



Teacher Leaders' and Administrators' Perceptions About A Leadership Capacity Building Program

by

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One of the most important challenges facing schools today is the effective implementation of change.

Fullan, 2005; Gabriel, 2005; Lambert, 2003



Why the Interest?

- Searching for viable candidates
- Learning and promotional opportunities for employees
- Planning for succession



One of the specific charges was to define problems which must be faced and overcome if we are to successfully pursue the course of excellence in education.

National Commission on Education, 1983




What is Capacity Building?

Sharing one's knowledge and expertise as a means of
empowering others



Getting Started

- Define the problem
- A University of College Partnership
- Source of funds
- Develop a strategic plan
- Implementation site(s)/Permissions
- Timelines

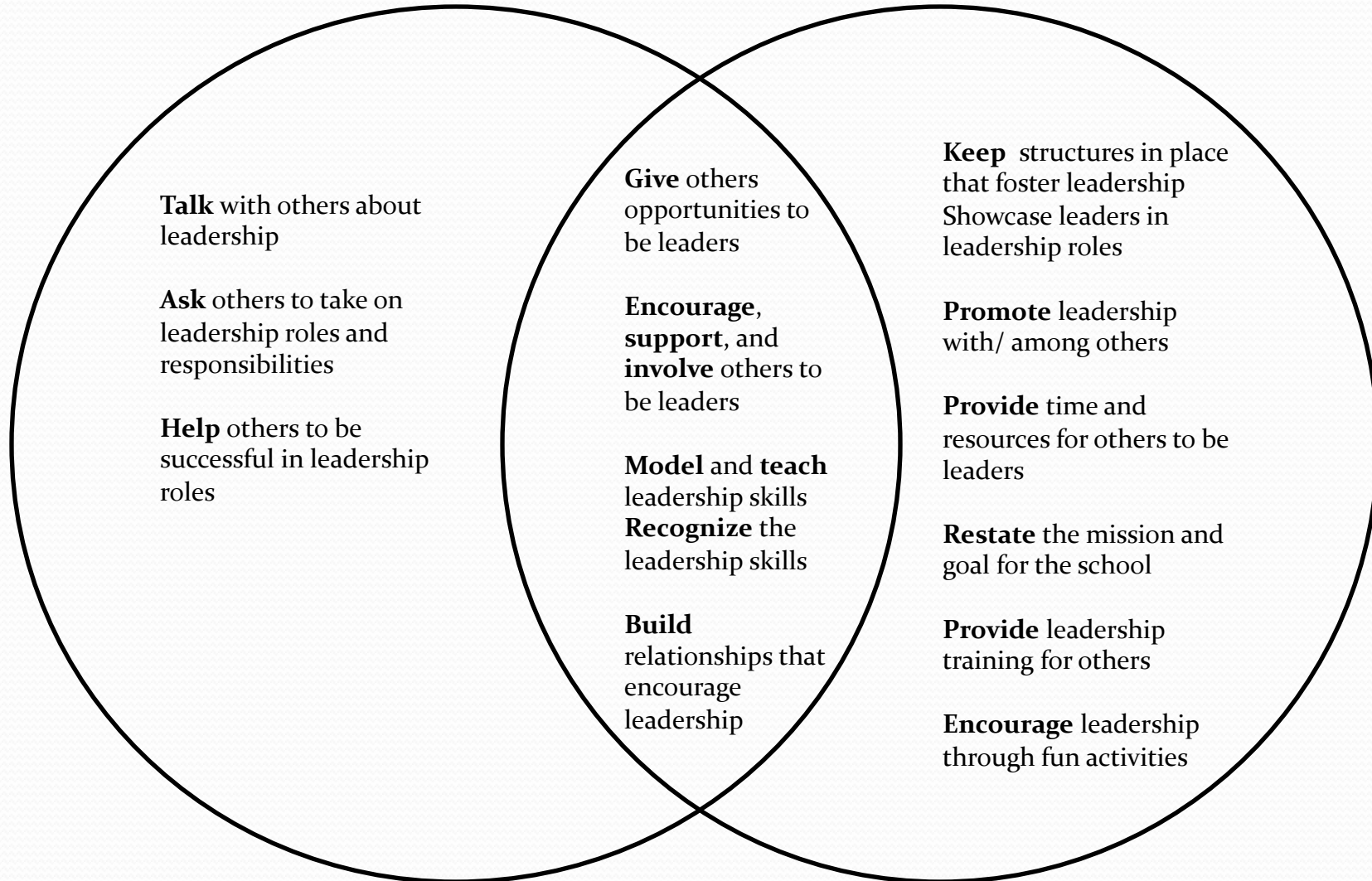
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- Sustaining School Success Program (S³)
 - A federal grant written to implement leadership development for four rural Alabama School Districts
 - Leadership Capacity Building Program
 - A collaborative partnership between Auburn University Truman Pierce Institute , the College of Education and four Alabama School Districts
 - Student Leadership
 - Student leadership academies


How to Build and Sustain Leadership Capacity

Build



Sustain




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- This research examined the perceptions and outcomes of a leadership capacity building program
 - Funding was through the Appalachian Regional Commission (ARC) Grant title "Sustaining School Success"
 - A goal was to strengthen the capacity of rural areas of Alabama's Appalachian Region to compete in a more global society



About the Districts

- Rural
- Impoverished areas
- Little industry
- Few economic opportunities
- High percentage of families under the federal poverty level
(According to the 2000 statistics 3.6 percent lived in poverty)
- Difficulty recruiting and retaining teachers and administrators
- All administrators embraced the program

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- Teachers, assistant principals, principals, central office administrators and superintendents
 - Four rural Alabama school districts
 - Level of education from Bachelors to Doctorate
 - Teaching experience from 0 to 26+ years



Designed for....

- Teacher leaders
- Administrators
- Students
- Also included Superintendents and Central Office Administrators, Assistant Principals and some new teaches




Program Goals

- Provide job-embedded professional development
- Mentoring
- Collaboration for current administrators
 - Development leadership skills and strategies for active engagement in school renewal for school leaders
 - Content knowledge
 - Mentoring and collaboration (all participants)
 - Shared learning opportunities for Professors, Graduate students, k-12 districts and students



Program Implementation

- Contact made with each district to provide information and support
- Conference call with superintendents to discuss program and address questions
- Program Director employed for extensive planning and curriculum development
- Each district utilized a certified central office employee to be their district coordinator/contact

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- Bi-monthly meetings were held to assess the needs of the districts and co plans events
 - Monthly meetings were held with superintendents, teacher leaders, student leaders and other central office administrators and assistant principals
 - Professional development
 - Effective communication skills
 - Instructional strategies improvement
 - Effective Mentoring
 - Handbooks provided for teacher leaders and students



Research Findings

The survey analysis overall perceptions of teachers and administrators is that there is a need for a leadership capacity building program.

100 surveys distributed (54% return rate)

74% Teachers

15% Assistant Principals

6% Principals

4% Central Office Administrators

Capacity Building Program Likert-type Frequency Scale

Item	Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Missing Data	Total
1. A leadership capacity building program is beneficial to the development of an administrator.	Teachers	1 (2.9)	1 (2.9)	3 (8.9)	12 (35.3)	17 (50.0)	34 (100%)
	Administrators	0	0	1 (8.3)	1 (8.3)	10 (83.3)	12 (100%)
2. I would recommend the leadership capacity building program to others interested in administrative training.	Teachers	1 (2.9)	4 (11.8)	4 (11.8)	8 (23.5)	17 (50.0)	34 (100%)
	Administrators	0	0	1 (8.3)	1 (8.3)	10 (83.4)	12 (100%)
3. Participants in a leadership capacity building program enhance their leadership skills.	Teachers	1 (2.9)	1 (2.9)	4 (11.8)	11 (32.4)	17 (50.0)	34 (100%)
	Administrators	0	0	0	2 (16.7)	10 (83.3)	12 (100%)
4. New administrators are selected from the leadership capacity building program only.	Teachers	8 (23.5)	3 (8.9)	4 (11.8)	2 (5.8)	17 (50.0)	34 (100%)
	Administrators	0	0	1 (8.3)	0	11 (91.7)	12 (100%)
5. A leadership capacity building program does influence a leader's ability to lead.	Teachers	1 (2.9)	2 (5.8)	4 (11.8)	8 (23.5)	19 (56.1)	34 (100%)
	Administrators	0	1 (8.3)	1 (8.3)	0	10 (83.4)	12 (100%)
6. All school systems should have a leadership capacity building program.	Teachers	1 (2.9)	1 (2.9)	6 (17.1)	7 (20.0)	19 (56.1)	34 (100%)
	Administrator	0	0	1 (8.3)	1 (8.3)	10 (83.4)	12 (100%)
7. I would accept an offer to be a presenter for a leadership capacity building program.	Teacher	0	2 (5.7)	3 (8.6)	4 (11.4)	25 (74.3)	34 (100%)
	Administrator	0	0	1 (8.3)	1 (8.3)	10 (83.4)	12 (100%)

Capacity Building Program Likert-type Frequency Scale

Table 30 (continued)

Item	Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Missing Data	Total
8. Participants in leadership capacity building programs are no more prepared than non leadership capacity building participants.	Teachers	7 (20)	6 (17.1)	1 (2.9)	0	20 (60.0)	34 (100%)
	Administrator	0	2 (16.6)	0	0	10 (83.4)	12 (100%)
9. Leadership capacity building participation should be required for aspiring administrators to be considered for leadership positions.	Teachers	1 (2.9)	2 (5.7)	5 (14.3)	5 (14.3)	21 (62.8)	34 (100%)
	Administrator	0	0	0	1 (8.3)	11 (91.7)	12 (100%)
10. Participation in a leadership capacity building program does not influence the success of a novice practicing administrator.	Teachers	1 (2.9)	2 (5.7)	5 (14.3)	5 (14.3)	21 (62.8)	34 (100%)
	Administrator	0	0	1(8.3)	1 (8.3)	10 (83.4)	12 (100%)




Areas of Continuous Need

- Professional development
- Mentoring
- Networking opportunities
- Grant writing



Participant Recommendations


- Teachers
 - Continued job embedded and quality professional development (decision making; capacity building; conflict resolution; team building)
 - Celebrate community leaders
 - Relationship building with peers
 - Technology

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- Administrators
 - Listen more to teachers and students
 - Develop more decision making teams
 - Provide more shared leadership opportunities
 - Build self-esteem and confidence



Researcher Recommendations

- Obtain additional background information
- Conduct more follow up site visits to districts
- Complete a follow-up study in 5 to 10 years
- Explore relationships between ethnicity and gender of participants and perceptions
- Explain why leadership capacity building program participants not hired

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- Consider a comparable study in other districts to see if the findings are the same, similar or difference
 - A study to see if there is a correlation between the educational success of African American students and the gender and ethnicity of their administrators



Lessons Learned Personally

- Everyone has leadership traits – it's how they use them!
- Relationships! Relationships! Relationships!
- Don't make assumptions...