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Successes Exhibited in 5th Grade Students Participating in Leadership Programs

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Abstract
This project involves researching the academic and social effects of leadership programs for exceptional 5th grade students. These students attend a Title I elementary school in Boise, Idaho. Students attend bi-weekly leadership trainings to increase confidence as a leader and learn leadership skills. They will be observed during these trainings and in the everyday classroom. Results will be based upon academic fluctuation and successes accomplished from before the Everyday Leadership Program and throughout the program. Social constraints will also be researched through classroom interactions and observation, as well as behavior with other classmates, and overall self-confidence. All students personal information involved in this program will remain confidential and pseudonyms will be used. This project will provide valuable information as to whether leadership programs are effective for students in Title I schools.

Methods
Evidence of these success and increases were collected through:
- students’ academic grades/performance
- student surveys
- observations/interviews of students
- outside resources (research databases)
*Observations of students were taken:
- in the classroom of the 5th grade students,
- outside of the classroom (playground, lunchroom, and specials)
- during “Everyday Leadership” meetings

Introduction
At a Title I elementary school in Boise, ID the “Everyday Leadership” program was created and implemented to increase:
- academic performance
- student leadership skills
- positivity in the school environment
25 students with promising leadership attributes were selected to participate. They meet every other Tuesday for 1 ½ hours to work on teamwork, learn leadership skills and hear from real leaders in the community.

Results
Social/Environmental:
Randomly selected students were interviewed and observed. Students were asked some basic questions:
What is one skill you have learned?
“kindness, how to organize groups, trust, teamwork.”
Can you share an example where you have confidently been a leader at school?
“during group work I like to direct everyone else so we can get things done, I am better at decision making, I stood up for a girl on the playground once”

Academic:
9 students were selected at random to compile data. These students represented various factors including gender, academic levels, and interests.
Their scores have been recorded from before and during program implementation. Results are formulated from math, reading, spelling, and science scores.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Grade Decreased (- %)</th>
<th>Grade Increased (0 – 1 %)</th>
<th>Grade Increased (1 – 2 %)</th>
<th>Grade Increased (+ 2 %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Conclusion
There have been significant areas of achievement for these 5th grade students.
- **Academic:**
  * Spelling – greatest growth in all subjects
  * All subjects showed growth in scores
  * Female students – greater growth
  * Certain students showed more growth than others, some students showed a decline in scores
- **Social/Environmental:**
  * Students have made growth in certain leadership skill areas
  * Students have been able to confidently utilize these skills and take leadership action in their school community.

Further Research
Students will continue the “Everyday Leadership” program through the rest of the school year and into November of 2014.
- Following student growth through the duration of the program (until November):
  * academically
  * socially/environmentally
  * follow-up inventory – compare from the beginning of program survey
  * investigate how socioeconomic status contributes to growth
- Follow student growth and outcomes in educational settings outside of elementary school
  * jr. high/high school retention rates
  * jr. high/high school academic/social
  * post-graduation education

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