The Implementation of School Administrator Managers (SAMs) in the Davenport Community School District

Presented to
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April 17, 2014

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Executive Summary

This report presents the findings of a research project on School Administration Managers (SAMs) carried out for the Davenport Community School District. The subjects of the research were teachers, SAMs, and principals at the elementary and intermediate school levels. Four educational leadership professors at Western Illinois University conducted the research that included surveying teachers in schools with SAMs along with focus group interviews of SAMs and principals.

Findings Based on Survey Data
- The majority of teachers either agree or strongly agree that there has been an improvement in both management and instructional leadership with the inclusion of SAMs on the building leadership team.
- In examining the extent of improvement, teachers from the intermediate schools perceived moderate to great improvement in management and instructional leadership.
- The teacher responses from the elementary schools were less favorable, but the majority perceived some improvement.

Four themes concerning program implementation emerged from an analysis of the data collected from the focus groups (principals and SAMs):
    1)communication and collaboration,
    2)mentoring, training, and coaching,
    3)distribution of management responsibilities, and
    4)instructional leadership.

Findings Based on Focus Group Data
The following were key issues identified in the analysis:
- An awareness of the principals' threshold of and the need to balance between instructional leadership and building management.
- There is a need to establish a useful, trusting, confidential partnership between the principal and the SAM.
- In some cases, the principal felt out of touch with the operational/management side of the building due to the focus on instructional leadership.
- The Principal/SAM team needs to work through personality differences and management style differences.
- Principals are getting into classrooms more regularly.
- SAMs manage the principal's daily calendar and schedule to varying degrees.
- Principals have varying levels of comfort in turning over responsibilities to SAM.
- The Principal/SAM team needs to find the best modes to communicate.
- The office support staff needs to be trained in the SAM model.

Recommendations

Based on the findings from the surveys and focus group interviews, we recommend that the Davenport Community School District consider the following:

- Continue the SAM model in schools to increase efficiency of principal use of time in instruction and managerial tasks as well as to build future leadership team.
- Analyze student achievement data to determine if a change in achievement is occurring.
- Analyze other data that may indicate a change in achievement including attendance (student and staff) and climate/culture indicators.
- Determine if individual principals can establish a cause /effect relationship with their teams' leadership activities and practice and an increase in student achievement or other measures (like culture and climate, school-parent relations).
- Review the process of selecting and placing SAMs defining principal input in the selection process.
- Though how each principal works with his/her SAM varies, establish clearly defined roles and responsibilities of the SAM and principal to enhance building management and decision-making processes.
- Encourage principals to use their instructional leadership time to coach teachers and closely work with changing practice of teachers who need it. While the school improvement initiatives are supported, there is less agreement with teachers that they are getting this type of service.

<u>The Research Process</u>

The purpose of this study was to investigate the perceptions of teachers and administrators about the School Administration Manager (SAM) system being implemented in the Davenport Community Schools (twelve elementary schools (only eleven participated in the survey) and three intermediate schools). The first phase of the study was to conduct a survey of the teachers who work in the schools where SAMs are part of the leadership team. The second phase was to conduct focus group interviews with the SAMs and the principal they served during the 2012-13 school year.

Phase One: Survey

The survey focused on the managerial and leadership impacts as a result of the addition of SAMs on the schools. To test the validity and reliability of the survey another Iowa school district that is utilizing the SAM model (although the district is not participating in the state model) piloted the survey. Based on responses from those teachers, the research team modified the survey for the Davenport Community School teachers. Dr. Lloyd Kilmer, primary investigator, met with the teachers, SAMs and principals at all buildings before survey administration. Principals notified the teachers in their buildings about the survey and encouraged the teachers to complete the survey (via Survey Monkey). The survey was open for teachers to respond for 2-3 weeks. Once the survey was closed, the researchers analyzed the results (See Findings section).

The survey focused on two areas of principal leadership: management and instructional leadership. The teachers were asked to give their perceptions of improvement (strongly disagree, disagree, agree, and strongly agree) and the extent of improvement (none, a little, moderate, and great). Management was broken down into the following areas: support staff efficiency, building management, student supervision, discipline management, and facilitation of the school improvement process. The survey also asked teachers to rate the frequency and quality of instructional leadership. Instructional leadership items included feedback on teaching from formal and informal observations, administrative support for student academic needs, positive reinforcement on staff performance, and job-embedded professional development.

Phase Two: Focus Group Interviews

The second phase included conducting two sets of focus group interviews (one with current SAMs and one with principals). The purpose of the focus groups was discover the perceptions of the SAM model, to examine Principal/SAM interactions, and to explore the opportunity for principals to serve as instructional leaders with a SAM. Four researchers facilitated the sessions which where conducted after school. The focus groups were conducted in such a way that the principals and SAMs were interviewed separately. The SAMs were split into two groups for the interviews while the principals were split into three groups. Interviews were conducted on three separate days.

The focus group interviews were recorded and transcribed by Transcription Star. One researcher served as facilitator for the focus group while the second researcher took observational notes and monitored the recording of the conversations. These roles were switched for day two of the interviews. Additionally, the four researchers took notes during the focus group sessions. Once the focus groups' sessions were transcribed, the WIU researchers independently reviewed the transcriptions for possible themes. The "Findings" section that follows presents the analysis of the focus group interviews.

The Findings—An Introduction

The findings including the survey data and focus group data are presented below. The survey data is presented first followed by the focus group data. Finally, the themes that emerged from the focus groups are discussed.

The Findings--Survey

The statistical survey results can be found in the following tables and figures:

- Table 5. Agreement of Improvement in Management and Instructional Leadership (See Appendix C, p. 18)
- Table 6. Extent of Improvement in Management and Instructional Leadership (See Appendix C, p. 18)
- Figure 1. Comparison of Elementary and Intermediate School on Improvement (See Appendix D, p. 19)
- Figure 2. Comparison of Elementary and Intermediate School on Extent of Improvement (See Appendix D, p. 19)
- Table 7. Perception of Improvement and Extent of Improvement in Management Activities (See Appendix E, p. 20)
- Table 8. Perception of Improvement and Extent of Improvement in Frequency of Instructional Leadership Activities (See Appendix E, p. 20)
- Table 9. Perception of Improvement and Extent of Improvement in Quality Instructional Leadership Activities (See Appendix E, p. 21)
- Figure 3. Perception of improvement in management and instructional leadership by school (See Appendix F, p. 22)
- Figure 4. Comparison elementary and intermediate school on extent of improvement (See Appendix F, p. 22)

Table 1 (below) outlines the teachers' surveyed. Approximately 61% (311 out of 514) of the teachers responded to the survey. Elementary teachers made up 69.5% of the results with 30.5% the respondents at the intermediate school level. Since SAMs are not being implemented at the high school level at the time of this research, no high school teachers completed the survey.

Table 1. *Davenport Teachers' Completing SAM Survey Teaching Assignment*

Teaching Assignment	Frequency	Percent Of Survey Responses
Elementary School	216	69.5%
Intermediate School	95	30.5%
Total	311	100%

Note: Due to teachers' responses on the survey the "total" on Table 1 and Table 2 (See p. 8) are not equal.

Also of interest is the number of years of teaching experience for the teachers completing the survey. Table 2 (below) outlines the years of experience and the corresponding percentages. Teaching experience was broken down into five levels: 1-5, 6-10-, 11-15, 16-20, and over 20 years. Close to a quarter (23.9%) of the teachers in the sample are fairly new to the teaching profession (having five years or less teaching experience) and 28.7% of

them are very experienced. Both elementary and intermediate schools have about a quarter (24.3% and 22.9%) of teachers having five years or less teaching experience but over a third of elementary school teachers are very experienced while less than one fifth of the teacher sample from the intermediate schools are very experienced.

Table 2   *Years of Teaching Experiences by Teaching Assignment*

Years of Teaching	Elementary School		Intermediate School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-5 years	52	24.3	22	22.9	74	23.9
6-10 years	25	11.7	26	27.1	51	16.5
11-15 years	43	20.1	18	18.8	61	19.7
16-20 years	22	10.3	13	13.5	35	11.3
Over 20 years	72	33.6	17	17.7	89	28.7
Total	214	100	96	100	310	100

Note: Due to teachers' responses on the survey the "total" on Table 1 and Table 2 (See p. 7) are not equal.

Additional demographic data and analysis concerning the participants can be found on page 17 (Table 3. Number of Years in Current Position, and Table 4. Number of Principals [Excluding Assistant Principals] Worked for).   Over half of the sample (52.9%) has worked in the current position for less than five years (elementary-54.4% and intermediate-49.5%). About half of the sample (44.2%) has worked for no more than three principals.

In reviewing the aggregated data, we found the majority of teachers either agree or strongly agree that with the SAM implementation there has been an improvement in quality of both management and instructional leadership. The teachers from the intermediate schools gave overwhelmingly positive responses ranging from 75%-90% (See Appendix E, Table 9, p. 21). Teacher responses from the elementary schools were also positive ranging from 58%-76%. For both groups the highest rating was in the area of management with the school improvement facilitation rated as the highest aspect (See Table 7, p. 20). While still positive, the perception of instructional leadership was less positive. Responses from the elementary school teachers in the "effectiveness of implementing the Iowa Professional Development Model" (58%) were the least positive (See Table 9, 21).

When examining the extent of improvement in the management and instructional leadership (See Appendix D, Table 7, p. 20-21), teachers from the intermediate schools perceived moderate to great improvement (ranging from 56%-80%). In the area of management over three-fourths of intermediate teacher perceived moderate to great improvement in student supervision (78%), discipline management (75%), and school improvement facilitation (80%). In the area of instructional leadership over two-thirds of intermediate teachers perceived moderate to great improvement in principal feedback and in administrative support of student academic needs.

The teacher responses from the elementary schools were less favorable in regards to the extent of improvement when compared to the intermediate schools, but the majority perceived improvement. A third to half of the teachers perceive moderate to great improvement. However, in the area of student supervision 68% perceive moderate to great improvement. Half of the teachers perceived moderate to great improvement in discipline management, frequency of feedback, and quality of feedback. In the areas of improving support staff efficiency, building management, and implementing the Iowa Professional Development Model, the elementary teachers perceived a little improvement rather than moderate to great improvement.

The Findings—Focus Groups
The finding section is broken down in to three sections: principal focus groups, SAM focus groups, and an analysis of the themes identified.

The Findings--Principal Focus Groups

An analysis of the principal focus groups revealed the following positives:

- An emphasis on detailed time monitoring.
- An awareness of the principals' threshold of and the need to find the balance between instructional leadership and building management.
- The establishment of a useful, trusting, and confidential partnership between the principal and the SAM.
- The opportunity to model instructional leadership and be instructional leaders.
- Improved relationships with teachers focused on improving instruction.
- The realignment of job duties and priorities for more efficiency.

The principal focus group also identified some concerns including:

- A lack of principal involvement in selecting the SAM for some buildings.
- The principal being out of touch with the operational/management side of the building due to the focus on instructional leadership.
- The need to work through personality differences and management style differences between principal and the SAM.
- Less principal contact with difficult parents may lead to confusion on who is the first point of contact in student issues.
- Slower communication of management issues within the building due to the principal being not as directly involved with building and student problems.
- The SAM is not for all principals. It takes a certain leadership style and confidence level to work with a SAM.

The Findings—SAM Focus Groups

The key positives based upon the SAM focus group interviews included:

- The majority of SAMs had had previous leadership roles which made the transition somewhat easier.
- Principals are getting into the classroom more regularly.
- SAMs manage the principal's daily calendar and schedule to varying degrees.
- Office operations have become more efficient.
- A change in operations occurred (e.g. parents ask to speak to the SAM rather than the principal freeing him or her to concentrate more time in the classroom.

The following concerns were also noted:

- There is a period of adjustment during the first year of the Principal/SAM relationship.
- Communication between the Principal/SAM is important. In some cases, there was a communication gap as not all information was relayed to the other party.
- Principals have varying levels of comfort in turning over responsibilities to a SAM.
- The Principal/SAM team needs to find the best modes to communicate.
- The office support staff needs training in the SAM model.

The SAMs also brought up the following:

- SAMS need to learn about the need to maintain strict confidentiality.
- SAMs have much to learn about school and district processes, management, special education, staff evaluation, school law, and district policies.
- Personality differences and management style differences between principal and the SAM need attention.
- SAMs and principals have long hours (i.e. come early, stay late).
- Being a SAM is "extremely rewarding."
- Being a SAM allows the individual to gain skills to be an effective administrator.

The Findings—Focus Group Themes

Four themes emerged as the research team analyzed the focus group (both principals and SAMs) transcripts: 1)communication and collaboration; 2)mentoring, training, and coaching; 3)distribution of management responsibilities; and 4)instructional leadership.

Theme 1: Communication and Collaboration
    One area that came up repeatedly in both the principal and SAM focus groups was communication and collaboration. Both the principals and the SAMs reiterated the importance of daily conversations (albeit brief meetings 10-15 minutes) between the principal and the SAM. "The meetings require both of you to be on the same page," according to one principal. Some Principal/SAM teams meet every morning, others every afternoon, and others multiple times a day. As one principal stated, "It helps when you have a recap of the day." Regardless of the time of day or the frequency of the meetings, both principals and SAMs said it was critical to find the

modes of communication that work best for the principal/SAM team. One SAM stated, "You have to find modes that work well for everyone."

A big benefit seemed to be having a person to collaborate with was a positive as one SAM stated, "You both have that other person to bounce off things…that's the most important part." According to one principal, "We spend a lot of time just asking questions of each other. How would you do this? How would you do that?" The idea of using the other person to "talk about those issues" seemed to be a benefit for both members of the team. One SAM talked about "occasionally throwing up a roadblock" (i.e. roleplaying what the staff or staff member might say). Because of the collaborative partnership, the principal and SAM can discuss how a "person is going to react" and potentially "come up with a better response." One principal talked about having a SAM "has afforded me the opportunity to be more reflective. It's interesting to hear his thoughts and perspectives." The opportunity to a true colleague helps the principal feel that he is not on the island alone. As one principal said, "You now have somebody that is on the island with you and can help make those decision."

However, both the principals and SAMs discussed the fact that this type of communication and a collaborative relationship "take time to develop." One principal said, "…having those conversations and building relationships is not easy to do."

Collaboration and communication was found to be important related to scheduling and managing the principal's calendar. Principals had to give up sole ownership of their calendars and learn to trust the SAM to manage their schedules. One principal said his SAM had the "job of looking at the day and seeing what was creating a roadblock for me to get into the classroom as much as possible" while another principal said that her SAM was "really protective of my time." In some cases, the SAM scheduled all areas of the principal's day and was "really in charge of my calendar." As a result, the principal felt "more successful. I feel more focused. I feel more balanced. I'm not just putting out fires." However, not all principals turned over full control of their calendar. One principal stated, "I still control my calendar with the help of my SAM."

Much of the conversation about the SAM model talked about meeting instructional leadership target percentages and the importance of that. One principal stated that the SAM "schedules it [my calendar] to hit my goal every day. My goal is now 75% [instructional leadership]." However, not all principals are at this level of instructional leadership. According to one principal, "We're making real strides towards doing that [being an instructional leader at least 60% of the time]. I can't say I had 60% every week."

The principals also talked about the process of managing the calendar. One principal talked about the SAM frontloading "my calendar every day and she color codes it. If it's green, I can switch it out for something else that's green. If it's red, I

cannot move it." Another piece of the calendar management is the reconciliation process. One principal commented that "We reconcile at the end of the day and she [the SAM] always figures out the percentage each day" while another SAM creates "graphs that shows who I'm seeing more often."

Developing a relationship of open communication and regular collaboration is critical in a productive Principal/SAM relationship. Figuring out the best way for the team to communicate, participating in regular meetings, and navigating the principal's calendar are three areas that need attention with the implementation of SAMs.

Theme 2: Mentoring, Training and Coaching
The concept of communication and collaboration is evident also in the relationship between the principal and the SAM in the area of mentoring, training, and coaching. As the principals spend time "helping them [the SAM] and supporting them and coaching them." Another principal said, "I do think we have that head coach/assistant coach relationship." Also discussed was the difference in relationships between a Principal/SAM and a Principal/Assistant Principal. One principal stated in the Principal/SAM relationship that the SAM is "truly a colleague" and the assistant principal is someone "I supervise." The principals talked about giving the SAMs the opportunity to "do more educational leadership tasks rather than [just] manage" because "we are growing our own leaders." Because of the idea of growing leaders for the Davenport schools, one principal stated that the SAM project is "not being fully implemented" as intended by the SAM model.

Finally, both principals and SAMs talked about the need for trust in the relationship. According to one principal, "You have to build trust. I don't think anybody can just walk in. We worked so hard" to build trust and our relationship.

Theme 3: Distribution of Management Responsibilities
The purpose of a SAM is for the principal to disperse management responsibilities to the SAM and other school staff members so that more time can be spent on instructional leadership. A SAM prevents the principal from getting "swallowed up with management" tasks. However, one principal said that "if you do not manage your building, you will get fired." So the tension to make sure the building runs smoothly (i.e. management) and the need to be an instructional leader is a definite concern of the principals.

For one principal the biggest challenge was "just allowing them [the SAM] to take things." However, there was a concern about the ramifications for turning over management task. In many cases principal has worked independently as a leader so this may well be the first time the principal is working collaboratively on a day-to-day basis with another school leader. One principal stated it was a "challenge to get used to actually having someone who did all these things." Having a SAM to assist in running the building requires a change in how the principal operates. Nevertheless,

it goes beyond just the building's operation to a concern about having "somebody undo what you've built up It's just as difficult to build it back up again."

Theme 4: Instructional Leadership

In How Leadership Affects Student Learning the author writes, "We have not found a single case of a school improving its student achievement record in the absence of talented leadership." However, one word should be added to that quote based on the SAM research and that word is "instructional." Being an instructional leader requires the principal to focus on instruction and what is happening in the classroom. One principal echoed this idea when she said that being an "instructional leader does not happen in the office." The focus of the SAM model is to develop instructional leadership and provide principals the opportunity to be instructional leaders. According to one principal, "That was my main goal [when I went into the principalship] to be in the classrooms, talking to teachers, and working with teacher teams." The principal went on to say that before he had a SAM that didn't happen. One principal said that having a SAM is "a great opportunity for me to be in the classroom more often and to improve instruction in the building." Being in the classrooms "has increased the accountability on the teachers' part so there's greater attention to their lesson planning" according to one principal. Because of the SAM, "I can stay in the classroom longer; I can stay in through a transition" while another principal stated, "You can see the whole lesson and it gives you a much better picture." One principal said that "instruction has changed and it's almost like the teachers have gotten very diagnostic." Having a SAM taking over managerial duties has allowed the principal to "actually go back and check in for implementation" of ideas and suggestions.

A side benefit of being in classrooms more, according to one principal, was that "teacher leadership rose a lot through the SAM project because you know where your leaders are." However, a benefit was noted for teachers at the other end of the spectrum. It helped identify the "struggling teachers and classrooms where I need to get in a "little quality time."

As a result of having a SAM the principals also have had opportunity to model lessons and coach teachers especially beginning teachers. According to one principal "I mean it is just fun for me to kind of model as well as coach beginning teachers. Now I can spend more time in her classroom." One SAM echoed this concept when he said that we're "to set the principal up to model and we follow. ..that's how you're going to help your principal become a better instructional leader."

However, having the principal in classrooms more is not without growing pains. Many teachers are not used to having the principal in the room other than a formal observation or to deal with a student problem. One principal said, "A lot of teachers seem to believe that every time we're in the room, we're supervising or evaluating. It's not the case."

Positive Aspects of Davenport's SAM Implementation
Although not major themes, we would be remiss not to note several positive aspects related to the Davenport Community School District's implementation of the SAM model. One principal talked about not only the SAM project, but also the idea of the DCSD growing their own administrators. He said that the SAMs are "hungry. They want to know what you know. That's huge because being a first year administrator, I didn't have this kind of background." Through the SAM project not only is Davenport assisting principals in becoming instructional leaders, the district is also providing potential administrators an opportunity to be better prepared for assistant principal or principal roles. Asked why they chose to be a SAM, one person said, that she decided to apply to be a SAM "to gain some skill to be an administrator, but I think it's a good position to have even if you don't [want to be a principal]."

But the most poignant idea attesting to the power of the Davenport Community School District's SAM project was when one SAM stated, "The district has wrapped their loving arms around us to try to help us improve." This statement applies not only to the SAMs involved, but also to the building principals. The Davenport Community School District is using the SAM project to "wrap their loving arms around leaders" (principals and SAMs alike) and help them improve.

Recommendations
Based on the review of the surveys and focus groups interviews, we would recommend the following next steps:
- Continue the SAM model in schools to increase efficiency of principal use of time in instruction and managerial tasks as well as to build future leadership team.
- Analyze student achievement data to determine if a change in achievement is occurring.
- Analyze other data that may indicate a change in achievement including attendance (student and staff) and climate/culture indicators.
- Determine if individual principals can establish a cause /effect relationship with their teams' leadership activities and practice and an increase in student achievement or other measures (like culture and climate, school-parent relations).
- Review the process of selecting and placing SAMs defining principal input in the selection process.
- Though how each principal works with his/her SAM varies, establish clearly defined roles and responsibilities of the SAM and principal to enhance building management and decision-making processes.
- Encourage principals to use their instructional leadership time to coach teachers and closely work with changing practice of teachers who need it. While the school improvement initiatives are supported, there is less agreement with teachers that they are getting this type of service.

<u>Conclusion</u>

Putting the SAM model in place is a process for the principal, for the SAM, for the school staff, and for the district. Implemented with fidelity the SAM model can redefine the role of principal to be predominately one of instructional leader.

Appendix A
Review of the Literature

Review of the Literature
With the pressures and demands placed on schools and school districts to ensure that students achieve at the highest levels possible, it is no wonder that schools are focusing on the principal serving as an instructional leader. However, with the daily demands placed on the building principal, time to focus on instructional leadership is a challenge. One idea to provide principals the time to be instructional leaders is a School Administration Manager (a.k.a SAM). The SAM position is designed to change the role of principal from a predominately managerial leader to an instructional leader ("Iowa SAM," School Administrators of Iowa). According to "SAM, I Am" (*The Principal's Story*), principals spend approximately seventy percent of their time managing (e.g. buses, balls, budget, and behavior) which leaves only thirty percent of their time for instructional issues. The SAM model's intent is to shift the principal's focus from manager to instructional leader.   In the SAM model:

- SAMs help principals increase the time they spend as instructional leaders.
- SAMs help principals use time and task data to reflect on their practice.
- SAMs help principals strengthen relationships with teachers, parents and students to improve teaching and learning.
- SAMS help principals distribute management responsibilities and tasks to classified and support staff to keep routine management work from pulling the principal away from instructional leadership ("Iowa SAM," *School Administrators of Iowa*).

Examples of management tasks that are often removed from the principal's role and distributed to other school personnel include:

- Student supervision (bus, lunch, recess and hallways).
- Student discipline (behavior management).
- Employee supervision (monitoring support staff).
- Employee discipline (work rules and warnings).
- Office work/preparation (copying, finding materials and agendas).
- Building management (maintenance and cleaning).
- Parents/guardians (attendance and illness).
- Building committees, groups and meetings.
- District meetings and committees.
- External officials and meetings (fire marshal and DHS).
- Planning celebrations.

The SAM Project began in Louisville (KY) in 2002 as an "Alternative School Administration Study" that examined the use of principals' time. The researchers looked at the conditions that prevented principals from becoming instructional leaders. Since that time nine Wallace Foundation Partner states are participating in the SAM pilot—California, Delaware, Georgia, Illinois, Iowa, Kentucky, New York and Texas ("FAQ: National School Administration Manager Project").

Appendix B
Davenport Community School District's Participant Demographics

Table 3
Number of Years in Current Position

Years in Current Position	Elementary School		Intermediate School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-5 years	117	54.4	47	49.5	164	52.9
6-10 years	42	19.5	24	25.3	66	21.3
11-15 years	20	9.3	14	14.7	34	11.0
16-20 years	18	8.4	6	6.3	24	7.7
Over 20 years	18	8.4	4	4.2	22	7.1
Total	215	100	95	100	310	100

Table 4
Number of Principals (Excluding Assistant Principals) Worked For

# of Principals Worked for	Elementary School		Intermediate School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
1-3	88	41.1	49	51.0	137	44.2
4-6	66	30.8	28	29.2	94	30.3
7-9	32	15.0	12	12.5	44	14.2
10 or more	28	13.1	7	7.3	35	11.3
Total	214	100	96	100	310	100

Appendix C
Davenport Community School District's Survey Data

Table 5
Agreement of Improvement in Management and Instructional Leadership

Area of Activity	Elementary School n=203		Intermediate School n=95		Total n=298	
	M	*SD*	*M*	*SD*	*M*	*SD*
Management	2.79	0.58	3.07	0.58	2.88	0.59
Instructional Leadership - Frequency	2.76	0.60	3.02	0.55	2.84	0.60
Instructional Leadership - Quality	2.70	0.62	2.99	0.58	2.79	0.62

Table 6
Extent of Improvement in Management and Instructional Leadership

Area of Activity	Elementary School n=200		Intermediate School n=94		Total n=294	
	M	*SD*	*M*	*SD*	*M*	*SD*
Management	2.45	0.68	2.94	0.70	2.60	0.72
Instructional Leadership - Frequency	2.39	0.81	2.81	0.76	2.53	0.82
Instructional Leadership - Quality	2.33	0.81	2.74	0.80	2.46	0.83

Comparison of Elementary and Intermediate School Improvement
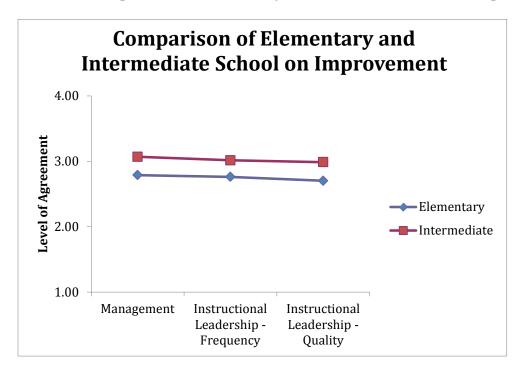

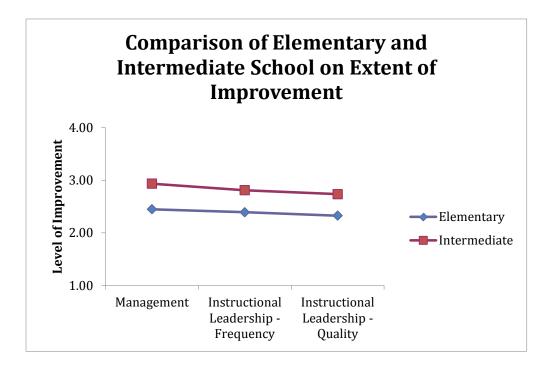*Figure 1.* Compare elementary and intermediate school on improvement.

Figure 2. Compare elementary and intermediate school on extent of improvement.

Appendix E
SAM Survey Results by Area

Table 7
Perception of Improvement and Extent of Improvement in Management Activities

Management	Elementary School A/SA	Mean	Intermediate School A/SA	Mean	Total Sample A/SA	Mean
Agreement of Improvement						
Q5 Support Service Delivery Speed	70.8%	2.82	86.2%	3.00	75.5%	2.87
Q7 Building Management	64.5%	2.65	78.5%	2.96	68.8%	2.74
Q9 Student Supervision	67.3%	2.80	82.1%	3.08	71.8%	2.88
Q11 Discipline Management	69.0%	2.82	85.3%	3.11	74.0%	2.91
Q13 School Improvement Facilitation	75.5%	2.82	89.6%	3.23	79.9%	2.95
Extent of Improvement	Moderate to Great	Mean	Moderate to Great		Moderate to Great	Mean
Q6 Support Service Delivery Speed	39.1%	2.37	65.6%	2.80	47.3%	2.51
Q8 Building Management	37.7%	2.26	62.6%	2.73	45.3%	2.41
Q10 Student Supervision	67.9%	2.76	78.4%	3.13	71.2%	2.88
Q12 Discipline Management	50.0%	2.62	75.0%	3.07	57.6%	2.76
Q14 School Improvement Facilitation	45.9%	2.48	80.0%	3.20	56.6%	2.71

Note. A/SA = Agree/Strongly Agree.

Table 8
Perception of Improvement and Extent of Improvement in Frequency of Instructional Leadership Activities
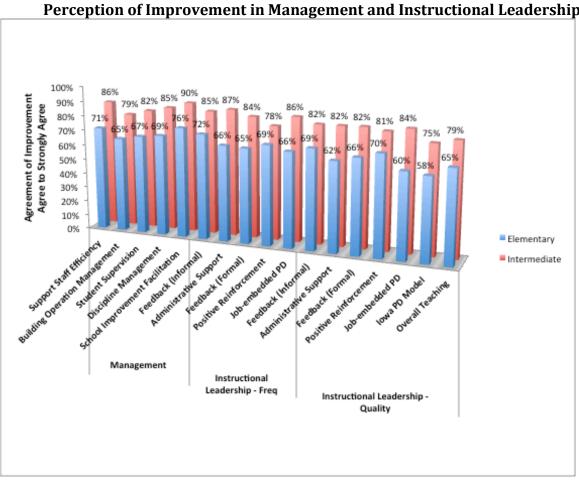
Instructional Leadership - Frequency	Elementary School A/SA	Mean	Intermediate School A/SA	Mean	Total Sample A/SA	Mean
Agreement of Improvement						
Q15 Feedback from Informal Observations	72.4%	2.84	84.9%	2.96	76.4%	2.88
Q19 Administrative Support	66.0%	2.75	87.2%	3.05	72.8%	2.84
Q23 Feedback on Teaching	65.3%	2.71	83.5%	2.98	71.0%	2.79
Q27 Positive Reinforcement	69.0%	2.81	78.3%	2.94	72.0%	2.85
Q31 Job-embedded Professional Development	65.7%	2.73	85.6%	3.11	71.9%	2.84
Extent of Improvement	Moderate to Great	Mean	Moderate to Great	Mean	Moderate to Great	Mean
Q16 Feedback from Informal Observations	51.3%	2.50	72.0%	2.88	57.9%	2.62
Q20 Administrative Support	41.5%	2.33	69.9%	2.86	50.7%	2.49
Q24 Feedback on Teaching	44.3%	2.35	70.3%	2.77	52.6%	2.48
Q28 Positive Reinforcement	46.2%	2.39	64.1%	2.72	51.9%	2.49
Q32 Job-embedded Professional Development	42.3%	2.30	64.0%	2.73	49.1%	2.43

Note. A/SA = Agree/Strongly Agree.

Table 9

*Perception of Improvement and **Extent of** Improvement in Quality of Instructional Leadership Activities*

Instructional Leadership - Quality	Elementary School		Intermediate School		Total Sample	
	A/SA	Mean	A/SA	Mean	A/SA	Mean
Agreement of Improvement						
Q17 Feedback from Classroom Walkthroughs	69.2%	2.77	81.7%	2.99	73.1%	2.84
Q21 Administrative Support	62.2%	2.67	81.9%	3.03	68.5%	2.79
Q25 Feedback on Teaching	65.7%	2.70	82.4%	2.98	70.9%	2.79
Q29 Positive Reinforcement	69.8%	2.76	80.6%	2.98	73.3%	2.83
Q33 Job-embedded Professional Development	59.5%	2.64	83.5%	3.01	67.1%	2.76
Q35 Iowa Professional Development Model	57.9%	2.60	75.3%	2.87	63.6%	2.69
Q37 Teaching resulting from Coaching	64.5%	2.70	78.5%	2.94	69.0%	2.78
Extent of Improvement	Moderate to Great	Mean	Moderate to Great	Mean	Moderate to Great	Mean
Q18 Feedback from Classroom Walkthroughs	50.0%	2.46	72.5%	2.85	57.1%	2.58
Q22 Administrative Support	43.0%	2.29	67.7%	2.81	51.0%	2.45
Q26 Feedback on Teaching	42.8%	2.34	68.5%	2.69	51.0%	2.45
Q30 Positive Reinforcement	45.8%	2.34	66.3%	2.72	52.5%	2.45
Q34 Job-embedded Professional Development	40.1%	2.22	61.8%	2.67	47.0%	2.36
Q36 Iowa Professional Development Model	33.2%	2.12	55.7%	2.54	40.4%	2.25
Q38 Teaching resulting from Coaching	41.5%	2.24	62.0%	2.71	48.1%	2.39

Note. A/SA = Agree/Strongly Agree.

Perception of Improvement in Management and Instructional Leadership

Figure 3. Perception of improvement in management and instructional leadership by school.

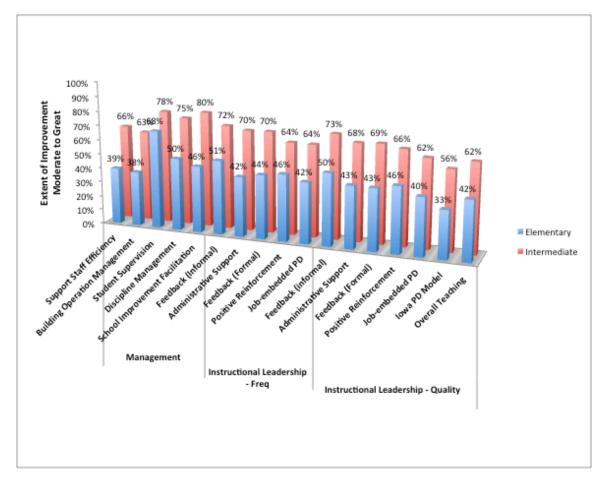**Perception of Extent of Improvement in Management and Instructional Leadership**

Figure 4. Perception of extent of improvement in management and instructional leadership by school.