

# THE LEADERSHIP CHALLENGE **research**

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THE MOST TRUSTED SOURCE ON BECOMING A BETTER LEADER

**TITLE** An Examination of Principal Leadership Practices and School-Level Variables in Connecticut Schools with Achievement Gains Above and Below the State's Average Performance Gain on State Assessments

**RESEARCHER** David. R. Cormier  
School of Education  
Andrews University (Connecticut)  
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**OBJECTIVE** The purpose of this study was to determine the common leadership practices of principals associated with schools demonstrating gains above and below the state's average gain in student achievement.

## **METHODOLOGY**

The sample consisted of 72 teachers and 24 administrators from 24 Connecticut public elementary schools (grades 4 and 5) making gains (plus or minus 4%) in student achievement. The building administrator and three randomly chosen teacher respondents from each school represented a single case. Sample subgroups were each comprised of 12 cases for a total sample of 24 cases. The self version of the Leadership Practices Inventory was completed by the administrator and the observer versions by the teachers.

## **KEY FINDINGS**

No significant differences were found between sample subgroups on the five leadership practices and school context variables. However, eight individual leadership behaviors did show a significant difference, with principals from above the mean schools scoring higher in all of them versus their below the mean counterparts. Three of these were related to Challenging (#13, #18, and #23), two related to Encouraging (#20 and #25), two related to Modeling (#6 and #16) and one related to Enabling (#29).