiting Factors was clear.

Yes _____ No _____

If No, please provided suggested changes:

d. Question 3 Integration into Curriculum was clear.

Yes _____ No _____

If No, please provided suggested changes:

e. Question 4 Demographic Information was clear.

Yes _____ No _____

If No, please provided suggested changes:

3. Any additional comments and/or recommendations.

Appendix VIII – MANOVA (Role impact on Level of Instruction)

Table considering the difference in the Roles between what is taught and should be taught for each of the four competencies.

Role Effect	Multivariate Test	Value	F	df	Error df	Sig.	Noncent. Param.	Obs. Power
Understanding of Others	Wilks' Lambda	.967	1.895 ^b	4.00	442.00	.110	7.579	.573
Critical Thinking	Wilks' Lambda	.969	1.770 ^b	4.00	442.00	.134	7.081	.540
Leadership	Wilks' Lambda	.976	1.330 ^b	4.00	442.00	.258	5.322	.416
Sense of Obligation	Wilks' Lambda	.993	.393 ^b	4.00	442.00	.813	1.573	.141

Appendix IX – Chi-Squared (Independent Variable Impact on Limiting Factors)

Considering the impact of the independent variables when considering the institutional factors that limit the desired instruction for the four competencies.

For the following Tables:

Likert Scale

1. does not limit us to achieve what ‘should exist’,
2. creates some limitations,
3. creates significant limitations, and
4. is a major limitation.

Tables displaying significance of gender

Our community does not consider this competency as a priority for the schools. – Critical Thinking

$X^2(3, N = 225) = 6.30, p < .1$ (Cramer’s V = .167).

Scale	Male	Female	X^2
1	50%	58%	6.30 [†]
2	30%	21%	
3	17%	12%	
4	3%	9%	

Our need to focus on state grade level expectations. – An Understanding of Others

$X^2(3, N = 225) = 8.52, p < .05$ (Cramer’s V = .195).

Scale	Male	Female	X^2
1	26%	39%	8.52 [*]
2	34%	38%	
3	27%	13%	
4	12%	10%	

Our need to focus on state grade level expectations. - Critical Thinking

$X^2(3, N = 225) = 7.25, p < .1$ (Cramer's V = .180).

Scale	Male	Female	X^2
1	40%	54%	7.25 [†]
2	25%	24%	
3	26%	13%	
4	9%	9%	

Our need to focus on state grade level expectations. - Sense of Obligation

$X^2(3, N = 225) = 7.09, p < .1$ (Cramer's V = .178).

Scale	Male	Female	X^2
1	30%	44%	7.09 [†]
2	33%	29%	
3	28%	16%	
4	10%	11%	

Funding - An Understanding of Others

$X^2(3, N = 225) = 6.96, p < .1$ (Cramer's V = .176).

Scale	Male	Female	X^2
1	37%	51%	6.96 [†]
2	33%	24%	
3	22%	13%	
4	9%	12%	

Funding – Critical Thinking

$X^2(3, N = 225) = 6.91, p < .1$ (Cramer's V = .175).

Scale	Male	Female	X^2
1	39%	48%	6.91 [†]
2	38%	22%	
3	16%	18%	
4	7%	12%	

Note. [†] $p \leq .10$, * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Tables displaying significance of socio-economic status of school

Teachers are not trained to teach this competency. - Critical Thinking

$X^2(6, N = 225) = 15.85, p < .05$ (Cramer's V = .188).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	48%	34%	36%	15.85*

2	33%	43%	24%
3	17%	11%	25%
4	2%	12%	15%

Teachers are not trained to teach this competency. - Leadership

$X^2(6, N = 225) = 11.07, p < .1$ (Cramer's V = .157).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	37%	26%	32%	11.07 [†]
2	48%	49%	32%	
3	13%	18%	30%	
4	2%	7%	7%	

Education leaders are not trained to lead this instruction. - Critical Thinking

$X^2(6, N = 225) = 16.47, p < .05$ (Cramer's V = .191).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	46%	37%	53%	16.47*
2	43%	42%	19%	
3	11%	15%	18%	
4	0%	5%	9%	

Education leaders are not trained to lead this instruction. - Sense of Obligation

$X^2(6, N = 225) = 10.92, p < .1$ (Cramer's V = .156).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	52%	40%	53%	10.92 [†]
2	41%	42%	26%	
3	7%	11%	15%	
4	0%	8%	6%	

Education leaders are not trained to lead this instruction. - Sense of Obligation

$X^2(6, N = 225) = 12.47, p < .1$ (Cramer's V = .166).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	52%	44%	36%	12.47 [†]
2	24%	35%	24%	
3	22%	13%	30%	
4	2%	8%	10%	

Our community does not consider this competency as a priority for the schools. -
Critical Thinking

$X^2(6, N = 225) = 17.04, p < .01$ (Cramer's V = .195).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
-------	-------------------	--------	------------	-------

1	74%	57%	40%	17.04**
2	20%	24%	31%	
3	7%	13%	20%	
4	0%	5%	9%	

Our community does not consider this competency as a priority for the schools. -

Leadership

$X^2(6, N = 225) = 13.82, p < .05$ (Cramer's $V = .175$).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	67%	48%	41%	13.82*
2	22%	35%	31%	
3	11%	13%	19%	
4	0%	3%	9%	

Our community does not consider this competency as a priority for the schools. -

Sense of Obligation

$X^2(6, N = 225) = 13.10, p < .05$ (Cramer's $V = .171$).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	57%	45%	36%	13.10*
2	28%	35%	27%	
3	15%	13%	25%	
4	0%	7%	11%	

Funding - An Understanding of Others

$X^2(6, N = 225) = 11.20, p < .1$ (Cramer's $V = .158$).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	52%	42%	40%	11.20†
2	30%	27%	30%	
3	15%	23%	14%	
4	2%	8%	17%	

Funding – An Understanding of Others

$X^2(6, N = 225) = 11.20, p < .1$ (Cramer's $V = .158$).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
-------	-------------------	--------	------------	-------

1	52%	42%	40%	11.20 [†]
2	30%	27%	30%	
3	15%	23%	14%	
4	2%	8%	17%	

Funding – Critical Thinking

$X^2(6, N = 225) = 12.80, p < .05$ (Cramer's V = .169).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	52%	45%	36%	12.80*
2	37%	27%	31%	
3	9%	21%	17%	
4	2%	7%	16%	

Funding – Leadership

$X^2(6, N = 225) = 15.15, p < .05$ (Cramer's V = .183).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	48%	38%	40%	15.15*
2	39%	32%	38%	
3	11%	23%	8%	
4	2%	7%	15%	

Funding – Sense of Obligation

$X^2(6, N = 225) = 11.52, p < .1$ (Cramer's V = .160).

Scale	Less than 10% F&R	10-19%	20% and Up	X^2
1	52%	48%	47%	11.52 [†]
2	35%	26%	34%	
3	11%	18%	6%	
4	2%	8%	14%	

Tables displaying significance of school size

Teachers are not trained to teach this competency. – Leadership

$X^2(6, N = 225) = 12.30, p < .1$ (Cramer's V = .165)

Scale	0-399 Students	400-999 Students	1000 and More Students	X^2
1	38%	29%	25%	12.30 [†]
2	35%	50%	41%	
3	26%	14%	25%	
4	1%	7%	10%	

Education leaders are not trained to lead this instruction. - Sense of Obligation

$X^2(6, N = 225) = 13.29, p < .05$ (Cramer's V = .172)

Scale	0-399 Students	400-999 Students	1000 and More Students	X^2
1	60%	43%	38%	13.29*
2	30%	38%	39%	
3	9%	14%	11%	
4	1%	5%	11%	

Our need to focus on state grade level expectations. - Critical Thinking

$X^2(6, N = 225) = 10.90, p < .1$ (Cramer's V = .156)

Scale	0-399 Students	400-999 Students	1000 and More Students	X^2
1	45%	55%	36%	10.90 [†]
2	29%	19%	26%	
3	19%	14%	31%	
4	8%	12%	7%	

Education leaders are not trained to lead this instruction. - Critical Thinking

$X^2(6, N = 225) = 12.20, p < .1$ (Cramer's V = .165)

Scale	0-9 Years	10-19 Years	20 and More Years	X^2
1	29%	62%	43%	12.20 [†]
2	48%	19%	35%	
3	24%	10%	16%	
4	0%	10%	6%	

This skill is not taught as a competency, but rather is learned through the development of other ‘traditional’ skills. - An Understanding of Others

$X^2(6, N = 225) = 12.17, p < .1$ (Cramer’s $V = .164$)

Scale	0-9 Years	10-19 Years	20 and More Years	X^2
1	67%	40%	40%	12.17 [†]
2	24%	33%	47%	
3	10%	17%	10%	
4	0%	10%	3%	

This skill is not taught as a competency, but rather is learned through the development of other ‘traditional’ skills. - An Understanding of Others

$X^2(6, N = 225) = 14.65, p < .05$ (Cramer’s $V = .180$)

Scale	0-9 Years	10-19 Years	20 and More Years	X^2
1	48%	40%	38%	14.65*
2	24%	24%	46%	
3	24%	26%	13%	
4	5%	10%	2%	

Our community does not consider this competency as a priority for the schools. - Critical

Thinking $X^2(18, N = 225) = 36.20, p < .01$ (Cramer’s $V = .232$)

Scale	Ph.D./ Ed.D.	Ed.S./ CAGS	<i>M.Ed.</i>	Other Grad	<i>Bachelors</i>	<i>Associates</i>	<i>HS</i>	X^2
1	58%	55%	49%	57%	63%	50%	50%	36.20**
2	25%	23%	32%	0%	21%	25%	0%	
3	17%	18%	14%	0%	13%	0%	0%	
4	0%	5%	4%	43%	4%	25%	50%	

Our community does not consider this competency as a priority for the schools. - Sense of Obligation

$X^2(18, N = 225) = 28.94, p < .05$ (Cramer’s $V = .207$)

Scale	Ph.D./ Ed.D.	Ed.S./ CAGS	<i>M.Ed.</i>	Other Grad	<i>Bachelors</i>	<i>Associates</i>	<i>HS</i>	X^2
1	56%	50%	32%	29%	58%	50%	50%	28.94*
2	28%	27%	39%	29%	17%	25%	0%	
3	17%	16%	23%	14%	13%	0%	0%	
4	0%	6%	6%	29%	13%	25%	50%	

Limited Time in the Day - An Understanding of Others

$X^2(18, N = 225) = 26.72, p < .1$ (Cramer's $V = .199$)

Scale	Ph.D./ Ed.D.	Ed.S./ CAGS	<i>M.Ed.</i>	Other Grad	<i>Bachelors</i>	<i>Associates</i>	<i>HS</i>	X^2
1	25%	16%	14%	57%	25%	0%	0%	26.72†
2	28%	44%	42%	0%	42%	100%	100%	
3	33%	21%	26%	29%	8%	0%	0%	
4	14%	19%	18%	14%	25%	0%	0%	

Limited Time in the Day – Sense of Obligation

$X^2(18, N = 225) = 30.70, p < .05$ (Cramer's $V = .213$)

Scale	Ph.D./ Ed.D.	Ed.S./ CAGS	<i>M.Ed.</i>	Other Grad	<i>Bachelors</i>	<i>Associates</i>	<i>HS</i>	X^2
1	36%	18%	20%	43%	33%	0%	100%	30.70*
2	19%	45%	39%	29%	38%	100%	0%	
3	36%	19%	22%	14%	8%	0%	0%	
4	8%	18%	19%	14%	21%	0%	0%	

Our need to focus on state grade level expectations. - An

Understanding of Others

$X^2(3, N = 225) = 10.44, p < .05$ (Cramer's $V = .215$).

Scale	AYP (No)	AYP (Yes)	X^2
1	27%	51%	10.44*
2	39%	27%	
3	23%	14%	
4	12%	8%	

Our need to focus on state grade level expectations. -

Leadership

$\chi^2(3, N = 225) = 10.53, p < .05$ (Cramer's $V = .216$).

Scale	AYP (No)	AYP (Yes)	χ^2
1	29%	53%	10.53*
2	36%	29%	
3	23%	12%	
4	12%	6%	

Our need to focus on state grade level expectations. – Sense
of Obligation

$\chi^2(3, N = 225) = 12.69, p < .01$ (Cramer's $V = .238$).

Scale	AYP (No)	AYP (Yes)	χ^2
1	30%	57%	12.69**
2	33%	24%	
3	26%	12%	
4	11%	6%	

Limited Time in the Day - An Understanding of Others

$\chi^2(3, N = 225) = 8.37, p < .05$ (Cramer's $V = .193$).

Scale	AYP (No)	AYP (Yes)	χ^2
1	19%	16%	8.37*
2	36%	57%	
3	24%	18%	
4	20%	8%	

Limited Time in the Day – Critical Thinking

$\chi^2(3, N = 225) = 7.40, p < .1$ (Cramer's $V = .181$).

Scale	AYP (No)	AYP (Yes)	χ^2
1	24%	18%	7.40†
2	34%	55%	
3	23%	16%	

4	19%	10%
---	-----	-----

Limited Time in the Day – Leadership

$X^2(3, N = 225) = 7.74, p < .1$ (Cramer's V = .185).

Scale	AYP (No)	AYP (Yes)	X^2
1	23%	16%	7.74 [†]
2	35%	57%	
3	25%	16%	
4	17%	10%	

Limited Time in the Day – Sense of Obligation

$X^2(3, N = 225) = 10.11, p < .05$ (Cramer's V = .212).

Scale	AYP (No)	AYP (Yes)	X^2
1	26%	18%	10.11 [*]
2	32%	57%	
3	23%	14%	
4	18%	10%	

Our need to focus on state grade level expectations. - Critical Thinking

$X^2(6, N = 225) = 10.90, p < .1$ (Cramer's V = .156)

Scale	All	Elementary	High School	X^2
1	40%	43%	73%	10.90 [†]
2	29%	24%	13%	
3	26%	19%	13%	
4	4%	13%	0%	

Funding - Critical Thinking

$X^2(6, N = 225) = 13.04, p < .05$ (Cramer's V = .170)

Scale	All	Elementary	High School	X^2
1	29%	46%	60%	13.04 [*]
2	35%	31%	17%	

3	26%	13%	13%
4	9%	9%	10%

Limited Time in the Day - An Understanding of Others

$\chi^2(6, N = 225) = 12.58, p < .05$ (Cramer's V = .167)

Scale	All	Elementary	High School	χ^2
1	26%	14%	20%	12.58*
2	35%	39%	60%	
3	21%	26%	17%	
4	18%	21%	3%	

Limited Time in the Day - Leadership

$\chi^2(6, N = 225) = 10.91, p < .1$ (Cramer's V = .156)

Scale	All	Elementary	High School	χ^2
1	28%	18%	20%	10.91†
2	34%	39%	60%	
3	25%	24%	17%	
4	13%	20%	3%	

Limited Time in the Day – Sense of Obligation

$\chi^2(6, N = 225) = 17.07, p < .01$ (Cramer's V = .195)

Scale	All	Elementary	High School	χ^2
1	35%	20%	17%	17.07**
2	29%	36%	63%	
3	22%	22%	17%	
4	13%	21%	3%	

Appendix X – Chi-Squared (Independent Variable Impact on Integration Into Curriculum)

Considering the impact of the independent variables when considering the integration of the four competencies into the curriculum.

An Understanding of Others – Connection to Curriculum
 $\chi^2 (3, N = 225) = 7.85, p < .05$ (Cramer's V = .187).

Scale	Male	Female	χ^2
1	12%	13%	7.85*
2	54%	38%	
3	23%	28%	
4	10%	21%	

Sense of Obligation – Connection to Curriculum
 $\chi^2 (6, N = 225) = 17.04, p < .01$ (Cramer's V = .195).

Scale	Less than 10% F&R	10-19%	20% and Up	χ^2
1	11%	18%	31%	17.04**
2	30%	49%	39%	
3	39%	23%	23%	
4	20%	10%	8%	

Appendix XI – MANOVA (Independent Variable impact on Level of Instruction)

Considering the difference in the independent variables between what is taught and should be taught for each of the four competencies.

Wilks' Lambda Multivariate Test							
Effect	Value	F	df	Error df	Sig.	Noncent. Param.	Obs. Power
F&R: Critical Thinking	.945	3.151	4.000	442.000	.014	12.603	.819
F&R: Leadership	.951	2.822	4.000	442.000	.025	11.289	.769
F&R: Sense of Obligation	.946	3.091	4.000	442.000	.016	12.363	.811
Sch Lvl: Critical Thinking	.936	3.723	4.000	442.000	.005	14.893	.885