

DEVELOPING TEACHER LEADERS: A MULTIPLE CASE STUDY EXAMINING  
HOW PRINCIPALS DEVELOP TEACHER LEADERS AND  
THE PERCEPTIONS THAT TEACHER LEADERS HAVE  
ABOUT THE DEVELOPMENT THEY RECEIVE

by

BEVERLY HARPER

(Under the Direction of April Peters-Hawkins)

ABSTRACT

Teacher leaders have existed in one form or another since the beginning of schools. They have been present throughout the history of educating students in schools and have been defined in a myriad of ways. The evolution of teacher leadership is mainly due to the changing role of a school principal. The job of principal has shifted from primarily the manager and facilitator of the building to include instructional leader of the school. One person cannot successfully fill all of these roles without the assistance of teacher leaders, formal and informal. The effects of teacher leadership in a school are seen through student learning, professional learning, collaboration and school improvement.

This qualitative multiple case study examined how principals develop teacher leaders and the perceptions the teacher leaders have about this development. The purpose of this research is to explore how administrators select teachers to function as formal teacher leaders, the support they offer to develop these teacher leaders and how these selections affect the teachers who are chosen. Specifically, the researcher addressed these questions: 1) How do principals engage in

the decision making process to select teachers for teacher leadership development? 2) What kinds of development/support do principals provide the teacher leaders they have selected? 3) What attitudes and perceptions do teacher leaders have about the development they have received? These research questions were approached through the lens of individualized consideration and idealized influence, components of Transformational Leadership Theory and Implicit Leadership Theory. The study was undergirded by Distributed Leadership Theory.

Semi-structured interviews, field observations, and document collection were used as means to collect the data that led to the findings in this multiple case study. A middle school and a high school comprised the two cases. Purposeful sampling was used to select the principals of each case. They, in turn, recruited two of their formal teacher leaders each to participate in the study. The data was coded and sorted into categories in order to identify themes detailing their experiences and perceptions of teacher leadership.

**INDEX WORDS:** Teacher leaders, Formal leaders, Transformational Leadership Theory, Implicit Leadership Theory

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by

BEVERLY HARPER

BSE, University of Georgia, 1990

MAT, Piedmont College, 2002

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial  
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DOCTOR OF EDUCATION

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BEVERLY HARPER

Major Professor: April Peters-Hawkins

Committee: Jori Hall  
Jack Parish

Electronic Version Approved:

Suzanne Barbour  
Dean of the Graduate School  
The University of Georgia  
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## DEDICATION

This dissertation is dedicated with all my love to my wonderful parents, Raymond and Elizabeth Harper. You did not live to see this day, but you deposited everything in me that I would need to accomplish this task. The encouraging words you showered on me while you were on Earth rang through my head each time I reached a tough spot and thought I would not make it. You were the best parents any child could ever ask for and I will always be eternally grateful for the way you raised us. The two of you would be very happy with the support I received from my brothers and sisters during this ordeal. The love and kindness they showed me was steadfast and limitless. You would be so proud of them.

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## **CHAPTER 1**

### **INTRODUCTION**

The one room classrooms of yesterday were not in need of a principal. Teachers were the leaders and made all of the decisions for the students and the learning that took place.

Donaldson (2006) states “We invented principals when schools became so large that we needed someone besides teachers to handle the spillover and the coordination of facilities, bodies, and time” (p 39). The principal’s job is becoming so complex and they can no longer remain the lone leader and should not be seen as the only leader in the school community (Ballek, O’Rourke, Provenzano, & Bellamy, 2005; Lambert, 2005). Administrators, today more than ever, need buy in and leadership from their staff. The job of a principal has changed so much in the last few years that it is impossible for one person to do alone. A shift has been made from principal as official manager of a school to principal as instructional leader (Anderson, 2008). Although a shift has been made, none of the responsibilities and duties of manager of a school have been taken away from the principal. It is vital that principals assist teachers in remaking the educational profession and establishing a culture in which teachers are empowered (Mullen & Jones, 2008). Lunenburg and Irby (2006) advocate that in this new phase of governing schools, important decisions are made by site-level stakeholders as much as by state and district level participants. Barth (1987) proposed at the Annual Spring Conference of the Georgia State University’s Principals’ Institute that all teachers can lead. Lambert (2003b) suggests that our task is not to identify which teachers are leaders, but to create a context that invokes leadership from all teachers in any given school. Principals and administrators have the task of creating this

context where teachers are invited and encouraged to take on leadership roles in the school.

“Like children, all adults can learn, all adults can lead” (Lambert, 2005 p 40).

### **Problem**

The work of leading a school can no longer sit solely on the shoulders of the principal. The role of principal has expanded to focus more and more on accountability and meeting the challenge of ensuring higher levels of learning for all students (Wells & Klocko, 2015). Moller and Pankake (2006) offers principals three options to take when thinking about their new role: “Do everything themselves or with a few chosen teachers, sit back and let leadership occur in a chaotic manner, or intentionally plan and facilitate the process of collaborative leadership” (p 8).

Teachers, left to themselves in their classrooms, have for a long time made instructional decisions and initiated activities for the students they serve (Lai & Cheung, 2015). Many of these teachers are looking for opportunities to lead others and help in the work of the school. York-Barr and Duke (2004) posit teacher leadership is the process by which teachers engage in influencing the staff and school community to improve teaching and learning practices in order to increase student achievement. These opportunities can increase

### **Phases of Teacher Leadership**

The evolution of teacher leadership has happened over the past 20 years (Katzenmeyer & Moller, 2001; Murphy, 2005). Murphy (2005) divides this progression in four phases ranging from the 1980s to the present. The early 1980s started the process for developing teacher leadership as we know it today by reshaping the structural organization of schools. Teachers were offered different roles to fulfill alongside their teaching responsibilities such as mentoring. *A Nation at Risk: The Imperative for Educational Reform* (1983) declared that America’s schools were in despair and one of the areas in need of attention was the teachers. The report had a real

emphasis on improving teachers through teacher leadership. In the mid to late 1980s shared decision making and governance for the school was extended to teacher leaders in an attempt to salvage the teaching profession (York-Barr & Duke, 2004). The next phase of teacher leadership required teacher leaders to display their expertise in pedagogy. Finally, teacher leaders began to be seen as a community practice. Teachers were now beginning to be used as leaders in order to take care of some of the external accountability schools were facing (Little, 2003). Schools were losing some of their traditional hierarchical structure.

### **Attrition**

Borman and Dowling (2008) cite the Department of Labor's estimation that attrition costs an employer 30% of the departing employee's salary. Somewhere upwards to 23% of public school teachers leave within the first five years of teaching (Keigher, 2010). Many of these teachers go to other schools while the others, about 9%, leave the profession forever. This has become a real problem in the education system today. This statistic cannot sustain itself without hurting the system in a way that can prove detrimental to society as we know it.

Muller, Dodd, and Fiala (2014), in a study researching which protective factors promote resiliency and influence retention in classroom and community based educators, found teachers experiencing meaningful participation on their job are able to develop resiliency to continue in the profession. Teachers who maintain a connection to the school by means of participating in the day to day run of the school are most likely to remain at the school. Moreover, National Commission on Teaching and America's Future (2010) when taking notice of the number of teacher's pursuing National Board Certification, remarked that these teachers, a subset of the nation's most accomplished teachers, "continue to grow and are eager for new professional challenges throughout their career" (p. 12). Teaching is being transformed and teaching careers



are being extended in ways that may not eradicate attrition but will go a long way in helping the present day attrition problems.

### **Formal and Informal Teacher Leaders**

The literature points to two types of teacher leaders: formally appointed leaders and informal leaders (White & Smith, 2012). The formal teacher leaders have been assigned to or volunteered for leadership roles around the school or district and are sometimes compensated by additional money or in exchange for a lighter teaching load (Birky, Shelton, & Headley, 2006). Informal teacher leaders are leaders who naturally emerge among their colleagues as trusted and respected catalysts (Patterson & Patterson, 2004; York-Barr & Duke, 2004; Donaldson, 2006; Lai & Cheung, 2015). Moller and Pankake (2006) describe these informal teacher leaders as credible, competent resources for fellow teachers.

Gehrke and Romerdahl (1997) indicate that teachers need new opportunities to confirm their competence and express themselves (p 13). Teacher leadership roles, formal or informal, give teachers the vehicle they need to expand their horizons and achieve new levels of job satisfaction. Many teachers choose traditional roles of leadership in a school. These formal roles include team leader, department head, instructional coach, peer coach, committee head, and district representative for various committees, mentor for interns or novice teachers, etc. (Firestone & Martinez, 2007). Lambert (2003a) adds school council representative, teacher on special assignment and parent liaison to the list of formal teacher leader positions. These roles provide a way for a teacher to show leadership skills outside of the classroom, share pedagogy and ideas, demonstrate instructional prowess and the capability to lead peers in many situations. The downside to these roles is that they are limited to the number of teachers that may be assigned to them. Most of them must be offered to one teacher on a grade level at a time. What

are the rest of the teachers to do while that lucky one is chosen to lead? What does a teacher do with his or her time on the sideline while they are out of the game? Can we afford to continue with situations that utilizes such a small percentage of the talents available?

Our schools are not in the position to let capable workers sit around and make little use of the skills and abilities they bring to the profession each day. Greenlee (2007) effectively declares teacher leadership as a way of organizing a largely unused leadership capital in teachers to positively affect school change. Schools must employ ways to harness every staff member's gifts and use them in a way that will promote growth in the school. There must be an "all hands on deck" approach taken by school administrators in order to make real change in educating the students of today. Developing teacher leaders is a strategy principals and administrators could use to ensure everyone is working to realize the school's vision. Leading is not restricted to formal positions, but is distributed to the entire educational community (Greenlee, 2007). Principals and district leaders will need to lean heavily on the talents, namely, the intimate knowledge of students, subject matter, and teaching (Lieberman & Friedrich, 2010) that teacher leaders bring to their jobs each day.

This study aims to explore what criteria principals consider and the support they provide when they seek to develop teacher leaders to assist with the day to day operation of a school and the development. Teacher leaders' perceptions of this development will be examined as well.

### **Research Purpose and Questions**

The purpose of this study is designed to examine teacher leadership and its development from the perspectives of the principal and the teacher leader. It seeks to identify criteria by which principals choose teachers to develop for leadership positions. After the selections are made, the study will determine how principals proceed in developing those teachers. Alongside

individual interviews with all participants, the researcher will examine the strategies used by principals during mentoring/coaching sessions along with any other interactions and artifacts shared with these teachers to develop them into leaders. Secondly, the study will endeavor to uncover the teacher leaders' reactions to the leadership development they receive from their administrators. The research will be guided by the following research questions:

1. How do principals engage in the decision making process to select teachers for teacher leadership development?
2. What kinds of development/support do principals provide the teacher leaders they have selected?
3. What attitudes and perceptions do teacher leaders have about the leadership development they have received?

### **Theoretical Framework**

This researcher will endeavor to find answers to the study's research questions employing a theoretical framework which includes Transformational Leadership Theory, Implicit Leadership Theory and Distributed Leadership Theory.

#### **Transformational Leadership Theory**

Bass' (1985) transformational leadership theory sets forth four characteristics evident in a transformational leader. This study will concentrate on two of these, idealized influence and individual consideration. The research should reveal the effects of the principal/teacher relationship when these characteristics are applied. Each interaction should serve as building blocks for the pair in their ongoing construction of knowledge of leadership. This theory will inform the research as to how the principal views the teacher leader.

Transformational leadership theory and its principles have a wide appeal in many organizations including business, educational institutions, government agencies as well as the military, and health care industry (Bass, 1998). Suresh and Rajini (2013) offer some strengths of transformational leadership. As a theory, it is widely researched and has intuitive appeal. People like this theory because it is easy to understand and there are many prominent examples in our culture. The theory has proven, through much research, to be an effective form of leadership (Yukl, 1999). An enormous strength of transformational leadership theory is the emphasis on the morals, values and needs of the follower (Hay, 2006; Suresh & Rajini 2013).

There are also critics of transformational leadership theory. Many feel (Yukl, 1999; Suresh & Rajini, 2013) that this theory can have the potential for the abuse of power from the leader involved. These leaders can sometimes be less than moral, but because of their transformational leadership skills they inspire strong emotions from their followers leading sometimes to the detriment of those followers (Hay, 2006). The checks and balances of this theory are weak and could lead to one interest or influence taking over the group and perhaps oppressing other members (Bass, 1998). Transformational Leadership as a theory is not easily measured. Despite Bass' many iterations and revisions of the Multifactor Leadership Questionnaire (MLQ) (Bass, 1995) critics still contend there is no way to easily measure transformational leadership (Hay, 2006; Suresh & Ranjini, 2013).

### **Implicit Leadership Theory**

Transformational leadership theory highlights the behaviors of the principal when interacting with staff. This study is designed to explore how these behaviors are received by the staff and any reactions that may occur in response to them. Implicit leadership theory will be used to frame questions to discover the effect of principals' behaviors on the staff. This theory

will help the researcher learn how the teacher leader uses the knowledge constructed from each interaction with the leader and juxtaposes it with personal assumptions, stereotypes, beliefs and schemas that may influence their views about the leadership skills of their leader to explore how they feel about the leader. The study will look for places these implicit factors may help or impede the principal/teacher leader working relationship.

Epitropaki, Sy, Martin, Tram-Quon, and Topakas's (2013) criticism of ILT is that most of the research done on this theory has focused on the classification and identification of leaders with few showing links between the followers' ILT and the status of the workplace. If the research is to be helpful to the organization, leaders need to know why the climate is the way it is. Is there something the leader could do, through interactions with the followers, to change or maintain the status of the workplace? Schyns and Schilling (2011) found two points of weakness for researching ILTs during a recent study. Almost all of the research done with ILTs has been concerned with the attributes of effective or ideal leaders, rarely giving the follower a chance to discuss or rate ineffective leadership. Also, the conclusions reached in one study of ILTs are not often transferrable to other organizations. Often because of cultural differences or small sample sizes the findings are not adequate to generalize. Eden and Leviatan (1985) raised the question of validity when testing this theory. The questionnaire data may reflect only the rater's, usually the followers, conceptions. To increase the validity of these types of studies the researcher should add observation-based measures of the phenomena.

A strength of implicit leadership theory is that it may suggest suitable ways for followers to respond to leaders so that pitfalls can be avoided in the organization (Lord, 2005). The knowledge and insight workers gain about themselves and their perceptions of their leaders that can be gleaned by this theory is invaluable in the workplace.

Implicit leadership theory will help in this researcher's study to give a good idea of what the teacher leaders deem as characteristics of a good leader. How and why do they respond to a leader in certain ways? Does this response have an effect on the teacher leader being able to receive directions from the leaders in coaching and mentoring sessions used to develop the teacher leader? Will sharing the teacher leader's perception of the leader with the leader change the interactions between the teacher leader and the principal?

### **Distributed Leadership Theory**

Distributed leadership allows the work of the school to be shared across multiple leaders in order to get done. As has been stated, there is too much work for one or two people. The principals select the teachers who will help in the work of running a school, therefore distributing the work. In this distribution, the principal has to make decisions about how to relate to the teacher leader in order for the work to get done.

Spillane (2006) explains that distributed leadership is first about leadership practice rather than structures, roles, functions or routines. Leadership is a collective rather than an individualistic effort (p. 6). This theory will be needed for this researcher to observe the practice of leadership in these settings. Distributed leadership explains how leadership is shared in a school. The study attempts to collect data on this very event. The theory provides a model for leadership and how situations highlight reasons for developing teacher leaders.

Distributed leadership is one strategy principals use to shift some of the duties of running a school over to teacher leaders, formal and informal. Leithwood et al. (2007) study found this strategy to be most successful when principals are hands on "planful" when making assignments and seeking to develop the informal leaders. The authors also noted that whether the principal was planful or not in developing leaders by assigning tasks and coaching to see them through,

teacher leaders emerged. Without the principal's guidance these emerging leaders usually did little to positively impact the vision and mission of the school. Leithwood et al.'s study examined how the principal could support teacher leaders in the structure of distributed leadership. Harris (2011) echoes this strength of distributed leadership. Leadership in a school is more likely to be a positive experience for everyone involved if the principal plays a pivotal role in planning the conditions of success. Distributed leadership takes some of the pressure from the principal and other formal leaders of a school when the responsibilities are distributed (Gronn, 2002; Camburn, Rowan, & Taylor, 2003; Spillane, 2006; Harris & Spillane 2008).

Harris (2011) warns that researchers need to know more about patterns of distribution and to understand which configurations are most likely to have a positive impact on schools when using distributed leadership in a study. This is also information school leaders need to know about this theory before they try and use it to reform their school. Results from previous studies have been inconclusive, leaving the researcher wondering which parts of distributed leadership works and which do not. Timperley (2005) offers two weaknesses of this theory. The process of distributed leadership will not work if teacher leaders do not have the respect of the other teachers. Distributed leadership can also, if not well planned, "may result in a distribution of incompetence" (p 23).

Distributed leadership has huge implications for school leadership. Spillane (2006) reminds any school leaders wanting to implement distributed leadership to remember this theory has to do with how it is used by the practitioners and those that work with them on improving leadership than with following a framework. Harris and Spillane (2008) discuss the need for diverse expertise and flexible forms of leadership to solve the complex problems facing today's schools. Distributed leadership, despite its lack of positive empirical data to support its claims,

can be a strategy used by school leaders to stretch the work over multiple leaders to accomplish a leadership task through their interactions (Spillane 2006).

### **Research Design and Methodology**

This multiple case study is designed to determine how principals develop and cultivate teachers into teacher leaders. The case study includes two principals and four formal teacher leaders who will each participate in an individual, semi-structured, hour long interview and a coaching/mentoring session that will be observed by the researcher. The coaching/mentoring session will be observed by the researcher as a part of the data collection. There are two cases in this multiple case study, a middle school principal and two teacher leaders and a high school principal and two teacher leaders. The units of analysis in the multiple cases will be the individual participants as well as the relationships between the principals and the formal teacher leaders. Any relevant documents such as emails, agendas for meetings, minutes from meetings, and so forth will be collected as a third data source ensuring triangulation for the research study. The researcher will look for similarities and differences between the two cases as well as within the cases.

### **Significance of the Study**

Teacher leadership provides opportunities for change in both the formal and informal teaching roles (Wells, 2012). This study will examine the criteria used by principals to choose teachers to formally become teacher leaders in the school while exploring at the same time the reactions from these chosen teachers concerning their selections. These interactions will be scrutinized by the researcher through the lens of the following theories: transformational leadership and implicit leadership. Distributed leadership will aid the researcher in identifying ways in which the principals and administrators effectively accomplish the work of the schools



utilizing teacher leaders as a resource. Vernon-Dotson and Floyd (2012) state it cannot be assumed that teachers know how to lead and become productive members of leadership teams automatically. This study will explore processes employed by the principals to ensure teachers receive the training and support needed to become an effective teacher leader.

### **Definition of Terms**

For the purpose of the study, the following terms are defined to ensure clarity for the study's participants as well as its readers.

*Teacher leadership* – teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice (Katzenmeyer & Moller, 2001)

*School Leadership* – the work of developing shared purposes, beliefs values, and conceptions themed to teaching and learning, community building, collegiality, character development, and other school issues and concerns (Sergiovanni, 2007)

*Formal teacher leader* – teacher leaders who have been given familiar titles and positions and are generally identified by the principal and compensated either by additional salary or in exchange for a lighter teaching load (Birky, Shelton, & Headley, 2006)

*Informal teacher leader* – teachers who gain their influence through earning respect from students and colleagues through their expertise and practice (Lai & Cheung, 2015)

### **Assumptions**

The work of this research will be guided by several assumptions. As a former formal and informal teacher leader in this school district I have some preconceived notions about how principals select and develop teachers to become leaders as well as how teacher leaders are defined. A teacher leader has a personal commitment to the school's and district's vision and

mission statements. There is a desire from the perspective of the teacher to share leadership alongside the principal to progress teaching and learning thereby improving student achievement.

I expect the principals to be committed to identifying and developing teachers to become teacher leaders. Teacher leadership can take on different looks depending on the school, but I expect each principal to have a personal system that helps them determine which teachers should be identified for leadership development and once the identification has been made, their system builds in times and best practices to ensure proper training for leadership. I assume these teachers will be given opportunities to lead in various situations inside and outside of their schools. I expect these teacher leader participants to approach these assignments and the guidance provided by the principal with vigor, learning all they can about school improvement.

I expect to interview all participants individually for one hour each and observe them in coaching/mentoring sessions together. I assume all of the study's participants will be honest in their descriptions of how teachers are developed into leaders and the effects of this development on the school as a whole. I expect participants to bring with them into this study all of their rich experiences associated with leading, successes and mishaps, thereby enriching the data collected and positively affecting the results of the study.

### **Conclusion**

Chapter one of this dissertation frames the research study and contains the following sections: introduction, statement of the problem, research purpose and research questions, brief outline of the study's theoretical framework, significance of the study, definition of terms, assumptions of the researcher and the conclusion of the chapter. Chapter two examines the literature associated with several aspects of teacher leadership and the role principal leadership plays in the development of teacher leaders along with a deeper explanation of the following

theories: Transformational Leadership Theory, Implicit Leadership Theory and Distributed Leadership Theory. Chapter three outlines the methodology including data sources, data collection, data analysis, credibility of the study, limitations of the study and a subjectivity statement. The fourth chapter records the results from the study based on the data that was collected and analyzed. The final chapter presents the summary, discussion and implications for the study.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This chapter reviews the relevant literature surrounding teacher leadership including an in depth look at how leading educators define teacher leaders. The obstacles that beset, the effects of, and some supports that accompany teacher leaders are also explained. The theoretical framework that guides this research study is outlined.

#### **Teacher Leadership**

##### **Defining Teacher Leaders**

There is much data to support the need for teacher leaders. Pellicer and Anderson (1995) even venture to say that no modern schools would function without teacher leaders pitching in and doing their part. Grenda and Hackman (2014) add that the pressures and mandates of No Child Left Behind have further unearthed principals' need for teacher leaders in their buildings. Transformational principals influence teachers to collaborate with them and others to share in these contemporary accountability demands imposed by the legislature (Printy, 2010).

A plethora of definitions currently exist for teacher leaders and no clear consensus on which one is close to being correct. Many of them overlap in significant ways that show teacher leaders are effective teachers in their own right who possess skills that the school needs to move it forward towards school improvement. Following are a few of the definitions created by some leaders in educational leadership today. They are worth noting to help the researcher get a better handle on what is meant by the term teacher leader.

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement. (York-Barr & Duke, 2004)

Teacher leadership is about action that transforms teaching and learning in a school, that ties school and community together on behalf of learning, and that advances social sustainability and quality of life for a community. (Crowther, Kaagan, Ferguson, & Hann, 2002)

Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice. (Katzenmeyer & Moller, 2001)

In 2008, a consortium consisting of state education agencies, various education organizations, principals, teacher leaders, superintendents, and institutions of higher education across the nation came together with the sole intent of examining current research as it related to the critically important leadership roles that teachers play in the success of today's schools. The outcome was the development of Teacher Leader Standards that are revealed in the following domains: Fostering a Collaborative Culture to Support Educator Development and Student Learning , Accessing and Using Research to Improve Practice and Student Learning , Promoting Professional Learning for Continuous Improvement, Facilitating Improvements in Instruction and Student Learning, Promoting the Use of Assessments and Data for School and District

Improvement, Improving Outreach and Collaboration with Families and Advocating for Student Learning and the Profession (Teacher Leadership Exploratory Consortium, 2010).

Crowther, Ferguson and Hann (2009) offer a less involved, but straightforward framework for developing teacher leaders. They, too, believe educators will need to have a paradigm shift that will allow them to see teacher leaders as the future of successful schools. These educational researchers would like the shift to “recognize both the capacity of the profession to provide desperately needed school revitalization and the striking potential of teachers to provide new forms of leadership in schools and communities” (Crowther et al., 2009, p. 2). Any new reform that happens in education may only come about because of teachers leading the way. Their framework lays the foundation for teachers to see themselves in a social system that has defined roles and this system is managed by individuals with needs, enabling individualization. The teacher leader is encouraged to develop themselves as educators, working towards personal, career goals while aiding the school in reaching the realization of its vision and mission statements.

### **Obstacles to Teacher Leaders**

In Firestone and Martinez’s (2007) qualitative study they explored how distributed leadership happens within school districts and the effect this distribution of tasks and duties can have on teacher leadership. The study points to the central or district office of a school district as another possible obstacle for teacher leadership; commenting that, “at extreme, these relationships could be oppositional” (p. 6). The study also lists the unavailability of time as a constant constraint for teachers in performing their duties as teacher leaders. In a separate, smaller study of superintendents and their knowledge of teacher leaders, Wells (2012) reports school culture as being one of the most critical challenges to developing teacher leaders. The

superintendents state they are and should be on the forefront in the process of changing school culture so that teacher leaders are able to thrive in their positions.

Barth, Berliner, Hess, and Berry (2013) offer five obstacles to teacher leadership. They include the taboo against a teacher elevating himself or herself into a leadership position, principal control issues, schools adopting a business model, oppositional relationship between teachers and principals, between unions and management and already too busy teachers. The principal control issues Barth et al. (2013) spoke of are described by Lambert (2003a) as a hierarchical view of authority. When principals get stuck in the old way of doing things and see teachers as their subjects and not as their colleagues schools do not thrive and grow. Schools utilizing this top-down managerial style have low leadership capacity. Teacher leaders are not allowed to develop and cannot flourish in this environment and students suffer (Lambert, 2005). Murphy (2005) proposes that developing informal teacher leaders is a catalyst for a shift away from schools' focus on hierarchical systems that have been in place for years. Supportive organizational environments are conducive to successful teacher leader development (Crowther et al., 2002).

## **Effects of Teacher Leaders**

### **Student Learning**

Teacher leaders are the teachers who accept responsibility for student learning (Lambert, 2003a). Recent research has revealed a link between teacher leadership and student achievement. New forms of teacher leadership will help to transform students' learning experiences and teachers' work experiences. Administrators and teachers alike are struggling to define teacher leadership and put a definite face on the roles these teachers play, but the data show these leaders make a difference in schools and with the children they serve (Curtis, 2013).

Echoing this thought, Akert and Martin (2012) state that teacher leaders direct the entire school toward higher standards of achievement and recognition of individual responsibility for school reform. School administrators are well aware that teachers matters for student achievement (Jacob, 2012).

Katzenmeyer and Moller (2001) note that teacher leaders aid student learning by creating new and innovative approaches with students, such as student-led conferencing or counseling at-risk youngsters. Utilization of such innovations illustrates how teacher leaders place their students' learning as their primary goal and work within their own classrooms to improve student achievement. Merideth (2000) declares student achievement is and should be one of the most important practices of teacher leadership. Student learning is an area where teacher leaders can really make a difference for a school.

### **Adult Learning**

Mullens and Jones (2008) report professional learning communities as one of the three prominent features in high-performing schools that can make a difference. These learning communities are often organized and run by teachers inside the building. Teacher expertise is at the forefront of increasing teacher quality and advancements in teaching and learning (York-Barr & Duke, 2004). Professional learning communities act as a conduit for increasing the knowledge base for any teaching staff. This is an easy way for teachers to teach and learn from each other. Many times the professional learning that takes place in these communities is based on skills or information needed or based on interest. Innovative strategies, continued learning or introduction of fresh initiatives can happen in successful learning communities. High quality professional development prepares and supports teachers and administration to help all students achieve high standards of learning (Lunenburg & Irby, 2006).



Lieberman and Friedrich (2010) summarized from their extensive research descriptive writing project aimed at developing teacher leaders that one powerful mode of teacher leadership, as reported by the teacher leaders in their project, is sharing one's teaching and the success of one's students. Teacher leaders are teachers who strive to influence peers to become more effective in classrooms (Schlechty, 1990; Firestone & Martinez, 2007). These leaders build capacity for adult learning to take place throughout the building. Crowther et al. (2002) describe these teachers as ones who exert influence beyond their classrooms.

Teachers who are able to model best practices and develop professional expertise become effective teacher leaders. They begin to see leadership as their duty and responsibility (Meredith, 2000). These teachers are able to turn their focus on the challenges of teaching and learning for staff and students. They position themselves to facilitate learning and planning among their peers that can directly lead to new action (Donaldson, 2006). Teacher leaders are awakened and open to understanding the learning of colleagues (Lambert 2003b). These teachers know the impact professional learning communities can have for the teaching staff and eventually on the students they serve as well.

As noted above, Barth et al. lists the taboo against a teacher elevating himself or herself into a leadership position as one of the obstacles to teacher leadership. York-Barr and Duke (2004) discussed the pushback teacher leaders can receive from colleagues when they've been given leadership positions in the school. This taboo can impede a staff from experiencing a successful professional learning community; thereby, limiting the achievement of their students. Lieberman and Friedrich (2010) recognize that conflicts like this will occur as teachers transition into leadership roles. They offer some choices as to how to handle it from the teacher leader's perspective. First, the leader must get rid of any of the implicit theories they may have that

might, through incorrect assumptions, make the situation worse. Secondly, the teacher leader should use some form of conflict resolution to solve the problem. Environmental factors should always be considered when in conflict. History and culture of the schools are two of these factors.

### **Collaboration**

York-Barr and Duke (2004) state that teacher leadership, by which teachers influence stakeholders in order to improve teaching and learning practices, can only come about through three forms of intentional development: individual development, organizational development and team development or collaboration. True collaboration will require some letting go from the principal (Lambert 2005; Donaldson 2006). Administrators have to see this process as a help to them, not as a slight against them. Klar (2012) conducted a study of three high schools to examine how the principals used distributed instructional leadership to foster their department chairs' instructional leadership capacities. This research illuminated the role of collaboration with peers, along with modeling and skill-building activities, as a vehicle to successfully increase instructional leadership among teacher leaders. The sociocultural instructional design was used for this study. Using this model, the department chairs and principals were immersed in genuine problems and learned by collaborating with each other to solve them.

Chenoweth (2015), when reflecting on what seven expert school leaders did to improve failing schools, found an emphasis across the board on collaboration as one of the common threads among these school leaders. "Most educators know collaboration is important...but finding time for it remains an organizational challenge" (Chenoweth 2015, p. 18). When the time is found teacher leaders can work in collaboration with the administration to improve the culture of teaching and learning for their peers and the students they teach. This collaboration

will be used to ameliorate the overall performance of the school. Teacher leaders are in a unique position to grow strong, productive relationships among their colleagues (Krisko, 2001; Donaldson, 2006).

Teachers need to be given leadership tasks allowing them to stretch as leaders (Ballek et al., 2005; Searby & Shaddix, 2008). Teachers will need to feel supported in their attempts to lead their peers in these endeavors. This support should stem from the principal and assistant principal of their school. District, building and community support is needed to give the developing teacher leader the courage to step out of their comfort zone and lead. Everyone involved in the progression of the school should work together with the vision and mission in mind. Effective leaders recognize support as a basic need for all people no matter the position they hold (Hensley & Burmeister, 2008).

### **School Improvement**

When school improvement and educational reform are the major issues faced by a school or district, teacher leadership is needed in all areas and levels of education including career and technical education (White & Smith, 2012). Leadership of teachers is a major vehicle to bring about school change (Gehrke & Romerdahl, 1997). When individual teachers are developed to become teacher leaders where they are; the entire school is changed for the better. “A teacher’s leadership holds the promise for his or her colleagues that their real work issues will inform the improvement of the school” (Donaldson, 2006, p 82). Teacher leaders can take the lead with parents, students, teachers and all stakeholders in fulfilling the school’s vision and mission and bringing about school improvement.

Murphy (2005) speaks of teacher leadership as an embedded concept. He believes that teacher leadership is a strategy that school districts count on as a pathway to school

improvement. Although districts may not speak of teacher leadership, they do depend on it for student achievement. Ross et al. (2011) completed a qualitative case study on a university's teacher leader degree program and found that they list this notion of job embedment as their first principle. The principle is called Teacher Leadership for School Improvement and is explained by Ross et al. as "teachers learn new pedagogical strategies, implement them in their classrooms, collect evidence of student learning, reflect on practice with others, and then refine their practice" (p. 1214). The enrolled teachers are also given opportunities to go back to school and share their learning with their colleagues. Katzenmeyer and Moller (2001) call attention to the fact that if we are serious about school improvement then there must be an investment in the teachers and their learning.

Greenlee (2007) sees teacher leadership emerging as an essential component of school improvement despite the present traditional environment of formal organizational roles that define competence (knowing about educational leading) and authority (formal leadership roles). Greenlee goes on to caution that improving student learning and effectively changing schools for the better may be hampered because of the absence of a clear concept of teacher leadership. If it is not defined, then building and district leaders will not know how to use them successfully to bring about the changes needed to improve schools.

### **Supports for Teacher Leaders**

#### **Building and District Support**

Teacher leaders will not be able to adequately lead fellow teachers without the guidance and support of their building and district leadership. Teacher leaders will need to depend on support from the district for some of the conditions that will facilitate their work (Firestone & Martinez, 2007). Principals can do their part in delivering needed support by recognizing a job

well done; giving the leaders the power to make decisions, and sharing responsibilities with them when new initiatives come along (Leithwood & Beatty, 2008). Principals are key to teacher leadership support in their schools (Derrington & Angelle, 2013). This support from the principal will cause the teacher leaders to become empowered, thus, they will feel good about the job they are doing and want to succeed (Hensley & Burmeister, 2008). In Mangin's 2007 study of conditions that lead elementary principals to support the work of teacher leaders she discovered a link between principals' level of knowledge of the subject matter to the level of interaction with the teacher leader. The teacher leaders in this study likened these levels of interaction with principal support for the teacher leader.

Pankake and Moller (2007) presents the following as supports a principal should give a teacher leader: collaboratively build and monitor an action plan, be accessible, provide access to human and fiscal resources, maintain the focus on instructional leadership, help maintain balance to avoid overload and provide leadership development opportunities. Fullan (2001) adds negotiate relationships to this list. Principals must realize their role in the success of a teacher leader. There must be some recognition of the needs of the teacher leader if the position is to be effective. This teacher leader should not have to fight a two front war, with teachers and administration. Support for the teacher leader may also involve release time from their regular teacher duties (Donaldson, 2006). These are processes and procedures that take time and attention from the learner to be implemented effectually.

Leadership capacity schools involve broad-based skillful participation. Everyone has to be prepared to be involved in this process. Everyone would include teachers, principals, district personnel and community members. (Greenlee, 2007). The principal has to be willing to put a plan in place to assist the new leader. Principals need to really think about what it would look

like for them to develop teacher leaders for their buildings before they start this process. Time and energy is required from the administration to make this work so that everyone receives the benefits promised by having teacher leaders in the school. District personnel in turn could support the principals as they are lending support to the teacher leaders. Mangin (2007) believes this much needed support can come from district offices through communication with principals about the work of teacher leaders. When districts take the time to develop principals as leaders of leaders, then the district establishes leadership as a distributed responsibility with teachers. In these cases superintendents encourage and support principals with dialogue in areas that include shared leadership, teachers as leaders and changes in the way they define authority and power (Spanneut & Ford, 2008). Clayton, Sanzo & Myran (2013) remark that “the inclusion of district personnel in a collaborative process for the preparation of school leaders is critical” (p. 79).

Successful teacher leadership development requires district support.

### **Endorsements and Certifications for Teacher Leadership**

*The National Comprehensive Center for Teacher Quality* (2010) asserts that schools and districts can do their part in developing teacher leaders through formalization of teacher leadership using differentiated staffing models, but the real key for formalizing teacher leadership is at the state level by offering certifications and licensures. To this end, many states along with Interstate School Leaders Licensure Consortium (ISLLC) and Council of Chief State School Officers (CCSSO) have set about to institute changes in how teacher leaders are selected, supported, and rewarded. The states leading in this effort are Alabama, Delaware, Kansas, Kentucky, and Ohio. This coterie of states and educational organizations worked together to design general guidelines to outline and inform teacher leader candidates what a teacher leader certification program should include. The guidelines suggest the institution providing the

certification offer coaching for the teacher leaders, system or school based leader mentors, a candidate support team, candidate portfolio displaying skills learned, individual growth plan along with practice in the areas of need, and a conversion mechanism for teachers who have already completed degree programs

[http://www.c3ta.org/knowledgebases/Teacher\\_Leaders/2\\_2\\_1\\_0/resources/teacher-leader-standards-and-certificationlicensure-guidelines-2113.html?node=2\\_2\\_1\\_0](http://www.c3ta.org/knowledgebases/Teacher_Leaders/2_2_1_0/resources/teacher-leader-standards-and-certificationlicensure-guidelines-2113.html?node=2_2_1_0)).

Districts are also developing ways to certify teachers as teacher leaders in their districts. Two such districts are Los Angeles Unified School District and Riverside County Office of Education. These school districts and others like them largely adopt the teacher leadership standards outlined by the Teacher Leadership Exploratory Consortium of 2010. These certification programs are job-embedded with the course work designed to build leadership capacity inside and outside of the classroom for the teachers enrolled in the programs

[http://notebook.lausd.net/portal/page?\\_pageid=33,215966&\\_dad=ptl&\\_schema=PTL\\_EP](http://notebook.lausd.net/portal/page?_pageid=33,215966&_dad=ptl&_schema=PTL_EP); <http://www.rcoe.k12.ca.us/leadershipInstitute/leadingthelegacy.html>).

Another way to support teacher leaders is to do so at the university level. Teacher preparation programs on the university level, when being refined or newly developed, need to take into account the new structures of schools and be ready to reflect this newness in the courses offered and the experiences they provide for their students. Greenlee (2007) makes this point very clear in the passage below.

Future administrators and teacher leaders might be educated together without the barriers of traditional university programming with emphasis on the continued role of the principals as the solitary instructional leader. Rather than imagine more ways to lure teachers to administration, we might concentrate on how to redefine

the roles and responsibilities of administrators and teachers and reconceptualize school leaders as a whole. (pp. 52-53)

College and university educational offerings for teacher leadership range from endorsements all the way to masters degrees. The course work varies between institutions but does include some teacher research, candidate portfolio displaying on-the-job experiences and curriculum (<http://educationdegreeonline.eku.edu/advancing-your-career-kentucky-educator;teacherleadership@uga.edu>). These programs all work to undergird teacher leaders with the foundational knowledge and research associated with their new position.

### **Mentors/Coaching**

Mentoring (Tapsfield, 2015) and coaching (Roberston, 2008) are necessary helps for budding teacher leaders. Crow (2012) maintains that one of the traditional functions of mentoring and coaching involves transmitting knowledge to enable a newcomer to support the continuation of the organization, maintaining the status quo. Coaching is described, according to Roberston (2008), as a relationship between people who collaboratively set professional goals and achieve them. Mentoring is similar but is not to be confused with coaching although they are often used interchangeably. Mullen (2012) compares mentoring to a journey that two parties take together over time. These mentoring relationships are long-term and develop fully as time passes. Both of these relationships can prove valuable to the teacher leader as well as the principal.

Coaching and mentoring are based on trust (Rhodes, 2012). Teacher leaders and administration can use this trusting relationship to build coalitions between staff and leadership to make sure the school accomplishes its goals. Mentoring and coaching allows for teacher leaders to go beyond what they think they can do and succeed. Early experiences of leadership



and having opportunities to take on leadership are crucial factors in growing leadership (Fletcher, 2012). Teacher leaders would not be able to take advantage of some opportunities if they lack the proper support to guide them through it. Crow (2012), when viewing mentoring and coaching through the lens of critical constructivist perspective, adds that mentoring and coaching is a powerful form of leadership development and should keep its focus on transformational learning.

Another critical component to these coaching and mentoring relationships is communication. Each party needs to be able to communicate effectively and know that they have been heard. Hensley and Burmeister (2008), when writing about communication from principals to their leaders and staff, reflect on how crucial honesty is in communication and serves to build the trust needed to cement relationships leading to ongoing school improvement.

Riley (2009) suggests attitudes and perceptions of both the mentors and protégés are also important in developing and maintaining a quality, effective relationship. He cautions the mentor to pay careful attention to the “unequal distribution of power” (p. 237) while meeting with the protégé. He recommends the mentor to provide a structure by which power is shared equally between the mentor and the protégé. In his study, aimed at developing and testing of a time-limited mentoring model for experienced school leaders, he uses a protégé-centered model for principals to use when mentoring new school leaders.

Mentors can have many roles. Shillingstad, McGlamery, Davis, and Giles (2015) research study reveals that mentors have the responsibility of and do assist in shaping the knowledge, skills and dispositions of their mentees and colleagues. Clayton et al. (2013) suggest that another job of a mentor is to assist their protégés in learning how to adapt to new set of roles and expectations. Tapsfield (2015) notes that besides having the key skills of effective

questioning and active listening a mentor should be a critical friend who builds trust and confidence as they observe teaching, review plans, and provides advice. Peters (2010) provides more insight on how the mentor/protégé relationship can deepen and expand, deconstructing the traditional roles of each. This study focused on a mentor/protégé relationship between new and seasoned principals participating in an established mentoring program. The study found that several different roles emerged for the mentor: navigator, teacher, coach, guide, sounding board, collaborative problem solver, and mutual learner.

Mertz (2004) designed a study to build on existing research on mentoring in order to construct a stipulative definition of mentoring that would be acceptable to the field. To distinguish among the many roles and relationships attributed to mentoring, Mertz presented a model that used intent and involvement. Intent was defined as the perceived purpose of the activity. Involvement was defined as the amount of time and effort required to realize the intent. The study found that the participants liked the distinction these words gave to the mentor/protégé relationship. The participants knew up front the expectations of their roles and the responsibilities they entailed. Mertz's stipulative definition of mentor as a result of this study emphasizes how an individual works with a protégé to assist that person on the career path and provide professional development and experiences as needed.

Berriman (2007) defines coaching as a practically based, personally tailored partnership that is limited by time and includes action planning, goal setting and achieving results. Roberston (2008) outlines a coaching model to achieve the skills that build trust and understanding when coaching educational leadership. These skills are active listening, reflective interviewing and context interviewing. Berriman (2007) adds providing helpful and objective feedback to this list of skills needed. Weger, Castle and Emmett (2010) defines active listening as "an attempt to

demonstrate unconditional acceptance and unbiased reflection by a therapist of a client's experience" (p.35). Robertson's active listening involves the coach allowing the leader to speak freely and uninterrupted without giving advice, sharing stories or inserting themselves in any way. Reflective interviewing gives the leader a chance to think about situations that have happened, areas of concern, triumphs, questions that came up while away from the coach, etc. These interviews also give the coach an opportunity to practice active listening. De Haan (2014) advises coaches to help their clients to actively develop a more reflective stance. This stance helps them to deepen their reflections on their circumstances. Context interviewing is the last step in Robertson's coaching model. This interview is a chance for the coach to see the leader in the context of his or her work area (i.e. classroom, office). This interview is a bit of show and tell; the leader describes himself/herself and their context to the coach. The coach listens actively and asks the necessary reflective questions to clarify any misconceptions or to seek additional information (Robertson, 2008). Lambert (2003a) offers some sample coaching questions for the coach who is attempting to expand the protégé focus from being a reflective practitioner to being a leader: *How might you share your leading perspective with others?, What process might help us translate our shared values into a school vision?, and What dialogue question would focus the team on teaching and learning?.*

While teacher leadership seems to be the buzz word today, teachers and principals know that it has been around since the beginning of teaching. Today's educators do seem to see a more immediate need for teachers to become leaders in the schools. This is easily said, but for teacher leaders to become highly effective they will require some development. All stakeholders at each level of education, from the policy makers, to the universities, to the school boards, to the district leaders, to the principals, to the teachers, all the way down to the parents and students

will play a part in making this development happen. Improving teacher leadership is one way to ensure success in school improvement (Copland, 2003) and student achievement (Jacob, 2012).

### **Conceptual Framework**

The idea of leadership as a theory has existed in various forms for more than a century now. Malos (2012) lists the following as the eight most important leadership theories: “Great Man” theories, trait theories, contingency theories, situational theories, behavioral theories, participative theories, management theories and relationship theories. Creswell (2003; 2009) says that theory can present itself in a research study as an argument, a discussion, or a rationale. Researchers use theory to explain phenomena that occur in the world. Corbin and Strauss (2015) suggest the creation of theory as the following:

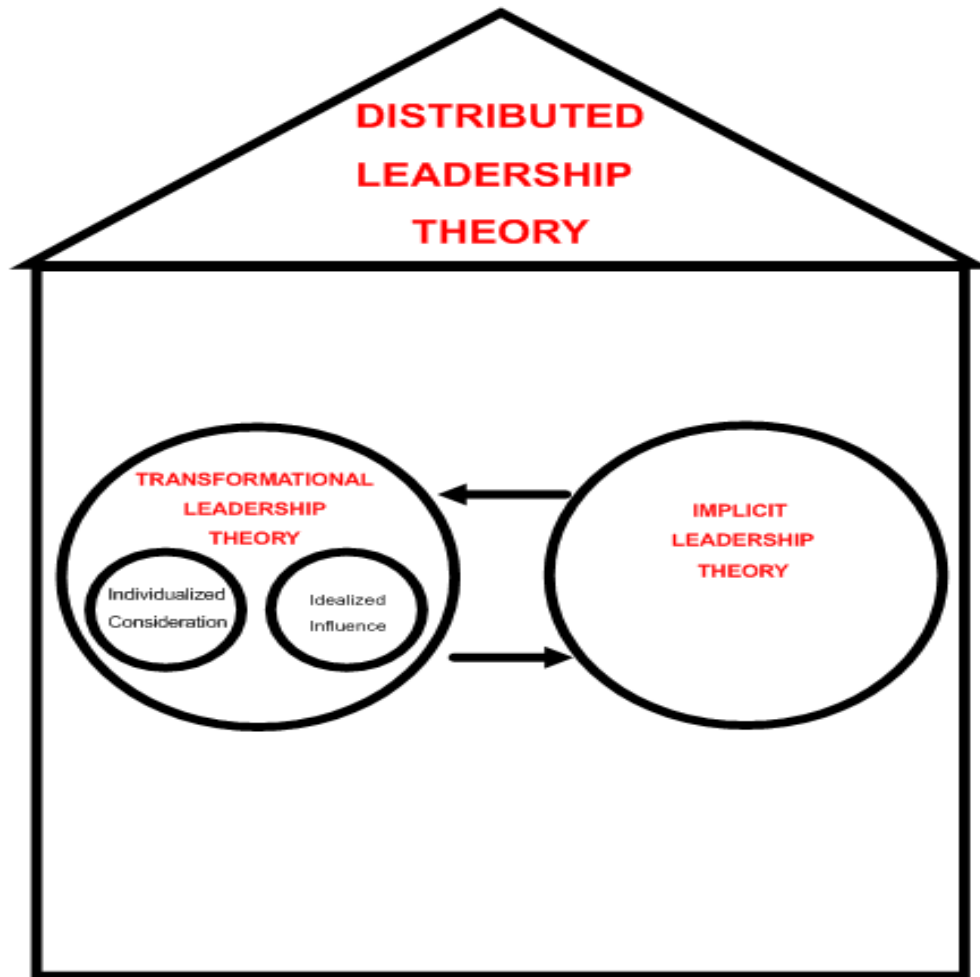
“...theories are constructed by researchers out of stories that are constructed by research participants who are trying to explain and make sense out of their experiences and lives, both to the researcher and themselves.” (p. 26)

This researcher will use as part of the theoretical framework different types of relationship theories. Relationship theories focus on connections made between leaders and followers and are also referred to as transformational theories (Malos, 2012). These theories will be used to explore the connections among the principals and teacher leaders in an attempt to see how school leaders engage in the decision making process to select teachers for teacher leadership development and what attitudes and perceptions these teacher leaders have about the leadership development they have received. More specifically, the theoretical framework for this research study will include these theories: transformational leadership and implicit leadership. The researcher will also employ elements of distributed leadership theory as well. These theories will shape the types of questions asked, determine how the data are collected and

analyzed and how the findings are written and shared giving the researcher what Creswell (2009) defines as a theoretical lens or perspective in qualitative research. The theoretical perspective influences greatly how the researcher views the issue being examined even in the design stages of the study.

Figure 2.1 below demonstrates how the researcher views the relationship between the theories used in the study, thus revealing the relationship between the teacher leaders and their principals. The house represents the school itself and includes the key participants for this study, teacher leaders and principals. The researcher used two components of Transformational Leadership Theory, individualized consideration and idealized influence, to explore how the leadership characteristics of the principal affect or influence the development of the teacher leader. The teacher leaders' perception of this individualized consideration and how they are influenced by their principals is highlighted in this study using Implicit Leadership Theory. The perception teacher leaders have of their principal leader influences the level of development they are able to receive. The arrows pointing out from one theory to the other demonstrates the interdependent relationships the principal and teacher leaders have with each other when it comes to teacher leadership development.

Distributed Leadership Theory is found at the top of the house serving as a backdrop to these relationships and indicating that the work of the school is shared by the principal and the teacher leaders. This theory allowed the researcher to observe the practice of leadership in each school and it represents a need for the two groups to work together.



*Figure 2.1.* Theoretical/Conceptual Framework

### **Theories for Theoretical Framework**

#### **Transformational Leadership Theory**

The theory that will be used to explore the perspective of the principal's role in developing teacher leaders for this study is transformational leadership theory. It was first developed by James Burns in 1978 as transforming leadership. Burns (1978) reviewed literature about leaders and followers and through the creation of his transforming leadership theory he merged conceptually the role of the leader and follower. This theory supposes a valuable relationship between the leader and the follower. Burns (1978) defines transforming leadership

as “leadership when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20). “Leadership is a special form of power” (Burns, 1978, p. 12) and leadership cannot be understood without understanding the principle of power. Burns thought that purpose and its role in the situation is essential in the concept of power. Transforming leadership contains three types of leadership, each rooted in power. They are transactional, transforming and moral (Burns, 1978). Burns’ transforming leadership was mostly concerned about being a moral example working towards benefiting the team, the organization or the community. These leaders’ traits, personality and abilities can cause the desired change from their followers. Burns made the distinction between transformational and transactional leadership (Shields, 2010). Transactional leaders seek to exchange one thing for another with their followers, while transforming leaders look for motives in followers wanting to satisfy their needs thereby fully engaging the follower. Transforming leadership leads to the moral leadership that is so important to this theory (Burns, 1978).

Bernard Bass in 1985 extended the work started by Burns, explaining how the concepts of transactional and transforming leadership were related terms, but should not serve as a substitute for each other (Onorato, 2013). Yukl (1999) notes that in Bass’ theory, “transformational leadership is differentiated from transactional leadership, which involves an exchange process to motivate follower compliance with leader requests and organization rules” (p. 286). Bass’ leadership theory addresses the followers’ sense of self-worth so as to engage the follower in true commitment and involvement in the effort at hand, connecting transformational leadership to the transactional exchange. The theory then became transformational leadership. This theory includes the four I’s of transformational leadership: individual consideration, intellectual stimulation, inspirational motivation and idealized influence. In most cases a

transformational leader exhibits leadership behaviors of all of these factors in varying degrees (Bass & Avolio, 1993).

Transformational leadership theory is used to study organizations, its leaders and followers and the relationship between the two groups in terms of producing better work (Bass, 1985; 1998; Bass & Avolio, 1994). This theory's starting point, as defined by Shields (2010), is found in the need for the organization to run smoothly and efficiently. This is accomplished by a real understanding of organizational culture; which includes setting directions, developing people, redesigning the organization and managing the instructional program. Leithwood (1992) states that transformational leadership offers the right incentive for people to try and improve their craft or practice. These organizations can include schools, small and large businesses, nonprofits, churches, government, and anywhere else leaders and followers exist together in an effort to produce any sort of product.

As seen by both Burns and Bass, transformational leaders are defined by the impact they have on their followers. These leaders motivate their followers to do more than they at first intended and many times more than even they thought possible. This theory indicates that leaders transform followers in three ways: increasing their awareness of task importance and value, getting them to focus first on team or organizational goals, rather than self-interest and activating their higher-order needs (Bass & Avolio, 1994; Bass, 1998). In schools with transformational leaders Leithwood (2013) indicates that their goals are threefold: 1) helping staff members develop and maintain a collaborative, professional school culture; 2) fostering teacher development; and 3) helping them solve problems together more effectively. The leaders, using this theory are able to effect change in the organization by getting the followers to believe in the overall cause/purpose of the group. This belief comes about through the leader evoking



strong emotions in the followers or through coaching or mentoring them. In return the followers feel trust, admiration, loyalty and respect for the leader and as a result are willing to work harder than expected to accomplish the group's goals. Transformational leadership theory has proven itself effective with respect to organizational outcomes by elevating followers' motives and values (Felfe & Schyns, 2010).

This research study will employ two of the four I's identified by Bass in the transformational leadership theory, idealized influence or charisma and individual consideration. These features of the model will give the researcher ample access to the relationships the principals are forging and maintaining with the teachers chosen as teacher leaders. Idealized influence deals with the vision and mission the leader imparts to the teacher follower. These leaders instill pride while gaining the respect, trust and admiration of the followers' work (Bass, 1985; 1998; Bass & Avolio, 1994). These leaders act as strong role models for followers while providing them with a clear mission and vision (White & Smith, 2012). Are the teacher leaders willing to follow the vision? Does the principal positively impact the teacher leaders to a degree such that they are led to inspire teachers around them? How do the teacher leaders view the principal? A successful measure of this element of the model can be seen in affirmative answers to these questions. This will show up in the research as how the teacher leader feels about the leadership of the principal.

Individual consideration gives the leader a chance to coach and mentor the teacher leader. At all levels it increases commitment from the follower because they know their personal career needs are being met (Bass, 1994; 1998). The transformation leader raises the protégé's needs to more mature levels (Bass & Avolio, 1993). Using this concept the principal will be able to tailor their coaching skills to teacher leaders' individual needs. The leader will provide feedback and

necessary opportunities for the growth and development of the teacher leader. Observations and interviews of the principal and teacher leader in a coaching session will cast light on how well this element is working for the principal/teacher leader team. Research in this area will reveal how the principal feels about the teacher leader's concerns and developmental needs.

Bass's two other components of the model, intellectual stimulation and inspirational motivation, are defined as follows by Malos (2012) in his review of Bass's transformational theory. Intellectual stimulation occurs when leaders encourage followers to tap into their creativity in order to explore new ways of doing things. Inspirational motivation involves leaders being able to adequately and passionately convey their vision to the followers and have the followers experience that same passion and urgency in order to fulfill this vision. This researcher believes traces of these components of transformational leadership theory will show up in the data collected but will not be reflected in the study's findings because of the researcher's need to bind the data collection for this case study.

### **Implicit Leadership Theory**

Lord (2005) reflects that implicit leadership theories are theories that people use to guide their sense making processes when perceiving and reacting to leaders. This theory asks that people look inside themselves and identify with their individual thoughts about leadership. Eden and Leviatan, in 1975, coined this theory. It began when they set out to study organizational behavior and because of a page limit when reporting the results, they only reported the leadership results of the study. From that report, what was intended the implicit organizational theory became the implicit leadership theory (Eden & Leviatan, 2005). They framed it from Schneider's implicit personality theories as a way to explain another person's behavior (Schyns, Keifer, Kerschreiter, & Tymon, 2011).

Fein, Tziner, Vasiliu, and Felea (2015) purport in their three-study investigation of leadership beliefs in Romania that people create mental models or knowledge structures that they use as cognitive frameworks for sense making. Implicit leadership theory theorizes that individuals possess their own naïve cognitive categorizations that determine the boundaries and characteristics of leaders and non-leaders. Perceptions and judgments about leaders rest in the eye of the beholder, the follower. Implicit leadership theory contends that people make a working list of typical traits representing leaders and compare all individual leaders based on this prototype (Burris, Ayman, Che, & Min, 2013). People's personal thoughts as to the nature of leaders and leadership are unique to them (Nichols & Erakovich, 2013). This research study seeks to find out how the chosen teacher leaders or follower participants' personal lists of typical traits may or may not affect their abilities to receive development from their principals.

Ehrhart's (2012) study of followers' initial reactions to leaders found a link between a follower's self-concept and their ideas about ideal leaders which will consequently relate to how the follower reacts to specific leadership styles. Like Ehrhart, Keller (1999) hypothesized "if the ideal leader is analogous to self, then personality traits and implicit leadership theories should be related" (p 591). De Rue and Ashford (2010) define a similar process as claiming and granting leader identity. This process asserts that leaders are only accepted by followers if there is a match between the implicit leadership theories of potential followers and their actual perception of that person. Lord and Maher (1991) cautions subordinates to remember that leaders fall victim to this same process when interacting and working with them; leading them to categorize them as "good" or "poor" employees. "The interaction of these perceptual processes results in unique dyadic exchanges between leader and subordinate" (p 120).

Including the implicit leadership theory in the theoretical framework will support the study's aims to explore the attitudes and perceptions the follower participants have about their leaders. These attitudes and perceptions of the follower participants gleaned by implicit leadership theory will juxtapose the individual consideration and idealized influence of principals exposed by the transformational leadership theory lens. Felfe and Schyns (2010) state the value of understanding followers' information processing when evaluating leaders because leadership behavior is mainly measured by followers' ratings. The researcher analyzed these shared perceptions and attitudes to discover how they affect, if at all, the mentor/coach/protégé relationship. Do these perceptions hinder or help the principal/teacher leader relationship? These perceptions may surface during delegation of tasks to complete or decisions to make. The next theory will shed some light on systems in place by which duties are assigned or shared within the school.

### **Distributed Leadership Theory**

Leadership can no longer be on the shoulders of a few (Hargreaves & Fink, 2003; Timperley, 2005). There is no single hero coming to rescue schools, but rather "a new vision of effective leadership, one in which multiple school members are seen as exercising powerful instructional leadership...in order to effect programmatic change and instructional improvement" (Camburn, Rowan, & Taylor, 2003, p 348). Distributed leadership theory will allow this researcher to discover how the principals in the study spread the day to day as well as occasional responsibilities of the management and operation of a middle or secondary school.

The leaders in the field of distributed leadership research are Spillane, Gronn and Harris. Gronn acknowledges that the concept of distributed leadership is not new. The act of distributing or dispersing duties dates back to the Roman Empire. Much of today's work in

distributed leadership research is rooted in the findings of C.A. Gibb, an Australian leadership theorist. Gibb, in the 1950's, was the first theorist to assert the possibility of leadership displaying a distributed pattern (Gronn, 2002).

Other names that are synonymous with the concept of distributed leadership are shared, collaborative, democratic and participative leadership (Leithwood et al., 2007). Although this practice of using these terms interchangeably is widely seen in the literature about distributed leadership, Harris (2011) and Spillane (2005) argue that these terms are not synonyms and when they are treated as such meanings are blurred and confusion ensues. Spillane (2005; 2006) and Spillane, Camburn, Pustejovsky, Pareja and Lewis (2008) discuss distributed leadership from a distributed leadership perspective. This perspective is centered on the interactions between leaders, followers and the situation. Team leadership may or may not involve this interaction of leaders, followers, and the situation; however, shared leadership could, depending on the situation, use the distributed perspective. Democratic leadership is not always used in this distributed perspective of distributed leadership. The way leadership is used in a building may or may not be democratic (Spillane, 2005).

Spillane (2006; Spillane et al., 2008) explains his distributed leadership perspective as being chiefly about leader-plus aspect and leadership practice aspect, not roles of individuals. This perspective involves many, not a mere few. Leadership practice is about the “collective interactions among leaders, followers, and their situation” (p 4). Leadership practice is constructed through these interactions. The many included in Spillane's perspective are teachers with formal and informal leadership positions, principals, assistant principals, coaches, instructional leaders and the like found inside a school building. This cadre of leaders makes up the leader-plus aspect of distributed leadership perspective (Spillane, 2005; 2006; Spillane et al.,

2008). The distribution of responsibilities to other leaders in an organization can happen by design, by default or through crisis (Spillane, 2006).

The leader-plus aspect explores how teachers as followers may construct others as influential leaders. This construction is created by the interactions followers have with the leaders as well as conversations with colleagues about the leaders. Teachers base their opinions, abilities to follow a leader on forms of human, cultural, social, and economic capital. Spillane (2006) explains them in detail below:

*Human capital* involves a person's knowledge, skills and expertise.

*Cultural capital* refers to a person's way of being and doing, interactive styles that are valued in particular contexts.

*Social capital* refers to a person's social networks or connections but also concerns the prevalence of norms such as trust, collaboration, and a sense of obligation among individuals in an organization.

*Economic capital* includes money and other material resources, including books, curricular, materials, and computers, among other things. (p. 48)

These forms of capital, when constructed over time, very well could become the perception of teachers about their leaders.

Gronn (2002) has found in his research two existing forms of distributed leadership: additive and holistic. The additive form allows many different people to engage in leadership functions, but without much, or any, effort to take account of the efforts of the other leaders. This form is usually not helpful to an organization. Holistic leadership takes place when there is a consciously-managed relationship among many or all of the sources of leadership in an

organization. This form of distributed leadership takes into accounts all of the efforts of the leaders with each working together to add up to be more than the sum of their parts. Leithwood et al. (2007) refined Gronn's form of holistic distributed leadership to propose the following ways to align leadership in an organization: planful alignment, spontaneous alignment, spontaneous misalignment, and anarchic misalignment. Mascall, Leithwood, Straus, and Sacks (2008) recounts definitions of these distributed leadership patterns as the following: Planful alignment occurs when members of leadership have given prior, planful thought to the tasks that are before them, assigning the best leadership functions to them. Spontaneous alignment distributes leadership tasks and functions with very little planning, but are aligned with leadership sources by chance, habit or for other reasons. This distribution pattern has some sporadic success. Spontaneous misalignment pattern shows a lack of planning for leadership distribution resulting in negative consequences for the organization. Anarchic misalignment is associated with much planning and alignment of leadership distribution but only for a subunit of the organization creating a competitive disposition in relation to the organization as a whole. According to Leithwood et al. (2007), planful alignment has the greatest potential at creating successful organizational change.

The distributed leadership piece of the study will serve as a work mat for the relationships being observed. Gronn (2008) remarks that distributed leadership has evolved from the erosion of the heroic leader impulse; leaders realized the work could no longer be done by one person. In this way distributed leadership, whether identified by name or not, happens in each school each day in some form. For this study, distributed leadership will be observed merely for the opportunities it allows for principals to share the workload with the teacher leader participants.

## Chapter Summary

There are many and varied ways to define teacher leaders, but most of the definitions do recognize them as teachers who are able to use their influence beyond their classroom to improve teaching and learning in their schools. Most of the definitions mention the positive effects teacher leaders will have on the school community. While educators may have a tough time agreeing on one set definition of teacher leadership, they do concede the real need for teacher leadership in the path ahead for education. This chapter discusses some obstacles to teacher leaders that are rooted in the hierarchical positioning of today's school leadership. This stifling system should be quickly overcome when principals and other school and district administration weigh in the benefits of cultivating teacher leadership in the building. These benefits are related to student learning, adult learning, increased collaboration and overall school improvement.

Teacher leaders, especially informal teacher leaders, cannot successfully exist without support from the administration, building and district. Everyone must be on board when it comes to developing teacher leaders. The chapter references a few areas where support can be found for these teacher leaders. It can be as small as the encouragement from the teacher leader across the hall and as large as obtaining a degree in teacher leadership from the local college or university.

This researcher used two main theories to guide the study: Bass' Transformational Leadership Theory and Eden and Leviatan's Implicit Leadership Theory. Spillane's Distributed Leadership Theory is used in a very minor way to observe the delineation of tasks necessary for the operation of a school. This study looked at two components of Bass' Transformational Leadership Theory, individual consideration and idealized influence, to aid in answering the research questions surrounding the principal's support of the teacher leaders and what



perceptions do teacher leaders have about their leader. Implicit Leadership Theory allowed the researcher to explore the characteristics the teacher leader participants see and identify with in their principal leaders that motivates them to follow and want to be a part of their leadership.

### **CHAPTER III**

### **METHODOLOGY**

Principals and teacher leaders work daily to ensure the success of all of the schools' stakeholders: students, teachers, parents and the community. In effective schools the work of the principal and teacher leaders is woven together in an organized approach in order to meet the demands of the ever changing educational system. Principals are in a position to enlist and cultivate teacher leaders to help with this work. Teacher leaders are being equipped and readied with the necessary skills and opportunities by these principals to assist in various ways inside and outside of the school building. This researcher used qualitative methods to understand two principals' approaches to developing and supporting formal teacher leaders and how these formal teacher leaders believe they have been affected by this development in the targeted schools involved in this research.

Glesne (2011) defines qualitative research as "research that focuses on qualities such as words or observations that are difficult to quantify and that lend themselves to interpretation or deconstruction" (p 283). Merriam (1998) simply labels qualitative data as "data conveyed through words" (p 69). The main focus in qualitative research is to understand the situation being investigated mainly from the participants' perspective and not the researchers' (Patton, 2002; Hancock & Algozzine, 2006). This study's data collection included interview transcripts, notes from field observations and school documents. These data sources were analyzed in order to answer the study's research questions.

### **Purpose of the Study**

The purpose of this research is to explore how administrators select particular teachers to function as formal teacher leaders, the support they offer to develop these teacher leaders and how these selections affect the teachers who are chosen. These teacher leaders are people who serve in leadership capacities in and around the school, working on committees (school and district wide), and leading teams and the school in new initiatives to promote student achievement. In this study I will interview two principals and four teacher leaders, observe mentor/coaching sessions between the principal and teacher leader and collect and analyze any pertinent documents from the school to answer the study's research questions.

### **Overview of Research Methods**

Yin (2003) defines case study as an empirical inquiry that investigates contemporary phenomena within its real-life context, especially when the boundaries between phenomena and context are not clearly evident. Case studies have been used to study events, situations, programs, persons, processes, institutions, social groups, activities, and other contemporary phenomena. This phenomenon being researched is studied in its context. This is important to case study research. Simons (2009) defines case study as “an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy...in a real-life context” (p 21). She adds that its primary purpose is to generate deep understanding of a topic to produce knowledge and/or inform the audience. Stake (1995) defines case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (p *xi*). Case study is useful in the study of human affairs. They hold the attention of the reader and are down-to-earth and can provide a natural basis for generalization for a reader. It is a method that has been tested and found to be a satisfying and

direct way of adding to experiences and improving understanding (Stake, 1978). Another reason given by Stake (1995) for using case study is as an effective method of studying and evaluating educational programs.

In order to determine how principals develop teacher leaders and how these teacher leaders respond to this development a case study approach has been selected. Case study is appropriate for this research because it allows the concept of developing teacher leaders to be studied in its true context. Stake (1995), as part of his list of duties of a case study researcher, writes that “the qualitative researcher emphasizes the sequentiality of happenings in context” (p. xii). Through various research methods, this researcher sought to capture actual processes principals use to develop teacher leaders and recorded some of the reactions teacher leaders have to this development.

This case study took a look at the processes, if any, principals use in selecting teachers for formal teacher leader positions and at the support they provide for them. In keeping with Yin (2014), Simons (2009) and Stake (2006) this research is conducive to case study because of its clear recognizable boundaries. The case study has two principals and four teachers who participate in mentor/coaching activities aimed at strengthening the skills of teacher leaders in a particular school district. The researcher bound the study with middle and high school and did not include an elementary school because of her extensive experience, spanning twenty-four years, teaching in and learning the inner workings and structure of elementary schools.

Instrumental case study is used to accomplish something other than understanding a particular situation. It provides insight into an issue or helps to refine a theory. The case is not the main interest; it is in a supportive role here, facilitating our understanding of something else. This type of case study allows the researcher to pursue an external interest by looking at the case

in depth, scrutinizing the contexts and detailing the ordinary activities of the case. The case may or may not be seen as typical of other cases. Instrumental case study allows the researchers to illustrate how their concerns are evident in the case (Stake 1995; 2000; 2006).

For this case study the researcher decided to use a multiple case study approach. Stake (1995; 2000) posits collective case studies occur when a researcher extends an instrumental study to include several cases. Vernon-Dotson and Floyd (2012) mention that “studying multiple cases allowed investigators to see processes and outcomes across all cases and enabled a deeper understanding through more powerful descriptions and explanations” (p 41). A multiple case study enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases. (Yin, 2003; 2014). This multiple case study will contain two distinctive instrumental cases: middle school principal and teacher leaders and high school principal and teacher leaders. This researcher wants to see the similarities and or differences that may exist between the two different levels of schools as it pertains to how principals develop teacher leaders and how teacher leaders respond to that development.

In case study the study (research) questions ask “how” and “why” and can help in defining boundaries for the study. (Creswell, 2009). When designing a case study, choosing specific questions will help the study stay within feasible limits. Primary research questions help the researcher select the appropriate unit of analysis or case to study (Yin, 2003; 2014; Turner & Danks, 2014). Qualitative questions in a case study take two forms: a central question and associated sub questions. The central question is a broad one that asks for exploration of the concept in the case. The sub questions should narrow the focus of the study but remain open ended (Creswell, 2009). In the case of this researcher, the research questions remained broad so that the focus was kept broad. The questions on the protocols helped the researcher become more

focused in order to answer the research questions posed. Creswell (2009) and Simons (2009) remind the researcher to not get too attached to any questions in the design stage of the case study. They are likely to evolve and change.

Using a multiple case study approach to this research study will allow the researcher to collect data to answer the following research questions:

1. How do principals engage in the decision making process to select teachers for teacher leadership development?
2. What kinds of development/support do principals provide the teacher leaders they have selected?
3. What attitudes and perceptions do teacher leaders have about the leadership development they have received?

### **Research Design and Rationale**

Merriam (1988) associates design to a blueprint one would find in architecture. Research design, as defined by Creswell (2009) is “the plan or proposal to conduct research, involves the intersection of philosophy, strategies of inquiry, and specific methods” (p 5). Merriam’s design (1988; 1998) includes the following steps: determine a theoretical framework, write the research problem, select the case or sample, collect data, analyze data and report data. The theoretical framework will determine if the researcher will pursue a qualitative, quantitative, or mixed methods study as well as the other aspects of the study (Merriam, 1998; Creswell, 2009).

The rationale for this research was to seek systems, procedures or processes already in place whereby principals develop teacher leaders in schools. The researcher wants to learn how this development emerges from the perspective of the principal as well as the teacher leader. The study also looked for possible similarities and differences that exist between the two

different levels of schools, middle and high. Furthermore the new evaluation instrument for this state, Teacher Keys Effectiveness System (TKES), requires documented proof of teacher leadership endeavors in order for a teacher to progress from a proficient rating on the TKES rubric to an exemplary rating when being evaluated by the administration. The exemplary rating or Level IV, states that these teachers continually seek ways to serve as a teacher leader and role model. Oftentimes opportunities needed to become teacher leaders on this rubric can only be provided by the administrators in their buildings. This study aims to highlight effective strategies principals use to move teachers into formal leadership roles, including these opportunities they can provide to ensure teacher leaders are afforded the chance to earn this exemplary rating.

### **Data Sources**

The purpose of this research is twofold. The first is to examine the processes principals use to develop teacher leaders and secondly to explore how teacher leaders are affected by the development they receive. In the following section, details about the setting of the study, participant sampling and the participants are provided.

### **Contextual Setting of the Study**

Research for this study will be conducted in an urban school district in the northeastern section of a southeastern state. Jacob (2012) lists the following as some of the criteria for determining if a school system is urban: high minority population, high rate of poverty, high participation in free/reduced lunch program, low scores on standardized achievement tests, substantial number of English Language Learners and located in large central cities. This school district meets all of the criteria except for being located in a large central city; instead it is a small county surrounded by five other counties that contain much larger areas of land, but are on

all accounts considered rural counties. Since this county meets five of the six criteria outlined above the researcher will refer to the school district as urban despite its rural backdrop.

This school district is surrounded by a local land grant state university which is engaged in many partnerships with the school district. These partnerships strengthen the programming offered to the students and staff of the school district. As a result of this special relationship, the district has become a Professional Development School District (PDSD) with active sites in eleven of the district's schools. Kirschehner, Dickinson and Blosser (1996) define Professional Development Schools as partnerships between universities and schools as collaborations between school-based educators through which in-service teachers, pre-service teachers, and professors develop in a reciprocal relationship. These schools include a professor in residence who teaches classes for staff members and the student teachers at that school. The district also has two professors at large for the overall needs of the district. These needs include support with the district's teacher evaluation system and professional learning in the following areas: differentiation, co-teaching and developing student learning profiles. The schools in this study receive varied benefits from this PDSD model. Neither of the schools have a professor-in-residence. The high school is the site for mathematics, science and social studies methods courses taught by university faculty for student teachers assigned to the school. The middle school is involved with PDSD teacher exchange program. The program allows one of the school's teachers to teach early childhood majors at the university once a week while a doctoral student teaches an English as a Second Language class at the middle school.

This school system serves over 13,000 students in 14 elementary schools, 4 middle schools and 3 high schools. There is an 82% free/reduced lunch rate. The racial makeup of the students is 51% African-American, 23% Hispanic, 20% White, 4% Multi-racial and 2% Asian.



11% of the students served are classified as gifted, 14% as special education students and 10% English language learners. The statistics about free/reduced lunch rate among other facts qualify the schools in this district as Title I schools. Title I is a federal program, stemming from the 1965 Elementary and Secondary Education Act, that provides funding to local school districts expressly to improve the academic achievement of disadvantaged students. Disadvantaged students are those students who come from low-income families, or are neglected or delinquent, or live in foster homes or have families who receive temporary assistance from state government (<http://www2.ed.gov/programs/titleiparta/index.html>).

The leadership in the school district reflects the majority of the students with 11 of the 21 building principalships held by African-Americans. The rest of the principals are White; there are no Hispanic or Asian principals. Of the 28 assistant principals in the district, 11 of them are African-American. Again, there are no Hispanic or Asian assistant principals.

The school district employs over one thousand teachers. These teachers have 755 advanced degrees and an average of 12 years of experience. Teachers for the 21 schools are overwhelmingly White. To remedy this racial imbalance between teachers and students, for the past two years the district has reestablished recruitment teams to go to college campuses to steer the best and brightest minority teachers to the district for employment.

### **Sampling**

Purposeful sampling was used to obtain the principal participants for this study. Creswell (2009) states the idea behind qualitative research is to select sites and participants that will best help the researcher understand the problem and the research question. The principals had to meet criteria set by the researcher: (1) The principal needed to self-identify as a transformational

leader. “Transformational leadership plays an important role in promoting and managing school development by influencing subordinates, both directly and indirectly” (Demir, 2008, p 93).

(2) The principal participants needed to be able to name 2 formal teacher leaders from their schools that they believed they could recruit. (3) The principal could report one teacher leader they had developed who went on to become a school leader, assistant principal or principal to evidence their history of developing teachers into leaders.

The researcher used school profiles, word of mouth, and personal contacts to satisfy the first criteria in recruiting principal participants. Since the researcher works in the same school district it was easy to inquire about different school leaders. The summer before the research study began, the researcher interned at the school district’s board office with the Office of Assessment and Accountability. This work put the researcher in contact with all of the principals in the district. These contacts sometimes led to conversations about teacher leadership.

When the principal had self-identified as a transformational leader, the researcher used email, personal contacts and phone calls to explain the research to principals meeting the first criteria to determine if they could meet the second criteria. The researcher allowed the principals to self-identify as a principal who develops teacher leaders. Interested participants were emailed the Recruitment Letter (Appendix A) to explain what the research entailed.

After the principals agreed to participate in the study, snowball sampling was used to recruit the two formal teacher leaders in their schools to join the study. The researcher asked the principals to identify formal teacher leaders on their staff to participate in the study. Glesne (2011) explains snowball sampling as a way by which researchers “obtains knowledge of potential cases from people who know people who meet research requirements” (p 45). In keeping with this dissertation’s chosen definition of formal teacher leaders given by Birky,

Shelton and Headley (2006) principals were told that formal teacher leaders were defined as teachers who have been given familiar titles and positions and are generally identified by the principal and compensated either by additional salary or in exchange for a lighter teaching load. The principals enlisted teachers from the positions or titles of leadership in their buildings to participate in the study. The decision concerning who to ask to join the study was completely left up to the discretion of the principals. The teacher leaders chosen were a grade team leader, an instructional coach, and coordinators of programs.

At the time of the interviews, the principal participants received a Principal Consent Form (Appendix B) and the teacher leaders received a Teacher Consent Form (Appendix C). These forms fully explained the research study, outlined their duties towards the research and formally asked for their consent to participate. Two copies of the forms were signed by each participant, one of the signed copies was kept by the interviewee and the other was given to the researcher to keep.

In this qualitative case study the researcher interviewed two principals, one for each level of school, middle and high, who lead schools in an urban school district in the southeast and observed their interactions/mentorship with two identified formal teacher leaders. These identified formal teacher leaders were also interviewed. The principal participants were personally recruited by the researcher through email, phone calls and personal contact. These principals were recruited because they are school leaders in the identified school district and have records of having produced at least one school leader (assistant principal or principal) from the teachers in their building during their tenure as principal. These principals have received local and statewide recognition for their leadership abilities from being selected for community educational leadership awards to being named principal of the year for the state. Each of the

principal participants was a middle school assistant principal before going on to lead a school of their own. They have a combined 36 years of experience as principals.

The teacher leader participants' teaching experience ranges from seven to fourteen years. Only one of the teachers has ever taught outside of this school district. They have all worked for different principals than the one who is presently developing them as teacher leaders. The participants are introduced below with a description. Pseudonyms are used to protect their identities. The schools have also been renamed. The following sections will introduce the cases, detailing each school and participant in an effort to establish the settings and describe the members of the study for the reader.

#### Case Study 1: Mountain Middle School

##### Joshua Klein: Principal, Mountain Middle School

Joshua Klein has been in the field of education for 25 years. He taught for 7 years before moving into a leadership position. Mr. Klein has served as an elementary and high school assistant principal before becoming an elementary and finally a middle school principal. He is presently the principal of Mountain Middle School in Ray County School District. He was an elementary principal in a neighboring county for 3 years before coming to this district. Mountain Middle has 644 students, majority African-American. There are 54 teachers with an average of 12 years of experience. 38 of the teachers have advanced degrees. The teachers include art, music, physical education, gifted, ESOL and special education teachers as well as content area teachers for grades six through eight. Additionally the school has an assistant principal and three content coaches (Mountain Middle School Annual Performance Report, 2014).

Pam Hall: Instructional Coach, Mountain Middle School

Pam Hall has been employed in the district for 14 years. All of her teaching experience has taken place at Mountain Middle School. She has spent her teaching career in sixth grade English Language Arts and Social Studies. She has held the following leadership positions in the school and district: grade level chair, content team leader, school improvement leadership team member, curriculum writer for the district and is presently the instructional coach for English Language Arts and Social Studies for Mountain Middle School.

Olive Lincoln: Sixth Grade Teacher, Mountain Middle School

Olive Lincoln is in her 10<sup>th</sup> year of teaching. She has taught special education and general education math for grades 6, 7, and 8. Her career path has taken her to two different middle schools in this district. For the past three years she has worked at Mountain Middle School with Principal Klein. Her leadership positions are grade level chair for her grade, member of the School Improvement Leadership Team, and writes Math curriculum for the school district.

Case Study 2: Thomas Valley High School

Randall Jarvis: Principal, Thomas Valley High School

Randall Jarvis is in his 25<sup>th</sup> year of education. He has worked in all three school levels, elementary, middle and high. The last 18 years of his career have been in building leadership. He has led a middle school and now leads Thomas Valley High School. This high school has 98 teachers for grades 9–12 for 1,337 students. They include content teachers as well as art, music, physical education, gifted, ESOL, technology and special education teachers. 73 of these teachers have advanced degrees. The average experience of the teachers is 12 years. There is one associate principal, two assistant principals and two instructional coaches at the school too.

High schools in this area have an associate principal position that is second in command of the school and officially serves as principal in his or her absence. Mr. Jarvis has a doctorate in educational leadership (Thomas Valley High School Annual Performance Report, 2014).

Katrina James: Spanish Teacher, Thomas Valley High School

Katrina James has taught Spanish to all grade levels, K – 12 in her 8 years of teaching. She began her career in a larger school district in a nearby large school district at a public charter school. After four years there of teaching Spanish to K – 5 students, she moved to her present school district to teach Spanish and Spanish culture and literature to 9<sup>th</sup> – 12<sup>th</sup> graders. Ms. James serves as the International Baccalaureate Coordinator for Thomas Valley High School as well as their gifted coordinator. These are formal leadership positions at her school. The International Baccalaureate Coordinator also involves a district leadership position.

Scott Andrews: English Teacher, Mountain Valley High School

Mr. Andrews is in his 7<sup>th</sup> year of teaching. During those years he has taught 9<sup>th</sup> and 10<sup>th</sup> grade English, Social Studies and as a special education co-teacher in Math at both of the high schools in this district. Most of his teaching career has been spent at Mountain Valley. He coordinates the Pathways to Success Program/Saturday School for his high school. He is also one of the 9<sup>th</sup> grade team leaders.

### **Data Collection**

This researcher will use three forms of data collection for this study: interviews, document collection and field observations. Multiple sources of data collection are important for the reliability of the case study (Stake, 1995; Stake 2006; Yin, 1994). The need for triangulation arises from the ethical need to confirm the validity of the processes (Tellis, 1997). Glesne (2011) defines triangulation as the practice of relying on multiple methods of data collection. Stake

(2000) describes triangulation as a process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation.

## **Interviews**

Interviewing is the most common means of collecting qualitative data. The range of interviews at the researcher's disposal include structured, semi-structured and unstructured (Roulston, 2010). Glesne points out that the special strength of interviewing is "the opportunity to learn about what you cannot see and to explore alternative explanations of what you see" (2011, p. 104). For this reason the researcher conducted hour long semi-structured, one-on-one interviews with each principal and each teacher leader participant to answer two of the research questions: How do principals engage in the decision making process to select teachers for teacher leadership development? What attitudes and perceptions do teacher leaders have about the leadership development they have received?

The audio-recorded interviews took place as much as possible at the participants' choice of venue and time. Roulston (2010) states that as a general guide the chosen place should be where the interviewer and interviewee feel safe and comfortable as well as providing the necessary privacy to audio-record without interruption. All of the interviews took place at the schools in the individual interviewee's work space. Three different recording devices were used for each interview: Sony IC recorder, iPhone 6 voice memo application, and a computer based program for editing and recoding, Audacity. These recordings were safely stored on audio files on my computer, including all duplicates of recordings. These files were downloaded later for the purposes of making a transcription and analysis. These transcriptions were sent to the participants for their individual review and approval.

The interview protocol for the principals was created to solicit information to explain the decision making processes used when developing a teacher leader. This protocol was also designed to elicit from these transformational leaders how they demonstrated their knowledge of their teachers' needs in a way that manifested as individual consideration. This protocol was piloted in a study that involved three retired elementary principals a year before this research was done in an attempt to discover how they developed and cultivated formal teacher leaders during their careers. The piloted protocol asked for the principals to describe and give examples of teacher leaders they had encountered in their careers, list positions these teacher leaders held and how they impacted student achievement. The researcher refined this protocol to expand beyond principals' opinions and descriptions of teacher leaders. Some of the new topics included in this more comprehensive protocol were defining teacher leaders, support and opportunities given to them individually, and the role teacher leaders play in the success of their school. The last section was devoted to questions about how the principal used individual consideration to give each teacher leader the support they needed to develop as a leader. For the complete set of questions for this refined protocol see Appendix D.

The teacher leader protocol (Appendix E) sought to find out how the teacher was affected socially and career wise by this development into a teacher leader. This protocol sought to reveal the degree by which the tenets of Implicit Leadership Theory would show up when teacher leaders discussed their feelings about their principals' leadership qualities. Other topics in protocol included support they received from principals, their perceptions about being a teacher leader, and personal definitions of a teacher leader. Both interview protocols offered some data concerning the supports/helps provided by the principal, for the development of the teacher leader.



## Documents

The advantages of using documents are the time and money saved by the researcher, gives the researcher the words of the participants and can be assessed at a time that is convenient for the researcher (Creswell, 2003). Prior (2003) explains how documents can be recruited into alliances of interests so as to develop and underpin particular visions of the world and the things and events within that world. Documents helped to supplement data from the interviews and the field observations in answering this research question: What kinds of development/support do principals provide the teacher leaders they have selected? The study's document data included school improvement leadership team agenda and minutes, relevant emails between principal and teacher leader regarding the development of the teacher leader or any reflecting how the teacher leader was responding to the development, grade level/department meeting agendas and minutes, and committee agendas and minutes and an electronic copy of each school's School Improvement Plan. Past teacher evaluations using the TKES instrument were requested by the researcher, however the participants did not feel comfortable sharing these documents. This particular document would have given the researcher an insight into how the principal formally evaluates the teacher leaders' leadership abilities. This instrument contains a numerical scale, 1 – 4, and a written description of the observed standard. A four rating for a standard denotes teacher leadership in that area. These documents could have confirmed the principals' revealed areas of strength/weakness for their teacher leaders.

The collected documents allowed the researcher to get a further glimpse into the world where these principals and teacher leaders operate. They helped to paint a more complete picture of the interactions between the principal and teacher leaders. One school did not have any documents to share except for the School Improvement Plan.

## Field Observations

When the qualitative researcher decides to collect data through observation, the researcher becomes one of the following: participant observer, observer as participant or full participant (Glesne, 2011). Merriam (1998) includes complete observer to this list of observation options. On the continuum noted by Glesne, this researcher found herself between the observer as participant and participant observer. The researcher at times strictly observed the mentoring/coaching pair with little interaction with the participants, but at other times the researcher felt herself slide along the continuum to participant observer because as Glesne (2011) points out the researcher begins to function more as an everyday member of the world of the researched. When this researcher thought of her position as a school leader, lines had a tendency to blur and the researcher felt more like a participant in the research. Creswell (2009) suggests a protocol for recording observational data, a single page with a dividing line in the middle to separate descriptive notes from reflective notes. Demographic information, time, place, and date of field observation, should also be included in the protocol.

These field observations took place in the principals' offices and lasted approximately 20 to 30 minutes each. One of the observations lasted almost an hour. Each individual principal/formal teacher leader team participated in one field observation for a total of four for this study. The researcher used the following field observation protocol to collect data for the study:

The researcher's focus for these sessions included the list below, but was not limited to the following:

1. Teacher leader opportunities for leadership (past and present—an evaluation of a past assignment or directions/advice for a new assignment)

2. Basic interactions between principal and teacher leader
3. Evidence of individual consideration of teacher leader from principal

This protocol helped to answer these research questions posed by the study: What kinds of development/support do principals provide the teacher leaders they have selected? What attitudes and perceptions do teacher leaders have about the leadership development they have received? The researcher looked for how the principals deliver coaching/mentor advice/support and how well this assistance is received by the teacher leaders. Field notes were kept and used in the data analysis portion of the study. Table 3.1 is a partial example of the field notes taken during the field observation for Dr. Jarvis and Mr. Andrews' coaching/mentoring session. The descriptive notes were taken during the interview in a quick, bulleted form. Immediately after the session, the researcher went home and wrote in depth about what had occurred and added her own reflective notes. The reflective notes explain how the researcher is beginning to put all of the data together for analysis. Both sets of notes were used to denote where the parts of the field observation protocol were revealed. These occurrences are marked using initials for the parts, (i.e. O.L is opportunities for leadership, B.I. are basic interactions, and I.C. is individual consideration examples). The researcher concluded that the basic interactions, especially when displayed by the formal teacher leaders, reflected the idealized influence the principal maintains in their relationship.

Table 3.2, Data Gathering Resource Guide, below shows how the data sources for this study were used as a way to answer the study's research questions. Teacher interviews and field observations were helpful in answering all of the research questions while document collection only helped to corroborate the development and support principals give these formal teacher leaders.

Table 3.1

*Field Observation Notes*

<b>Field Observation Dr. Jarvis/Mr. Andrews</b>	
<b>1/20/2016 4:00 PM</b>	
<b>Dr. Jarvis' Office Conference Rm</b>	
<b>Descriptive Notes</b>	<b>Reflective Notes</b>
Mr. Andrews comes in and waits by bookshelf while Dr. Jarvis finishes a phone call. He looks through the books and picks one off the shelf. As soon as Dr. Jarvis is finished he asks if he can borrow the book, <i>Fooling with Words</i> by Bill Moyers.	Mr. Andrews is very patient while waiting for the phone call to end. He seems content looking through the bookshelf. There is no tension in the air, no problems because of the delay from the phone call.
The two men sit catty corner to each other at the table. Mr. Andrews' elbows are on the table with his hands on the book he borrowed and Dr. Jarvis is leaning back in his chair with one arm on the armrest and cupping his face with his hand looking directly at Mr. Andrews. Dr. Jarvis offers Mr. Andrews water or a mint before the meeting begins. Both men seem relaxed, they laugh and joke as they ask each other about their day. <b>(B.I.)</b> The relationship between the two seems easy and not forced at all. They have mutual respect for each other and seem to enjoy each other's company. <b>(B.I.)</b>	This meeting between the two seems to bear out the easiness Mr. Andrews reported he has with Dr. Jarvis during his interview. <b>(B.I.)</b> This also reflects the casual, friendly atmosphere Dr. Jarvis says he wants to set with his teacher leaders. The spirit of we are all in this together, equally. I know Mr. Andrews reported having an almost father/son relationship with Dr. Jarvis, this meeting seems to mirror a father/son bonding session. The son sitting with the father learning all there is to know about handling adverse situations.
Dr. Jarvis asks how things are going on his team and with Saturday school. Mr. Andrews talks about a problem he had with a student that very day and wanted advice as to how it could have gone better. Dr. Jarvis introduces <i>Crucial Conversations: Tools for Talking When Stakes Are High</i> , a book he has been reading. They use the book to role play another way to talk to the student when she acts that way again. <b>(I.C.)</b> He replayed the conversation he'd had with the student when she reached his office after the incident in Mr. Andrew's class. Mr. Andrews is drawn in by each word Dr. Jarvis says. They maintain great eye contact with each. The back and forth, question/answer part of the conversation was very reflective and honest on both sides. When Mr. Andrews expressed his difficulty with having these candid conversations with students as well as with adults on his team, Dr. Jarvis gently guided him towards places in the book where he could find strategies to make the conversations easier. Mr. Andrews received the advice very well, nodding in agreement when Dr. Jarvis pointed out his growth in this area. Dr. Jarvis gave Mr. Andrews a copy of this book as well and asked him to read through it so they could talk about it again the next time they met. <b>(I.C.)</b>	The individual consideration Dr. Jarvis perceives for Mr. Andrews dominates the meeting. This was not a planned topic, but Dr. Jarvis was able to go directly to a book and find the information needed to help Mr. Andrews. <b>(I.C.)</b> He met the teacher leader where he was in his individual development. Dr. Jarvis is guiding Mr. Andrews through the process of having crucial conversations with students and staff in an effort to make him a stronger leader and teacher. The role play they engaged in you could tell was very significant for Mr. Andrews, he nodded his head lots of times in agreement and thanked Dr. Jarvis for it profusely. Mr. Andrews had remarked in his interview that he needed more time with Dr. Jarvis, to be able to ask questions, discuss responses and get some feedback about the job he is doing in the school. Based on his smiles and constant questions, he must be getting what he needs from Dr. Jarvis right now.

Table 3.2

*Data Gathering Resource Guide*

<b>Guiding Questions</b>	<b>Principal Interview</b>	<b>Teacher Interview</b>	<b>Field Observation</b>	<b>Document Collection</b>
<b>1. How do principals engage in the decision making process to select teachers for teacher leadership development?</b>	X	X	X	
<b>2. What kinds of development/support do principals provide the teacher leaders they have selected?</b>	X	X	X	X
<b>3. What attitudes and perceptions do teacher leaders have about the leadership development they have received?</b>		X	X	

### **Data Analysis**

Data analysis involves organizing what you have seen, heard, and read so that you can figure out what you have learned and make sense of what you have experienced. (Glesne, 2011, p 184)

Case study is descriptive; it will offer, as an end product, a rich description of the phenomenon being studied. A better understanding of a theoretical question or problem is the primary goal of an instrumental case study research design. In addition, a descriptive design endeavors to present a complete picture of a phenomenon within its context (Hancock & Algozzine, 2006). Yin (2014) cites a “unique strength of a case study is its ability to deal with a variety of evidence” (p 12). This evidence can include documents, interviews, observations and artifacts. For this multiple case study, data from documents, interviews and observations was analyzed to provide a description of the two cases.

The researcher used Creswell (2009) approach for data analysis for this case study. The first step is to organize and prepare the data for analysis. After the researcher had transcribed the participants’ interviews, they were emailed to each participant for member checking. Member

checking is a strategy researchers use to determine that they have developed an understanding of the phenomenon investigated (Roulston, 2010). When the participants, through this member checking, confirmed that the interviews were reflective of their intent, then the researcher printed all the interview transcripts in preparation for analysis. Field notes from field observations were gathered and printed. Documents which had been emailed to or shared over Google Drive with the researcher were downloaded and also printed in preparation for analysis. Next, the data set was read in its entirety many times so that the researcher became very familiar with the collected data as a way to prepare for coding. Coding the data followed reading the data. All of the data was coded, interviews, documents and field observation notes. The interviews were coded with the aid of a qualitative analysis computer based program, Atlas.ti7. This program allowed the researcher to organize the enormous amount of data amassed during data collection phase of the research study. Atlas.ti7 was helpful in sorting, synthesizing and conceptualizing the initial line by line codes. The researcher applied these codes to the documents and the field observation notes. This coding process was used to generate a rich description and themes. Coding breaks down the data into segments and gives a name to each segment. It gradually builds understanding or explanations from the data collected during the study (Simons, 2009). This researcher used constant comparisons after initial line by line coding took place. Constant comparison allowed the researcher to break the data into manageable pieces with each new piece compared for similarities and differences with the last piece. "Findings emerge out of the data, through the analyst's interactions with the data" (Patton, 2002, p 453). Next, the researcher used a narrative passage to express the findings of the analysis. Although there is not one agreed upon way to report findings, Hancock and Algozzine (2006) declare that certain components should be present in every case study report. The list includes articulation of the investigated case and how

it is bound by time and space, explanation of researcher's relationship to the case and any biases, reflection of pertinent literature including how it informs the research questions, description of research design and disciplinary orientation, and finally an explanation of strategies used to interpret, report and confirm the findings of the case. There are two common ways for the report to be organized. One way is to present a descriptive narrative first then report the analysis and interpretation. Another way is to integrate descriptions and vignettes with commentary (Merriam, 1998). This researcher chose to integrate descriptions and vignettes to support them. The last step is to make an interpretation of the data. The researcher used the data analysis to draw conclusions and make interpretations. This interpretation of the data was written and presented at the close of the dissertation.

### **Credibility**

“Multiple means of data development can contribute to research trustworthiness...” (Glesne, 2011 p 48). Creswell (2003) suggests eight procedures used in qualitative research to speak to its credibility; this study used two of the procedures to create credibility for the research, member checking and triangulation. Yin (2014) suggests when data are truly triangulated the case study's findings is supported by more than a solitary source of evidence. Further, these sources of evidence must be used to corroborate the same finding. The use of triangulation in case study research decreases or negates the deficiencies of a single strategy and in turn increases the opportunity for interpreting the findings (Cronin, 2014).

Member checking gives participants an opportunity to clarify any misconceptions or misrepresentations they thought may have occurred during the interview or the researcher's interpretation of the data collected during the interview (Roulston, 2010). The participants were all emailed the transcripts from their interviews so that they could review them for accuracy of

intent and true representation of their thoughts and feelings. Only one participant made any changes to their interview. The changes made involved a program name correction and the number of years a teacher had taught at the school. Those corrections were made and emailed back to the participant for their approval. The corrections were accepted and reflected in the final copy of the transcript. These member check opportunities were built in to the data collecting process to also afford the researcher a chance to ask any follow up questions that may have arisen as a result of the field observation if needed. There turned out to be no such need for this for the participant or the researcher.

### **Limitations of the Study**

One weakness of case study is that the results are not widely applicable in real life. Stake (1995) readily admits that case study is a poor basis for generalization because of the number of cases researched for a study. The descriptions are thick and rich and leave the reader with a deep knowledge of the case. Many times the results stop at the end of that case without the reader being able to apply the findings to another case. Small sample sizes that are inherent with most case studies hurt the ability of the researcher to make any generalizations. This study has a relatively small sample size and was done in one school district that is very homogenous in the way their schools operate. Schools in this district all operate using a school wide improvement plan. These plans are written using a template created by the district to satisfy a federal requirement for Title I schools. There is some latitude given to schools in how they will use their resources, human and material, to meet the needs of the students they serve, but the focus areas of the plan are the same for each school. Therefore there is little difference in the operational design of the schools despite them being different levels of schooling. Essentially they handled distributed leadership in the same manner, using their teacher leaders in the same



capacities to lead teams, help dispense the work of the school and coordinate programs in and around the school.

This researcher believes the study was limited too by the absence of the TKES observation document. It would have confirmed if the principals really see these teachers as leaders and thus this is why they were chosen to lead in the building or if they were chosen for some other reason such as availability or willingness to do the jobs or take on the responsibilities. The evaluation instrument would have also shown in which of the following areas principals believe these teachers to be teacher leaders: professional knowledge, instructional strategies, instructional planning, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism and communication. This information documented using this instrument is sensitive and very personal for the individual teachers. As a result the participants did not feel comfortable sharing it with the researcher. The researcher maintains it would have been a great data resource to use to corroborate why these principals see the selected formal teacher leaders as leaders.

The study may be further limited by the researcher working in the system with the participants and is a colleague of the building leaders. This fact may have caused the participants to limit the perceptions they may have shared if the researcher was not employed with the same district. Additionally, principals were allowed to recruit their own examples of teacher leaders; this could have skewed the findings in some way. For this reason this study may not capture the breadth and depth of the processes used by principals to develop teacher leaders. Similarly, the teacher leader participants, despite the shield of confidentiality assured by the

researcher, may not have felt totally comfortable talking about possible shortcomings concerning the development they receive from their principal, a colleague of the researcher.

### **Subjectivity Statement**

This researcher has spent her entire twenty-six year career around teacher leaders, whether they were formally named or not. For many of those years she served as a teacher and formal teacher leader in an elementary school. During this career, especially the latter years, the researcher noticed that some teachers would be drafted for leadership positions and others were not. This practice of developing some teachers for leadership and not others became very apparent to the researcher when she worked with a teacher who yearned to be a leader, yet the principal spurned each of her attempts to be seen as a leader. The researcher knew of her leadership skills in instructional strategies, data analysis and presentation, and assessment strategies because of the work they did together on the grade level team. As it happened one morning the researcher was passing through the principal's office as she was preparing some data to share at the next day's faculty meeting, the researcher asked the principal how she found the time to that and all of the other work of a principal. She replied that she did not have the time, but the reports were needed for the work at tomorrow's meeting. The researcher immediately told her principal about her teammate's skills in the area of data analysis and urged her to give the young teacher a chance to help with preparing those reports. The principal reluctantly gave her this small opportunity to lead and she had accurately finished the reports before lunch that day. The principal was surprised and the teacher was elated to finally be noticed. This incident made the researcher question what process, if any, her principal was using to choose formal teacher leaders for the school. For that matter, what process does any principal use to choose, and then develop teacher leaders in their buildings?

The researcher realizes she has lived this study many times over with the different principals who took the time to develop her into a teacher leader. Her biases are real and very close to this case study. Reason (1998) states “critical subjectivity means that we do not suppress our primary subjective experience that we accept that our knowing is from a perspective” (p. 267). This researcher is close to this research in many ways and is able to hold the perspective of the teacher leader and the administrator. She has lived the life of a developing teacher leader, she works in the district where the research takes place and now she is an assistant principal and, as part of her job, has to develop teacher leaders in her school as a way to distribute the workload and bring out the greatest potential in each teacher in the building. This researcher believes that this lived experience served to enrich the study and added a degree of trustworthiness. The researcher endeavors to provide teacher leaders and administrators with information that will help them think about developing teacher leaders in a more systematic, cohesive approach.

## **CHAPTER IV**

### **PRESENTATION AND ANALYSIS OF DATA**

#### **Overview of the Study**

This chapter is dedicated to presenting the participants' data and its analysis from this study. The study's focus was examining the role principals play in developing teacher leaders and how teacher leaders respond to this development. This chapter identifies the themes that arose from the collected data. The next sections of this chapter are used to present these findings and reports on the two individual case studies. The chapter ends with a chapter summary. Participants and the schools have been given pseudonyms to protect their identities.

This study is rooted in examining the development of teacher leaders from the perspective of the teacher leader who is receiving the development as well as the principal who is providing this development. The study was designed to use interviews, document collection and field observations to answer the following research questions: (1) How do principals engage in the decision making process to select teachers for teacher leadership development? (2) What kinds of development/support do principals provide the teacher leaders they have selected? (3) What attitudes and perceptions do teacher leaders have about the leadership development they have received? The findings were based on analysis of the participants' interviews, field observations and examination of documents in an effort to triangulate the data.

## **Case Study 1: Mountain Middle School**

### **Theme 1: The Making of a Teacher Leader**

This first theme included the following categories: definitions of teacher leaders, characteristics principals look for in teacher leaders, criteria for choosing teacher leaders, and people involved in the decision making process of choosing teacher leaders. This theme's direct focus is illuminating how teacher leaders are defined and how teacher leaders are chosen in this school.

#### **Defining Teacher Leaders**

The participants were asked in the interview to define teacher leaders. Their definitions included adjectives or phrases that for them denote teacher leaders. Mr. Klein was very clear in what he thinks a teacher leader is and readily described them as being teachers that go beyond the classroom. He stated:

To me a teacher leader is a person who goes above and beyond the classroom...To me a leader is a person who you will see in the hallways, that's taking opportunities to talk with their principal and say I would like to do this are you opposed if I do it this way, how do you feel if I step out on faith and I want to be in charge of an organization or I would like to look at the way that we are doing such and such. To me that's a leader, that's a person who taking charge and seeing something that is broken and attempting to come to you and being able to fix it.

The teacher leaders at Mountain also expressed the leadership aspect of defining a teacher leader Ms. Hall likens the leadership these teachers show in the classroom when teaching their students to the leadership they show when leading other teachers. She declared:

A teacher leader is one who has to have leadership skill as a teacher and then also leadership skills in order to lead people on the hallway and be that person, the voice for the teachers, the advocate for the teachers. The same way you do your students, you have to be able to do the same thing for your teachers. But the biggest key is balance and you also have to know how to work with your teachers. You have to get to... the same way you build relationships with your students you have to build them with your teachers. Because you know in order to get them to join that bandwagon, to join the team and be the team members, you have to get to know them. Some teachers you can ask them to do more than others and it's okay because that's who they are, their personality. But everyone has to also play a part because that's the only way it's going to run smoothly.

Ms. Lincoln sees a teacher leader as the example for teachers in and out of the classroom. She stated:

A teacher leader is basically somebody that leads by example and I guess just somebody that leads by example because everyone is different, you know some people have a more overt way of leading whereas some people are just kinda like I said, leading by example. But I guess just, they are the epitome of what a teacher should be doing day in and day out, you know always doing their duties and responsibilities and making sure that everyone understands and feels comfortable with what it is they are supposed to do.

The participants from Mountain Middle all see teacher leaders as teachers who extend themselves beyond the classroom whether it is as a problem solver or an advocate or as a paragon of an overall teacher, including all duties and responsibilities. Some additional characteristics of teacher leaders that were left out of Mr. Klein's definition but were found in other parts of his interview are "learn to follow others," "show initiative," "able to motivate

others,” “bring solutions for problems,” and “teacher leaders take their desire out of the equation.” Ms. Hall added that teacher leaders have the “respect,” and “trust,” of other teachers in the building while Ms. Lincoln included “enjoyment for the job.”

### **Selecting Teacher Leaders**

Mr. Klein explained that when it comes to choosing a new teacher leader he confers with other leaders in the building, but he also has his professional standard to meet as he considers teachers for formal teacher leadership. He shared what he looks for below:

What I found...your good teacher leaders also have a great working relationship with their students, which in return gives them better test scores. They have a great rapport with the students, they have great or a decent rapport with their colleagues and they are respected by not only their colleagues, but by parents and students as well.

He was more explicit when he talked about selecting instructional content coaches. He remarked:

...I take a look at my strongest teachers for content coaches. I want to look at are you sound in your pedagogy as a teacher? I choose my best of the best to be my content coaches.

The teacher leaders interviewed did not relay any overall information as to how formal teacher leaders are selected at their school. They were only able to share how they personally got to their posts as formal teacher leaders. Ms. Hall had to apply and interview for her position as an instructional coach while Ms. Lincoln is not sure how she landed the position as grade level chair. The data reveals some disconnect between the principal and the teacher leaders when it comes to formally selecting a teacher leader. Mr. Klein says that he takes a collaborative approach to appointing them; seeking advice from other leaders, but these two leaders said

nothing about this process. This is not to say it does not happen the way Mr. Klein describes it; however no other data could corroborate this.

### **Theme 2: Support for the Developing Teacher Leaders Comes in Different Forms**

This theme resulted from the researcher looking at the following categories: individual consideration, mentoring/coaching, opportunities for leadership, principal support, and changes the teacher leaders would make to the teacher leader process in the school.

#### **Principal Perspective of Support for Teacher Leaders**

Mr. Klein reported that he supports his formal teacher leaders by trust, no micromanaging, coaching them through assignments, and allowing the teacher leader to make their own mistakes. In Mr. Klein's excerpts below he talked about the ways he supports his teacher leaders.

My responsibility towards my teacher leaders is to, once again, give them the freedom to make mistakes, to work with them on improving those mistakes, to talk with them, to conference with them, to talk about, once again, what went right, what went wrong and what could we have done differently or what did we need to..trusting them, you have to trust that they can get the job done. Oftentimes some people micromanage to the point that it becomes frustrating and aggravating and people don't use that mindset to make decisions. They feel that every time I need to do something I need to get permission and I don't like people like that around me. I don't like to have to give permission for everything a person is trying to do. I want to know what's going on because if it's something that's going to be a trap or if you're gonna harm yourself or others, I try to give you the pros and cons of it before it happens.

He recalled specifically how he supports teachers when they make mistakes. He recalled:



Not jump all over them if something happens, but support them unconditionally and give them the freedom to make mistakes. Because that's the only way you'll learn. If you make a mistake you'll never ever make that same mistake again because you were given the latitude to be able to make it. If I have to tell you how to do it, then I might as well do it myself is the way that I approach my leadership style.

Data taken from the teacher leader interviews corroborate Mr. Klein's support of teacher leaders' mistakes. Ms. Hall said:

He's not going to just throw the book at you because he walked in your class today and it was, it may have been God awful, but once he's sat down and had that conversation, he really could have put you on a plan, but he didn't because he's giving you the opportunity to make that change.

And Ms. Lincoln stated:

[Mr. Klein] "is easy to follow, so yeah, just knowing that it's okay to make a mistake, that there's that empathy."

Mr. Klein also expressed supporting teacher leaders can look like encouragement and honesty.

He stated:

And I try to be an encourager and sometimes encourage means, encouragement is tough love. Sometimes you have to tell people, "you need to grow up and you need to get it done because when you took this job, this was a part of it."

Providing opportunities for formal teacher leaders is another category gleaned from the data. Although Principal Klein did not explicitly mention this as a strategy to develop teacher leaders, he alluded to it numerous times during the interview. Some examples are when teacher leaders show initiative and come to him about creating opportunities for students or the staff, "I

want to be in charge of this after school program,” “You know what, I’m thinking about a chess team, what do you think?” “I would love to start a robotics team, what do you think about that?” His inclination to provide opportunities for teacher leaders was corroborated during the coaching/mentoring sessions that served as field observations for this study. During the session with Ms. Lincoln (J. Klein, field notes, Feb. 25, 2016) he signed her up to represent the school for a district technology conference. He explained that she would be required to bring back the strategies and information learned and present it to the faculty. Ms. Hall (J. Klein, field notes, Feb. 24, 2016) was assigned the task of working on a new schedule for the entire school that would line up Extended Learning Time (ELT) for all grade levels so that students would have their two allotted ELTs either before or after lunch, but not both. Teachers had noticed an uptick in behavior problems when students leave these classes that wasn’t there when the classes were back to back. The School Improvement Plan, a document provided by Mr. Klein, has many mentions of the opportunities these formal teacher leaders are afforded at Mountain Middle. For example the plan states that the instructional coach, Pam Hall, is responsible for implementing the following initiatives: coordinating digital media to create presentations for all English/Language Arts (ELA) students and Response to Interventions for ELA and Social Studies students. Ms. Lincoln is responsible for overseeing her team design and implement inquiry-based Middle Years Program (MYP) lessons for International Baccalaureate (IB).

Individual consideration is another support transformational principals offer to their developing teacher leaders. Principal Klein declared, when discussing the individual consideration he gives to Ms. Hall, that the following are the supports she needs to complete tasks and further develop as a teacher leader: verbal support of her decisions with teachers, help with making sure teachers understand the role of an instructional coach, more professional

learning opportunities and finally she needs for him to listen to her needs. Mr. Klein and Ms. Hall have been working together as teacher leader and principal in different capacities for the past seven years. Their relationship is seasoned and runs smoothly. They were the most relaxed during the field observations, in body language and conversation, displaying lots of camaraderie and laughter throughout the session. They were often reminiscing about past years at the school, past students, and past situations. Many times there was a back story for each subject brought up during the session (J. Klein & P. Hall field notes, Feb. 24, 2016). In his interview, while talking about the support she needs from him, Mr. Klein stated,

I support her decisions as you know working with teachers. She'll come to me and say something needs to be done or someone needs to be encouraged to make sure they are at a meeting. I make sure that I run interference, in a sense, so that they are at that meeting and getting them to understand the importance of the meeting and the importance of her job.

This back and forth was very apparent during the field observation. She came into the coaching/mentoring sessions with some similar support needs, telling him that this teacher needed to be reminded of a new requirement for the hall discipline plan, "I need for you to tell him he needs to do it because he's bringing the whole hall down" (J. Klein & P. Hall, field notes, Feb. 24, 2016). Mr. Klein instantly acknowledged that it needed to be done and promised to have a conversation with that teacher as soon as possible. Ms. Hall, in her interview, brought up the fact that she could not do her job without the teachers knowing she has his support, "Oh yeah, if you don't have Mr. Klein's support you're not getting nothing done."

Mr. Klein's work with Ms. Lincoln was quite different. He reported that the needs of Ms. Lincoln were professional learning, professional opportunities, supporting her emotional needs

and protecting her as a budding teacher leader. This relationship between teacher and principal is still budding at a couple of years old and this is the first year that Ms. Lincoln has been named a formal teacher leader in the building. They are still learning each other. Mr. Klein says he has to reassure her of her potential, "I have to push her, to tell her, "I want you, have you ever thought about getting into leadership"."

This relationship is a good example of how intimate these relationships can become. During the field observation (J. Klein & O. Lincoln, field notes, Feb. 25, 2016), Mr. Klein was presenting a new professional opportunity for Ms. Lincoln. She was going to represent their school at a conference that integrated technology into the content areas. As she accepted the opportunity, she casually asked who the other representatives would be for the other middle schools. He read off some names and when the teacher's name representing the school down the street was read, she took in an audible deep breath of air. Mr. Klein instantly looked at her and said, "I've already taken care of it. I've spoken to his principal and he won't attend the same day as you." She breathed and said, "Thank you" then she looked at me and said, "He [Mr. Klein] saved my life last year. I was going through a bitter divorce and he saved my life." Mr. Klein explained that this was the emotional support that he often has to offer Ms. Lincoln in order for her to realize her potential as a teacher leader. Ms. Lincoln verifies this in a story she told about Mr. Klein in her interview. She recalled:

Even, I'm going to add this too, little things like he [Mr. Klein] will, if he sees, cause he, I feel like you can, I wear my heart on my sleeve, you can usually tell what kind of mood I'm in based on looking at my face. I have a hard time hiding it. So when he knows when I'm having that day, he'll call me up and he knows I like just regular old, just plain Coca Cola, so he'll call me up and he'll give me that can of Coke. And you know it's the

little things like that and that's when I'm walking out of here going okay, my lesson just blew up in my face so and so was doing this, the hallway was a mess, but just knowing that he took, he was able to realize that I had that look on my face that he knows that I really like Coke and it's something as simple as giving me a can of Coke. So it's little things like that which are not necessarily textbook...

Mr. Klein's work with his teacher leaders proves that this individual consideration component of being a transformational leader involves a principal going beyond the everyday, run of the mill work as an administrator. It takes an enormous investment of time and energy to get to know your staff in a way that you can be of real value to them during their development. His remarks below expose how seriously he takes being there for his staff, providing what they need. He remarked:

One thing that I found out as an administrator and as a leader, it doesn't matter what is going on in my life, when I step out of my car, all of my problems have to stay in that car because it's, you know, it's game time. My whole persona has to be about the focus of my folks in the building because oftentimes when teachers come to you with an issue they are also looking for a solution to their problem. And their problem, be it what you may not think of as being major, it may be a personal problem in their lives and they may need your attention, they need your focus and they need you to tell them sometimes that it's going to be okay.

Mr. Klein supports his formal teacher leaders in many ways. He uses honesty, trust, encouragement, the room to make and learn from their mistakes and opportunity to support their growth as teacher leaders. He gives teacher leaders individual consideration as a way of mentoring/coaching them in an attempt to make sure their needs are met.

### **Teacher Perspective of Support Provided for Teacher Leaders**

The teacher leaders at Mountain Middle readily say they receive support from their principal although the amount and level of support varies. A lot of the support comes from other teacher leaders in the building. They would both like to see some changes in the support formal teacher leaders are given in their school.

Ms. Hall, a formal teacher leader for the past 10 years and is now an instructional coach, characterizes the support she receives as “whatever is needed.” She goes on to say, “I know that if I ever need anything I can go to him and say this is what is happening, this is what’s going on...if I go to Mr. Klein and say I need something, I got it.” Her support needs were not revealed during the interview. She could not be pinned down enough to elaborate on this, no matter how the question was posed to her. Her response was always something to the effect of knowing that she had his support.

Ms. Lincoln, in her second year of formal teacher leadership, reported that she receives support from the principal in the following areas: support with unruly students, support with teachers, problem solving, she feels supported because he values her opinion and he does not place blame. This next excerpt displays how she feels supported and valued by Mr. Klein. Ms. Lincoln shared:

Oh no, he is definitely, he’s good at offering suggestions and in fact there have been plenty of times where he’s said, “well what do you want me to do?” That kind of makes me feel like okay you know he, I mean that to me shows a lot of support that he values my opinion and he again wants to make sure I’m walking away feeling that the situation was rectified. But he does depending on the situation, sometimes we are able to right there in the moment, come up with some alternative solutions and other times it’s like,

“well it happened but in the future maybe let’s try this” He’s been doing this for a while, he’s got a lot of good stories and knowledge of what has worked for him in the past. I appreciate that.

These two teacher leaders, operating in the same building, under the same leadership paint two very different pictures of how the support looks for the teacher leaders there. Further analysis shows that teacher leaders on the hall depend on each other and the instructional coaches for lots of support in the day to day operation of the school as depicted in this portion of Ms. Lincoln’s interview when asked about helps/supports that are in place for teacher leaders in the building. She stated:

What helps are in place? I’m going to be honest with you, I really don’t know, I was kind of, I hate to use the word thrown in, but I was kind of thrown in to this situation, so I’m not really sure as far as helps. I know that I go to Ms. Hall because she was the 6<sup>th</sup> grade level chair before myself and she knows but that has not been something that has been directly said to me, “Ms. Lincoln if you need help please go to Ms. Hall.” It’s just that we have that relationship already so she’s kinda acted as a mentor but that was something that we kinda took on our own of course. As far as something official I really don’t know, but I’m sure if I went to him and said, “I need help or I’d like to sit down” I’m sure he would come up with something.

The instructional coach, Ms. Hall, can and does go directly to the principal more often than the teacher leader who serves as a classroom teacher and as a formal teacher leader. She alluded to this in this next statement,

It’s just different. I guess that’s maybe, I know if I go to him and say Klein I need to get a, b, c or I need a, b,c, d, he’ll say “okay you have it” where other teachers may have to

not necessarily bribe, but just do a little bit more convincing that they may need where I don't have to do that or I can just do it and say "hey this is what is going on" and he will say "okay, just get it done.

When asked about the helps/support in the building Ms. Hall simply responded, "It [The training] comes from the actual leaders." She does go on to give an example of Mr. Klein providing on the spot training for members of the SILT on how to best deliver important information to their grade teams.

Each of the teacher leaders had comments as to the small changes they would make to their present teacher leadership development process. Ms. Lincoln felt she was thrown into grade level chair without much warning making her wish for "some kind of sit down like here are the expectations." Ms. Hall longs for more honesty about why things are done in a certain way.

These teacher leaders do not always receive what they need from their principal, but it does not seem to make them less motivated to do their jobs as leaders. The data show that some tweaking to the teacher leadership development process at Mountain Middle may be in order. Teacher leaders do have access to the principal; however they primarily lean on each other for day to day support.

### **Theme 3: Teacher Leader Perceptions' Affect Relationships**

This theme encompasses relationships teacher leaders have with peers, characteristics of a good leader, characteristics they share with their principal or Implicit Leadership, principal's influence effect on job or idealized influence, and the relationship the teacher leader now shares with principal.



Now that these teachers are named formal teacher leaders what are their perceptions of the job, of leadership, of their relationships with peers, and of their relationship with their principal? Using the questions from the protocol, the researcher analyzed the answers to derive the perceptions held by the participants. Ms. Lincoln discovered some changes in her perception of herself since becoming a teacher leader. She sees herself as having more responsibility and accountability and she is now open for more professional development. Lastly she feels she must set an example. She explained:

I need to remind myself, “hey you’re a leader, you’ve got 12 other people, they’re looking up to you, so you’ve gotta make sure you’re doing what you’re supposed to be doing, dot your i’s, cross your t’s type thing.” I definitely have come in everyday with that you’ve got to be on your game whether you feel like it or not. You’ve got to smile whether you feel it or not just because you’ve got to set that example, that tone.

In contrast, Ms. Hall does not feel her perception of herself has changed at all. She has seen some changes in how she perceives her relationship with peers. Ms. Hall said this about dealing with her peers,

I had to build relationships. I had to get to know them. I had to get to do all of those things. And when you’re dealing with the teachers, I use some of those same things I used with kids. You know, you give, we eat together, you know what I mean.

While Ms. Hall felt she should do more with her peers to build relationships, Ms. Lincoln had the opposite thoughts about it. Ms. Hall expounded:

So I just really watch what I say. I try to be professional at all times because I don’t want me to be perceived as “she likes this person, this person, that’s why they...or choosing sides. I don’t really...I try to talk to everybody, spend equal amounts of time, you know

besides my math people... but yeah I tend not to get too terribly close to some of my peers just because I'm not sure it's so professional on the hallway.

The participants shared what they thought the characteristics of a good leader were. Ms. Hall used these words to describe a good leader: organized, focused on a vision, has purpose, has a love for the work, someone you can trust, does not micromanage, and has effective communication. Ms. Lincoln chose these words to describe the leader: has an open mind, builds relationships, leads by example, communicates effectively, listens, able to sympathize with people and is organized and timely. The single commonality between these teachers' list of characteristics are effective communication and organized. ILT maintains that followers need to see their ideas for the characteristics of a good leader matched in their actual leader in order to follow them. The following accounts are from these teachers when asked if they see the characteristics they named in Mr. Klein. Their words help to prove why they are willing to be led by Mr. Klein. Ms. Lincoln stated:

Oh absolutely, yeah I mean honestly, not so much on organizational part you know but, I would say yes. Absolutely the relationship building is his thing. I think he is really good at that. He makes, I feel, he makes his employees, his teachers feel like they are doing a good job. He's very sympathetic whenever we are being asked to give or to do something extra that is coming from the top down, you know, it's always prefaced with, "I know you got a lot on your plate, I remember being in your shoes" So it's just that sympathy, or empathy maybe is really good. He does lead by example, he's never really asking us to do stuff that he's not already doing himself.

Ms. Hall added:

He still has the, the number one thing I think is the fire and the vision for the kids. He still wants to make sure his teachers do well... He does lots of kudos for the teachers, like gives them their props, praise. His interaction with teachers, making the point to go down to those grade level meetings. And just popping in and saying, "Hey, you guys are doing a good job. Here are some things we could tighten up on." Just to kind of give them those pick me ups when they need it.

Idealized influence, the other component of Transformational Leadership Theory through which this case study is viewed, means the leader imparts a vision to the followers, demonstrates high moral standards, can be trusted and is respected by his followers. The researcher wanted to know if these transformational principal leaders inspired or made it easy for these teacher leaders to follow them.

Like I said before, that relationship building, I feel like he has my best interest in mind therefore I'm more willing to do what he asks me to do. I never, if I make a mistake, I never feel like, and I think I'm speaking on behalf of the school. We don't get that looming feeling like we've done something wrong, we need to be scared, it's a very, he's very "you made a mistake, it's not a big deal, the mistake was made let's, this is what we need to do in the future, let's move on, it's not a shaking of the finger, yelling type thing. I really appreciate and like that.

The teacher leaders from Mountain Middle are excited to follow their leader. In almost every way that it really counts he meets their standards for what a leader should be and do. His leadership characteristics do not match verbatim to the lists they created for their ideal leader, but they do not seem to mind it. The researcher could not detect any hesitancy on either teacher

leader's part in working with their principal and allowing him to develop them through the observed coaching/mentoring sessions. Nor were there any indications of caution to let him lead them in their interviews.

The researcher wanted to know from the teacher leaders' perspective how their relationship with their leader has changed since the leadership development began. Both participants remarked on the positive change they perceived has taken place. Ms. Hall described the relationship change with these words, "more trust, accountability and respect." Ms. Lincoln spoke of the deepening of their relationship due to the fact that she has gotten to know him better. She's found out firsthand that he wants "everyone to leave out of this building happy every day and if there's anything he can do to help put that smile on your face as you're leaving, he's willing to do it." Knowing this has made her "feel more comfortable."

#### **Data Analysis Summary for Case Study 1: Mountain Middle School**

Mountain Middle School has an operational formal teacher leadership development process by which teachers are selected to serve as leaders in the building and receive support for development in the form of coaching/mentoring from the principal. The principal maintains selection for formal teacher leadership is a collaborative effort involving the principal and the school's other teacher leaders. Opportunities for leadership are given to these teacher leaders with room to make mistakes and a chance to obtain guidance from the principal to get back on track. Ms. Lincoln sees these opportunities coupled with the support Mr. Klein provides as the difference between her becoming a teacher leader or not. Ms. Lincoln revealed:

I've been at a school and in a situation where I did not feel the support and I was there for quite a while so coming here now, it's only my third year, that contrast between the two schools has really been able to help me see the difference. So, I think it's important to

get that support as a teacher, not only does it help my morale but it's just helping me grow professionally. No, I wouldn't have even, I don't think, been given an opportunity to lead... In fact I know nothing, I don't think changed about my teaching and trying to figure out why the moment I walked into this school why opportunities were placed in my lap left and right. The curriculum writing wasn't something that happened until I came here. So, yes many things have been placed, my professional growth has spiked because of someone that has the ability was not political, I mean, I hate to say it, but not political, sees people that come in and do a good job and knows who's doing well and know who needs the help, just recognizing that someone has potential and giving them the opportunity.

Mr. Klein is seen as a leader who is easy to follow because he gives the individual consideration needed to develop his teacher leaders. Despite the fact that he does not possess all of the attributes his teacher leaders are looking for in a good leader they feel a connection to his vision, trust and respect him and are prepared to go where he leads. He has idealized influence with his teachers. Mountain Middle teacher leaders see some areas of improvement in the way teacher leaders are developed there, but are willing to keep working at it until a better system is found.

## **Case Study 2: Thomas Valley High School**

### **Theme 1: The Making of a Teacher Leader**

The categories embedded in this theme are definitions the principal and teacher leaders have for teacher leaders, the characteristics principals look for in teacher leaders, criteria for choosing teacher leaders, and people involved in the decision making process of choosing teacher leaders. The aim of this theme is to reveal how teacher leaders are chosen at Thomas Valley High School.

## Defining Teacher Leaders

Participants from Thomas Valley High had various ways of describing a teacher leader. The participants' words used to define teacher leaders were reflective of what the participant was looking for without or within when they discussed the concept of teacher leader. Mr. Jarvis, the principal, in his definition alluded to what he looks for when considering a teacher for a leadership position. He stated:

I believe a teacher leader is one who takes the initiative to go beyond just the classroom.

I believe a teacher leader is one who goes beyond the classroom and looks at the whole school and seeks out initiatives and other creative ways to engage students... One who's loyal one who's not afraid to take risks. One who is able to build relationships with students, someone who is a lead learner.

Mr. Andrews defined a teacher leader as “somebody the teachers look to as for the model of what to do.” He talked about how he wants to be the “person who when everybody is kinda standing around, like takes charge or whatever.” He also revealed that he sees teacher leaders as “somebody who people come to for ideas about things, supportive, will listen, a teacher advocate.” Mr. Andrews reported that he hopes this description of a teacher leader is how Mr. Jarvis sees him.

Ms. James too desired to fit the definition she gave of a teacher leader. She stated:

I think a teacher leader is someone who has an eagle's eye vision who is not just focused on okay what are we going to do Wednesday, what are we going to do Friday. You're very intentional, I think a teacher leader is very intentional not just with the day to day planning for instruction but just looking at our students and realizing you're 15 today, but

I'm not looking at you as a 15 year old I'm looking at 5 years from now 4 years from now what am I'm going to do to help you contribute positively to this community.

She talked about how she is happy to be “serving from the middle...able to see how everything that we’re doing in the classroom has a school wide affect...keeping the eagle’s eye vision.”

Thomas Valley High teacher leader participants wish to embody their definitions of teacher leaders. They do not report that they have fully become what they describe, but are working towards it.

### **Selecting Teacher Leaders**

Mr. Jarvis described the selection of teacher leaders at Thomas Valley High is a collaborative effort between him and other leaders in the building. He explained this effort:

I sit with my, usually my administration team and based upon observations we’ve seen through walkthroughs, through interactions during common planning meetings and just the respect that they have of the whole faculty is the overall factor in who will be selected... For me, it's usually my associate principal [I] may get input from the other APs in deciding who we will step into a teacher leadership role and we look at will it be a perfect fit. Again, it's um part of the administrative team in deciding who will fill those roles; will it be a good fit for the team, for that department? So it's a collaborative effort, not just my decision.

He further defines the parameters when choosing leaders to serve on the school’s SILT (School Improvement Leadership Team). He shared:

No, it's not voluntary; nothing is when it comes to school improvement. No, it's not voluntary. We seek to find people who will be creative who will help their department

go to the next level and who thinks outside the four classroom walls, who thinks school wide not just the science department.

The interview data revealed how each of these formal teacher leaders was drafted into their present positions. Ms. James recalled:

I know I can remember when we had the conversation, Mr. Jarvis, myself and the IB (International Baccalaureate) coordinator before I came onboard, she has transferred to another school, but this was in 2014 around Feb. I remember I got called in and he said we need to talk to you about something and I'm like my goodness what are we going to talk about? And our former coordinator she was going in her doctoral program and she would start in the fall and just shared you know, she was our department head at that time and she was serving as the MYP (Middle Years Program) coordinator and she was getting ready to start her doctoral program which of course was really going to take a lot more out of her and I think she thought like a couple of AP (Advanced Placement) classes but she shared, she said, "Here is the situation, I've loved serving in this capacity, but I've got a life change coming up soon" and when she brought that to Mr. Jarvis and said "you know, we need to pass this on to another teacher in the building who could lead this program." And it was humbling when you know, we're sitting at the table and I think Mr. Jarvis had asked her or she had asked him who did he see or he had asked our former MYP coordinator who do you have in mind that would be a good candidate to lead this program because when the former coordinator we were going authorization so a lot of gathering of data so she had done a lot and now it was time to take it to the next step as an established IB school. And I was blown away and humbled when she said, "You know, I think Ms. James would be a great candidate" and Mr. Jarvis said to our former



coordinator, “Out of all of the teachers in the building I think that would be a great candidate.” And I was so humbled because you know observations and people come in and observe how you are implementing that program and I love the IB program because that's what I'm about. I love just helping our students see the global perspective.

Mr. Andrews had a similar journey to his teacher leadership position. He recounted:

...your path to that is going to be to, in my eyes, would be the same way I did it, sort of an understudy. That's a complicated question. Yeah, you're going to prove that you're competent in small ways you know like; I was a team leader before I was a leader of a program. I was the assistant coordinator before I was a coordinator.

Ms. James echoed this last idea about “prove that you’re competent in small ways.” She stated:

...if people don't notice what you are doing, if you are doing it in with your heart and you are faithful at it and you're doing it with fidelity that really catches, it makes a difference with those who are looking to see who would be entrusted with greater responsibility.

Selecting teacher for formal teacher leadership is a collaborative effort at Thomas Valley High. The principal works with his administrative team to collaboratively choose the right teachers for these leadership positions. These choices are made through observations of lessons, peer interactions and contributions made in team meetings. Other teacher leaders throughout the school have a voice in who is chosen too.

### **Theme 2: Support for Teacher Leaders Comes in Different Forms**

This theme resulted from the following categories: individual consideration, mentoring/coaching, opportunities for leadership, principal support, and changes the teacher leaders would make to the teacher leader process in the school.

### **Principal Perspective of Support for Teacher Leaders**

Mr. Jarvis reported many ways he employs to provide support for his formal teacher leaders. Providing opportunities, encouragement, coaching them through assignments, allowing them to make and work through their mistakes, trust, honesty, not micromanaging them and individual consideration.

He is very straight forward about his role in supporting a formal teacher leader in his building. He explained:

Providing opportunities for them and my thing is not to micromanage, but to encourage. And when they do make mistakes, don't harp on the mistake, tell them, let them talk through, not me telling them, let them talk through what do I need to do next time to be successful. And I think that's the key, is not, when someone makes a mistake, don't harp on it and just beat them down, let them talk through how I can do it differently next time.

Mr. Andrews, in his interview, confirms Mr. Jarvis' stance and easy going attitude when mistakes are made. He recalled:

I feel comfortable to be honest with him about things and telling him where I was at fault or where I don't know.

I think there's been understanding there when there's been mistakes.

Mr. Jarvis supports teacher leaders using these mistakes as coaching experiences and by providing opportunities for them to sharpen their leadership skills. He spoke about how he supports teacher leaders through new opportunities. He said:

Providing opportunities, not only opportunities, but also supporting, just putting them in a leadership position and then not supporting them is not helping at all. I am the type of person who supports you, but coach you through things as opposed to telling you what to

do, let you talk through as to how you want to do it. I don't give you vision for how to run 21st Century, I let you talk through it and learn the program and then what's your vision for taking it to the next level.

These opportunities Mr. Jarvis spoke of were confirmed by his documents and during the field observations. During a field observation (R.J. & K.J., field notes, Dec. 7, 2015) with Ms. James he assigned her some time to work with and mentor a new teacher to develop International Baccalaureate unit plans for her students that should have already been finished. The teacher's intended mentor has left the district to take a job with the state Department of Education. Ms. James readily accepted the task.

Documents from Thomas Valley High also reflect the many opportunities afforded to these teacher leaders there. An email from R. Jarvis (personal communication, September 13, 2015) to Mr. Andrews depicts an opportunity for Mr. Andrews to hire the staff for Pathways to Success (PSP). Another email between the two R. Jarvis & S. Andrews (personal communication, October 13, 2015) shows Mr. Jarvis supporting Mr. Andrews in settling the calendar for PSP. The initiatives mentioned in the school's School Improvement Plan have responsibilities assigned to Mr. Andrews and Ms. James throughout the document. Some of the responsibilities they share in their respective positions include using technology to create new tasks for IB and ninth grade students, identify ninth grade students using data analysis who need to be placed in a tier for Response to Intervention and create and implement two school wide positive incentives for the school's discipline plan.

Honesty and encouragement are two more strategies Mr. Jarvis shows support to his teacher leaders. He shared his views on how the lack of honesty has affected the quality of today's leaders. Mr. Jarvis remarked:

Honesty, yeah, I think if we were more honest in education we wouldn't have as many, some of our leaders, we would have better leaders. Because someone tapped you on your shoulder [for leadership], not all great classroom teachers make good leaders. Okay so sometimes we have to be honest and say to a person, "this isn't for you". Like someone who has been teaching for five years and they got glowing recommendations from people from observations, but in actuality they weren't the best. They were doing that because they just fill a slot. So, I think honesty is one, is being encouraging, but encouraging them to continue to read. No matter what area you're in, continue to read as to how you can get better. You want to get better. I would hate to have a person who, a three year crackerjack who is an up and climbing person and then they just plateau. You want to keep rising the longer you're in leadership. You don't want to put it on autopilot and say I can do this, you know this is the same thing as last year. That is not true, every year is different and you have to sharpen your tools differently. Attend conferences and work with other people from different counties.

Mr. Jarvis shows support by trusting his employees as the professionals they are. Ms. James discussed how this trust serves as a support for her. She stated:

He is definitely not a micromanager which I really appreciate because I feel like Mr. Jarvis trusts the work that I am able to do or what I am able to produce and so he does give me a lot of autonomy on how to really implement the program and yeah he does that. He does that. It's just very comfortable, he's always supportive with if I need you know if we need funds for something, a program, he'll do that, he'll provide that for me and he will always just check in, "How are things coming along with this" and bouncing ideas off. So he makes it very open to just share concerns or challenges.

Mr. Andrews added:

I feel [that] it boosts my confidence now that Mr. Jarvis has put his trust in me, that if I can run this and I can run that.

Mr. Jarvis supports his teacher leaders. He believes that he does and the teachers interviewed agree and are comforted by these helps. Mr. Jarvis provides help based on the individual leader's needs too. During the interview he discussed how he uses individual consideration to mentor/coach these formal teacher leaders into better teacher leaders. He responded:

Ms. James is a very thorough person, God she's thorough. Ms. James, every faculty mtg., I give her 5-10 minutes to talk about the IB program and how they can infuse that in their lesson plans, how they can help students complete their personal projects.... Ms. Jean would like 30 -40 minutes, if you would give it to her, every time, but you have to remind her you have to be respectful of teachers' time. If we were meeting at three or four in the afternoon, no one wants to listen to you for 40 minutes. If you do it in the mornings and do snippets of 15 minutes they are more incline to click onto that 15 minutes as opposed to those 30 minutes. Supporting her and giving her that time, but also supporting her financially. When she needs money, for instance she had an IB Night and invited parents to come. I thought no parents would come, but parents came. She had food to give them.

An email exchange corroborating this battle these two have about time showed Ms. James asking Mr. Jarvis if she could share this great article she had read about gifted education; he responded that he would give her five minutes at the next faculty meeting (K. James & R. Jarvis, personal communication, August 4, 2015).

Concerning Mr. Andrews' needs he reported:

I have supported his tenure as PSP director and as Saturday School Coordinator. Just supporting him in how to navigate the system, just being encouraging with him because he can get discouraged at times and look at the dark side of everything. Just encouraging him to hang tough, things will work out. They may work out at the last minute like he's always worried about buses. The first day they miss half of the students, well that's gonna happen. Next time it'll get better.

Mr. Jarvis admits that the individual consideration he gives to these two teacher leaders during coaching/mentoring sessions is quite different. Ms. James needs a gentle tug now and again to slow her down and Mr. Andrews is oftentimes in need of encouragement to take the next step. All three participants from Thomas Valley High mention funding and help with the district office as a ways that the principal lends support to the teacher leaders. Ms. James told how she felt supported by her principal when he shows up at district meetings for her IB program. She stated:

He also attends the professional learning that they have for the principals for the IB so he's investing in that as well so that's powerful because it's like ok the efforts that we're doing he's also onboard and he also sees the vision.

Mr. Andrews spoke about the support he too felt when Mr. Jarvis stuck up for him at the district office, "And he's backed me up when I've had issues with central office about various budgetary things." Mr. Jarvis' teacher leaders need assistance navigating the systems in place in the high school and others that can affect the work that they do such as other staff members, parents, district office, state requirements, and so forth. During Mr. Andrews' coaching/mentoring session Mr. Jarvis shared a book with him about how to effectively have crucial conversations.

He even had him to role play to familiarize him with how the conversations should go (R. Jarvis & S. A., field notes, January 20, 2016).

### **Teacher Perspective of Support Provided for Teacher Leaders**

The teacher leaders at Thomas Valley High School agree that Mr. Jarvis provides support for them. In their data set they used some of the same descriptors to discuss the support they receive: trust, no micromanaging, funding and encouragement. Trust is big in this school and is mentioned quite often in these interviews by the principal and the teachers. I think Mr. Jarvis, for the most part, trusts people as professionals around here.” (Mr. Andrews) “...he really believes in just trusting your professional judgment.” (Ms. James) “Mr. Jarvis came in on a Sat. one day and he actually doesn't come around as much anymore. I guess he trusts me more...” (Mr. Andrews).

Encouragement was coded for both of the teacher leaders as a support offered by Mr. Jarvis in developing them. Ms. James feels the encouragement and embraces it, needs it as a support. Mr. Andrews does not seem to get enough from Mr. Jarvis and laments about this deficit in his development. The contrast is easily seen in the excerpts below. Ms. James shared:

Yes, his support is very important because it's an encouragement. Especially at times when you may not you know you may not be getting the support or participation from your colleagues. There are times when I'll share my frustration with him and he will encourage me you know. This is something you have to work through; this is where this person is coming from or the perspective of another person. So his daily support, his verbal affirmation, and the encouragement it helps me want to do better all the time.

Mr. Andrews said:

I feel like maybe he could give me a little bit more feedback about or more support about these programs like a little pat on the back sometime when things are going really well.

And when we do have these successes, that he could let me know, but I think his way of letting me know is letting me continue in that or by giving me a new responsibility...

And in that way he's supporting me and letting me know that he believes in me to do this despite having other responsibilities. It's very subtle, it's not direct.

These teachers also see Mr. Jarvis giving them more responsibilities or opportunities as a way of providing helps for them. These are not seasoned teachers or leaders. They each have less than 10 years of experience and are operating major programming for their schools. The magnitude of this piece of information is not lost on either one of them. Mr. Andrews ponders on why Mr. Jarvis gives him so many responsibilities. He declared:

I think that's been Mr. Jarvis' philosophy with me in general because "we're just gonna give this kid time to develop on the job. I'm gonna give him this opportunity or this responsibility and let's see if he can figure it out" kinda thing.

Mr. Andrews believes Mr. Jarvis gives responsibilities as one strategy to grow and mature teacher leaders, Ms. James thinks it has to do with being faithful over what you are already doing as seen in the following examples from her interview. She explained:

One of our math teachers she was in the classroom for a very long time, she now serves as our math coach and so it's encouraging for me to see you know teachers, when I started here in 2002, we were all just serving in the classroom and now we have an opportunity to serve in another place in addition to the classroom. So it just shows that Mr. Jarvis values people who are faithful with you know faithful with a few so you can be entrusted with a lot more things.



...I say all of that to go back to Mr. Jarvis, he really takes into account are you faithful over little things, how is your attitude, how's your perspective and then he makes a decision from there. And he values those things to make a teacher leader.

More opportunities are one way Mr. Jarvis provides helps or supports for budding teacher leaders. Mr. Andrews, in his interview, singled out another way of getting the help teacher leaders may need. He stated that other teacher leaders are relied on for support and guidance.

I think the door's always open with Mr. Jarvis, literally and figuratively. But he would prefer if we figure things out on our own within reason. If I need to figure out how to do payroll, I need to go to someone who's done it. He doesn't want me to bug him about things I can figure out.

When asked if they would change anything about how teacher leaders are developed at Thomas Valley High, the response was mixed. Ms. James would like it if Mr. Jarvis threw his weight behind some of the mandatory training requirements of her program in order to motivate or urge other teachers to attend. Other than that she believes she gets everything she needs from Mr. Jarvis. Mr. Andrews admits that he needs more along the lines of feedback. He is quick to take some of the blame for not getting what he needs as evident in this statement, "It's probably partly my fault, I could go to him and say "well, where can we improve or where can I improve.""

Teachers at Thomas Valley High are supported through encouragement, funding, trust and no micromanaging from their principal. Their accounts of these supports may differ but they are both motivated enough to maintain their positions as teacher leaders despite any needs that may not be met. They agree the opportunities they are afforded are helpful to their development and they are reflective of the trust the principal has in them. These extra responsibilities are also

seen as acts of encouragement. There are some improvements that can be made to the teacher leader development process within the school. These improvements involve more feedback for the teacher leader by the principal and having the principal put his weight and confidence behind the teacher leader in a more public way more often in order to endorse their authority in the building.

### **Theme 3: Teacher Leaders' Perceptions of Self is Affected by Leadership Development**

When the teacher leaders were asked to decide if they have changed their perceptions of themselves since becoming a teacher leader, their responses were reflective. Ms. James stated that she “realized more deeply the responsibility of teachers doing everything in excellence, the need to do things that are more engaging and interactive.” Mr. Andrews is inclined to look at himself more closely and his confidence as a teacher has improved. In examining their perceptions of their peer relationships the interviewees were also reflective and honest. Ms. James acknowledges the challenge she feels being in the middle between administration and her colleagues. She recalled:

...that's been a learning curve, how do, how to get peers who may not see the vision or who are just kind of like who are you to like you know, of course people don't say that but you can kinda sense that sometimes so just being mindful of that and how to navigate.

Mr. Andrews again wants clarifying feedback from his colleagues about his personality. He stated:

I get kinda mixed feedback about from people about my personality. I get a lot of “well you're very terse” and I wonder “well, how much of that is sorta beneficial,” and “I don't know if it's necessary to everything we are doing.” How much of it alienates people and what's the right balance to find and then still be yourself?

The teacher leaders shared their thoughts about the characteristics of a good leader. Again, using ILT to analyze if the participants perceptions of their leader would affect them being able to follow their leader, the researcher was attempting to see if the teacher leader participants would find their ideal characteristics of a good leader in their principal. Ms. James' list included understanding the whole person, builds relationships, trust people as professionals, holds you to a higher standard, humble, values other's input, and encourager. Mr. Andrews lists leading by example, able to make tough decisions, delegates, believes in having a good life/work balance, cares about teachers, gives tough love if needed, listens to staff's life situations, and trusts people as professionals. These lists have some similarity in the following ways trust people as professionals and looking at the whole person/listening to people's situations.

ILT states that these leadership qualities, named by the participants, would have to show up in their leader in order for the teacher leaders to successfully follow the leader. When asked, Ms. James connects Mr. Jarvis to her list with two characteristics, building relationships and understanding the whole person while Mr. Andrews' characteristics intersects with who he believes him to be as a leader at three points, listening to staff's life situations, trust and delegating responsibilities. Mr. Andrews did go on to say that he is striving to meet Mr. Jarvis in two more areas, work/life balance and making tough decisions. The researcher documented an example of Mr. Jarvis assisting him in working on the work/life balance during the field observation. When they sat down at the table the first question from Mr. Jarvis was inquiring about what Mr. Andrews was doing to take care of himself outside of work. They also role played so that Mr. Andrews could practice making tough decisions concerning his student teacher (R. Jarvis & S. Andrews, field notes, January 20, 2016).

The participants seem to have no problems with being able to follow their leader even though all of their ideal characteristics are not met in Mr. Jarvis. As leader he displays enough idealized influence over these teacher leaders to have them report why it is easy to follow him as a leader. Mr. Andrews in this excerpt below expresses his personal interactions with his leader, but believes that most people feel this way about Mr. Jarvis. He reported:

He and this is just not me who would say this, cares about people. You know this because he will come up to you and you haven't talked to him in, I talk to him a lot more frequently now than I use to, but there may be a month before, we don't really have a conversation in the past mostly. We're forced to see each other more often now. And he'll ask me about my dog or you know or that thing or whatever some trivial detail of a conversation we had and most of the times I think he genuinely wants to know that you are doing well. He'll kinda stop you and say "make sure you're taking care of yourself. I know you're not taking care of yourself." That kind of thing is huge. I've never had it. And I've been around, due to this sort of turnover that we had at that level w/principals, I've seen a lot of bosses at that level and I have never had any of them that I felt like at least that never expressed any sort of care in that way.... And like I said, I just want to reiterate, it's not just me, people know that he cares you know. I've been through some stuff, probably on both ends, we've been through some life events that he stood by me and listened to me and the circumstances.

Ms. James finds his humility as a reason that makes him easy to follow. She reported:

He's humble. He's very humble. Mr. Jarvis will always share whether it's a school improvement team meeting or if I'm meeting with him at another committee member for IB or gifted or any other small committee, he'll always say "I don't know all of the

answers, but I want to equip myself by pulling from what you already know, your professional knowledge so that we can take this to the next level.” So he is very humble and that is huge for me. Someone who is humble and who values the input of everyone who is serving together on the team.

Latching on to Mr. Jarvis’ vision for the school and becoming a part of it whether they agree with it or not is another example of the idealized influence Mr. Jarvis operates in with these teacher leaders. Mr. Andrews knows that keeping an open line [of communication] with parents is a big thing for Mr. Jarvis. When discussing his struggles (parents numbers change so often, they talk forever and he does not have the time to devote to it, parents will not take his calls) with making this happen he acknowledges that he does it because it’s what Mr. Jarvis wants “I constantly think well that’s something that matters and it’s something that I need to be better at.”

The researcher, in understanding the teacher leaders’ perceptions about the teacher leader development they receive, wanted to know if their relationship with the principal had in any way changed during this development. These teacher leaders see Mr. Jarvis in a paternal way either describing him as “father figure” or report having a “father/son relationship.” The teacher leaders reported this new paternal way of looking at Mr. Jarvis as one way their relationships with him has changed.

Ms. James cites a growing respect or reverence for him and a deeper level of support as other ways their relationship has transformed. She also sees herself, because of the teacher leadership development, as a “co-laborer” with him. Her role has deepened in the school with her new responsibilities. She explains this duty as she sees it below,

It [teacher leadership] helps me to again, broaden my perspective and see okay this is how I can remind my colleagues, here's the big picture, this is the goal and I feel like kinda co-laboring while I'm in the trenches and when I'm with teachers and working in the district. I feel like I'm contributing more to the big picture now.

Mr. Andrews remarks about the evolution of his relationship with Mr. Jarvis. His words below reflect his desire to make sure he lives up to the potential Mr. Jarvis recognizes in him.

I don't want to disappoint him though. I feel like, this is conceited but, I feel like he came to the right place for somebody to do this. It's a natural progression to what I was doing last year to doing this. ...I imagine that he sees me differently than he saw me early on you know. I don't know if he really noticed me early on like I said. I think that was something that traveled through the department chair to him.

The teacher leaders at Thomas Valley High value their relationships with their principal. These relationships have had a positive effect on their development as teacher leaders and have taken on an almost paternal nature. They are willing to follow the lead of Mr. Jarvis and be developed by him.

### **Data Analysis Summary for Case Study 2: Thomas Valley High School**

Mr. Jarvis has presented himself as a transformational leader for these teacher leaders. The individual consideration he extends to both of the leaders seem to line up with what, in most instances, the leaders need for their professional growth. The idealized influence he operates in helps him to be able to distribute the workload throughout the building, knowing that his vision will be fulfilled. Evidence of this was plain in each area of data collection in this study. Emails, Title I plan, agendas, field observations, and interviews all reflected the distributed leadership

that undergirds the daily run of the school and fuels the need for him to continue to develop formal teacher leaders who are prepared and ready to lead these initiatives for the school.

There may be some chinks in the armor of the system in place for choosing and developing these formal teacher leaders. It is a collaborative effort including department chairs, team leaders, committee heads, and administration when choosing these new leaders. Sometimes, like in the case of Mr. Andrews, the teachers do not quite know or cannot readily articulate why they have been selected as formal teacher leaders. Mr. Jarvis does not place the burden of training/developing these new leaders squarely on his shoulders, although he is very active with them, he uses other teacher leaders to help too. The teacher leader participants allude to this process as being somewhat of a mentor/protégé situation one where the teacher leader chooses a teacher to train to do the job they are doing, or run the program they are running. This trainee then becomes a teacher leader.

### **Chapter Summary**

Teacher leadership is alive and strong in our schools today despite the fact that is defined in many various ways. Principals and other school personnel have latched onto this idea of empowering teachers to lead and see a real need for teachers to operate in this capacity in today's schools. The evolution of teaching has brought the education system to this point where it is necessary to allow teachers to function in this role. Mr. Jarvis stated, "We should seek those individuals out who have leadership potential and provide opportunities for them to lead." Principals are willing to invest in developing teachers for leadership positions and teachers are accepting of the process of being developed.

The study's participants took the time to examine their thoughts about teacher leadership and how it is handled at their schools. They shared descriptions of how teacher leaders are

chosen, viewed, developed and supported at their schools. These were accounts of their experiences either as the principal, selecting and developing the teacher, or leader or as the teacher leader who receives this development.

Teachers are chosen for formal teacher leadership collaboratively by the principal and other teacher leaders. These teacher leaders are provided support by the principal through coaching and mentoring and by other teacher leaders in the building. In many cases these teacher leaders do not know why they have been chosen to lead, but do agree that it has made a difference in how they perceive themselves as educators and their careers.

This chapter analyzed and presented the data from the two individual case studies. The next chapter presents a cross analysis of both cases, highlighting their similarities and differences. The final chapter of this dissertation presents the summary, discussion and implications of this case study.



## CHAPTER V

### SUMMARY, DISCUSSION, AND IMPLICATIONS

This qualitative multiple case study examined how principals select and develop teachers for teacher leadership and what attitudes and perceptions these teacher leaders have about the development they receive. Over the course of the study, interviews were conducted, documents were collected and field observations were completed to determine the answers to the following research questions which guided this study:

1. How do principals engage in the decision making process to select teachers for teacher leadership development?
2. What kinds of development/support do principals provide the teacher leaders they have selected?
3. What attitudes and perceptions do teacher leaders have about the leadership development they have received?

Instrumental case studies are chosen by researchers when they want to be drawn towards illustrating how the concerns of researchers and theorists are revealed in the case (Stake, 1998). The theoretical framework anchoring this qualitative instrumental case study included Transformational Leadership Theory, Implicit Leadership Theory and Distributed Leadership Theory. These theories helped to give the researcher a lens or focus with which to analyze the data. The researcher employed two components of Transformational Leadership Theory, individual consideration and idealized influence to gain insight into the relationships the principals were establishing with the teacher leaders as well as the influence the principals

maintained over these teachers. Implicit Leadership Theory allowed the researcher a way to explore the teacher leaders' perceptions of and attitudes about the development they received from their principals. Distributed Leadership was used as an underpinning to the study to gain access to the operations of the school to discover the leadership positions and as a way to corroborate the opportunities principals gave to teacher leaders.

### **Summary of Findings**

The findings presented are derived from the data collected from interviews, documents and field observations for this study. Two principals and four teachers shared their experiences with and perceptions of teacher leader development in a high school and middle school. The findings are:

1. Principals and teachers see the need for teacher leaders in schools.
2. Principals use their knowledge of and observation of teachers' leadership abilities to select teachers for teacher leadership development.
3. Opportunities for leading and support are provided for the developing teacher leaders.
4. Principals show individual consideration when coaching/mentoring teacher leaders.
5. Teacher leaders' perceptions about their principal can affect their development.

These findings offer implications for research and practice in teacher leadership and the support they receive in schools.

**Principals and teachers see the need for teacher leaders in schools.** Participants in the interviews revealed the need for teacher leaders. Teacher leaders are instrumental in the day to day operations of the school. Principals can no longer manage the school and serve as the instructional leader without the help of teachers. Developing teacher leaders is essential. Mr. Jarvis is determined to keep a supply of successful formal teacher leaders in his school. He does

not believe schools can be effective without them. He stated, “Let me tell you, schools are not necessarily great because of their leader, I’m saying the principal. It’s great because of those teacher leaders within the building and the great classroom teachers that you have.” Developing teacher leaders helps to positively add to the job satisfaction of teachers.

**Principals use their knowledge of and observation of teachers’ leadership abilities to select teachers for teacher leadership development.** The principals in this study recounted their criterion for selecting a teacher for a formal teacher leadership position. The criterion included someone who goes beyond the classroom, has the respect of the staff, shows initiative, and builds relationships with students and staff. In addition the principals are looking for teachers who are good followers as well as leaders, flexible in their thinking and are willing to put the time in that it takes to lead. They take the time to notice teachers who have these characteristics while sitting in on grade team or department meetings, taking note of what other teachers have to say about them and through the personal conversations they may have with these teachers. Mr. Klein remarked, “I know that, but I’m always on the lookout for somebody who wants to step up.” Principals do not take the selection of teacher leaders lightly. It is a collaborative effort between them, other administration and teacher leaders. For some positions the principals’ criteria changes when choosing a teacher leader. The requirements narrow and get more specific allowing them to become more selective than they would be for other positions. This is true for Mr. Klein when he looks for content coaches and for Mr. Jarvis when he selects members for SILT (School Improvement Leadership Team).

**Opportunities for leading and support are provided for the teacher leaders.**

Principals acknowledged during the interviews that teachers can only be developed into leaders if they are given the opportunity to lead. Documents and field observations reflected this opinion

held by principals. During each field observation, the teacher leader was either given a new assignment to carry out as a leader in the school or the time was spent discussing a past opportunity to lead. Spillane (2006) refers to these assignments as a division of labor using the leader-plus aspect of distributed leadership. Mr. Klein stated, "... so you have to share the workload." These principals used distributed leadership to give formal teacher leaders responsibilities to fulfill throughout the school. These teacher leaders sometimes, depending on the task, in turn enlisted the help of their peers to further share the workload of the school.

Support for teacher leaders was discussed many times and in many ways by the participants. Principals showed teacher leaders support using encouragement, the freedom to make mistakes and grow from them, mentoring/coaching sessions, trust and opportunities for leadership. Teacher leaders also reported that they received these supports from their principals, and added that consistent support comes from other teacher leaders as well.

**Principals show individual consideration when coaching/mentoring teacher leaders.**

The interviews revealed the individual consideration these transformational principals gave to their teacher leaders. No two teachers had the same needs. One of the teachers needed to be slowed down a bit by their principal and reminded to take in consideration the feelings of other staff members while leading them. Ms. Hall recalled that Mr. Klein helps her with building relationships. He often reminds her with these words, "Hall, don't be so business all the time." He also reminds her of the importance of having a drama free environment. Other needs revealed was confidence building and time management. Teachers discussed how they felt much supported by their principals because of the individual attention they got from them. They reported that they needed more of this individual consideration, never less. The mentor/coaching time and the items discussed on during the sessions was one way of showing individual

consideration, but assignments that work to strengthen the weaknesses of the teacher leader was too.

### **Teacher leaders' perceptions about their principal can affect their development.**

Using the lens of Implicit Leadership Theory teachers examined their characteristics of a great leader and juxtaposed it with the leadership characteristics of their principal to see how they compared. Many times the lists did not mirror each other. Ms. Lincoln thought that being organized was very important for a leader to possess, but when she thought about her leader and decided he was not organized, she concluded that organization was not all that important. She was able to follow him although her thoughts about what qualities a leader should have did not match perfectly with her present leader. Idealized influence is a part of Transformational Leadership Theory and it describes the influence a leader has on the followers to ensure that the vision of the organization is carried out. These principals have quite a bit of idealized influence over the teachers they develop. All of the teacher participants agreed their principals are the reasons they are teacher leaders today. The influence the principals exert over them strongly affects their development as teacher leaders. These four participants ignored the Implicit Leadership Theory when their characteristics did not match their leaders. They are willing to be led and developed by these principals. They do not feel disconnected from them by the differences in leadership characteristics at all.

### **Discussion**

The results of the study revealed some real dedication is given to developing teacher leaders in these schools. First and foremost they recognize the need for these leaders. Frost and Durrant (2003) listed four arguments or needs for teacher leaders in each building. They are the school effectiveness argument, the school improvement argument, the teacher morale and retention

argument and the democratic values argument. Data collection for this study reveals that these participants agree with three of the four arguments presented by Frost and Durrant. School effectiveness, school improvement and teacher morale and retention were mentioned in the principal data set, the field observations and in the documents.

Principals in this study defined teacher leaders as teachers who go beyond the classroom. This is in keeping with this study's chosen definition of teacher leadership. Katzenmeyer and Moller (2001) speak of teachers who lead inside and beyond the classroom and help others in their community of teacher learners to improve their practice. The principals looked for this type of teacher when deciding who to develop for teacher leadership. They mentioned looking for teachers who are motivated and able to motivate others, build relationships with students, show initiative, and are problem solvers.

Lai & Cheung (2015) refer to teacher leaders working within the classroom to teacher leaders who work beyond the classroom as a shift in teacher leadership in a way that allows teacher leaders to no longer be confined by the four walls of their classroom. They go on to say that "teacher expertise has been increasingly recognized as an important part of schools' collective power that should be more fully capitalized on to bring about educational improvement" (p. 674). The data from this study suggest that principals are looking for this kind of leadership in their teacher leaders. Principals are in need of teachers who can move past the classroom to effect change for the entire school building and community. When reflecting on one of his teacher leaders, Mr. Jarvis commented on how one teacher leader has made a difference in how the entire school looks at the gifted minority students, "I was shocked just at my department meeting today, one of my department chairs said they need to take advantage of

what Ms. James has offered the gifted minority program. We need to look more for our gifted African Americans.”

These principals seem to realize the importance of developing and having teacher leaders in their buildings. They spend time observing and noticing teachers’ body language and level of engagement, abilities to lead a group, share ideas in order to help other school personnel choose new leaders. This is a collaborative effort in both schools. The principals admit to constantly being on the lookout for new teachers to peg for leadership, but they admitted to conferring with their leaders in the building before naming a new teacher leader. Mr. Jarvis gave an example of how his team decided on a teacher to select for teacher leadership. He recalled:

We noticed grade teams as we did walkthroughs in her classroom how creative she was and how engaged the students were. And we had a team set aside for IB and she was always there. She was always giving off ideas and talking to colleagues in other districts.

Neither of the principals thinks it a good idea to have *carte blanche* when deciding who to put in the roles slated for teacher leaders. The data analysis seems to point towards the principals using a distributed leadership model when it comes to appointing new teacher leaders. This fact was consistent throughout all of the interviews. All participants, principals and teachers, commented on the shared effort that goes into naming or becoming a teacher leader at one of these schools. Each principal used the word “collaborative” when discussing who is involved in the decision making process of choosing teacher leaders at their schools. “Oh, yes we will talk about it and we’ll confer” states Klein when discussing how he and his assistant principal and instructional coaches decide on whom to appoint in teacher leadership positions. With respect to the answer to the study’s first research question, How do principals engage in the decision making process to select teachers for teacher leadership development? is they collaborate with

other leaders in the building to make those decisions. These decisions are well thought out and strategic for the needs of the school especially when considering some formal leadership positions.

An opportunity to lead as a way of development was revealed by the data to be the main support the principals give and the teacher leaders appreciate most. Leaders have a role to play when it comes to getting teachers to believe in their own capacity to develop (Leithwood & Beatty, 2008). The leaders in this study took it upon themselves to expand the teacher leaders' capacity and encouraged them as they grew. Principals see it as their duty to make sure teacher leaders are busy with the work of the school and they are constantly providing opportunities for leadership in order to grow the teacher leaders' skills. Providing opportunities to lead is made easier because of the distributed leadership model operating in these schools. Mountain Middle has a school leadership team who writes a plan of improvement for the school year. This document serves as the blueprint for the school's major academic duties and responsibilities for the year. The workload outlined in this plan, initiatives and actions, is listed alongside the person(s) responsible for that part of the plan. Spillane (2006) calls this strategy of distributing leadership, distribution of leadership by design. Through this School Improvement Plan the school designed and implemented structures in a way that enables teachers to take responsibility for key leadership functions in the school, distributing the work. The teacher leader participants' names are peppered throughout the plan describing their roles and responsibilities. Thomas Valley High School has a similar plan of improvement and also includes the work of the teacher leaders in the building. The distribution of leadership is based on the initiatives found in this plan.



Principals are not bound by this plan to distribute opportunities for leading for teacher leaders. The data revealed that oftentimes teacher leaders come to principals with their own opportunities to lead in their school. Principals in this data set appreciate when teacher leaders take the initiative and bring strategies for school improvement to them. This creates more opportunities for leading for the teacher leaders.

“Knowing the needs of the group or individual one is working with is a basic requirement for being individually considerate...” (Avolio & Bass, 1998, p. 59). This study analyzed the individual consideration, in terms of support, given to the teacher leader by these self-identified transformational principals. Balyer (2012) describes this process as the leader’s effort towards the individual follower to act as a coach or mentor to develop the follower’s potential. To increase the chances of the researcher finding out the specific ways these principals used individual consideration to develop each follower’s potential, direct questions were added to the end of the protocol to ascertain this data, What specific supports do you give Teacher A to develop him/her as a teacher leader? The same was asked about Teacher B. In analyzing the data derived from these questions the researcher considered this quote by Avolio and Bass (1998) when discussing the transformation in a leader’s behavior and their impact on others that is seen through the leader giving individual consideration to a follower they state,

The leader’s perspective and subsequent behavior is transformed in that the focus is not simply on satisfying needs and completing a task; rather, it is on recognizing individual differences in needs, elevating them, and developing potential to achieve increasingly higher levels of performance. (p. 57)

The data revealed that these principals do have an intimate knowledge of their teacher leaders. These principals are keenly aware of who is working in their buildings. They use

observations, a criterion they have carefully developed over years of working in leadership and word of mouth to successfully place teachers in leadership positions in their schools. These building leaders know what they are looking for and are willing to put in the time it takes to develop these teacher leaders once they have been chosen. Individual consideration is part of their make-up as school leaders.

This fact was evident in their interviews, the interviews with the teachers and from the field observations. The coaching/mentoring sessions were helpful in shedding light on the relationship the principals shared with each teacher leader. Carmel and Paul (2015) remark that for career-related frustrations, mentoring provides a safety valve for staff, giving them a place to discuss incidents that impact their professional lives. These sessions afforded these teacher leaders the platform they needed to seek guidance, vent, share ideas and find solutions in a safe, friendly environment. Mr. Klein and his teacher leaders enjoyed a mature relationship that showed the grow

Mr. Jarvis' relationship with his teachers is a little different and is best summed up by the Avolio and Bass (1998) quote below. They explain:

Individual consideration can also be viewed differently by the same individual and/or group over time, depending on the respective development level of the follower. For example, what may appear as individual consideration to some followers may be viewed as paternalism by others, depending on their level of development and perspective-taking capacity. (p. 59)

The researcher was moved at the close of each teacher interview at Thomas Valley High. The field notes reflect the admiration almost reverence the teachers had for Mr. Jarvis. Their body language changed. Ms. James' eyes lit up when talking about him while Mr. Andrews looked

around in awe when answering questions about their interactions. It was clear the teacher leaders were at different stages in their relationship with the principal, one has a solid relationship and the other is very much searching to find in the words of his leader the confidence he lacks in becoming a teacher leader. However, both teachers recognized him as a father figure in their lives and openly appreciated the mentoring/coaching, individual consideration, he gives to them as seen in the following quotes. First Ms. James stated:

I've always had a good relationship with Mr. Jarvis. He's very much like a father figure. So I've always gotten a lot of support in that area. I feel like with the teacher leadership, I feel like a co-labor if that makes sense. Yes, I respect and revere him as my administrator, my supervisor, now being able to be a part of the conversation that we have, you know, high school instructional. Being able to get a better perspective of how the school improvement plan that impacts the whole school. It helps me to again, broaden my perspective and see okay this is how I can remind my colleagues, here's the big picture, this is the goal and I feel like kinda co-laboring while I'm in the trenches and when I'm with teachers and working in the district. I feel like I'm contributing more to the big picture now.

Mr. Andrews explained:

I can't tell him no. That's probably some weird father/son type thing that goes on you know.

The data analysis did show that principals were able to give teacher leaders individual consideration when they mentored/coached them. The principal and teacher leader interviews revealed the intimate knowledge the principals have about these teacher leaders. They had spent enough time building relationships with them so that the needs of the developing teacher leaders

were met. On the flip side the teacher leaders' data did expose a breakdown in communication or understanding or something of the like when it comes to principals putting systems in place for teacher leaders to know where they can get help. The teachers had no answer for this when they were asked what helps are provided by the school for your development. They could not readily name a system that was in place or a step by step process however they knew exactly where to go and find help if they needed it. Each teacher leader participant was able to quickly name a go to teacher leader in their building that was willing to help. The data unearthed an "invisible chain of help" that these leaders were able to use.

The researcher used Implicit Leadership Theory (ILT) to examine teacher leaders' perceptions of their leaders and the development they receive from him. The teacher leaders did not always find all their ideal traits of a good leader in their present leader. They were able to identify some traits they needed in a leader in order to follow them and the data show this being enough to satisfy these teacher leaders. Hansbrough and Schyns (2010) state that when leaders meet their followers' implicit leadership theories and provide individual consideration, the followers are provided a great sense of worth. The principals in this case study do provide their teachers with individual consideration making it easier to follow them even when their leadership traits did not match each other's.

These teacher leaders discussed the ease they have in following their leaders due to the leadership traits they possess. This is reflective of the idealized influence, taken from Transformational Leadership Theory that the principals operate in at their schools. Mr. Andrews, although the data reveals that he does not get all that he wants from Mr. Jarvis, still he found it easy to follow Mr. Jarvis because "he cares about people." Ms. James likes the fact that Mr. Jarvis is "humble." Ms. Hall's implicit leadership list lines up with her list of leadership

characteristics she found in Mr. Klein more closely than all of the other principal/teacher leader pair. She found it easy to follow him for several reasons including, no micromanaging, trust, open, and relationship builder. Ms. Lincoln reported that Mr. Klein's attitude towards the staff about making mistakes makes it easy for her to follow him.

Teacher leaders' perceptions of themselves as teachers changed for most of them. They see themselves as leaders, no long teachers only, and conduct themselves as such. Ms. Lincoln comments below on how she has to watch herself now that she's become a teacher leader; she can certainly not appear to be anything but above board.

I mean you really, I've never been one to be the gossiper, but you know of course you really have to watch what you say. I realize that sometimes before I was in a position of leadership I could have said something about another one of my colleagues that could have been perceived as, oh you know negative and so I feel like as a teacher leader I really have to watch, I mean I don't think it's professional for me to speak remotely negative or seemingly critical about another one of my teachers to another teacher.

The perceptions teacher leaders in this study had on themselves and their principals made for good working conditions. These principals are invested in developing them as leaders and the teacher leaders have a good attitude about being developed by these principals.

Mr. Klein and Mr. Jarvis have set the foundation, knowingly or not, for a culture of teacher leaders helping teacher leaders. The participants acknowledge that they provide support for them, but for the day to day needs they rely on each other. Avolio & Bass (1998) discusses below how this is often the case with transformational leaders when it comes to developing their followers.

We expect that a leader who continuously focuses on developing follower potential will

create group norms that encourage colleagues to focus on helping each other continuously learn and develop. The broader the leader's span of influence, the more likely such norms will become part of the larger organization. (p. 55)

Mr. Jarvis discussed this system of teacher leaders training teacher leaders. He explained:

Here's the thing, I think as a principal, as leaders, the thing I look for can be biblical, but building disciples. You don't want to have all of the knowledge and not share with anyone. I tell Mr. McDonald he probably has the #1 program in the state when it comes to the Odyssey, but if you have not trained anyone to take over that program, then it means absolutely nothing. It's all about you. You've got to have a process when someone else can come in and do some of the things you've done. You want to train someone to be even better than you. When I leave this place hopefully, I want it to be better than when I came, but I want it to be able to run not based who's appointed as principal, based on the teacher leadership we have in the building.

Teacher leadership is here to stay. Teacher leaders can be considered formal and informal leaders in the school making it sometimes hard to spot for an untrained eye. Teacher leadership can be as noticeable a role or a position or as small as asking thoughtful questions in a meeting or sharing an idea or providing a new perspective to a conversation (Lambert, 2003). These leaders are deeply embedded in the mechanics of schools and schools cannot survive without the help of these leaders. Teacher leaders experiment with practice, manage change through collaboration and gather and use evidence (Frost and Durrant, 2003). This simple sentence puts in a nutshell all of the effects of teacher leaders discussed in Chapter 2 of this dissertation. Teacher leaders are needed in schools to increase student learning (Curtis, 2013), provide relevant professional learning for peers (Mullens & Jones, 2008), work collaboratively

with staff (York-Barr & Duke, 2004), and help the school in overall school improvement (Greenlee, 2007). Principals are aware of what good teacher leadership can add to the school. They are eager to provide the support needed to develop teachers into leaders. Principals who are transformational are aware of their purpose and are able to make the intelligent decisions to change themselves and the people around them (Bana, 2012). These transformational principals can make the difference when it comes to developing teacher leaders in schools.

### **Cross-Case Analysis: Mountain Middle and Thomas Valley High**

The power involved in doing multiple case studies is that you can through the process of cross-case analysis, identify common issues in each case and themes that are interconnecting between the cases. General propositions can be derived from the analysis across the cases (Simons, 2009). “An interpretation based on evidence from several cases can be more compelling to a reader than results based on a single instance” (Merriam, 1998 p 154). I am seeking to find similarities and differences between the teacher leader development process and the teacher leaders’ perceptions about this development between two schools.

### **Similarities Between Principals**

Both of the principals take a very active role in developing teacher leaders in their buildings. Teacher leaders are defined by both of them as “teachers who go beyond the classroom.” They use the same criteria when making decisions to select new formal teacher leaders. It is a collaborative effort and they involve other formal teacher leaders in the building as well as empirical data they have collected about the teacher. These principals provide individual consideration when mentoring/coaching teachers to develop them as leaders. Supports for the teachers do not all come from the principals as they enlist other teacher leaders to assist in the training of new leaders. For both schools this seems to be an unwritten rule, but is

seemingly fostered by the principals, whether this happens naturally, is assumed or by some effort on the principals' part is hard to know. At best it seems to be conveyed in conversations like, "Hall, take care of what she needs." Both schools had teacher leaders who were less than satisfied with the amount of support they received from time to time, but not overly bothered by it. The teachers seem to find a way to have their needs met.

### **Differences Between Principals**

Mr. Jarvis is revered by his teacher leader participants and seen as a father figure to them. His relationship with his teacher leaders, as observed through field observations and noted in interview data, was very top down and almost having a hierarchal feeling to them. One of the teacher leader's data displayed this more than the other, but each had hints of it. Mr. Klein's relationship with his teacher leaders was more collegial, there was a visible give and take between the two who were meeting, a real exchange of ideas. The differences in ages and experiences may be a factor in why the two principals were so different in their relationships with these teachers. Mr. Jarvis' teachers are young and Mr. Klein's teachers are more seasoned.

### **Similarities Among Teacher Leaders**

The teacher leaders were all highly motivated to do the jobs of teacher leader. They all reported that they receive supports from their leader and they were all clear in saying that they receive support from other teacher leaders too. The attitudes and perceptions of the teacher leaders about their leadership development were for the most part very positive. They all viewed their leaders as influential and easy to follow. There were different reasons to follow but all found it easy to do so. The teachers did not always see their ideal characteristics of a good leader reflected in their principal, but it made little difference. All of them saw enough of what they need for their leader to be to be able to follow them and carry out their vision for the school.



### **Differences Among Teacher Leaders**

The teachers at each school received varied forms of support from the principal. The ones that seem to be alright with what they received were more gregarious and outspoken and felt fine asking for what they needed. Either this was their personality or their boldness is based on their perceived relationship or past history with the principal. The same two teacher leaders who felt they did not always get what they wanted had a slightly less positive perception of the process of being developed into a teacher leader. This did not cause them to want to follow the principal any less, but it did make them question what the process should look like.

### **Similarities Between Schools With Respect to Selecting and Developing Teacher Leaders**

The criterion that the principals look for in choosing a teacher leader was very similar. The teachers show an ability to lead as well as follow. They are motivated, show initiative and take risks. They are concerned for the welfare of children. Opportunities to lead are paramount in developing a teacher leader at both schools. Each school had a high degree of trust between the teacher leader and principal. Lines of communication are open and used effectively. Decision making in the schools about teacher leadership and other things are made in a collaborative way. There is no report of micromanaging at either school by either the principals nor the teacher leaders. The data said that teacher leaders learned this from the principals, indicating that it may be part of the schools' cultures. Teacher leaders help to set the climate for the school and community. The principals depend on the teacher leaders to assist in making sure the work of operating the school gets done.

### **Differences Between Schools With Respect to Selecting and Developing Teacher Leaders**

There is a difference in the operational side of the schools and the formal teacher leadership positions they have available. Middle schools in this district do not have department

heads, they have grade level chairs. High schools have both. There are two teacher leaders in each position in the high school, two grade level chairs, two department heads, etc. There is only one teacher leader per position at the middle school. This may allow the high school teacher leaders to have more support while being developed. They do not have to wait for time with the principal to be coached or mentored. The middle school does not have as much support. The data indicated some frustration on the part of the teacher leaders there because of this. Table 5.1 shows a quick reference representation of the differences and similarities between the two case studies.

Table 5.1

*Cross-Case Analysis Chart*

<b>Cross-Case Analysis</b>	
<b>Differences</b>	<b>Similarities</b>
Principal/teacher interactions	Principal's process for choosing teacher leaders
	Principals provide opportunities for leadership
Operations of schools effect the development /support teacher leaders receive	Teacher leaders are supported by other teacher leaders
	ILT's did not matter to teachers; idealized influence was maintained by principals

**Interpretations**

Teacher leaders play a critical role in today's schools. Teachers are ready to take this next step to formally lead but they require someone to develop them. Principals are equipped to do this development. The findings from this study reveal that both parties are excited for this development to take place, but principals and teachers alike acknowledge that this may be easier said than done, especially when done properly. The study indicates that this development of

teacher leaders is not a one person show and the development does not solely come from the principal. Whether it has been discussed or not, planned or not the development of teacher leaders is happening in buildings all across the country. It can be inferred from this study's data that there is an invisible system in schools that serve to develop teacher leaders. The teacher leaders talked about getting the help they needed from others if they could not or did not get it from the principal for whatever reason. One teacher said that she did not want to bother the principal with every little thing so she makes it a habit of seeking the advice of the instructional coach. Leithwood (2007) cautions principals to be planful when developing teacher leaders lest the teacher leaders will have very little positive effect for the school. Schools need to have a plan in place so that these budding teacher leaders receive the help they need to grow in leadership.

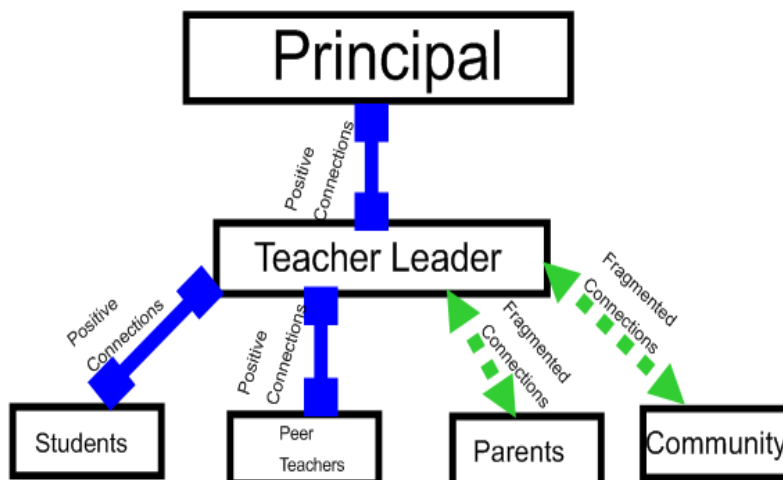
It was also obvious that the principals are aware of this unspoken system and that maybe it is not so mute to them. Thomas Valley High School seems to choose leaders from this unspoken system. The teacher leaders commented on how they had been the assistant this or that before they took over a formal position. No one had an account of teacher leadership development not happening in this way at Thomas Valley. Perhaps Mr. Jarvis has been planful in creating a leadership ladder that teacher leaders climb one rung at a time. The unspoken system at work at Mountain Middle is not as elaborate as the one at Thomas Valley High, but it does exist. The teachers know to go to other teacher leaders when they need help.

It could be interpreted that since these principals are seasoned in their positions and self-identify as transformational leaders and teacher leadership has been around in one form or another since teaching began then it causes the researcher to revisit the individual consideration focus of the TLT. As quoted in the last chapter, Avolio and Bass (1998) refer to a leader

becoming so embedded in the organization that his behaviors change the group. A leader who is constantly working on developing the follower's potential can create a norm and cause all workers to help each other as they learn and grow. Perhaps this is the unspoken system. Perhaps this why the principals believe there is plenty of support for the developing teacher leaders, but the teacher leaders, since they cannot put a name or face to this help they think it does not exist. Ms. Lincoln, all in one sentence, told the researcher that there were no helps in place at her school to support her development as a leader, but that if she needed advice or help she could go and ask the instructional coach or the teacher leader down the hall. If principals have such a system, they need to be more vocal about it when coaching/mentoring their new teacher leaders.

The data did yield some ideas that could be put together to form a positive teacher leadership program that a school could use to pattern itself after. These principals have gone a long way to create a good school climate in both schools. The data reveal that they have done this by making positive connections between them and their staff and between staff and staff and between students and staff and between staff and parents and between community and staff. The principals make these same positive connections with students, parents and community. The school community could include school, district and local communities. These positive connections are defined by trust, effective communication, mutual respect, passion for students, accountability, and setting and meeting school goals. When all of these connections are made between all of the stakeholders a positive school climate is achieved. If any of the connections become fragmented then the school climate becomes fragmented as well. Figure 5.1 below provides a visual model of these components that make up the school and shows how the components can work together in harmony to create positive connections, depicted by the solid

blue lines or can become disjointed, represented by the green broken lines. These lines represent fragmented connections between the stakeholders creating disharmony or discord.



*Figure 5.1* Model of Positive Teacher Leadership Program

Teacher leaders are central to the model as they have become central in the day to day operation of schools. As seen from the data, teacher leaders are thinking beyond their classrooms and making changes for the good of the school. Ms. James described teacher leaders as having an “eagle eye vision of the school,” a teacher who is not just worried about leading inside their classroom, but is concerned about everything that effects the school. Ms. James also describes teacher leaders as “intentional.” These teachers do not fly by the seat of their pants; their every move is calculated to bring about success for the students, the school, the parents and the community.

Teacher leaders are at the heart of this model and have the potential ability to control the climate and tenor of the school. The fragmented lines on the model can be caused by any disruptions to the normal function of schools and relationships. An irate parent who did not feel their concerns were heard by the school could create a fragment between the parent and teacher,

between the parent and the principal, or between the school and the community. A mechanical problem that makes it hard for students and staff to feel comfortable in school could create a fragmented line. All stake holders work together to keep the lines smooth. Teacher leaders working alongside the principal are there to help, providing solutions when the lines become fragmented. Mr. Klein commented that when teacher leaders come to the principal with a problem they also bring a solution.

### **Implications for Practice**

In recent years teacher leaders have been a staple in the education system. States, school districts and building leaders have come to realize the value they add to the school as well as the district and in some cases the state. Teacher leaders tirelessly work in and out of classrooms in an effort to make schools a better place for teaching and learning for everyone. As the results of this study show, teacher leaders are heavily depended on by their building leaders. They are involved in almost all aspects of running a school. It is crucial these teacher leaders receive the right support within their building and at the district level, too. The principals cited in their interviews that the district needs to play a bigger role in making sure these teachers are trained and nurtured. Mr. Jarvis spoke of leadership succession plans and making sure teacher leaders are included on it. A district that really wants to make an investment it in its future should implement training programs and offer development support for teachers who are willing to serve as formal teacher leaders. Schools cannot afford to go back to allowing teachers to develop themselves. Gronn (2007) explains what happens when there is no planning for how you will use your staff and make assignments in the distributed leadership model. It is called anarchic misalignment and it results in negative consequences for the school. It will be prudent for all principals and district leaders to have a plan in place for how they will select teacher

leaders and then the supports they will provide to develop them in a systematic not haphazard way.

Teachers can receive endorsements or degrees to become teacher leaders. The state and local boards of education along with colleges and universities want to get involved with making teacher leadership a real part of the educational system. Some states have even added teacher leadership as part of the teacher evaluation system. In this state the teachers are evaluated using Teacher Keys Evaluation System (TKES). Teachers are rated from 1 to 4 on ten standards. In order for a teacher to earn a rating of 4 he or she must continually seek ways to serve as a role model or teacher leader. Teachers can no longer be documented as an exemplary teacher without exhibiting teacher leader qualities. School districts or principals can create systematic processes by which teachers who are interested can involve themselves in the day to day operation of the school in a way that is outside of the four walls of their classroom and helps them to work towards earning an exemplary rating on their evaluation. Some states and districts are paying teachers to serve as teacher leaders. These are formal positions and usually require a degree or certificate in teacher leadership.

The findings from this case study let us know that teacher leaders are widespread and have a desire to be developed into better teacher leaders. We also know that principals are serious about training and supporting these teacher leaders but may need some support from the district in creating a more organized, systematic way of delivering this development. Teacher leaders garner a lot of power and influence in a school and have the potential to change the climate of the school at any given time as depicted by the model in this chapter. District and building leaders should be mindful of this fact.

### **Future Research**

For future research an interview with some of the teachers who are being led by this teacher leader should be added to the study. It would render a more holistic view of that teacher as a leader and see what he/she is doing with the development they are receiving.

If this researcher had more time another school would have been added. It could have been expanded to three or four teachers to see how the principal juggles himself to get it all done. A future study of this kind should be done at an elementary school to see the differences and similarities between the different levels of schools. For this study not much difference was noticed between the high school and middle school. Since the operation of an elementary school is vastly different from the other levels, what supports would the principal offer the teacher leader? Is it more difficult for an elementary school principal to develop teacher leaders or easier? Is there an unspoken system of developing teacher leaders in elementary schools, too?

This study could have used more gender and racial diversity. Both of the principals were black males and three of the four teacher leaders were female. Do people relate better to a person from their race or gender? Does it make a difference when developing teacher leaders? During the analysis the researcher often pondered if a female principal's responses would have been different than the male's responses. A female principal should be added to a future study of this kind to see if there is a contrast between the nurturing and development she would give teacher leaders as opposed to what the men gave them.



### **Concluding Thoughts**

Teacher leaders are essential for successful schools. They play a significant role in making sure schools meet the needs of the children, parents and community they serve. Principals are integral in developing these teachers into leaders. Mr. Klein remarked, "...they learn by doing and...that's what leadership is about." Teachers need this opportunity to learn by doing. Principals are in the position to make this happen for teacher leaders. The relationship between the teacher leader and the principal is very special and very important. The teacher leaders in this study expressed over and over again how much they valued the support they received from their principal.

This study shed some light on the systems principals have in place for selecting and developing teacher leaders. From the teacher leaders' perspective these systems need some tweaking to ensure that the needs of the teacher leaders are met. The study wanted to find out the perceptions teachers had about the development they received from the principal and how they feel about themselves after having become a teacher leader. In almost every way the effects of becoming a teacher leader has been positive for the participants. This is good news for the future of teacher leadership development.

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**APPENDIX A***Recruitment Letter***RECRUITMENT LETTER**

Hi, my name is Beverly Harper and I am in the Department of Lifelong Education, Administration, and Policy program at the University of Georgia where I am seeking an EDD in educational leadership. My research interest is in the area of developing teacher leaders. I want to study the principal's role in this development. The principal investigator for this study is Dr. April Peters-Hawkins. If you are interested in being a part of my study, I would need the following from you: an hour interview with you, one to two times, access to any documents that show how teacher leaders are being developed in your building, recommendation of two teacher leaders you are developing that I can interview also.

Thank you for meeting with me today and learning about my research proposal. If you have any questions not covered today in our talk, please feel free to use this information to contact us:

**Principal Investigator**

Dr. April Peters-Hawkins  
Department of Lifelong Education, Administration, and Policy  
The University of Georgia  
307 College Station Road, Athens GA 30606  
[alpeters@uga.edu](mailto:alpeters@uga.edu)  
706-542-4154

**Co-Principal Investigator**

Beverly Harper  
Student, Department of Lifelong Education, Administration, and Policy  
[bharper@uga.edu](mailto:bharper@uga.edu)  
706-207-5499

## APPENDIX B

### *Principal Consent Form*

#### **UNIVERSITY OF GEORGIA CONSENT FORM (Principals) Developing Teacher Leaders**

#### **Researcher's Statement**

We are asking you to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether to be in the study or not. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called "informed consent." A copy of this form will be given to you.

#### **Principal Investigator**

Dr. April Peters-Hawkins  
Department of Lifelong Education, Administration, and Policy  
The University of Georgia  
307 College Station Road, Athens GA 30606  
[alpeters@uga.edu](mailto:alpeters@uga.edu)  
706-542-4154

#### **Co-Principal Investigator**

Beverly Harper  
Student, Department of Lifelong Education, Administration, and Policy  
[bharper@uga.edu](mailto:bharper@uga.edu)  
706-207-5499

#### **Purpose of the Study**

The purpose of this research is to explore reasons administrators select particular teachers to serve as teacher leaders and how these selections affect the teachers who are chosen. These teacher leaders are people who work in leadership capacities in and around the school serving on committees (school and district wide) and leading teams and the school in new initiatives to promote student achievement. In this qualitative study the researcher will interview two principals, middle or high, who lead schools in an urban school district in the southeast and observe their interactions/mentorship with identified teacher leaders. These identified teacher leaders will also be interviewed. The researcher will interview teachers and principals

individually and some observations of principals and teachers in mentoring/coaching sessions to examine how principals develop teacher leaders and how this position of leadership affects the teachers' attitude towards their job.

### **Study Procedures**

If you agree to participate, you will be asked to ...

- Participate in one or two hour long interviews conducted by the researcher. The interviews will be recorded using audio equipment (digital recorder, iPhone, audacity computer program) for the purpose of transcribing then given to you to review for clarity. The interview protocol will include questions directed at criteria for choosing and developing teachers as leaders and related experiences.
- Recommend two teachers you are currently developing for teacher leadership.
- Participate in one mentoring/coaching session involving principal and teacher leaders. Researcher will record field notes from this observation then give to participants to check for accuracy in reflecting the participants' intentions. These sessions should only take a half hour or less.
- As part of the data collection, the researcher would like to have access to leadership team agendas, grade level/department meetings, and any other documents directly connected to leadership and developing teacher leaders. These documents will be analyzed to support the data gleaned from the interviews and observations.

### **Risks and discomforts**

I do not anticipate any risks from participating in this research.

### **Benefits**

The study will have far reaching benefits. The participants will benefit directly by having the chance to talk in depth about the process by which teachers are developed as leaders and how this process can be strengthened and improved. Principals will be able to reflect on their mentoring/coaching skills as it relates to developing teachers as leaders and teachers will be able to reflect on how being developed as a teacher leader affects their job satisfaction and performance. If positive changes are made to the process due to the study then many more people in the district will be helped. If the link is made between effective mentoring/coaching of teacher leaders and overall success of the school, then the benefits are multiplied.

### **Alternatives**

N/A

### **Incentives for participation**

The participants will not receive any incentive for being in the study.

### **Audio/Video Recording**

Audio recording devices (digital recorder/iPhone/Audacity computer program) will be used to record interviews and coaching/mentoring sessions to provide accuracy in transcribing. At the

end of the study these recordings will be kept in a locked cabinet at researcher's house after transcription and kept for five years after completion of the study, then destroyed by the researcher.

### **Privacy/Confidentiality**

Pseudonyms will be used to protect the privacy of all participants and school names will be changed. The recordings will be locked in my house along with all other documents related to the study and never shared with anyone except for the participants working on the project, with or without your written consent, to check for accuracy. The information generated by these interviews and observations will be used for academic research or publication. All information obtained will be treated confidentially. This study is designed to observe and investigate a process that is informally already taking place in the school in order to document any observable effects of the process.

### **Taking part is voluntary**

Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

### **If you have questions**

The main researcher conducting this study is Dr. April Peters-Hawkins, an associate professor at the University of Georgia. The co-researcher is Beverly Harper, a graduate student at the University of Georgia. Please ask any questions you have now. If you have questions later, you may contact Dr. April Peters-Hawkins at [alpeters@uga.edu](mailto:alpeters@uga.edu) or at 706-542-4154. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or [irb@uga.edu](mailto:irb@uga.edu).

### **Research Subject's Consent to Participate in Research:**

To voluntarily agree to take part in this study, you must sign on the line below. Your signature below indicates that you have read or had read to you this entire consent form, and have had all of your questions answered.

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please sign both copies, keep one and return one to the researcher.

Thanks for your consideration and cooperation,

**Principal Investigator**

Dr. April Peters-Hawkins

Department of Lifelong Education, Administration, and Policy

The University of Georgia

307 College Station Road, Athens GA 30606

[alpeters@uga.edu](mailto:alpeters@uga.edu)

706-542-4154

**Co-Principal Investigator**

Beverly Harper

Student, Department of Lifelong Education, Administration, and Policy

[bharper@uga.edu](mailto:bharper@uga.edu)

706-207-5499

## APPENDIX C

### *Teacher Consent Form*

#### **UNIVERSITY OF GEORGIA CONSENT FORM (Teachers) Developing Teacher Leaders**

#### **Researcher's Statement**

We are asking you to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether to be in the study or not. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called "informed consent." A copy of this form will be given to you.

#### **Principal Investigator**

Dr. April Peters-Hawkins  
Department of Lifelong Education, Administration, and Policy  
The University of Georgia  
307 College Station Road, Athens GA 30606  
[alpeters@uga.edu](mailto:alpeters@uga.edu)  
706-542-4154

#### **Co-Principal Investigator**

Beverly Harper  
Student, Department of Lifelong Education, Administration, and Policy  
[bharper@uga.edu](mailto:bharper@uga.edu)  
706-207-5499

#### **Purpose of the Study**

The purpose of this research is to explore reasons administrators select particular teachers to serve as teacher leaders and how these selections affect the teachers who are chosen. These teacher leaders are people who work in leadership capacities in and around the school serving on committees (school and district wide) and leading teams and the school in new initiatives to promote student achievement. In this qualitative study the researcher will interview two principals, middle or high, who lead schools in an urban school district in the southeast and observe their interactions/mentorship with identified teacher leaders. These identified teacher leaders will also be interviewed. The researcher will interview teachers and principals individually and some observations of principals and teachers in mentoring/coaching sessions to

examine how principals develop teacher leaders and how this position of leadership affects the teachers' attitude towards their job.

### **Study Procedures**

If you agree to participate, you will be asked to ...

- Participate in one or two hour long interviews conducted by the researcher. The interviews will be recorded using audio equipment (digital recorder, iPhone, audacity computer program) for the purpose of transcribing then given to you to review for clarity. The interview protocol will include questions directed at criteria for choosing and developing teachers as leaders and related experiences.
- Participate in one mentoring/coaching session involving principal and teacher leaders. Researcher will record field notes from this observation then give to participants to check for accuracy in reflecting the participants' intentions. These sessions should only take a half hour or less.
- As part of the data collection, the researcher would like to have access to leadership team agendas, grade level/department meetings, and any other documents directly connected to leadership and developing teacher leaders. These documents will be analyzed to support the data gleaned from the interviews and observations.

### **Risks and discomforts**

I do not anticipate any risks from participating in this research.

### **Benefits**

The study will have far reaching benefits. The participants will benefit directly by having the chance to talk in depth about the process by which teachers are developed as leaders and how this process can be strengthened and improved. Principals will be able to reflect on their mentoring/coaching skills as it relates to developing teachers as leaders and teachers will be able to reflect on how being developed as a teacher leader affects their job satisfaction and performance. If positive changes are made to the process due to the study then many more people in the district will be helped. If the link is made between effective mentoring/coaching of teacher leaders and overall success of the school, then the benefits are multiplied.

### **Alternatives**

N/A

### **Incentives for participation**

The participants will not receive any incentive for being in the study.

### **Audio/Video Recording**

Audio recording devices (digital recorder/iPhone/Audacity computer program) will be used to record interviews and coaching/mentoring sessions to provide accuracy in transcribing. At the end of the study these recordings will be kept in a locked cabinet at researcher's house after

transcription and kept for five years after completion of the study, then destroyed by the researcher.

### **Privacy/Confidentiality**

Pseudonyms will be used to protect the privacy of all participants and school names will be changed. The recordings will be locked in my house along with all other documents related to the study and never shared with anyone except for the participants working on the project, with or without your written consent, to check for accuracy. The information generated by these interviews and observations will be used for academic research or publication. All information obtained will be treated confidentially. This study is designed to observe and investigate a process that is informally already taking place in the school in order to document any observable effects of the process.

### **Taking part is voluntary**

Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

### **If you have questions**

The main researcher conducting this study is Dr. April Peters-Hawkins, an associate professor at the University of Georgia. The co-researcher is Beverly Harper, a graduate student at the University of Georgia. Please ask any questions you have now. If you have questions later, you may contact Dr. April Peters-Hawkins at [alpeters@uga.edu](mailto:alpeters@uga.edu) or at 706-542-4154. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or [irb@uga.edu](mailto:irb@uga.edu).

### **Research Subject's Consent to Participate in Research:**

To voluntarily agree to take part in this study, you must sign on the line below. Your signature below indicates that you have read or had read to you this entire consent form, and have had all of your questions answered.

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please sign both copies, keep one and return one to the researcher.

Thanks for your consideration and cooperation,



**Principal Investigator**

Dr. April Peters-Hawkins

Department of Lifelong Education, Administration, and Policy

The University of Georgia

307 College Station Road, Athens GA 30606

[alpeters@uga.edu](mailto:alpeters@uga.edu)

706-542-4154

**Co-Principal Investigator**

Beverly Harper

Student, Department of Lifelong Education, Administration, and Policy

[bharper@uga.edu](mailto:bharper@uga.edu)

706-207-5499

## APPENDIX D

### *Principal Protocol*

#### **Principal Protocol**

Hi, my name is Beverly Harper and I am a doctoral student in the LEAP program at the University of GA. I am conducting a research project on how principals develop teacher leaders. Specifically, I want to learn .

Before we begin the interview, I would like to remind you that the information you share during the interview will be kept confidential as explained in the consent form. I will not use your name or any other identifying information about you that might allow someone to figure out who you are. Feel free to skip any questions you do not want to answer and at any time you may end the interview. I anticipate that the interview will take approximately an hour. Though I will be asking you questions, if at any time you have questions throughout the interview, please feel free to ask. At this point, do you have any questions for me before we begin?

I would like to start our conversation by getting to know about your teaching career, so please tell me about yourself.

- Teaching career
- Years as an administrator

Transition: As you know, my research is about how principals develop teacher leaders. Let's start the interview by getting your thoughts on what a teacher leader is and how does one become a teacher leader.

**RQ: How do principals engage in the decision making process to select teachers for teacher leadership development?**

- (1) In your words, how do you define a teacher leader?
- (2) What experiences led you to arrive at this definition?
- (3) As an administrator what characteristics do you look for in a teacher leader?
- (4) What criteria do you use to determine if a teacher would be an effective teacher leader?
- (5) Think of a time when you recognized a teacher who you thought had leadership potential.
  - (A) Describe that person.  
What are the traits or characteristics that indicated their leadership potential? Be specific  
Can you think about another example and describe that teacher?
- (6) What is it about these teachers that distinguishes them from other teachers who might not be considered teacher leaders?
- (7) How do you see teacher leaders' impact on increasing student achievement and
  - What specifically do those teachers do?

Transition: Now that you've explained what you believe a teacher leader to be. I want to move into the role you play in developing these teachers into leaders.

**RQ: What kinds of development/support do principals provide the teacher leaders they have selected?**

- (8) Describe the kinds of leadership positions you have for potential teacher leaders?
- (10) Have you ever mentored a teacher who went on to become an administrator?
  - Describe that experience.
  - Can you think about another example and describe that teacher?
  - How did you mentor those teachers into leadership positions?
- (11) What do you see as your responsibility towards teacher leaders?
- (12) How do you nurture the development of these teacher leaders?
- (13) What role do you think teacher leaders play in the success of a school?
- (14) In my research about leadership, I found this quote by Burns, "Leadership is a special form of power." If this true and it becomes apparent that a teacher is misusing this power,

how do you set boundaries for these leaders so they maintain the balance needed to lead peers?

- Tell me about a time when you had to intervene with a teacher who was not utilizing their leadership or special form of power appropriately.

Transition: Today we have explored what a teacher leader is, how you as principal support the development of teacher leaders and now, I would like to talk about the decision making processes that may go into choosing teachers to become leaders.

**RQ: How do principals engage in the decision making process to select teachers for teacher leadership development?**

(15) Who is involved in the decision making process when choosing the appropriate teacher leader program at the school level?

(16) What recommendations do you have for a principal implementing a teacher leadership process/program in their school?

(17) What obligation, if any, does the district have towards strengthening and supporting the program?

(18) How and by what standard is this program to be evaluated?

Transition: We have discussed characteristics of teacher leaders, how they are chosen and the supports they are given in order to develop them, and finally I want to discuss explicitly the two teacher leaders you have chosen as part of this research.

**RQ: What kinds of development/support do principals provide the teacher leaders they have selected?**

- (19) What specific supports do you give Teacher A to develop him/her as a teacher leader?
- How did you determine that Teacher A needed this support?

(20) What specific supports do you give Teacher B to develop him/her as a teacher leader?

- How did you determine that Teacher B needed this support?

(21) Though I have asked many questions of you, I want to give you the opportunity to share with me anything else that you would like to add. Is there anything else you would like to share?

Summary statement: In the interview, I noticed \_\_\_\_\_. Do you think I summarized these correctly? Are there any other things that stand out to you from the interview?

Wrap-up: I want to thank you for sharing your experiences and thoughts with me. I really appreciated your insight and time you spent with me today. If I have any follow-up questions later, may I contact you again? I will have this interview transcribed in the next week and I will share it with you to read over and make sure the interview has captured exactly what you wanted to share with me.

## APPENDIX E

### *Teacher Protocol*

#### **Teacher Protocol**

Hi, my name is Beverly Harper and I am a doctoral student in the LEAP program at the University of GA. I am conducting a research project on how principals develop teacher leaders. Specifically, I want to learn .

Before we begin the interview, I would like to remind you that the information you share during the interview will be kept confidential as explained in the consent form. I will not use your name or any other identifying information about you that might allow someone to figure out who you are. Feel free to skip any questions you do not want to answer and at any time you may end the interview. I anticipate that the interview will take approximately an hour. Though I will be asking you questions, if at any time you have questions throughout the interview, please feel free to ask. At this point, do you have any questions for me before we begin?

I would like to start our conversation by getting to know about your career as a teacher.

#### 1. Teaching Career:

- How long have you been teaching
- Which grades have you taught?
- What are some leadership positions for teachers at your school?
- What are some leadership positions for teachers in your district?
- Which of these positions have you held?

**RQ: What attitudes and perceptions do teacher leaders have about the leadership development they have received?**

2. In your own words, describe a teacher leader.
  - Why are you considered a teacher leader?
  - Tell me about a time when you as a teacher leader led your peers. What happened?
  - Tell about a time when you used your position as a teacher leader to increase student achievement.
  
3. Has being a teacher leader changed how you view yourself as a teacher?
  - Your teaching?
  - Your relationships with your peers?

Transition: Now that you've explained what a teacher leader is and how becoming one has affected your life. I want to move into what role the principal played in your becoming a teacher leader.

**RQ: What kinds of development/support do principals provide the teacher leaders they have selected?**

4. What are the characteristics of a good leader?
5. Does your principal display these characteristics?
6. What about your principal makes it easy to follow him?
  - What leadership characteristics do you share with your principal?
7. How does your principal support you as a teacher leader?
  - What helps are in place for developing teacher leaders in this building?
8. Is this support/nonsupport important to you in your development as a teacher leader?
  - Could you have developed as a teacher leader without the support of your principal or did their support make a difference in your development?
  - What motivates you as a teacher leader?

**RQ: What attitudes and perceptions do teacher leaders have about the leadership development they have received?**

9. How does your principal's influence affect your job?

Transition: Today we have explored how you operate as a teacher leader, how your principal has supported your development into a teacher leader and finally, I would like to talk about your perceptions of the leadership development you have received.

10. How has your development into a teacher leader enhanced your career?

- Is there anything you would change about the process used by your principal to develop you into a teacher leader?
- How, if all has your relationship with your principal changed since becoming a teacher leader?

11. Though I have asked many questions of you, I want to give you the opportunity to share with me anything else that you would like to add. Is there anything else you would like to share?

Summary statement: In the interview, I noticed \_\_\_\_\_. Do you think I summarized these correctly? Are there any other things that stand out to you from the interview?

Wrap-up: I want to thank you for sharing your experiences and thoughts with me. I really appreciated your insight and time you spent with me today. If I have any follow-up questions later, may I contact you again? I will have this interview transcribed in the next week and I will share it with you to read over and make sure the interview has captured exactly what you wanted to share with me.