

THE LEADERSHIP CHALLENGE **research**

THE MOST TRUSTED SOURCE ON BECOMING A BETTER LEADER

TITLE Teachers' Reflective Perceptions on Professional Learning as Influence by Leadership Practices

RESEARCHER Debra Jo Sheard
School of Education
Seton Hall University
Doctoral Dissertation: May 2004

OBJECTIVE The purpose of this study was to evaluate the educational leadership practices that impact teacher reflection on professional learning and the capabilities of their districts' to become professional learning communities.

METHODOLOGY

This was a single group study of 78 teachers and four administrators practicing in two public school systems in Somerset County (New Jersey). The Leadership Practices Inventory was sent to each participating school administrator and the School Professional Staff as Learning Community (SPSLC) (Meehan, Orlestsky & Sattes, 1997) was sent to the participating teachers.

KEY FINDINGS

The findings "indicate a low, positive relationship between educational leadership style and teacher reflection on professional learning" (p. 94).

"The data indicates that the five LPI dimensions represents a transformational leadership style" (p. 96).

"The findings indicate fundamental behaviors inherent within principals and superintendents leadership style that appear to influence teacher reflection. The major differences in how administrators lead result in the perceptions of some administrators being more effective than others" (p. 99).

"The Leadership Practices Inventory could serve as a powerful screening tool for superintendents and school boards in their assessing of potential candidates" (p. 102).