

International School Leadership Development Network Study Summary

We would like to collect information about the research studies being conducted as part of the International School Leadership Development Network. For each study you have conducted (or are conducting), please provide the following information:

1. Research team members' names and affiliations.

Brett Savage, Georgia State University

2. Which project area does your research study address?

Leadership for social justice

Leadership in high-need schools

3. Briefly describe the study setting, participants, data collection instruments, and dates of the investigation.

A K-5 elementary school in a large, suburban school district in Georgia. 83% of the school's students qualify for free or reduced lunch and 53% have a primary language other than English. Hispanic (53%) and African American (28%) make up the largest racial subgroups in the school. Semi-structured interviews were conducted with the principal, three assistant principals, the parent instructional support coordinator, the school's parent liaison, and four teachers. The teachers' experience ranged from one to fourteen years. Interviews with the participants were recorded and were between eleven and thirty-four minutes long.

Data were collected in this study between August 2016 and October 2016.

4. List key findings of the study.

Themes aligned with the guiding question regarding overcoming barriers to parental involvement included: (a) the principal had high expectations of his staff with regards to collaboration both between teachers and between teachers and parents, and (b) members of the school leadership team solicited and acted upon feedback from parents in order to create meaningful involvement opportunities.

Additional themes were found in the data that aligned with the next guiding question which examined leadership qualities that promoted parental involvement including: (a) leaders in the school created a welcoming environment where parents were given opportunities to be involved, and (b) leaders prioritized the needs of marginalized students in their school.

The final theme was found to align with the guiding question that examined how efforts to involve parents impacted student outcomes. Based on the researcher's findings, students' whose parents are involved have greater levels of confidence, perform more willingly, and have an overall more positive outlook at school.

5. Presentations and publications reporting the study.

Savage, B. C. (2016, November). Promoting Social Justice through Home-to-School Connections: Leadership Practices that Support Parental Involvement in High Needs Schools. UCEA convention, Detroit, MI

Savage, Brett C., "Leadership Practices that Support Parental Involvement in One High Needs Elementary School." Dissertation, Georgia State University, 2017.
http://scholarworks.gsu.edu/eps_diss/170