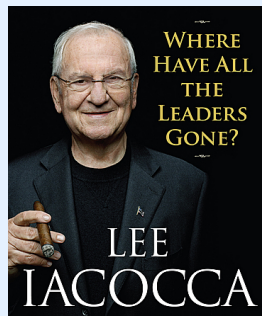


Implementing a District Leadership Academy

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The Nine “C’s” of Leadership

- Curiosity
- Creative
- Communicate
- Character
- Courage
- Conviction
- Charisma
- Competent
- Common Sense



The Case for Leadership

- The impact on student achievement
- The problem of supply (employee)
 - Reluctance to serve in buildings with high needs
 - Stress associated with leadership positions
 - Generational differences and the need for balance
- Unequal distribution
- The problem of demand (school districts)
 - Preparation at the college/university level
 - Preparation at the district-level

Current Practices

- Disconnect between theory and practice
 - Rapidly evolving role of the principal
 - Emphasis on managerial components of administration
- Lack of cohort support
- Internship compliance activities
- Lack of evaluative data
- Replacement, rather than succession planning
- Sponsored mobility and tapping biases
- Emphasis on “safe” candidates

Ralston Leadership Academy

- Partnership with the University of Nebraska-Omaha
- Open to all certified staff members
- Tailored to the needs of the school district
 - Qualities the district wishes to see in its future leaders
 - Six related assignments
- Nine cohort meetings lasting 2-3 hours
- Led by the Superintendent; supported by all admin
- Individualized support meetings
 - Ascertain participant’s level of understanding
 - Apply content to solve a school or district concern

Areas of Emphasis

- Challenges and resources throughout the organization
- Harnessing the strengths of people & the community
- Community outreach
- Diversity
- Promoting 21st Century Teaching and Learning skills
- Understanding and managing the process of change
- Emotional intelligence
- Professional accountability
- School improvement

Evaluation Instrument

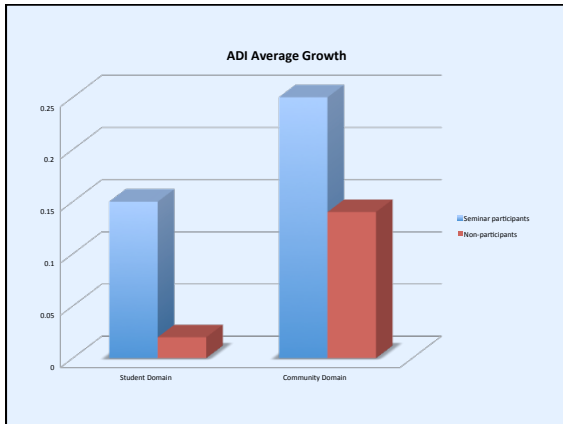
- Administrators Disposition Index (ADI)
 - 36 item survey aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards
 - Five point Likert scale ranging from “strongly disagree” (1) to “strongly agree” (5)
 - Two sub-scale domain scores
 - 17 item student domain
 - 19 item community domain

Research Question #1

- Does the implementation of a district-led leadership seminar promote the development of either (a) student or (b) community centered dispositions among its participants as measured by the Administrators Disposition Index?
 - Results were analyzed using descriptive statistical measures.
 - Means and standard deviations were reported for 36 survey items individually according to the corresponding student (17 item) or community (19 item) domain and by factor.

Research Question #1 - Results

- Student domain
 - Seminar participants ($n=10$) showed an average increase of **0.15** between the pretest ($M=4.74, SD=0.46$) and posttest scores ($M=4.89, SD=0.18$). Individual item averages ranged from -0.3 to 0.3.
 - Non seminar participants ($n=10$) showed an average increase of **0.02** between the pretest ($M=4.82, SD=0.31$) and posttest scores ($M=4.84, SD=0.32$). Individual item averages ranged from -0.2 to 0.3.
- Community domain
 - Seminar participants ($n=10$) showed an average increase of **0.25** between the pretest ($M=4.38, SD=0.58$) and posttest scores ($M=4.63, SD=0.43$). Individual item averages ranged from -0.1 to 0.7.
 - Non seminar participants ($n=10$) showed an average increase of **0.14** between the pretest ($M=4.39, SD=0.53$) and posttest scores ($M=4.53, SD=0.52$). Individual item averaged ranged from -0.2 to 0.4.

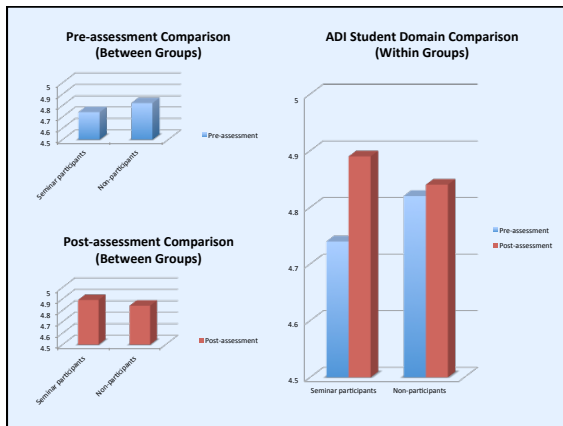


Research Question #2

- Is there a significant difference between staff members who did and did not participate in the district-led leadership seminar on the ADI student domain score?
 - Independent *t*-tests examined the significance of difference **between** the pretest & posttest ADI student domain scores.
 - Repeated measures *t*-tests examined the significance of difference **within** the pretest and posttest ADI student domain scores.
 - To help control for type 1 errors, a one-tailed, .05 alpha level was used for both *t*-tests.

Research Question #2 - Results

- Among the study participants, ($N=20$) no statistical significance exists **between** the seminar ($M=4.74$, $SD=0.46$) and non-seminar ($M=4.82$, $SD=0.31$) pretest scores for the student subscale $t(18)=0.76$, $p=.23$ (one-tailed).
- Among the seminar participants, ($n=10$) no statistical significance exists **within** the pretest ($M=4.74$, $SD=0.46$) and posttest ($M=4.89$, $SD=0.18$) student domain scores $t(9)=1.52$, $p=.08$ (one-tailed).
- Among the non-seminar participants, ($n=10$) no statistical significance exists **within** the pretest ($M=4.82$, $SD=0.31$) and posttest ($M=4.84$, $SD=0.32$) student domain scores $t(9)=0.25$, $p=.40$ (one-tailed).
- Among the study participants, ($N=20$) no statistical significance exists **between** the seminar ($M=4.89$, $SD=0.18$) and non-seminar ($M=4.84$, $SD=0.32$) posttest scores for the student subscale $t(18)=0.58$, $p=.29$ (one-tailed).

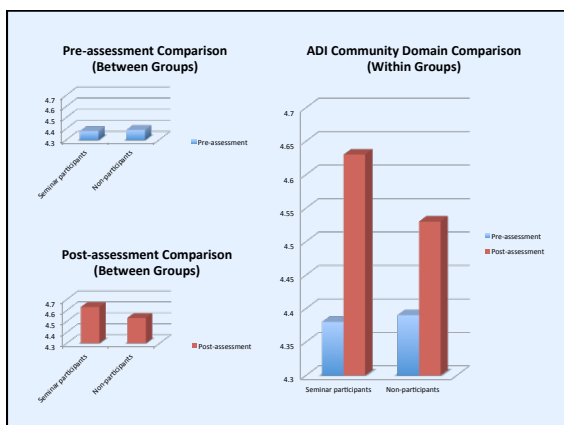


Research Question #3

- Is there a significant difference between staff members who did and did not participate in the district-led leadership seminar on the ADI community domain score?
 - Independent *t*-tests examined the significance of difference **between** the pretest & posttest ADI student domain scores.
 - Repeated measures *t*-tests examined the significance of difference **within** the pretest and posttest ADI student domain scores.
 - To help control for type 1 errors, a one-tailed, .05 alpha level was used for both *t*-tests.

Research Question #3 - Results

- Among the study participants, ($N=20$) no statistical significance exists **between** the seminar ($M=4.38, SD=0.58$) and non-seminar ($M=4.39, SD=0.53$) pretest scores for the community subscale $t(18)=0.12, p=.45$ (one-tailed).
- Among the seminar participants, ($n=10$) **a statistical significance exists within** the pretest ($M=4.38, SD=0.58$) and posttest ($M=4.63, SD=0.43$) community domain scores $t(9)=2.13, p=.03, r^2=0.336$ (one-tailed).
- Among the non-seminar participants, ($n=10$) **a statistical significance exists within** the pretest ($M=4.39, SD=0.53$) and posttest ($M=4.53, SD=0.52$) community domain scores $t(9)=2.34, p=.02, r^2=0.379$ (one-tailed).
- Among the study participants, ($N=20$) no statistical significance exists **between** the seminar ($M=4.63, SD=0.43$) and non-seminar ($M=4.53, SD=0.52$) posttest scores for the community subscale $t(18)=0.85, p=.20$ (one-tailed).

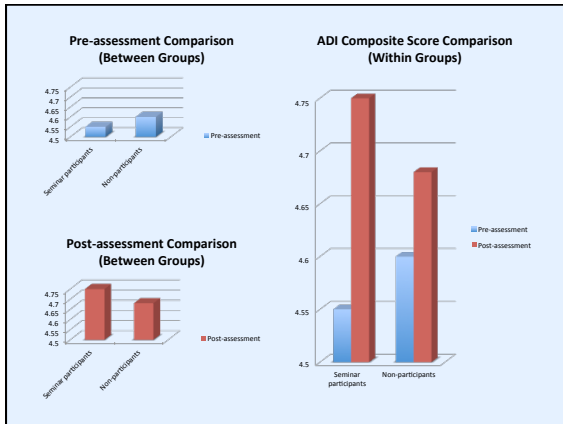


Research Question #4

- Is there a significant difference between staff members who did and did not participate in the district-led leadership seminar on the ADI composite score?
 - Independent *t*-tests examined the significance of difference **between** the pretest & posttest ADI student domain scores.
 - Repeated measures *t*-tests examined the significance of difference **within** the pretest and posttest ADI student domain scores.
 - To help control for type 1 errors, a one-tailed, .05 alpha level was used for both *t*-tests.

Research Question #4 - Results

- Among the study participants, ($N=20$) no statistical significance exists **between** the seminar ($M=4.55$, $SD=0.52$) and non-seminar ($M=4.60$, $SD=0.43$) pretest scores for the ADI composite score $t(18)=0.41$, $p=.34$ (one-tailed).
- Among the seminar participants, ($n=10$) **a statistical significance exists within** the pretest ($M=4.55$, $SD=0.52$) and posttest ($M=4.75$, $SD=0.31$) ADI composite score $t(9)=1.99$, $p=.04$, $r^2=0.306$ (one-tailed).
- Among the non-seminar participants, ($n=10$) no statistical significance exists **within** the pretest ($M=4.60$, $SD=0.43$) and posttest ($M=4.68$, $SD=0.43$) ADI composite score $t(9)=1.26$, $p=.12$ (one-tailed).
- Among the study participants, ($N=20$) no statistical significance exists **between** the seminar ($M=4.75$, $SD=0.31$) and non-seminar ($M=4.68$, $SD=0.43$) pretest scores for the ADI composite score $t(18)=0.77$, $p=.22$ (one-tailed).



Conclusions

- Results are promising, but should be interpreted with a degree of caution
 - Both groups exhibited strong student dispositions on the ADI pre and post assessments
 - The results of the community dispositions index may have been influenced by the district's outreach program
 - Differences exhibited between the two groups may be primarily attributed to...
 - The alignment between the course content and the ADI
 - Monthly meetings with the district superintendent

Implications for Policy and Practice

- School district should invest in leadership succession programs to build the capacity of its staff members
 - Clearly defined beliefs and values serve as the foundation
 - The active involvement of the superintendent is essential
 - Project-based activities connecting theory to practice
 - Collaborative, supportive environment (leadership as a team sport)
- Regular monitoring and analysis of the program's outcomes will help determine if the program is having the desired result

Significance of the Study

- The dispositions needed to be a successful leader can be developed in others through explicit instruction, discussion, and reflection
- District-specific leadership programs have the potential to help future leaders make an even greater contribution to student success
- The selection of future school leaders does not need to be a game of chance when a district is willing to invest in the potential of its staff members

Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal.

- Vince Lombardi
