

Public Abstract

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#### ABSTRACT

This quantitative study determined the order of leadership dimensions most utilized in elementary and middle school settings compared the most and least prevalent characteristics of distributed leadership exhibited in elementary and middle schools. The study asked the question: Are middle school settings more conducive to distributed leadership than elementary school settings?

Data were collected utilizing the Distributed Leadership Readiness Scale, a 51 item instrument to measure preparedness to distribute leadership. The data analysis was conducted from 302 educational practitioners, including 181 elementary educators and 121 middle school educators from elementary and middle schools in a Missouri public school district.

With a probability of  $\alpha=.05$ , the data results of the independent samples t-test were analyzed. It was found the average responses for each distributed leadership readiness dimension of the elementary schools were significantly higher than the middle school average responses for each distributed leadership readiness dimension.

The results of the data analysis did not support the research hypothesis. The researcher found the elementary school certified participants scored their schools significantly higher in all four dimensions of distributed leadership readiness than those participants from the middle schools.