Leadership Academy
Three-Year Evaluation

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 covering years 2014-15, 2015-16, and 2016-17 for 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

- 2014-15 Year=Forty-six (46) respondents of eighty-nine (89) participants or 51% return rate
- 2015-16 Year=Twenty-nine (29) respondents of ninety-nine (99) participants or a 29% return rate
- 2016-17 Year=Fifty-seven (57) respondents of one hundred and sixteen (116) participants or a 49% return rate

Following are the results of this survey:

Survey Responses

## Understanding Prior to Leadership Academy and After Leadership Academy Comparison (Charts 1,2, 3, 4, 5, 6, 7,8)

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 1: Overall Impressions of Leadership Academy
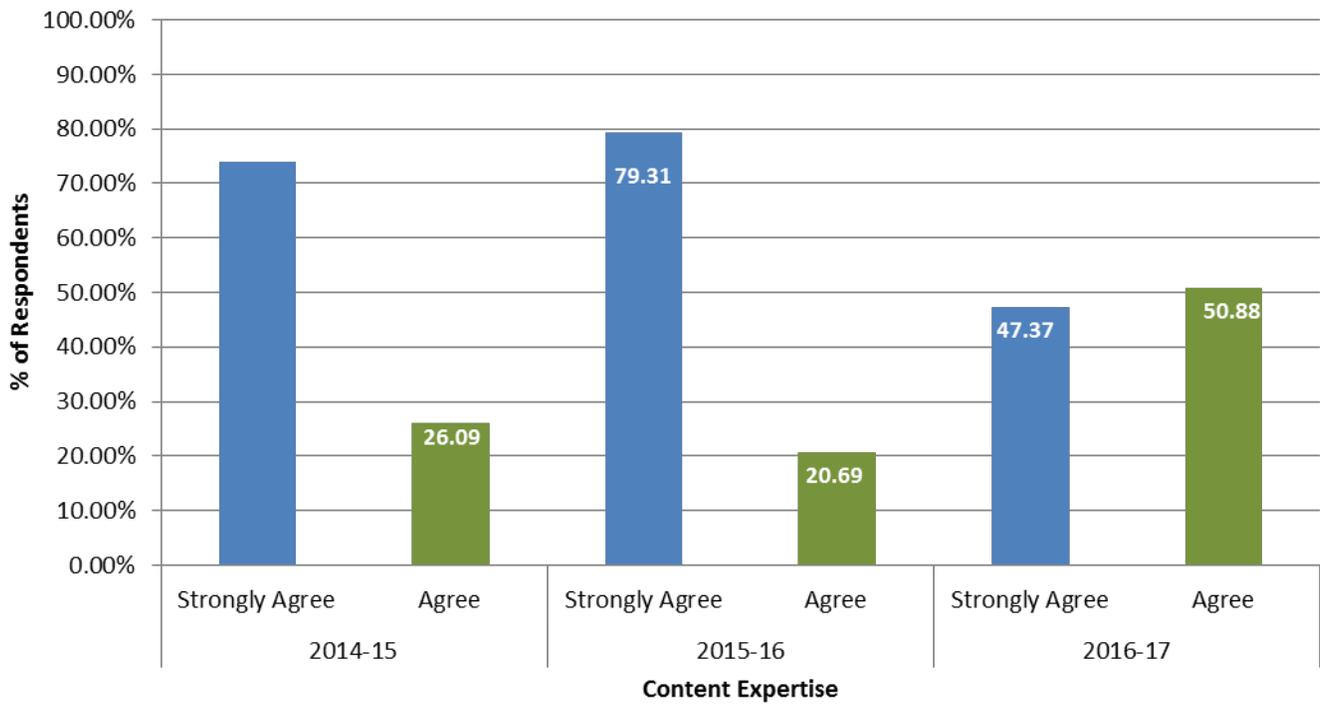
As illustrated in Chart 1, 100% of the respondents agreed or strongly agreed that the content expertise offered at the statewide meetings were responsive to the needs of Missouri school leaders.

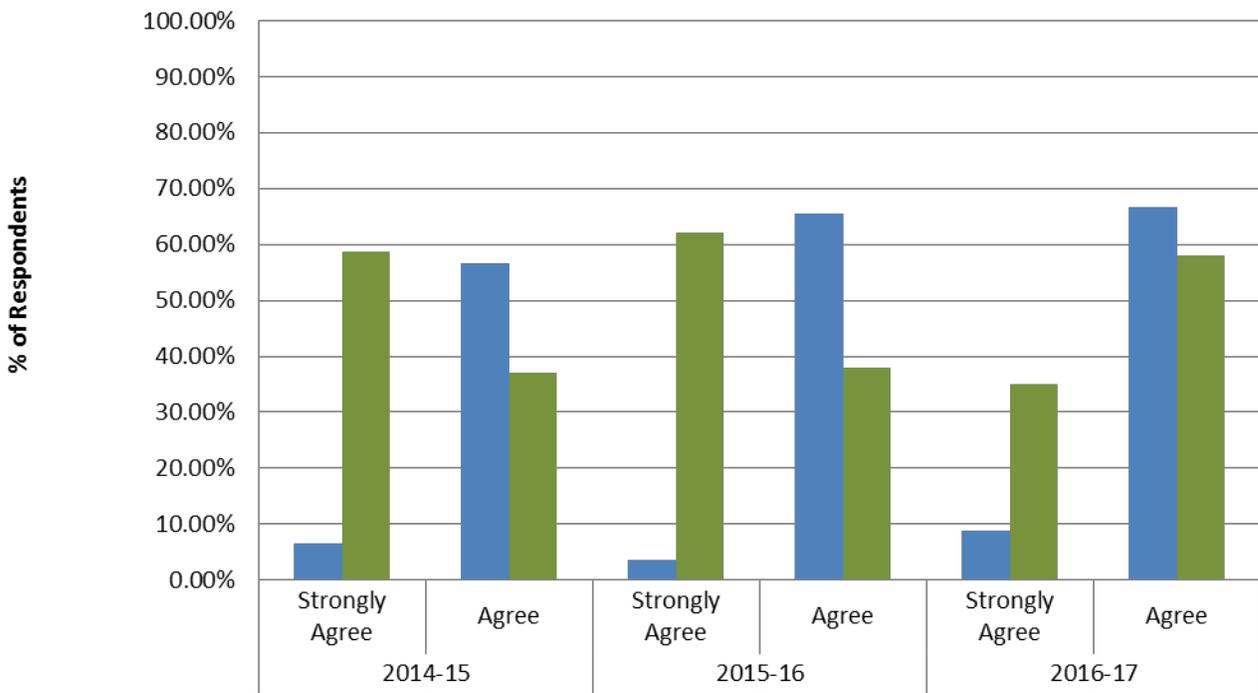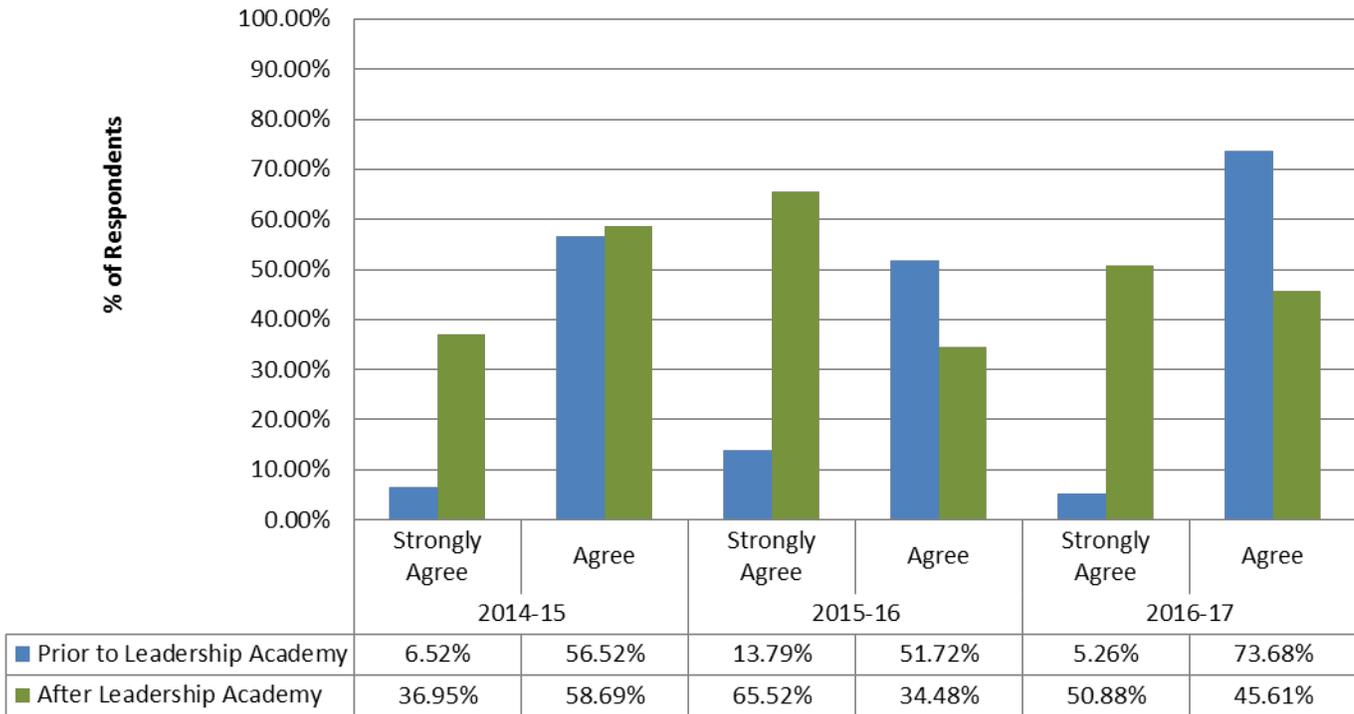# Chart 2: Overall Impressions of Leadership Academy
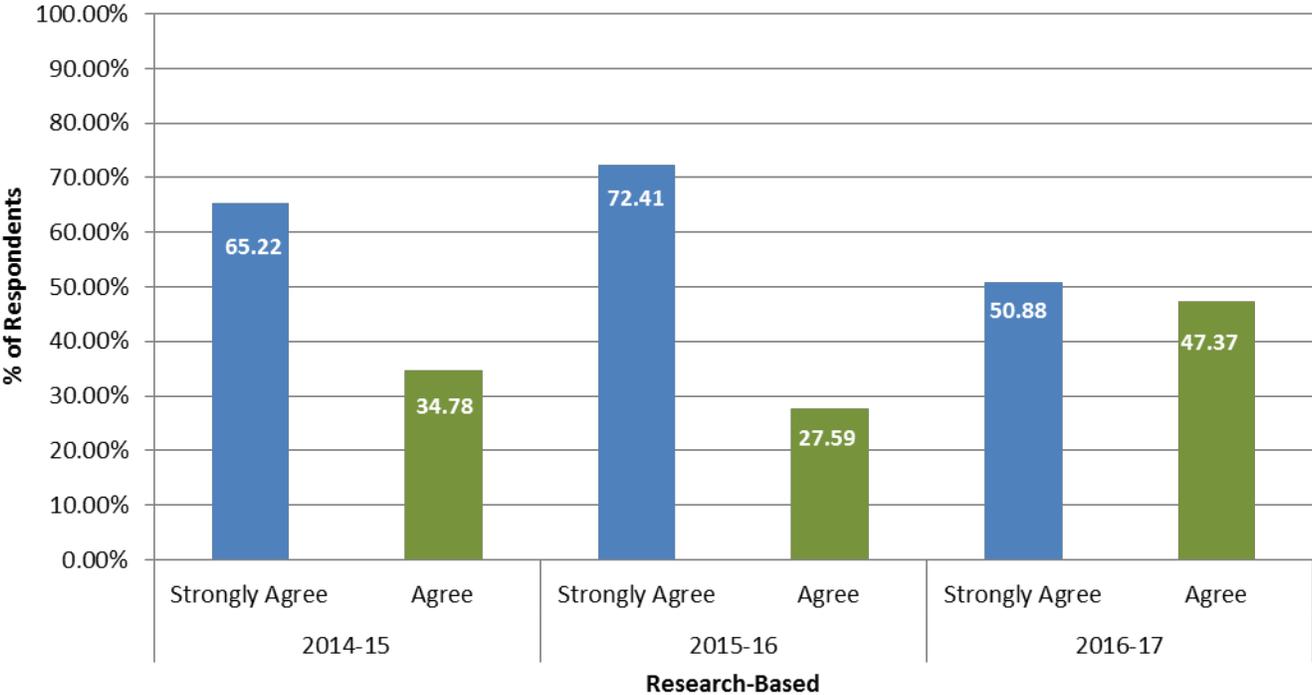
As illustrated in Chart 2, 100% of the respondents agreed or strongly agreed that the research-based expertise offered at the statewide meetings were responsive to the needs of Missouri school leaders.

Chart 3: Effectively Facilitate a Collaborative Culture

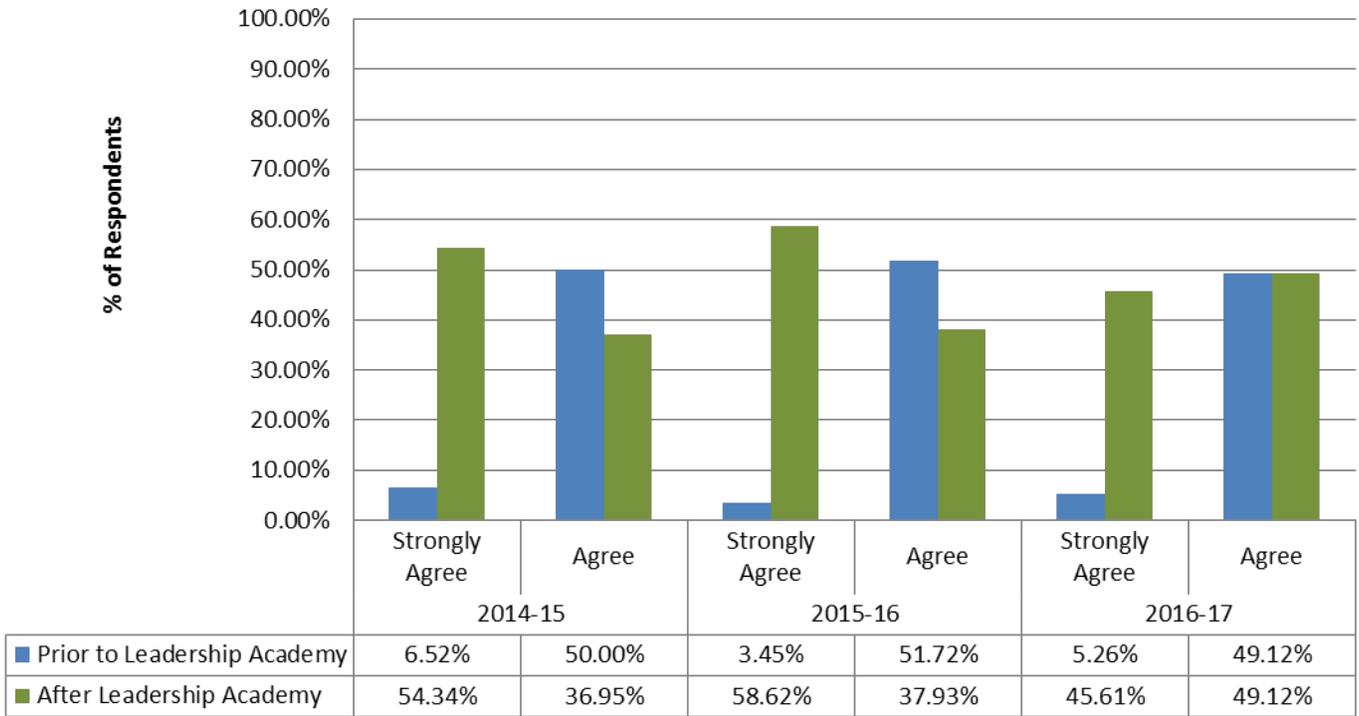|	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
	2014-15		**2015-16**		**2016-17**	
■ Prior to Leadership Academy	6.52%	56.52%	3.45%	65.52%	8.77%	66.67%
■ After Leadership Academy	58.70%	36.95%	62.07%	37.93%	35.09%	57.89%

As illustrated in Chart 3 over three years of cohorts, prior to attending Leadership Academy between 60-76% of participants felt they could effectively facilitate a collaborative culture but between 90-100% of the respondents agreed or strongly agreed that after Leadership Academy they could effectively facilitate a Collaborative culture.

Chart 4: Understanding and Practice of Effective Leadership Skills to Effectively Develop Teachers

	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
	2014-15		2015-16		2016-17	
Prior to Leadership Academy	6.52%	56.52%	13.79%	51.72%	5.26%	73.68%
After Leadership Academy	36.95%	58.69%	65.52%	34.48%	50.88%	45.61%

As illustrated in Chart 4 over three years of cohorts, prior to attending Leadership Academy between 63-79% of participants felt they had an understanding and practice of effective leadership skills to effectively develop teachers but between 95-100% of the respondents agreed or strongly agreed that after Leadership Academy felt they had an understanding and practice of effective leadership skills to effectively develop teachers.

Chart 5: Understand and Provide Meaningful and Effective Feedback

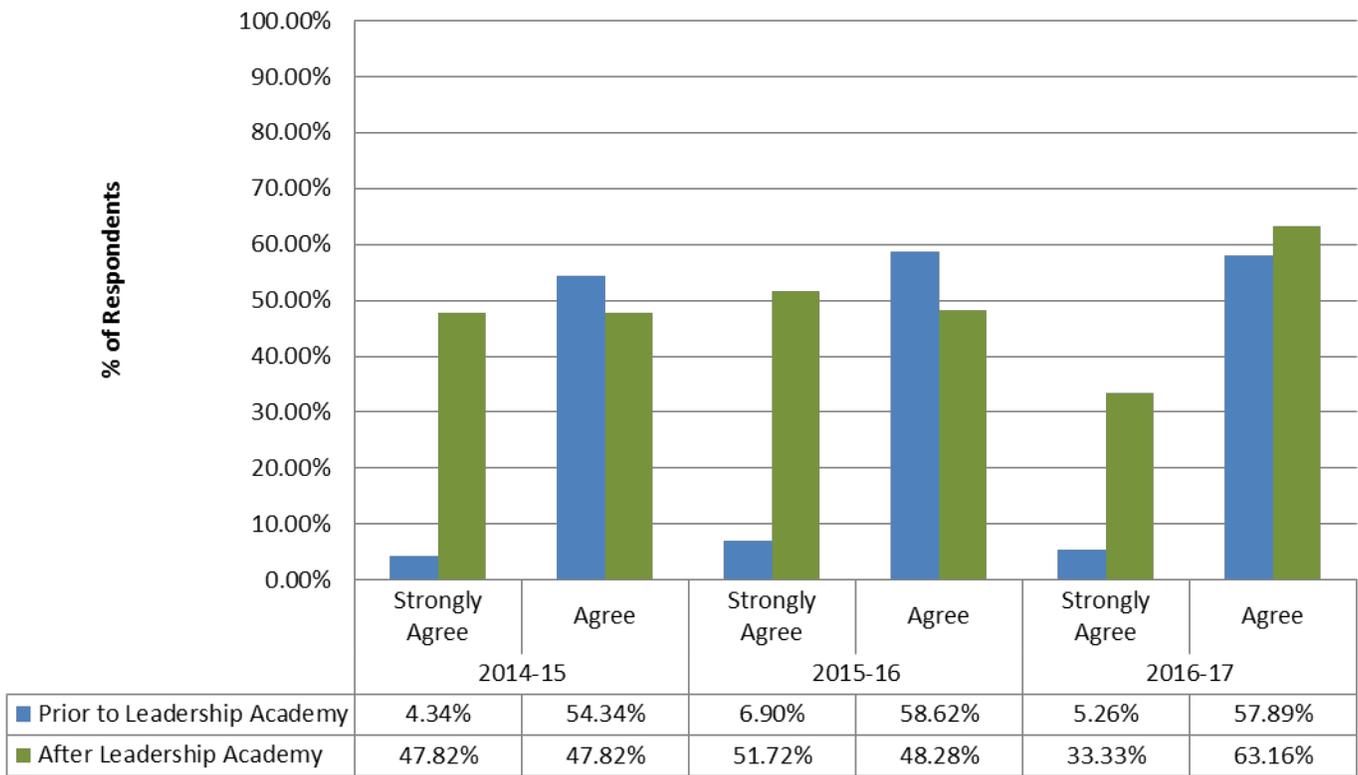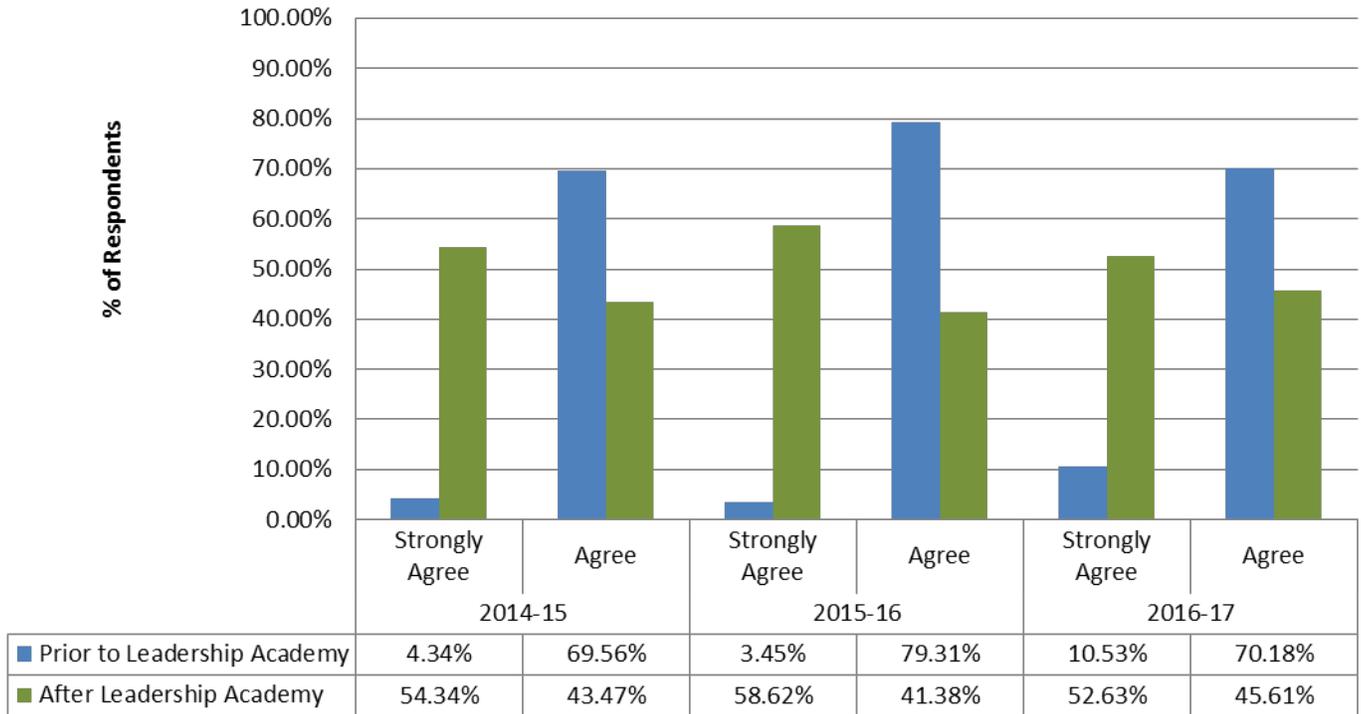|	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
	2014-15		2015-16		2016-17	
■ Prior to Leadership Academy	6.52%	50.00%	3.45%	51.72%	5.26%	49.12%
■ After Leadership Academy	54.34%	36.95%	58.62%	37.93%	45.61%	49.12%

As illustrated in Chart 5 over three years of cohorts, prior to attending Leadership Academy between 54-57% of participants felt they understood and could provide meaningful and effective feedback but between 91-97% of the respondents agreed or strongly agreed that after Leadership Academy, they felt they understood and could provide meaningful and effective feedback.

Chart 6: Organize and Facilitate Highly Effective Teams

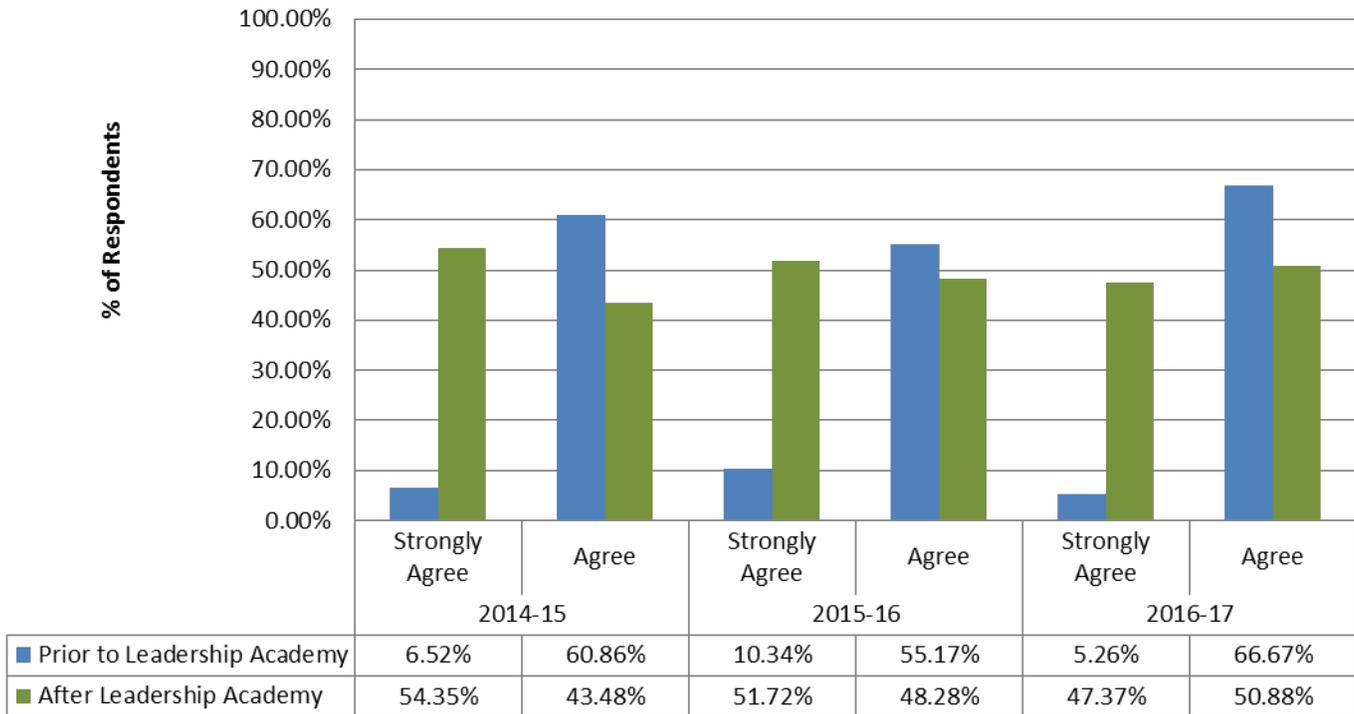|	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
	2014-15		**2015-16**		**2016-17**	
■ Prior to Leadership Academy	4.34%	54.34%	6.90%	58.62%	5.26%	57.89%
■ After Leadership Academy	47.82%	47.82%	51.72%	48.28%	33.33%	63.16%

As illustrated in Chart 6 over three years of cohorts, prior to attending Leadership Academy between 58-66% of participants felt they could organize and facilitate highly effective teams but between 95-100% of the respondents agreed or strongly agreed that after Leadership Academy, they felt they could organize and facilitate highly effective teams.

Chart 7: Effectively Problem-solve Relevant School Issues through Dialogue

	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
	2014-15		2015-16		2016-17	
■ Prior to Leadership Academy	4.34%	69.56%	3.45%	79.31%	10.53%	70.18%
■ After Leadership Academy	54.34%	43.47%	58.62%	41.38%	52.63%	45.61%

As illustrated in Chart 7 over three years of cohorts, prior to attending Leadership Academy between 73-83% of participants felt they could effectively problem-solve relevant school issues through dialogue but between 95-100% of the respondents agreed or strongly agreed that after Leadership Academy, they felt they could effectively problem-solve relevant school issues through dialogue.
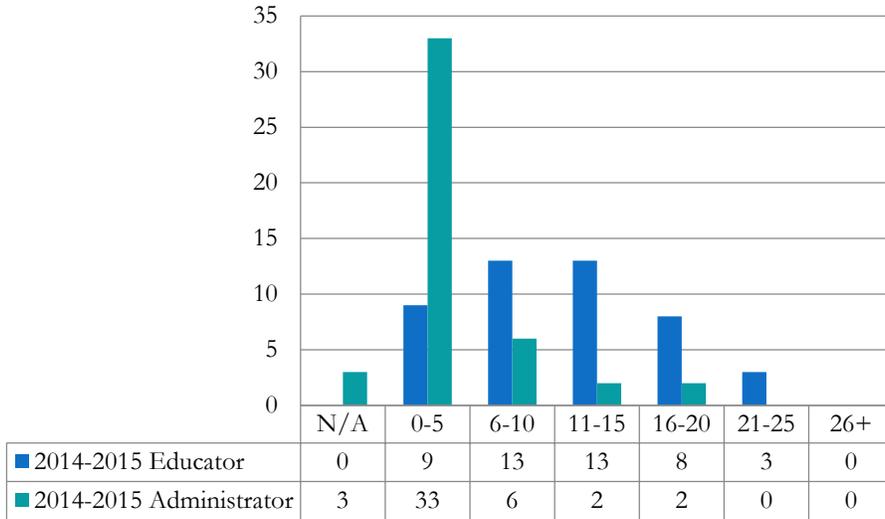
Chart 8: Create and Sustain a Culture of Continuous Improvement

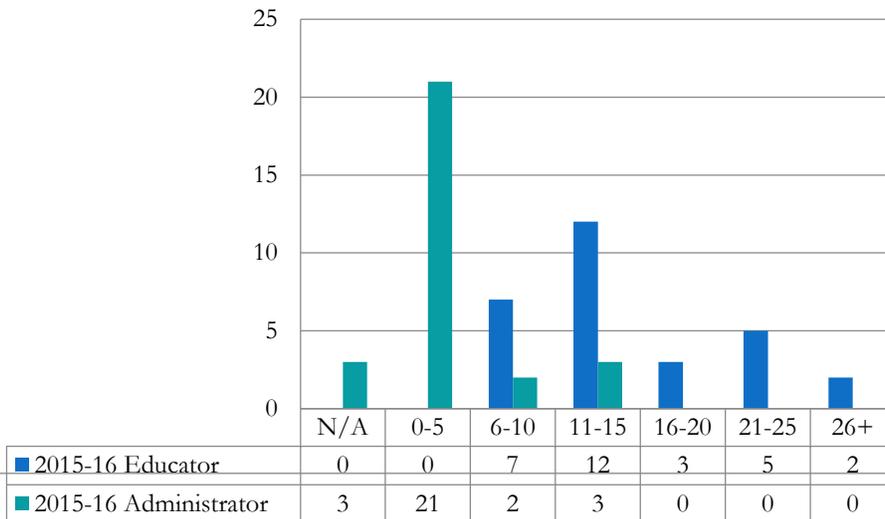|	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
	2014-15		2015-16		2016-17	
Prior to Leadership Academy	6.52%	60.86%	10.34%	55.17%	5.26%	66.67%
After Leadership Academy	54.35%	43.48%	51.72%	48.28%	47.37%	50.88%

As illustrated in Chart 8 over three years of cohorts, prior to attending Leadership Academy between 65-72% of participants felt they could create and sustain a culture of continuous improvement but between 98-100% of the respondents agreed or strongly agreed that after Leadership Academy, they felt they could create and sustain a culture of continuous improvement.

Our Academy Members' Work Experience 2014-15
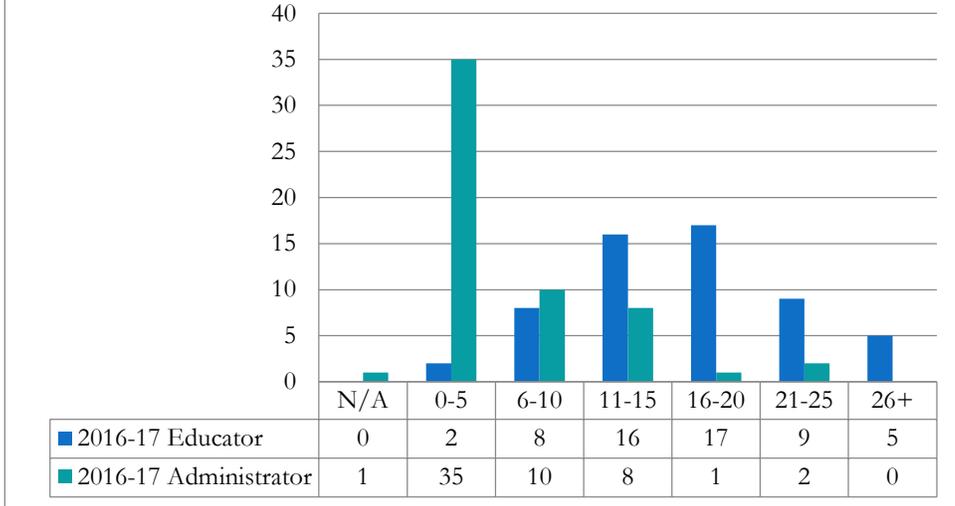
	N/A	0-5	6-10	11-15	16-20	21-25	26+
2014-2015 Educator	0	9	13	13	8	3	0
2014-2015 Administrator	3	33	6	2	2	0	0

Our Academy Members' Work Experience 2015-16

	N/A	0-5	6-10	11-15	16-20	21-25	26+
2015-16 Educator	0	0	7	12	3	5	2
2015-16 Administrator	3	21	2	3	0	0	0

Our Academy Member's Work Experience 2016-17

	N/A	0-5	6-10	11-15	16-20	21-25	26+
■ 2016-17 Educator	0	2	8	16	17	9	5
■ 2016-17 Administrator	1	35	10	8	1	2	0

Highest average work experience of participants:

	2014-15	**2015-16**	**2016-17**
Educator	6-15 Years	11-15 Years	16-20 Years
Administrator	0-5 Years	0-5 Years	0-5 Years

These charts demonstrate the percentage of participants in each of the regional cohorts over three years in Leadership Academy.

Cohort Respondents by Region 2014-15

- KC/Central — 18%
- Northwest/Northeast — 11%
- Southeast — 13%
- South Central — 22%
- St. Louis — 20%
- Heart of MO — 16%

Cohort Respondents by Region 2015-16

- KC/Central — 14%
- Northwest — 17%
- Southeast — 14%
- South Central — 24%
- St. Louis — 17%
- Heart of MO/Northeast — 14%

Cohort Respondents by Region 2016-17

- KC/Central — 25%
- Northwest — 5%
- Northeast — 5%
- Southeast — 9%
- South Central — 11%
- St. Louis — 21%
- Southwest — 11%
- Heart of MO/Hook — 13%

In addition to the pairs of statements, participants were asked to provide open-ended feedback from the 2016-17 Cohort. 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?**

   - Developing leadership skills throughout the meetings this past year has helped me to recognize my own strengths and weaknesses and allowed me to use those to develop other staff members to meet the specific needs of our district. Making it a more holistic action develops skills within areas that are weaker and in return helps all of our students.
   - We will be implementing some of the content I learned about Visible Learning.
   - I have increased my levels of feedback to the teachers. Mike Rutherford's days with LA changed my patterns of leadership!
   - By building and sustaining a culture of continuous learning, We are able to "OWN" our learning process and achieve the goal together because we are building 'BUY-IN."
   - I will encourage high expectations from teachers and will help provide them with research based strategies and resources to ensure effective practices are taking place.
   - I will work to help my building level administrator to be more effective and use her time to affect students. Keeping first thing first (students).
   - I am going to make share information I learned with our staff throughout the year, while modeling and providing effective feedback to all teachers.
   - Through the collaborative learning, students will be empowered into their daily learning.
   - Make sure that the teachers are doing the most effective strategies with the students and administrators being able to convey the messages that need to be conveyed so the teachers continue to improve
   - The things I connected to, I have already implemented in my building. I have really tried to choose those things that have the greatest positive impact for student learning.
   - The amount and quality of my feedback has drastically improved. There have been several ideas that I have obtained from other administrators during the informal discussions. I also have added to my professional network use it to answer future questions.
   - Visible learning strategies and use of skills in fierce conversations.
   - "I will form our school's first parent advisory committee to have open dialogue with all stakeholders. In addition, I will work closely with our Instructional teams to ensure that student achievement and student progress is being met and to work and support teachers in developing their skills to help with student achievement.

- Become even more visible throughout the day to see the day to day operations to support student learning.
- Continue to provide teaches and staff with professional development to support their growth and development as a teacher.
- The Leadership Academy was one of the best things I have ever done. Impactful and relevant. It has already made me a better leader and contributed to a positive climate in my school.
- It helps me to center my thoughts and coordinate my plans for how to best structure and shape the culture of our building.
- The techniques on feedback have helped build a collaborative culture based on a growth mindset in my building.

Visible Learning Principal Feedback Contact for Advice
Leadership Admin Team Strategies Place
Student Professional Development Teachers
Collaborative Able Culture

2. **What "Aha" moments did you have during the Leadership Academy learning experience?**

- *There are LOTS of different types of leaders that possess different qualities that make them good leaders. If I am able to take a little piece from each type, I can help my teachers and students succeed regardless of their personality or learning/teaching style.*
- *Mike Rutherford and the 30 second feedback and craft conversations and how that can really foster teacher reflection and growth in regards to their teaching practice.*
- *The one thing that keeps sticking in my mind that I already knew but is so important are the relationships we build with our students, teachers, support staff, fellow administrators, etc.*
- *Luis Cruz - he is my spirit animal. What an inspiration! Sometimes we need to be inspired, and that was my moment. Mike Rutherford - YES! Feedback has changed since learning from him.*
- *I was impressed with the information on 30 second feedback and what practices give the biggest effect size.*
- *My observation of the camp members was very energizing.*
- *They were participating in something that was going to improve Education. The anticipation from all members was contagious! There was not a task that could not be tackled by these determined highly educated TEAMS. They were driven, competitive and reflective. They were just like the students we see every day. We mastered something special those three days, it was to immerse our self into the culture and become part of the Lesson. You can't just teach anymore you have to work collaboratively with students groups to get them excited, organized, and working cooperatively. I know that after attending OLE and Leadership Academy that the members of education in the State of Missouri is on the rise and will continue to great levels."*
- *That I can be an effective leader. Never really thought of myself as a leader until I went through this program.*
- *OLE was the best learning experience I have ever had as a professional Educator. The experience enlightened my inner strengths & weaknesses.*
- *The Kolbe test helped me to understand myself and how others see me. It is important to know what each staff member's strengths and weaknesses are including personality traits. Knowing which staff members can help plan the best, adapt on the fly, or follow through is important to be able to put people in the best position to be successful.*
- *That we must focus on the process and not the end result.*
- *Other districts are experiencing some of the same problems that I am.*
- *The Leadership Academy was one of the best things I have ever done. Impactful and relevant. It has already made me a better leader and contributed to a positive climate in my school.*

- *I believe the most impact was the Luiz Cruise presentation. I approach my staff by moving to a school by any means necessary to have our students perform at high levels of self and academics.*
- *Focus on a teacher's strengths to get the most growth. Focusing on weaknesses only allows them to improve a small amount.*
- *Making time for myself and taking care of myself so that I can be at my best!*
- *A school culture is toxic because of the teacher's belief in the students' abilities and the ability to change the culture is not possible without a true understanding of where we came from and how we got there.*
- *Probably the multitude of ideas that could be incorporated in my building in order to improve it.*
- *How effective the KOLBE colors were in developing high functioning teams.*
- *Importance of decision making based off effect size research*
- *My issues/struggles are not isolated.*

Leadership Academy Making Improve Focus OLE
Important Moments School Culture
Students Leader Second Feedback Growth
TEAMS Sense Strengths

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

- *Networking and hearing from different leaders all over the state that tackled the same issues that we face in our district. It allows me to seek out help when we need it!*
- *I enjoyed getting to know other school leaders and bringing home new ideas. It was a very valuable experience.*
- *All of the guest speakers were awesome. I took something away from every single speaker.*
- *The fact that I am not doing this alone. In my position, I often am the only person in situation. It was nice to see and talk to others in a similar situation.*
- *Having time to learn and reflect on my own practices. Think about how I can best use what I am learning to guide and facilitate my team of teachers.*
- *Collaboration and team work.*
- *Having conversations that produce possible solutions to current issues. I love the interaction versus the sit and get.*

- *The Networking and connections made throughout the year, especially working with and meeting people from outside of St. Louis and Loved OLE!*
- *OLE...I almost didn't go because we old administrators get in these funks and believe we can't be out of the building. I learned so much...more about others, more about myself, and that I can still hike a long way! It was a wonderful experience.*
- *Supporting teachers; providing meaningful feedback.*
- *"The 30 second feedback was the most beneficial information for me as a leader to implement in my building. It was easy to implement and helped immediately after implementation.*
- *The Kolbe combined with the OLE experience was the most relevant to me in the long term in being able to handle a variety of situations with a variety of personalities and reflect on ways to improve. "*
- *The process and building relationships. Also being able to network to get different experiences on issues.*
- *There was no one thing, the entire experience was relevant.*
- *I think there are so many, but the most relevant was OLE. This pushed you to the limit which happens all so often on the job each day and you manage to figure out how to make it work. Well OLE stretched your mind, body, and inner spirit in a very positive and necessary way. I walked away with such an appreciation for what we do as a profession and felt very valued, humble, and energized for the school year. Thank you for a great experience.*
- *The Leadership Academy was one of the best things I have ever done. Impactful and relevant. It has already made me a better leader and contributed to a positive climate in my school.*
- *The network and problem sharing with other leaders was particularly helpful.*
- *Hearing pertinent content and finding a strong support group with excellent facilitators.*
- *Culture/climate and frequent feedback.*
- *The wide range of professional development. It addresses all aspects of effective leadership.*
- *Transforming school culture is where we need to start.*

Conversations Reflect Leadership Culture Improve
Ability OLE Team Networking Connections
Relevant Hearing School Took
Meaningful Feedback

3. **What about the Leadership Academy learning experience was *least relevant* to you as a school leader?**
   - *Recognizing and valuing that all educators have different areas of strength. We should build on each other's strengths to help our students develop as whole learners.*
   - *The Leadership Academy was one of the best things I have ever done. Impactful and relevant. It has already made me a better leader and contributed to a positive climate in my school.*
   - *Ainsley Rose's information was relevant however somewhat too much for one day. If broken down and delivered in smaller bites, a leader might better be able to digest and put into practice.*

4. **What additions, changes, or improvements might we make to the Leadership Academy experience to make it more meaningful and relevant to school leaders?**
   - *Long PD sessions are really hard for everyone. Breaking up the sessions at the big meetings might be more effective. (Shorter sessions with breakouts in between?)*
   - *More networking and collaborative time and possibly trying to pair up same size school administrators to work through similar issues.*
   - *I think some would like to spend a little more time with their OLE groups during the last 3 days of LA.*
   - *Step by step leading teachers to success.*
   - *Focus on the teacher/leader transition to administration.*
   - *To have academy leaders schedule time to come to my building and help me tailor the information received to my building*
   - *I think looking at how to continue for more than 1 year!*
   - *I think the regional meetings need to be better organized. I felt closer to the people I did OLE with than my regional team; although I developed relationships with all of them. It just took longer. I don't know how the information was shared, but meetings were loose. I heard similar comments from administrators from other regions.*
   - *More role playing activities in small groups to practice actual situations such as giving feedback or those fierce conversations. The networking was great but often in the evening many people left off on their own. How could the structure allow for the expectation that supper was as a group.*
   - *I feel those who plan the events for Leadership Academy do a great job of finding ideas which pertain to a wide variety of school leaders.*
   - *Have more reflections or table talk time. Having educators sit there for hours at a time, while we hear that we should not do this as educators, seems a little hypocritical.*
   - *The Leadership Academy was one of the best things I have ever done. Impactful and relevant. It has already made me a better leader and contributed to a positive climate in my school.*

- *For graduation, it might be beneficial to have more of an "inspirational" and practical speaker to end the year on. Ainsley Rose's information was great, but not placed at the right time.*
- *Start sessions early and end earlier.*

5. *After completing Leadership Academy what is a definition of an effective Leader?*
   - *An effective leader is self-aware and has a clear vision. They are not afraid to work with all types of people and to admit when they are wrong or that they need help. An effective leader earns respect by creating a culture in their building and continuing to work toward success for all of their faculty/staff and their students.*
   - *An effective leader is one who inspires others. It is a person who causes others to reach their greatest potential by setting the vision and then getting out front and "failing forward" and encouraging others to do the same.*
   - *An effective leader is one who takes risks for the betterment of his/her school, is willing to make positive changes, strives to improve student achievement, while building strong, trusting relationships.*
   - *Community builder with high expectations*
   - *I can lead teachers and students effectively no matter the environment in which I'm placed.*
   - *One who inspires others to lead.*
   - *An effective leader is able to make decisions that improve the climate and culture of a school by positively impacting the teaching and learning taking place in your building.*
   - *Effective leaders are a vital cog in the Education Machine.*
   - *The cog must be immersed deeply in the machine and be champion the for the entire machine."*
   - *An effective leader is one who keeps students a priority while balancing all of the other building or district needs as they arise.*
   - *A lead learner. Someone who listens and reflects before responding. Student learning is the goal in all we do.*
   - *Empowering others to lead.*
   - *One that simply moves the needle.*
   - *An effective leader is a leader who is open, honest, reflective, provides regular, specific, and constructive feedback helps build capacity within their building, is not afraid to make mistakes, to ask questions, and to build a team with a variety of strengths!*
   - *An effective leader is one who knows their strengths and weaknesses and is constantly working on, learning, and growing in both. My job is to lead people to where they may not believe they can go or don't know where to go.*
   - *A leader is someone who, in order to accomplish a vision, communicates it to others and influences them to work towards it by providing feedback and continual conversations.*

- *An effective leader is one who leads by example; setting the bar high... preparing staff to lead - my floor will be their ceiling.*
- *This may be one of the most simple, yet challenging questions. In its most basic sense, I believe an effective leader is someone who makes the people in the building feel today is better than yesterday, and tomorrow will be better than today. If everyone believes this to be true, there is no social, emotional, or intellectual obstacle to be insurmountable. Doubt in overcoming, is what makes a task impossible.*
- *An effective leader is someone who can build a positive culture in the school and gain buy in from every person in the building.*
- *An effective leader who can problem solve, build relationships, grow teachers to increase student achievement, and great an environment that is conducive to learning.*
- *A leader is one who listens, constantly learning from others, read plenty, and be flexible.*
- *Listener, collaborator, lead learner*
- *One who is an active listener focused on instructional leadership that will lead to transformation of the entire school culture.*
- *An effective leader builds a culture that is focused on professional and personal growth. Teachers should be allowed to be risk takers and to fail-forward. Students should also be encouraged to be learners, not just students who are "good at school."*
- *An effective leader is one that is a mixture of transitional and instructional.*
- *An effective school leader is able to influence staff, parents, and students to pursue a vision that all students can learn at high levels and ensure by any means necessary to accomplish that vision.*
- *One who strives and works at improving their building's climate, instructional practices, and relationships with stakeholders while making decisions, which may not always be popular, but ultimately are for the good of the students.*

Instructional Questions Learning Believe

Lead Not Afraid Students Entire

School Vision