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A Case Study of Teacher Leadership at an Elementary School

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Abstract

The purpose of this research study was to explore the status of teacher leadership at one elementary school. With increased attention on accountability for student achievement, educators have begun to look for ways to take the lead in reform efforts. But, little research has been done to identify why particular teachers emerge as leaders. This study explored the philosophies and leadership behaviors of a group of elementary teachers at Center Trail School. Quantitative and qualitative methods of data were collected using three surveys- Philosophy of Education Inventory, Teacher Leadership Self-Assessment, and Teacher Leadership School Survey- and individual interviews. Descriptive statistics were used to analyze survey data, while the constant comparative method was used to analyze interview responses and triangulate all data sources. Results indicated that Center Trail teachers most frequently aligned with a comprehensive education approach and frequently engaged in behaviors that support instructional proficiency, self-organization, and self-awareness. They least often engaged in behaviors related to leading change, communication, and diversity. As a school, participation and open communication were identified as areas for improvement.

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Chapter 1 – Introduction

While the concept of teacher leadership has been around for more than 50 years, it still remains a hot topic today. During this time, numerous external mandates have attempted to change education to improve student achievement. But recently, districts have attempted to bring about change from within. Many schools currently implement some sort of regular, collaborative time often referred to as professional learning communities, data teams, or collaborative teams, intended to provide a structured time to discuss student achievement. These opportunities put teachers in a position to be empowered to make decisions about their own teaching. But are all teachers suited to live up to this challenge?

Numerous roles, both formal and informal, have been created for teachers to assume leadership positions. These include, but are not limited to, instructional coach, union representative, data analyst, and department leader or chairperson (Helterbran, 2010; Wells, 2012). Another attempt at promoting teacher leadership included the creation of Professional Development Schools. These schools, "are relationships among partner institutions, universities, school districts, teachers' unions, or professional educational associations – with one goal of better preparing teachers" (Carpenter & Sherretz, 2012, p. 89). Despite these opportunities for teacher leadership, numerous barriers exist. These include, often needing to leave the classroom to fulfill a leadership role (Helterbran, 2010), responsibilities that are seen as overwhelming and distracting, lack of self-confidence, or fear of being singled out among colleagues (Katzenmeyer & Moller, 1996; O'Connor & Boles, 1992; Phelps, 2008). In addition, the leadership style of the building's principal is critical in promoting or hindering teacher leadership opportunities. Distributed leadership places decision-making power in the hands of those who are vested in the education process, namely teachers (Gronn, 2002; Spillane, Halverson, & Diamond, 2001, 2004).

Much of the literature in the area of teacher leadership had focused on leadership at the middle and high school levels, had sought to describe the roles that teacher leaders fulfill, or made recommendations for how schools can foster leadership. Few researchers have sought to identify the leadership potential of teachers. The purpose of this study was to explore the status of teacher leadership at one elementary school. This general purpose led to the following research questions:

1.   What are the characteristics of the teacher leaders at this school?

2.   What beliefs are held by these teacher leaders?

3.   How can schools foster teacher leadership?

The goal of this research study was to understand the leadership capacity of teachers at this particular elementary school and identify the common beliefs and characteristics of these leaders. Through a case study approach (Yin, 2002), more than 30 teachers were invited to participate in three confidential surveys that explored their teaching philosophies, personal leadership behaviors, and school-wide leadership opportunities. A small number of participants were selected to participate in individual interviews in order to better understand teacher leadership at this school.

Summary

In reaction to increasing state and federal accountability mandates, educators are looking for ways to lead reform efforts from the front lines. Existing research has explored the roles of teacher leaders, particularly at the middle and high school levels. The purpose of this study was to explore the status of teacher leadership at one elementary school, guided by the following research questions:

1.   What are the characteristics of the teacher leaders at this school?

      2.   What beliefs are held by these teacher leaders?

      3.   How can schools foster teacher leadership?

A case study of more than 30 teachers was conducted an elementary school in the northeast United States. Through the use of two surveys, information about the teachers' philosophies and leadership behaviors was gathered. A third survey provided information about the types of leadership opportunities that are engaged in at the school level. Lastly, interviews were conducted with four participants.

In Chapter 2, I will begin by describing the historical context for emerging leadership. Then I will outline the literature search process as well as explore the varied definitions of teacher leadership. Next, the research that supports teacher leadership will be reviewed. Finally, the predominant themes from the literature will be discussed.

In Chapter 3, I will describe the methodology of this research study. I will begin by stating my research purpose and guiding research questions. After describing the research design and case, I will elaborate on each of the data collection and data analysis methods used in this study. Lastly, I will discuss the reliability and validity of the instruments used.

In Chapter 4, I will discuss the results of the study in light of the three research questions. In addition, I will discuss my findings as they relate to the existing literature.

In Chapter 5, I will make specific recommendations to the teachers and administration at the case study school for how to increase teacher leadership. I will then describe implications for practice that can be generalized to any elementary school. Finally, I will make suggestions for future research in the field of teacher leadership.

Definition of Terms

For the purposes of this study, the following key terms have been defined for clarification in understanding this study:

Teacher Leader – An excellent educator who collaborates with her colleagues to improve teaching and participates in the school wide decision-making process.

Distributed Leadership – A type of leadership that places decision-making power in the hands of those who are vested in the education process, namely teachers (Gronn, 2002; Spillane, Halverson, & Diamond, 2001, 2004).

Chapter 2 – A Review of Teacher Leadership Research

The concept of teacher leadership has grown out of numerous education reform reports during the past 50 years. These reports have criticized the achievement levels of American students and provided recommendations for the profession. Prior to the early 1960s, it was a common belief that schools had little effect on student achievement. Heredity, family background, and socioeconomic status were determining factors of student achievement (Reynolds, Teddlie, Creemers, Scheerens, & Townsend, 2000). Research conducted on school effectiveness in the mid-1960s to the present day began to identify factors that led some schools to be more effective than others (Dinham, 2007). One of these key factors was strong leadership. This role was initially identified as leadership by the principal, but has since evolved into encompassing other forms of shared leadership.

In 1966 the *Equality of Educational Opportunity* report was released, where the authors documented the equal educational opportunities provided to minority groups (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld, & York, 1966). The authors also examined the link between student achievement and the education provided in schools. The authors concluded that teachers were the most crucial in-school factors impacting student learning, although socioeconomic status was also one of the strongest predictors of academic achievement. In 1983 *A Nation at Risk* was released, and again the authors documented the shortcomings of America's education system (National Commission on Excellence in Education, 1983). The authors also identified specific areas of concern and mandated school improvement efforts in five areas: content, standards and expectations, time, teaching, leadership, and fiscal support. Recommendations from the report included raising graduation requirements, longer school days or year, better teacher preparation programs, and improved educational leadership.

Two privately funded school reform reports were released in 1986: *A Nation Prepared: Teachers for the 21st Century*, and *Tomorrow's Teachers* (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986). In both reports, the authors voiced compelling arguments for the development of teacher leaders and suggested an assortment of roles for teachers to influence practice and change. The authors of both reports also recommended the creation of a professional environment and expanded decision-making power. More recently, No Child Left Behind (2001) placed increased accountability for student achievement on school districts. This law required governments to identify a school as restructuring if it failed to meet adequate yearly progress targets for five years. The issue of teacher leadership emerged from the ongoing documented need for school reform efforts.

Method

Short, Greer, and Melvin (1994) defined teacher empowerment as "a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems" (p. 38). Given the numerous benefits of teacher leadership, schools reflect upon their current leadership practices and consider ways to improve leadership opportunities. The purpose of this literature review is to examine the research on teacher leadership from the past three decades in order to define teacher leadership, ascertain justification for teacher leadership, and identify themes in teacher leadership literature.

To conduct this literature review a number of academic literature search engines were utilized. A general search for "teacher empowerment" in *ProQuest Dissertations & Theses Open* produced more than 3,000 results. By narrowing the search terms to "teacher empowerment" "academic achievement" elementary not "principal leadership" and limiting results to those published from 1980-2015, a more reasonable 55 dissertations and theses were revealed. A

similar search in *Google Scholar*, using the search terms "teacher leadership," "empowerment" "academic achievement" not "principal leadership" with a custom range of 1980-2015 offered 820 possibilities. An *Education Resources Information Center* search of peer reviewed articles with the keywords "teacher leadership" limited by academic achievement, uncovered 59 promising citations. Lastly, a search of teacher leadership and academic achievement, limited to peer reviewed articles published from 1980-2015 in *Academic Search Premier* identified 53 related articles.

Once each search was refined to a reasonable number of results, the title, abstract, and keywords were considered to determine the relevancy of each article. If an article appeared to be at least potentially relevant, it was downloaded for future closer review. As each article was read keywords were identified. These keywords were used to identify themes in the literature base. When a relevant article was cited that was not identified as part of the initial literature search, the article was downloaded and reviewed.

The results of this literature search are discussed in the sections that follow. First, numerous definitions of teacher leadership are explored. Next, the research that supports teacher leadership is reviewed. Finally, five commonly reoccurring themes are discussed.

Definitions of Teacher Leadership

Among the many definitions of teacher leadership that exist, three topics can be identified: excellence in teaching, collaboration with colleagues, and participation in decision-making (Boles & Troen, 1994; Danielson, 2006; Day & Harris, 2003; Stone, Horejs, & Lomas, 2012). Teacher leaders are expert teachers (Stone, Horejs, & Lomas, 2012), lead within and beyond the classroom (Katzenmeyer & Moller, 2001), strengthen classroom practice (Day & Harris, 2003), and influence teaching and learning (Danielson, 2006). A key element of teacher

leadership is the ability to lead and collaborate with colleagues. In this regard, teacher leaders identify with and contribute to a community of teacher learners and leaders (Katzenmeyer & Moller, 2001), engage in collaborative learning (Boles & Troen, 1994; Day & Harris, 2003), serve as a catalyst for other teachers' learning (Stone, Horejs, & Lomas, 2012), and have the ability to encourage and influence colleagues towards improved educational practice (Katzenmeyer & Moller, 2001; Wasley, 1991). Lastly, teacher leaders contribute an important voice in the decision-making process (Stone, Horejs, & Lomas, 2012). They take ownership in the change process (Day & Harris, 2003), and influence school wide policies and programs (Danielson, 2006).

Justification for Teacher Leadership

Traditional school leadership places the principal in the position of decision-making. Over time, schools have moved away from this singular leadership model to share leadership possibilities. In fact, leadership must be shared, or distributed, to be effective (Gronn, 2000). Shared leadership includes collaboration, empowerment, and shared agency where the belief is that all participants are capable of leading (Muijs, 2003). There are many intended outcomes of teacher leadership, including improving the quality of the workforce by diversifying teachers' responsibilities and providing incentives, creating new opportunities for professional development, improving school performance by placing teachers in decision-making roles (Smylie, 1995), improving working conditions (Blase & Anderson, 1995, as cited in Spillane, Halverson, & Diamond, 2004), and engaging all stakeholders (Stone, Horejs, & Lomas, 1997).

As schools work to implement reform, teachers are important participants in the process. In fact, "teacher participation in leadership may be the most critical component of the entire process of change" (Lieberman, 1992, p. 159). A study of 16 California schools enrolled in Bay

Area School Collaborative Reform leadership cohorts found that traditional "top down" leadership is not enough to produce meaningful change (Copland, 2003). Change initiatives are often complex and require the "leadership, 'buy-in,' and work of many, not just the principal" (Stone, Horejs, & Lomas, 1997, p. 50). Professional learning communities (PLCs) are one solution to promoting teacher leadership. A PLC "is a community where teachers participate in leadership activities and decision-making, have a shared sense of purpose, engage in collaborative work and accept joint responsibility for the outcomes of their work" (Muijs & Harris, 2003, p. 440). PLCs provide time for teachers to collaborate, problem solve, and engage in professional learning. These PLCs are critical to a school's ability to bring about and sustain improvement efforts.

Students, teachers, and schools benefit from the leadership of teachers. These benefits for students include a significant positive impact on student engagement (Leithwood & Jantzi, 1998), and improving the lives of disadvantaged high school students (Crowther, as cited in Muijs & Harris, 2003). Teachers' self-esteem and satisfaction increase along with motivation and retention in the profession (Katzenmeyer & Moller, 2001; O'Connor & Boles, 1992; Ovando, 1996). Decreased teacher absenteeism (Sickler, 1988), and improved attitudes towards teaching have also been documented (O'Connor & Boles, 1992). In addition, the presence of strong teacher leadership can help alleviate disturbances during times of head teacher change (Davidson & Taylor, 1999).

Themes in the Literature

One of the strongest arguments for teacher leadership comes from the teachers themselves. In a recent Metlife Survey (2013) of 1,000 K-12 teachers, one in four teachers indicated that they were extremely or very interested in "hybrid leadership roles" (p. 50). This

was not surprising, due to the fact that American teachers have fewer opportunities compared to teachers in top performing nations to participate in high quality professional development (Organisation for Economic Co-operation and Development, 2011). Teacher leadership is something that must be promoted in schools. In her literature review of more than 30 publications related to teacher leadership, Helterbran (2010) concluded, "maintaining a culture where 'just a teacher' states of mind prevail is a terrible waste of expertise, energy, and influence of the school community" (p. 365). This call to action has lead school officials and teachers to identify and create leadership opportunities.

Five themes emerged as the literature was reviewed. It is worth considering the varied roles of teacher leaders, from formal to informal positions. Barriers, or obstacles, to teacher leadership were mentioned in almost every article reviewed. The idea of distributed leadership is important to examining teacher leadership because without it, teacher leadership does not exist. Professional development schools (PDS) have lead the way in promoting teacher leadership development and opportunities. Finally, student achievement is considered. Because if improved achievement is what it's all about, it is important to understand the effects of teacher leadership on student achievement measures.

Roles

Research in the field of teacher leadership has sought to answer three questions: "who are teacher leaders?", "what do they do?", and "how are they chosen?". Watt, Huerta, and Mills (2010) studied more than 3,000 middle and high school teachers attending specialized summer institutes across the United States. The researchers found that 74% of teachers were female and 49% had a Master's degree. Numerous studies have documented that teacher leaders simultaneously teach full or part time and assume leadership roles (Howey, 1998; Lieberman,

1988; O'Connor & Boles, 1992; Wasley, 1991). Teacher leaders often have a greater number of years of teaching experience (Brownlee, 1979). Interestingly though, Watt, Huerta, and Mills (2010) study of middle and high school teachers enrolled in specialized leadership professional development from 42 states and four countries indicated no statistical significance after six to nine years of teaching, except for those teaching more than 18 years. Watt, Huerta, and Mills also found that the longer a teacher spent in the same school, up to six to nine years, the greater the leadership performance.

Until the past decade or so, teachers who aspired to be leaders had three choices: become an administrator, organize or join activist organizations, or become involved in union affairs (School Leadership for the 21st Century Initiative, 2001). Recently, teachers have begun to assume more formal and informal leadership responsibilities (Katzenmeyer & Moller, 2001; York-Barr & Duke, 2004). The most traditional leadership roles filled by teacher leaders include: subject area supervisor, instructional coach (Helterbran, 2010); union representative, data analyst, problem solver, peer teaching observer, selecting teaching assignments, creating budgets (Wells, 2012); master teacher, "lead" teacher, leader of a teacher advisory group (Stone, Horejs, & Lomas, 1997); curriculum development, professional development, school improvement/reform (Helterbran, 2010; Stone, Horejs, & Lomas, 1997); and department leader or chairperson (Helterbran, 2010; Wells, 2012). Many of these roles typically have formal job descriptions and are associated with release time or compensation (Helterbran, 2010).

Superintendents from a national convenience sample indicated that within their districts there were a moderate to great degree of participation of teachers as union representatives, mentors, elementary level curriculum developers, and secondary level department heads (Wells, 2012). Stone, Horejs, and Lamas (1997) reported the findings of their three separate case studies

conducted at an elementary, middle, and high school in Northern California. They concluded that the responsibilities of teacher leaders varied greatly depending on the school level. Elementary teacher leaders spent a majority of time on professional activities such as committees, curriculum development, grant writing and implementation, and school councils. Middle school teacher leaders spent their time on collaborating/sharing, staff development, mentoring, union activities, coaching, and advising clubs. High school teacher leaders spent time on school improvement, change efforts, staff development, curriculum and instruction, grant writing, committees, mentoring, and collaboration (Stone, Horejs, & Lamas, 1997).

One study examined how leadership positions were created and filled (Stone, Horejs, & Lamas, 1997). At the elementary level, teacher leadership positions are created by the administration and leaders were elected, asked, or volunteered. At the middle school level, there were no formal leadership positions and leadership roles were assumed on a voluntary basis. At the high school level, leadership positions were designed by teachers, collaboratively between teachers and administrators, required by law, or negotiated. Leaders were selected, elected, asked, or volunteered. The roles that teachers assume vary greatly in terms of their responsibilities and formality. The selection of teacher leaders and creation of leadership roles also varies greatly, particularly by school level.

Barriers

The teaching profession is different than many other professions in the sense that a teacher's position is fairly stagnant. Brand new teachers teach alongside veteran teachers, yet their responsibilities are quite similar. There is little opportunity for teachers to progress in their career without partially or entirely leaving the classroom (Helterbran, 2010). In addition, teachers bear a great load of responsibilities to begin with and taking on additional leadership

responsibilities can be seen as overwhelming and distracting (O'Connor & Boles, 1992; Phelps, 2008). In a survey of 25 superintendents, the superintendents expressed a concern about the lack of time to provide teacher leaders with professional development (Wells, 2012). With an overwhelming amount of responsibilities and lack of time, leadership can be perceived as a distraction for many teachers. These reasons, along with others, often discourage talented leaders from emerging from the classroom.

Organizational and management structures within schools can also obstruct the development of teacher leaders. Teachers in most schools are organized into teams, based on grade level or content area. Graduate level teacher researchers used surveys and interviews to better understand leadership in their convenience sample of rural and small schools. They concluded that when a majority of communication and collaboration occurs within these teams, teachers easily lose sight of the big picture, or the entire school's needs (Thornton, 2010). The leadership style of the school's principal is a critical factor in whether teacher leadership will flourish or deteriorate. Support for teacher leadership was found in schools where the principal engaged in collaborative leadership, whereas teacher leadership was limited or non-existent in schools where principals were seen as authoritative or laid back. Schools in which leadership comes from the top down will struggled to develop teacher leaders because this type of management stifles teachers' autonomy to assume leadership roles (Muijs & Harris, 2003). Administrators need to encourage on-going learning by providing time for professional development. "When educators focus on who is the leader and *who* are the followers, only one person can contribute significantly to the overall well-being of the school" (Helterbran, 2010, p. 366, emphasis in original). Shared, or distributed leadership is most effective in promoting the leadership activities of teachers. This topic is discussed further in a later section.

Teacher leadership is different than other types of school reform because of the way it is implemented. "Most reforms are done to teachers and are externally imposed; teacher leadership is a practice emanating *from* and *with* teachers and, due to this key difference, can be exquisitely tailored to teachers' needs and practice" (Helterbran, 2010, p. 367, emphasis in original). Two similar perspectives on the importance of personal ownership of leadership responsibility by the teacher can be found in the reviewed literature. Lambert (2003) emphasized teachers must have a developed sense of purpose that guides their leadership efforts and aides them in identifying possible problems and solutions. Teachers are an integral part of determining the leadership roles they will occupy and must feel supported by the school's principal to do so (Wasley, 1991).

A school's culture can be another significant barrier to the development of teacher leadership. In a recent survey of superintendents, these school leaders identified an unmovable school culture as one of the primary challenges (Wells, 2012). Knoster, Villa, and Thousand (2000) proposed a model of six elements that lead to structural and cultural change (as cited in Thornton, 2010). These include: shared beliefs, vision, mission, incentives, resources, and skills. A study of 44 schools in 13 countries indicated the most commonly missing elements were mission and incentives. School climate is associated with shared values and a common purpose (Kottkamp, 1984), therefore a clearly defined vision is essential for teacher leadership to flourish (Phelps, 2008). Without a shared mission and vision, change is seen as forced or ordered from a higher authority (Thornton, 2010). A study by Lonquist and King (1993) gathered qualitative data over four years from a case study at a large, metropolitan school district on the West Coast. Their data indicated that a professional learning community, founded on shared norms and values, failed to develop when a lack of trust existed between teachers. Some of the literature provides suggestions for administrators to create a school climate that fosters teacher leadership.

These suggestions include diminishing hierarchical differences, promoting collaboration and collegial activities, funding release time (Stone, Horejs, & Lomas, 1997), making time for teachers to collaborate, improve communication to maximize staff meeting time, and form PLCs (Thornton, 2010).

Redefining the traditional leadership model can evoke strong reactions from teachers. Feelings such as suspicion and resentment, and perceptions of favoritism and threat abound when a segment of the population emerges in a new leadership role. Teachers can be suspicious of those who are chosen to fill leadership roles while some may harbor resentment based on selection. These teachers may act bitterly towards teacher leaders and are likely to hinder progress because of these feelings (Helterbran, 2010). Even though teachers described teacher leaders as "competent, credible, and approachable" (Katzenmeyer & Moller, 2009, p. 14), weaker teachers attributed the selection of teacher leaders to favoritism, rather than ability (Helterbran, 2010). Other teachers felt threatened by the elevated leadership of colleagues (Lieberman & Miller, 1990), and prefer to function within the isolated walls of their own classrooms (Helterbran, 2010). Teachers may resist engaging in leadership activities, oppose new ideas, hinder enthusiasm, discourage conversations, and refuse to engage in problem solving (Helterbran, 2010). "Obstructionists must be recognized and, if after every attempt has been made to secure their involvement fails, they need to be stepped over by those willing to lead" (Helterbran, 2010, p. 368). These challenging teachers exist in all schools although they cannot be permitted to impede the leadership efforts of others.

Research has shown that relationships are affected when teachers engage in leadership roles. Lieberman, Saxl, and Miles (2000) reported that teacher leaders reported feeling isolated (as cited in Muijs & Harris, 2003), and ostracized by colleagues (Magee, 1999). Troen and

Boles (1992) interviewed six female teacher leaders and found that they felt a loss of connectedness as a result of their leadership positions. In a study of 282 teachers in six schools, Little (2000) found that teachers hesitantly accepted teacher leaders and, while their actions were not hostile, they did not support the assertive behavior of the teacher leaders. In a more limited survey of 42 Massachusetts teacher leaders, more than 90% indicated that relationships with colleagues had been affected by their leadership role (O'Connor & Boles, 1992). Interestingly, these teacher leaders indicated that the effects were both positive and negative.

Teacher leaders themselves can be barriers to their own ability to thrive as leaders. Teachers are often reluctant to view themselves as leaders (Hoerr, 1996; Katzenmeyer & Moller, 1996). Research has indicated that this is due to lack of self-confidence (Phelps, 2008), or fear of being singled out among colleagues (Katzenmeyer & Moller, 1996). Superintendents felt that teachers often did not perceive themselves as leaders and therefore never pursued formal or informal leadership positions (Wells, 2012). Given the many challenges presented by a negative school climate, teacher leaders felt inadequately prepared to be successful as leaders (Little, 1987). Both Stone, Horejs, and Lomas (1997) and Wells (2012) suggested that acknowledging the accomplishments of teachers communicated a sense of value. Activities that encourage teachers to learn from each other such as mentoring, observation, peer coaching, and mutual reflection are also suggested (Little, 1995).

Other challenges found in the literature included lack of time and unions (Hoerr, 1996; Phelps, 2008; Stone, Horejs, & Lomas, 1997; Thornton, 2010; Wells, 2012). In a study comparing teacher leadership at the elementary, middle, and high school levels, support from colleagues and administration was identified as a challenge at all three levels. Climate, policies/politics, and compensation were also identified as barriers at the middle and high school

levels (Stone, Horejs, & Lomas, 1997). Numerous barriers exist that can often discourage teachers from becoming or continuing as leaders. It is important to identify these particular challenges so that leadership can thrive.

Distributed Leadership

The type of leadership that exists in schools can greatly impact how teacher leadership develops. Distributed, or shared, leadership implies a type of leadership where the division between followers and leaders is hazy (Gronn, 2000). This type of leadership places decision-making power in the hands of those who are vested in the education process, namely teachers (Gronn, 2002; Spillane, Halverson, & Diamond, 2001, 2004). Through a collective case study approach, Vernon-Dotson & Floyd (2012) concluded that teachers are a valuable resource when deciding what is best for students, teaching, and learning, given that teachers are the closest to school problems and experts on school issues. It is important to note though, that distributed leadership is not synonymous with delegating responsibilities (Helterbran, 2010). As a result of their extensive literature review, Muijs and Harris (2003) described distributed leadership theory as:

> First, it incorporates the activities of multiple groups of individuals in a school who work at guiding and mobilizing staff in the instructional change process. Second, it implies a social distribution of leadership where the leadership function is *stretched over* the work of a number of individuals and where the leadership task is accomplished through the interaction *of multiple leaders*. Third, it implies interdependency rather than dependency, embracing how leaders of various kinds and in various roles share responsibility. (p. 440, emphasis in original)

Distributed leadership calls for the decision-making power to be taken from the top and dispersed among the population. By inspiring teachers to develop competency in their practice, encouraging collaboration, and creating partnerships, teachers are empowered as leaders to participate in school reform efforts (Van Horn, 2006; Vernon-Dotson, Belcastro, Crivelli, Lesako, Rodrigues, Shoats, & Trainor, 2009). A review of more than 5,000 publications on teacher leadership indicated that sustained, effective school leadership has a significant impact on student achievement (Waters, Marzano, & McNulty, 2004). This leadership must be shared among they key stakeholders, namely teachers.

Professional Development Schools

PDS were one outcome of the many school improvement recommendations. Created in the early 1990s by the Holmes Group, PDS "partnerships are relationships among partner institutions, universities, school districts, teachers' unions, or professional educational associations – with one goal of better preparing teachers" (Carpenter & Sherretz, 2012, p. 89). PDS work to prepare and empower teachers to lead in their current positions.

The effectiveness of PDS have been documented by many sources. For example, positive outcomes have included improved achievement for minority students (Pine, 2000), higher test scores *compared to test scores of students at non-PDS partnerships* (Houston, Hollis, Clay, Ligons, & Roff, as cited in Carpenter & Sherretz, 2012), decreased pupil-teacher ratio (Levine, 2002), and higher quality teaching (Houston, Hollis, Clay, Ligons, & Roff, as cited in Carpenter & Sherretz, 2012). In addition, teachers within PDS that have operated for a number of years, have transformed teaching so that leadership roles are a part of the job and are "defined in terms of functions rather than titles" (Darling-Hammond, Bullmaster, & Cobb, 1995, p. 89).

While the benefits of PDS are numerous, this type of organization is best suited for schools located near the necessary resources.

Student Achievement

Research that empirically explores the relationship between teacher leadership and student achievement is limited. In addition, the information that is available does not coalesce to one clear answer. In a study of 45 high school dropouts and potential dropouts, Vertiz (1995) explored the effects of teacher leadership styles on students' performance on the reading subtest of the *California Achievement Test*. While the results of this study are limited to a specific population, the author found that the mean scores of students enrolled in high structure/high relationship classrooms were greatest. Interestingly, this finding contradicts the results of Riddile's (1980) dissertation study, where he found that students in high structure/low relationship style classrooms performed better on academic measures.

Yost, Vogel, and Liang (2009) studied the effects of two different professional development models on teacher competence and student learning. Teacher leaders from one experimental middle school received ongoing professional development from "Project Achieve" mentors. These teacher leaders then spent the year coaching, mentoring, modeling lessons, and providing professional development for the school's staff. In a comparison control middle school, teacher leaders were not utilized and teachers received only district-sponsored professional development. On measures of teacher competency, the researchers found that all teachers in all grade levels studied demonstrated significant improvements from pre- to post-observations, indicating that the teacher leadership model was effective in increasing teacher competence. The researchers also found significantly higher performance on district benchmark assessments in reading, but not in math, when compared to student performance on the same

assessments at the control middle school. Students' reading and math scores on the *Pennsylvania System of School Assessment* were significantly higher at the control school. The data collected from benchmark and state assessments indicated that teacher leadership has a positive impact on student achievement.

The link between specific instructional leadership behaviors and student achievement, especially at the secondary level, has yet to be clearly identified (Fidler, 1997; Heck, Larson, & Marcoulides, 1990; Witziers, Bosker, & Kruger, 2003). Fancera and Bliss (2011) studied the relationships between school socioeconomic status, principal instructional leadership, collective teacher efficacy, and school achievement in a convenience sample of 53 New Jersey high schools. One finding was that none of the ten instructional leadership functions defined on the measurement tool used positively influenced collective teacher efficacy. A second finding was that achievement scores were correlated with the number of students paying full price for lunch. Scores were higher at schools where a smaller percentage of students qualified for free or reduced lunch. A third finding from this study was that neither instructional leadership nor collective efficacy could outweigh the influence of socioeconomic status on student achievement. These findings indicate a need to further explore the link between leadership and student achievement to overcome the strong influence of socioeconomic effects. While it seems logical that student achievement would increase as a result of teacher leadership, educational research has yet to document the effects of leadership on achievement.

Summary

The purpose of this literature review was to examine the research on teacher leadership from the past three decades in order to define teacher leadership, ascertain justification for teacher leadership, and identify themes in teacher leadership literature. Through a search using

two academic databases and two open source databases initial article were identified. Additional articles were identified through the citations found in the most relevant journal articles. This process resulted in a fairy comprehensive review of these topics.

A teacher leader can be concisely defined as an excellent educator who collaborates with her colleagues to improve teaching and participates in the school wide decision-making process. Five themes emerged as the literature on teacher leadership was reviewed. The first was the many varied roles that teacher leaders take on. These roles ranged from formal positions with clearly defined job descriptions to more informal roles with no job description. The second theme described the barriers that a) prevent teacher leadership from emerging, or b) are obstacles that teacher leaders are faced with. The third theme, distributed leadership, considered the type of leadership that must be in place for teachers to feel empowered as leaders. When a principal is willing to share the decision-making process with those who intimately know students' needs, all stakeholders benefit. PDS, the fourth theme, lead the way in promoting teacher leadership through professional development and shared decision-making opportunities. The fifth theme looks at the effects of teacher leadership on student achievement. It would seem likely that student achievement would increase as a result of teacher leadership, but little research has been done to document this relationship.

One downfall of the existing research is its lack of generalizability. Most studies have been done in specific settings (Carpenter & Sherretz, 2012; Levine, 2002; Watt, Huerta, & Mills, 2010), or with specific student populations (Fancera & Bliss, 2011; O'Connor & Boles, 1992; Vertiz, 1985; Yost, Vogel, & Liang, 2009). Thornton (2010) offered two frameworks that were originally used in a study of rural middle schools that may be applied to a similar study in a different area or different level. In addition, although details were not provided, Watt, Huerta, &

Mills (2010) utilized a *Survey of Advancement Via Individual Determination (AVID) Teachers* that measured 16 dimensions of teacher leadership. This instrument has the possibility of being used with teachers in non-AVID schools.

Finally, another gap in the research base is the lack of empirical studies that address the impact of teacher leadership on student achievement. One of the reasons for a lack of these studies is that much of the research is short-term, often lasting not more than a year. Longitudinal studies on teacher leadership and student achievement are needed. Fancera and Bliss (2011) used the survey instrument, *Principal Instructional Management Scale*, to assess the effects of leadership on various dimensions in high schools. This tool has the potential to be used with leaders at the elementary and/or middle school levels. Stone, Horejs, and Lomas (1997) also included a table that outlined the methods for each research question they sought to answer. This information may be useful when planning future research on teacher leadership.

Chapter 3 – Methodology

The purpose of this study was to explore the status of teacher leadership at one elementary school. This general purpose led to the following research questions:

1. What are the characteristics of the teacher leaders at this school?

2. What beliefs are held by these teacher leaders?

3. How can schools foster teacher leadership?

The goal of this research study was to understand the leadership capacity of teachers at this elementary school and identify the common beliefs and characteristics of these leaders. Understanding teachers' readiness for teacher leadership is the first step to understanding the possibilities within the school (Katzenmeyer & Moller, 2001). In addition, this study sought to identify the leadership opportunities that teachers chose to, or not to, engage in. Past research documented a wide variety of teacher leadership roles, such as department chair, curriculum developer, union representative, and master teacher (Stone, Horejs, & Lomas, 1997; Wells, 2012). This information was useful for school leaders looking to increase the leadership capacity of their staff. Waters, Marzano, and McNulty (2004) concluded that sustained, effective school leadership has a significant impact on student achievement. Because the research purpose was to understand teacher leadership within the confines of one school, a case study methodology was most appropriate.

Research Design

Creswell (2007) defined a case study as, "an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection)" (as cited in Creswell, 2012, p. 465). Yin (2002) described case studies methodology as, "the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little control

over events, and when the focus is on a contemporary phenomenon within some real-life context" (p. 1). In addition, he described three types of case studies: exploratory, descriptive, and explanatory. This research study addressed two of these types. In answering the research questions of "What are the characteristics of teacher leaders?" and "What beliefs are held by teacher leaders?" the researcher sought to explore what factors were linked to teacher leadership. By answering the third research question, "How can schools foster teacher leadership?" the researcher sought to explain how teacher leadership was embraced within a school. Yin (2002) also addressed common concerns about case study methodology, some of which include a lack of rigor, influence of researcher bias, lack of scientific generalization, and requires extensive time and documentation. Finally, Yin suggested that these obstacles could be overcome with the proper methodological design and methods selection.

A case study methodology was selected for this research study because this allowed the researcher to study leadership with the boundaries of one school. Teacher leadership can be affected by numerous factors such as years of teaching experience, education, and type of principal leadership (Copland, 2003; Watt, Huerta, & Mills, 2010). A case study at this individual school allowed the researcher to control for one of these variables, type of principal leadership. An experimental or action research design would not have been appropriate approaches to the study of teacher leadership because of the researcher's lack of ability to control the setting of the teachers' workday activities. The results of this study can guide other educators to reflect upon the status of teacher leadership at their schools, and design a similar study with their own participants.

The Case

This case study took place in a suburban elementary school located in an urban district. The district is located just outside of an urban city in the northeast United States. Because of its proximity to this urban environment, the town's demographics vary greatly. The district's elementary schools were designated by neighborhood, therefore the schools in the southern end of town reflected greater academic and socioeconomic needs compared to the schools in the northern end of town. This particular school was geographically located in the middle of the town, but the neighborhood surrounding the school was primarily suburban.

In this particular case, 34 teachers from grades K-6 were studied. Each of these individuals was purposefully selected based on two criteria: 1) was a certified teacher, and 2) whose primary responsibility is to provide instruction to students. A purposeful sample allowed the researcher to understand an existing phenomenon, in this case teacher leadership, within a setting (Creswell, 2012). The teachers in this sample were asked to participate in three separate rounds of surveys. Based on specific survey results, some participants were asked to participate in individual interviews.

Data Collection Methods

Using a mixed methods explanatory sequential design, surveys and interviews were conducted with the participants. Table 1 below outlines the relationship between the research questions and instruments used. First, to better understand the characteristics and beliefs of teachers in the sample school, a survey of educational philosophy was given to all participants. In addition, all participants were given a second survey to measure the leadership capacity of each teacher. Individuals with high overall scores on this second survey were selected for a one-on-one interview to better understand the complexities of teacher leaders in this school. Lastly, a

third survey was administered to all participants to identify the specific leadership behaviors that

are most commonly, and least frequently, engaged in.

Table 1

Data Collection Instruments

Research Question	Data Collection Method	Instrument
1. What are the characteristics of the teacher leaders at this school?	• Surveys	• Teacher Leadership Self-Assessment • Philosophy of Education Inventory
2. What beliefs are held by these teacher leaders?	• Survey • Interviews	• Philosophy of Education Inventory
3. How can schools foster teacher leadership?	• Survey • Interviews	• Teacher Leadership School Survey • Researcher developed interview questions

Participation was voluntary and confidential. Surveys were administered and participants'

responses were managed using an online data collection program, *Google Forms*. For each

round of surveys administered, participants who had not completed the survey after seven days

were sent a reminder. Each of the three surveys concluded by collecting demographic data about

the participants. The demographic portion asked respondents to indicate their years of teaching

experience, participation in the state's Teacher Education and Mentoring (TEAM) program, and

role. Finally, data collection concluded with a small sample of participants who were selected to

participate in individual structured interviews to further explore the leadership characteristics, beliefs, and experiences of the school's strongest teacher leaders.

Surveys

The use of surveys as methods allowed the researcher to take a quick snapshot of leadership characteristics and activities at a given point in time. Surveys are used to describe trends rather than offer explanations (Creswell, 2012). Surveys can be used to evaluate programs, or, in this case, help identify important beliefs and attitudes. Because it was important to select as large of a sample as possible, random sampling was not used and all teachers in the sample school were asked to participate. However, the nature of survey research presents a few challenges. Low response rates can be avoided by outlining follow-up procedures. Response bias can be avoided by conducting periodic wave analyses. Questions and format must be carefully designed to avoid poor construction (Creswell, 2012). Salant and Dillman (1994) suggested the following to avoid some of these challenges:

- "To reduce coverage error, have a good sampling frame list on which to select individuals

- To reduce sampling error, select as large a sample from the population as possible.

- To reduce measurement error, use a good instrument, with clear, unambiguous questions and response options

- To reduce nonresponse error, use rigorous administration procedures to achieve as large a return rate as possible" (as cited in Creswell, 2012, p. 382).

When steps are taken to reduce the types of errors described above, the researcher's data collection methods become more valid and reliable.

The surveys used in this study asked participants to reflect upon their own beliefs and practices. Advantages to this type of self-report survey included the ability to gain insight into individual personal perspectives and gain observational data that cannot be easily obtained another way (Barker, Pistrang, & Elliott, 2005). On the other hand, self-reporting surveys can present concerns with the validity of the data gathered. Participants may not be truthful in their responses and the data may not reflect reality. These concerns do not jeopardize the data collected from self-reporting measures. Instead, this data should be interpreted within the context of these limitations.

Philosophy of Education Inventory (PEI). Created by Zinn (1996), this instrument is a 75-item survey that allows educators to explore their educational philosophy (see Appendix A for a copy of this instrument). Responses to each item are recorded using a 7-point Likert-scale ranging from "strongly disagree" to "strongly agree." Responses were tabulated to provide a score for each of five philosophies- behavioral, comprehensive, progressive, humanistic, and social change.

The type of information gathered from this instrument provided information about the beliefs of teachers in this sample school. With an understanding of the beliefs held by the school's staff, a principal is better able to identify and provide leadership opportunities for teachers.

Teacher Leadership Self-Assessment (TLSA). Created by Katzenmeyer and Katzenmeyer (2004), this 42-item survey is a self-reflection instrument for teachers to reflect upon the frequency of engagement of various leadership behaviors in seven categories (see Appendix B for a copy of this instrument). Each item was scored using a 5-point Likert-scale ranging from "never" to "always." Responses were tabulated to identify a score in seven

different categories: self-awareness, leading change, communication, diversity, instructional proficiency, continuous improvement, and self-organization. Information about the TLSA's content validity can be found in the Reliability and Validity section below.

This instrument was used to identify teachers with the greatest leadership capacity. This was determined by finding the sum of each subsection score and used to determine an overall leadership capacity score for each participant. These participants were selected to participate in individual structured interviews.

Teacher Leadership School Survey (TLSS). Created by Katzenmeyer and Katzenmeyer (2005), this 49-item survey requires teachers to reflect upon the leadership beliefs and behaviors of the school (see Appendix C for a copy of this instrument). Each item was scored on a 5-point Likert-scale ranging from "never" to "always." Responses were categorized into seven categories, each receiving a sub score. Information about the TLSS's content validity and reliability can be found in the Reliability and Validity section.

This instrument identified the most frequently engaged leadership behaviors of teachers in the school, and the least frequently occurring leadership behaviors of teachers in the school. Using these strengths and weaknesses related to leadership behaviors of the sample school, recommendations were made for how to promote teacher leadership.

Interviews

One-on-one interviews in this case were preferential to telephone and focus group interviews because this structure allowed the researcher to interact on a more personal level with the interviewee. Creswell (2012) suggested that one-on-one interviews have a high response rate and allow for the interviewee to ask questions or respond beyond initial questions. It also enables the interviewer to ask sensitive questions. Downfalls to one-on-one interviews include

lack of anonymity, potential lack of comfort answering more personal questions, and potential researcher influence on the participant's responses. Open-ended questions must be carefully constructed. Open-ended questions do not limit the responses of the person being interviewed, and instead, allow the interviewee to generate responses that reflect their personal experiences (Neuman, 2000).

One-on-one interviews were conducted with the four participants who had the highest overall score on the TLSA survey and were willing to participate in an interview. Descriptors from the six components of the PEI was used to generate the open-ended interview questions to elicit further details about each of the selected teacher leaders (see Appendix D for a copy of this protocol). These responses helped to answer the third research question, how can schools foster teacher leadership? Each interview was audio recorded for analysis.

Data Analysis Methods

Multiple methods of data analysis are necessary because both quantitative and qualitative methods were employed. Descriptive statistics determined the frequency and distribution of survey items and participants' responses. The constant comparative method was used to analyze the qualitative responses provided by teacher leaders' interview responses.

Descriptive Statistics

Descriptive statistics describe or summarize a set of data (Kubiszyn & Borich, 2013). Frequency distribution and measures of central tendency are examples of this type of data analysis. This type of analysis allows the researcher to look at a large set of data in different ways, identifying the information that is most meaningful in the context of the research.

The three surveys used yielded single item scores. This information, gathered from the TLSA and TLSS was categorized to display the distribution and/or frequency of scores for each

survey item. Summed scores gathered from the PEI, TLSA, and TLSS was also categorized to display the distribution of participants' responses. All survey responses were reviewed for missing and inadequate data and were then entered into separate *Microsoft Excel* spreadsheets. Descriptive statistics was calculated for these measures.

Constant Comparative Method

The constant comparative method is a way of analyzing themes found in a set of qualitative text-based data. It is a process of "gathering data, sorting it into categories, collecting additional information, and comparing the new information with emerging categories" (Creswell, 2012, p. 434). Through a repetitive analysis of the data, the researcher was able to ensure that all of the data has been compared, thereby identifying all possible themes. Ruona (2005) suggested a four-step process to this type of qualitative data analysis: 1) data preparation, 2) familiarization, 3) coding, and 4) generalizing meaning.

Interview data was prepared and analyzed using the process described by Ruona (2005). First, participants' recorded responses to the interview questions was transcribed by the researcher into a *Microsoft Word* document. Using a six-column chart, interview data was labeled and coded as responses were repeatedly reviewed. Coding the data guided the researcher to, "make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes" (Creswell, 2012, p. 243). As a result, meaningful data was extracted while less significant data was disregarded. Open coding allows the researcher to identify codes as the data is analyzed, while closed coding restricts the researcher to the occurrences of predetermined codes during analysis. Similar codes were then grouped to identify themes. Then, the data was merged to begin the process of identifying themes.

Reliability and Validity

Without the use of reliable and valid research instruments, one must question the significance of a study's outcomes. For an instrument to be considered reliable, it must produce consistently produce similar scores across multiple administrations (Creswell, 2012). Reliability can be established through multiple means, such as test-retest, alternate forms, inter-rater, and internal consistency. For an instrument to be considered valid, it must test and produce results that are in line with the instrument's intended use. Validity can be established through the use of statistical measures, or through more informal means such as member-checking, external reference, and triangulation. Reliability and validity are not entirely separate entities. Without reliable data, validity cannot be established (Creswell, 2012).

TLSA

Katzenmeyer and Katzenmeyer (2004) established content validity for the TLSA through a panel of knowledgeable experts and the use of a pilot survey (M. Katzenmeyer, personal communication, July 24, 2015). The group of knowledgeable experts included education professionals with experience developing teacher leaders or serving as teacher leaders. These professionals reviewed the existing literature and data on teacher leadership, along with teacher standards and indicators. Each participant identified items they believed would be useful when self-reflecting on teacher leadership. Then, the members collaboratively reviewed items to determine the final set. Items were grouped into seven categories, or scales, using a heuristic factor analysis. This pilot survey was administered to a group of about 40 educational researchers, professors, and educational writers considered to be teacher leadership experts. A final open-ended question was added seeking suggestions for revision. Based on the data from

this survey, along with participants' feedback, standards and indicators were finalized and the 42-item TSLA was created.

TLSS

Similar to the previous survey, content validity of the TLSS was established by a panel of teacher leadership experts and pilot survey (M. Katzenmeyer, personal communication, July 24, 2015). Each member developed items that they believed would assess readiness for teacher leadership. Items were collaboratively reviewed by all members of the panel. More than 300 teachers for a variety of schools responded to the items. Katzenmeyer and Katzenmeyer (2005) completed a series of analyses, such as factor analyses, principal component analysis, varimax rotation, and oblique rotation to identify seven factors, or categories. The final scale was developed through multiple repetitions of this process. To further establish reliability, the authors used Cronbach's Alpha to analyze a sample of 312 responses. The Alpha reliability estimates indicated that the scales of the TLSS have above average reliability.

Member Check

Member checking is a process that allows the researcher to establish the validity of participants' responses (Creswell, 2012). By asking participants to check the accuracy of their responses as well as the researcher's interpretation of their responses, the researcher can be confident in the conclusions drawn. In this study, the interviewed participants were asked to member check. Interviews were audio recorded and transcribed into print by the researcher. Interviewees were presented with the text and asked to review the content for thoroughness and accuracy. Participants were invited to add any additional content that they felt was relevant to the topic.

Triangulation

Triangulation is the process of corroborating evidence from different individuals…, types of data…, or methods of data collection… in descriptions and themes in qualitative research (Creswell, 2012, p. 259). To ensure accuracy and credibility, the researcher examines multiple pieces of evidence to locate examples where the data supports each other. In this case, the interview questions were designed using the rubric from the PEI, therefore interviewee's responses were triangulated with their PEI responses. The PEI included detailed descriptions of each of the five philosophies focused around five common areas: purpose, student(s), teacher role, concepts/key words, and methods. Some interview questions were constructed using these descriptions in order to validate participants' responses.

<div align="center">**Summary**</div>

The purpose of this case study was to better understand the status of teacher leadership at one elementary school. Through the use of multiple surveys and structured interviews, data gathered indicated the characteristics and beliefs of participants, as well as what the school can do to engage teachers in leadership roles. More than 30 K-6 teachers were asked to participate in confidential, online surveys while a small group was purposely selected for individual interviews. Quantitative data was analyzed using descriptive statistics while qualitative data was coded and analyzed for themes. The use of previously established reliable and valid surveys ensured reliability and validity in this study. Interviewees were asked to member check their responses, and triangulation of interview and survey responses helped to ensure validity.

Chapter 4 – Results and Discussion

The purpose of this study was to explore the status of teacher leadership at one elementary school. The following research questions guided this study:

1.   What are the characteristics of the teacher leaders at this school?

2.   What beliefs are held by these teacher leaders?

3.   How can schools foster teacher leadership?

In this chapter, I present and discuss the leadership capacity of teachers at this elementary school and identify the common beliefs and characteristics of these leaders.

As previously discussed, three online surveys were used to gather information from teachers. In addition, four teacher leaders were identified and individually interviewed to validate information gathered from the surveys, as well as to gather more qualitative responses regarding teacher leadership. Each research question is addressed below.

What Are The Characteristics Of The Teacher Leaders At This School?

To answer the first research question, descriptive statistics were used to analyze data provided by surveys. Thirty-four certified teachers whose primary job responsibility was working directly with students were invited to participate in each of the three surveys. The roles of these teachers varied, from classroom teachers, to teachers who teach some students in the building (i.e., resource, instrumental), to teachers who teach all students in the building (i.e., specials). Twenty-nine, or 85%, of these teachers participated in one or more of the surveys. Table 2 summarizes this data.

Table 2

Demographic Characteristics of Teacher Leader Participants at Center Trail School

Average Number of Years Teaching (Prior to This Year)	10

Classroom Teachers	69%
Teachers Who Work With Some Students in the School (i.e. resource, instrumental)	21%
Teachers Who Work With All Students in the School (i.e. specials)	10%
Teacher Education and Mentoring (TEAM) Trained	45%
Teachers Who Took the PEI Who Have a Master's Degree	87%
Teachers Who Took the PEI Who Have a Sixth-Year Degree or Additional Master's Degree	13%

Most participants were classroom teachers and the average number of years teaching was ten.

Almost half of the participants reported being TEAM trained (i.e., the state's TEAM program),

although based on this high number I believe this question was misunderstood by the survey

respondents. Since 2010, the state has required new teachers to participate in a two-year

mentoring program. Part of this program requires new teachers to successfully complete five

modules related to different areas of teaching. On the other hand, experienced teachers can

choose to be TEAM trained, making them eligible to serve as a mentor to pre-service and

beginning teachers. I believe some teachers misinterpreted the survey question to include

successful completion of the TEAM program, rather than eligibility to serve as a mentor. The

question about degree status was inadvertently omitted from two of the three surveys, so this

information was only available from teachers who participated in the Philosophy of Education

Inventory (PEI).

The Teacher Leadership Self-Assessment (TLSA) survey provided information about the

types of leadership behaviors teachers frequently engaged in. These behaviors are categorized

into seven scales:

- "Self-Awareness: Teacher has an accurate picture of self in terms of strengths, values, philosophy and behaviors.

- Leading Change: Teacher uses effective strategies to facilitate positive change.

- Communication: Teacher exhibits effective listening, oral communication, presentation skills and expression in written communication.

- Diversity: Teacher demonstrates respect for and responds to differences in perspectives.

- Instructional Proficiency and Leadership: Teacher possesses and uses professional knowledge and skills in providing the most effective learning opportunities for students and adults.

- Continuous Improvement: Teacher demonstrates commitment to reaching higher standards and readiness to take action to improve.

- Self-Organization: Teacher establishes course of action and implements plans to accomplish results." (Katzenmeyer & Katzenmeyer, 2004, p.55).

This information can help us better understand the characteristics of teacher leaders by identifying the activities they frequently engage in.

Participants as a group indicated that instructional proficiency was a strength at Center Trail School. The behaviors most frequently engaged in included,

- "I enjoy working with diverse groups of colleagues at school,"

- "I persist to assure the success of all students,"

- "I act with integrity and fairness when working with students or adults,"

- "I promote a positive environment in the classroom," and

- "I am approachable and open to sharing with colleagues."

The area of leading change was a weakness indicated through participants' self-reflection. The behaviors least frequently engaged in included:

- "I invite colleagues to work toward accomplishment of the vision and mission of the school,"

- "I lead others in accomplishing tasks,"

- "When leading meetings I am able to get almost everyone to participate," and

- "I am willing to share my beliefs even when they are different from the beliefs of others."
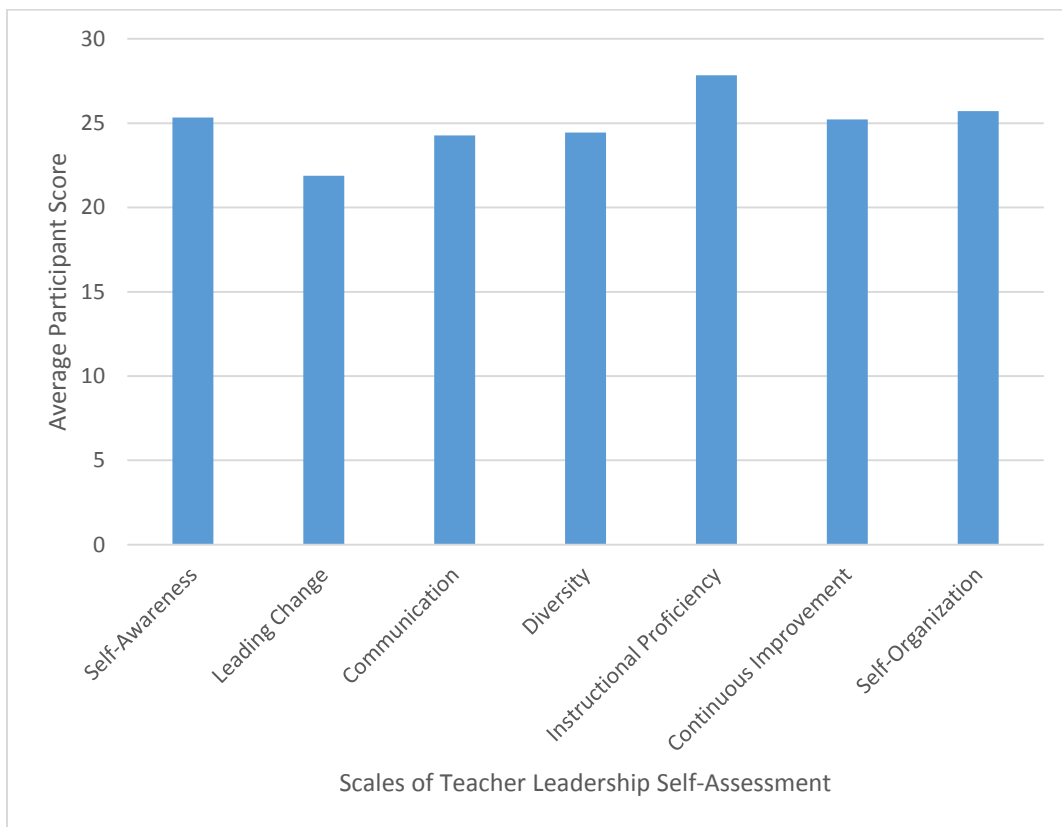
These characteristics are summarized in Figure 1.

Figure 1. Average Participant Score on Teacher Leadership Self-Assessment Scales. This figure illustrates the average participant score in each area of the TLSA.

Teachers at Center Trail School reported frequently collaborating with colleagues to ensure student success but reported less frequently challenging the norm with their views and assuming positions requiring leadership skills.

In summary, teacher leaders at Center Trail School are experienced and knowledgeable, with an average of 10 years of experience among participants and most obtaining a Master's degree or higher. In fact, a greater number of teachers at Center Trail School have a Master's degree or higher, compared to the national sample studied by Watt, Huerta, and Mills (2010) of which only 49% held a Master's degree. This could be due to the state's requirement for teachers to obtain a Master's degree within a certain number of years of teaching. Some teachers at Center Trail School serve as mentors to other teachers, a leadership activity identified by Wells (2012), Stone, Horejs, & Lomas (1997), and Helterbran (2010). As both Katzenmeyer & Moller (2001) and York-Barr & Duke (2004) found in their studies, teachers have begun to take on more formal and informal leadership responsibilities while teaching from the classroom, as opposed to leaving for a formalized leadership position outside the classroom. They most frequently engaged in behaviors that support instructional proficiency, self-organization, and self-awareness. The most frequently engaged in behaviors include working with others to ensure student success. They least often engaged in behaviors related to leading change, communication, and diversity. The least frequently engaged in behaviors include leading others towards a vision or goal, and sharing beliefs that may differ from others. Stone, Horejs, and Lamas (1997) found that teacher leadership positions are most often created by the administration at the elementary level and that teacher leaders were elected, asked, or volunteered. Teachers at Center Trail School most frequently engaged in behaviors that were volunteer as opposed to behaviors that would require election or assignment.

Results of this survey identified four teacher leaders. These teacher leaders had the highest overall score on the TLSA and were individually interviewed. Their interview responses are elaborated upon in a later section.

What Beliefs Are Held By These Teacher Leaders?

To answer the second research question, descriptive statistics were used to analyze data from the PEI (Zinn, 1996). The PEI was used to learn more about the instructional beliefs held by teacher leaders at Center Trail School. Participants' responses were tallied into five categories, each representing a different philosophy. Zinn (1996) described these philosophies:

- "Behavioral Education- education for competence, behavioral change, compliance with standards

- Comprehensive Education- general education for life

- Progressive Education- education for problem solving in society

- Humanistic Education- education for individual self-actualization

- Social Change Education- education for transforming society." (as cited in Katzenmeyer & Katzenmeyer, 2001, p. 181)

This instrument was not necessarily meant to be used to identify one particular philosophy for each participant. Rather, participants might score to varying degrees across all five philosophies. Because of this, once sub scores were calculated for each teacher, each philosophy was ranked for each teacher in order to identify the strength of each philosophy within the school. The results are displayed in Figure 2.
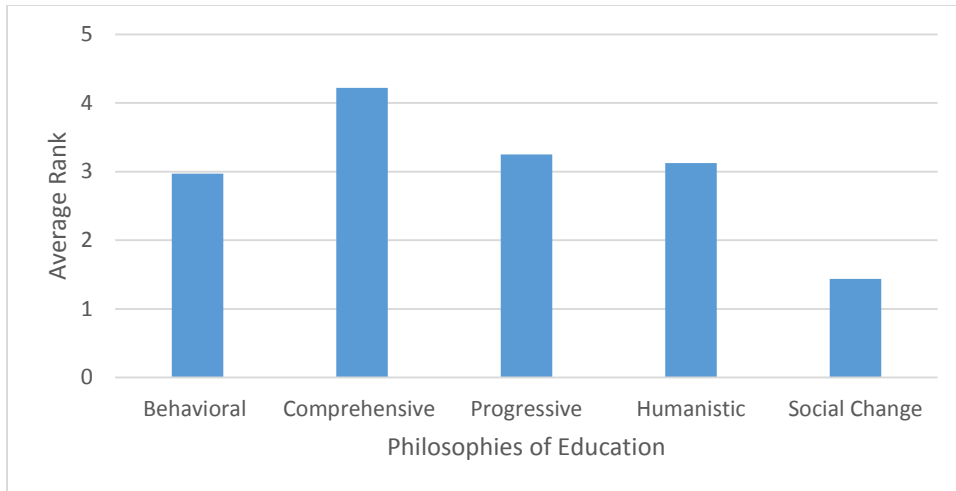
Figure 2. Philosophies of Education among Teacher Leaders at Center Trail School. This figure illustrates the average rank of educational philosophies as determined by the PEI.

The beliefs of most teachers at Center Trail School align most closely with the comprehensive education philosophy. This philosophy is characterized by belief statements such as:

- "Students' feelings during the learning process provide energy that can be focused on problems or questions,"

- "My primary role as a teacher is to set clear expectations and lead students step by step through educational activities with well-directed feedback," and

- "Differences among students enable them to learn best on their own time and in their own way and should be valued and strongly supported."

These characteristics are likely to be observed in many classrooms at Center Trail School.

The philosophy least associated with teachers at Center Trail School is social change education. This philosophy is characterized by belief statements such as:

- "Students' feelings during the learning process are not as important as what students are thinking,"

- "In the end, if students have not learned what was taught they don't realize how the new knowledge will empower them to significantly affect the world in which they live," and

- "Differences among students will not interfere with their learning if each student is given adequate opportunity for practice and reinforcement."

Two of the three participants who were interviewed and took the PEI, scored highest in comprehensive education. A qualitative analysis of their interview responses supported this finding, but also indicated a variety of philosophical beliefs. All three of these participants scored lowest in social change education. A qualitative analysis of their interview responses revealed little evidence of philosophical beliefs supporting this perspective. A more detailed discussion of the participants' interviews occurs in a later section.

Little (1993) suggested that teacher leaders consider the underlying philosophies behind school efforts and evaluate how these beliefs align with their personal beliefs, values, and practices. Further, Katzenmeyer and Katzenmeyer (2009) argued that teachers benefit greatly when they take the time to assess whether their personal beliefs actually align with their own actions. Having teachers spend time reflecting on and articulating their values can help to identify the predominant beliefs within a school. It is also important to identify when a teachers' values and beliefs are in contrast to the school's mission and values. In this case, the educational philosophy most strongly supported by teachers at Center Trail School was comprehensive education, while the least support philosophy was social change education. Understanding the philosophical beliefs of teachers can help us understand the types of leadership behaviors these teachers might value and engage in.

How Can Schools Foster Teacher Leadership?

To answer the third research question, descriptive statistics were used to analyze data from the Teacher Leadership School Survey (Katzenmeyer & Katzenmeyer, 2005), while interview responses were coded for recurring themes.

The TLSS provides information about the types of leadership activities teachers within a school may or may not engage in. This information can help a school identify areas of strength and specific behaviors to promote to increase leadership capacity among its teachers. These behaviors are categorized into seven scales:

- "Developmental Focus: Teacher are assisted in gaining new knowledge and skills and are encouraged to help others learn. Teachers are provided with needed assistance, guidance and coaching.

- Recognition: Teachers are recognized for roles they take and the contributions they make. A spirit of mutual respect and caring exists among teachers. There are processes for the recognition of effective work.

- Autonomy: Teachers are encouraged to be proactive in making improvements and innovations. Barriers are removed and resources are found to support teachers' efforts.

- Collegiality: Teacher collaborate on instructional and student-related matters. Examples of collegial behavior include teachers discussing strategies, sharing materials, or observing in one another's classrooms.

- Participation: Teachers are actively involved in making decisions and having input on important matters. Department chairpersons, team leaders, and other key leaders are selected with the participation of teachers.

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- Open Communication: Teachers send and receive information relevant to the effective functioning of the school in open, honest ways. Teachers feel informed about what is happening in the school. Teachers easily share opinions and feelings. Teachers are not blamed when things go wrong.

- Positive Environment: There is general satisfaction with the work environment. Teachers feel respected by one another, by parents, students, and administrators. Teachers perceive the school as having effective administrative leadership. Appointed or informal teams work together effectively in the interests of students." (Katzenmeyer & Katzenmeyer, 2004, p.193).

Participants' responses indicated developmental focus and recognition as areas of strength at Center Trail School. The developmental focus scale is characterized by descriptors such as, "We gain new knowledge and skills through staff development and professional reading. And, we share new ideas and strategies we have gained with each other." The recognition scale is characterized by descriptors such as, "Other teachers recognize my professional skills and competence. The ideas and opinions of teachers are valued and respected at my school. And, at my school, we celebrate each others' successes." Reponses indicated the lowest scores in the participation and open communication scales. The participation scale is characterized by descriptors such as, "Teachers have input to decisions about school changes. Teachers have a say in what and how things are done. And, my opinions and ideas are sought by administrators at my school." The open communication scale is characterized by descriptors such as:

Because teachers and administrators share ideas about our work, I stay aware of what is happening. At my school, everybody talks freely and openly about feelings and opinions

they have. And, faculty and staff talk about ways to better serve our students and their

families.

Figure 3 shows the school's strengths and weaknesses.
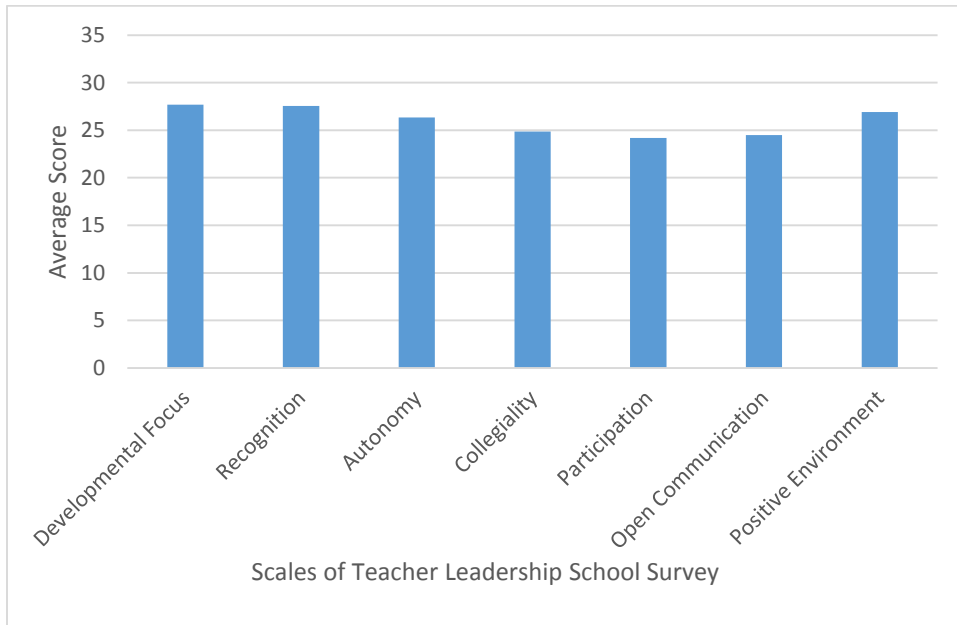
Figure 3. Average Participant Score on Teacher Leadership School Survey Scales. This figure

illustrates the average score on each scale of the TLSS.

Average scores for each survey item were calculated to identify activities the school is successful

in supporting and activities the school could better support. These activities are listed in Table 3

below.

Table 3

Specific Areas of Strength and Weakness for Center Trail School

Activities That Were "Often" Engaged In	Activities That Were "Sometimes" or "Rarely" Engaged In
At my school, administrators and teachers try hard to help new teachers be successful.	Faculty meeting time is used for discussions and problem solving. (Open Communication)

(Developmental Focus)	
At my school, teachers are provided with assistance, guidance or coaching if needed. (Developmental Focus)	Teachers and administrators at my school understand and use the consensus process. (Participation)
Administrators at my school actively support the professional development of faculty and staff. (Developmental Focus)	We try to reach consensus before making important decisions. (Participation)
Teachers at my school are supportive of each other personally and professionally. (Developmental Focus)	My opinions and ideas are sought by administrators at my school. (Participation)
Teachers are treated as professionals at my school. (Positive Environment)	I have input to developing a vision for my school and its future. (Autonomy)
The administrators at my school have confidence in me. (Recognition)	I know that we will bend the rules if it is necessary to help children learn. (Autonomy)
My professional skills and competence are recognized by the administrators at my school. (Recognition)	Teachers at my school influence one another's teaching. (Collegiality)
In my role as teacher, I am free to make judgements about what is best for my students. (Autonomy)	Teachers in my school observe one another's work with students. (Collegiality)
Teachers are encouraged to take initiative to make improvements for students. (Autonomy)	

While there were many leadership opportunities that Center Trail School teachers engage in, opportunities to learn from one another and participate in decision making were areas that could be improved upon.

Semi-structured individual interviews were conducted with four teachers. These teachers offered a variety of perspectives as a result of the different types of teaching roles they fulfilled. Larry and Michael can be classified as "classroom teachers." Nancy was a teacher who teaches some students in the building (i.e., resource, instrumental), and Marilyn was a teacher who teaches all students in the building (i.e., specials). In order to identify what the school can do to promote teacher leadership, data analysis of interviewees' responses to the questions relating to the three lowest sections of the TLSS was conducted.

What Can The School Do To Improve Teacher Collaboration?

Two of the participants felt that weekly common planning time embedded into the school's specials schedule allowed for teacher collaboration and collegiality. This one-hour block of time, sometimes referred to as data team meetings or collaboration meetings, was spent with the math and/or literacy specialist and was used to for a variety of purposes including discussing student work, planning curriculum, and sharing strategies. Nancy stated, "I think the times that are embedded into planning, although it takes away teachers' planning, I think it's nice those times are there because it forces collaboration." Two of the participants valued planning, whether it be for the general curriculum or supplemental interventions, as a use of this collaborative time. Larry shared, "because it's not just focused on data anymore, it is focused on what we can possibly do in the future lessons." Teachers also mentioned the benefits of using some Thursday staff meeting time to meet with their grade level team, rather than "forcing a staff

meeting." One teacher commented that she would like time to meet with other staff members in the school who are supporting her students. Michael shared,

> …it's not just about teachers meaning me and my three teammates, I feel like there could be more planning time with pupil personnel staff. I don't know what my resource teacher does with my special needs child. So it would be nice to have planning time to meet with them and say, 'okay, this is what I'm working on in the classroom,' 'what are you working on?' Even with social work and psychology, we don't have any time to check in.

While all of the interview participants valued collaborative time and advocated for more opportunities, they identified challenges such as, "having enough time to do it" and "teachers feel very overwhelmed by everything they're mandated to do." Marilyn suggested,

> it seems to me that groups stay within their groups. Even walking into a meeting you see first grade with first grade and second grade with second grade and there's not a lot of crossing that. So maybe just encouraging…even at meetings or something, let's mix it up and then let's have a conversation about what's going on in different grade levels. Just hearing what other people are doing could be very beneficial.

She also suggested finding opportunities for cross-discipline collaboration among teachers.

How Can The School Improve Active Participation By Teachers In Making Important Decisions?

All of the interviewed teachers felt that teacher input is important in helping to make school decisions and that they are, "not used enough" or, "should be included a little bit more" in the process. Nancy expressed that involving teachers in the decision making process would help them to feel heard and involved. "Just making teachers feel like they have an idea what is going

on and not oh, by the way this was decided and teachers are wondering who decided that. Because that has happened." Center Trail School teachers are interested in participating in the school's decision making process.

One challenge that was expressed was how to balance input and decision making with the number of people to involve. Nancy commented, "but I think that- it's also hard because how many people do you want to include? It's like, the more people you have, the harder it is to make a decision." Participants suggested using structures such as surveys, asking teachers, polls, a school advisory committee, and a vertical data team to gather input from which to base decisions on. Larry shared a recent experience about a situation where his grade level team was faced with trying something new. He described the process through which their ideas were expressed and they felt they had a voice in making the decision.

> We had a meeting and we tossed out our ideas about how we wanted [response to intervention] to function in our building. So, you know, giving us a voice and saying you ok, well I think this might work for our team. You know, we can't really make decisions for the whole school because we don't really know how the other groups are working. We don't see them in action. But allowing us to have an opinion, or say how do you think this might work best for your team? Or allowing us to at least voice it and say, you know, we're trying this new thing, what do you think? So just getting our ideas on the table is great.

More opportunities for teachers to assist in making decisions, even at the grade level, are valued by teachers.

Another challenge that was discussed by one of the interviewees was a lack of comfort sharing ideas in a large group where others may disagree. Marilyn commented,

but I think sometimes teachers don't feel like they can actually go and talk about it, or in a large group don't feel safe enough to share what they need to share so, creating something so that everyone feels like their voice is heard.

This indicated a need for varied opportunities to gather input, such as the surveys that were previously suggested, so that input was gathered from a diverse group of teachers.

What Can The School Do To Improve Open Communication Between Staff And Administration?

Interestingly, despite the open communication scale being among one of the three lowest identified by the TLSS, all four teachers interviewed expressed positive comments about the communication between staff and administration at Center Trail School. Nancy shared, "…it's very easy for someone to go into his office and, you know, whether they get the answer they want or not, that's a different story, but I think he's totally open to talking to anyone about anything anytime." Marilyn echoed this sentiment.

I think we have pretty good communication, I feel like he's very approachable. I personally have, anytime I've needed to tell him something or talk to him about something, I feel completely safe going and talking with him so for me that's not an issue at all… most of the things I communicate about might be student related and he's always been really good about following up… he responds quickly with just like an ok. So there's not, I don't have any issues.

The Center Trail teachers that were interviewed feel comfortable communicating with their principal and feel that he is open to this communication.

Larry spoke to the communication among staff members.

> I think there's a certain comfort level in the building where people feel, or should feel comfortable enough to voice their opinion or say you know, I'm having a problem with this, or with this student, how can you help me? I haven't had any problems with people closing the door on me- in terms of asking for help. I do also think that there's a way, you know, to do that without getting the door shut on you. But, I feel that in this building, I haven't heard anyone complaining about I can't talk to so and so or I can't get any help, or feeling that frustration. I think people have their doors open and are willing to help.

Larry felt supported by all school staff, not just the principal, and described positive experiences communicating with other staff members.

Establishing a climate within the school where staff felt comfortable communicating with each other and administration came up in multiple interviews. Nancy suggested, "An open door policy between and administration and staff. If your administration is warm and welcoming, your staff feels more comfortable communicating in general." Marilyn suggested:

> I feel completely safe going and talking with him so for me that's not an issue at all. But I think if there's a way – if other teachers don't feel that way – if there's a way to communicate with your administrator anonymously, that would be the best way to do it and I don't know how that would be, but it's important if you're feeling frustrated or if there's an issue that you're able to be heard….

Open communication begins with establishing a climate that values stakeholders' voices. Being able to share ideas or concerns that may not be easily received require an additional level of comfort.

In summary, the interviewed teachers at Center Trail School felt that the school was already doing many things to encourage collegiality, involve teachers in decision making, and establish open lines of communication, but made suggestions about what more could be done. It was interesting that these teachers felt positively about collegiality and open communication, despite these two categories being among the lowest on the school's TLSS scales. This may be due to the types of behaviors and activities these four teacher leaders frequently engage in, which may or may not be representative of the behaviors and actions all teachers at Center Trail School engage in.

One hindrance to promoting collegiality is finding the time for colleagues to work together. This challenge has been well documented in numerous research studies (Boles, 1992; O'Connor & Wells, 2012; Hoerr, 1996; Phelps, 2008; Stone, Horejs, & Lomas, 1997; Thornton, 2010). Providing the time and resources for teachers to collaborate is key to increasing the leadership capacity of staff (Muijs & Harris, 2003; Stone, Horejs, & Lomas, 1997; Thornton, 2010). While much of Center Trail School's schedule is dictated by the district (e.g., staff meetings, professional development days, etc.), the school can create a building-based specials schedule that maximizes collaboration time as a top priority. The school can also determine how time is used on those district defined days, and use these opportunities to allocate time to build collegiality, such as creating opportunities for cross-grade and cross-discipline collaboration, as well as opportunities for classroom teachers to collaborate with support staff.

Empowerment resulting from a leadership team approach can promote all teachers as leaders (Van Horn, 2006; Vernon-Dotson, et al., 2009; Vernon-Dotson & Floyd, 2012). This type of shared leadership allows for decision making to occur among those who are individually vested in the process (Gronn 2002; Spillane et al., 2001; Vernon-Dotson & Floyd, 2012).

Teachers are a valuable resource when problem solving and making decisions regarding what is best for students, teaching, and learning as they are closest to the front lines (Vernon-Dotson & Floyd, 2012). Interview participants all agreed that teacher involvement in decision making is something that Center Trail School could improve upon. While challenges of who to involve and how to fairly gather input exist, there are some steps the school can begin to take to involve teachers. By clearly defining what issues allow for teacher input vs. administrator only input, teachers will feel less partially included. A clear decision making process, whether it be through the use of the school's vertical data team or another means, will help teachers know how to express their opinions and understand how and why decisions are made. In addition, the use of surveys, polls, and open discussions to gather input will provide opportunities for all teachers to contribute and improve the comfort level of sharing their ideas.

The interviewed teachers spoke positively about the open communication at Center Trail School, although did not score the behaviors related to open communication highly on the TLSS. These teachers expressed value in open communication and saw it as an important part of the school's function. Each of these teachers felt that the administration at the school was approachable and open to listening to teachers. This may be a result a sense of openness having been established with some members of the school, but not all. Varied opportunities for all teachers to openly communicate with administration could improve this situation.

Chapter 5 – Conclusions and Implications

With numerous educational reforms occurring across the nation, many schools are turning to their teachers for input on how to improve student achievement. As a result, there is a great need for teacher leaders to step into formal and informal leadership roles. Much of the existing research on teacher leadership lacked generalizability, having been conducted in specific settings with specific student populations. In addition, there was a lack of empirical studies that addressed the impact of teacher leadership on student achievement, particularly over an extended period of time. One thing the existing research did offer was a variety of instruments that could be used in future studies. As such, the purpose of my research study was to examine the state of teacher leadership at Center Trail Elementary School. This case study utilized three surveys to learn more about the teachers at the school, as well as the types of leadership opportunities that were offered to teachers. In addition, four teachers were selected for follow-up interviews to elicit more information. Data gathered from the surveys was quantitatively analyzed, while interview participants' responses were qualitatively analyzed for themes.

The teachers who participated in this research study could be classified in one of three categories: classroom teachers, teachers who taught some students in the building (i.e., resource, instrumental), and teachers who taught all students in the building (i.e., specials). They had, on average, ten years of experience teaching. One hundred percent of the teachers who took the Philosophy of Education Inventory (PEI) have at least a Masters' degree, while 13% have an additional degree beyond the Masters' level. Results from the Teacher Leadership Self-Assessment (TLSA) indicated that Center Trail teachers frequently engaged in behaviors that support instructional proficiency, self-organization, and self-awareness. The most frequently engaged in behaviors include working with others to ensure student success. They least often

engaged in behaviors related to leading change, communication, and diversity. The least frequently engaged in behaviors include leading others towards a vision or goal, and sharing beliefs that may differ from others.

As a school, the beliefs of most teachers at Center Trail School aligned most closely with the comprehensive education philosophy as determined by the PEI. This philosophy supports a broad-based education with a focus on integrating new knowledge with the development of intellectual thinking and conceptual understanding (Katzenmeyer & Katzenmeyer, 2009). Statements such as, "my primary role as a teacher is to set clear expectations and lead students step by step through educational activities with well-directed feedback," and "differences among students enable them to learn best on their own time and in their own way and should be valued and strongly supported," described the predominant beliefs among these teachers.

The philosophy least associated with teachers at Center Trail School was social change education. This philosophy supports education as a way to transform society by recognizing the cultural, political, and economic influences on people (Katzenmeyer & Katzenmeyer, 2009). Statements such as, "students' feelings during the learning process are not as important as what students are thinking," and "differences among students will not interfere with their learning if each student is given adequate opportunity for practice and reinforcement," expressed values that were not widely held by teachers at Center Trail School.

Participants' responses on the Teacher Leadership School Survey (TLSS) and to interview questions provided insight into what the school is already doing well, as well as areas for improvement. Responses on the TLSS indicated developmental focus and recognition as areas of strength at Center Trail School. These two areas included professional development opportunities, sharing knowledge, recognizing each other's efforts and talents, and celebrating

successes. Some of the structures already in place that teachers spoke positively of included weekly common planning time, collaborative planning opportunities, use of staff meeting time for team collaboration, and a comfort level approaching principal.

Reponses on the TLSS indicated the participation and open communication scales as areas of improvement. These two areas included input about school changes, speaking freely and openly about feelings and opinions, and discussing ways to better serve students and families. Interview participants suggested the following areas for improvement – more time to collaborate especially with other staff members, opportunities for cross-discipline collaboration, greater involvement in decision-making, and a way for staff to express ideas that may not be widely agreed upon.

Implications for Practice

Leaders at Center Trail School could improve participation starting with the following indicators from the TLSS. Each of these statements received an average rating of "sometimes."

- "Teachers have input to decisions about school changes.

- Teachers have a say in what and how things are done.

- Teachers and administrators share decisions about how time is used and how the school is organized.

- Teachers and administrators at my school understand and use the consensus process.

- Teachers participate in screening and selecting new faculty and/or staff at my school.

- My opinions and ideas are sought by administrators at my school.

- We try to reach consensus before making important decisions." (Katzenmeyer & Katzenmeyer, 2009, p. 191)

One possibility is for the school to utilize an existing structure, the vertical data team, to involve teachers in decision making opportunities. The vertical data team is a group of staff members representing different facets of the school. Because of the diverse perspectives present in the vertical data team, it is the perfect forum for discussion and brainstorming of school issues. Another possibility, suggested by one of the interview participants, is to provide grade level teams with more opportunities to share input and make decisions that are relevant to their team.

Open communication is another area that leaders at Center Trail School can improve upon. They could start with the following indicators from the TLSS. Each of these statements received an average rating of "sometimes."

- "Because teachers and administrators share ideas about our work, I stay aware of what is happening.

- At my school, everybody talks freely and openly about feelings and opinions they have.

- Faculty and staff at my school share their feelings and concerns in productive ways.

- Teachers at my school discuss and help one another solve problems.

- Faculty and staff talk about ways to better serve our students and their families.

- When things go wrong at our school, we try not to blame, but talk about ways to do better the next time.

- Faculty meeting time is used for discussions and problem solving." (Katzenmeyer & Katzenmeyer, 2009, p. 192)

To improve open communication, leaders should begin by reflecting upon how time spent together is used. These opportunities include collaborative planning time, staff meetings, and professional development. Leaders should ask themselves whether this time is used most efficiently and effectively to achieve the desired outcomes. This may require creating norms, the use of a pre-determined agenda, discussion protocols, creating committees, and finding alternate means of disseminating information. One theme that emerged from the interviews was the hesitation to communicate ideas that may be unpopular, either with other staff members or administration. As suggested in the interview, the use of surveys could be helpful in gaining anonymous input, which could then be used to inform a decision maker or committee, as well as a starting point for school-wide discussion. The positive environment scale of the TLSS was among the highest rated, which indicated that the school's staff felt positively about their work environment. Anonymous surveys may be perceived as a safe place to begin developing open communication. As staff begins to feel more comfortable expressing their ideas and concerns that may differ from the feelings of others, that communication may begin to take place person to person, rather than anonymously.

Suggestions for Future Research

One possibility for future research is to study the congruence between teachers' beliefs and their actions. Little (1993) expressed the importance of examining whether teachers' self-identified beliefs are actually evident in their day-to-day professional activities. Through the use of the PEI, observations, and a review of artifacts, the researchers could identify the predominant beliefs of individual teachers and then observe their behaviors inside and outside of the classroom. Artifacts such as lesson plans, assignments, tests, and written feedback all provide more evidence of a teacher's values and beliefs. Using descriptors in the PEI, the researcher

could determine whether each teachers' actions actually align with their self-stated beliefs. This would also address the shortcomings of self-reported survey responses.

Another possibility for future research is to look at the correlation between philosophy and TLSA score. The researcher could examine whether there is a relationship between a particular type of educational philosophy and a teacher's overall leadership score. Or, the researcher could analyze the relationship between each educational philosophy and each scale of the TLSA. This has the potential to provide information as to why some teachers are stronger leaders than others.

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Appendices

Appendix A

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

Each of the 15 items on the Inventory begins with an incomplete sentence, followed by five different options that might complete the sentence. Underneath each option is a scale from 1 to 7. To complete the inventory, read each sentence stem and each optional phrase that completes it. On the 1-to-7 scale, select the number that most closely indicates how you feel about each option. The scale goes from 1 (strongly disagree) to 7 (strongly agree), with a neutral point (4) if you don't have any opinion or are not sure about a particular option.

Continue through all the items, reading the sentence stem and indicating how strongly you agree or disagree with each of the options. Please respond to every option, even if you feel neutral about it. There are no right or wrong answers.

As you go through the Inventory, respond according to what you most frequently or most likely do. If it helps you to respond more easily, you may want to focus on a specific course that you teach. If you do focus on a particular course, choose one that you feel most comfortable teaching--one that you think best reflects your preferred way(s) of teaching.

Continue »

5% completed

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PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

IN PLANNING AN EDUCATIONAL ACTIVITY, I AM MOST LIKELY TO:

Clearly identify the results I want and develop a class or program that will achieve those results. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Identify-- with equal participation from students-- significant social, cultural, political or economic issues and plan learning activities that will help the students contribute to social change. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Begin by choosing content or subject matter that is likely to benefit students for the rest of their lives. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Make sure educational activities are practical and relevant to students' lives outside of school. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Find out what is of greatest interest to students and plan educational activities around those interests, even if I may not agree with them. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

11% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

STUDENTS LEARN BEST:

When new knowledge is presented from a problem-solving approach. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

When the educational activity is clearly structured and provides for practice and repetition. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Through open discussion and critical reflection with others, both inside and outside of school. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

When they can make self-directed choices about learning methods and outcomes. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

From an "expert" who knows what he or she is talking about. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

17% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

THE PRIMARY PURPOSE OF EDUCATION IS:

To facilitate the personal growth and development of each student. *

1 2 3 4 5 6 7

Strongly Disagree ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ Strongly Agree

To increase students' awareness of the need for significant change in our culture and society, and to help them contribute to such change. *

1 2 3 4 5 6 7

Strongly Disagree ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ Strongly Agree

To teach a broad range of content, concepts, and principles that will prepare students for learning throughout life. *

1 2 3 4 5 6 7

Strongly Disagree ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ Strongly Agree

To increase students' problem-solving skills and ability to fully participate in the society in which they live. *

1 2 3 4 5 6 7

Strongly Disagree ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ Strongly Agree

To develop students' competency and mastery of specific knowledge and skills, so they can meet certain standards or expectations. *

1 2 3 4 5 6 7

Strongly Disagree ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ ⦵ Strongly Agree

« Back   Continue »

23% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

THE MOST VALUABLE THINGS PEOPLE KNOW:

Are learned by studying or working cooperatively with others, solving problems along the way. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Are learned through reflective thinking focused on important issues and questions about our culture and society- past, present, and future. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Are learned through a structured educational approach that consistently helps them to find the right answers. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Are gained through self-discovery rather than some "teaching" process. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree
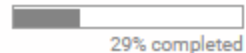
Are learned through a broad-based educational process rather than specialized or career-oriented education. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

29% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

I CHOOSE THE CONTENT I WILL TEACH BASED ON:

Consultation with students about what is most important or interesting to them. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

What I believe students need to learn next, in comparison with what they already know. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Current social, cultural, political, or economic situations and issues. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

A consideration of students' "real-life" needs and problems outside the classroom. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Generally agreed-upon subject matter for a "well-rounded" education. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

35% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

THE BEST TEACHERS START PLANNING INSTRUCTION:

By considering the specific outcomes)knowledge, skills, and attitudes) they are looking for and the most effective ways of achieving these outcomes. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

By identifying everyday problems that can be solved as a result of the instruction. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

By clarifying the content, concepts, and theoretical principals to be taught. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

By identifying cultural, social, political, or economic issues that have the greatest impact on the lives of students and their families. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

By asking students to identify what they want to learn and how they want to learn it. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

41% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

AS AN EDUCATOR, I AM MOST SUCCESSFUL IN SITUATIONS:

That are unstructured and flexible enough to follow students' interests. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

That are well structured, with clear behavior objectives, and built-in feedback loops for students. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Where I can focus on practical skills and knowledge that students can put to use in real life. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Where I can organize the subject matter in a logical way and build a solid foundation for future learning. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Where the students are willing to explore and critically reflect on what is going on in the world around them. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

47% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

IN PLANNING AN EDUCATIONAL ACTIVITY, I TRY TO CREATE:

An opportunity for students to make application of new knowledge, concepts, and skills to "real-world" situations. *

	1	2	3	4	5	6	7	
Strongly Disagree	○	○	○	○	○	○	○	Strongly Agree

A setting in which students are encouraged to examine their beliefs and values and to raise critical questions. *

	1	2	3	4	5	6	7	
Strongly Disagree	○	○	○	○	○	○	○	Strongly Agree

A structured environment that keeps students focused and moves them systematically toward the intended learning outcomes. *

	1	2	3	4	5	6	7	
Strongly Disagree	○	○	○	○	○	○	○	Strongly Agree

A conceptual understanding of the breadth and depth of what is to be learned. *

	1	2	3	4	5	6	7	
Strongly Disagree	○	○	○	○	○	○	○	Strongly Agree

A supportive climate that facilitates self-discovery and interaction. *

	1	2	3	4	5	6	7	
Strongly Disagree	○	○	○	○	○	○	○	Strongly Agree

« Back   Continue »

52% completed
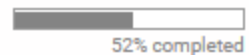
PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

STUDENTS' FEELINGS DURING THE LEARNING PROCESS:

Are crucial to the learning process and must be brought to the surface in order for students to fully engage in any learning activity. *

           1 2 3 4 5 6 7

Strongly Disagree ◯ ◯ ◯ ◯ ◯ ◯ ◯ Strongly Agree

Provide energy that can be focused on problems or questions. *

           1 2 3 4 5 6 7

Strongly Disagree ◯ ◯ ◯ ◯ ◯ ◯ ◯ Strongly Agree

Reflect the uniqueness of each student and should be expressed and valued in the learning process. *

           1 2 3 4 5 6 7

Strongly Disagree ◯ ◯ ◯ ◯ ◯ ◯ ◯ Strongly Agree

Are likely to get in the way of learning by diverting the students' attention. *

           1 2 3 4 5 6 7

Strongly Disagree ◯ ◯ ◯ ◯ ◯ ◯ ◯ Strongly Agree

Are not as important as what students are thinking. *

           1 2 3 4 5 6 7

Strongly Disagree ◯ ◯ ◯ ◯ ◯ ◯ ◯ Strongly Agree

« Back   Continue »

58% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

THE TEACHING METHODS I PREFER:

Focus on problem solving and present real challenges to the students. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Emphasize practice and offer constructive feedback so that students can get the right answers and learn essential skills. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Are mostly nondirective, encouraging students to take responsibility for their own learning. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Involve students in discussion and critical examination of controversial issues. *
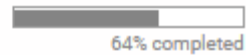
1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Are designed to help students develop effective thinking and reasoning abilities. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

64% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

WHEN STUDENTS ARE UNINTERESTED IN A SUBJECT, IT IS BECAUSE:

They don't realize how seriously the issue(s) being studied may affect their lives and their future. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

They don't see any benefit for their daily lives outside of school. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

They are just not "motivated" to learn. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

They are not "ready" to learn it, or they aren't getting enough practice or feedback. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

That subject isn't a high priority for them personally; they are more interested in something else. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

70% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

DIFFERENCES AMONG STUDENTS:

Are relatively unimportant as long as the students gain a common base of understanding through the educational experience. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Enable them to learn best on their own time and in their own way and should be valued and strongly supported. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Are primarily due to differences in their life experiences and will usually lead them to make different applications of new knowledge and skills to their own situations. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Arise from their particular cultural and social situations and are extremely relevant to the educational process. *

1 2 3 4 5 6 7

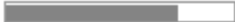Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Will not interfere with their learning if each student is given adequate opportunity for practice and reinforcement. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

76% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

EVALUATION OF LEARNING OUTCOMES:

Is not of great importance and is not easily accomplished, because the impact of education should be more evident outside of school than in a classroom. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Should be built into the educational process so that students continually receive feedback and can adjust their performance accordingly. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Is best done by the students themselves, for their own purposes. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Lets a teacher know how much information and conceptual understanding each student has acquired, in comparison to other students. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Is best accomplished when the student encounters a problem, either in the classroom or in the "real world," and then successfully resolves it. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

82% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

MY PRIMARY ROLE AS A TEACHER IS TO:

Set clear expectations and lead students step by step through educational activities with well-directed feedback. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Introduce students to a broad range of information and ways of thinking about the world. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Help students "learn how to learn" what is useful for their lives. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Increase students' awareness of social, cultural, economic, or political issues and help them learn how to have an impact on societal conditions that need to be changed. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

Facilitate, but not direct, learning activities that are meaningful to each student. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

88% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

IN THE END, IF STUDENTS HAVE NOT LEARNED WHAT WAS TAUGHT:

They lacked appreciation for the subject matter, or they found intellectual challenge too demanding. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

They need to repeat one or more educational activities until they can master the learning (or at least meet minimum standards). *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

It's okay, because they probably learning something else that they considered just as interesting or important. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

They don't realize how the new knowledge will empower them to significantly affect the world in which they live. *

1 2 3 4 5 6 7

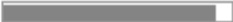Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

It is probably because they are unable to make practical application of what was taught to problems in their daily lives. *

1 2 3 4 5 6 7

Strongly Disagree ○ ○ ○ ○ ○ ○ ○ Strongly Agree

« Back   Continue »

94% completed

PHILOSOPHY OF EDUCATION INVENTORY (Zinn, 1996)

* Required

Please enter your three digit code. *

[   ]

How many years of experience do you have as a full-time teacher, prior to this year? *

[   ]

What is the highest degree you have completed? *

○ Bachelor's

○ Master's

○ 6th Year or Additional Master's

○ Doctorate

Are you TEAM trained? *

○ Yes

○ No

Which of these roles best describes your primary teaching responsibility? *

○ Classroom Teacher

○ A teacher who teaches all students in the school (i.e. specials)

○ A teacher who works with some students in the school (i.e. resource, instrumental)

Are you interested in receiving the results of your philosophy of education survey? *

○ Yes

○ No

[« Back]   [Submit]

Never submit passwords through Google Forms.

100%: You made it.

Appendix B

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

* Required

I reflect on what I do well and also how I can improve as a classroom teacher. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I understand how my strengths and needs for development will impact my role as a leader in my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I am clear about what I believe about teaching and learning. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I act in ways that are congruent with my values and philosophy when dealing with students and colleagues. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I seek feedback on how I might improve in my work setting. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

At work I behave in ways that are ethical and meet expectations for a high level of professional performance. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Continue »

12% completed

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

* Required

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

I invite colleagues to work toward accomplishment of the vision and mission of the school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I lead others in accomplishing tasks. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I involve colleagues when planning for change. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I understand the importance of school and district culture to improving student outcomes. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I work toward improving the culture of the school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I am willing to spend time and effort building a team to improve my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

« Back   Continue »

25% completed

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

* Required

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

I listen carefully to others. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I adjust my presentations to my audience. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I seek perspectives of others and can reflect others' thoughts and feelings with accuracy. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

When facilitating small groups I keep the group members on-task and on-time. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

When leading meetings I am able to get almost everyone to participate. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I use electronic technology effectively to communicate with individuals and groups. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

[« Back]   [Continue »]

37% completed

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

* Required

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

I understand that different points of view may be based on an individual's culture, religion, race or socioeconomic status. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I respect values and beliefs that may be different from mine. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I enjoy working with diverse groups of colleagues at school. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I work effectively with non-educators and persons with special interests. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I make special efforts to understand the beliefs and values of others. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I am willing to share my beliefs even when they are different from the beliefs of others. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

[« Back] [Continue »]   50% completed

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

* Required

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

I promote a positive environment in the classroom. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I use research-based instructional practices. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I persist to assure the success of all students. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I have a reputation for being competent in the classroom. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I am approachable and open to sharing with colleagues. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

I act with integrity and fairness when working with students or adults. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

« Back   Continue »

62% completed

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

* Required

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

I seek out all pertinent information from many sources before making a decision or taking action. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I set goals and monitor progress towards meeting them. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I analyze and use assessment information when planning. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I participate in professional development and learning. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I am proactive in identifying problems and working to solve them. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I work side-by-side with colleagues, parents and/or others to make improvements in the school or district. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

« Back   Continue »

75% completed

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

* Required

Please respond in terms of how frequently each statement is descriptive of your professional behavior.

I plan and schedule thoroughly so that I can accomplish tasks and goals. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I exhibit self-confidence when under stress or in difficult situations. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I work effectively as a team member. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I show initiative and exhibit the energy needed to follow through to get desired results. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

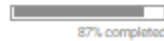**I prioritize so that I can assure there is time for important tasks. ***

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I create a satisfactory balance between professional and personal aspects of my life. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

« Back   Continue »

87% completed

TEACHER LEADERSHIP SELF-ASSESSMENT (Katzenmeyer & Katzenmeyer, 2004)

* Required

Please enter your three digit code. *

[   ]

How many years of experience do you have as a full-time teacher, prior to this year? *

[   ]

Are you TEAM trained? *

○ Yes
○ No

Which of these roles best describes your teaching responsibility? *

○ Classroom Teacher
○ A teacher who teaches all students in the school (i.e. specials)
○ A teacher who works with some students in the school (i.e. resource, instrumental)

Are you interested in receiving your individual results from this survey? *

○ Yes
○ No

[« Back]   [Submit]

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100%: You made it.

Appendix C

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

* Required

At my school, administrators and teachers try hard to help new teachers be successful. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

At my school, teachers are provided with assistance, guidance or coaching if needed. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Administrators at my school actively support the professional development of faculty and staff. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

We gain new knowledge and skills through staff development and professional reading. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

We share new ideas and strategies we have gained with each other. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers at my school are supportive of each other personally and professionally. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers at my school are engaged in gaining new knowledge and skills. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Continue »

12% completed

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)
* Required

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

The administrators at my school have confidence in me. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

My professional skills and competence are recognized by the administrators at my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Other teachers recognize my professional skills and competence. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

It is apparent that many of the teachers at my school can take leadership roles. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

The ideas and opinions of teachers are valued and respected at my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

At my school, we celebrate each others' successes. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Many of the faculty and staff at my school are recognized for their work. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

[« Back]   [Continue »]

25% completed

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)

* Required

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

In my role as teacher, I am free to make judgements about what is best for my students. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

At my school, I have the freedom to make choices about the use of time and resources. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I know that we will bend the rules if it is necessary to help children learn. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers are encouraged to take initiative to make improvements for students. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I have input to developing a vision for my school and its future. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

At my school, teachers can be innovative if they choose to be. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Administrators and other teachers support me in making changes in my instructional strategies. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

« Back   Continue »

37% completed

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)
* Required

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

Teachers at my school discuss strategies and share materials. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers at my school influence one another's teaching. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers in my school observe one another's work with students. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

I talk with other teachers in my school about my teaching and the curriculum. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers and administrators work together to solve students' academic and behavior problems. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Other teachers at my school have helped me find creative ways to deal with challenges I have faced in my classes. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Conversations among professionals at my school are focused on students. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

« Back   Continue »

50% completed

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)

* Required

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

Teachers have input to decisions about school changes. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers have a say in what and how things are done. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers and administrators share decisions about how time is used and how the school is organized. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers and administrators at my school understand and use the consensus process. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers participate in screening and selecting new faculty and/or staff at my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

My opinions and ideas are sought by administrators at my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

We try to reach consensus before making important decisions. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

[« Back]   [Continue »]

62% completed

103

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)
* Required

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

Because teachers and administrators share ideas about our work, I stay aware of what is happening. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

At my school, everybody talks freely and openly about feelings and opinions they have. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

Faculty and staff at my school share their feelings and concerns in productive ways. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

Faculty and staff talk about ways to better serve our students and their families. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

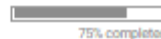**When things go wrong at our school, we try not to blame, but talk about ways to do better the next time. ***

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

Faculty meeting time is used for discussions and problem solving. *

- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Always

« Back   Continue »

75% completed

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)
* Required

Please respond to the following statements in terms of how frequently each statement is descriptive of your school.

Teachers are treated as professionals at my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers at my school look forward to coming to work every day. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

There is a general satisfaction with the work environment among teachers at my school. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers and administrators at my school work in partnership. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

Teachers at my school are respected by parents, students and administrators. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

The principal, faculty, and staff at my school work as a team. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

We feel positive about the ways we are responding to our students' needs. *

○ Never
○ Rarely
○ Sometimes
○ Often
○ Always

« Back   Continue »

87% completed

TEACHER LEADERSHIP SCHOOL SURVEY
(Katzenmeyer & Katzenmeyer, 2005)

* Required

Please enter your three digit code. *

Here many years of experience do you have as a full-time teacher, prior to this year? *

Are you TEAM trained? *

○ Yes
○ No

Which of these roles best describes your teaching responsibility? *

○ Classroom teacher
○ A teacher who teaches all students in the school (i.e. specials)
○ A teacher who works with some students in the school (i.e. resource, instrumental)

[« Back] [Submit]

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100%: You made it.

Appendix D

1. How would you describe the purpose of education?

2. What role should students play in their education?

3. What role should the teacher play in students' education?

4. When thinking about your teaching style, what are 5 words or phrases you might use to describe yourself and your teaching?

5. What teaching methods do you use most often?

6. What do you feel the school can do to assist teachers in gaining new knowledge and skills and encourage each other to learn?

7. What can the school do to promote recognition of the roles teachers take and the contributions teachers make, while maintaining mutual respect and caring among teachers?

8. What can the school do to support teachers' autonomous efforts to be proactive and innovative?

9. What can the school do to improve teacher collaboration?

10. How can the school improve active participation by teachers in making important decisions?

11. What can the school do to improve open communication between staff and administration?

12. What can the school do to promote a positive work environment so that teachers feel respected by one another, by parents, students, and administrators?

13. Is there anything else you would like to add?