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Distributed Leadership: The Effects of a Distributed Leadership Preparation Program
on the Practice of School Leadership Teams

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Distributed Leadership: The Effects of a Distributed Leadership Preparation Program on the Practice of School Leadership Teams

Statement of the Problem

The Center for Leadership and Learning (CLL) fosters a unique graduate degree school leadership preparation model which embodies and embraces the concept of distributed leadership to prepare teachers to become future school principals, master teachers, curriculum administrators, and school counselors. Master level CLL degree programs employ an instructional design which utilizes an integrated leadership core of courses and promotes unique interaction and content integration among program candidates

Traditionally, leaders often considered distributed leadership as an opportunity to disburse workload or menial responsibilities to others. Adopting a distributed leadership philosophy shifts the concept of delegation of activities to the distribution of leadership opportunities based on roles provided by various school leaders. Spillane (2006) conducted a study of practicing school leaders based on leadership practice that is collaborative in nature. The CLL offers a model of preparation that fosters the concepts of collaborative leadership based on the collective disposition and art of leadership practice by the various shareholders (ie: principal, master teacher, curriculum leader, and school counselors).

The distributed leadership concept effectiveness is evident through improved decision making, enhanced professional learning, and ultimately, the overall improvement of student learning. This study was designed to survey graduates of the CLL who are currently employed in public school leadership roles to determine the degree of distributed leadership opportunities in their schools. Participants in this study were school principals, master teachers, curriculum administrators or school counselors. The study hypothesis suggested there was a high degree of

distributed leadership opportunities in schools where multiple leaders have been prepared through the CLL philosophy of distributed leadership.

Objectives of the Study

This study addressed the following objectives:

1. To determine the degree of distributed leadership opportunities available in schools to currently employed CLL graduate leadership students (i.e., principals, assistant principals, school counselors, curriculum administrators, master teachers).
2. To determine existing barriers to distributed leadership opportunities in schools, as perceived by currently employed CLL graduate leadership students.

Methodology

A survey instrument was administered consisting of three parts. Part one required respondents to provide demographic data about themselves and their school setting. Part two consisted of survey questions adapted from a doctoral study on the effects of distributed leadership on student achievement (Gordon, 2005). This section of the survey used in this study was based on a study done by the Connecticut State Department of Education in measuring leadership practices in magnet schools influenced by Elmore's research. The survey administered for this current study consisted of 40 questions measuring leadership practice in the areas of vision, mission and goals (8 questions), shared responsibility (9 questions), school culture (13 questions), and leadership practices (8 questions). Respondents' were given a 5-point Likert scale with response options on a continuum from continually, frequently, sometimes, rarely/never to insufficient information. Part Three of the survey instrument consisted of open ended questions to determine the sources of leadership in schools, how leadership is distributed, whether or not Professional Learning Communities (PLCs) existed in the structure of the school,

the degree of influence teacher leaders have in the decision-making process and the identified barriers to full implementation of distributed leadership teams.

The survey respondents were selected from the program graduates of the CLL who received their preparation to meet licensure requirements as principals, curriculum administrators and counselors. In addition, teachers serving in leadership roles, formal or informal, who received their preparation through the CLL, were part of the survey respondents. All survey respondents were practicing in the role they prepared for in a school where one or more CLL graduates were employed.

Findings

Fifty-five surveys were sent via e-mail to the prospective respondents. Forty-two (76%) answered the open ended questions and 55 respondents filled out the demographic data, representing an 85% return rate. Questions 1 thru 10 had 51 (93%) responses and questions 11 thru 40 had 49 (89%) responses. Of those surveyed, 25.5% were male and 74.5% were female. Ethnicity revealed 96.4% of the respondents were white, indicative of the geographic area surveyed. School roles indicated 29.1% were principals, 18.2% assistant principals, 29.1% counselors, 18.2% classroom teachers, and 5.5% were teachers in formal roles of teacher-leaders or academic coaches. School size for respondents in the study indicated 34.5% worked in the elementary school, 5.5% in a middle school, 21.8% in a junior high school, and 38.2% in the high school.

The student population in these schools ranged from 18.2% with less than 300 students to 49.1% with more than 500 students. The majority of the respondents had been in education for 11-15 years, with 27.3% indicating this range of education experience. The six to ten year range and 16-20 year range resulted in 21.8% of the respondents experience in both ranges. Less

respondents had been in education for 21-25 years, at 10.9%. The least amount of experience was 9.1% in the more than 25 years and the one to five year ranges. The majority of the leadership respondents had only been in their current school for one to five years, at 60%, with 21.8% indicating six to ten years in their current school. The minority of the respondents, 18.2%, indicated more than ten years in their current school. Over half of participants were new to their current position, with 50.9% falling in this range. In the four to six year range, 30.9% had been in the position. Only 18.2% indicated more than six years experience in their current position.

Leadership Dimensions

The second part of the survey instrument consisted of 40 questions. Descriptive statements from the survey instrument measured the following leadership dimensions: vision, mission, goals; school culture; shared responsibility, and leadership practices. A summary of the data is provided. The complete conference paper and PowerPoint presentation can be accessed at the conclusion of this final report.

Vision, Mission, Goals

When looking at vision, mission, and goals, the respondents were asked how the statements apply to their school, 68.7% answered continually and frequently, while 31.3% answered sometimes and rarely/never. Further analysis of the data found that 29.4% of the 68.7% identified frequently. Additionally, in regard to questions 3 and 4, which focused on parents and students ability to describe the school's mission, 82.4% of the respondents indicated the parents could describe the school's mission sometimes or never, while 80.4% indicated the students could describe the school's mission sometimes or never. Finally, the respondents selected continually most often in questions 1,6, 7 and 8. These questions focus on clearly

written vision and mission statements, use of a school improvement plan to evaluate progress, and school goals being collectively established and revised by administrators and teachers.

Vision, Mission, Goals Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
1	59.6 %	31.4 %	7.8 %	3.9 %	
2	27.5 %	45.1 %	19.6 %	7.8 %	
3	2.0 %	13.7 %	51.0 %	31.4 %	2.0 %
4	3.9 %	15.7 %	41.2 %	39.2 %	
5	39.2 %	47.1 %	11.8 %	2.0 %	
6	54.9 %	33.3 %	11.8 %	0.0 %	
7	43.1 %	37.3 %	13.7 %	5.9 %	
8	84.3 %	11.8 %	2.0 %		2.0 %
Average Percentage	39.3%	29.4%	19.9%	11.2%	0.50%
Combined Percentage	Continually & Frequently 68.7%		Sometimes & Rarely/Never 31.1%		Insufficient Information 0.50%

Shared Responsibility

In answering the nine statements of how shared responsibility related to the respondents school setting 78.6% of the respondents selected continually and frequently, while 21.4% selected sometimes and rarely/never. In regard to statement nine, which focused on teachers and administrators having high expectations, the respondents selected continually 64.7% of the time. Statement 20 focused on the school making available a variety of data and had a high continually response of 65.3%. These two statements had the highest continually percentage. As for statement 11, which focused on district resources being directed to those areas of need, 51% of the respondents selected frequently. The second highest response rate in the frequently category was 46.9%, found in statement 19, which asked about how clearly the school communicates the chain of contact between home and school.

In relation to statement 18, which asked if school professionals and parents agree on the most effective role parents can play, had a sometimes rating of 38.8%. Statements 12 and 17 had a sometimes rating of 20.4%. These questions dealt with the school as a learning community that continually improves, the school’s daily schedules providing time for teachers to collaborate, and a formal structure being in place to provide teachers and professional staff opportunities in decision-making.

Shared Responsibility Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
9	64.7 %	25.5 %	9.8 %	0.0 %	
10	43.1 %	47.1 %	9.8 %	0.0 %	
11	30.6 %	51.0 %	16.3 %	0.0 %	2.0 %
12	32.7 %	44.9 %	20.4 %	2.0 %	
17	30.6 %	30.6 %	20.4 %	18.4 %	
18	12.2 %	44.9 %	38.8 %	2.0 %	2.0 %
19	36.7 %	46.9 %	14.3 %	2.0 %	
20	65.3 %	26.5 %	8.2 %	0.0 %	
21	46.9 %	34.7 %	18.4 %	0.0%	
22	32.7%	38.8%	20.4%	6.1 %	2.0%
Average Percentage	39.6 %	39.1 %	17.7 %	3.6 %	0.66%
Combined Percentage	Continually & Frequently 78.6%		Sometimes & Rarely/Never 21.%		Insufficient Information 0.66%

School Culture

When examining school culture, 84.6% of the respondents selected continually and frequently in regards to how the statements apply to their school, while 15.4% selected sometimes and rarely/never. In regard to statement 27, which asked if the principal actively participates in their own professional development activities to improve leadership in the school, 73.5% of the respondents selected continually. Statements 32 and 33 referenced the principal’s knowledge on instructional issues and if their practices are consistent with their words, which

had very high continually ratings of 63.3% and 65.3% respectively. Statement 24 had the highest frequently rating of 57.1%, which focused on professional staff members in the school having the responsibility to make decisions that affect meeting school goals. As for statement 28, which asked if the supervisor and school leader jointly developed their annual professional development plan, the highest rating of sometimes, at 22.4%, and the highest rarely/never rating, at 22.4%, were indicated.

Leadership

In examining leadership, when asked how the statements apply to your school, 66.5% of the respondents selected continually and frequently, while 33.5% selected sometimes and rarely/never.

School Culture Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
13	32.7 %	53.1 %	12.2 %	2.0 %	
14	49.0 %	38.8 %	10.2 %	2.0 %	
15	59.2 %	30.6 %	8.2 %	2.0 %	
16	55.1 %	38.8 %	6.1 %	0.0 %	
23	49.0 %	36.7 %	14.3 %	0.0 %	
24	34.7 %	57.1 %	8.2 %	0.0 %	
26	61.2 %	20.4 %	16.3 %	2.0 %	
27	73.5 %	14.3 %	12.2 %	0.0 %	
28	40.8 %	14.3 %	22.4 %	20.4 %	2.0 %
29	53.1 %	24.5 %	14.3 %	6.1 %	2.0 %
30	40.8 %	46.9 %	10.2 %	2.0 %	
32	63.3 %	28.6 %	8.2 %	0.0 %	
33	65.3 %	28.6 %	6.1 %	0.0 %	
Average Percentage	52.1 %	33.3 %	11.5 %	2.7 %	0.31%
Combined Percentage	Continually & Frequently 85.4%		Sometimes & Rarely/Never 14.3%		Insufficient Information 0.31%

In relation to statement 25, which focused on the school providing teachers with professional development aligned with the school’s mission and goals, 44.9% of the respondents selected continually. The lowest continually rating was 12.2% for statement 39, which focused on if new teachers are provided opportunities to fill some school leadership roles.

Leadership Practices Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
25	44.9 %	40.8 %	12.2 %	2.0 %	
31	28.6 %	44.9 %	24.5 %	2.0 %	
34	38.8 %	34.7 %	24.5 %	0.0 %	2.0 %
36	34.7 %	28.6 %	26.5 %	8.2 %	2.0 %
37	28.6 %	38.8 %	30.6 %	2.0 %	
38	16.3 %	36.7 %	36.7 %	10.2 %	
39	12.2 %	44.9 %	34.7 %	8.2 %	
40	20.4 %	38.8 %	34.7 %	6.1 %	
Average Percentage	28.1 %	38.5 %	28.1 %	4.8	0.50%
Combined Percentage	Continually & Frequently 67%		Sometimes & Rarely/Never 33%		Insufficient Information 0.50%

Statements 31 and 39 had the highest frequently ratings of 44.9%. These statements asked: a) if the central office and school administrators work together to determine the professional development activities and, b) new teachers are provided the opportunity to fill some school leadership roles. Statements 38, 39 and 40 had the highest sometimes ratings of 36.7%, 34.7%, and 34.7% respectively. Statement 38 focused on the veteran teachers filling leadership roles. Statement 40 focused on teachers interested in participating in school leadership roles.

Open-Ended Questions

Six open-ended questions were asked. The first two questions asked respondents to consider the sources of leadership in your school and answer how leadership was distributed in their school and for what purpose. The vast majority of the responses suggested that the

leadership sources in the school came from central office administration, principal, counselor, teacher leader and finally teachers. Some mentioned leadership came from committees. Leadership was distributed by the principal, grade level chairs, teacher teams, department heads, central administration, and so forth. The purpose seemed to be for the development of a worthwhile project like Professional Learning Communities (PLC's), working on Arkansas Comprehensive School Improvement Plan (ACSIP) committees, to develop trusting relationships, for student improvement and achievement, quality training and professional development, and so forth. In essence, the purpose seemed to be for the betterment of the school, collaboration, and student achievement.

Question 3 asked the respondents if Professional Learning Communities (PLC's) are established within the structure of your school. Of the 29 respondents, using a Likert scale, 20.7% said highly functional, 27.6% said moderately functional, and 13.8% said non-functional.

The respondents were asked in Question 4 if there are formal teacher leader designations within their school structure. Of the 28 respondents, 66.7% said yes and 33.3% said no. A sub-question asked if there were formal teacher leader designations within your school structure and to indicate the degree of influence the teacher leaders have in the decision-making process. Rating the sub-question on a Likert scale, 9.5% selected high degree, 38.1% selected moderate degree, and 26.2% selected limited degree.

Question 5 asked the respondents to consider their current school environment and respond to what degree is the hierarchy being dismantled in your system in favor of leadership at all levels for decision-making processes. Utilizing a Likert scale, 42 participants responded to the question, with 11.9% indicating significant redesign underway, 40.5% indicated some redesign underway, and 14.3% indicated no discussion at all.

The respondents were asked in Question 6 to determine the incentives within your school and district that encourage you to establish a distributed leadership team. It seems that the incentives are: improve student success, accountability, support structure, develops trust, builds collegial relationships, personal satisfaction, professional development, stipends, and so forth. Student success seemed to be the over-riding incentive for establishing a distributed leadership team. Question 7 asked, what are the barriers within your district and school that prohibit you from establishing a distributed leadership team? The barriers reported by the respondents were: veteran teachers, scheduling, time, money, change, leadership, attitude, complacency, distrust of administration, strong tie to tradition, and a host of other comments. Tradition, time, and money, and veteran staff seemed to be the biggest obstacles.

Conclusion

Student achievement and success is paramount in our public schools today. Accountability is being demanded from our public schools as 70% of the tax dollar goes for public education. We can no longer continue to do business as usual. In addition, the baby-boomer generation is retiring and a host of new leaders needs to be trained to effectively lead in this global society.

Distributed leadership represents a philosophy, implemented to facilitate school improvement and student success. All members are leaders in their own roles. It means finding the best path by tapping expertise, ideas, and efforts of all members. It fosters cooperation, trust, and an attitude that each person is valued. In addition, it empowers all members, which allows for capacity building, creating distributed learning, and cognition. Finally an environment is created where there is shared purpose, teamwork, and respect. Conclusions from the study are as follows:

1. The open-ended responses indicated that a fear of change was a barrier in moving from a traditional leadership model to a distributed leadership model. This is masked by using such reasons as time, money, veteran teachers, top-down leaders and so forth.
2. Distributed leadership opportunities are in the schools but in the infancy stage. Effective distributive leadership practices are used 66.5% of the time, while 33.5% of the time the leadership practice seems to follow the *traditional way*.
3. The school culture affects the willingness of the people to move into distributed leadership models in their school.
4. Shared responsibility is the leadership dimension that is most clearly understood.
5. The school's vision, mission, and goals need to be communicated effectively and clearly to the parent and to the student.
6. Principals and superintendents are the sole source of leadership in districts where distributed leadership is almost non-existent.

Recommendations for Further Study

1. The effects of the distributed leadership philosophy on student achievement.
2. The effects of the board of education and superintendent on the effective implementation of the distributed leadership philosophy.
3. Continue to collect longitudinal data on the schools that are involved in this current study to see if these schools are continuing to use the distributive leadership philosophy as an effective leadership style in leading schools.
4. A comparison study of teachers working in a distributed leadership model with those working in a traditional leadership model to determine levels of job satisfaction and teacher stress.

5. A comparison study of the distributive leadership model and the traditional leadership model in regards to school-parent communications.
6. Examine the variables of trust and the inability to change as factors effecting the implementation of a distributed leadership philosophy.

Concurrent Session #13 (Thursday, July 31; 4:00-4:40 pm)

Room: La Jolla

- *What Do We Know about Inclusive Leadership and What Should We Do about It?*
Fulmer, Connie-University of Colorado, Denver
- *Distributed Leadership: The Effects of a Distributed Leadership Preparation Program on the Practice of School Leadership Teams*
Gunter, Mary-Arkansas Tech University; Endel, Karen-Arkansas Tech University;
Roberts, Kerry-Arkansas Tech University; Shopfner, Rebecca-Arkansas Tech University,
and Croom, Kandis-Arkansas Tech University

Room: Point Loma 3

- *Get with the Program: A Multivariate Look at Standardized Test Scores among Reading First Schools in Kentucky*
Abney, Karen-Eastern Kentucky University; Chambers, Jennifer-Eastern Kentucky University; and Johnson, Jerry-Eastern Kentucky University
- *Evaluating the Community in the Virtual Classroom*
Ritter, Carol-Sam Houston State University, and Moore, George-Sam Houston State University

Friday, August 1, 2008

Concurrent Session #14 (Friday, 10:40-11:20 am)

Papers

Room: Coronado

- *North Texas Principal's Center*
Capps, Matthew-Midwestern State University; Barbosa, David-Midwestern State University; Burger, Martha-Midwestern State University; and Owen, Jane-Midwestern State University
- *Lessons Learned from a Legislated "Learning Community" of Multiple Independent School Districts*
LaCost, Barbara-University of Nebraska, and Grady, Marilyn-University of Nebraska

Room: Bay

- *Education Administrator Training and Teacher Perceptions of Support*
Maxwell, Delois-Virginia State University, and Newby, Earl-Virginia State University

**Distributed Leadership: The Effects of a
 Distributed Leadership Preparation Program
 on the Practice of School Leadership Teams**

Center for Leadership and Learning
 Arkansas Tech University
 Russellville, Arkansas
 NCPEA
 July 2008

Center for Leadership and Learning Team
 Arkansas Tech University
 Russellville, AR

<p>Presenting:</p> <ul style="list-style-type: none"> • Dr. Mary B. Gunter Director / Associate Professor • Ms. Karen Endel Assistant Professor 	<p>Other Members:</p> <ul style="list-style-type: none"> • Dr. Rebecca Shopfner Associate Professor • Dr. Kandis Croom Associate Professor • Dr. Kerry Roberts Assistant Professor
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Center for Leadership and Learning Mission

**The mission of the
 Center for Leadership and Learning is
 to prepare, through a performance-based system,
 school leadership teams,
 (teachers, administrators and counselors)
 with knowledge, skills and dispositions to
 work collaboratively to develop a
 professional learning community
 focused on student success.**

Definition of Distributed Leadership

- Enlisting the assistance of others in leadership practice, building on the diverse capabilities present within the group, with all participants focused on a common cause (Lashway, 2002).
- Leadership is “a relationship of social influence” encompassing a distributed leadership perspective, inclusive of the interactions between leaders, followers, and their situations over time (Spillane, 2006).

Unique Design Features

- Core Curriculum Integration
- Integrated Team Delivery

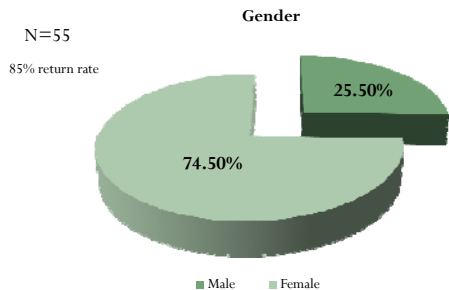
Purpose of Study

1. To determine the degree of distributed leadership opportunities available in schools to currently employed CLL graduate leadership students (i.e., principals, assistant principals, school counselors, curriculum administrators, master teachers).
2. To determine existing barriers to distributed leadership opportunities in schools, as perceived by currently employed CLL graduate leadership students.

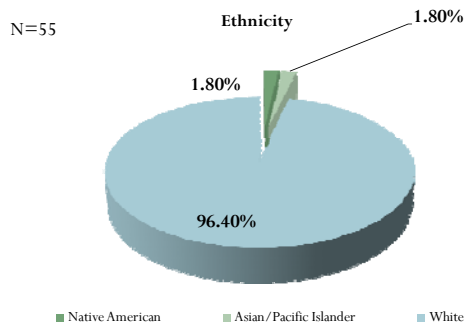
Survey Design

- **Part One:** Demographic Data
- **Part Two:** Survey Questions on the readiness for distributed leadership
- **Part Three:** Open-ended questions
 1. Sources of leadership
 2. How leadership is distributed
 3. Whether or not PLCs existed
 4. Influence of teacher leaders
 5. Identified barriers

Findings – Demographic Data

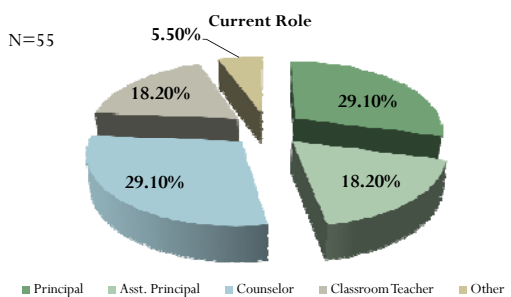


Findings – Demographic Data



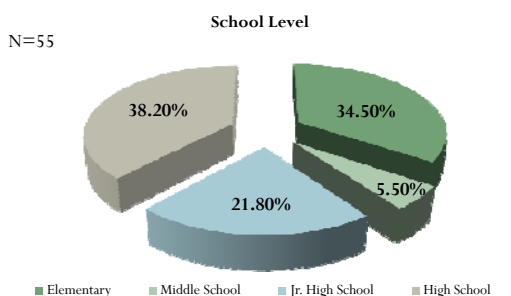
Findings – Demographic Data

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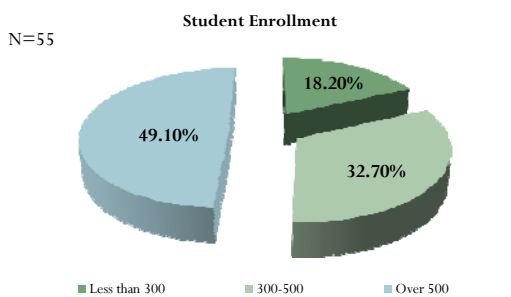
Findings – Demographic Data

N=55



Findings – Demographic Data

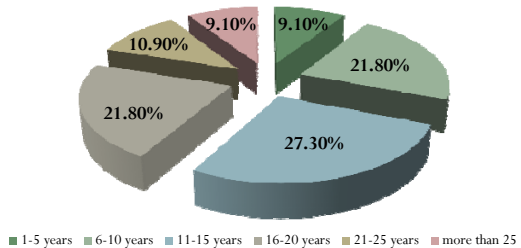
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Findings – Demographic Data

N=55

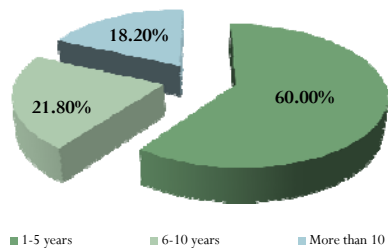
Years in Education



Findings – Demographic Data

N=55

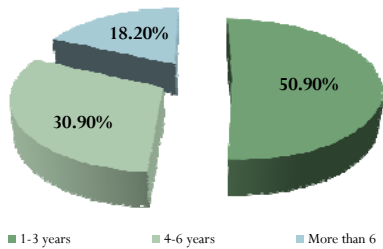
Years in Current School

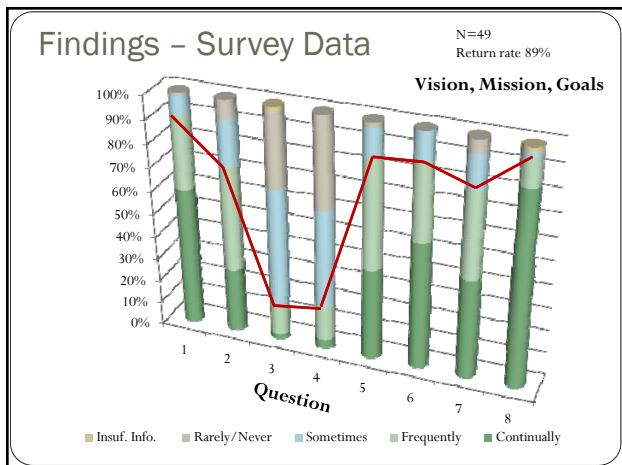


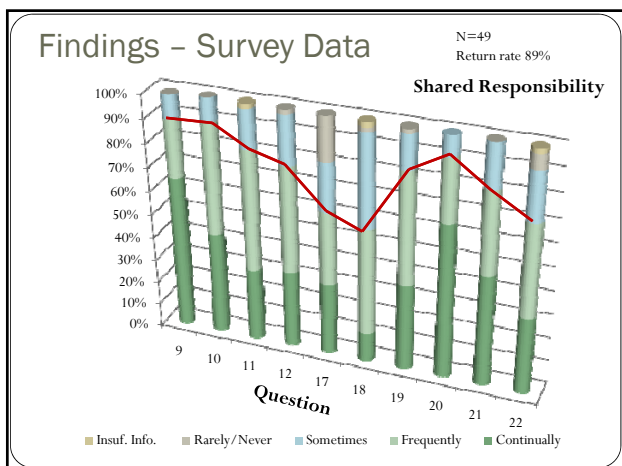
Findings – Demographic Data

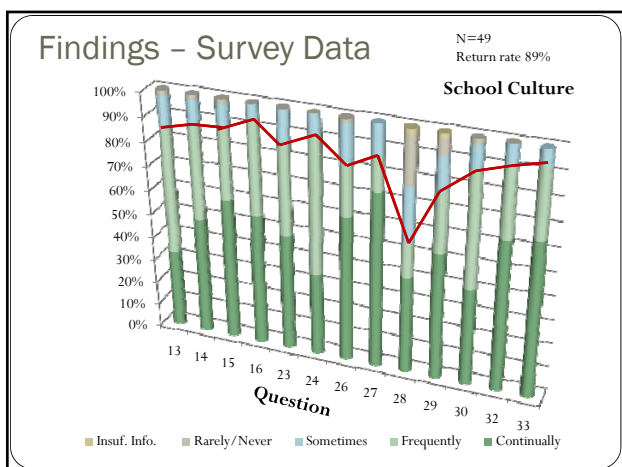
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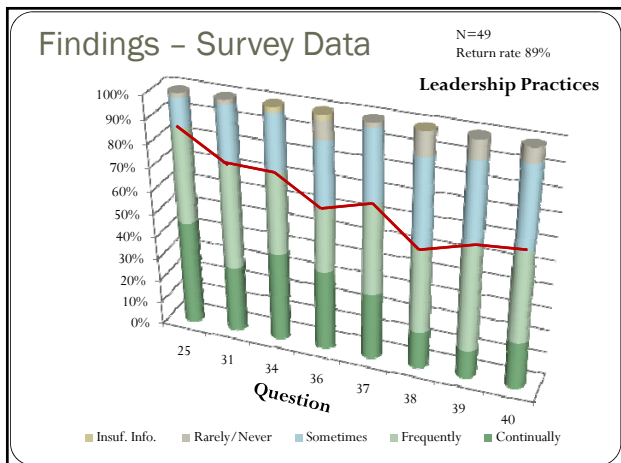
Years in Current Position

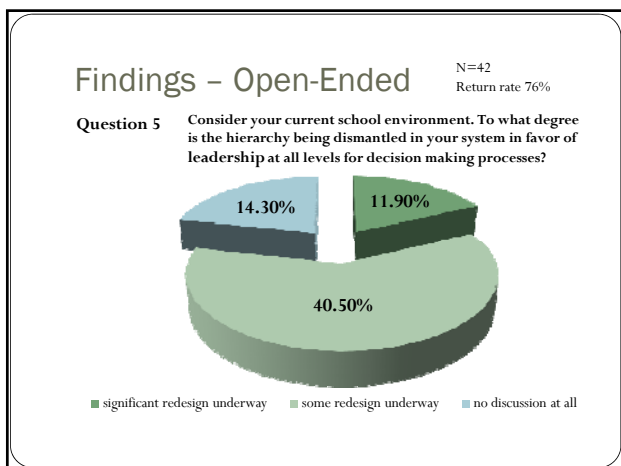












- ### Findings – Open-Ended
- N=42
Return rate 76%
- **Question 6** – What are the **incentives** within your district and school to encourage you to establish a distributed leadership team?
- Improve student success
 - Accountability
 - Support structure
 - Develops trust
 - Builds collegial relationships
 - Personal satisfaction
 - Professional development
 - Stipends

Findings – Open-Ended

N=42
Return rate 76%

- Question 7 – What are the **barriers** within your district and school that prohibit you from establishing a distributed leadership team?
 - Veteran teachers
 - Scheduling
 - Time
 - Money
 - Change
 - Leadership
 - Attitude
 - Complacency
 - Distrust of administration
 - Strong tie to tradition

Conclusions

- A fear of change was a barrier in moving from a traditional leadership model to a distributed leadership model.
- Distributed leadership opportunities are in the schools, but in the infancy stage.
- School culture affects the willingness of people to move toward a distributed leadership model in their school.
- Shared responsibility is the leadership dimension most clearly understood.
- The school’s vision, mission, and goals need to be communicated effectively and clearly to parents and students.
- Principals and superintendents were the sole source of leadership in districts where distributed leadership is almost non-existent.

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Distributed Leadership: The Effects of a Distributed Leadership Preparation Program on the Practice of School Leadership Teams

Introduction

In the Albert Shanker Institute report, *Building a New Structure for School Leadership* (2000), Elmore stated, “If public schools survive, leaders will look very different from the way they presently look, both in who leads and in what these leaders do” (p.3). As the role of today’s instructional leader has changed to encompass greater considerations to the teaching and learning aspects of education, a new kind of leadership is needed (Lashway, 2002a). Leadership is a complex endeavor, best accomplished by building leadership capacity to incorporate leadership characteristics throughout the school setting (Lambert, 2003). The research literature describes a move toward a *distributed leadership* approach in educational leadership (Elmore, 2000; Spillane, 2006).

Distributed leadership enlists the assistance of others in leadership practice, building on the diverse capabilities present within the group, with all participants focused on a common cause (Lashway, 2002b). Spillane (2006) defined leadership as “a relationship of social influence” (p. 10). He augmented his definition to encompass a distributed leadership perspective, inclusive of the interactions between leaders, followers, and their situations over time. Formal authority does not define leadership activities, but rather differences in expertise and the need for continuous learning to address challenges of a particular situation (Elmore, 2000).

The revision of the Interstate School Leaders Standards (Council of Chief State School Officers (CCSSO), 2008) includes distributed leadership as a function under Standard Three. Standard Three focuses on an educational leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient and

effective learning environment. One function under this standard is simply stated: “develop the capacity for distributed leadership” (Council of Chief State School Officers (CCSSO), 2008).

The mission of the Center for Leadership and Learning (CLL) is to prepare, through a performance-based system, school leadership teams (teachers, administrators and counselors) with the knowledge, skills and dispositions to work collaboratively to develop a professional learning community focused on student success (revised, November 2006). CLL teaching practices throughout all programs of study align with current research indicating the importance of building relationships and working collaboratively in professional learning teams focused on positive change and enhanced student learning (Donaldson, 2006; DuFour & Eaker, 1998; Fullan, 2007; Reeves, 2004). The Center for Leadership and Learning (CLL) fosters a unique graduate degree school leadership preparation model which embodies and embraces the concept of distributed leadership to prepare teachers to become future school principals, master teachers, curriculum administrators, and school counselors. Master level CLL degree programs employ an instructional design which utilizes an integrated leadership core of courses and promotes unique interaction and content integration among program candidates

Traditionally, leaders often considered distributed leadership as an opportunity to disburse workload or menial responsibilities to others. Adopting a distributed leadership philosophy shifts the concept of delegation of activities to the distribution of leadership opportunities based on roles provided by various school leaders. Spillane (2006) conducted a study of practicing school leaders based on leadership practice that is collaborative in nature. The CLL offers a model of preparation that fosters the concepts of collaborative leadership based on the collective disposition and art of leadership practice by the various shareholders (ie: principal, master teacher, curriculum leader, and school counselors).

Donaldson's (2006) work, *Cultivating Leadership in Schools: Connecting Purpose, People and Places*, serves as the concept basis for the CLL distributed leadership design. Additionally, the work of Spillane (2006) offers a rationale for a value-added concept to the distributed leadership concept of school leader preparation.

The distributed leadership concept effectiveness is evident through improved decision making, enhanced professional learning, and ultimately, the overall improvement of student learning. This study was designed to survey graduates of the CLL who are currently employed in public school leadership roles, to determine the degree of distributed leadership opportunities in their schools. Participants in this study were school principals, master teachers, curriculum administrators or school counselors. The study hypothesis suggested there was a high degree of distributed leadership opportunities in schools where multiple leaders have been prepared through the CLL philosophy of distributed leadership.

Objectives of the Study

This study addressed the following objectives:

1. To determine the degree of distributed leadership opportunities available in schools to currently employed CLL graduate leadership students (i.e., principals, assistant principals, school counselors, curriculum administrators, master teachers).
2. To determine existing barriers to distributed leadership opportunities in schools, as perceived by currently employed CLL graduate leadership students.

Methodology

A survey instrument was administered consisting of three parts. Part one required respondents to provide demographic data about themselves and their school setting (see Appendix A). Part two consisted of survey questions adapted from a doctoral study on the effects

of distributed leadership on student achievement (Gordon, 2005) (see Appendix B). This section of the survey used in this study was based on a study done by the Connecticut State Department of Education in measuring leadership practices in magnet schools influenced by Elmore's research. The survey administered for this current study consisted of 40 questions measuring leadership practice in the areas of vision, mission and goals (8 questions), shared responsibility (9 questions), school culture (13 questions), and leadership practices (8 questions) (see Appendix C). Respondents' were given a 5-point Likert scale with response options on a continuum from continually, frequently, sometimes, rarely/never to insufficient information. Part Three of the survey instrument consisted of open ended questions to determine the sources of leadership in schools, how leadership is distributed, whether or not PLC's existed in the structure of the school, the degree of influence teacher leaders have in the decision-making process and the identified barriers to full implementation of distributed leadership teams (see Appendix D).

The survey respondents were selected from the program graduates of the CLL who received their preparation to meet licensure requirements as principals, curriculum administrators and counselors. In addition, teachers serving in leadership roles, formal or informal, who received their preparation through the CLL, were part of the survey respondents. All survey respondents were practicing in the role they prepared for in a school where one or more graduates were employed.

Limitation to Study

Participants in the study had 5 years or less of experience as a member of a distributed leadership team. Direct impact on student achievement will not be measured.

Summary of Findings

Fifty-five surveys were sent via e-mail to the prospective respondents. Forty-two (76%) answered the open ended questions and 55 respondents filled out the demographic data, representing an 85% return rate. Questions 1 thru 10 had 51 (93%) responses and questions 11 thru 40 had 49 (89%) responses. Of those surveyed, 25.5% were male and 74.5% were female (see Table 1).

Table 1
Gender N=55

Male	25.5%
Female	74.5%

Ethnicity revealed 96.4% of the respondents were white, which is indicative of the area surveyed (see Table 2).

Table 2
Ethnicity N=55

Native American	Asian/Pacific Islander	Black (non-Hispanic)	White	Hispanic	Multi-racial
1.8%	1.8%	0.0%	96.4%	0.0%	0.0%

School titles indicated 29.1% were principals, 18.2% assistant principals, 29.1% counselors, 18.2% classroom teachers, and 5.5% were teachers in formal roles of teacher-leaders or coaches (see Table 3).

Table 3
Current Role N=55

Principal	Assistant Principal	Counselor	Classroom Teacher	Other (academic coach, etc.)
29.1%	18.2%	29.1%	18.2%	5.5%

School size for respondents in the study indicated 34.5% worked in the elementary school, 5.5% in a middle school, 21.8% in a junior high school, and 38.2% in the high school (see Table 4).

Table 4
School Level N=55

Elementary	Middle School	Jr. High School	High School
34.5%	5.5%	21.8%	38.2%

The student population in these schools ranged from 18.2% with less than 300 students to 49.1% with more than 500 students (see Table 5).

Table 5
Student Enrollment N=55

Less than 300 students	300-500 students	Over 500 students
18.2%	32.7%	49.1%

The majority of the respondents had been in education for 11-15 years, with 27.3% indicating this range of education experience. The six to ten year range and 16-20 year range resulted in 21.8% of the respondents experience in both ranges. Less respondents had been in education for 21-25 year, at 10.9%. The least amount of experience was 9.1% in the more than 25 year and the one to five year ranges (see Table 6).

Table 6
Years in Education

1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	More than 25 years
9.1%	21.8%	27.3%	21.8%	10.9%	9.1%

The majority of the leadership respondents had only been in their current school for one to five

years, at 60%, with 21.8% indicating six to ten years in their current school. The minority of the respondents, 18.2%, indicated more than ten years in their current school (see Table 7).

Table 7
Years in Current School

1-5 years	6-10 years	More than 10 years
60 %	21.8%	18.2%

Over half of participants were new to their current position, with 50.9% falling in this range. In the four to six year range, 30.9% had been in the position. Only 18.2% indicated more than six years experience in their current position (see Table 8).

Table 8
Years in Current Position

1-3 years	4-6 years	More than 6 years
50.9%	30.9%	18.2%

Leadership Dimensions

The survey instrument consisted of 40 questions (see Appendix A). Descriptive statements from the survey instrument measured the following leadership dimensions: vision, mission, goals; school culture; shared responsibility, and leadership practices. Descriptive statements 1, 2, 3, 4, 5, 6, 7, and 8 measured vision, mission, and goals (see Table 9). Descriptive statements 9, 10, 11, 12, 17, 18, 19, 20, 21, and 22 measured shared responsibility (see Table 10). Descriptive statements 13, 14, 15, 16, 23, 24, 26, 27, 28, 29, 30, 32, and 33 measured school culture (see Table 11). Descriptive statements 25, 31, 34, 35, 36, 37, 38, 39, and 40 measured leadership practices (see Table 12).

Vision, Mission, Goals

When looking at visions, mission, and goals (see Table 9), the respondents were asked how the statements apply to their school, 68.7% answered continually and frequently, while

31.3% answered sometimes and rarely/never. Further analysis of the data found that 29.4% of the 68.7% identified frequently. Additionally, in regard to questions 3 and 4, which focused on parents and students ability to describe the school’s mission, 82.4% of the respondents indicated the parents could describe the school’s mission sometimes or never, while 80.4% indicated the students could describe the school’s mission sometimes or never. Finally, the respondents selected continually most often in questions 1,6, 7 and 8. These questions focus on clearly written vision and mission statements, use of a school improvement plan to evaluate progress, and school goals being collectively established and revised by administrators and teachers.

Table 9
Vision, Mission, Goals Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
1	59.6 %	31.4 %	7.8 %	3.9 %	
2	27.5 %	45.1 %	19.6 %	7.8 %	
3	2.0 %	13.7 %	51.0 %	31.4 %	2.0 %
4	3.9 %	15.7 %	41.2 %	39.2 %	
5	39.2 %	47.1 %	11.8 %	2.0 %	
6	54.9 %	33.3 %	11.8 %	0.0 %	
7	43.1 %	37.3 %	13.7 %	5.9 %	
8	84.3 %	11.8 %	2.0 %		2.0 %
Average Percentage	39.3%	29.4%	19.9%	11.2%	0.50%
Combined Percentage	Continually & Frequently 68.7%		Sometimes & Rarely/Never 31.1%		Insufficient Information 0.50%

Shared Responsibility

In answering the nine statements of how shared responsibility related to the respondents school setting (see Table 10) 78.6% of the respondents selected continually and frequently, while 21.4% selected sometimes and rarely/never. Further examination of the data reveals additional

findings.

In regard to statement nine, which focused on teachers and administrators having high expectations, the respondents selected continually 64.7% of the time. Statement 20 focused on the school making available a variety of data and had a high continually response of 65.3%.

These two statements had the highest continually percentage.

As for statement 11, which focused on district resources being directed to those areas of need, 51% of the respondents selected frequently. The second highest response rate in the frequently category was 46.9%, found in statement 19, which asked about how clearly the school communicates the chain of contact between home and school.

In relation to statement 18, which asked if school professionals and parents agree on the most effective role parents can play, had a sometimes rating of 38.8%. Statements 12 and 17 had a sometimes rating of 20.4%. These questions dealt with the school as a learning community that continually improves, the school’s daily schedules providing time for teachers to collaborate, and a formal structure being in place to provide teachers and professional staff opportunities in decision-making.

Table 10
Shared Responsibility Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
9	64.7 %	25.5 %	9.8 %	0.0 %	
10	43.1 %	47.1 %	9.8 %	0.0 %	
11	30.6 %	51.0 %	16.3 %	0.0 %	2.0 %
12	32.7 %	44.9 %	20.4 %	2.0 %	
17	30.6 %	30.6 %	20.4 %	18.4 %	
18	12.2 %	44.9 %	38.8 %	2.0 %	2.0 %
19	36.7 %	46.9 %	14.3 %	2.0 %	
20	65.3 %	26.5 %	8.2 %	0.0 %	
21	46.9 %	34.7 %	18.4 %	0.0%	
22	32.7%	38.8%	20.4%	6.1 %	2.0%

Average Percentage	39.6 %	39.1 %	17.7 %	3.6 %	0.66%
Combined Percentage	Continually & Frequently		Sometimes & Rarely/Never		Insufficient Information
	78.6%		21.%		0.66%

School Culture

When examining school culture, 84.6% of the respondents selected continually and frequently in regards to how the statements apply to their school (see Table 11), while 15.4% selected sometimes and rarely/never. Further examination of the data reveals additional findings.

In regard to statement 27, which asked if the principal actively participates in their own professional development activities to improve leadership in the school, 73.5% of the respondents selected continually. Statements 32 and 33 (the principal’s knowledge on instructional issues and if their practices are consistent with their words) had very high continually ratings of 63.3% and 65.3% respectively. Statement 24 had the highest frequently rating of 57.1%, which focused on professional staff members in the school having the responsibility to make decisions that affect meeting school goals.

As for statement 28, which asked if my supervisor and I jointly develop my annual professional development plan, had the highest sometimes rating of 22.4% and had the highest rarely/never rating of 22.4%.

Leadership

In examining leadership, when asked how the statements apply to your school (see Table 12), 66.5% of the respondents selected continually and frequently, while 33.5% selected sometimes and rarely/never. Further examination of the data reveals additional findings.

Table 11

School Culture Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
13	32.7 %	53.1 %	12.2 %	2.0 %	
14	49.0 %	38.8 %	10.2 %	2.0 %	
15	59.2 %	30.6 %	8.2 %	2.0 %	
16	55.1 %	38.8 %	6.1 %	0.0 %	
23	49.0 %	36.7 %	14.3 %	0.0 %	
24	34.7 %	57.1 %	8.2 %	0.0 %	
26	61.2 %	20.4 %	16.3 %	2.0 %	
27	73.5 %	14.3 %	12.2 %	0.0 %	
28	40.8 %	14.3 %	22.4 %	20.4 %	2.0 %
29	53.1 %	24.5 %	14.3 %	6.1 %	2.0 %
30	40.8 %	46.9 %	10.2 %	2.0 %	
32	63.3 %	28.6 %	8.2 %	0.0 %	
33	65.3 %	28.6 %	6.1 %	0.0 %	
Average Percentage Combined Percentage	52.1 % Continually & Frequently	33.3 % 85.4%	11.5 % Sometimes & Rarely/Never	2.7 % 14.3%	0.31% Insufficient Information 0.31%

In relation to statement 25, which focused on the school providing teachers with professional development aligned with the school's mission and goals, 44.9% of the respondents selected continually. The lowest continually rating was 12.2% for statement 39, which focused on if new teachers are provided opportunities to fill some school leadership roles.

Table 12

Leadership Practices Leadership Dimension

Statements	Continually (C)	Frequently (F)	Sometimes (S)	Rarely/Never (R)	Insufficient Information
25	44.9 %	40.8 %	12.2 %	2.0 %	
31	28.6 %	44.9 %	24.5 %	2.0 %	
34	38.8 %	34.7 %	24.5 %	0.0 %	2.0 %
36	34.7 %	28.6 %	26.5 %	8.2 %	2.0 %
37	28.6 %	38.8 %	30.6 %	2.0 %	
38	16.3 %	36.7 %	36.7 %	10.2 %	
39	12.2 %	44.9 %	34.7 %	8.2 %	
40	20.4 %	38.8 %	34.7 %	6.1 %	

Average Percentage Combined Percentage	28.1 %	38.5 %	28.1 %	4.8	0.50%
	Continually & Frequently		Sometimes & Rarely/Never		Insufficient Information
	67%		33.0%		0.50%

Statements 31 and 39 had the highest frequently ratings of 44.9%. These statements asked: a) if the central office and school administrators work together to determine the professional development activities and, b) new teachers are provided the opportunity to fill some school leadership roles. Statements 38, 39 and 40 had the highest sometimes ratings of 36.7%, 34.7%, and 34.7% respectively. Statement 38 focused on the veteran teachers filling leadership roles. Statement 40 focused on teachers interested in participating in school leadership roles.

Open-Ended Questions

Six open-ended questions were asked (see Appendix A). The first two questions asked respondents to *consider the sources of leadership in your school and answer how leadership was distributed in their school and for what purpose*. The vast majority of the responses (see Appendix B) suggested that the leadership sources in the school came from central office administration, principal, counselor, teacher leader and finally teachers. Some mentioned leadership came from committees. Leadership was distributed by the principal, grade level chairs, teacher teams, department heads, central administration, and so forth. The purpose seemed to be for the development of a worthwhile project like Professional Learning Communities (PLC's), working on Arkansas Comprehensive School Improvement Plan (ACSIP) committees, to develop trusting relationships, for student improvement and achievement, quality training and professional development, and so forth. In essence, the purpose seemed to be for the betterment of the school, collaboration, and student achievement.

Question 3 asked the respondents *if Professional Learning Communities (PLC's) are*

established within the structure of your school. Of the 29 respondents , using a Likert scale, 20.7% said *highly functional*, 27.6% said *moderately functional*, and 13.8% said *non-functional* (see Appendix C).

The respondents were asked in Question 4 *if there are formal teacher leader designations within their school structure.* Of the 28 respondents, 66.7% said *yes* and 33.3% said *no*. A sub-question asked *if there were formal teacher leader designations within your school structure and to indicate the degree of influence the teacher leaders have in the decision-making process.* Rating the sub-question on a Likert scale, 9.5% selected *high degree*, 38.1% selected *moderate degree*, and 26.2% selected *limited degree* (see Appendix C).

Question 5 asked the respondents to *consider their current school environment and respond to what degree is the hierarchy being dismantled in your system in favor of leadership at all levels for decision-making processes.* Utilizing a Likert scale, 42 participants responded to the question, with 11.9% indicating *significant redesign underway*, 40.5% indicated *some redesign underway*, and 14.3 % indicated *no discussion at all*.

The respondents were asked in Question 6 to determine *the incentives within your school and district that encourage you to establish a distributed leadership team* (see Appendix D). It seems that the incentives are: improve student success, accountability, support structure, develops trust, builds collegial relationships, personal satisfaction, professional development, stipends, and so forth. Student success seemed to be the over-riding incentive for establishing a distributed leadership team. Question 7 asked, *what are the barriers within your district and school that prohibit you from establishing a distributed leadership team?* The barriers reported by the respondents were: veteran teachers, scheduling, time, money, change, leadership, attitude, complacency, distrust of administration, strong tie to tradition, and a host of other comments.

Tradition, time, and money, and veteran staff seemed to be the biggest obstacles (see Appendix D).

Conclusion

Student achievement and success is paramount in our public schools today. Accountability is being demanded from our public schools as 70% of the tax dollar goes for public education. We can no longer continue to do business as usual. In addition, the baby-boomer generation is retiring and a host of new leaders needs to be trained to effectively lead in this global society.

Distributed leadership is a model to facilitate school improvement and students success. Distributed leadership is an attitude. All members are leaders in their own roles. It means finding the best path by tapping expertise, ideas, and efforts of all members. It fosters cooperation, trust, and an attitude that each person is valued. In addition, it empowers all members, which allows for capacity building, creating distributed learning, and cognition. Finally an environment is created where there is shared purpose, teamwork, and respect. Conclusions from the study are as follows:

1. The open-ended responses indicated that a fear of change was a barrier in moving from a traditional leadership model to a distributed leadership model. This is masked by using such reasons as time, money, veteran teachers, top-down leaders and so forth.
2. Distributed leadership opportunities are in the schools but in the infancy stage. Effective distributive leadership practices are used 66.5% of the time, while 33.5% of the time the leadership practice seems to follow the *traditional way*.
3. The school culture affects the willingness of the people to move into distributed leadership models in their school.

4. Shared responsibility is the leadership dimension that is most clearly understood.
5. The school's vision, mission, and goals need to be communicated effectively and clearly to the parent and to the student.
6. Principals and superintendents are the sole source of leadership in districts where distributed leadership is almost non-existent.

Recommendations for Further Study

1. The effects of the distributed leadership model on student achievement.
2. The effects of the board of education and superintendent on the effective implementation of the distributed leadership model.
3. Continue to collect longitudinal data on the schools that are involved in this current study to see if these schools are continuing to use the distributive leadership model as an effective leadership style in leading schools.
4. A comparison study of teachers working in the distributed leadership model with those working in a traditional leadership model to determine levels of job satisfaction and teacher stress.
5. A comparison study of the distributive leadership model and the traditional leadership model in regards to school-parent communications.
6. Examine the variables of trust and the inability to change as factors effecting the implementation of the distributed leadership model.

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Appendix A: Distributed Leadership Readiness Survey

Distributed Leadership Readiness Survey (DLRS)

(adapted from Gordon, 2005)

The following self-evaluation scale has been designed to provide a profile of your school's readiness and engagement in shared leadership practices. The scale is based on current school leadership research designed to improve public school capacity to increase student academic achievement [i.e. *Building a Structure for School Leadership*, Richard Elmore (2000)].

The Distributed Leadership Readiness Scale (DLRS) is organized into four key dimensions of instructional leadership: Vision, Mission, and Goals; School Culture; Shared Responsibility; and Leadership Practices.

Definition of Distributed Leadership: Distributed leadership is defined as a leadership perspective inclusive of the interactions between leaders, followers, and their situations over time (Spillane, 2006). Formal authority does not define leadership activities, but rather differences in expertise and the need for continuous learning to address challenges of a particular situation (Elmore, 2000).

Who should complete the scale?

Since no one individual possesses complete information into all facets of school leadership roles and responsibilities, this scale may be completed by a variety of individuals. For the purpose of this exploratory research study, the scale will be administered to graduates from the educational leadership program at Arkansas Tech University's Center for Leadership and Learning (CLL). CLL graduates currently in the roles of principals, counselors, teacher leaders, and teachers are participants in this distributed leadership exploratory study.

How will the results of the DLRS Scale be used?

Once results are analyzed, the scale will provide profiles to compare distributed leadership practices across the four dimensions. This information will assist the CLL faculty in evaluating and improving course expectations and internship experiences in the CLL programs of study.

How to use the DLRS Scale:

The DLRS scale has three parts. Part I includes demographic information. Part II contains forty survey questions. Part III contains seven open-ended questions requiring brief written responses. Participants are encouraged to be as candid as possible when completing the scale. All individual responses will remain strictly confidential. To ensure that the DLRS provides a complete and accurate school profile, *do not skip any statements*. The survey will take approximately 15 minutes to complete.

Part I
Demographic Information

1. Gender: Male Female
2. Employment Information: Name of School: _____
- Current Title/Role: Principal Asst Principal Counselor Teacher
 Other If other, include here: _____
- School Configuration: Elementary Middle School Junior High High School
Indicate School Grade levels: _____
- School Enrollment of Students: Less than 300 300-500 Over 500
- Years in Education: 1-5 6-10 11-15 16-20 21-25 over 25
- Years in Current School: 1-5 6-10 11 or more
- Years in Current Position: 1-3 4-6 7 or more
3. Ethnicity: Native American Asian/Pacific Islander Black (non Hispanic)
 White Hispanic Multi-racial

Part II
Survey Questions

Response Options:
A = Continually – the particular practice is well-established as a “standard operating procedure” in the school.
B = Frequently - this practice is often observed in the school.
C = Sometimes – this practice is intermittently observed in the school.
D = Rarely/Never – this practice is rarely or never observed in school.
E = Insufficient Information – insufficient information to respond to the statement.

	Continually	Frequently	Sometimes	Rarely/Never	Insufficient Information
Directions: Please use the five-point scale from: ‘Continually’ (A) to ‘Rarely/Never’ (D) to describe how regularly the following statements apply to you and your school. Select ‘E’ if you do not have sufficient information to respond to the statement. Circle the answer that best applies to your current situation.					
1. The school has clearly written vision and mission statements.	A	B	C	D	E
2. Teachers and administrators understand and support a common mission for the school and can clearly describe it.	A	B	C	D	E

<p>Directions: Please use the five-point scale from: ‘Continually’ (A) to ‘Rarely/Never’ (D) to describe how regularly the following statements apply to you and your school. Select ‘E’ if you do not have sufficient information to respond to the statement. Circle the answer that best applies to your current situation.</p>	Continually	Frequently	Sometimes	Rarely/Never	Insufficient Information
3. If parents are asked to describe the school’s mission, most would be able to describe the mission clearly.	A	B	C	D	E
4. If students are asked to describe the schools’ mission, most would be able to describe it clearly.	A	B	C	D	E
5. School goals are aligned with the school mission statement.	A	B	C	D	E
6. The school uses a school improvement plan as a basis to evaluate its progress.	A	B	C	D	E
7. Teachers and administrators collectively establish school goals and revise goals annually.	A	B	C	D	E
8. The school’s curriculum is aligned with the state’s academic standards.	A	B	C	D	E
9. Teachers and administrators have high expectations for students’ academic performance.	A	B	C	D	E
10. Teachers and administrators share accountability for students’ academic performance.	A	B	C	D	E
11. School district resources are directed to those areas in which student learning needs to improve most.	A	B	C	D	E
12. The school is a learning community that continually improves its effectiveness, learning from both successes and failures.	A	B	C	D	E
13. There is a high level of mutual respect and trust among teachers and other professional staff in the school.	A	B	C	D	E
14. There is mutual respect and trust between school administration and the professional staff.	A	B	C	D	E
15. The school administrator(s) welcome professional staff members input on issues related to curriculum instruction, and improving student performance.	A	B	C	D	E
16. The school supports using new instructional ideas and innovations.	A	B	C	D	E

<p>Directions: Please use the five-point scale from: ‘Continually’ (A) to ‘Rarely/Never’ (D) to describe how regularly the following statements apply to you and your school. Select ‘E’ if you do not have sufficient information to respond to the statement. Circle the answer that best applies to your current situation.</p>	Continually	Frequently	Sometimes	Rarely/Never	Insufficient Information
17. The school’s daily and weekly schedules provide time for teachers to collaborate on instructional issues.	A	B	C	D	E
18. School professionals and parents agree on the most effective roles parents can play as partners in their child’s education.	A	B	C	D	E
19. The school clearly communicates the ‘chain of contact’ between home and school so parents know who to contact when they have questions and concerns.	A	B	C	D	E
20. The school makes available a variety of data (e.g. school performance) for teachers to use to improve student achievement.	A	B	C	D	E
21. Decisions to change curriculum and instructional programs are based on assessment data.	A	B	C	D	E
22. There is a formal structure in place in the school (curriculum committee) to provide teachers and professional staff opportunities to participate in school level instructional decision-making.	A	B	C	D	E
23. The principal actively encourages teachers and other staff members to participate in instructional decision-making.	A	B	C	D	E
24. Professional staff members in the school have the responsibility to make decisions that affect meeting school goals.	A	B	C	D	E
25. The school provides teachers with professional development aligned with the school’s mission and goals.	A	B	C	D	E
26. Administrators participate along-side teachers in the school’s professional development activities.	A	B	C	D	E
27. The principal actively participates in his/her own professional development activities to improve leadership in the school.	A	B	C	D	E
28. My supervisor and I jointly develop my annual professional development plan.	A	B	C	D	E
29. My professional development plan includes activities that are based on my individual professional needs and school needs.	A	B	C	D	E

<p>Directions: Please use the five-point scale from: ‘Continually’ (A) to ‘Rarely/Never’ (D) to describe how regularly the following statements apply to you and your school. Select ‘E’ if you do not have sufficient information to respond to the statement. Circle the answer that best applies to your current situation.</p>	Continually	Frequently	Sometimes	Rarely/Never	Insufficient Information
30. Teachers actively participate in instructional decision-making.	A	B	C	D	E
31. Central office and school administrators’ work together to determine the professional development activities.	A	B	C	D	E
32. The principal is knowledgeable about current instructional issues.	A	B	C	D	E
33. My principal’s practices are consistent with his/her words.	A	B	C	D	E
34. Informal school leaders play an important role in the school in improving the performance of professionals and the achievement of students.	A	B	C	D	E
35. The school has expanded its capacity by providing professional staff formal opportunities to take on leadership roles.	A	B	C	D	E
36. Teachers who assume leadership roles in the school have sufficient school time to permit them to make meaningful contributions to the school.	A	B	C	D	E
37. Teachers who assume leadership roles in the school have sufficient resources to be able to make meaningful contributions to the school.	A	B	C	D	E
38. Veteran teachers fill most leadership roles in the school.	A	B	C	D	E
39. New teachers are provided opportunities to fill some school leadership roles.	A	B	C	D	E
40. Teachers are interested in participating in school leadership roles.	A	B	C	D	E

Part III

Open-ended Statements/Questions

Briefly respond to each of the following statements/questions.

1. **What are the sources of leadership in your school?**
2. **How is leadership distributed in your school and for what purpose?**
3. **Are Professional Learning Communities (PLCs) established within the structure of your school?** Indicate the functional level of the PLC – circle one.
 - 5 **Highly Functional** (*Time is provided within the schedule of the school to promote the work of PLC's*)
 - 4
 - 3 **Moderately Functional**
 - 2
 - 1 **Non-functional** (*Discussions on PLC's have not resulted in PLC work*)
4. **Are there formal “teacher leader” designations within your school structure?**
If yes, indicate the degree of influence *teacher leaders* have in the decision-making process of the school – circle one.
 - 5 **High Degree**
 - 4
 - 3 **Moderate Degree**
 - 2
 - 1 **Limited Degree**
5. **Consider your current school environment. To what degree is the hierarchy being dismantled in your system in favor of leadership at all levels for decision making processes?** circle one
 - 5 **Significant Redesign Underway**
 - 4
 - 3 **Some Redesign Underway**
 - 2
 - 1 **No Discussion at All** (In relation to moving from the traditional hierarchy)
6. **What are the incentives within your district and school that encourage you to establish a distributed leadership team?**
7. **What are the barriers within your district and school that prohibit you from establishing a distributed leadership team.**

Thank you for your participation in this study.

Appendix B: Leadership Sources in School

Sources of leadership in schools and how leadership is distributed

Responses to sources of Leadership in respective schools

- a. Administrators
- b. Departmental mentors, Instructional leaders
- c. Superintendent, curriculum director, math and literacy specialist, principal, counselor, teachers
- d. Administrators, department chairs, freshmen academy teachers, teachers who serve as club sponsors, teachers who serve on the Good to Great committee and those who serve on the technology committee. Basically our sources of leadership are anyone who is willing to step up and take on extra responsibilities within the school.
- e. The leadership team (building administrators and counselors).
- f. Principal, assistant principal, department chairs, ACSIP chairs.
- g. Academic leadership “chain of command” is principal, focus teacher, and teachers that are successful in implementing programs the principal feels is beneficial. The counselor leads when the issue pertains to student behavior or psychological issues.
- h. Everyone
- i. Leadership team (administrators, academic coaches, counselor and teachers). Some classified are empowered to take roles.
- j. Principal, counselor, focus teacher, reading recovery teacher, model classroom teachers.
- k. Central office administration, elementary curriculum coordinator, principal, focus teacher, grade level chairs.
- l. Administration and department chairs
- m. Principal
- n. Department chairs
- o. Administration, teachers, parent organization.
- p. Administrators, counselor, teachers willing to take a leader role.
- q. Building administrator and leadership team.
- r. All stakeholders.
- s. Superintendent, principals, counselor, lead teachers.
- t. Leadership team

Responses to how leadership is distributed in school and for what purpose.

- a. Administration
- b. Leadership roles are determined by desire and ability of individual.
- c. Distributed by principal. Committees are formed for collaboration of leaders. Leaders work with teachers to provide guidance and support.
- d. Leadership is a servant role in my school. Those willing to give earn the respect.
- e. A team of teachers who will work to develop and maintain a PLC school wide and lead in professional development.
- f. We are revamping roles of department chairs. The district is going towards site-based collaboration. Purpose was to develop trusting relationships with one another and improve student achievement.
- g. Principal and focus teacher research best practices and decide on the practices that will be implemented and how. The focus teacher trains the staff. If the principal is out, the focus teacher, counselor, or PE teacher takes care of immediate student needs.
- h. Throughout the building.
- i. This year was not as distributed as I wanted because I had a new role. For me to empower I have to understand the roles being empowered. I worked with teachers so we could be familiar with everyday leadership opportunities. Next year our teacher advisory group will be handled by the counselor and three teachers.
- j. Each teacher is on ASCIP so that grade level is represented. Principal and counselor help relieve teachers of burdens outside of the classroom. Focus teachers and reading recovery teacher meet with teachers for training and shared decision making about curriculum. Weekly staff meetings are held for PD and to discuss and make decisions. Teachers self select committees.

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- u. Principal, focus teacher, teacher leaders, NBPTS teachers, district staff, co-op leadership.
 - v. All administration which includes curriculum coaches and school committees.
 - w. Principal, vice-principal, curriculum coaches.
 - x. Principal, assistant principal, department chairs.
 - y. Administration, board, teachers, parents
 - z. Supervisors, counselor, teachers.
 - aa. Central office, building administration.
 - bb. Administration, teacher leaders
 - cc. Principal, assistant principal, curriculum coach, informal teacher leaders, teachers.
 - dd. Principal, assistant principals, focus team, literacy task force, ACSIP committee.
 - ee. Department chairs, focus teams.
 - ff. Leadership team (teachers, counselor, assistant principal).
 - gg. Focus team
 - hh. Administrators, coaches, counselor.
 - ii. Principal, assistant principal, counselors, department heads.
 - jj. Experienced teachers, counselor, principal
 - kk. Administrator, focus teacher, teachers
 - ll. Principal, focus teacher, 3 assistant principals, director of secondary curriculum.
 - mm. Principals, assistant principals, counselors, ACSIP chairs, department chairs.
 - nn. Principal, assistant principals, department heads. Also focus teachers.
 - oo. Superintendent and principal
- k. Principal to grade level chairs to teacher: house-keeping issues and curriculum issues. Feedback loop to insure all input is received before decision are made.
 - l. Between central administration, building-level administration, and department heads.
 - m. There is very little distributive leadership. However we do have a focus teacher. As counselor, I'm left in charge when principal is out.
 - n. Technology skills and department chairs.
 - o. The common goal of improving student achievement today and tomorrow.
 - p. Ones who have positions of being leaders and any teacher who want to take on extra duties of being a leader.
 - q. Teacher leaders identified at each grade level.
 - r. Distributed according to role, talents, and willingness to serve.
 - s. Responsibilities and departments.
 - t. Distribution is a collaborative effort. Volunteers are considered and grade level team decides who is best for the responsibility. Leadership is distributed mainly for communication, direction, and mentoring.
 - u. Have an active PLC. Focus teacher works with teachers, teachers are expected to make decisions, and I (principal) set parameters and visions for growth.
 - v. Working toward a PLC. The effort is slow because many teachers are not use to having the responsibilities of being a leader.
 - w. Distributed among the principals, curriculum coaches and few veteran teachers. The people make all decisions.
 - x. Administrators make most of the decisions while consulting with department chairs. ASCIP is edited by assistant principal with no teacher input.
 - y. Superintendent, and he's hands on. He makes very pointed suggestions as to what he'd like. The principal is a first year principal and not the superintendents first choice.
 - z. Distributed through the above mentioned people for the benefit of all students.
 - aa. Leadership is up to the building administrators with a few select department

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- heads used for consultation.
- bb. Leadership is mostly through the central office or principal. Procedures and programs are selected and disseminated throughout the buildings.
 - cc. There is very little true distributed leadership. Everyone has their formal title but the decisions are not shared. This causes confusion and conflict.
 - dd. Teachers who are willing and worthy are rewarded with formal leadership positions on committees.
 - ee. The current year saw little leadership from the teachers. There are department chairs and a focus team for next year. PLC design will be the goal for next year.
 - ff. Leadership team meets every two weeks for the purpose of planning and addressing challenges and concerns. Team leaders meet with their PLC to communicate the goals of the leadership team.
 - gg. Focus teams are selected by applications. Committees selected by volunteers. If you want to be involved you can and if the administration wants you they'll contact you.
 - hh. Leadership is distributed among the leadership team. This allows different perspectives and to take advantage of ones expertise.
 - ii. Leadership team has certain jobs and those jobs are sometimes passed along but most of the time the person who is the strongest in that area gets the job.
 - jj. Volunteers, appointment.
 - kk. Throughout the year.
 - ll. Principal and an assistant principal in charge of curriculum.
A core leadership team that is the principal, assistants, counselors, and two ACSIP chairs.

Leadership is distributed among tasks that need to be handled.

Not distributed.

Our principal is always willing to allow someone to take on a leadership role.

Appendix C: Professional Learning Community Functional Level

PLC's and functional level and degree of influence teacher leaders have in decision-making process.

Are PLC's established within the structure of your school?	Indicate the degree of influence teacher leaders have in the decision-making process.
a. We are shifting to PLC's (professional learning communities) and are still in the developmental stage.	a. This is a newly developed team and we are hopeful that as they continue to develop, they will have a high degree of decision making for our school.
b. We will get there.	b. Just changed role and job description for department chairs to focus on teaching/instruction/achievement improvements.
c. A highly functioning PLC does more than carry out the plans of another. We are not there yet.	c. We have an excellent staff. Within most grade levels, teachers depend on each other for their strengths and support each with their weaknesses.
d. Time is provided for PLC but it is usually at the end of the day when participants are tired.	d. With only 2 teachers per grade level, teachers are not given formal teacher leader titles. Most young teachers in our school have been less willing to take on leadership roles when given the opportunity.
e. n/a	e. Collective discussion, agreement and disagreement are held at a high esteem. 90% of decisions are made in the Leadership Team meetings.
f. This is an ongoing process. It has been a wonderful experience. If teachers can understand and embrace the process and meaning of the PLC it can really work. In some grade level it is a struggle and in others it has taken off.	f. There is no formal at this time.
g. Some groups make progress but most groups have felt the meetings have not been useful.	g. This is the last year to have teacher leaders since curriculum coaches are here.
h. The purpose of the PLC that we have implemented if for our Freshman Academy Initiative.	h. We use department heads to come on board with new initiatives. They also troubleshoot ideas and gather information.
i. We are working on establishing leadership team goals and extending these goals throughout team meetings and PD. At this time there is a lot of ground work and trust that must be done to move forward.	i. The focus team was just recently formed. The department chairs will have an increased level of instructional influence next year.
j. We are implementing the PLC model fully starting Fall '08.	j. In our small school there are no formal teacher leader roles. However, there are very distinguishable informal teacher leader roles.
k. PD and summer training will lead the way for PLC implementation for 08-09.	
l. The Leadership Team attended Rick DeFour's PLC Institute together.	
m. We are in the process of establishing PLC's.	
n. We are working on collaborative groups through QTL program (quality teaching and learning) in partnership with De Queen Mena Edu. Coop	

Appendix D: Incentives and Barriers to Distributed Leadership

Incentives and barriers to encourage establishment of a distributed leadership team

What are the incentives within your district and school that encourage you to establish a distributed leadership team?

- a. None (12)
- b. Improve student success, student achievement, higher student achievement
- c. Everyone is accountable for student success, an environment is created where more people take on more responsibility and are more interested in working together.
- d. None with exception of planning time designated to the team. None except self motivation
- e. Support structure that encourages input from stakeholders, good pd support, and department chairs have credibility and a desire to improve.
- f. The logic for distributed leadership teams is there but this is hard to achieve without a high level of trust, respect, and open-mindedness.
- g. Opportunities for advancement with curriculum coaches in every building.
- h. More buy-in from all staff members.
- i. The need for everyone to feel they have a part in the decision making process, specifically in curriculum and program decisions.
- j. Increased student success, increase student achievement
- k. They function as SLC but actively work to improve what they do within the department to meet the greater good of the students.
- l. This will build collegial relationship. When we work together we benefit—especially students.
- m. Additional period during the school day.
- n. I don't think it is an incentive, but lack

What are the barriers within your district and school that prohibit you from establishing a distributed leadership team?

- a. Veteran teachers (3)
- b. N/A (3)
- c. Scheduling, unwillingness to collaborate, limited space
- d. Time (14)
- e. Money (5)
- f. Scheduling (2)
- g. Change
- h. Size
- i. Limited FTE vs requirements
- j. Change comes from top down and people prefer to have a true voice in change. There are unrealistic expectations for classroom teachers.
- k. Inexperienced administrators
- l. Consistent leadership, accountability
- m. The strong tie to tradition (the way we always have done it). (6)
- n. Too many administrators and afraid to give up control.
- o. Systems issues related to departmentalization
- p. Lack of knowledge, willingness, someone to decide to establish distributed leadership teams.
- q. Our district level staff struggle with understanding distributive leadership. There are pockets of success, it is not yet a systematic approach to distributed leadership. More trained leaders.
- r. Current school leaders want to keep most of the power and not distribute it to others. Teachers not allowed to keep current with educational practices as they rarely invited to attend meetings where new ideas are presented...only leadership goes.
- s. Attitudes, complacency of staff

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- of hands-on knowledge about how staffs operate has allowed us to implement distributed leadership according to how we want it to look in our building.
- o. Time is built into the schedules for those who are on teams.
 - p. There is no incentive other than personal satisfaction.
 - q. Having everyone working together to help students achieve.
 - r. Our district firmly believe in DL. There have been several issues in the past where the distributed leadership model has been introduced in the wrong way and the idea has lost a lot of credibility. We are in the process of redesigning the model and getting it implemented at the building level.
 - s. From my leadership role, this is the only way I can lead. We must create a PLC design and leadership must be distributed as we focus on data and constant assessments.
 - t. DL encourages buy-in from all faculty and staff.
 - u. As a principal I cannot think of all the best answers to the problems that fact our school
 - v. Internal motivation.
 - w. There are concrete expectations set for our leadership team.
 - x. A building principal who is open to the ideas of the staff.
 - y. Professional development
 - z. Stipends
 - aa. Student success if the most important incentive. This motivates us all to work together to align curriculum to the state standards. Morale is very important to our school success. When we work together and we have common goals, it brings us together. We find that we all have the same concerns and questions.
- members
 - t. Distrust between principals, coaches, and teachers. Actions speak louder than words.
 - u. No discussion of changing the type of leadership that has existed in your school forever.
 - v. Decisions made at the administrative office with little input from the school.
 - w. Administrators have knowledge but are taking baby steps in implementation.
 - x. School culture, lack of parental support, isolation, unstable leadership
 - y. Resistance and support from central office which leads to ambiguity.
 - z. Building principal unwilling to buy-in to the distributed leadership model.
 - aa. Lack of understanding
 - bb. Willingness of staff to take on more responsibility.
 - cc. Organization