



Summary

The Missouri Department of Elementary and Secondary Education (DESE) Office of Educator Quality provides a yearlong Leadership Academy. Participants engage in focused learning on the improvement of leadership performance as articulated in Missouri's Leader Standards and Quality Indicators. The program of study for Leadership Academy includes a combination of statewide and regional cohort meetings.

The overall objective is to build leadership capacity through four concepts:

- Lead Learner
- Professional Relationships
- Teacher Development
- Continuous Improvement

This document provides evaluation results from the 2014-2015 Leadership Academy. These results assist in measuring program effectiveness and future program needs.

Intended Outcomes of the Leadership Academy

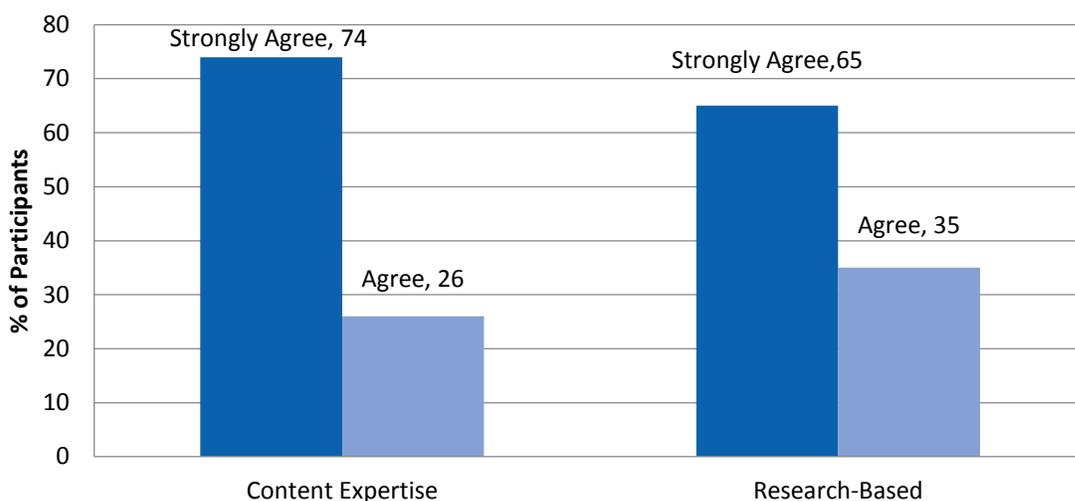
- Increased knowledge in research-based practices
- Networking opportunities that feature engagement in professional dialogue to effectively problem-solve relevant school issues
- Development of skills to facilitate a collaborative-based culture that informs decision-making and supports implementation of the vision, mission, values and goals
- Recognition of individual characteristics/conation of self and others to effectively organize and facilitate high-performing team efforts
- Assessment of teacher performance based on evidence
- Development of skills for providing meaningful and descriptive feedback to teachers
- Use of educator evaluation information to establish performance targets and inform professional learning
- Analysis and use of data to strategically plan for addressing identified needs and areas requiring change
- Skills to monitor progress and effectiveness that inform future actions

Participants

Forty-six (46) of Eighty-nine (89) Leadership Academy participants responded to this survey. This represented a 51% return rate. Following are the results of this survey:

Survey Responses

Chart 1: Overall Impressions of Leadership Academy

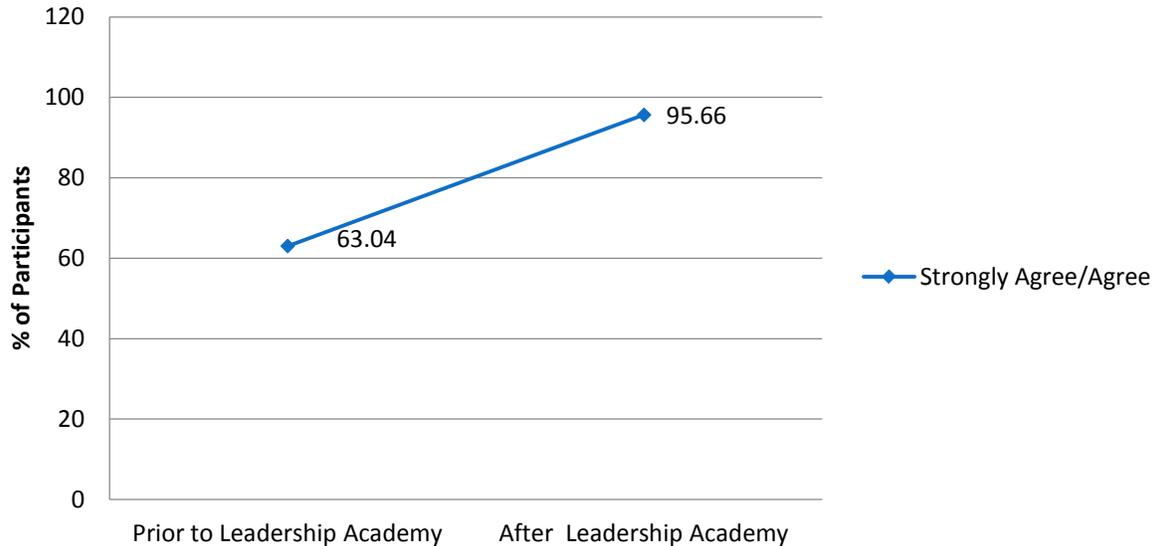


As illustrated in Chart 1, 100% of the respondents agreed or strongly agreed that the content expertise and research-based strategies offered at the statewide meetings were responsive to the needs of Missouri school leaders.

Understanding Prior to Leadership Academy and After Leadership Academy Comparison (Charts 2, 3, 4, 5, 6, 7)

Participants were asked to provide reflective self-ratings on six pairs of statements indicating their understanding of concepts prior to the Academy and after the Academy. Items were rated on a five-point scale: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree. The pairs of statements were rated: (a) Facilitate a Collaborative Culture; (b) Effective Leadership Skills; (c) Provide Effective Feedback; (d) Understand Team Building; (e) Engage in Professional Dialogue; and (f) Sustain a Culture of Continuous Improvement. Charts 2, 3, 4, 5, 6 and 7 illustrate the participants' responses.

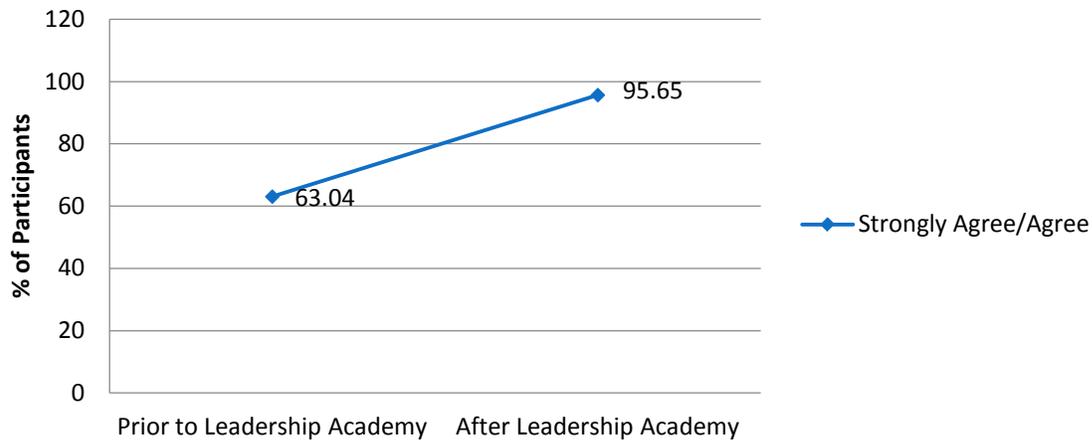
Chart 2: Effectively Facilitate a Collaborative Culture



Twenty-nine (29) participants (63%) agreed or strongly agreed that prior to the Academy they had a good understanding of how to effectively facilitate a collaborative culture. At the conclusion of the Academy, forty-four (44) participants (95.6%) respondents agreed or strongly agreed that they had a better understanding and were able to apply skills and strategies to effectively facilitate a collaborative culture in their district/school building or classroom. This reflects an increase of **32.6** percentage points.

There was an additional significant finding related to effectively facilitating a collaborative culture. Prior to the Leadership Academy, seventeen (17) participants disagreed or were neutral regarding their abilities in this area. After the Leadership Academy, just two (2) participants remained neutral and none disagreed.

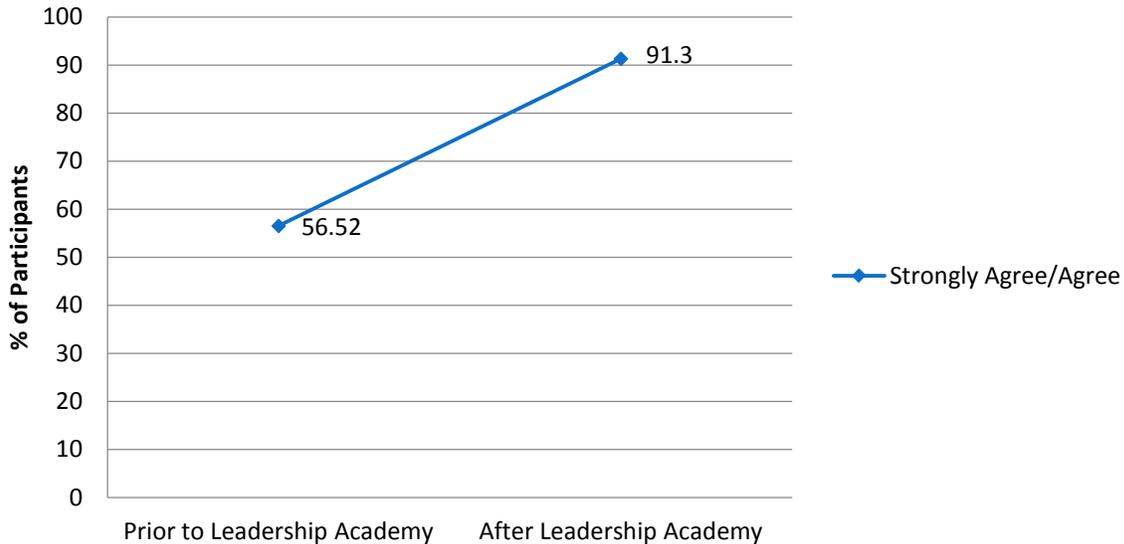
Chart 3: Understanding and Practice of Effective Leadership Skills to Effectively Develop Teachers



Twenty-nine (29) participants (63%) agreed or strongly agreed that prior to the Leadership Academy they had good understanding of how effective leaders develop skills to effectively develop teachers. After participating in the Leadership Academy, forty-four (44) participants (95.6%) agreed or strongly agreed that they had practiced effective leadership skills to effectively develop teachers in their building and/or district. This reflects an increase of **32.6** percentage points.

Prior to the Leadership Academy, seventeen (17) participants disagreed with this statement or were neutral in their abilities in this area. After participating in the Leadership Academy, just two participants remained neutral and none disagreed.

Chart 4: Understand and Provide Meaningful and Effective Feedback



Twenty-six (26) participants (56.5%) agreed or strongly agreed that prior to the Leadership Academy they had a good understanding of how to provide teachers with meaningful and descriptive feedback. After the Leadership Academy, forty-two (42) participants (91.3%) agreed or strongly agreed that they effectively provided teachers with meaningful and descriptive feedback to establish performance targets and inform professional learning. This reflects an increase of **34.7** percentage points.

In addition, data showed that prior to the Academy twenty (20) participants disagreed or were neutral regarding their ability to provide meaningful and descriptive feedback. After participation in the Leadership Academy, four (4) participants remained neutral and none disagreed.

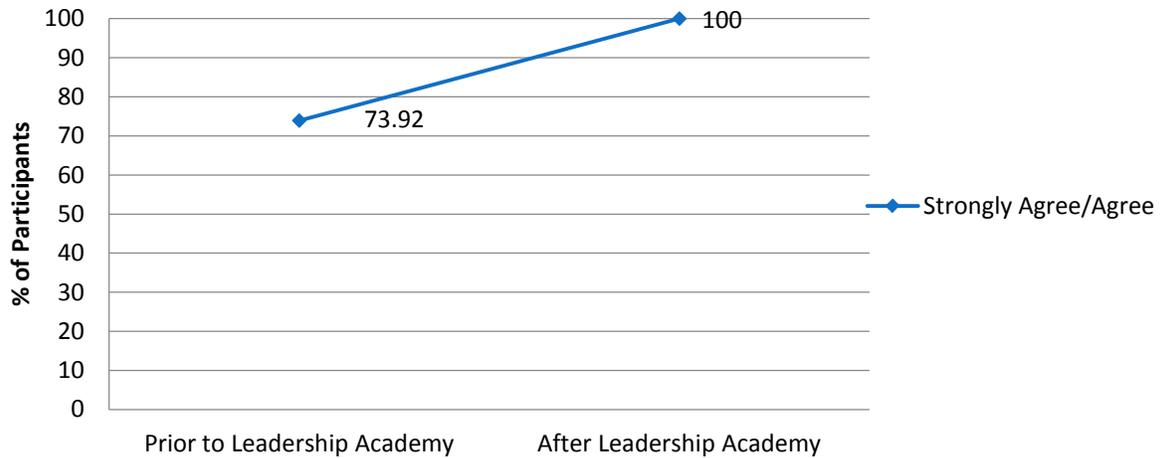
Chart 5: Organize and Facilitate Highly Effective Teams



Twenty-seven (27) participants (58.7%) agreed or strongly agreed that prior to the Leadership Academy they had a good understanding of how to recognize individual characteristics/conation of self and others to effectively organize and facilitate high-performing teams. After the Leadership Academy, forty-two (42) participants (91.3%) agreed or strongly agreed that they recognize individual characteristics/conation of self and others and effectively organize and facilitate high-performing teams in their building/district. This reflects an increase of **32.6** percentage points.

In addition, data showed that prior to the Leadership Academy nineteen (19) participants disagreed or were neutral about their ability to recognize individual characteristics/conation of self and others. After the Leadership Academy, four (4) participants remained neutral and none disagreed.

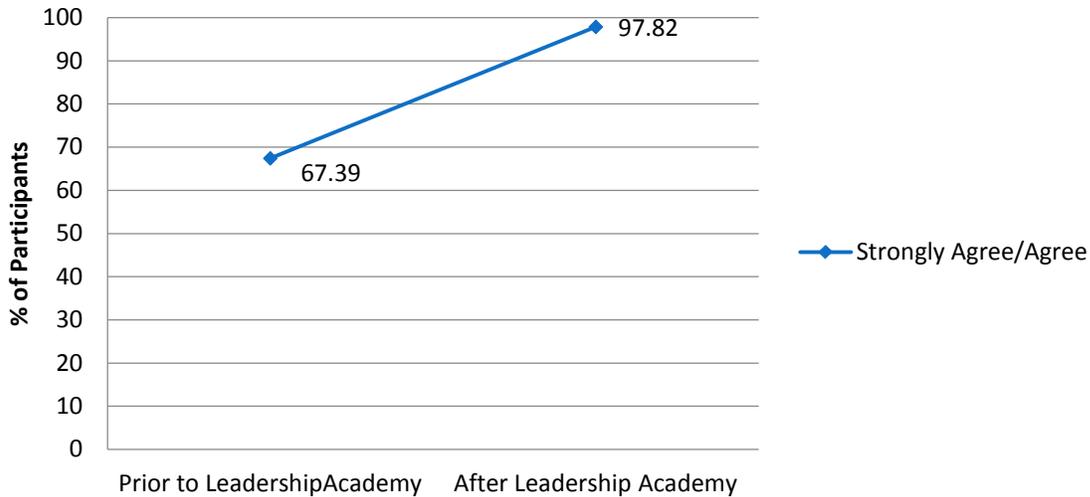
Chart 6: Effectively Problem-solve Relevant School Issues through Dialogue



Thirty-four (34) participants (73.9%) agreed or strongly agreed that prior to the Leadership Academy they had a good understanding of how to network and engage in professional dialogue in order to effectively problem-solve relevant school issues. After participating in the Leadership Academy, forty-six (46) respondents (100%) agreed or strongly agreed that they actively network and engage in professional dialogue in order to effectively problem-solve relevant school issues. This reflects an increase of **26.8** percentage points.

In addition, data showed that prior to the Leadership Academy, twelve (12) participants disagreed or were neutral about their abilities in this area. After participating in the Leadership Academy, no participants disagreed or were neutral in this area.

Chart 7: Create and Sustain a Culture of Continuous Improvement

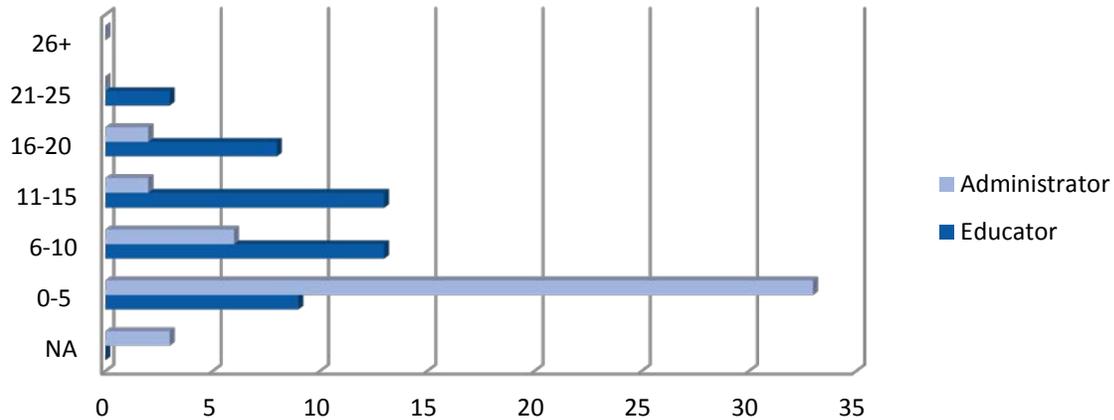


Thirty-one (31) participants (67.4%) agreed or strongly agreed that prior to the Leadership Academy they had a good understanding of how to create and sustain a culture of continuous improvement. After the Leadership Academy, forty-five (45) participants (97.8%) agreed or strongly agreed that they have implemented new skills and strategies to create and sustain a culture of continuous improvement in my classroom/building/district. This reflects an increase of **30.4** percentage points.

In addition, data showed that prior to the Leadership Academy, fifteen (15) participants disagreed or were neutral regarding their skills at creating and sustaining a culture of continuous improvement. After the Leadership Academy, one participant responded in the neutral category and none disagreed.

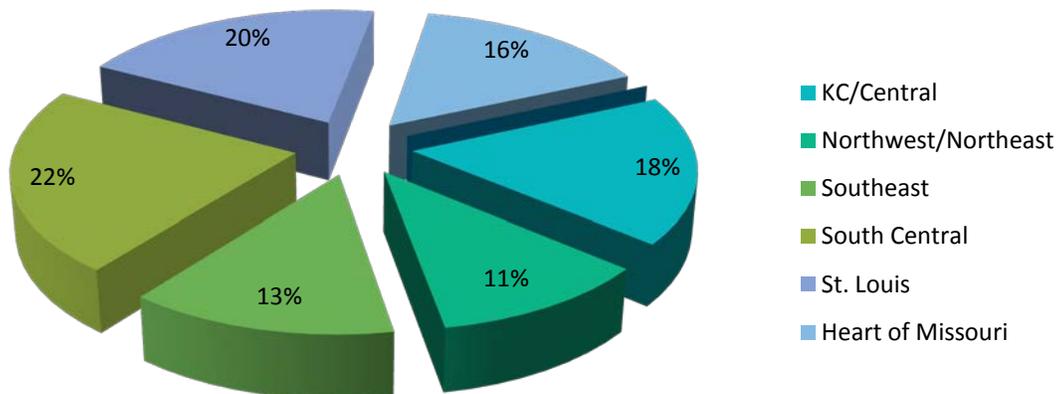
Understanding the Demographics (Charts 8, 9)

Chart 8: Our Academy Members' Work Experience



Our participants have been in education between 6-15 years and have been an administrator five years or less.

Chart 9: Participant Cohorts by Region



This chart demonstrates the percentage of participants in each of the regional cohorts of the 2014-15 Leadership Academy.

In addition to the pairs of statements, participants were asked to provide open-ended feedback. The questions and responses were as follows:

1. How will you use your learning from the statewide Leadership Academy meetings to improve your building to ensure that all students learn at high levels?

- The information I learned at LA validated what we are currently doing in our district to ensure all students learn at high levels.*
- The information that was provided was and will continue to be extremely useful for the new evaluation process. That was my key take-away, that I will be able to use throughout the year.*
- I have been using the meaningful feedback information – especially when it comes to hiring. I have become more confident and connected professionally.*
- To be more intentional and much more reflective; to ensure input from others as well. Continue to improve upon curriculum to ensure all students are working towards "the bar."*

2. What “Aha” moments did you have during the Leadership Academy learning experience?

- Missouri leaders are all in this together. Our challenges are more similar than different. We have room for 85% growth in areas of strength and only 15% in areas of weakness. This was a good reminder to focus on growing people's strengths rather than focusing solely on their weaknesses.*
- My "aha" moment came through the collaborative learning within my cohort and through my experiences at OLE.*
- The combination of Kim Marshall and Mike Rutherford redefined the teacher evaluation process for me. I now believe that I can coach, improve, and "grow" teachers with effective evaluations and follow-up conversations.*
- I was asked to reflect on two questions regarding school leadership. 1. Why should people follow me? 2. Where am I going?*
- My OLE “aha” moment was when confronted with the rock climbing wall. I never took part in an activity like this, and I decided to challenge myself to stretch my limits. This was important because it helped me see the importance of confronting new situations and overcoming self-doubt.*
- I have utilized the knowledge of how I attack problems and how my staff members approach situations to be a more effective leader, as well as transform how our school functions.*
- Jim Kern was also an amazing reminder of why we are in this business and the power of one kind word that can change a life.*
- Feedback doesn't have to be stressful.*
- Relationships with teachers are as important as that with kids.*

- *How we utilized the Kolbe A Index in the Academy... At Kickoff, we learned about ourselves, but at Outdoor Leadership Experience we took that to another level by learning about each other's Kolbe. In our group, our facilitators helped us look at others' Kolbe. They pointed out who we needed to listen to or if we needed to speak up to help perform a task. Facilitators showed us how to identify strengths within a team. I was able to go back and facilitate teams in my building. Learning when I needed to talk or enable others to talk. I was able to identify my staff's strengths and push them out of their comfort zones to accomplish things that need to occur for kids.*

3. What about the Leadership Academy learning experience was most relevant to you as a school leader?

- *Being able to build a network with fellow administrators.*
- *The importance of collaboration and sustaining a positive culture in the district.*
- *Learning more about the teacher evaluation process and how to begin implementation of the changes initiated through DESE. The speakers were fantastic, and I plan to take something from each of them to improve my school culture.*
- *The ability to process, share, and connect our learning to our current situations was invaluable in order to learn from others and realize that we are all experiencing similar challenges, no matter the size or location of our district.*
- *Opportunities to express situations in a protective setting. Role playing for possible situations and learning about the oppositional characteristics of personalities (and brainstorming ways to work with these personalities).*
- *Being able to share ideas and reflect on my own practices.*
- *Collaboration is so important and to use the data to drive the instruction and to make decisions for what is best for kids using that data.*

4. What about the Leadership Academy learning experience was least relevant to you as a school leader?

- *IEP process/compliance.*
- *I found all of the experiences to be relevant to my leadership growth. As a KOLBE RED, I would like to have more books from the speakers in our hands before, during, and after our meetings so that I can devour more information in order to be better prepared go deeper with questions or discussions.*

5. What additions, changes, or improvements might we make to the Leadership Academy experience to make it more meaningful and relevant to school leaders?

- *I thought it was a great opportunity; I wouldn't change anything; just continue to have great presenters.*
- *Professional development at the highest level. I highly recommend districts send as many teachers and administrators as possible!*
- *I would have liked to have known what other regional groups were learning. I would have liked a peek at what others were spending time on regionally.*

- *To me, the only change that needs to occur is that more of our district, building, and teacher leadership need to experience this professional development. I know we hope that each LA graduate will effect change back in his or her own district; however, nothing replicates the individual learning experience for each participant. If we could replicate this experience in each district or region then the students of our state will be better off.*
- *Merging areas may work when the distance is short, but when people must drive over 3 hours for regional meetings each month, it is difficult. The quality of the statewide meetings was so great that driving a long distance did not seem to be a problem.*
- *I am hoping that we are able to be involved with the next class of the Leadership Academy and pass down the things that we learned.*
- *Next year will be my 3rd year as a principal, and I am indebted to the leaders, strategies, and networking that I experienced. I believe it should be mandatory for all new leaders to experience within their first year or two of becoming a principal.*
- *Having a year 2 to the Leadership Academy.*
- *Overall it was an amazing experience, and I will highly recommend it to any administrator.*

Conclusion

Data graphs above depicted anywhere from a 26.8% increase to a 34.7 % increase in participants understanding over the four key concepts:

- Lead Learner
- Professional Relationships
- Teacher Development
- Continuous Improvement

Dr. David Buck, a superintendent, shares why he thinks the Leadership Academy builds leadership capacity:

In 2010, Wright City R-II School District ranked 499th in the state out of 523 school districts in terms of academic performance. We implemented a plan based on student engagement, rigor and data to action at that time. We also began sending two leaders to Leadership Academy annually to build both hard and soft skills to help effectively change our performance. By 2013, we were 156th in the state and the most improved district in the state of Missouri. We have continued our focus, our Leadership Academy relationship, and our performance has continued

to rise. Our high school, for example, was in the 20th percentile in 2011, and then rose to the 75th percentile in 2014. Leadership Academy is the backbone and common language for our rise, and I highly recommend the program to any district looking to improve.

Appendix of Survey Data

Survey Results	Strongly Agree		Agree		Disagree		Strongly Disagree		Neutral/No Response	
	n	%	n	%	n	%	n	%	n	%
1. The content expertise provided during the Leadership Academy statewide meetings were responsive to the needs of Missouri school leaders.	34	73.91	12	26.09	0	0	0	0.00	0	0.0
2. The research-based examples provided in the Leadership Academy can be used as resources for practitioners and are relevant to my district's needs.	30	65.22	16	34.78	0	0	0	0.00	0	00.0
3. <u>Prior</u> to attending the Leadership Academy, I had a good understanding of how to effectively facilitate a collaborative culture in a school building to inform decision-making and support implementation of the vision, mission, values and goals.	3	6.52	26	56.52	12	26.08	0	0.00	5	10.87
4. <u>After</u> attending the Leadership Academy, I applied skills/strategies learned to effectively facilitate a collaborative culture in my district/school building or classroom to inform decision-making and support the implementation of the vision, mission, values and goals.	27	58.70	17	36.95	0	0.00	0	0.00	2	4.35
5. <u>Prior</u> to attending the Leadership Academy, I had a good understanding of how effective leaders develop skills to effectively develop teachers.	3	6.52	26	56.52	12	26.08	0	0.00	5	10.87
6. <u>After</u> attending the Leadership Academy, I practice effective leadership skills to effectively develop teachers in my building and/or district.	17	36.95	27	58.69	0	0.00	0	0.00	2	4.35

Survey Results	Strongly Agree		Agree		Disagree		Strongly Disagree		Neutral/No Response	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
7. Prior to attending the Leadership Academy, I had a good understanding of how to provide teachers with meaningful and descriptive feedback.	3	6.52	23	50.0	16	34.78	1	2.17	2	4.34
8. <u>After</u> attending the Leadership Academy, I effectively provide teachers with meaningful and descriptive feedback to establish performance targets and inform professional learning.	25	54.34	17	36.95	0	0.00	1	2.17	3	6.52
9. <u>Prior</u> to attending the Leadership Academy, I had a good understanding of how to recognize individual characteristics/conation of self and others to effectively organize and facilitate high-performing teams.	2	4.34	25	54.34	15	32.60	0	0.00	4	8.69
10. <u>After</u> attending the Leadership Academy, I recognize individual characteristics/conation of self and others and effectively organize and facilitate high-performing teams in my building/district.	22	47.82	22	47.82	1	2.17	0	0.00	1	2.17
11. <u>Prior</u> to attending the Leadership Academy, I had a good understanding of how to network and engage in professional dialogue in order to effectively problem-solve relevant school issues.	2	4.34	32	69.56	10	21.73	1	2.17	1	2.17
12. <u>After</u> attending the Leadership Academy, I actively network and engage in professional dialogue in order to effectively problem-solve relevant school issues.	25	54.34	20	43.47	0	0.00	0	0.00	0	0.00

Survey Results	Strongly Agree		Agree		Disagree		Strongly Disagree		Neutral/No Response	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
13. <u>Prior</u> to attending the Leadership Academy, I had a good understanding of how to create and sustain a culture of continuous improvement.	3	6.52	28	60.86	11	23.91	1	2.17	2	4.34
14. <u>After</u> attending the Leadership Academy, I have implemented new skills and strategies to create and sustain a culture of continuous improvement in my classroom/ building/district.	25	54.35	20	43.48	0	0.00	0	0.00	1	2.17
15. The learning opportunities provided through the Leadership Academy regional meetings were relevant and easily adaptable in my district.	27	58.69	15	32.61	3	6.52	1	2.17	0	0.00

How many years have you been an educator?

0-5	0	0.00%
6-10	9	19.57%
11-15	13	28.26%
16-20	13	28.26%
21-25	8	17.39%
26+	3	6.52%

How many years have you been an administrator or someone who leads adults?

0-5	33	71.74%
6-10	6	13.04%
11-15	2	4.35%
16-20	2	4.35%
21-25	0	0.00%
26+	0	0.00%
NA	3	6.52%