

Evaluating the Effects Of A Principal Leadership Assessment Program On School Climate And Student Achievement

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Background

1. Require teachers in each school to evaluate their principals on an instrument high on leadership skills to ensure human relations as well as task behavior on the part of the principal and correspondingly, positive climate.
2. The results were provided to each principal's supervisor.

The issue is whether leadership skills and school climate would have a greater impact on student achievement than Economic status

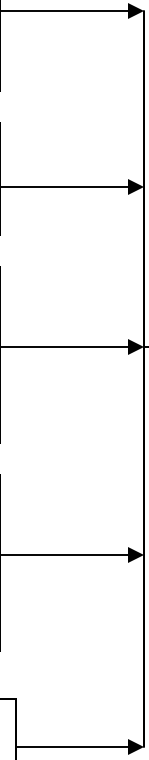
Task I: Instructional planning skills

Task II: Interpersonal skills

Task III: Decision-making skills

Task IV: School facilities planning skills

Task V: Evaluation skills



Task VI: School Climate

Georgia Fourth grade criterion referenced math test

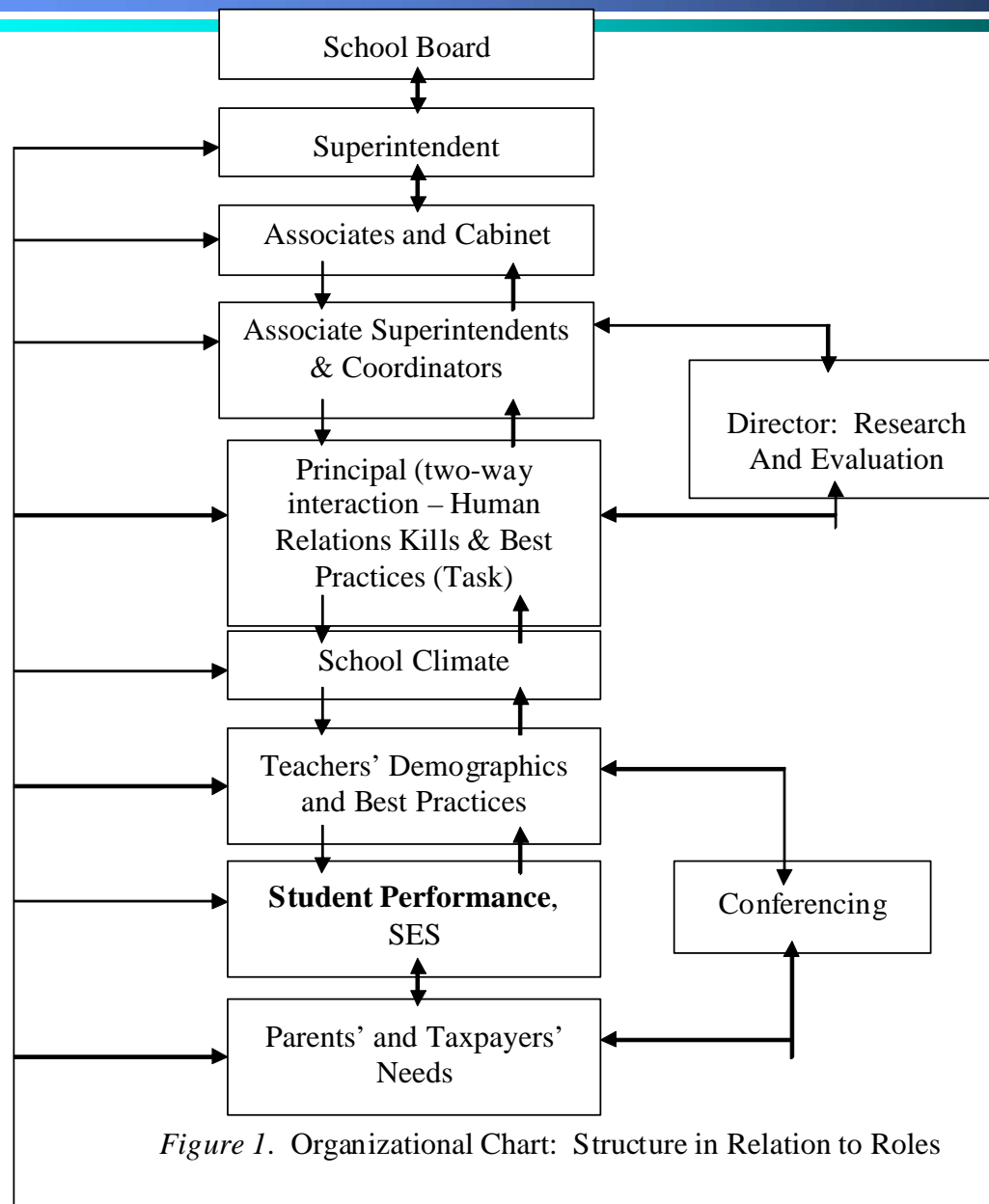
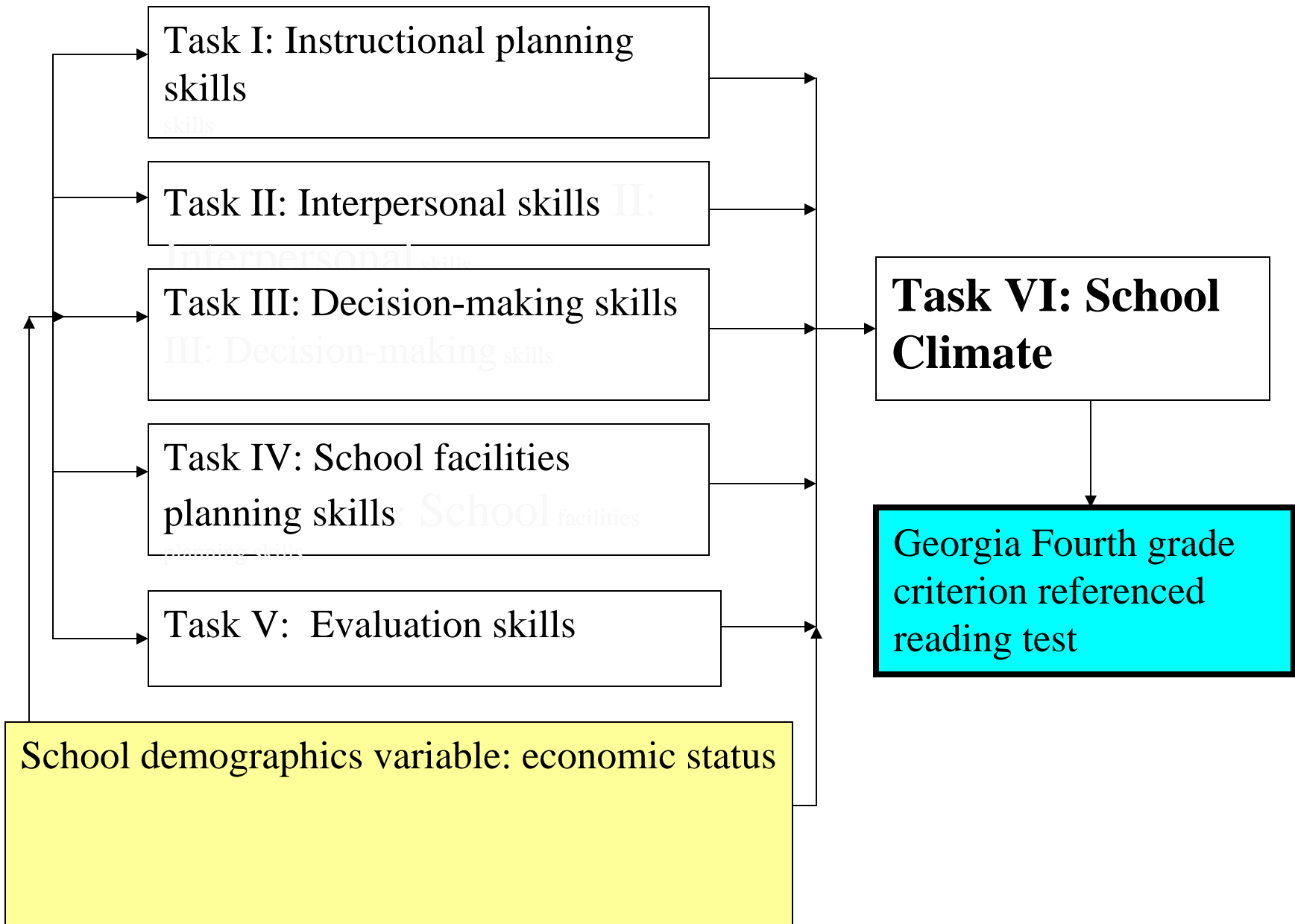


Figure 1. Organizational Chart: Structure in Relation to Roles



Instructional planning – demonstrate collaborative and appropriate communications skills in setting high expectations for student performance , protecting time on task, .etc

Interpersonal skill – demonstrate human relation skills in terms of sensitivity, courtesy, impartiality, and prevent and/or resolve conflict effectively

Decision making skills – demonstrate skills in reviewing decisions based on data, making timely decisions and providing reasons, etc.

School Facilities and Organizational Planning – demonstrate skills in allocating resources appropriately, maintaining facilities in a clean ,orderly, safe manner...etc

Teacher Evaluation – demonstrate skills in pre-evaluation conferences, observations of teaching and in post evaluation... etc

School Climate – the extent in which teachers enjoy the work environment and are proud of their principal, fellow teachers and students and parents

* p < .05

Table 1

PAL Instrument Reliability Coefficients

	Cronbach Alpha
Principal demonstrates skills in instructional leadership	.98
Principal demonstrates skills in relating to others	.96
Principal demonstrates skills in making decisions	.96
Principal demonstrates skills in planning and organization	.93
Principal demonstrates skills in implementing guidelines and evaluating programs	.96
School climate	.93

N = 6100

* p < .05

Table 2

Descriptive Statistics

	Mean	SD	SE	Range
Instructional Leadership	3.39	.26	.02	1.02
Interpersonal Skills	3.37	.29	.03	1.12
Making Decisions	3.32	.29	.03	1.27
Facilities & Organization Planning	3.39	.26	.02	1.25
Evaluation Guidelines Implementation	3.55	.25	.02	1.10
School Climate	3.48	.22	.02	0.93

4 = Almost Always; 3 = Often; 2 = Seldom; 1 = Never; 0 = Not Applicable;

Economically Disadvantaged (a)	70.58	26.76	2.97	94.83
Math Achievement (b)	59.17	18.18	2.00	80.00

(a) Percent of students economically disadvantaged; (b) percent of students who met or exceeded math expectation on the CRCT test in 2007-08

* P < .05

Table 3: Results of Correlation Analysis: Leadership Competencies with School Climate (N = 81 Elementary Schools)

Independent variables	School Climate
Instructional Leadership (Competency 1)	.842**
Interpersonal Skills (Competency 2)	.800**
Making Decisions (Competency 3)	.805**
Facilities & Organization Planning (Competency 4)	.833**
Evaluation Guidelines Implementation (Competency 5)	.716**

** P < .01

Table 4: Results of Correlation Analysis: Leadership Competencies with Student Achievement
(N = 81 Elementary Schools)

	4 th Grade Mathematics CRCT Meet or Exceed Expectations
Instructional Leadership (Competency 1)	.041
Interpersonal Skills (Competency 2)	.017
Making Decisions (Competency 3)	-.028
Facilities & Organizational Planning (Competency 4)	.206
Evaluation Guidelines Implementation (Competency 5)	.161
School Climate	.320**
Economically Disadvantaged	-.732**

* P < .05. ** P < .01; Math variable is the percent of students who met or exceeded expectation on the CRCT Math test in 2007-08 school years

Table 5 Factor Analysis of all Variables: Leaderships Competencies and Achievement Performance Level Variables (N = 81 Elementary Schools)

	Factor 1	Factor 2
Instructional Leadership	.981	-.004
Making Decisions	.906	-.073
Interpersonal Skills	.954	-.024
School Climate	.888	.304
Facilities Planning	.858	.169
Evaluation Implementation	.832	.208
Economically Disadvantaged	.034	.935
Math Achievement	-.120	-.911

Rotation Method: Varimax with Kaiser Normalization.

Total Variance Explained

Component	Total	% of Variance	Cumulative %
1	5.040	62.998	62.998
2	1.874	23.425	86.423

Extraction Method: Principal Component Analysis.

Table 6: Results of Regression Analysis: Student Math Scores that Meet or Exceed Grade Level as Dependent with All Leadership Skills and Demographic Variables as Independent (N = 81 Elementary Schools)

Model		S.E.	Beta	t	.Sig
1	(Constant)	3.981		23.715	.000
	Economically Disadvantaged	.053	-.734	-9.479	.000

Dependent Variable: Student Achievement (meets or exceeded expectations)

Adjusted R square = .532; F=89.842; .Sig = .000

Recommendations

1. Reconstruct the instrument to begin planning from each student performance level on standardized tests, examining the causes and developing curriculum and teaching strategies so that each student learns and performs above grade level.

