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Walden University
2011

Abstract

An Analysis of Distributed Leadership Implementation in Schools

by

Edward F. Burgess IX

MA, Chapman University 2001

BA, California State University Sacramento, 1994

Doctoral Study Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education
Teacher Leadership

Walden University
December 2011

Abstract

Many policymakers have sought greater levels of success in schools by implementing new and more distributive models of leadership. The problem is that many have not achieved desired outcomes. The purpose of this grounded theory study was to discover what happens within a school organization as it moves from a traditional leadership model to a district mandated distributive leadership (DL) model. DL is an egalitarian balance of leadership among multiple individuals rather than simply administrators within an organization. The method used in this study was grounded theory (GT) which was selected to illustrate events, situations, and conditions from the perspectives of teacher participants involved in the implementation of the new model. To answer the research question regarding teachers' perspectives of the DL model, a series of 30 teacher interviews were conducted; constant comparative analysis was used to develop themes and relationships. Results suggested the emergence of a theory of distributing leadership that has four main categories: *building a plan*, *barriers*, *distribution*, and *recounting the story.* Comprehensive and ongoing training was seen as the key to implementing a true and successful DL model. The theory of distributing leadership may be a useful tool for initiating and developing plans of actions for any school or district interested in implementing the DL model. Positive social change can be realized through the use of distributing leadership theory to create communities of learning and support among educational stakeholders that enhance organizational outcomes in school.

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Dedication

I dedicate this work to my children, Corinn Zaynab Burgess and Kaylei Navab Burgess. Helping you to find happiness when the world around you rages, grounding you in the writings of Bahá'u'lláh, and learning what it means to be a father are the most challenging and rewarding efforts of my life. My heart cannot thank you enough, and no words could ever adequately reflect the measure of my love. "Nobody, not even the rain, has such small hands" (Cummings, 1931).

I would also like to dedicate this work to my Bahá'í brothers and sisters in Iran. They face persecution on a daily basis, with a bravery I can only begin to understand. They do so even as the rest of the world remains largely ignorant of their struggles. The aim of the Bahá'í Faith is to promote unity and education throughout the world. "Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit there from" (Bahá'u'lláh, 1976, p. 259). It seems fitting that a Bahá'í in the United States should complete a doctorate in education, while the Iranian government strives to prevent Bahá'í children from obtaining an education in the public schools and shuts down efforts on the part of the Bahá'í community to educate themselves. The Iranian Bahá'í community's dedication to the world embracing Faith of Bahá'u'lláh humbles me, and inspires me to be a more dedicated Bahá'í, taking advantage of the opportunities we have in this free country.

Acknowledgements

There are many people that I would like to thank both personally and professionally. First and foremost I want to acknowledge the patience, support, and love of my wife, Tima. Without her encouragement this would never have gotten done, and we would still probably be talking about how someday it would be cool if I got my doctorate. On far too many occasions she got up early with the kids so that I could sleep off the long night's work. I do not know if I was clear enough, but that meant the world to me. I love you.

Next, I would like to express my love and gratitude to my parents for their unconditional love and support. The journey was long, the path somewhat circuitous at times, but you had a way of reminding me that the work was both important and worthwhile. Mom, I always appreciate your willingness to listen, even when I was only talking to think through an issue. Dad, I love our conversations on the way to Raiders' games. It always seems that in the two and half hours it takes us to get there, we can solve all the problems I'm facing. You two were a tremendous part of the reason this piece of the journey is complete.

I would also like to thank Dr. Mitchell Olson, who for me is the bridge between my personal "Thank You's" and my professional ones. The last few years of have been a time of tremendous growth and learning, and in large part that has been due to your excellent tutelage and guidance. While I am sure that most students develop an attachment to their dissertation chairs, I do not think that any other chair could have pushed me to be successful the way you have. When I thought I was further along than I was, when I tried to force rather than mine the data, you called me on it every time. When I thought I had discovered all there was and you sent me back to look harder; I was so frustrated. Now, I am so grateful. You of course were right. You seemed to be able to walk that incredibly difficult tightrope of encouragement and accountability that I strive to emulate in my own classroom every day. You filled our monthly meetings with thought provoking discussions, and some amazing guest speakers. And when crunch time was here, you spent hours and hours, day after day, guiding me with the finishing touches, and keeping me grounded in the data.

Last, I would like to take a moment to thank the people that I work with, they are an outstanding group of educators and I am honored to call them colleagues. While I do not have the space here to thank everyone I would like to mention a few that stick out now that final pages are being written. I know they will probably never read this, but it is important for me to say a particular thanks (in no particular order) to: Tom Alves, Gail Pierce, The Zumbiels, (uncle) Steve Duditch, Glynn Thompson, Neil Reilly, Jon Leister, Frankie (Go Raiders!), Mike McGlade, Sandra Galindo, Shannan Brown, Bill Simmons, Keith DellaRusso, Jay Lottes, Shelia Budman (thanks for the coffee), and of course Tima Burgess. All the rest whom I failed to mention, I did not fail to think of you, and I am so grateful for you all.

Table of Contents

List of Figures viii

Section 1: Introduction and problem 1

Background 1

Problem statement 4

Nature of the study 5

Purpose of the study 6

Conceptual framework – The local level 7

Operational definitions 8

Article 24 8

Clients 9

Collective bargaining 9

Distributed leadership 9

Grounded theory (GT) 10

Organic leadership 10

Rankism 11

Scope 11

Delimitations 12

Limitations 12

Assumptions 13

Significance of the study 13

Summary 16

Section 2: Literature review 19

Grounded theory 20
Research question – Area of interest...20
Aritcle 24 of the contract..21
Related research – Distributing leadership...23
Lambert's matrix: The four quadrants 25
Relationship of distributing leadership to previous research 28
Summaries of literature related to the four categories of distributing leadership.........................29
Building a plan..29
Barriers 30
Distribution...31
Recounting the story 31
Potential themes 32
Academic literature 32
Integrating literature in grounded theory...34
Summary..35
Section 3: Research design 37
Research tradition: methodology 37
Minimizing preconceptions 38
Data collection 40
Constant comparative analysis 41
Memoing..42
Sorting and theoretical outlining..43

Writing up 43
Rationale for choice of GT 43
Figure 1. Grounded theory timetable 44
Grand-tour question 45
Measures for ethical protection...47
The role of the researcher 48
Criteria for selecting participants..50
Data collection procedures 51
Data analysis 52
Methods to address validity and trustworthiness 55
Grab 56
Fit 57
Workability 57
Relevance 58
Modifiability 58
Summary...59
Section 4: Results / Findings 60
Data collection process..60
Coding procedures 63
The theory of distributing leadership 65
Building a plan 66
    Navigating a change. 67

Decentralizing. 69

Practitioner driving.. 71

Leveling. 72

Leadership teaming. 73

Democratizing. 74

Platforming. 76

Legitimizing...... 76

Emboldening. 78

Codifying. 78

Contracting. 80

Summary. 81

Barriers 83

Top downing. 84

Manager frustrations. 87

Good ol' boy networking. 88

Sabotaging. 89

Apprehensions. 90

Badgering. 91

Leader losing. 92

Cynicism. 93

Summary. 94

Distribution 95

Impostering. 96

Core leading. 97

Insulated teaming. 99

Doing something. 100

Overdriving. 101

Doing time. 103

Rubber stamping. 103

Overwhelming. 105

Agenda hiding. 105

Dysfunction exposing. 106

Summary. 107

Recounting the story 108

Leader defining. 109

Reasons for leading. 110

Voicing. 111

Colleague voicing. 112

Client voicing. 113

Propping. 114

Colleague propping. 114

Work-site propping. 115

Client firsting.. 116

Serving. 117

        Colleague serving. 117

        Client serving. 118

        Greater good serving. 119

        Supporting. 120

        Standing up. 121

    Responsibility defining. 122

    Managing power 124

    Additional benefits. 125

    Staying put. 125

    Self examining. 127

    Summary. 128

Section 5: Summary, conclusions, recommendations and commentary 129

Overview 129

Interpretation of the findings: Summary and implications 130

Building a plan 130

Barriers 131

Distribution 133

Recounting the story 136

Implications for social change 138

Recommendations for action 139

Recommendations for further study 141

Personal reflections 143

Conclusion 144

References 144

Appendix A: Article 24. 157

Appendix B: Firgure 2. Distributing leadership chart 166

Appendix C: Lambert's matrix 168

Appendix D: Sample coding 170

Appendix E: Letter of consent from the district superintendent 171

Appendix F: Letter of consent from the president of the teachers' association 172

Appendix G: Sample letter of consent from a principal 173

Appendix H:Consent form 174

Appendix I: E-mail form consent form 176

Curriculum vitae 178

List of Figures

Figure 1. Grounded theory timetable 44

Figure 2. Distributing leadership chart.. 166

Section 1: Introduction and Problem

Background

Change is coming to public education leadership. A plethora of books, studies, and articles have been published in the past ten years on the subject of how, who, and what kind of people should lead our schools (Childress, Elmore, & Grossman, 2006; Christensen, 2008; Crowther et al., 2002; Donaldson, 2006; DuFour, Eaker, & DuFour, 2008; Elmore, 2007; Katzenmeyer &Moller, 2001; Lambert, 2003; Lambert et al., 2002; Marzano, 2003; Pak Tee, 2008; Roy & Hord, 2004). Nevertheless, each of these researchers has a perspective on what that change will look like and who should lead that change. Depending on the history of the community, district, site, current teachers, or administrators, what is appropriate will vary. Roland Bartha (2005) stated that there exists a multitude of models, and that no one model is necessarily or inherently any better than another (Laureate Education, Inc., 2005). Teachers and administrators are left to try approaching leadership with what seems best, or what they hope will work, but are not sure. Simmons (2006) explained:

> Many are essentially "high level opinionizing," passing as theory for the theoretically unsophisticated. One of the primary reasons for this is that they tend to confuse and mix "what is" with "what ought to be." But from the practitioners' perspective, at least they are closer to what they actually do. However, without a clear, well-grounded theoretical explanation and understanding of "what is," one's version (and there are many) of "what ought to be" will likely remain elusive." (p. 483)

Some of these approaches to educational leadership may be successful. But little attention on the interests and concerns of the participants has produced unguided efforts to address these concerns. The result of not addressing the concerns of those doing the work often manifests itself with "teachers listened to curriculum developers, but when they returned to their classrooms they closed their doors and taught the way they believed that their students learned" (Katzenmeyer & Gayle, 2001, p. 21). Teachers had no opportunity to be part of the development of the curriculum, and lacked any buy in to what the curriculum developers offered.

Students come to school from a multitude of backgrounds and, as a result, bring a multitude of struggles such as hunger, divorce, abuse, and poverty into the classroom. Teachers and administrators are constantly responding to these various issues affecting students in the classroom that may or may not have any direct relationship to events in the classroom. Scores on standardized tests continue to decline as teachers struggle to address situations that are often out of their ability to control (Ravitch, 2010). Martin Covington (1998) stated, "Many other factors outside the influence of schools are also involved in this decline--poverty, the loosening of public morals, broken homes, and the drug epidemic, to name only a few" (p. 7). To address these concerns, government has prescribed more rigid national standards and measurements (NCLB, 2001; Race to the Top, 2010). These programs imply that there is a single goal for education, and that by finding what works and replicating it success is sure to follow. But education as a whole and individual school sites in particular must be able to adjust to meet the needs of their students (Christensen, 2008). This need to customize instructional approaches to individual students may lead to a need for various measurements of success.

> American public schools are being asked to do something they have never done before and for which they are not designed: They are being asked to educate the great majority of students to high academic standards and to prepare them for a world in which

> ‘thinking for a living’ is the norm, not the exception (Kerchner, Koppich, & Weeres, 1998, p. 3).

This charge to prepare students differently in a thinking society may require changes to the current structure of leadership as well as teaching.

The question remains about the type of leadership that offers teachers the best opportunity to shape their school and the learning that takes place there. In this study, I examined a school district in a suburb of Sacramento, California that has attempted to embrace Lambert’s (2003) constructivist model of distributed leadership; this study contains a brief history of how distributed leadership became a part of the district contract and the impact of that contractual language on several of the schools.

In 2005 the Grande Unified School District (GUSD) and the Grande Teachers Association (GTA) renegotiated their contract. In May that same year, the advent of article 24 of the contract (2005) raised many possibilities for the GUSD and the GTA (see Appendix A for a copy of article 24). This Northern California school district of approximately 45,000 is moving toward establishing a community of educational leadership. For the purposes of this study, I examined educational leadership, as defined by Lambert (2003), which holds that everyone has the right, responsibility, and capability to be a leader. It also holds that the adults learning environment in the school and district are critical for acts of leadership, and that opportunities should be afforded them for skillful participation. Lambert (2003) also specified that the definitions of leadership will frame how people participate in it, that educators yearn to be purposeful and professional human beings, and that leadership is an essential aspect of a professional life (p. 5). As a result of this move toward community leadership, some questions were raised by teachers and administrators: What does the future of teacher leadership look like at the school site level? How do teachers feel about the leadership teams established under article 24?

Problem Statement

Over the last decade, research has examined the positive effects of distributed leadership (Abbey, Andrews, & Cashen, 2006; Crowther, Kaagan, Ferguson, & Hann, 2002; Dirkswager, 2002; Donaldson, Bowe, Mackenzie, & Marnik, 2004; Donhost & Hoover, 2007; Elmore, 2000; Harris, 2005; Kerchner et al., 1998; Lambert, 2003). Yet little research has examined the culture of distributed leadership. Although the above research makes interesting predictions, none has truly taken the time to conduct an inductive approach like grounded theory (GT) (Glaser, 1978, 1992, 1993, 1998, 2001, 2002, 2005, 2009, 2011; Glaser & Strauss, 1967), where the data regarding distributed leadership are conceptualized and then analyzed using the constant comparative method. There is little research asking how an organization can change the culture of leadership. What are some of the real lived experiences of those who work within the leadership structure? Some of the examples cited in this paper propose a top down approach (Bolden, Petrov, & Gosling, 2009; Green & Gredler, 2002), where the principal or other leader invites others to the arena of power. Most of the work cited above assumes that a culture of distributed leadership just exists, and discusses the impact of distributed leadership once it has arrived, but does not address the transitional period. Using a GT approach, I inductively investigated what is going on with teachers at the high schools in the Grande Unified School District regarding this transition.

Nature of the Study

This GT study examined leadership teams and the perception of leadership teams by teachers on high school campuses. The interest in studying leadership teams was generated by the decision to institute leadership teams across the district, despite the lack of research on the effects of leadership teams within the GUSD. It was my intention only to describe the actions and behaviors that teachers working in these conditions reported. The information that emerged shaped the theory that was generated.

The concepts of GT and methods used for collecting the data for this study are further detailed in sections 2 and 3 of this paper. The purpose of GT is to generate a theory that can be understood by both scholars and lay people (Glaser & Strauss, 1967, p. 1). The methodology is comprised of a data collection process in which all sources of data are considered and the constant comparative analysis method of inquiry is used. Glaser (2001) stated, “All is data” (p. 145), meaning that data sources can include baseline data (when participants describe their own area and actions), interpreted data (when participants explain what is going on in a way that tells the researcher how the participants want the data viewed), properlined data (what participants think the researcher would view as proper), vague data (scant explanations about what is happening), and conceptual data (findings that are saturated throughout the data, appearing over and over, impacting how all ideas are shared) (Glaser, 1998, p. 138).

I began the data collection process with educators who were interested in and involved with leadership under the newly adopted model of the GUSD. I used my interviews with these individuals to inductively understand what was going on with regards to distributed leadership in the GUSD. The understanding that emerged will help to shape the direction that leadership takes in the GUSD. Constant comparative analysis was used in an attempt to understand the fit and relevance of the data that results from the study. A more detailed discussion of this process follows in section 3.

Purpose of the Study

The purpose of this doctoral study was to generate a GT regarding leadership in the Grande Unified School District. As the GUSD moves forward with negotiations and tries to determine ways to improve the district, questions about the effectiveness of mandated leadership teams were prominent. In an effort to examine teachers' perspective on some of the following questions, a grand tour question was developed. The grand tour question initiates discussions with educators. Additionally, the study remained open to all forms of data that were generated during the course of this doctoral study including, but not limited to properlined, observational, and quantitative data (Glaser, 2009, 2008, 2006, 2005, 2001, 1998). The important part is that GT is a general method of inquiry and unlike other QDA methodologies, everything that is encountered during the study informs the study. GT is often mistaken for as being qualitative, but it is not, nor is it quantitative. Rather, GT is a general method of discovery (Glaser, 2008). Ultimately I was drawn to this study because of my interest in the concept of distributed leadership. Distributed leadership is the idea that leadership does not rest with one individual in a top down model, but rather it is a part of the definitive behavior of professionals and not the sole right of those with a specific title (Donaldson, 2006; Elmore, 2009; Lambert, 2003; Lambert et al., 2002, Surowiecki, 2004).

Conceptual Framework – The Local Level

Despite the amount of time and effort that went into crafting the contractual language of article 24 (T. Alves, personal communication, May 27, 2007), there has been little in the way of follow-up by either GSUD's teachers' association or the district. The language of the contract empowers the leadership teams to make changes to aspects of the school site that impact instruction and learning, even if those changes conflict with other contract language (24.04.6 Site Innovations, 2005, p. 85). Prior to this study, the impact of this contract language on teachers or teaching in the district was unclear. Now, both the GUSD and the GTA have an idea of what can be done regarding the issue (section 5, p. 122).

Again, it was the gap in research that drew me to this topic. This gap is apparent in several articles referenced earlier. Elmore's (2000, 2007) ideas on school leadership suggest possibilities of dynamic schools with strong distributed leadership within the staff. But this model assumes a best-case scenario. Far too often, relationships between teachers and administrators are more complicated or antagonistic. Proposals are exercises in the possibility of change, and there are several intriguing proposals offered, but little in the way of research tracking those proposals. Childress, Elmore, and Grossman, (2006) suggest ways of improving the learning in large urban school district, but no research takes place. Lambert's (2003) four-quadrant matrix (see Appendix B) illustrates where the pitfalls lay. Lambert (2003) argued that of the four quadrants, only number four holds the promise of real change in schools and improvement in student learning. Lambert (2003) talked at length about the inability of most schools to pass beyond the third quadrant, which can adversely affect student learning. However, there is little on how to navigate a school out of this situation and into the fourth quadrant. When

Lambert discussed instances of efforts at distributed leadership, it is of the importance of creating a constructivist environment in which students are encouraged to become leaders. A constructivist environment is one in which all parties provide input in the creation of the group's expected behavior (Lambert et al., 2002). Lambert's (2003) research indicated that students who are involved in the community of a school obtain higher levels of achievement (pp. 54–64). These theoretical discussions make intriguing predictions and assertions, but provide little in the way of real world evidence. They focus on specific ideas of what these researchers believe "should be," instead of focusing on what exists in reality. A GT study focuses not on what a theory states should be, but on the actual experience of the participants as indicated by the data (Glaser, 1978, p. 57).

Operational Definitions

Article 24

This refers to the 24th article of the collective bargaining contract between the Grande Unified School District (GUSD) and the Grande Teachers' Association (GTA) entitled "Creating and Sustaining a Collaborative Culture." Article 24 first appeared in the 2005 contract and was updated and clarified in the 2007 contract. Article 24 states that both the association and the district will take responsibility for improving the quality of teaching and learning. It also provides for the mandatory establishment of leadership teams at all school sites in the district. These teams are comprised of teachers elected from the credentialed staff by the credentialed staff through a democratic election process. These leadership teams are charged with school wide improvement of instructional practices. The decisions that a leadership team make should be made only after consulting with the staff. All references in this paper refer to the wording of the 2007 contract (see Appendix A for a copy of article 24).

Clients

Clients refers to any population that is served by an organization or group. In this GT study, clients refers to the community served by a school or school district. In the case of the school district, the clients would be the students, parent populations, and people within the community.

Collective Bargaining

This refers to the process by which an employer reaches negotiation of contract with its employees. Often these employees are represented by unions or some other labor group. “The Public Employment Relations Board (PERB) is a quasi-judicial agency which oversees public sector collective bargaining in California” (PERB, 2007). In the case of this paper, collective bargaining refers to the discussions between the GTA and the GUSD.

Distributed Leadership

There are several definitions of the term distributed leadership. This study uses the term to refer to the function of leadership being shared by multiple individuals. Harris and Spillane (2008) further clarified that “*distributed leadership* acknowledges the work of all those who contributed to the *leadership* practice whether or not they were formally designated as leaders” (p. 23). Distributed leadership is examined in this light, in a district that has made distributed leadership a mandatory part of each school’s structure.

Grounded Theory (GT)

GT is a general method of inquiry that follows the constant comparative analysis method of generating theory.

> It is the systematic generation of theory from systematic research. It is a set of rigorous research procedures leading to the emergence of conceptual categories. These concepts/categories are related to each other as a theoretical explanation of the action(s) that continually resolves the main concern of the participants in a substantive area. GT can be used with either qualitative or quantitative data. (www.groundedtheory.com,n.d., para 1)

Although there are methodologies that call themselves GT, or in some cases use the jargon of GT (Glaser, 2009), references to GT in this paper are focused on what has become known as Glaserian or classic grounded theory.

Organic Leadership

This term refers to the situation where the leader of the organization is a member of a collective that establishes an operational vision through dialogue, often challenging the status quo.

> In organic leadership, the leader is concerned less with being the progenitor of a branded vision that is announced and imposed from above, and more with helping members of the organization, movement, or community realize what talents, knowledge, and skills they can contribute to a vision they themselves have generated. (Preskill & Brookfield, 2009, p. ix)

Such a leader could become an integral part of a distributed leadership model.

Rankism

The abuse of power by those who possess a rank that is, or perceived to be higher than the victim of the abuse (Fuller & Gerloff, 2009).

Scope

Public education faces tremendous pressure at various political levels to increase performance on standardized tests, teach fundamental skills, leave no child behind (NCLB, 2001), and create a safe, nurturing environment for students to learn. Examining the various models of leadership may provide insight into some leadership behaviors on campuses throughout the country. It is important for teachers to create a safe and welcoming environment for their students to learn (Covington, 1998). This environment must extend beyond the classroom and be a part of the culture of the school. Lieber (2002) wrote, “Creating a caring, respectful, and responsible community of learners is the starting point for creating a positive and effective learning environment and reducing adversarial relationships” (p. 61). To achieve a haven for learning to take place requires the collaborative effort of all staff on campus, including teachers and administrators.

As a school moves toward a more distributed model of leadership, a growth process takes place. The process will undoubtedly be upsetting to some teachers who have in the past subscribed to an isolationist approach to teaching (Kerchner et al., 1998). The distribution of leadership also aggravates many administrators that have held tenaciously to their power in the top down models prevalent in many schools. However, the movement of schools toward a more distributed model of leadership is imperative if public education expects to survive the change from industrial-age model of education to the knowledge-age model of education (Kerchner, Koppich et al., 1998). Christensen (2008) indicated that if public education fails to adequately plan for this change, public education will be replaced by an outside agency. Finally, schools sites wishing to embrace this model of leadership must be aware that it is not a quick fix. The work of distributed leadership demands an ongoing commitment that involves hard work and time (Lambert, 2003).

Delimitations

Although leadership is a broad topic, an attempt was made to focus the discussion to the educational setting. I began by interviewing teachers involved in the leadership teams established by the GUSD in its contract. I followed the GT model and used theoretical sensitivity, coding, and analysis of the data to determine each subsequent interview. Glaser (1978) stated:

> Theoretical sampling is the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges. This process of data collection is controlled by the emerging theory, whether substantive or formal. (p. 36)

The process of theoretical sampling continued until saturation was reached. This process led me to other forms of data collection. As part of the effort to establish some delimitation, a topic that was mentioned as an isolated incident and did not seen relevant to multiple environments or individuals was not reported out.

Limitations

At the outset, there were several limitations to this study which could impact the ability to extrapolate these findings to the larger population. The first was that interviews conducted with educators currently involved with leadership in the GUSD. This limits the number of teachers who share their input. The second is the time factor. This study was only able to address how the respondents feel at this time, and does not allow for how things might be given more time or future events. In order to minimize the impact of these threats to quality I remained open to data from all sources including, but not limited to: documents, interviews, observations, and quantitative data. As a grounded theorist, it is impossible to predict where the process will lead and when saturation will occur (Glaser & Strauss, 1967). "Saturation occurs for a category or concept when no further variation collocates and serves as a delimiting factor for the emergent theory" (Olson, 2006, p. #). What I could do was remain open to what emerges, thus nullifying some of the limitations from other kinds of research.

Assumptions

For the purposes of this doctoral paper, I assumed that teachers were honest with their answers and that they cared about the quality of instruction, both their own and that of their colleagues. I also assumed that teachers were professionals who care about their profession and their profession's reputation. I assumed that I was able to limit my preconceptions and present unbiased results.

Significance of the Study

This GT study is significant in both the local setting and in the larger context of education. From the local perspective, the data gathered are useful because they are unforced data that reflect what is, and not what should be. This information is useful also in predicting expected behavior not only in a specific area, but also when generalizing in similar interest areas. The study provides an account of the participants' main concerns, giving voice to the distributing leadership[1] process. Clarity of understanding and shared purpose should decrease the amount of time wasted debating the definitions and attempts to determine what might work. Recognizing teachers as professionals in the field will hopefully create buy-in from teachers to a localized approach to leadership. Because GT avoids the "best guess" approach common with other research methods, GT can provide clarity of the participants' perspective rather than forcing a particular point of view (Simmons, 2009, unpublished paper used with author's permission). Ultimately, this GT is most useful in uncovering the main concerns of the participants regarding leadership.

This study is also important in the larger context of education. There are a multitude of approaches to leadership. This study adds further definition and depth of what leadership means to teachers. This study contributes to a deeper understanding of leadership in educational settings than what currently exists, and presents a first-hand perspective from those who are on the front line of the issue. The significance of using a GT approach to this larger question is that the theory that emerges is grounded in the data provided by the practitioners themselves.

In a GT study it is impossible to know where the data that are generated in the study will lead because the data are generated by the participants in the study (Glaser & Strauss, 1967). In keeping with the spirit of the GT study it would be inappropriate to discuss any outcomes prior to gathering any data. However, it was clear even in the beginning that the outcomes or theories generated by this study would have the potential for social change. It would be a logical next step to conduct a grounded action study (Simmons & Gregory, 2003) that would follow it. Because GT focuses both on the workability of a theory grounded in the data, and the modifiability of that theory based on new relevant data, the process lends itself to further exploration. Grounded action (GA) builds on already conducted GT, and provides a method for putting GT into action once a theory has been developed (Simmons & Gregory, 2003).

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[1] *Distributing Leadership* is the named core variable in my Grounded Theory study. A core variable reflects the main concern of the participants in a study. Distributing leadership should not be confused with the distributed leadership, which is of model of leadership. Distributing leadership is a theory that explains the process organizations may go through when attempting to employ a distributed leadership model.

An effort has been made in this paper to closely align with the concept of "classic grounded theory". This is the thought process that follows the tenants of Glaser most closely and is sometimes referred to as "Glaserian Grounded Theory." Data include how things are stated, the surroundings, and emotions behind the words. This emphasis on getting to what is happening is not for accurateness of description, but rather to assist with conceptualization. I expand on my choice of the Glaserian model in a more complete format in section 3 of this paper.

Certainly the possibility exists that the theory developed from this study will help inform and guide both the GTA and the GUSD as they continuously strive to improve the work experience of their teachers and ultimately the learning experience of their students. Furthermore, this study could benefit the profession as a whole. Because the data generated indicate a preferred method of distributing leadership, the study is useful because it accounts for the main concerns of those doing the work of distributing leadership.

Summary

The field of educational leadership and the field of public education in general are in a time of change. The concept of distributed leadership is growing in popularity and in the case of the Grande Unified School District is being integrated into the leadership structure of the schools. This GT study started with interviews of leaders on some of the campuses. The theory that emerged from this study should contribute to a deeper understanding of what teachers' desire with regards to educational leadership. Although this is a well traveled field of study, there are still many paths to uncover. "And most importantly, a well done grounded theory will usually, if not invariably, transcend diverse previous works while integrating them into a new theory of greater scope than extant ones" (Glaser, 1978, p. 10). It may be that this study forms the basis for a grounded action project (Simmons & Gregory, 2003) at some point in the future.

Section 2 of this study explores some of the existing literature that regards the topic of leadership. Because this is a GT study, additional literature was not brought in until the core variable was established. Although mostly this literature is in the field of education, some of the research regarding other types of organizations and their research on distributed leadership are examined. Various thoughts on the concept of leadership and any emergent themes that came from the data are examined and explored. Because the theory that emerged was distributing leadership, much of the literature supports the ideas of distributed leadership. The integration of the literature occurs mainly in section 4.

Section 3 of the study involves more in-depth examination of the GT design for this study. I discuss the concept of leadership and ask the grand tour question. This sets the context for the study, as the first interview leads to the next and that interview to the next and so on. I also explain the steps taken to provide for the ethical protection of the participants and procedures followed to access them. Section 3 contains a detailed explanation of the data collection procedures. Additionally there are some further thoughts presented about the classical GT discussion presented in section 2 and why this methodology was chosen.

Section 4 focuses on a presentation of the theory that emerged from the data gathered during this study. Rhine (2009) stated, “All research is ‘grounded’ in data, but few studies produce a ‘grounded theory.’ Grounded Theory is an inductive methodology. Although many call Grounded Theory a qualitative method, it is not” (Grounded Theory website, year of publication, paragraph #). It is important to remember that GT is a general method of systematic theory generation, and not the purview of the qualitative methodologist. Glaser himself has emphasized this point in several of his books, including *Doing Formal Grounded Theory* (2006) and *Doing Quantitative Grounded Theory* (2008). GT methodology follows a rigorous set of research procedures that lead to emergent categories. These categories are constantly compared to each other to allow the main concerns of the participants to emerge. The type of data, qualitative or quantitative, is less important to the grounded theorist. The process for data generation as well as the systems used to track the data is clearly defined. This would include the elements of GT such as data collection, theoretical sampling, constant comparative analysis, substantive coding, including open coding and selective coding, theoretical coding, memoing, sorting, theoretical outline, and writing (Simmons, 2009). All discrepancies are shared. Data were also presented to support the patterns, relationships, and themes which emerged to form the findings of this study.

Finally, section 5 presents an overview of the study. It offers interpretations of the theory as well as relates the theory to the larger body of literature. The implications for social change and recommendations for further action and study are discussed in this section. The theory is useful in predicting expected behavior in the field of educational leadership from a teacher perspective because the theory originates in the data which are generated by teachers.

Section 2: Literature Review

The literature review covers a number of topics related to the effects of distributing leadership (Education Evolving, 2010; Lambert, 2003; Marzano, 2003; Wong & Wong, 2006) within the school environment. First, there is an in depth discussion of Lambert's matrix on distributed leadership. This section examines some of the other research related to distributing leadership, some of the new definitions of teacher leadership is explored, and problems that can arise from these new ideas. Because this was a grounded theory (GT) study, much of the information that is traditionally with the literature review, will appear in section 4 of the study. While engaged in constant comparative analysis of the data collected, certain pieces of literature emerged as relevant and ultimately earned its way into the theory. As such, no literature is considered or included in a GT study unless it earns its way or supports the theory. Secondly, this section compares different points of view regarding distributing leadership. As this is a GT study, themes emerge from the data to form the theory. GT is an inductive, systematic, and data driven research methodology (Glaser, 1964, 1978, 1992, 1996, 1998, 2003, 2004, 2005, 2006, 2008, 2009). The information in this section supports the theory and more specifically the interest area that formed the basis for the research. If the literature is present, it was found to be relevant as the theory emerged and plays a part in the explanation of that theory. The theory must emerge from the data, and as Glaser (2009) exhorted, this study trusted in emergence (p. 18). As those themes emerged, this study followed where the data lead. "[The analyst] begins with no idea of an outline and lets concepts outline themselves through emergence" (Glaser, 1992, p. 110). Last, this section concludes with an in-depth exploration of GT, and why this methodology was chosen for this research study.

Grounded Theory

GT is a research methodology that states that theories should be generated not solely by the theorist, but that the theorist should first examine the data that exist. “And theorists tend to have very bright, imaginative minds, as Barney Glaser puts it, unburdened by data” (Simmons, 2006, p. 483). GT offers a specific process that generalizes the data and then uses constant comparative analysis to saturate categories. Considerable time is devoted in section 3 to examining GT. Briefly, the purpose of a GT study is to generate theories that are grounded in the data and then to present those theories in such a way that both scholars and lay people can identify and use them to understand social behavior (Glaser & Strauss, 1967). Among the seven stages, a researcher should expect to complete when conducting a GT study include minimizing preconceptions, data collection, constant comparative analysis, memoing, sorting, theoretical outlining, and writing (Simmons, 2009b).

For the purposes of the literature review, it is important to note Dr. Glaser’s repeated injunction against preconception (Glaser, 2008, 2009, 2011. Once the data have been collected and a theory has emerged, a literature review can be used to bring the GT into line with the current thinking in the field (Glaser, 2011). This theory must emerge from the data itself, and be organic in nature and any attempt at a literature review prior to inductively generating a theory runs the risk of preconceiving answers.

Research Question – Area of Interest

Engaging in a GT study means taking an inductive approach to it. This inductive approach demands that the researcher does as much as possible to eliminate any preconceptions they might have. Glaser (1978) stated, “The first step in gaining theoretical sensitivity is to enter the research setting with as few predetermined ideas as possible - especially logically deducted, a prior hypotheses" (p. 3). However, there must be a starting point. Olson and Raffanti advised:

> One of the hallmarks of grounded theory is the preliminary research stage. Contrary to other methods of inquiry, grounded theorists do not review literature in the substantive area of investigation prior to entering the field, nor do they pre-formulate a specific research problem, instrument, or hypothesis at this stage. Rather, grounded theorists set aside preconceived notions that may have instigated the research, thereby permitting the participants' main concerns to emerge from the data. Grounded theorists do not enter the field as "blank slates." (2006, p. 33)

The goal of a grounded theorist is to reduce instances of preconception or the forcing of predetermined ideas. Instead, someone embarking on the journey of a GT study begins by selecting an area of interest (Raffanti, 2006, p. 23). The area of interest for this GT study came from efforts to implement article 24 of the union/district contract in the school district where I teach.

Article 24 of the Contract

Article 24 of the Grande Unified School District (GSUD) contract, was adopted in the Spring of 2005, and called for the mandatory establishment of leadership teams at each school in the district. These teams would consist of the principal, and up to seven members of the certificated staff at the site. These members of the certificated staff, including teachers, counselors, and librarians, were to be elected democratically by the staff as a whole through a secret ballot system. After the adoption of article 24, I became curious to determine if contractualizing democratically elected leadership teams would have any impact on teachers.

Would teachers view the changes positively or negatively? Would teachers even know that a change had happened? These questions led to the development of this study, and helped to shape the grand tour question for this study. The grand-tour question is: “Will you tell me about leadership here at your site?” I wanted to know what it looked like in reality and not what it was “supposed” to mean. The Grande Unified School District (GUSD) is striving to embrace the concepts that Lambert (2003) put forward and create teacher driven leadership teams (Collective Bargaining Contract, 2007, p. 82). In this study, I sought to understand the reality of these efforts.

Because Article 24 played such a pivotal role in the development of the interest area, a brief review of some of the key components is warranted. Article 24 lays out a mandated establishment of leadership teams, which are intended to be egalitarian in nature. The language in the contract specifically stated, “The District and Association agree to take responsibility and be held accountable for the improvement of the quality of teaching and learning which represents an expanded role in public education” (p. 83). Although it emphasizes the importance of being able to address concerns at the site level, it does provide for problems that cannot be addressed by the leadership team itself, and offers joint district and association mediation (p. 86). The principal’s role is defined as being an equal member of the leadership team, with the same one vote as any other member of the leadership team. The principal is a default member of the leadership team, and not subject to election like the teacher members of the leadership team (p. 84). Teacher members of the leadership team are elected for three year terms with no limit to the number of consecutive terms they can serve (p. 85), and are compensated at the rate of $1,519 per school year that the individual serves on leadership (p. 87).

Article 24 was written in an effort to create a greater sense of responsibility and collaboration among the various educators located at each site. In the statement of intent, the contract contains the following:

> It is in the best interest of the Grande Unified Schools that the District and the Association cooperatively engage in activities and communication which demonstrate mutual respect for all stakeholders and results in the improvement of student achievement through the development of common goals, a cooperative, trusting environment, and teamwork. (p. 83)

At the time the first drafts were written, neither the district nor the association had any real idea if this would work. There existed some research on how best to set up a leadership team, and they relied heavily on Linda Lambert's work, Leadership Capacity (2003) as they began crafting the language for the contract. Lambert was even brought in as a consultant at one point in the process. Although the contract (2007) stated that, "The District and the Association are responsible for sustaining a culture to support the continuous improvement model" (p. 83), there are no defined or explained consequences for failure to do so. Further, the contract stated that teachers and the site administrators will work toward, "establishing a learning community conducive to the best teaching practices and success for every student" (p. 83), but there is no language that provides for measuring that success, or defines what a successful student looks like.

Related Research – Distributing Leadership

The literature was generated once the theory had inductively emerged as Glaser (2011) explained: "The literature and the library are always there. They do not disappear. Literature can be related to the final GT to bring it (both literature and GT) into the main stream of current thought within the field" (p. 28).

It is unnecessary to generate a comprehensive literature review prior to this emergence. Most of the related research was located using Proquest, GoogleScholar, or Ebsco. Other research came from the recommendation of colleagues, instructors and peers at Walden, and in some cases required reading from the courses that were part of the Ed.D program. Themes that emerged from doing this GT study include distributed leadership (Donaldson, 2006; Lambert, 2003; Lambert et al., 2002), rankism (Fuller & Gerloff, 2008), and dignitarian leadership (Fuller, 2006). A more in-depth literature review will follow once the theory has emerged. As my theory took shape, the literature served to fill out the theory and further saturation. There already exist several GT studies on the concept of leadership (Raffanti, 2005; Schmidt, 2000; Toscano, 2008), and some GT studies that involve issues relating to education (Jackson, 2002; Maddy, 2008; Olson, 2006; Tyink, 2006; Vander Linden, 2005). Concurrent to the years that I have been researching this topic, I found one other study (Hamman, 2010) that claimed to examine the issues of distributed leadership, using GT methodologies. Although this self-proclaimed case study claimed to use GT methodology, it does not mention Dr. Barney Glaser's work at all in Hamman's reference page and attributes her understanding of GT to Strauss' and Corbin's modified views on classical GT, which have been refuted by Glaser (1992).

Despite Glaser's 1965 publication (www.groundedtheory.com, n.d., para 25) which laid the foundation for later work using GT, Glaser and Strauss are considered the cofounders of GT (1967). They worked and published together (1970, 1971) for a number of years following the 1967 publication of *The discovery of grounded theory: Strategies for qualitative research*.

Glaser's work in 1978 codified the significant advances in GT since the original establishment of the methodology in 1967. In 1990, Strauss and Corbin published *Basics of qualitative research: Grounded theory procedures and techniques*. An exchange of letters that followed that publication led to the official split between what would become known as Straussian and Glaserian or classic GT. Glaser (1992) illustrated the difficulty of considering the work of Strauss and Corbin as being GT. A grounded theorist trusts in emergence, and this remodeled variation of GT appears to embrace forcing (Glaser, 1992). It is for this reason that I chose to follow GT as laid out by Glaser.

Lambert's Matrix: The Four Quadrants

The contract bargained in 2005 between the GUSD the Grande Teachers' Association (GTA), agreed to implement the concepts of distributed leadership as presented in Lambert's (year of pub here) *Leadership capacity for lasting school improvement*. The language Lambert presents in her book, served to shape the contractual language that was eventually developed. Within that context ,Lambert's matrix (2003), which describes four quadrants of leadership at a school, was widely disseminated among the teaching staff within the district (see Appendix B for a copy of the matrix). Lambert alluded to the importance of identifying each of these four levels of distributed leadership, which range from a low degree of skill and participation to a high degree of skill and participation; suggesting steps that can be taken to assist the school in moving from one level of leadership to the next. Lambert (year of pub) argued that the purpose of the chart is to allow schools to have a frank and honest conversation regarding leadership and leadership capacity at the site (p. 8). Once a frank and honest conversation has occurred a site can begin to make plans as to where they envision there school proceeding to within the framework of the chart. The idea that there were various scenarios that leadership teams could fall into fed my area of interest. These scenarios could be seen as some of the various ways that specific sites undertake the process of distributing leadership, and therefore in some ways laid the foundation for my research and the eventual emergence of the larger categories: (a) building a plan and (b) distribution.

A school in the first quadrant would be a school in which all decisions are made according to a top down managerial style. Input from teachers is rarely listened to or sought. The environment at the school is conducive to teachers retreating into their classrooms and shutting their doors. This top-downing behavior may be one of the reasons that why a district makes the decision to engage in building a plan, which are the conclusions reached in this study.

A school in the second quadrant of leadership would have a principal that was active in the community and some dynamic teachers on campus that were involved with innovative programs and theories within their discipline. Little or no vision exists for the whole school, and although some creative programs may exist, there is little or no coordination among the staff. Both of these styles of leadership can lead to lack of growth among the educators and a leveling of student achievement. This study indicated that principals who embraced this iconic form of leadership often expressed manager frustrations. Further, this study shows that teachers who were not part of the principal’s inner circle frequently expressed apprehensions regarding what they felt as their mistreatment.

In quadrant three, there is the appearance of real change beginning to take place at the school. A leadership team exists to help design school reforms and assist the principal with tasks like staff development. Yet in this culture ,it is common for many of the teachers on campus to be uninvolved in leadership. Dirkswager (2002) stated the problem this way:

> Often professional groups assume that appropriate culture and leadership will occur because they are comprised of persons of good will who are competent members of a profession centered on a higher purpose. This kind of thinking can be a fatal mistake. (p. 16)

This study found that teachers who are not part of the leadership team may feel left out or may feel that leadership ignores their voices as a result of this insulated teaming approach. Perhaps the people these teachers voted for were not elected to serve on the leadership team. At these schools, it is also the case that those in the leadership position sometimes choose to move on without their colleagues under the false assumption that the others are not interested or will come around later. Typically, schools in quadrant three may end in failure when the principal leaves because the structure is not set up for distributing leadership and few if any of the teachers have bought into the concept of leadership teams (Lambert, 2003, p. 9). This failure, compounded by the appearance of distributed leadership, can contribute to the development of tremendous resentment and cynicism among the staff. This study found that teachers who were resistant previously may feel vindicated by the failure of this model and become more cynical in their views on teacher leadership (Harris, 2005).

Lambert indicated that schools must seek the fourth quadrant of leadership where a true change in the culture can begin to take place (2003). The degree to which a school site is successful in doing this can only be determined once members of that site are able to engage in recounting the story of their specific situation. This recounting may or may not be possible at a given site depending on the responses from the various stakeholders (Lambert, 2003). Change of culture begins with a shared vision for the school (Crowther et al., 2002; Katzenmeyer & Moller, 2001; Lambert, 2003). The vision should be generated by the staff and community and clearly articulate the goals of the site. In a quadrant four school, teachers are able to articulate leadership, including the reason individuals engage in leadership, the responsibilities of leadership, and some of the benefits of a distributed leadership approach. Data regarding student achievement and new theories in education inform decisions and teachers are encouraged to take risks in assessing their own performance. Teachers reflect their continued desire for professional growth through improved student achievement.

Relationship of Distributing Leadership to Previous Research

There are a number of books and articles written on good strategies in educational leadership (Christensen, 2008; Crowther et al., 2002; Donaldson, 2006; DuFour, Eaker, & DuFour, 2008; Elmore, 2007, 2000; Katzenmeyer & Moller, 2001; Lambert, 2003; Lambert et al., 2002; Marzano, 2003; Roy and Hord, 2004; Tomlinson, 2008) and most of the models suggest some form of distributed leadership as an important element in establishing sound leadership practices. The ideas regarding distributed leadership range from a total reinvention of the educational structure (Christensen, 2008) to restructuring current systems with strong principal administrators (DuFour, et al., 2008), to putting teachers in charge of instructional improvements (Elmore, 2000). Although all of these ideas provide intriguing thoughts of what should be, none provides insight into the participants' actual experiences, nor do they predict expected behaviors.

Summaries of Literature related to the four categories of Distributing Leadership

Distributing leadership is a serpentine process (Olson, 2006), and like many processes it can occur in several ways. Organizations that embark on distributing leadership generally start with a need. From that need they build the plan for how distributing leadership will occur. Sometimes there are Barriers and sometimes Distribution begins almost immediately. When distribution begins immediately, sites tend to experience stumbling blocks along the way. Any site that is distributing leadership may find that they move between barriers and distribution at different times and in different orders. It is only once members of the site are able to recount the story of the distributing leadership process that the degree of buy-in can be determined. It may happen that it is the recounting of the story that generates the need to build a plan.

Building a Plan

More frequently, leadership is not being defined as a role one takes on such as department chair, curriculum coordinator, or even member of the leadership team (Preskill & Brookfield, 2009). Bartha stated, “Teacher leaders are those who systematically and intentionally work for a positive influence on the culture and organization of the school” (Laureate Education, Inc, 2005). Bartha’s definition of a leader is more fluid and inclusive, acknowledging teachers who work to make education a better experience for all.

> This is leadership from below, where the leader is part of a collective that through dialogue crafts a vision to challenge dominant ideologies, structures and practices. In organic leadership, the leader is concerned less with being the progenitor of a branded vision that is announced and imposed from above, and more with helping members of the organization, movement, or community realize what talents, knowledge, and skills

> they can contribute to a vision they themselves have generated. (Preskill & Brookfield, 2009, p. ix)

This definition of organic leadership also allows for the idea that someone might step in and out of the role of leadership as needs and opportunities arise. This study found that this often occurs when leadership teams make a conscious effort to decentralize their leadership and seek others to engage in the work. An example would be finding a teacher willing to provide training on the best ways to utilize PowerPoint in the classroom.

Additionally, this study indicated that a well conceived plan will probably include thoughts on how to democratize the distributing process. Benefits named in this study of democratizing this approach include platforming, legitimizing, and emboldening. A distributed leadership environment provides the opportunity for newly elected leaders to voice concerns, know that others support them, and to have confidence in their own knowledge and abilities. The theory of distributing leadership states that it is usually it is beneficial to have the rights and responsibilities of those participating in leadership codified some place for reference.

Barriers

Distributing leadership may meet with resistance from some people within a school site (Christensen, 2008; Lambert, 2003; Prseskill & Brookfield, 2009). This resistance can be so great that it may actually prevent the distributing leadership process from ever taking hold. This study also concluded that this level of resistance occurs usually because individuals at the site are comfortable with the top downing approach to leadership that has been present in the past (Northouse, 2010). Those that place these kinds of Barriers in the path of efforts at distributing leadership may do so out of frustration, because they feel that their networks are being threatened, or in an effort to sabotage the decentralization taking place. Some individuals expressed apprehensions about the idea of changing the current structure of leadership at their site (Northouse, 2010). These apprehensions ranged from concerns of increased abuse, consequences to teachers who challenged the status quo, and a general sense of cynicism.

Distribution

Once a plan is in place and the site is ready to begin the institution of distributed leadership, there are often still stumbling blocks (Senge, 2006). According to this study, these are common issues that leadership teams deal with and they range from lack of knowledge to incompetence. What is common to many of these issues is that they often are a result of a lack of training, and many of them can be corrected or overcome with time and knowledge (Lambert, personal communication, August 2, 2011).

Recounting the Story

How leaders at a site that has engaged in distributing leadership see themselves tells us a lot about the success or failure of the effort to create leadership teams and distribute leadership (Krovetz & Arriaza, 2006). When teachers can articulate their reasons for becoming a leader, it is an indicator that leadership teams are a firmly established part of the school. Common themes of this discourse that emerged during the course of this research include, speaking out on the behalf of others, believing well of those around them, the desire to be of service to others, mentors, and advocates. If principals advocate for the purposes of the leadership team, there is another indication that distributing leadership has been successful. A number of the articles (Abbey, Andrews, & Cashen, 2006; Elmore, 2009, 2000; Lambert, 2003) discuss the importance of including both administrators and teachers as collaborators in this process. It appears that the principal approach to managing power can have a tremendous impact on the success or failure of the establishment of leadership teams. This study found that it is common when leaders tell the story, they talk both about what they do as leaders, but also about the additional benefits of stability and knowledge that distributing leadership brings.

Potential Themes

Some literature on educational leadership indicated that teachers feeling empowered to make decisions and changes for the benefit of their site and students is an important part of distributing leadership in education (Anderson, 2009; City, Elmore, Fiarman, & Teitel, 2009; Kerchner, Koppich, and Weeres, 1998; Lambert, 200), discuss the importance of teachers owning the educational process, “teachers who are empowered with new authority for determining educational policy and practice” (p. 12). Kerchner, et al. put the responsibility for student learning on the most consistent part of the educational institution, the teachers. If that level of responsibility is going to be placed on teachers, then teachers must also be empowered to deal with it. They urge teachers to “take the lead in developing standards for student achievement” (p. 30). School sites must ensure that teachers are an integral part of the leadership on campus if sustainable success is to occur. This GT study determined that the idea of teacher empowerment and responsibility is a meaningful reality for teachers.

Academic Literature

Some research (Covington, 1998; Crowther et al., 2002; Kriete, 2002; Lambert et al., 2002; Lieber, 2002; Marzano, 2003; Wong & Wong, 2006) suggests a strong correlation between the constructivist beliefs of the adults on campus and the degree to which students are successful in the learning process. This research also indicated that distributing leadership “produces good results as measured by the quality of the professional development and the curriculum and assessment tools produced…" (Riordan, 2003). Too often, the work of administrators produces attempts to instruct teachers, with generally poor results; as Donhost and Hoover stated, "In our experience, we have found that staff development often violates the recommendations we make to teachers — even novice teachers — about quality instruction. We forget that staff development is adult instruction and that we are teaching, not merely dispensing information" (2007, p. 29). Given these ideas, it seems clear that leadership should not be regarded as solely the responsibility of principals, but also the duty of teachers. If the public educational system is going to continue to meet the needs of the majority of its students, teachers must take on the role of leadership with a greater sense of urgency (Crowther et al., 2002).

Various models exist for how best to lead a learning environment, including those that embrace behaviorism (Schlinger, 2008; Skinner, 1976), some cognitivism (Gardner, 1995), and others constructivism (Cooner, 2010; Lambert, 2003; Pak Tee, 2008; Wong & Wong, 2006). This study indicated that when teachers take the initiative in understanding the concerns of their colleagues, and begin advocating on behalf of those colleagues, then potential for successful implementation of distributed leadership exists. Research on motivation (Covington, 1998; Marzano, 2003) indicated that there are a number of motivational factors that encourage or discourage individuals from applying effort, or achieving success. Accepting that relationships play an important part in the ability to distribute leadership and helps an organization to begin distributing leadership.

Still not everyone is convinced that distributing leadership is the wave of the future. Green and Gredler state that it is difficult to measure the impact of a constructivist environment and distributing leadership on student learning (2002).Regarding the practicality of the ideals of distributed leadership models, Bolden, Petrov, & Gosling (2009) wrote, “The question remains, however, as to whether this represents the lived experience of leadership in HE (higher education) [sic] or just an idealistic fantasy unattainable in practice” (p. 261). I am not aware of any classical GT study done on distributing leadership and this study provides fresh insight into this topic.

Integrating Literature in Grounded Theory

In a formal GT study a researcher must make every effort to minimize preconception so that the potential for bias can also be minimized (Simmons & Gregory, 2003). Further, Simmons and Gregory (2003) state, “There are no a priori formulations of problems, issues, hypothesis, or theories. There are no a priori categories, concepts, ideas, etc. to make sense of a subject before data are collected or analyzed” (p. 4). Because GT starts only with an interest area, and not a hypothesis, it would be inappropriate to complete an exhaustive literature review in advance of data collection. Glaser (1978) states:

> In our approach we collect the data in the field first. Then start analyzing it and generating theory. When the theory seems sufficiently grounded and developed, then we review the literature in the field and relate the theory to it through integration of ideas. (p. 31)

Once data collection has begun and core variables, what Glaser refers to as “...what’s going on!” (1998, p. 115) begin to emerge, it then becomes appropriate to begin the literature review process. This allows the researcher to view the literature through the lens of the data and not the other way around. “As with all data, the literature must earn its way into the theory” (Maddy, 2007, p. 24).

This suspension of a literature review until the completion of GT or grounded action (GA) studies is not without precedents. Lafler’s (2005), Olson’s (2006), and Raffanti’s (2005) dissertations at Fielding Graduate University address issues regarding leadership in education, using GT methodologies. “Contrary to other methods of inquiry, grounded theorists do not review literature in the substantive area of investigation prior to entering the field” (Raffanti, 2005, p. 8). This can present challenges to individuals wishing to pursue a GT study, but confined by standard outlines. “To force fit a GT dissertation into a standardized dissertation format would distort the study into an unnatural form” (Lafler, 2005, p. 1). Completing a literature review prior to undertaking a GT or GA study can lead to forcing, as Olson explains in his dissertation, “...as in any GA study, I intentionally avoided consulting the literature as not to force student questioning as the study progressed” (Olson, 2006, p. 5). Of course, the main concern is the temptation to preconceive what the study will or will not find.

Summary

Section 2 begins with an introduction to the section and lays out the information to be covered. The next section briefly introduces GT and expresses the concerns grounded theorists have with a literature review at this early stage in a study. Additionally, I discuss the area of interest and how the interest in leadership comes from article 24 of the union / district contract entitled, “Creating and sustaining a collaborative culture” (Collective Bargaining Contract, 2007, p. 82). This is followed by a write up of some of the literature that was collected after the theory had been generated, and an explanation of Lambert’s four quadrants (Lambert, 2003) that informed much of the writing of Article 24. This section is also tied to the theory that appears in Section 4. Distributing leadership is examined in the light of previous research done on distributed leadership and a concise summary of the literature is presented. This latter summary contains multiple reference to the research that most directly informs the theory of distributing leadership and that is the research that appears in Section 4. This includes the core categories of distributing leadership and some of their properties and sub-properties.

Because of GT's insistence on minimizing preconceptions, it is inappropriate to undertake a literature review prior to the inductive emergence of a theory; it was only upon the completion of the study, that I returned to Section 2 and fully executed this literature review. The literature review here in Section 2, is organized by the major categories of my theory distributing leadership. As Glaser (2011) points out, "When using GT forget what you are supposed to find and just see what you are finding" (p. 29). Only then is it acceptable to seek out literature which can earn its way into the theory. No piece of literature should ever be a part of the literature review if it does not support or tie directly to the theory. This does not mean that GT ignores the literature. Rather, GT brings in the use of a literature review to be related to only the actual theory (Glaser, 2011), and does so only once the theory has emerged.

Section 3: Research Design

Despite the amount of research that has been presented regarding distributed leadership models, little research has been published regarding actual schools that are employing these ideas. Up to this point, none of the research has used the GT methodology; by using this inductive and systematic reasoning approach, the study seeks to generate a theory regarding leadership in education settings. GT is comprised of a data collection process that states that all is data and uses the constant comparative method to develop the theory. Glaser (1978, 2001) stated that “all is data,” a belief that underscores the constant absorption of new ideas, and that what is happening in the background, clothing, or any other item that is produced or observed can be included in the study. The area of interest for this GT study is the idea of distributing leadership. I sought to fill the gap in the research that is the lack of a GT study regarding distributing leadership. I want to know what distributed leadership looks like in reality and not what it is “supposed” to look like according to theorists. The Grande Unified School District (GUSD) is striving to embrace the concepts that Lambert (2003) put forward regarding distributive leadership and create teacher driven leadership teams (Collective Bargaining Contract, 2007, p. 82). In this study, I sought to understand the reality of these efforts. In this GT study, I examined how high school teachers view leadership in a school district where teacher leadership roles have been written into the contract.

Research Tradition: Methodology

The current study was carried out using classic GT (GT) (Glaser, 1978, 1998, 2001, 2005, 2006, 2008, 2009; Glaser & Strauss, 1967). The purpose of a GT study is to develop a theory systematically generated using the constant comparative analysis method. This theory comes directly from the data gathered and should be presented in such a way that both scholars and lay people can identify it and utilize the theory to understand social behavior (Glaser & Strauss, 1967). A researcher should expect to complete essentially seven stages when conducting a GT study. These stages include minimizing preconceptions, collecting data, engaging in constant comparative analysis, memoing, sorting, theoretical outlining, and writing (Olson, 2006, p. 3 - 18).

Minimizing preconceptions

Minimizing preconceptions means that GT does the opposite of many other traditions in its initial phase. There is no preliminary literary review from which theory is supported or preconceived. Glaser and Strauss (1967)stressed the dangers of relying on preexisting research to generate your own new theory: “The verifier may find that the speculative theory has nothing to do with his evidences, unless he forces a connection” (p. 29). The purpose of this study was not to examine theories that already exist, but to get to the reality of teachers’ experiences with leadership. This purpose does not mean that existing literature is ignored. But instead of starting with a literature review, which might taint the researcher’s ideas and cause preconceptions, the literature review is completed after the theory emerges, so that this new theory might be properly placed in the literature (Glaser, 1978, p. 137). “Then the discovered theory is related back to the literature both descriptive and theoretical, but not so much to correct it, but to advance it with modification by constant comparative transcending concepts, and using many of them in a multivariate theory (Glaser, 2008, p. 2). GT seeks to minimize the researcher’s prejudgments and look for answers that emerge from the data that is generated in the study (Glaser, 1998; Glaser & Strauss, 1967).

> In this posture, the analyst is able to remain sensitive to the data by being able to record events and detect happenings without first having them filtered through and squared with pre-existing hypotheses and biases. His mandate is to remain open to what is actually happening. (Glaser, 1978, p. 3)

It was my responsibility to set aside preconceptions so that I had prior to entering the field of research.

Another step in the effort to minimizing preconceptions is that a grounded theorist avoids using "face sheet" data common in survey research. To emphasize the idea that data must earn its way into the data, Glaser (1978) stated "a firm rule is that the analyst should not assume the analytic relevance of any face sheet variable such as age, sex, social class, race, skin color, etc., until it emerges as relevant" (p. 60). The relevant factor or factors should emerge from the data and become apparent (Glaser, 1998).

Clearly, a researcher does not enter the field of research with no prior knowledge, as empty cups waiting to be filled. Rather, a grounded theorist must minimize preconceptions and begin their study with openness and flexibility, setting aside their own experience so as to not lead the interview. Theoretical sensitivity is the ability to think abstractly about the topic and be sensitive to the emergent behavioral patterns (Glaser, 1978). Prior knowledge can allow the researcher to conduct a self interview, and as patterns emerge these data can earn their way into the study if the data "work" and there is "fit." Glaser and Strauss (1967) explained, "By 'fit' we meant that the categories must be readily (not forcibly) applicable to and indicated by the data under study; by 'work' we mean that they must be meaningfully relevant to and be able to explain the behavior under study" (p. 3). Self-interviews can be beneficial to understanding the emergent theory. For example, in his GT study, Maddy (2007) asked himself, “What are my experiences with people identified as having disabilities in classroom settings?” (p. 14). Maddy is a person identified as having disabilities and has worked in classroom, which made him a prime candidate to be interviewed for his study on how people with disabilities can maximize their potential in the classroom. As a newly elected member of the leadership team at my school site, I was in a good candidate to be interviewed regarding questions to do with leadership teams.

Data collection

My next step was to begin the data collection process. Most qualitative data analysis methods preselect what kinds of data will be relevant to their qualitative approach. GT is a general method of inquiry that allows for the integration of “all” data. The most common form of data collection relates to interviews (Simmons, 2006). It is also often the quickest way to gather information, as Olson (2006) put it, “The most efficient method of initial data collection is the open-ended intensive interview, which begins with a “grand tour question” (p. 5).

This open-ended question invites the interviewee to elucidate on the topic. Based on the interviewee’s response, the researcher formulates a follow-up question. The goal is to “allow the interviewee to steer the path to bounded focus” (Glaser, 1992, p. 25). The interviewer should follow the lead of the interviewed, and always be sure to allow interviewees the opportunity to fully expound on their thoughts and comments. It is the interviewer’s role to remain neutral in the process and follow-up questions should be open-ended and probing any points that need clarifying.

Nevertheless, the interview is by no means the only form of data collection. GT takes a much broader approach and sources for data collection include both qualitative and quantitative sources (Glaser, 2008). A grounded theorist will look for all kinds of data, and rather than limit what type of data should be considered, will remain open to all sources. “The basic point was that whatever and all that is going on in the research scene is data, whatever the source; interview, observation, open conversation, newspapers, magazines, biases of gender and race etc, documents, pictures etc, are the data” (Glaser, 2009, p. 15). Although this GT study began with an interview, multiple sources of data were consulted throughout the process.

Constant Comparative Analysis

Constant comparative analysis begins as early as the completion of the first collection of data, in most cases the completion of the first interview, and continues with every new piece of data obtained. Simmons (2009) defined the process as “relating data to ideas, then ideas to other ideas” (www.groundedtheory.com, para 3). There are two basic elements to constant comparative analysis: “substantive coding” (Glaser, 1978, p. 56) and “theoretical coding” (Glaser, 1978, p. 72).

Coding is the process of conceptualizing the data and moving from description to conceptualization. To start the process, one “open codes” looking for any and everything that may be important. Glaser (1978) stated that open coding is an early step to seek out what fits, works and is relevant (p. 56). A set of questions such as, “What is this data a study of?”, “What category does this incident indicate?”, and “What is actually happening in the data?” (p. 57) enables the research to establish a traceable focus. When a core variable has emerged from the data, the researcher may begin “selective” or closed coding (p. 61). At this point the coding becomes more selective, focusing on data related to the core variable.

Once substantive coding is completed, theoretical coding becomes possible. Glaser explains that, “Theoretical codes conceptualize how the substantive codes may relate to each other as hypotheses to be integrated into the theory” (1978, p. 72). Although this process is presented here in steps, it was not a rigid process and the steps occurred simultaneously.

Memoing

Memoing allows the researcher to write-up his or her thoughts and ideas regarding the codes and their relationships. “Memos are the theoretical write-up of ideas about substantive codes and their theoretically coded relationships as they emerge during coding, collecting and analyzing data, and during memoing” (Glaser, 1998, p. 177). The main source for memos is the constant comparative process. Glaser (1978) emphasized that although the processes of data collection, analysis, and coding are ongoing; ideas are fragile and should be given precedents when they occur (p. 80). Glaser (year of pub) referred to this stage as the “core stage in the process of generating theory” (p. 83), and again stated, “Memos capture, track, and preserve conceptual ideas” (p. 180). This process of data collection, coding, and memoing is fluid and, although ordered, can happen concurrently. Glaser (1998, p. 1) stated that the process “happens sequentially, simultaneously, serendipitously, and all at once.”

Memos are of two types. The first is the initial memo which is written initially without any regard for fit, length, number of ideas, or even quality of writing. Often the initial memos start off thin, but as they are sorted these memos begin to mature. The second is the more mature memos that come later. When enough memos have been collected, they are rewritten and sorted for fit (Glaser, 1978, p. 86). Once these more mature ideas are written down they have become theory. GT now integrates the relevant literature into the theory that was born from the data.

Sorting and theoretical outlining

Sorting is the process of organizing and bringing together the memos into the theory that has been generated. This process may involve the generation of more memos, and may spur the need for additional data collection (Glaser, 1978). “[The analyst] begins with no idea of an outline and lets concepts outline themselves through emergence. Sorting is the final emergent step in generating theory” (Glaser, 1992, p. 110). A theoretical outline is a visual outline of the prominent concepts generated during your study. This helps to organize the theory and illustrates the relationships between these concepts.

Writing up

The theoretical outline essentially forms the first draft of the GT study. Once that is completed, the writing up of the sorted information follows. During this process, the researcher is able to focus on the core variable and the main concerns of the participants in the GT study. From the mounds of data gathered, coded, memoed, sorted, and outlined, a first draft is formed. “In this final stage of grounded theory methodology, writing is a ‘write up’ of piles of ideas from theoretical sorting” (Glaser, 1978, p. 128). Taking this information and refining it is the way that the researcher completes the final draft.

Rationale for Choice of GT

There is a variety of methods that a researcher has to choose from and each has its own merits and strengths. Early on in the process I knew that I wanted a research methodology that would allow me to interview teachers. I instinctively knew that a survey, while perhaps providing some insight, would not allow for the richness that discussions can foster (Janesick, 2004, p. 156; Rubin & Rubin, 2005, p. 19). Although I would not rule out using quantitative data, a strictly quantitative methodological approach seemed insufficient to collect the unforced and open data that I was seeking. Eventually, three methodologies emerged as reasonable possibilities: phenomenological, case study, and GT.

For this research effort, a phenomenological or case study approach might also have worked. Phenomenological studies, with their emphasis on understanding the lived experiences of those being studied, could have provided insights into how teachers experience the phenomenon of leadership teams (Hatch, 2002, p. 30). A case study approach could have, for example, provided understanding of how leadership teams affect teacher morale at the site level. This approach would have bound the study to a particular phenomenon (Hatch, 2002, p. 30). While both of these methodologies are appropriate and would provide some insight, neither provided for the depth of possibility that a GT study would. Using constant comparative analysis and its well-defined and rigorous steps; core categories emerge and help define the actual experiences of the participants. By insisting that a researcher preconceive the cause of the phenomenon, these studies limit what a researcher can consider and explore in the research. Ultimately, both phenomenological and case study approaches were ruled out as too limiting in their scope, particularly because the area of interest is so poorly understood. At a future time or in a future study, and with greater understanding of the realities of distributing leadership, either a phenomenological or a case study may be more appropriate. For this initial inquiry, it became apparent that a classic GT approach would be the most appropriate.

The reason that GT is the best fit is in the objective of the study. Because the goal is to better understand educational leadership in secondary schools, GT was a natural fit. With its emphasis on theory generation versus theory testing, it is important to further define concept of leadership in secondary education. Although GT is sometimes referred to as a qualitative method (Creswell, 2007; Janesick, 2004; Rubin and Rubin, 2005), Glaser (1978, 2008) clarified that it is not. Instead, GT is general inductive methodology (Glaser & Strauss, 1967, p. 21). This inductive approach allows the researcher to use data in whatever form it comes in and whatever may emerge in the data collection process, without preconceiving what should or should not exist.

> Most quantitative researchers generate a few descriptions and maybe an idea, then go back to testing. GT took this approach a few steps further by just generating conceptual theory abstract of unit, time, place and people, and with no preframing by extant theory before the research began. (Glaser, 2008, p. 2)

Although this flexibility to gather data from various sources is similar to a mixed-methods study, GT avoids the preconception common with a mixed-methods approach. GT allows the participants to speak and give voice to the main concerns, and not to my ideas about what their main concerns could or should be. Because my goal was to generate a theory regarding educational leadership that is accessible to all people, a GT study was the most appropriate. I wanted interview data to inductively emerge and remain unforced. It is the essences of GT that all the data must be "grounded" in what is actually taking place. That is why using the GT methodological approach is the best choice in this study.

Grand-Tour Question

In keeping with GT tradition, I designed an open-ended, grand-tour question (Lafler, 2006; Maddy, 2008; Olson, 2006; Raffanti, 2005; Simmons & Gregory, 2003; Toscano, 2008) to engage the respondents at the start of the interview and allow the respondent to steer the interview. The grand-tour question is, “Will you tell me about leadership here at your site?” Next, I identified my first interview. I began by selecting a teacher who is an active member of a leadership team at a high school within the district. The first respondent to an e-mailed invitation sent to all teacher members of high school leadership teams in the GUSD was chosen to be my first interview. All additional respondents were contacted and interviews were scheduled as quickly as possible. It was my intent to interview as many current members of leadership teams as possible from all high schools within the district. After the first round of interviews were completed, I examined the data to see where it would lead me. After the initial round of interviews, a direction began to emerge. I made an effort to contact a diverse representation of schools for the purposes of this study. As this is a GT study, no school was excluded from the data collection process, even if only one or two of the leadership team members participate. As always with a GT study, data inform.

As for the actual interviews, these were guided by open-ended questions. It was difficult if not impossible to predict what additional questions will were going to be generated by the responses. It is important to keep in mind Glaser’s direction that the goal is to “allow the interviewee to steer the path to bounded focus” (1992, p. 25). Ultimately, the questions focused on leadership, but the there was no way of knowing that this would happen. Because the grand tour question and the interview selections were both good choices, the grand tour question induced the participants to begin to articulate their main concerns regarding leadership.

I used constant comparative analysis, which is intended to induce theory that is grounded in the actual experiences and data of the interest area. Through this rigorous and inductive process a several categories emerged that were analyzed, coded, and conceptualized. These conceptualized categories formed the basis of the theory. "Theoretical sampling is the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes his data and decides what data to collect next and where to find them, in order to develop his theory as it emerges" (Glaser & Strauss, 1967, p. 45). Even though it was impossible to know what theory might emerge from this study because of my interest area, it was likely that the emerging theory would relate to distributing leadership within individual schools and organizations.

Measures for Ethical Protection

I actively collected data for this study initially through open interviews. Participants included teachers of grades 9 – 12 who are working within the GUSD and are fully credentialed teachers or administrators. There are eight comprehensive high schools across the district and participation reflected a random selection based on response to e-mailed invitation. After the first interview, the data and coding lead to the next interview or data collection source. These data sources included everything from more interviews to surveys to previously published literature on the issue. Previously published literature was only used after the theory was developed and as support for that theory. No protected populations were targeted to be interviewed, and no participant are identified in the GT study unless by pseudonyms. A GT study conceptualizes data into concepts and categories, so quotes from participants are used only to illustrate concepts. Each interviewee signed a release form. Permission was obtained from the Institution Review Board. All notes were kept by the interviewer, and all recorded interviews will be held in confidence. This study was not completed using a descriptive methodology. GT generalizes to a conceptual level so that constant comparison can take place. The codes and data from previous interviews dictated who and how many participants were chosen. Classified employees (secretarial, janitorial, and teachers assistants) were not invited to participate. I met with both the superintendent of GUSD and the president of the GTA, for approval of my research activities such as interviews, collection of minutes from district and site meetings, use of district e-mail to contact potential interviewees, or any other data sources. Consent forms from the district and the teachers' association, as well as a copy of the consent to be interviewed letters are appended as Appendices C, D, and E respectively. The majority of the data gathered was from interviews, I did collect some of the following: e-mails and articles. Because the dictum "all is data" (Glaser, 2001, p. 145) is a central component of GT it would have been inappropriate for me to limit what might be collected for that purpose.

The Role of the Researcher

I have been teaching in the Grande Unified School District (GUSD) for fifteen years and this is my twelfth year at ABC High School. There are nine high schools in the GSUD. I am an active member of the Grande Teachers' Association (GTA), an elected member of the GTA's executive board, and was recently elected to serve a second term on the site's leadership team. Despite the various roles and capacities of service, there is no reason to believe that these roles had any profound impact on the data gathered. While I harbor no delusions that I entered the field of research sans any ideas regarding a leadership structure of which I myself am a part, I can state that even my own preconceived ideas had to earn their way into the theory. Some of them did and some did not. Interview data is conceptualized and does not remain at the unit level. If saturation of any concept occurs it will be due to multiple data sources, and not just one person's feelings.

Methods for establishing a researcher-participant relationship were appropriate. The research started by sending out an invitation to the members of all the high school leadership teams within the district to discuss the grand-tour question for the GT study. Once the interview was completed, it was transcribed and coded. Once the interview was coded, a decision was made on who to interview next. The process was formalized with the standard Walden University interview consent form (appendix C). Participants were made aware of my role as a researcher and clarification and it was noted that there no attempt was being made to advocate for any particular group or idea. After selecting participants, interviews were conducted in person whenever possible. These interviews were recorded using a digital recording device. A digital audio file backup was made on my computer hard drive as well as an audio CD which is stored in safe keeping. All conversations were transcribed and coded as soon as possible following the interview (Glaser, 1978). Transcriptions were done electronically using Word 2007, and held on my personal computer. Transcriptions are stored on the hard-drive of my computer, a DVD copy of them were sent to my chair (Dr. Mitchell Olson), an additional DVD copy is being kept in a fire-proof safe at my parents' home in Placerville, CA, and finally a copy was temporarily on my e-mail account at Walden University for back-up purposes.

In keeping with the strict guidelines GT, every effort was made to minimize preconceptions and allow the data to emerge according to the methodology of GT (Glaser, 1978, 1992, 2001; Glaser & Strauss, 1967). Minimizing preconceptions, and not forcing codes, allowed theoretical codes to emerge as the data were sifted. "A forced TC (theoretical code) inhibits GT procedures at every stage of the process" (Glaser, 2005).

Criteria for Selecting Participants

Participants are identified in the study, unless by pseudonyms, to protect anonymity. All notes are being kept by the interviewer, and all recorded interviews are being held in confidence. Should any participant have wished to opt out of the study, they were encouraged to either contact me directly, or if they preferred they could have contacted Dr. Mitchell Olson who is my research chair. Dr. Olson's contact information was provided to each participant prior to any interview. Participants included teachers of grades 9 – 12. Participants were working within the GUSD at the time of the interview. They are fully credentialed teachers or administrators. I chose an individual for my first interview who has served in a leadership role since the GUSD adopted the article 24 language. Since this is a GT study, knowing in advanced the number of interviews required to reach saturation was an impossibility. I focused on participants within the interest area. While a hard number of teachers was difficult to identify, the methodology was followed. This means that I interviewed, and occasionally re-interviewed participants as the theory emerged. The length of the interviews varied, but no interview was scheduled for more than an hour. In accordance with GT, the number of interviews depended more on saturation than strictly on a specific number (Glaser, 2005, p. 58). Appendix E is a sample of the consent to interview form. Additionally, useful information was generated from other, less formal situations such as discussions with teachers during lunch breaks, association meetings, and staff-meetings. Because GT generalizes data to the theory, there is minimal risk of psychological or physical harm coming to the individuals (Glaser, 2001). GT is more concerned by the big picture of intention and the meaning behind the words rather than the words themselves.

Data Collection Procedures

Whenever possible, interviews were conducted in person rather than the phone or via e-mail. The interviews were recorded using a digital audio recorder. While Glaser recommends that researchers avoid taping, as a novice to both research and GT I decided to follow the example of other GT dissertations (Maddy, 2007; Olson, 2006) and record my first 10 interviews with the permission of the participants. As codes developed it became easier to take more conceptual notes during interviews. Since this was the case I, followed Glaser's no taping policy (1998) as the theory developed. Additionally, during the interview the researcher took field notes. Coded and dated notes were transcribed using pen, pencil, and paper to match the audio file from the interview. No names were recorded in the field notes.

GT does not limit data collection to any one certain time or place. Indeed, Glaser rails against these constraints. "GT is a full package method that manages data collection systematically as the researcher codes, analyzes, memos, saturates, delimits coding, sorts and writes" (Glaser, 2001, p. 174).

Glaser’s dissertation timetable model below is a realistic expectation for a study like this one in figure 1.0:

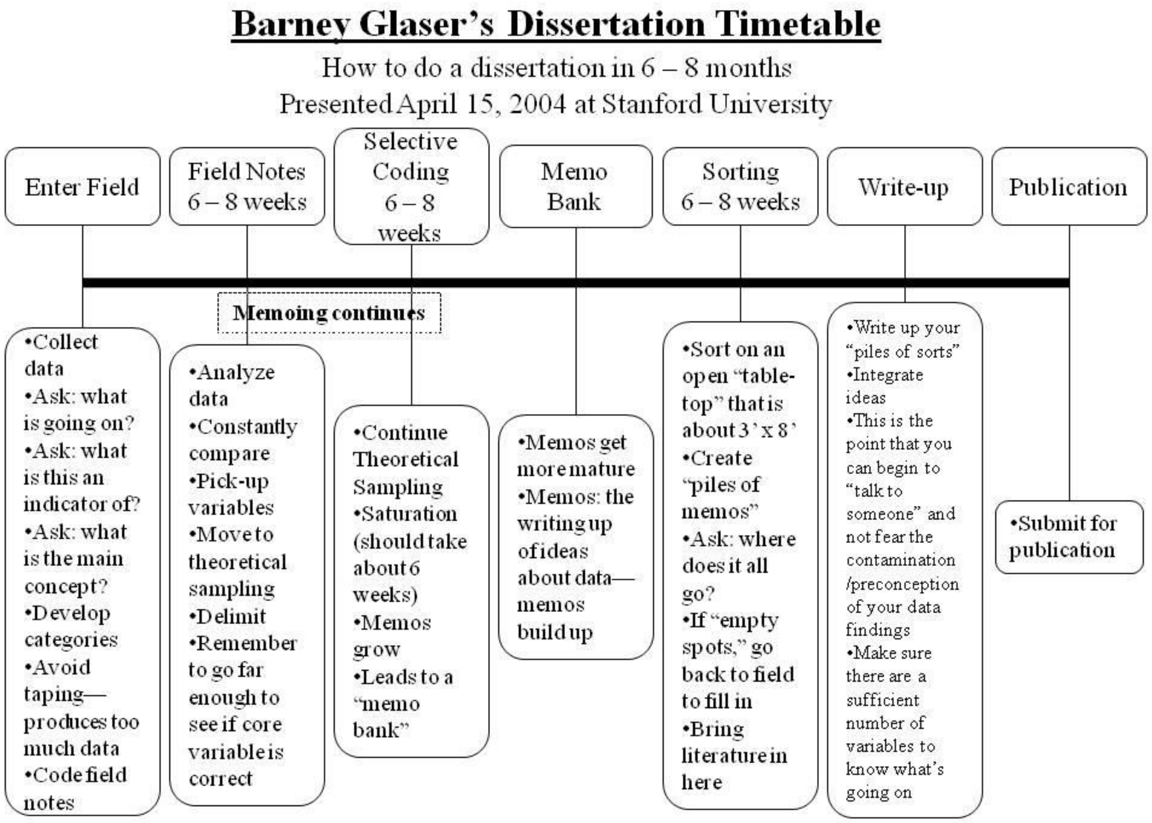
Barney Glaser’s Dissertation Timetable
How to do a dissertation in 6 – 8 months
Presented April 15, 2004 at Stanford University
Enter Field
Field Notes 6 – 8 weeks
Selective Coding 6 – 8 weeks
Memo Bank
Sorting 6 – 8 weeks
Write-up
Publication
Memoing continues
•Collect data •Ask: what is going on? •Ask: what is this an indicator of? •Ask: what is the main concept? •Develop categories •Avoid taping—produces too much data •Code field notes
•Analyze data •Constantly compare •Pick-up variables •Move to theoretical sampling •Delimit •Remember to go far enough to see if core variable is correct
•Continue Theoretical Sampling •Saturation (should take about 6 weeks) •Memos grow •Leads to a “memo bank”
•Memos get more mature •Memos: the writing up of ideas about data—memos build up
•Sort on an open “table-top” that is about 3’ x 8’ •Create “piles of memos” •Ask: where does it all go? •If “empty spots,” go back to field to fill in •Bring literature in here
•Write up your “piles of sorts” •Integrate ideas •This is the point that you can begin to “talk to someone” and not fear the contamination /preconception of your data findings •Make sure there are a sufficient number of variables to know what’s going on
•Submit for publication

Figure 1. Approximate timetable for an entire GT dissertation endeavor from beginning to end suggested by Dr. Glaser. Here the time equals 6 – 8 months. Adapted from “Driven Succeeding – The Serpentine Path of Adult Learning: A Grounded Action Study in Adult Education, by M. M. Olson, 2006, p.186. Copyright 2006 by Mitchell Olson.

Data Analysis

In GT data analysis takes place through the use of constant comparative analysis. The researcher must continuously ask how one set of information compares to other data already gathered. This process begins as immediately as possible and was ongoing throughout the study. While other methodologies may have issues with discrepancies, GT sees all data as relevant to the generation of theory. This constant comparison serves the goal of allowing the researcher to conceptualize codes. These codes should emerge from and be "grounded" in the data. For example consider the following passage from Arthur Gordon (1986):

> Quite often I've found, in interviewing people, the easiest way to begin is to ask them the question they are best qualified to answer—and the one that most people would like to have answered. As a rule, with luck, all subsequent questions follow easily and naturally. (A Touch of Wonder, p. 58)

This passage may result in a code such as "Wisdom Seeking." This code sums up what the writer is trying to communicate to the reader. As an essential first step in the constant comparative analysis process codes must emerge from the data. These codes state the underlying meaning of the words.

The coding process establishes a relationship between the data and theory (Glaser, 1978). Coding can be broken down into two basic types, substantive and theoretical. In substantive coding of data, such as an interview, the codes are compared to the data already gathered. This process is referred to as open coding, and involves asking three questions (Glaser, 1978; Simmons, 2009):

1. "What does this data indicate?" Leads to discovery of a "core variable." The core variable becomes the focus of the research and theory and it is not always what the researcher believed that it would be.

2. “What category does this incident indicate?” This process forces the researcher to draw connections with already established categories or justify generating a new category.
3. “What is actually happening in the data?” This question requires the researcher to delve deeper into the data and seek the core category that is there.

Once a core variable has emerged it would be appropriate to employ selective coding. Selective coding only occurs when core variable and major factors have been discovered; Glaser stated, “Selective coding severely delimits his work from open coding, while he sees his focus within the total context he developed during open coding” (Glaser, 1978, p. 61). The selective coding process enables the researcher to focus the work, and may require follow-up or clarifying interviews.

The next step in the data analysis procedure is establishment of theoretical codes. These theoretical codes conceive relationships between the substantive codes. While these implicit relationships grant the researcher tremendous opportunity for theory generation, the relationships must be grounded in the substantive codes. If they are not sufficiently grounded the theoretical code becomes an empty abstract thought. This is true regardless of the appeal of the idea or the researcher’s fondness for the insight (Glaser, 1978, p. 72).

Out of the process of generating codes comes the memoing stage. Memos involve the writing up of ideas in codes and their relationships. This is the beginning of formalizing the theory generation process and Glaser refers to it as the “core stage” in theory generation (p. 83). The memos are to be kept separate from other data that is generated and the need to memo supersedes all other needs in the analysis process (p. 90). Memos are modifiable and are likely to evolve as more data becomes available. There is a danger in memoing too quickly. Rather it is the repeated pattern found in the coding process, and established by theoretical coding, that allows the memoing process to take place (Glaser, 2001, p. 188).

The next step in the constant comparative method is sorting. Here sorting refers to the sorting of the memos. Memos are often sorted into related concepts and ideas. This can lead to more memos being generated as connections that had not previously been clear begin to emerge from the data. It is at this point that Glaser indicates (Figure 1, p. 47) that a grounded theorist would begin to integrate the literature. This can help to fill any holes that are present. The next stage is the creation of a theoretical outline, which is a visual outline of the major concepts and categories that emerge from your study. This theoretical outline allows the grounded theorist to clearly identify the categories and sub categories within the data and codes.

Because constant comparative analysis requires the establishment of a pattern prior to any individual act becoming part of a memo, the process itself serves to protect against any one individual trying to skew the results with their own agenda. Since the data is generalized I did not address a single unit or try to represent any single piece of data. Data had to earn its way into the study through comparison and saturation. This was done through the memoing process that involves comparing codes and concepts and accounting for the interrelatedness of the two. Eventually, the memos mature and this becomes a process of relating concepts to concepts.

Methods to Address Validity and Trustworthiness

GT is not a descriptive evidence-based practice. It does not become overly concerned with the process of being able to validate through a preconceived number of participants. It relies rather on the process of comparison and saturation. Saturation is the lack of new ideas being generated either in the field or when reviewing the data. If participants continue to repeat the same concepts, then that concept is probably becoming saturated. Glaser (1978) explained:

> Changing indicators and thereby generating new properties of a code can go only so far before the analyst discovers saturation of ideas through the interchangeability of indicators (See Section 3). The more the analyst finds indicators that work the same regarding their meaning for the concept, the more the analyst saturates the distinctions and properties of the concept for the emerging theory. Nothing new happens as he reviews his data. The category and its properties exhaust the data. Meanwhile, the analyst goes on to saturate other categories by the constant comparative method (p. 64).

Saturation occurs when a concept is found to repeat in several data sources, "...soon categories and their properties emerge which fit and work and are of relevance to the processing of the problem" (Glaser, 1992, p. 4). When a GT study follows the procedures of the constant comparative method, the data and codes emerge which leads first to conceptualization and then to theoretical saturation (Glaser, 2009, p. 17). The grounded theorist is comparing conceptualizations and not describing latent patterns (Glaser, 2011, 2007, 1998). When it comes to the evaluation of a GT there are five essential elements that must be examined: relevance, grab, fit, workability, and modifiability (Glaser, 1978, 1992; Glaser & Strauss, 1967).

Grab

"Is the theory compelling and interesting? Does the theory catch your attention because of its reach beyond the current area of study, demonstrating its impact and relevance across other disciplines?" (Olson & Raffanti, 2004). When setting out it is important to remember that a GT should be intriguing to the audience. "Grounded Theories have 'Grab' and they are interesting"

(Glaser, 1978, p. 4). It is important that these theories hold the reader's interest. A GT study should pull the reader in and in the studies data the suggestion of other GT studies should be latent.

Fit

"Do the concepts, particularly the core variable, explain what they are claiming to conceptualize?" (Olson & Raffanti, 2004). A GT must name the categories so that they accurately reflect the data the GT study has generated. "By fit we meant that the categories of the theory must fit the data" (p. 4). In a GT study the categories are developed out of the data generated in the study, so there is always fit. The important difference from other methodologies is that in a GT study, the researcher does not preconceive the categories. Since there are no preconceived categories, fit serves to verify what the data shows. "Fit is another word for validity" (Glaser, 1998, p. 18).

Workability

When evaluating a GT's workability, the following questions should be answered: "Does the theory connect the discovered patterns coherently? Does the theory explain, predict and interpret, thus making it useful for participants?" (Olson & Raffanti, 2004). A GT study should be useful because it the concerns of the participants form the bases for the theory. "By work, we meant that a theory should be able to explain what happened, predict what will happen and interpret what is happening in an area of substantive of formal inquiry" (Glaser, 1978, p. 4). Workability of a theory relates to the ability of others to relate to what they have read, and relate it to their own experiences. One should not need to be an expert in the field of the study to understand and see applications for the GT study.

Relevance

A GT reaches relevance if it accurately reflects the realities of the participants. “Did the theory emerge from a problem of significance to the participants without being forced through preconception?” (Olson & Raffanti, 2004). Because GT is not first generated as theory, the relevance is allowed to emerge from the experience of the participants. By not preconceiving categories prior to embarking on the research, the GT study avoids the need to convince the participants that they agree or disagree with the theory. Instead the relevance is obvious to the participants, because it is a reflection of their lived experience. “GT arrives at relevance, because it allows core problems and processes to emerge” (Glaser, 1978, p. 5).

Modifiability

A GT study will answer the following: “Does the theory have sufficient diversity and variation to allow for its modification as new data are compared in later studies?” (Olson & Raffanti, 2004). A GT study is modifiable, and as new information becomes available it can also become part of the GT. New information will not invalidate GT, as would be the case in most other methodologies where a single preconceived theory is being either proven or disproven. “We soon learned that generation is an ever modifying process and nothing is sacred if the analyst is dedicated to giving priority attention to the data” (Glaser, 1978, p. 5). A good GT is open to modifiability by the various factors of reality, including time, geography, and technology. Validity is not relevant in a GT study because the theory emerges from the data and is a conceptual rendering of it, not a unit study. There is no single source of data that will completely represent any category. Saturation occurs when you see repeated patterns of behavior and that will serve as a stopping point (Glaser, 1978, p. 125).

Summary

In Section 3, the research design for this study is presented. It starts with the choice of GT, the chosen methodology for this study, and a breakdown of the various steps of a GT study. This is followed by the rationale for taking a GT approach to the issue of teacher leadership in the GUSD. Later, the measures taken to ensure for the ethical protection of the participants, the research's role in the district and the criteria for selecting participants is detailed. Next the steps taken for data collection and data analysis are laid out for examination. Last, this section concludes with the methods used to address the validity and trustworthiness of a GT study.

In the section 4, all findings from the research are presented, including all data. Codes and memos developed over the course of the GT study are shared. Additionally, there is a presentation of the way in which procedures were followed to assure accuracy of the data. This includes all appropriate evidences, some of which may be in the body of either section 4, section 5, or may appear in one or more of the appendixes.

Section 4: Results / Findings

The purpose of this GT study was to generate a theory that provided an understanding of the way that teachers navigate the role of teacher leadership. Section 4, I describe the process by which the data were gathered and recorded. The systems used for tracking the data, and the process of the emerging understanding are also described. As with all GT studies, the data guided the interview. What each teacher had to say led to the next open ended question, and that response to the next. As stated in section 3 and in keeping with the custom of GT studies (Lafler, 2006; Maddy, 2008; Olson, 2006; Raffanti, 2005; Simmons & Gregory, 2003; Toscano, 2008), all interviews began with a grand-tour question. In this case the grand-tour questions was, "Will you tell me about leadership at your site?"

From the fall of 2010, through the Spring of 2011, thirty interviews were conducted with high school teachers who either serve on leadership teams or have served on leadership teams in the Grande Unified School District (GUSD). These interviews covered multiple topics, but centered around the idea of teacher leadership at the various sites. Specifically, teachers spent the majority of the time discussing their "unique" situation at their site, and the ways in which leadership teams were being used at those sites.

Data Collection Process

This study was completed using data gathered from those interviews. All interviews took place at a site of the interviewee's choice, but most commonly in a classroom at the teacher's school. Some of the interviews took place during the teacher's prep time, but most of the meetings took place after school. The collection process began with sending a letter to the superintendent of schools. At the same time, a letter was sent to the president of the local teachers' association. After obtaining permission from both the superintendent and the president of the teachers' association to conduct the study, I invited teachers who met the criteria to participate. A letter of invitation to meet with me and to participate in the study was sent via e-mail to each teacher member of the leadership team at each of the high schools in the GSUD (Appendix G). After arriving at the place and time for the interview, the participants were informed again of the purpose of the interview, explained that I would like to record the interview, and went over the consent form with each teacher. Once the participant felt comfortable and the consent form had been signed, the interview began. I started with the first teacher member of the leadership team to respond to my e-mail, and subsequently met with several others at the same school.

Although no interview was scheduled to run more than an hour in length, interview times varied in length from 18 minutes, to 1 hour and 18 minutes. Although Glaser indicated that interviews need not be taped and that the researcher should code the interviews as they occur (1998), it was important as a beginning researcher to start the process by interviewing and transcribing my first few interviews. I recorded my first ten interviews, which were digitally recorded and transcribed. These audio recordings were then transferred to my personal computer, and were transcribed by me, using the Dragon Naturally Speaking software, version 11 (Nuance). One of the interviews is attached as Appendix H, and the same interview as coded appears in Appendix I. After the first ten interviews, I continued to record but not transcribe my interviews, in an attempt to bring my practice more in direct line with Glaser's recommendation. In the latter stages of the interviews, I coded interviews either during or immediately following the interview, and only rarely recorded the interviews. Only my dissertation chair and I have copies of the participants' actual names. My copies are secured on my computer using Norton's 2011 software protection. My dissertation chair has a DVD containing all of the work, including the recorded interviews that have been completed for this study. A copy of all written work is stored on a DVD at my parents' home. This copy does not have the names of the participants.

I conducted a total of 30 interviews for this study. All individuals were either current or former teacher members of the leadership teams at their site. In the interviews I asked teachers to tell me about leadership on their campus. Teachers' experiences ranged from 6 years to 35 years. Subject areas taught were various and there seemed to be no dominance from any one subject area or grade level.

Participants were offered copies of the interview transcripts to review, keep ,and check for accuracy. Participants were encouraged to contact me if there were any errors or retractions that they wished to make. None were made. All interviews have been recorded and digital copies of the interviews have been sent my chair and stored on my computer.

I led each interview and began with the same grand-tour question: "Will you tell me about leadership here at your site?" These interviews were transcribed and coded, and the codes from all interviews were used to create a code bank. Constant comparative analysis (open coding, selective coding, theoretical coding), followed by memoing and sorting, led me to develop a theoretical outline, and ultimately a theory of teachers navigating leadership. As stated in section 3, open coding is the coding of everything possible. As the data were processed I constantly asked the three questions of this stage:

- What is this data a study of?
- What category does this incident indicate?

- What is actually happening in the data?

This open coding led to selective coding. After approximately ten interviews, and while engaging in constant comparative analysis, the core variable of distributing leadership began to emerge from the various interviews.

Coding Procedures

A GT study uses constant comparative analysis throughout the study and on an ongoing basis. "Stages are generally sequential, but once research process begins they are often conducted simultaneously, as the particular research requires" (Simmons, 2009, p. #). The process began by listening to, and transcribing each interview in its entirety. After the transcription was completed, I listened to the interview again while I read the transcript. During this process, the interview was coded (see Appendices L and M for a sample of a coded transcript).

When the codes were completed, they were separated from the transcripts into a code bank. Each code bank from each interview was kept separate during the initial stages of the GT study, but after the fifth interview, all code banks were resorted again, this time by categories. Some codes survived intact from the initial coding, others were subsumed into more accurate codes that were from other interviews or other parts of the same interview. This process can be seen by examining the coded transcripts and comparing them with what is part of the theory. Once this process was completed, I conducted the next five interviews. Although the grand tour question still began each interview, and all questions were open ended, some of the interview questions arose from the categories established by the interviews already completed. An example of this process will be discussed later in this section.

The next five interviews were open coded in the same manner as the first five. During these five interviews, coding began at the time of the interview. These codes, along with new ones that were generated while listening to and reading the interviews were placed in the margins of the interviews. This conceptual process began with line by line coding, and then rose to a higher conceptual level. By conceptually comparing code to code, these eventually became code banks, and were separated from the interviews and sorted with other code banks.

Interview questions were derived from these codes and guided subsequent questions during interviews. As the interview was conducted, I was able to selectively code the elements that pertained to other codes that had already been mentioned. At that point, selective coding allowed for seeking new information from the interview. This procedure is part of the process of developing theoretical sensitivity (Glaser, 1978). During the time that the interviews were being conducted, and in the time after they were completed, I continued memoing. Memoing is the writing up of ideas being theorized about (Simmons, 2009). Once the memos had been written ,the codes were sorted into properties and categories of those properties. Through constant comparative analysis, an initial outline began to take shape. Once that outline was completed, the memos were again revisited to insure accuracy. During this process, it was discovered that the manner in which the memos had been sorted did not adequately reflect the scope data provided by the interviewees. Two more sorting efforts and the typing up of a theoretical outline eventually lead to the discovery of the core variable distributing leadership*,* and using that core variable, the properties and categories were able to be properly sorted. One of the challenges of a GT study is that there are multiple possible ways to fit the data together and interpret it, but like a puzzle where all the pieces fit together, only one fully exposes the picture. Once the theoretical outline was complete, the basis for the findings in this study was complete (see Appendix C for a sample of how an interview was coded).

The Theory of Distributing Leadership

The emergent core variable of this GT study is distributing leadership. Distributing leadership describes the non-sequential path that an organization may experience in its attempt to implement a style of leadership that is consistent with the concept of empowering employees as leaders (Lambert, 2003). Distributing leadership refers to the intentional spreading out of leadership roles. Distributing leadership is not a random or a nebulous concept. Instead, distributing leadership is the systematic approach of an entire organization to address concerns about the centralization of power, and that organization's plan to decentralize that power. When distributing leadership is present, there is a plan to enable individuals to take on additional roles of leadership and responsibility.

Therefore, distributing leadership is the non-sequential path some organizations travel when they want to move from a patriarchal leadership structure to one where employees are a part of shared leadership model. It consists of four main categories which contain the various elements of the theory, and which the organization may traverse a number of times in a number of ways. The four categories are building a plan, barriers, distribution, and recounting the story (see Appendix B for a chart illustrating distributing leadership).

- Building a Plan - This category refers to the desire a group or organization to move from a traditional form of leadership to a model that reflects shared or democratic principles. Organizations typically do not make a change of this magnitude to the structure of leadership without some kind of outside influence being exerted on the institution.

Building a Plan includes possible motivations for leadership change, visions of the better future, and some of the tools necessary to get there.

- Barriers - Those issues that arise in opposition to the expressed interests of the change to the leadership model. Barriers are difficulties that are severe enough as to derail the entire process, so that the change proposed may never occur, or occur in name only.
- Distribution - Those issues that an organization may face when transitioning from a traditional model of leadership to a model that distributes leadership throughout the work site. They may have the potential to derail the process, but more commonly they are issues of training and practicality. While they are similar in many ways to Barriers, issues of distribution are merely stumbling blocks an organization experiences on its way toward distributed leadership.
- Recounting the Story - A reflection of the experiences that individuals have when they become part of leadership in a distributed leadership model. This category conceptualizes not only an employee leader's experiences serving on leadership teams, but also their motivations, and hopes in doing so.

Building a Plan

When a structured organization decides to move from traditional models of leadership to a more shared leadership model, they often develop a plan to make that happen. Institutions usually do not transform themselves from a hierarchal model to a distributed leadership model without a need and a purpose. As organizations consider such a change they often take into consideration if there is a need to change, what if any problems currently exist, and what are some possible potential benefits to undergoing the change in structure. Clearly, this kind of work can be difficult. Brookfield (1987) explained:

> The readiness to engage in imagining alternatives may not be apparent in many adults; indeed, there may often be a dogged determination to cling to ways of thinking and living that provide a comforting psychological and social familiarity. Taking a critical look at the assumptions by which we live is not an easy task, either cognitively or emotionally. It requires hard intellectual work for us to suspend our conventional beliefs and look for the taken-for-granted assumptions influencing our relationships, work behavior, and political conduct. It also takes considerable emotional strength and psychological courage to admit to ourselves that our familiar explanations and allegiances might need to be rethought and revised. (p. 112)

Building a plan looks at difficulties that may induce an organization to change, a vision of what distributed leadership can look like, and a tool for possible implementation.

Navigating change. Causes for change are numerous. People's behavior in reaction to those changes can be just as numerous (Raffanti, 2005; Vander Linden, 2005). It may be that in some cases a problem exists that is repeated and wide-spread within the current structure. Some professions have a more difficult time with navigating change than others. Blasé, Blasé, and Fengning (2006) chronicled the ongoing abuse of teachers and the most common problems arising from this abuse in *A national study of the mistreated teacher.* Although maltreatment of teachers takes many forms, the results of the study by Blasé et al. (2006) suggested that "principal mistreatment should be considered one of life's most harmful stressors for public school teachers and that, in general, administrative mistreatment may be one of life's most harmful stressors for victims in other occupations" (Harm section, Par 2). Catastrophic failures can also be a part of the demand for change. For example, early 2003 when NASA failed to utilize the distributed leadership model they had set up, the result was the loss of the lives of seven astronauts and the space shuttle Columbia (Surowiecki, p. 206, 2005).

Whatever the reason for the change, it is rarely a good idea to rush into major change without first doing some research. In the case of the Grande Unified School District, a multitude of articles, essays, and books influenced the bargaining team as they negotiated the different elements of article 24 (personal communication, May, 2007). Among the resources most heavily relied upon for constructing the language and intent was "Leadership Capacity: for Lasting School Improvement," by Linda Lambert (2003). Lambert analyzes the leadership and the leadership capacity among educators and proposes a leadership capacity matrix (p. 5) that examines the implications for schools with various levels of distributed leadership and breaks them into four quadrants: low degree of participation / low degree of skill, low degree of participation / high degree of skill, high degree of participation / low degree of skill, high degree of participation / high degree of skill (see Appendix C for Lambert's matrix). Lambert's work (2003) laid the foundation for the development of article 24.

People seek out change for various reasons. The desire for a change in the structure of leadership can be generated in some cases by a new leader, in other cases by a union or other employee organization, in some cases by independent factors. Regardless, there are essentially three types of environments that emerged prior to the decision to embark on a journey of structural change to leadership: Collaborative, functional, and hostile environments. Most organizations exist in some degree of one of these three environments, even though many of the individuals within the organization may identify themselves as being at different stages of collaborative and hostile.

In most cases where a collaborative environment has existed in the past, many staff want to ensure that their voices will still be heard, and that they will have input regarding decisions being made. This resistance is commonly the approach of the labor employees unwilling to give up any of their input. Employees who have gained the right to speak and influence decisions that affect their work environment often resist any attempt, real or perceived, to undo that influence. This resistance can be true even in cases where the decisions that have been made seem relatively small to the manager who is making them. Where the environment is largely functional, employees may be found to be engaging in some of the weathering behaviors Raffanti (2006) discusses, such as *By the booking* (p. 94) *Good little soldiering* (p. 95). In these instances, individuals go along with whatever plans are in place, but often with no enthusiasm and in some situations, a defeated and hopeless attitude. In cases where there has been a hostile environment in the past, labor often wants to ensure that the change is going to be real. Although many in this environment want desperately to believe that the change in structure at the leadership level will lead to a more egalitarian form of leadership, most are cautious about becoming a target if they speak out too quickly or too loudly.

Decentralizing. Within distributed leadership, leaders often do much more then lead. One of the jobs that leaders tend to take on is the decentralization of the leadership. Because it is not usually the intent of distributed leadership to replace an autocratic leader with an oligarchy, leaders often seek out others that will engage in the work of leadership. This effort to engage others frequently occurs when a leader finds a colleague to run for a leadership team, or when a leadership team seeks out experts on staff to conduct site wide trainings, or in some other way staff members are invited to take on the roll of a leader for a project or time period (Lambert, p. 37, 2003). Regardless of how leadership gets distributed among the staff, colleagues looking to each other as leaders can become empowered when distributed leadership becomes the new practice. Because a distributed leadership approach typically seeks to flatten the hierarchal structure, employees are usually not promoted to leadership positions. Rather, they often move into and out of leadership positions depending on the demands of the situation. In the case of most leadership teams, leaders are commonly elected by their peers.

Where leadership teams are present and leaders are actively engaged in the work of leading, they are often actively engaged in the work of distributing that leadership. Distributing leadership is the opposite of top downing leadership. When leaders engage in distributing leadership they ordinarily are seeking not only the input of others, but also the collective wisdom of others (Surowiecki, 2005). Leadership teams in these situations are commonly seen as facilitators, and the roles of leadership become more predominantly fluid, with individuals stepping in and out of the roles at various times. This is can become apparent during professional development trainings when a staff member may have an area of expertise to share with the rest of the staff. The leadership team may act to discover the needs of the staff, seek out those with expertise in the area of need, and then participate in the training as members of the staff and not as members of leadership. When leaders are not actively engaged in the work of leadership they are often doing time and rubber stamping. These are properties of distribution and are discussed in greater detail in that part of the theory. It has been included here in part to demonstrate the manner in which the distributing of leadership may take place, and to illustrate that it is not a sequential event.

Distributing leadership may often involve pushing back against traditional top down models. Leaders engaged in this work predominantly see themselves as creating a level playing field so that everyone has the opportunity to voice their concerns. The agreement by which the distributed leadership model was established frequently plays an important part in the belief of the leadership team itself. The idea that the leadership team has the actual power to carry out what the staff wants and needs can be an important aid in navigating the structural change of leadership. It is common to hear members of leadership teams speak highly of the environment that they are in. It is also common to hear leaders say that they choose to do the work of the leadership team in part because of their respect for the various individuals they work with.

Practitioner driving. When the leadership is comprised of practitioners, and those practitioners drive the changes within the organization using the principles of distributed leadership, resistance is usually less apparent. This lack of resistance is often true because the leadership has gathered the information regarding the desired changes from other practitioners and included them in the process. Other practitioners may have “buy in” to the ideas, in part because they helped to create the ideas. Members of leadership teams can gather this information through formal conversations such as feedback loops, or through informal conversations, like the ones that take place over lunch.

When a coequal model of leadership is in place, it drives innovation and promotes contributions that may have been previously hidden. As a result, leadership teams may progress beyond what had previously been expected from fellow staff members. This drive and enthusiasm may inspire and encourage other members of the staff to be excited and become involved. Occasionally, a leadership team may encounter resistance from fellow staff members. Particularly if the leadership team has gone too far beyond what the colleagues of the leadership team have expressed. This overdriving can trigger resistance and frustration from the rest of the staff. As one member of a leadership team put it, “We had all these great ideas, and we know that they would work, but we didn’t run them by the staff first. I think that’s what killed us.” If a leadership team engages in overdriving innovation at the site, they may be perceived as having ceased to act in the distributed leadership model, and returned to the practices of the top down leadership. It can be difficult to recover from this kind of a mistake.

Leveling. Distributing leadership typically indicated that there has been a change to the hierarchal structure of a management system (Zepke, p. 303, 2007). As opposed to the top-downing structure, distributed leadership often seeks to level the system so that individuals within the system may hold various roles within it. As a distributed leadership model moves away from an older managerial structure, such as a top downing model, and brings it in line with democratic principles, leveling is a normal step in the progression of distributing that leadership. If the leadership is properly using feedback loops and keeping open communication with the site workers, then it is likely that the voices all those site workers are being heard. When those voices are heard, many people at the site usually feel connected to the decision making process. Efforts to level a work environment often focus on everyone having input. The concern of the leadership teams typically is to consider the ideas from all points of view, and then attempt to make decisions that will most benefit the whole.

Leveling occurs most often when the concepts of distributed leadership have already been through a contracting process. The statement in a document such as a contract, enforcing the new structure, usually allows for the employees at a site to believe that their voice truly counts. Employees ordinarily want to feel that they have the same opportunity to provide input as another member of the staff. This is one reason why it is often helpful for leadership teams to regularly participate in gathering input from staff. When leaders consciously make an effort to prevent top-down management style from occurring, they are often engaged in the work of leveling.

Leadership teaming. When a change to the leadership structure is instituted, such as a distributed leadership model, it is often not instantaneously successful. Leaders are largely untrained to engage in leading and may have limited understanding of what their job is regarding being on a leadership team. This lack of knowledge can lead to complications which are discussed in the next section. Typically as time progresses, and assuming there is both ongoing training and a shared culture of learning (Lambert, 2003), then those elected to leadership positions should have the opportunity to work together as a collaborative team. Leaders that engage in leadership teaming behaviors usually see themselves as being collaborative. A critical piece of the success of a leadership team is the extent to which they are open to input from the rest of the staff. Preskill and Brookfield (2009) explain this challenge of openness:

> Openness is the willingness to entertain a variety of alternative perspectives, be receptive to contributions from everyone regardless of previous attainment or current status, and create dialogic open spaces - multiple opportunities for diverse voices and opinions to be heard. When we practice openness, we try to hold in temporary abeyance our own

> assumptions and preconceptions so that we can consider fully what others want to contribute. This is not easy for leaders who are accustomed to having the say first or who are used to dominating the conversation. Leaders who are open have learned to stop talking and start listening to what others have to say. They strive to let words, ideas, and actions flow freely, actively, and publicly, inviting the contributions of others with a hospitable and lively enthusiasm. (p. 21)

Leaders commonly develop a shared understanding of practice, and usually attempt to create a vision of where they want to see the profession go at their site. Often the most successful teams, in terms of implementing that vision, have gathered input in various ways from all sectors of the site the serve.

When a leadership team become insulated from the rest of the staff it can lead to concerns regarding if there is in reality any change to leadership even happening. If a leadership team does not work with the rest of the staff to gather suggestions and input, they may lose many of the advantages gained from creating a distributed leadership model. Leadership teaming commonly implies not only the ability for leaders to team together, but also for them to team with the staff as a whole. Teaming is the behavior of the leadership and the way that it relates to with the rest of the staff.

Democratizing. There are several methods for the selection of the leadership team. Democratizing the process can play an important part in legitimizing the voice of the individuals who represent the work force.

> Discussion in which participants are given opportunities to voice concerns, work collaboratively, formulate ideas, express disagreement, and solve problems collectively is

> both a foundation for democracy and a sign that democracy is taking hold. Without this kind of constant experience of the democratic process, it is hard to see how people can become citizens in any but the most nominal sense. But with the opportunity to learn and practice democratic disciplines and dispositions, the possibilities are limitless. (Brooksfield & Preskill, 2005, 1999)

The individual leaders that are chosen to serve are then answerable to those that they serve. Democratizing the process can also prevent worker leaders from loss of a leadership position by the manager. This may give the leader more latitude to advocate for an idea that may support the work of colleagues but run counter to the manager's personal plan. In essence, democratizing the process usually allows for a more synergistic approach.

Of course, democratizing leadership comes with perils. It is clear that work place democracy faces many of the same perils as a nation might that was attempting to be democratic in its leadership. Preskill and Brookfield explain the dangers this way:

> The tyranny of the majority is a danger to democracy indentified by liberals and critical theorist alike. From J. S. Mill to Herbert Marcuse, the tendency of the majority to reach a premature foreclosure of necessary dissent has been recognized as the major trap to democratic process. Another peril of learning democracy is believing that it must be extended to every trivial nook and crevice of organizational and community life. (p. 160)

Democratizing should serve as a reminder to the leaders, that they have a responsibility to those that elected them. This can help to encourage the flow of information between the leadership team and the rest of the staff. This may in part legitimize the voice of those that serve in leadership positions as advocates for all others in the work force. It may encourage leaders to utilize their listening skills, and give consideration to the input they receive. This opportunity for input from the rest of the staff is typically a part of successful distributed leadership. Once the process has been democratized, several key categories usually become apparent. These may include: platforming, legitimizing, and emboldening.

Platforming. Leaders often look for a place where they can voice concerns not only for themselves, or for one department or sub-section of employees, but for all employees and clients. Under top-down management systems, employees are usually not encouraged to advocate for the needs of others, but rather for the needs of their own department. Often in accordance with what will please the manager who put them in the leadership position in the first place. A direct result of a democratized election process is that elected leaders ordinarily know that they are responsible to all of their colleagues who voted for them and not just the ones that work in their specific department or area. Leaders frequently stated that under prior conditions it was often difficult to find the appropriate place to voice one's concerns or ideas. This behavior differs from voicing in that platforming is the understanding of where a leader may voice their concerns or the concerns of others. Platforming gives the leader, not only a place to speak, but also the opportunity to create change from that place. In a top downing structure, the opportunity for platforming is completely at the discretion on the manager.

Legitimizing. Normally when a leader is elected by their peers to lead at their work site, it can change the way they perceive their role. It can also change the internal perceptions of those around them. If an individual is appointed by a manager, it probably means that one person felt the individual was worthy of leadership. It can be difficult not only for the individual to know if their ideas are popular with others, it can also be difficult to know if they are supported by any other members of the staff, or the manager. In such a case voicing opportunities often fall by the way side, due in part to the fact that the appointed leader often has no built-in means of knowing the desires of their fellow workers. Many leaders feel that being elected, means that their opinions ring true with other members of their work site. One recently elected leader stated, "I kind of always thought that it was just me. I didn't expect to be elected. But I guess I wasn't the only person frustrated with what was going on." Leaders who have been elected can engage in the work of their beliefs with confidence and authority. These site leaders tend to believe that their views have been legitimized by the staff, and that the staff wants the individual to speak up and lead.

In the process of distributing leadership there are often two types of leaders that emerge. There are those that would have been appointed to leadership positions regardless of managerial structure in place. These individuals are commonly recognized as leaders by both their peers and the management. The other type of leaders that usually emerge under the distributed leadership model are those that might not always be recognized by the management as leadership material. Sometimes they may be individuals who would have been seen as the complete opposite of a good leader by their manager. They may have been seen as "trouble makers" or "pot stirrers" under the top-down management systems. These leaders regularly report that in previous management structures their voice was often ignored. As a result of the election, these individuals may now find that their concerns and frustrations are not just their own, but echo with other members of the staff. Some reported that this was the first time they had felt empowered at their work site. These individuals are often some of the most vocal regarding colleague voicing issues. Colleague voicing is a sub-property of the category recounting the story, which addresses several properties, including why individuals engage in the work of leadership.

Emboldening. Training can be a crucial part to any new leader understanding their role in whatever the new structure of leadership is. If the model of leadership is one that embraces a more democratized process, new leaders may be encountering these roles for the first time in their careers. Training then can provide them not only the understanding of their role, but may also provide some of the tools a new leader may need to be able to advocate for an idea with confidence and authority. Possible options for training are discussed in section 5.

Trainings can help new leaders understand the changing role of leadership. Under top down management structures, those that take a stand for a position contrary to the manager sometimes face consequences for those positions. When individuals speak up at meetings and are free from worry about negative consequences from management the opportunity usually exists for an open and honest discussion to take place. This lack of fear is often the result of a work site leader knowing that they cannot be removed from the position by a manager. This reflection on the part of the worker allows them to be more concerned with policies that affect other employees and clients, rather than policies that impact administrators or managers. While emboldening is similar to platforming, an important difference is that emboldened leaders have usually received training and feel comfortable with the role that they are being asked to embrace by their colleagues.

Codifying.

The move to a distributed leadership model can occur in various ways and for various reasons. Regardless of how distributed leadership became a part of the site, it is most likely to truly take root in the system when the guidelines for the distributed leadership model are a part of the employee / employer contract. Prior to the establishment of distributive leadership language in the contract, or other system wide regulation, the style of leadership from work site to work site within an organization tends to vary tremendously. For example, if Site A has a leader that seeks input from her employees and tries to identify up-and-coming individuals who have ideas which can benefit the way business is done. Site B has an autocratic leader that believes he has risen to his position by being right and having the best ideas. Employees are told that to work at Manager B's site is to follow the adage "my way or the highway." Compounding this lack of consistency is the turnover and shifting of management. Manager B is replaced by Manager A, but the employees are hesitant to trust, and may take time to adjust to this new mode of thinking. In some cases this continuous change in leadership leads to employees engaging in weathering behavior (Raffanti, 2005). If the model has been codified in the contract, this codification can disrupt the above cycle. The use of a contract can also shield the manager from being punished for the work of the leadership team. It may be important to articulate in the contract what the consequences are for failure to achieve expected outcomes, and who those consequences would impact[2].

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[2] As part of my research, I could find no examples of any individual or leadership team being held accountable for the work of leadership. Administrators have expressed concerns in the past that the language of Article 24 would not protect them. See appendix A for the language of Article 24.

By integrating distributed leadership into the structure of operations, the leadership of the site may become less impacted by the change of a single employee. While many leaders state that managers still play a vital role at their site, a consistent group of leaders can allow for the interchanging of parts with minimal disruption to the whole. When management, often in coordination with the union, establishes distributed leadership through an explicitly stated change in the structure of operations, these continuous disruptions may be minimized. The disruptions could be further reduced by the leaders working together with a unified understanding of their responsibilities.

Contracting. When different philosophies exist at each work site within an organization, then the issue may be with the level of commitment to the philosophy by all parties. As previously noted in the last section on codifying, a practice can look different from one location to the next depending on the people participating in that practice. At work sites with a history of collaboration between management and the staff, the system change may have limited impact on the way business is conducted. At sites where there is disagreement or even animosity between staff and managers, there is often resistance from both sides as to what the implication of a distributed leadership model might look like.

When an entity's, such as leadership team's, existence is established by the contract, questions regarding authority can always be taken back to the contract. Typically this means that in cases of dispute or disagreement, either party can appeal to the agreed upon language in the contract and, if necessary, receive advice or advocacy from their representatives. In some cases the knowledge that the representatives exist is enough to settle differences in interpretation. As one leader put it:

> We had to come with the article 24, and I would have to go get clarification from the GTA president, we never had any of the union people come out, but I always would say 'You know we could have Sam or Frank come out to have a conversation.' She (the manager) would usually agree after that.

The knowledge that contract language is in place is sometimes enough to allow both staff and management from making inaccurate assumptions.

Summary.

The work of distributing leadership in general, should not be entered into lightly. It can be difficult work even when it is rewarding. Cultural shifts in the way that leadership operates can be met with resistance and frustration. Senge (2006) further elucidates:

> Building learning-oriented cultures is hard work in any setting. It takes months and years - indeed, it is a never ending journey. It is fraught with risks, either of failing to realize true cultural change, or of succeeding in doing so and thus becoming a threat to those that want to keep things as they are. (p. 272)

However, despite these difficulties, there are also frequently tremendous benefits to be reaped. When new leaders rise up from within the site to become leaders, it is usually beneficial if they are able to speak openly and honestly about their concerns. It is common that, prior to becoming a part of the distributed leadership model, employees receive little or no training on how to do this. Employees that become leaders are usually reassured that their voice has validity with increasing regularity if the following are already in place:

- There is a democratic process in place which resulted in them being elected by their peers

- There are feedback loops bring used and leaders know that they are voicing the will of the staff
- There is upper management that believes distributed leadership produces good ideas
- There is authority backed by language in an existing contract

Leaders engage in leadership for various reasons, among those reasons is the desire to make their profession a better place. Leaders will usually struggle to do this effectively if they believe that they could face severe consequences from their on-site manager for challenging that manager's authority. Therefore, employee leaders are usually more satisfied if they are empowered to have frank and honest discussions about what they perceive as a problem or issue at their site. Many also report feeling empowered to advocate for the rights and desires of those that are not a part of leadership. This is one of the leveling behaviors that can act as a catalyst to distribute the authority to make decisions within the organization. As a result of these steps, some leaders feel that they are empowered to speak out and on behalf of others to make the work environment a better more effective place. Anderson (2009) indicates this in his book Advocacy Leadership:

> Besides budget, teachers also want input into personnel issues, particularly hiring, an area in which principals and teachers currently have greater participation. On the other hand, decision making that impacts curriculum and instruction has been largely taken out of the hands of teachers and principals in many urban districts. (p. 129)

When leaders engage in conversations around making decisions that challenge the status quo and keep the big picture in mind, they often do so because they have been empowered by one or more of the above ideas.

While the properties of Building a Plan certainly one way to begin the process of distributing leadership, they are not the only starting point nor are they any kind of ending point. Once a decision is in place to move toward a distributive leadership model, there are still barriers that must be overcome. Sometimes it is the barriers themselves that can serve as the starting point for distributing leadership.

Barriers

When any organization decides on a change to the structure of leadership, there are likely to be difficulties. While several educational researchers (Abbey, Andrews, and Cashen, 2006; Dirkswager, 2002; Elmore, 2009; Harris, 2005; Lambert, 2003; Riordan, 2003) have posed the possibilities of a structure of leadership that would ultimately see the hierarchal structures currently common place leveled, few have carried out the work to see where the pitfalls lay. This section then addresses some of the barriers one encounters in the efforts to distribute leadership.

Not everything always goes smoothly for work sites that are embarking on distributing leadership. The changes can interfere with processes that have been in place for extended periods of time. Gardner (2008) explains the difficulties this way, “People are loath to alter practices with which they were raised and with which they are now all too comfortable” (p. 159).Managers who feel like they know how to run an organization, may find the process both tedious and difficult. Employees who are used to someone else doing the work, may find the additional expectation on their time to be inconvenient, particularly when these added responsibilities come with little or no increase in pay. The stumbling blocks to complete implementation of distributed leadership are potentially plentiful. This section addresses some of the concerns that some leaders shared regarding their work sites move to a distributed leadership model.

There are two major groups that place these barriers on the path to distributing leadership, labor and management. Sometimes these groups present the same problem for two different reasons. While most of these issues are mutually engaged in, a few belong to one group or the other.

Top-Downing. In the traditional model of employment there is typically a boss or manager. This individual is in charge and responsible for the work of their employees. They have the authority to hire and fire, and the ability to reward hard work with additional financial compensation. This structure usually finds the boss at the top, and the employee at the bottom. Authority normally flows from the top to the bottom, and the most that an employee can hope for is that their boss is open to suggestions. Work sites or often concerned about the way that management could potentially run the show. At the sites where employees feel that they have had no history of collaboration, most employees stated that instead there was a history of "top-down" decision making. Top-downing is a strong willed manager who insists that no one deviate from the manager's approach to the work, or the manager's vision for the site.

This is the behavior that many leaders saw around them in their early years as employees. As one leadership team member put it, "When I first got here, no administrator would give me the time of day. When I had a concern or saw room for improvement, I was completely ignored." When top downing exists, one person makes all the decisions and runs the work site with autocratic authority. Leaders typically understand the appeal of this model. It is usually clean, there is a clear line of authority, and the weight and responsibility of making decisions that impact other people’s lives is taken on by only one individual. Most professions can find examples of top-downing in their recent past. People that worked under these employment conditions, commonly found themselves frustrated at not having a voice or having the voice of another imposed on them. Senge (2006) discusses this leader first approach and its problems:

> It was even worse when initiatives were driven by CEO’s giving speeches on becoming a learning organization. Indeed, given the common mindset that big cultural changes needed to be driven from the top, it took many years for people to learn that such speeches were usually not a good idea. Gradually, they realized that it was like waving a large flag that said “fad,” “here we go again,” or in the carefully chosen language of managers at SoL corporate member Harley-Davidson, “AFP” (translated in polite company as “another fine program”). (p. 287)

Employees frequently repeated concerns that managers fluctuated, while the working staff stayed, gathering knowledge that they claimed was regularly ignored. Many employees felt that this ignored knowledge was a great loss to the organization. A top down power structure is the opposite of a distributed leadership structure.

However, top downing can occur even when a leadership team or other democratized model is present, if the principal or manager still makes all the decisions. Top downing in this guise, can undermine the effectiveness of leadership teams and distributed leadership. If later, the leadership at the site truly becomes distributed, the confidence in the leadership team and their authority may still be undermined from the site’s previous experience. If top downing is present, and the manager is making or controlling the decisions, then it is questionable as to whether or not any distributed leadership model is actually present. This can be true even if a leadership team or other similar entity exists, but is not invested with any power.

Most cases in this study found that the relationships between leadership and the rest of the staff became adversarial if the top down style of management continued. This top down management style often continues after the establishment of leadership teams. In some cases, managers use their management approach to minimize the role of leadership. Occasionally managers tell members of leadership teams that leadership team meetings are not an appropriate place to voice concerns or questions. Leaders reported feeling tremendously unsatisfied and many became unwilling to participate in any activities outside their own immediate responsibilities. Several leaders reported this behavior as being trying. One recently elected leadership team member explained his reluctance to serve under a previous manager:

> I wouldn't participate in any of the leadership roles. I got nominated several times, but I knew her (the manager) and I had seen her just blast others on the leadership team for not going along with her plans. I just couldn't deal with that part of it.

One leader spoke of the impact that long term exposure to the top down environment has had on her staff, and the lasting effect on her relationship with the new manager:

> I swear as a staff, it's like we have PTSD. We're not sure how to handle this. It's not like we don't trust him, but it's weird when you make an agreement to do something and then he just trusts us to do it. He trusts us to do our job. And he treats all of us as professionals. It's hard to get used to, which is a sad comment, but it's a big change.

Sites that had come from a history of "top-downing" typically saw themselves as still learning what it meant to collaborate, and reported cautious optimism about the future for their leadership team and for their site itself.

Top downing is a behavior that employee leaders typically work to confront and dissipate. Leaders often see the elimination of top downing as one of their primary roles in a distributed leadership model. By eliminating top downing, leaders usually believe they are distributing leadership and giving a voice to their peers. Distributing leadership is the opposite of top downing.

Manager Frustrations.

While site workers are often frustrated by the lack of guidance that they receive, managers can also find themselves struggling to understand their role in this new structure of democratized leadership. Managers are often told that they must accept the changes that come to them, and can find themselves in a poor position to adjust. As one principal mentioned:

> I got this position by being a dynamic leader. I worked hard to become the type of leader that gets things done, you know, without a lot of talk. And now I have to check everything with some committee of my employees? Seems a little off if you ask me.

Still, many leaders like the idea of working with a team of employees, but find frustration in the execution of the idea. One manager put it this way, "It's one of those things that looks good on paper. You know, I get input from everybody, creates buy-in, but the reality is that I already did that, and this slows down the process." Managers wishing to complete work quickly or who find themselves in the minority when a decision is made, can be concerned not only about the process, but who answers to whom when there is a problem.

Good Ol' Boy Networking.

In the top downing systems, which ideas receive credibility from management and which ideas are put aside, often depend greatly on who you know. This can be particularly true for those holding positions such as a regional manager, district manager, or even a CEO. Though not a strictly male group of leaders, this process of bringing together power holders is commonly referred to as the good ol' boy networking (Barcus, 2009; Gumbel, 2011; Tahmincioglu, 2011). Good old boy decisions can also play a major factor in the handing out of assignments, promotions, and benefits. This decision making process may or may not pay attention to the quality of work, ability of the individual to do the work, or the needs of the site to utilize the benefits. Good ol' boy networking also has been used to punish those leaders that have voiced their concerns about the manner in which a good old boy decision was carried out. Those who work in these systems often report being badgered and feeling stressed.

Leaders in distributed leadership often expressed frustration at the structure of the old system. At times this frustration is aimed more precisely at an individual that remains unwilling to be flexible about the way the system is carried out. At many sites in this study, even some of those that mentioned a strong collaborative past, there was a concern expressed about the past tendencies to fill administrative positions and promote individuals based on a good ol' boy network. While this concern tended to be less common then other concerns, it spoke largely to the idea that individuals who were being hired into the management positions were being selected on criteria other than their knowledge and skill as leaders. The perception that upper management uses nepotism to fill other management positions, frequently left leaders feeling defeated. The frustration regarding good ol' boy networking may be amplified when top downing behavior is part of the norm at the work site. Potential leaders that face both the top downing environment and good ol' boy networking often expressed their concern or displeasure with trying to lead and work in these conditions. According to these potential leaders, they often felt as if they were helpless to make a difference, and that because those in charge of hiring the managers were friends with that manager, there was no recourse to redress a problem with management.

Good ol' boy networking has the potential to prevent employees from having a voice, and leaves open the possibility of getting a talented manager to the randomness of the friendships among upper management. Some employees expressed frustration that they were passed over for positions because they were not part of this network. At work sites where the good old boy model was a part of the top downing system in place, employee leaders tended to feel limited in their opportunities to voice their frustrations or concerns.

Sabotaging.

Not all members of a given staff support the concept of distributed leadership. Some will, for various reasons, seek to prevent the successful implementation of leadership teams. Sabotaging (Raffanti, p. 84, 2005) can be perpetrated by either management or site workers. In either case, staff often stated that they did not like the changes because they felt the system that they had developed as their site, was superior to the newly introduced leadership team. At one school site, a principal introduced the person coming to speak about distributed leadership this way:

> So, Mrs. Smith is here to talk to you about this new idea the district is putting forward regarding leadership teams in the contract. You should all know that I am not in favor of

> this, but I want you to hear about it for yourselves, so I'm going to leave the room. Somebody come get me when this presentation is over.

Not all people that believed in a previous model of management engaged in sabotaging, but many sought to align the new methods to what they already had in existence. Sabotaging tends to be a more aggressive effort, and individuals who are identified as sabotaging are usually identified by another member of the leadership team.

When referring to individuals who are engaged in sabotaging behaviors, leaders often express frustration over a lack of follow through. Those that are identified as sabotaging are commonly seen as not being part of the team, and unwilling to put the clients first. Although various terms are assigned to these individuals a common theme of resisting change for selfish reasons usually rings throughout the descriptions. This effort can be so damaging to the cause of distributed leadership that it is not listed with the more common resisting behaviors. While those other resisting behaviors are discussed in the next section, none has the derailing impact of sabotaging. This resisting behavior can be a barrier to the establishment of a distributed leadership model.

Apprehensions.

Managers are not the only ones that may approach a change from a traditional model to a new model with some trepidation. Employees that have become used to working in a top down, or similar management style environment, may also have severe apprehensions about moving forward into some new model. These vexations may be a result of distrust from past relationships with employers that did not go as well as they had hoped. The fears may also be based on concerns regarding additional work demands that may not be adequately compensated or on concerns regarding punishments for speaking out. Typically apprehensions manifest themselves as a result of one or more of the following properties: badgering, leaders losing, cynicism.

Badgering. While some of the people that become recognized as leaders in the distributed leadership model are those that management would have also chosen, there are always some that are elected because they represent a view point that was not the same as managements. These leaders who had previously worked in top downing environments, sometimes stated that they felt they were treated poorly under the top-downing management style. Often when they attempted to voice their opinion or raise concerns on behalf of colleagues, particularly ones contrary the managements, they reported being badgered as retribution for questioning the authority of their manager. One leader shared, “I’m not sure why I seem to get these terrible schedules, but ever since I made an issue about that lack of concern for employee safety, the administration stopped giving me a regular schedule.” Individuals reported various degrees of badgering by managers at different points in their careers.

Badgering is not only to have been experienced by leaders, but also by other staff members (Blasé & Blasé, 2006). This badgering can consist of a variety of punishments including: unpleasant schedule assignment, loss of overtime, and loss of positional extra-pay assignments such as department chair or shift leader. Badgering may include the punishment behavior engaged in by supervisors that are part of the good old boy process. It can also be the process by which potential leaders were kept from interfering in running of the staff. When these leaders continued to be vocal about their issues, badgering of the employee by the supervisor would often follow. In situations where a decision by a manager resulted in the need for an outside agency such as unions to be brought in, those decisions were often protected by upper management. A leader gave this example,

> I sat at one end of the table with Sally, my union representative, and the principal and her boss sat at the other just glaring at me. Every time that Sally pointed out a mistake in the evaluation, missed time-lines, inaccurate notes, the failure to notify me of any concerns... The principal's boss would start to explain why it wasn't the principal's fault. Finally, Sally just ripped into both of them for their incompetence. Unfortunately, when it was all done, I had to change schools. It was just too uncomfortable there for me.

This tends to be true even in cases where legal grievances eventually reverse the manager's decision. As a result of this behavior, promising new leaders frequently decide to seek leadership positions elsewhere.

Leader Losing.

In a top down environment, those that are potential leaders and practice voicing are often the most exposed to the badgering treatment. As a result of the badgering, the lack of a platform to speak from, and the inability to make change at the work site, individuals who could have been leaders at the site will often choose to move to another location. When these potential leaders move on, they frequently take with them potential solutions, and the understanding of a segment of the work site population.

Some of these employees have successful careers once they are removed from the top down environment. Some leave the profession completely, while others move on to another site within the original organization. Additionally, in a top downing environment relationships between employee advocacy groups such as unions, and management, tend to be adversarial.

This hostile relationship can be prominent factor in the loss of trust between employees and management. Referring to the way management would treat employees one leader recalled, “They were called in if they disagreed with her. She was strict with them, she would badger them, she would write them up, and so as a result we lost some strong people because of that. It was tough, because no one trusted her.” It can also serve as a major barrier to the implementation of any type of distributed leadership.

Cynicism.

As employees began to set the scene for the work of distributed leadership, they often expressed their frustrations with the constant attempts made to try something different. Leaders expressed that their efforts to support theoretical ideas that were handed down from the upper management would frequently backfire. These backfires commonly gave rise to higher levels of apathy among the work force. Many of these grand ideas, which employees referred to as either ill-conceived or undeveloped, consumed much planning time, but fizzled out when it came to the implementation aspects. Other staff members would be dissatisfied and progress would screech to a halt.

One leader stated, “We don’t want to be first. Let someone else be the guinea pig. If the idea sticks around more than a year, come talk to me, but we have no interest in trying to be the first to have wasted our time.” During one manager’s tenure, he developed a “Blueprint for Success” that all employees were expected to read and embrace. This “blueprint for success” plan had high goals, but few details. Concerns arose among the staff as to the realistic nature of these goals and how they were to be established. One leader expressed his frustration over it this way:

> I asked him where he had gotten the idea that we could raise reading levels by 30% in three years. He told me that it was a great question and that he had, "just sort of made up" that number.

This ongoing and somewhat random approach to system-wide improvement has led many to hesitate before embracing any new change, program for growth, or staff development plan offered by upper-management.

Summary. Sometimes the effort to move a site from a top-downing model to a distributed leadership model meets with severe difficulties. Difficulties arise in a multitude of formats, and for a variety of reasons. These difficulties can slow the progress of distributed leadership. Often when the difficulties are severe enough, they become Barriers to the implementation of a distributed leadership model. When the reason for this slow progress is questioned, leaders begin justifying why they have not made as much progress in this area as they feel they should have. This behavior also involves a discussion of the culture of the school, institution, or company. If the culture of the site is transitioning from one of top-downing, the staff may not know how to respond to the responsibility the roles of leadership require of them. One individual stated, "I don't even know what it is we are supposed to do. The manager brings the agenda, asks if we agree, we all do, and then we're done." This culture of staff apathy is frequently born of a top-downing environment, but often continues due to a lack of understanding as to the role of leadership. These Barriers are commonly too large for an organization to overcome, and may prevent the successful implementation of a distributed leadership model. But not all issues that an organization faces are become Barriers. Some of the issues faced by groups engaged in distributing leadership are merely stumbling blocks, and can be overcome. The process of distribution is filled with these difficulties, many of which are not clear prior to the efforts at distributing leadership. Distribution may already be occurring within certain parts of the organization when a decision to embrace distributive leadership is made. Distribution can even the entry point into distributing leadership.

Distribution

As already stated, the transition from one form of leadership to another can present challenges to those participating in the process. In the previous section the category of barriers was presented, and these barriers that are sometimes encountered are significant enough to derail the process and prevent the implementation of a new leadership structure. But not all difficulties present that degree of blockage.

Some of the difficulties are a matter of practicality and adjustment. Some of the difficulties are due to a lack of training or an unforeseen inability to communicate the purpose of the change. When these issues of practicality appear, they do not necessarily constitute an automatic derailing the efforts of distributive leadership. Instead, they are often common problems that can be overcome through training and education. Left unattended, it is possible that a distribution behavior could evolve into a barrier.

Impostering. In some cases a group will come together as a leadership team, but not act in any way that reflects distributed leadership. Olson (2006) uses impostering to refer to individual adult learners who are playing a role other than who they are. Adult learners who are impostering often struggle to move forward into understanding because they are pretending. Impostering in this study refers to the behavior of leadership teams and not individuals, it is similar in that those leadership teams that are impostering frequently struggle in their attempts at distributing leadership. Generally, there are two types of this kind of *impostering* (Olson, 2006) behavior.

In the first, a manager in this group is still driving all the decisions and often severely limits the decision making scope of the leadership teams. Impostering can also occur when only some members of the leadership team are included, or respected by the manager. Normally in that case a small group rules the leadership team, without following the steps of feedback loops or information gathering. Typically this individual(s) is feared by the other members of the group. They may fear job assignment, loss of position, or being harassed by their supervisor.

The second form of impostering comes from the workers themselves. These employee leaders come together at the regular meetings, but typically do not engage in the decision making process. This impostering behavior can be frustrating to managers who wish to demonstrate their openness, but find a lack of reciprocation among the staff. Workers that agree to be a part of the leadership team but do not engage in the work of leadership are commonly impostering the role of leadership. One reason for accepting the position even though the member does not intend to do the work, can be the compensation that often accompanies this position. For many workers, the increase is slight, and some explain that their participation reflected the compensation. A few leaders in this study explained that they would be willing to do more in their role as leaders if the compensation was more.

Core leading. In some cases the idea of a leadership team does not translate to the practice. If the individual, or some of the individuals, selected to serve on the leadership team replace the top-downing practices of a singular manager with a group of individuals practicing the same top-downing style of leadership, distributed leadership may not be taking place. Even though there are individuals who have been elected to serve, if that team forms a core of leaders that do not utilize feedback loops or seek out input from colleagues, there leadership may not actually be being distributed. The hope of most distributed leadership models is not to replace a dictatorship with an oligarchy, but rather to bring voices from the staff as a whole to the table for discussion.

Sometimes those individuals who are not a part of the leadership team feel that their voices are not being heard. This can occur regardless of the selection process. When someone who wanted to serve is not selected, and that leadership team does not utilize feedback loops or in some other way insure that the voices of the staff are heard, people can feel disempowered. This feeling of disempowerment can affect those that never even wanted to take on the work of distributed leadership. As Senge (2006) explained:

> The word “leader” has come to refer largely to positional authority, a synonym for top management - as when people say, “change will only happen if it is driven by the leaders,” or “The problem here is a our leadership.” Regardless of the accuracy of such statements, there is a deeper message. Such statements point to particular people in top management jobs and refer to them as “the leaders.” Why not just say “our senior

> management" or "our executive managers"? Certainly that would be less ambiguous. Bet we encode a broader message when we refer to such people as the leaders. That message is that the only people with power to bring about change are those at the top of the hierarchy, not those further down. This represents a profound and tragic confusion. First, it declares that all others are not leaders and have little power to bring about change. Second, it oversimplifies a much more complex and important subject, how to understand the diverse roles of leaders at many levels and how to develop networks of leaders capable of sustaining deep change. (p. 319)

A concern within core leading can be the creation of unequal voices on a team. While leadership teams are usually meant to have all parties at the table have an equal voice, this may not always be the practice. Problems can arise when a manager sees the leadership team as their personal team, of which they are the leader. This type of core leading can be a problem even if the leader is considered dynamic by the staff. A similar set of problems can occur when a worker-leader attempts to take over the leadership team. If one person, or a small group, is leading and the rest follow, distributing leadership is probably not occurring. Regardless of intention, resentment and frustration are common outcomes where this has happened. Core leading can lead to individuals on the team deciding that they are doing time, and to cease active participation. Additionally, if that individual leader leaves the work-site, efforts at distributing leadership may unravel and be replaced with cynicism. A member of the leadership team at one high school explained, "There are basically two people that run the school, and neither is the principal. And if the one actually does leave, it's just going to be difficult. I'm not sure I'll run again." If core leading can be avoided and there is equal investment in the leadership process cynicism is less likely to take hold of the leadership team members.

Insulated teaming. When a distributed leadership model is first implemented leaders may have limited understanding of what their job is regarding being on a leadership team and in the beginning may be untrained to engage in leading. Through ongoing trainings those elected to leadership positions would normally have the opportunity to work together as a collaborative team. However, they may only be acting as a collaborative team within the confines of their team. Leaders that engage in insulated teaming behaviors often see themselves as being collaborative, but may not be perceived that way by their peers. As one non-leadership employee pointed out, "I'm sure they think they are being innovative and all that. But it seems like they have clearly forgotten what reality is like. Which I don't understand, cause they do this for a living every day!" These teams have often developed a shared understanding of practice, and may even have attempted to create a vision of where they want to see the profession go at their site. But they may have failed to utilize any of the input gathering practices of more successful teams.

Unlike leadership teaming, insulated teaming usually becomes isolated from the rest of the staff. When a leadership team does not work with the rest of the staff to gather suggestions and input, they may lose many of the advantages gained from creating a distributed leadership model. Raffanti (2006) elucidates on the problem:

> When differences in an organization are not valued, encouraged, or maximized, the organization is not maximizing the creative power of diversity. In environments where denial, isolation, assimilation, or other such approaches are regularly employed to

> manage similarities and differences, people whose ideas, skills, characteristics, or talents fall outside the dominant sector resort to survival rather than full participation. This is particularly so during times of pervasive change. Ineffective management of diversity leads people to retreat into weathering, thereby diminishing authentic engagement in the diversity mixture and creative tension. (p. 558)

Insulated teaming is usually only perceived by someone on the outside of the leadership team, and can be difficult for leaders themselves to be aware of without outside help.

While from the outside insulated teams and core leaders may look nearly identical, there are some distinct differences. In the case of core leading, the leaders probably have taken on the role of autocratic leadership working to create a vision or plan. There may be some collaboration within the team, but there will probably also exist several unequal voices that dominate the discussions and may alienate those within the team. Insulated teams often believe that they are engaging in the work of distributed leadership, and usually work together collaboratively to reach a decision. But they frequently insulate themselves from the rest of the staff, only sharing the final vision with the staff, and often without consulting with their colleagues on what type of vision or plan should exist in the first place.

Doing something. Some workers become frustrated with management when a process is broken, and yet there often is little or no effort to fix the issue. When leaders are elected to their position they usually feel the need to fix or address problems that arise in the work environment. This desire is common, particularly among individuals who might have previously been part of a badgered group under previous management structures. Leaders do not always believe that they have the right answer, but most prefer attempting to solve the problem, even if the something they try does not fix the problem. Often in these situations, decisions are made on the basis of the need to act, rather than a more time consuming practice of data analysis and research.

Unfortunately, this behavior can get leaders into trouble with the people that elected them. In their eagerness to solve the problem, leaders may bypass feedback loops, and or fail to gather input from the relevant stake holders. As a consequence, efforts to address a problem may result in resentment from the people that the leadership was trying to help. One teacher expressed frustration this way, “Look, I appreciate the new technology. I think it’s great, but what we needed was curriculum work books. I wish leadership would have asked before they spent all the money on something that wasn’t essential.” When feedback loops, or other forms of gathering information from the staff are not properly used, the staff may feel resentment and some of the purpose of creating a distributed leadership model could be lost.

Overdriving. Regardless of the structure, it is usually important that those who are entrusted with leadership not get too far ahead of their colleagues in the work force. Practitioners normally need to be wary of their own pet projects and goals, which can sometimes cause them to over reach the boundaries that a leadership team is entrusted to work within. When individuals focus more on their own wants, particularly if they are not communicating well with the staff or using feedback loops to ensure their thoughts mirror the interests of the staff as a whole, they may have forgotten the staff’s desires and may have stopped being practitioner driven. Instead they are overdriving their personal agenda. This idea is not necessarily unique to distributed leadership, as top down managers often overdrive their personal agendas with regularity. The pitfall here is when overdriving occurs under the guise of distributed leadership.

Overdriving can have the additional problem of discouraging employees from believing in the work of distributed leadership (Lambert, 2003). Some employees that work at job sites that are considered to utilize distributed leadership, find themselves with a divided work force. If the leaders are engaging in overdriving the agenda, others that are not serving on the leadership team may view the leadership team as being elitist or nonresponsive to the beliefs and needs of the rest of the staff. Overdriving can set the progress of distributed leadership back several years, if not completely destroy all possibility for meaningful change. Among all the behaviors engaged in under the category of Distribution, overdriving may be the one that is most likely to lead to the derailing of the new leadership process (Lambert, p. 6, 2003).

One distinctive difference between overdriving and insulated teaming is that insulated teaming rarely discusses plans with the staff when building a vision or plotting a direction. When leadership teams overdrive the plan, they have gathered information from the staff, in some cases even using formal information gathering techniques. However, the leadership team in this case usually has exceeded the desire of the staff, and the vision or plan may have evolved beyond what a majority of the staff feels is appropriate. As one leader put it:

> We do surveys at the end of every year, so we kind of figured we were covered. But when we got to the end of the following year, the staff was extremely dissatisfied with our leadership. We didn’t know why, because we had used last year’s survey as the bases for all our projects. Then someone said, ‘Hey, we should do a survey more than once a year! You know, to make sure we are still meeting their needs.’ It was like an epiphany grenade had been tossed in the room. I don’t know why we didn’t think of that before. We took these concerns from the surveys, developed solutions, and never checked to

> see if they were the solutions needed. Now we are working on face to face meeting time as well.

Leadership teams that do not regularly check in with their staff, may develop solutions or plans that run beyond the scope of the staff's original intent.

Doing Time. Leadership teams are not always altruistic in their work. Nor does every member of every leadership team view their role in the same light. Indolent individuals sometimes seek out and are elected to leadership positions for various reasons. For some of these individuals it is a stipend. For others it is a case of no one else wanted to do the work, so they agreed to serve. In these cases, individuals are often not engaged in doing the work of leadership, but rather doing the time they have been asked to serve. If enough of these individuals are on the same team, that leadership team may function as merely a rubber stamp committee. Although they would not necessarily relinquish the title of a leadership team, in most cases they cease to function as one. If too many of the individuals on the leadership team are doing time, then distributed leadership is probably not taking place.

Rubber Stamping. Workers occasionally stated that the manager at their site worked hard to control which issues came to the leadership team. At these sites, the role of leadership teams was commonly constrained to either its most conservative interpretation of the contract language, or treated as if there were no contract language that codified the authority of the leadership team. By rubber stamping, leadership teams' roles at these sites were limited to the narrowest scope of professional development. Some of the members of these leadership teams expressed their frustration over what they viewed as a lack of opportunity to engage in real leadership work.

In some cases, workers objected to the role they had been handed by the manager but found themselves frustrated by the constant bickering and fighting over what the scope of the leadership team is. One teacher facing this scenario stated the problem this way:

> We started off with a leadership team that was pretty weak. The people that got voted in were good people, but not people that would stand up to the principal. The principal pushed them around, we had to go to the union several times about what we could and couldn't do. But it was tough, and we just couldn't challenger her on everything. We tried, but we sort of had to pick our battles because, you know, she was the way she was. And we just had to deal with it.

At these sites it was often not until the players changed, in most cases a manager retired or was removed, that collaboration became stronger. At one site where there had been several managerial changes in a relatively short time, the worker saw the problem and decided to resign.

> I thought these teams were going to be doing things to improve the culture of this organization. But really, it was just a place for a team of us working class folk to approve the boss's plan, so I decided to resign. Sometimes we plan things, but it's mostly just busy work for the staff to do. I'm back on it, but not much has changed.

Another member of the leadership team at the same site stated, "It is the easiest stipend that I have ever earned. I just show up, listen, say nothing, nod my head, and then we're done." This type of behavior reflects a work site in quadrant one on Lambert's (2003) Leadership Capacity Matrix (see appendix B).

Overwhelming.

In most cases where distributed leadership models are present, those that take on leadership responsibilities do so as an additional responsibility to the work that they are already engaged in. Leaders sometimes reported a sense of finding the entire experience overwhelming and in some cases sought to resign from the additional arduous work. While the additional responsibilities typically are accompanied by a stipend of some kind for the service, it is typically not reflective of the quantity of time that responsibilities of leadership usually imply. Some leaders in this study reported that the experience of having to make difficult choices regarding the desires of the staff, particularly in situations where the staff was divided about the proper course of action, was at times overwhelming. This sense of being overwhelmed was particularly true if the leadership team member was new to leadership or had not received any training regarding the roles and responsibilities of a leader. In some particularly egregious situations, the manager told the leaders false information, and attempted to run the leadership teams as a rubber stamp to their top down agenda.

Agenda hiding.

In top-down management approaches individuals do not always share their ideas openly. Because top-downing is a fear based management system, ideas that may upset the status quo are often left unstated. The surreptitious behavior engendered within this culture leads to agenda hiding, and workers rarely share their ideas with others.

Agenda hiding is not necessarily the purview of any one group of employees alone. Even when a distributed leadership model is in place, individual members of that team still come with their own beliefs that they may want to push. A teacher that has a plan to completely overhaul the structure of the school, may not advertise their agenda when they accept a position on the leadership team. The individual may wait until they have a feel for the way things are done on the leadership team, and then begin to implement the idea through the guise of the leadership team. Hidden agendas are neither wrong nor evil by nature, they are just not open to the public. One important element of the hidden agenda, is that as long as it stays hidden, regardless of who does the hiding, it does not typically reflect the elements of distributed leadership. Hidden agendas can become part of distributed leadership if the idea is brought out, discussed with the staff as a whole, feedback loops are used, and all voices are fully represented. The obvious danger with hiding ones agenda is that do so can lead to impostering behaviors if it is not revealed in a timely manner.

Dysfunction exposing.

One of the consequences of moving away from a top downing environment to a more distributed model is that areas of weakness can sometimes be exposed. A singular autocratic leader can micro manage individual employees and thus can cover inadequacies among specific employees. If the single leader's directions are followed it becomes difficult to know where problems may exist with other individuals. If that form of leadership is replaced with a more distributed form of leadership in which employees are expected to act as professionals and work together to solve problems, any individual that lacks these skills may find the lack of explicit direction difficult to navigate.

In some cases, by moving to the distributed leadership model, things may get worse before they get better. The transition period that exposes problems covered up under the previous leadership structure, can be difficult. During this time period nay-sayers (Raffanti, p. 61, 2005) may become increasingly adamant regarding the problems of this new structure. These nay-sayers are often part of the dysfunction that exists at a work site and they may become more vocal during periods of change. Part of the problem leaders initially face under a distributed leadership model could be getting those around them to buy-in (Raffanti, p. 62, 2005) to the changes that are taking place. One leadership team member shared:

> A lot of the way that the office operates has had to change. The way counseling functions, the way attendance functions. I mean front clerk, you know, the whole discipline process has been horrendous. And now, everyone is waiting to see if these changes are real. It kind of seems like they are afraid to act if it is all going to change back next week.

When the dysfunctions are exposed, stability and recovery can take time. The people doing the work usually need to believe that the change is real prior to deciding to openly support it.

Summary.

Almost every site has a slightly or vastly, different outlook on what distributing leadership should look like, even when the language describing the model has been contracted, and a training has been offered. Even in those circumstances, there is a tremendous lack of consistency from one distributing leadership model to another. Without proper, continuous and ongoing training, leadership teams, and other structures will most likely lack the knowledge and skills to be distributing leaders. Where this lack of training currently exists, leadership teams have often developed into simple rubber stamp committees for the manager to utilize. Successful leaders usually are insistent that regular ongoing trainings should be part of any leadership team program, and that generally too much is left to chance with regards to the adherence by both the labor members of the leadership team and the management members of the leadership team.

Still, most of the navigation of this change may be tricky to overcome. The negative behaviors engaged in during distribution commonly occur when there is no training or only a single training session occurs; and most can be corrected or fixed through offering ongoing and continuous trainings. If there is no effort to address the issues, either through ongoing training or some site specific intervention, the issues encountered in distribution can evolve into barriers preventing the progress or growth of leadership teams. It is usually difficult to tell if the issues of distribution have been resolved without an opportunity being provided for a recounting of the story by the staff at the site. It may also be this recounting of the story that serves as the entry point into distributing leadership.

Recounting the Story

The path to any organization embracing distributed leadership is usually a challenging process. Most leaders that are a part of the process bring their own unique insights and experiences with them. While every leader has their own individual foundation that forms the basis of their knowledge, certain patterns usually emerge when they share the stories of how they came to the position of leadership and how they envision that role. This category elucidates both the struggles and successes that staff leaders commonly experience in their navigation of distributed leadership. Ultimately, it is through the leaders recounting of their story that we understand if there is buy-in at the work site.

Leader defining.

Many of those individuals who become site leaders seem to have a number of ways that they believe distributed leadership should be embraced and defined. At one site a leadership team member shared, “We make sure that the professional development that we engage in, meets the needs of our colleagues. We don’t deal with discipline issues. Let someone with a higher pay grade deal with evaluations. That’s not what we do.” Another member of a leadership team at a different site explained the role of leadership this way:

> I think leadership gives the staff a voice in big decisions. I think the leadership teams give a voice to people, and we have to stand up for them, and us out of the quagmires. To say “No, no, no!” We’ve tried before. It doesn’t work. Here’s why. Here’s a sense of the staff feelings.

Some of these behaviors deal with various roles and consist of the work that an individual engages in within this model. Other behaviors focus on the way in which leaders think prior to engaging in action. In the distributed leadership model, most leaders allow their thinking to be shaped by the input of those around them. In the more successful situations, these leaders are usually active in seeking out the understanding of others. Therefore, what the leaders do and say in many ways defines the character of the leadership team.

Staff members that take on the work of leadership tend to believe in the work that they are doing. As these leaders continue to discuss who they are and the role that they play, there is a common thread that develops among them as to the appropriate role of leaders. This common thread is often defined by the following properties: serving, voicing, and propping.

Reasons for leading. Some staff leaders view themselves as servants and those that do usually have accepted leadership as a way to give back to the profession. These staff leaders often see leadership as a responsibility, and frequently express their awareness of the democratic nature of the leadership team. As servant leaders of the staff they often discuss two essential elements of that service: gathering input and teacher voicing.

Among some of these staff leaders exists the idea that they serve on these leadership teams, but that they are there not there as authority figures. Instead, these particular individuals indicate that their primary role is to give voice to the rest of the staff. These individuals often state that they want to make decisions based on the will of the staff. To this end, these leadership teams commonly give surveys to their staff to try to better understand the needs of the staff. Several leadership teams conduct annual surveys that they use to help plan out professional development time for the following year. Some used online survey tools such as Survey Monkey to conduct short surveys regarding issues that were ongoing at the moment. Others rely on individual members of the leadership team to seek out the opinions of others on site and bring that input back to the table.

Some leadership teams have taken the effort to gather input even further, and view themselves as the voice of the staff members at that site. These leadership teams rarely make any decision without first taking the pulse of their staff. One leadership team member put it this way:

> Who am I to decide anything? I'm nothing here, other than the servant of those people that elected me. So what makes you think I'm ready to make a decision about something you just gave to me? I need to talk to my staff, I have to get their thoughts.

> Because at the end of the day we all have to live with it. And I'm nothing, but their servant.

At these work sites, staff leaders tend to express a feeling of unity and commitment to the process they are engaged in. Unlike leadership team members that are doing time or rubber stamping, these leaders often believe that they are important to the process of helping others be better employees and more productive workers. Another veteran leader stated:

> Because I think leadership is about serving the people you're leading. You're there to empower them to be part of the process. Then also to enable them to do what they do best, which is the work itself. So, anything we can do to help them get information or give them more tools to do that work, that's what leadership is all about.

These leaders are often highly engaged in the process of leading and some even fall into the category of the visionaries.

Voicing. In distributed leadership, some leaders see the work they do as representing the desires of their fellow workers. To insure that they are not stating a personal opinion about a topic, but rather voicing the ideas and concerns of those that they represent, some leaders will employ a number of different strategies to gather input. For many this is an informal process, done over lunches and around water coolers. For others, the process is more formal and systematic. In these latter cases team leaders might employ the use of surveys, feedback loops, or organized discussions to gather data from their peers. Regardless of the data collection methods, voicing can become an intricate part of a leadership team's work. One person's voice offered and listened to can allow for a previously overlooked concern to be made manifest. When leadership team members are encouraged to voice concerns, there is greater diversity of ideas and less danger of “group think” (Surowiecki, 2005), which may cause a leadership team to overlook an important issue. Gregory (2006) explains the benefits of voicing this way:

> This individual found reason to criticize, obstruct, or derail every initiative. People in the organization called him the “weak link in the chain.” The leadership of the organization considered this to be an isolated problem with the individual and, until it was brought to their attention, never recognized it as a systems or diversity issue. By reformulating the dynamics of the problem as a systems and diversity issue, everyone in the organization was able to see the ways in which they each participated in behaviors that undermined the overall goals and made a scapegoat of the one individual; this was a significant shift in perspective. Armed with this new insight, members of the organization gained a better understanding not only of how they all could work more effectively together, but how to respond to the unmet needs to which the “weak link” had called attention. In fact, he became viewed as a major contributor to organizational success because of his willingness to bring to light those things that had previously been undiscussable. The end result was the development of a series of initiatives that addressed the complexities of the organizational environment while, at the same time, allowing organizational members to meet the increased expectations of the company. (p. 546)

There are essentially two elements that make up the property of voicing: colleague voicing and client voicing.

Colleague voicing. Leaders that are successfully engaged in distributed leadership usually gather ideas from their colleagues, and bring those ideas to the leadership team. If the opportunity for voicing is provided using a formal or systematic method, then usually the leadership team can easily bring that information to the table and share it with the other members of the leadership team. A more common form of colleague voicing comes from the informal discussions that occur in the hallways, during lunch, or in parking lots. Leaders listen carefully to their colleagues, and when they are at leadership meetings, often voice the concerns of others for the group to consider are the primary individuals who engage in colleague voicing. It is important to note, that the leader that voices the concern on behalf of the colleague does not need to be an advocate for the idea. Rather, they are often an advocate for the opportunity for input from their colleague. A leadership member shared the following experience:

> I had no idea if anyone else was concerned about the issue, but Mrs. Smith stopped me in the hallway and asked what was being done about students not being where they are suppose to be. She stated that students disrupted her class several times during tutoring period. So I took it to leadership. Turned out a lot of teachers had this complaint. So we are working on a system so that the teachers can do their work with less interruptions.

It is clear when colleague voicing is occurring because the focus of the discussion is usually on the needs of the employees.

Client voicing. Most leaders also recognize that their interest lies not only with ensuring a better experience for the employees, but for the clients as well. Client voicing can take many formal forms including phone and mail in surveys. Occasionally, clients are invited to participate in a group discussion about the organization and such topics as the quality of service and future direction. It is also common for client voicing to be anecdotally shared at leadership meetings. A member of a leadership team shared:

> We have been concerned about the lack of parent involvement at our site. So, leadership met with the PTA president and asked what we could do to encourage parents back on to the campus. She helped us to see that parents want to be kept in the loop, and feel invited to the high school. So we started a parent-teacher-student BBQ every quarter. It's a chance for everyone to interact in a less formal setting and to build those relationships that keep the parents connected and the kids accountable.

It is clear when client voicing is taking place because the interests of the client are usually at the front and center in the discussion.

Propping. The leaders that emerge in a distributed leadership model usually believe in their profession and are often proponents of those that do the work within that profession. They commonly speak of their colleagues, managers, and clients as being quality individuals and usually state they find meaning in being of service to them. Frequently, the ultimate outcome of propping up the quality of those that surround them, is the improvement of the work that they are engaged in, and the service provided to their clients. There are essentially three types of propping that leaders tend to engage in: colleague propping, worksite propping, and client firsting.

Colleague propping. Some leaders state that the employees are particularly smart, hard working, caring, dedicated, collaborative, etc... This can be, in part, an effort to point out the many ways in which a leader appreciates those who have chosen the leader for a position of leadership. Some leaders also see colleague propping as an obligation to serve the interest of the individuals who elect them to the position of leadership. But the behavior of complementing their colleagues often extends beyond the simple courtesy, and may reflect a true admiration for their colleagues. In most cases, leaders believe that they work with individuals who are prepared and capable to tackle ambitious goals. They may have agreed to take on the work of leadership in part because they believe that they can make a difference, and that those who choose them, are ready and capable of engaging in the work as well. One leader put it this way:

> For so long, I found myself frustrated by what was happening. But, I also thought that I was the only one. Then I was nominated and elected to leadership. I looked at all these amazing teachers and thought, 'Wow, they just asked me to represent them.' I realized that I wasn't the only one with those thoughts. I also realized that I was being asked to defend those who felt they couldn't speak up for themselves.

Colleague propping differs from voicing. Voicing ensure that the ideas of others are heard. Colleague propping usually makes certain positive assumptions about the quality of those colleagues and sees part of the role on leadership as defending those staff members that are routinely ignored.

Work-site Propping. Some leaders believe that the environment that they work in is uniquely suited to the work that they want to get done. When a leader is work-site propping, they usually speak highly of their individual work site. They may point out several ways in which their site is superior to other, similarly constructed work sites. Someone that is work-site Propping is likely to engage in Recounting the Story either about their site or another site at which they have experience.

Work-site propping is not always limited to a specific work site. Occasionally, leaders take time to talk about upper management. When leaders elaborate on their work-site to include these individuals or places, it typically reflects the belief that the difficult work of distributed leadership can only be accomplished if there is a commitment from all. Leaders that engage in this type of work-site propping, usually believe that the work being done at the site level is a result of the work being done at the upper levels of the organization. As one leadership member put it:

> I think we have a rich history of collaborative leadership model here at ABC High. since I arrived thirty years ago, we have always had a strong staff. And I think the administration also understood that. I think that's why they gave us freedom to lead as teachers in all areas of the school. I mean we have been blessed to have principals and vice principals who have empowered us to lead. This has just been a special place.

Work-site propping is different from colleague propping in that it is much less about the current individuals and is more frequently about all the workers, clients, and managers, that have impacted the work site. It may even evolve into an all inclusive complement.

Client firsting. Some leaders believe that they do the work of leadership to create the best possible environment for the clients they serve. This is also a reason that many emboldened leaders will engage in colleague supporting. By creating the optimal environment for their colleagues to work in, numerous leaders reported that they were also putting clients needs first. Allowing colleagues to focus on the needs of clients and avoid unnecessary distractions. Under distributed leadership models, emboldened leaders typically engage in this behavior to remind managerial staff of what the leader feels is important for clients.

When the staff as a whole sets the needs of the clients as a top priority and communicates that clearly to the leadership team, then leadership usually has a clear mandate for the tasks they undertake and follow. While this does not negate the need to continuously seek staff input for decisions that the leadership team makes, it often allows the focus to be first on the needs of the client. A member of a leadership team explained:

> But as a whole, we're here for students. And that moral purpose is clear. And that makes making tough decisions easier. Like you know, changing the whole schedule to provide built-in support time. And even bringing in the PLC concept, that's hard, harder for some than others. Even the idea when we spend money, we have limited funds. Well what's going serve students best, what's going serve the most students? Like we bought the money for the weight room, which isn't an academic, but it touches more students than anything else you could spend your money on. And so, you knows a lot of money, that was the decision because it was better for kids.

Decisions that must be made in time crunch situations, are usually less resented when the focus of the staff is on this established goal.

Serving. Many leaders explain that a distributed leadership model provides them the opportunity to serve various interest groups at the location of their work, including the profession itself. As leaders tackle the work and decision making process they generally want to see the ways in which the work benefits the whole of the environment. Many of these leaders could be classified as driven altruists (Tyink, 2006). Most of them want their work to be meaningful in its scope and believe that by doing the work of leadership they are serving the interests of various groups. These groups include colleague, clients, and the "greater good."

Colleague serving. The work leaders are involved in usually provides a voice for their peers who are not members of the leadership team. Often, leaders work hard to ensure that those they work with are not over burden by the responsibilities of leadership. Some leaders also see this as an opportunity to allow colleagues to focus on the work that they do of serving the clients. One leadership member put it this way, *"You know one of my goals is to try to get anyone who has any questions the data they need to feel like they're part of it. So there's nothing hidden. Just ask me out find out for you."* This is not to say that leaders believe they are to do all the work, but most leaders believe that they can help facilitate so that colleagues are only asked to take on parts of what needs to be done, thus preventing others from being overwhelmed and burning out.

Client serving. Many leaders see the work of leadership as creating an environment that is conducive to the success and satisfaction of the clients. These leaders typically believe that the work they do finds its ultimate purpose in the way that they meet the needs of their clients. Most of these leaders embrace client serving as a core reason for the work that they do. When teachers engage in client serving they are thinking about the student on campus and the parents of those students. When an IT consultant considers their clients, they are thinking of the customer on the other end of phone looking for support. Another leadership team member shared:

> As a part of leadership team part of our role as leaders is to be aware of the different perspectives that are affecting all of our students, and take ourselves out of the picture and consider the benefits to the whole. If we look at something like the schedule or whatever it might be, we have to look at what's the greater good for students first because that's where here to serve. I think that's a huge piece of it. It's a big part of why were on leadership team. Because you look at more than just yourself. And a lot more than just your Department.

In some ways, this practice is also a part of peer serving. The difference is that the focus of client serving is on the needs of the client, and peers may receive support as part of this process.

Greater good serving. Leaders often take on work that they see as being work done for the greater good, and see themselves as providing as service to their profession. While no profession is completely philanthropic, many leaders tend to be motivated by the idea that they are serving the greater good (Tyink, 2006). Some experienced workers with longevity take on the role of leadership as an opportunity to give back to their profession.

Additionally, when leaders that engage in making decisions that they may feel are not as popular with the rest of the staff, but which the leader feels is an essential task, they have to reconcile why they have chosen this path. This essential task is usually justified as being in the interest of either peer or client serving. This reasoning speaks to the idea of the profession the leader is engaged in, and the leader's own belief in the nobility of the work. The leader may believe that those engaged in that profession must undertake this additional work for the sake of the greater good. These leaders often see themselves as holding the line against the forces that would undermine the integrity of their occupation. Many leaders are careful when they engage in greater good serving, typically because they do not want to be perceived as overdriving a personal agenda. One leader pointed out:

> As a member of the leadership team part of our role as leaders is to be aware of the different perspectives that are affecting all of our colleagues and clients, and take ourselves out of the picture. consider the benefits to the whole more, when looking at something like schedule or whatever it might be. We have to look at what's the greater good for students first, because that's where here to serve. It can't be about me. You have to remember that you represent more than just one group or segment. You have to think about what's the greater good for the school. That's an important aspect leadership.

However, those leaders that are engaged in serving the greater good usually see the work as part making that environment better for all. Regarding these type of leaders, Preskill and Brookfield (2009) emphatically state:

> They gauged their progress by the degree to which their constituents, collaborators, and colleagues continued to learn how to analyze and act on the problems facing them. These leaders, without exception, also maintained a broad outlook on their work, seeing it always as a struggle for their comrades' shared humanity and creating the political conditions most likely to bring about each person's flourishing. (p. 20)

The work sites with democratized leadership teams usually have the built in safe guard of an election process, which may threaten an individual's opportunity to be re-elected if they stray too far from the staff's direction. For example, when leadership team members are elected for a defined period of service and that time period comes to an end, individuals must be nominated, accept nomination, and be re-elected to another period of service. Please see appendix A for an example of this process.

Supporting. Leaders have come to their belief in the importance of leadership through various routes. In most cases, at some point in time during that journey, one or more colleagues engaged in supporting them in their work. In some cases this may have been a manager and in other cases, this may have been a peer or mentor. Whatever the situation, the support they received usually passed on the belief that support is something that leaders do. Occasionally it is the lack of support that can convinced this leader, that engaging in supporting others was a essential part of what they should do.

As leaders begin to take on the role of leadership, they frequently look for ways to support others who are entering the profession. This can be seen in the types of professional development leaders bring to their work place. It may also be apparent when leaders take on a mentoring role themselves, lending support to new or struggling colleagues. One leader explained it this way:

> I think us veterans need to recognize that when new person comes in to our profession, someone has to support them big time. Because it's going to be hard. The first three years are killer. You're dealing with discipline, brand-new plans, often you have to travel. It's tough, and we as veterans or leaders, whatever you want to call us, we have to step up to the plate and help them out. I wouldn't be here if someone hadn't done that for me. And then eventually those new people will be ready to do more, and they'll step up and lead.

Leaders usually believe that through supporting efforts, new leaders will emerge into the distributed leadership model.

Standing Up. Many leaders see themselves as advocates for their colleagues and clients. This, some leaders feel is a duty and a responsibility that they have to those they serve. Standing up is the behavioral bridge between voicing and propping. When a leader is voicing, they are typically bringing the concerns of others to the discussion of leadership. They may or may not advocate for the ideas they voice, but they usually attempt to ensure that those ideas are heard. When a leader is propping they are often speaking about the strengths and positive qualities of those around them. When a leader engages in standing up behavior, they frequently advocate and or defend those that they are standing up for. Often the work of standing up for others is part of the leader as servant role many embrace as members of a leadership team. If leaders are unwilling to engage in this behavior it can undermine the legitimacy of the process. One former leadership team member shared their frustration:

> I have sent e-mails and talked to members of the leadership team a number of times. I never get any feedback on if my thoughts were discussed, what people thought of them, nothing. I don't understand the point of having leadership team if they ignore their colleagues when we have requests. That's not leadership.

When standing up behaviors do not occur, a top downing environment may still be present.

Responsibility defining. One problem that leadership teams may encounter is understanding the scope of their authority. In some cases this is spelled out in a memorandum of understanding (MOU), other times there is contract language to guide the team, and sometimes there are specific trainings to deal with these issues. While all of the aforementioned approaches to responsibility defining are useful, they frequently fall short of the needed guidance.

A common problem in this regard has to do with turnover rates. As the individuals change, the level of understanding and commitment to distributed leadership may vary. If this change is relatively minor, it may only slightly affect the distributing of leadership. If the change is major, it may seriously impact the distributing of leadership. One interviewee related:

> Some of these principals are running around not sure which way to turn. They hate this idea of leadership teams, and having to get everything checked by teachers, but they are freaked out over the new sup. She has fired 23 administrators in three years! Most were let go because they wouldn't get on board with her ideas about leadership.

The change may either speed up The distribution process or cause resistance by participants. If there is resistance and it is not addressed, barriers may develop that bring the distributing of leadership to a halt.

Contract language can mitigate some of the impact of turnover. However, other problems may still be present even when contract language does exist, if individuals serving on leadership teams do not take the time to read or study the content of that language. This is often true regardless of the position the individual holds. When lack of understanding is the root cause of the trouble defining the responsibilities of the leadership team, teams will be in danger of falling back on top-down decision making processes. It is common for managers to revert to the systems they are used to. If this is a top down understanding of management, they may take it upon them self to define the limits of the leadership teams authority. If the workers have been exposed to badgering in the past or are filled with cynicism regarding change efforts, the rest of the team may accept the manager's definitions.

Trainings dedicated to the specific understanding of the purpose and scope of a leadership team can be a good way to prepare teams to engage in the work of leadership. The problem with trainings is often that the trainings tend to be sporadic and turnover on most leadership teams is high. A leadership team with a majority of new members, may have few members that have received any formal training as to the role of a leadership team. An individual that had served for the past four years on a leadership team shared, "I know they had a training when they first started doing this, but I wasn't on it then. Of the people currently on leadership, I think only ... was on it then." Unless there is a commitment to consistent, regular trainings, many team members will potentially be left out of the loop. If too much time is allowed to pass, an entire team may find that it has never participated in any training as to their scope and purview.

None of the above is an indication that team members are impostering. When individuals engage in doing time for example, they typically approach the work with a certain level of apathy. They often either do not care, or do not believe that any work they did do will matter. When the issue of contract language is in play, this may at first seem like doing time is an appropriate label. However, ignorance and a lack of training could be to blame. Leaders may want to engage in the work of leadership, but not know that the contract contains specific language regarding the scope of the leadership team. As one leader stated, "I never knew that we could generate ideas that might actually impact the way business is done. This is kind of exciting." Where no member of the leadership team had attended a training, it was rare to find individuals who had read the contract language regarding leadership teams.

Managing power. The delineation of authority for individual leadership teams relies most commonly with the manager assigned to that team. Some managers distribute that power to the group as a whole, while others hold onto the authority and seek to control, or mitigate the authority of the leadership team by managing power. Depending on the depth of understanding that the manager has regarding the purpose of leadership teams and the degree to which they agree with that purpose, a work site manager can have a tremendous impact on the functionality of the leadership team.

In certain situations, the delineation of authority may lay outside the scope of the manager who works with the distributed leadership team. This commonly occurs when a union is present and when the motivations for distributing leadership are codified in the union /

management contract. In these cases, it is typically not the responsibility of the site manager to delineate authority, as this has been done through negotiations. Rather it is more commonly the responsibility of the site manager to ensure that all the elements of that agreement are upheld. One leader pointed out, “Most of us are not experts in the contract. Not even our manager knows it all that well. We have one person that does a lot of union work on leadership. Everyone asks him.” In practice this adherence to contract language may or may not occur.

A manager who believes in and embraces the concepts embedded in a distributed leadership model, can have a dramatic and immediate impact. Typically, when the proper steps of feedback loops and consultation are followed, a staff can begin the collaboration process within a few months, and begin acting on staff generated input almost immediately. A manager who does not believe in, or disregards those concepts, can also have a dramatic and immediate impact, however working against the contract can have serious consequences including conflict and disunity within the staff. It may also lead to dismissal if the infractions are ongoing and not corrected.

Additional Benefits. As organizations navigate through distributed leadership models they often gain a sense of satisfaction from their work that may not have been present before (Lambert, 2003; Northouse, 2010; Preskill & Brookfield, 2009; Senge, 2006). The addition of a leadership team with emboldened leaders can have benefits beyond what has already been laid out in this study. Two of these additional benefits include the benefits of having a staff that stays put and a staff that engages in the work of self-examining.

Staying Put. When leaders believe in the work that they are doing, particularly when it comes to the clients they serve, they may pass up opportunities to join other work sites for the opportunity to stay where they are. While many leaders who engage in staying put come from work environments that have a history of distributed leadership, some leaders have also found other reasons for this course of action. In cases where individuals are in a hostile working environment, but feel that they are already engaged in greater good serving, they may choose to stay at a particular location. Often because of the leadership work, these leaders feel connected to the work that they do in a way that goes beyond the traditional rewards of monetary compensation or acknowledgement. Still, if the top-downing behaviors of badgering continue, potential leaders will eventually leave.

Most staff leaders discuss the efforts of the first few years of leadership teams as either trying to get a foot hold or as a continuance of past practice. As turnover occurs and staff leaders begin to see the ways in which leadership teams might impact the needs of both colleagues and clients, elections usually become more contested. Nearly all work site where distributed leadership teams have been in existence for an extended period of time, have election with more people accepting nomination to run for a position on leadership then there are positions available. Many staff leaders report that their current manager is generally agreeable to the leadership teams and the basic ideas of distributed leadership.

Still, it is not unusual for members of a single leadership team to have varied opinions about the development of the team, and about the team's ability to distribute leadership throughout the work environment. At one site an employee stated that leadership was handling things well, and that their site was in excellent shape when it came to *Distributing Leadership* responsibilities. A second interviewee at the same work site stated that leadership was only "emerging." Regardless, even teams with these divergent views, usually continue to work towards improving

Self examining. Leaders embark on their journey of leadership for various reasons. Sometimes they seek the spotlight, sometimes they reluctantly accept nomination by a third party for the position. Regardless of the initial decision, once elected to the position, most leaders engage in ongoing conversations regarding how they can make their practice better. These individuals typically look at their own practice first when attempting to discover a solution to problems that plague their work environment. They are often secure in their abilities, but aware that there is always room for improvement. These leaders rarely believe that their practice is best, or that there is only one way to accomplish a given task. Many routinely emphasize the need for colleagues to work together and to find best practices through research. As a leadership team member stated:

> When we started talking about improving what we do, I had conversations with ... and did a little bit of reading. I sat down with ... who was a principal at an elementary school, because they knew a whole lot more about it than we did at the high school level. The PLC was her talking about paths for leadership. I brought it to leadership, and then brought it to the staff. And we, you know it fit who we are, and so we just start going at it.

This research can include both academic and case studies, as well as collective wisdom of those practitioners at the site.

Summary.

During the process of electing colleagues to leadership positions, and during the course of the development of the leadership teams growth, the individuals on that leadership team often feel closer to each other as a result of their work. In work environments where this collaboration extends beyond the work of the leadership team members this bonding can extend beyond the leadership members and incorporates the staff as a whole. This bonding typically manifests itself in the larger work site in the form of collegial conversations, feedback loops, and other forms of purposeful listening. As each individual at the work site feels that his or her voice is more clearly heard, their level of buy-in to the success of the vision that is created grows in a commensurate amount. As one individual put it, “We knew that our site issues where small potatoes when you look at the whole of the work that is being done. But they were our potatoes, and they meant a lot to our staff.” This coming together of an entire staff will usually only occurs if the leadership takes the time to gather input from all staff members, and only if all staff members feel that they were heard. Not all suggestions must be adopted, but in most cases only listened too.

This bond usually becomes the most meaningful when the result is a shared vision of progress. The staff as a whole may begin to buy-in to the collegial work being done, and rapid progress towards the stated goals is commonly reported. Buying-in occurs in the latter stages of distributing and often takes failures and multiple attempts by the leadership team to get to this level of work. When a leadership team reaches this level of commitment and communication, it is common to hear from the staff that they have bought in to the vision of the work site.

Section 5: Summary, Conclusions, Recommendations, and Commentary

Overview

The core variable that emerged from this GT study was distributing leadership. The purpose of this doctoral study was to generate a GT regarding leadership in the Grande Unified School District, which in 2005 codified language in the teacher-district contract to establish leadership teams. A GT study is helpful to both professionals and lay people (Glaser & Strauss, 1967), and this GT should facilitate the understanding of the implications of distributing leadership for all. Although the foundation for this study took place in an educational setting, the results are easily modifiable to apply in any number of organizational structures. Because this is a GT study, the specifics of what that theory might look like, and what the focus of it might be beyond the interest area of distributed leadership was unknown at the outset. Only through the collection of data and constant comparative analysis did the core variable of distributing leadership emerge.

This GT study was conducted in accordance with a Glaserian, or classic grounded theory approach. All initial interviews were conducted in person, with some follow-ups being done over the phone. All initial interviews began with the grand-tour question, “Will you tell me about leadership at your site?” All remaining questions were based on responses to that request, and were later coded, memoed, and exposed to constant comparative analysis.

In this case, the study generated a theory that explained the process of the core variable, distributing leadership. This study also explored some of the categories of distributing leadership. The categories that the theory yielded include building a plan, barriers, distribution, and recounting the story. These categories, along with their properties, are discussed in-depth in section 4.

Interpretation of the Findings: Summary and Implications

Building a Plan

This section includes some of the reasons that an organization may decide to undertake a change from a more traditional model of leadership to a more democratized form of leadership like the leadership teams discussed in this study. These findings suggest that without a perceived need by multiple parties, including those at every level of the work force, it will be difficult to implement any effort at distributing leadership. This desire for a change in the environment usually comes from a realizing experience within the organization. Usually this realization does not happen overnight. Distributing leadership is the idea that all members of a staff can contribute to leadership regardless of title (Harris & Spillane, 2008).

This category also contains the properties that explain the importance of democratizing the process, and the various benefits that can be gained from this practice. These benefits include providing the opportunity for leaders to have a platform from which to voice their concerns. It can provide a sense of legitimacy that a leaders carry with them knowing they speak for others who share their concerns. It also provides the opportunity to embolden these leaders once they have been trained and understand their rights and purview. Last, this category explains the importance of codifying the role and guidance that a leadership team will operate under. This codification is best achieved through the use of a contract, as it can reinforce the commitment of both management and labor toward the goal of creating a more productive and rewarding work site.

In the specific case of the Grande Unified School District (GUSD), these findings suggest that the idea of distributing leadership using democratically elected leadership teams and the codification of this new style of leadership in the district contract may have been helpful. Additionally, this study indicated that an ongoing training for members of leadership teams should be developed that can be offered on a regular basis for leadership teams as the membership on these teams change. In the case of the GSUD, one training was offered in the Fall of 2005, but no follow-up trainings for new members were ever instituted. This category also implies that the best chance for success comes from a deep commitment by both the upper management of the district, specifically the superintendent and the school board, and the leadership of the Grande Teachers' Association (GTA).

Barriers

This category examines some of the difficulties that can inhibit the ideas of distributed leadership from being implemented. These are momentous challenges that may not be able to be overcome without a change in the personnel at the work site. There is no one group that exclusively participates in this kind of behavior, but management tends to engage in some with greater frequency, whereas labor tends to participate in others with greater frequency.

Top downing is a property in this category, and refers to a traditional model of leadership in which there is one person at the top and they have absolute authority over their region or school (Senge, 2006). Managers who have worked in this type of environment are often loathe to give-up their power, and find great frustration in having their decisions being vetted by those they consider less qualified. Individuals with the autonomy to decide how their school or work site operates, may engage in sabotaging the ideas of distributed leadership. Individuals who engage in sabotaging may do so for motives that may or may not be clear to the rest of the staff.

A second property of the barriers category is apprehensions. These are the concerns that are mostly from workers who are hesitant to try a new model of leadership. Typically because they fear that it will either worsen an already bad situation or undermine some authority they have themselves acquired. This authority can come in the form of simple autonomy. In the case of teachers, the ability to shut the door and teach without concern for events in the rest of the school is an example of autonomy within the classroom. If employees have experienced badgering, particularly in a school with an abusive principal (Blasé & Blasé, 2006), those employees may have developed certain coping skills that allow them to continue working in their environment with relative peace. A change to the structure of leadership is sometimes perceived as upsetting the environment, and some fear retribution. This fear may or may not be founded, however, upsetting of the environment leads into a second concern of this property. The second concern regards individuals who pursue leadership positions which may put them in direct conflict with their administrator. As a result of this conflict in the past, individual workers could be removed from the work site. The last element of this property is the cynicism that abounds from constant efforts to try new things. These new ideas may sometimes be met with a lack of belief, resentment, or withdrawal. There can be a number of emotions that come into play whenever a change occurs in leadership, but two that are reflected in this section are fear and frustration (Raffanti, 2006, pp. 76 - 79).

For the GUSD, this category explains some of the reasons why certain schools have been more successful at distributing leadership than others. Despite the fact that the contract language has been in place for nearly six years, some sites have only recently begun to move toward distributing leadership, due to the concerns mentioned above. In some places where leadership teams are firmly established there is tremendous conflict between the teacher members of the leadership team and the principal member. As one teacher related,

> So for the last 10 years it's been very micromanaged. We had a very, very controlling principal, who didn't trust anyone to make decisions. Whether it was her secretary or a teacher, or Vice Principal, or counselor, so… It was what happened was, everything was top down. If you disagreed with her, she would basically badger you, until you either gave in, or you stuck your ground, heard it, heard it, heard it, or you left. So a lot of people left, because of her leadership. And we have the teacher leadership where, you know, they were really strong, outspoken teachers, and they were part of that badger group.

This resistance by principals has recently been diminished by the new superintendent, who believes in distributing leadership. As a result, some of the principals like the one referenced above, have decided to quit or retire. At sites where this was the case, they may only now be starting the process of distributing leadership.

Distribution

Although the above category identified behaviors which created barriers to the efforts to distribute leadership, this category examines some of the difficulties that can occur once a leadership team is in place (Northouse, 2010). Although these behaviors do not typically prevent the efforts to establish leadership teams, they can cause setbacks and present difficulties. In some cases, when a distribution behavior has a negative impact and is not corrected or addressed, it may become a barrier preventing the establishment of a distributed leadership model.

A property of this category is impostering (Olson, 2006), which occurs when a leadership team is established, but does not engage in the some of the work of a leadership team (Lambert, 2003). For example, the leadership team may meet every week, but never gather input from the rest of the staff regarding the direction or vision for the work site. In some cases, this core group of leaders view themselves as the exclusive leaders of the site. When this happens ,it is common to find that a leadership team has continued the top down practices of a traditional model of leadership. Some of the teams become insulated from the rest of the staff and perceive themselves to be working well together, but in reality they may be failing to engage the rest of the staff. Some leadership teams are so eager to do something that they act too quickly, without relying on research or skipping data analysis. Still other leadership teams do much of what they are supposed to do regarding the use of feedback loops or surveys, but move too far beyond what the rest of the staff has indicated that they want. The final two elements of this property are those leadership teams which have members that are doing time (Lee, 1993) and those that are rubber stamping the administrators plans. Both of these two behaviors are generally a result of a lack of understanding regarding the role of the leadership team.

Additional properties of this category include overwhelming (Preskill & Brooksfield, 2009), agenda hiding (Senge, 2006), and dysfunction exposing (Christensen, 2008). Overwhelming refers to those individuals who agree to serve on leadership teams who are overwhelmed by the experience. This feeling is commonly due to the fact that those who take on leadership roles do so in addition to their normal work, and may not understand the intensity of the work prior to engaging in it. Agenda hiding happens when members of the leadership team do not openly share their ideas with the rest of the team or staff. Once these ideas are vetted through the leadership team and processed through feedback loops, the agenda becomes public and the behavior ends. The real concern here is when the intentions of a member of the leadership team remain hidden, which can lead to disunity and a loss of trust between members of the leadership team and between the leadership team and the staff. The final property of this category is dysfunction exposing. This property is an outcome of no one person being in charge of doing everything. In distributing leadership, individuals are asked to be much more responsible for the work of the whole, and occasionally items of importance can fall through the spaces not yet filled. It may take some time to eliminate dysfunction and replace it with competency. These properties are usually addressed with training and coaching.

For the GUSD ,this category implies that there may be a need to create a document to guide leadership teams between trainings. It also implies that leadership team may have the right intentions when it comes to the work of distributed leadership, but may not be following the steps of gathering information from the staff, and constantly checking that information through feedback loops, may lead to greater problems. It also implies that decisions made in distributed leadership environments take time and planning. Therefore, if the district wants to make a request of a staff, they should leave ample time for the leadership team to discuss the issue, gather research on the topic, generate input from the staff, and reach some kind of decision based on an analysis of the above information. Last, it implies the need for patience on behalf of all of those that have moved toward distributing leadership. There will be stumbling blocks along the way, and constant training and coaching will be needed to insure that those impediments do not escalate into barriers.

Recounting the Story

This category refers to the way that leaders in a distributed leadership model view themselves and the work that they do (Lambert, 2003; Northouse, 2010). Ultimately, this is the culmination of the all of the other categories and indicates the degree to which the participants of bought in to the philosophy of distributing leadership. This category includes the properties of Leader Defining, Responsibility Defining, and Benefits.

The property of leader defining is related to the ways leaders see their various responsibilities, but it is primarily focused on the reasons they engage in the work of leadership. Among the main reasons that leaders gave for engaging in the work of leadership were the concepts of voicing, propping, serving, supporting ,and standing-up. Voicing included the opportunity to speak out on behalf of others. These voicing opportunities included both colleagues and clients. Propping addressed the belief of most leaders that they worked with people they admired, at a great work site, and valued their clients. Serving is the desire expressed by many leaders wishing to know that they were engaged in meaningful work. Serving efforts included making the work of their peers easier, ensuring that their clients' needs were being met, and that through their work in leadership, leaders could give back to something larger then themselves. Supporting is the offering to mentor or share insights with staff member with whom the leaders may work. Finally, leaders reported that standing-up for and advocating on behalf of the staff the leader works with and the ideas that the staff generates was a tremendously important and satisfying part of their job as leaders.

A second property of this category included how the responsibilities of the work of leadership impacted the way that many leaders engaged in their work. This awareness includes the frequency of management turnover, interpreting the contract, turnover rates among employees. As a part of this property, the issue of how a manager can impact the success or failure of distributed leadership at a work site is discussed.

The last property of this category regards the additional perceived benefits of moving to a distributed leadership model that had not been addressed in research. One of those benefits was the idea that new employees felt welcomed and heard at a new site. As a result of welcoming experience, individuals did not relocate to another site or profession, creating stability at the work site and fosters a sense of distributed leadership among the staff. Finally, when people are elected to be leaders within the organization they are provided the opportunity to engage in self-examination. To ask themselves various questions: What was it that prompted people to vote for them? Which ideas have they brought forward that others support? How can they safe-guard the trust their colleagues have given them?

The implication of this category for the GUSD is simple. If the GUSD wants to understand the success of distributing leadership in the district, they need to provide an opportunity for feedback from the leadership teams, the staff in general, the parents, and the students. This opportunity would allow the district to identify not only schools sites that are struggling, but to provide specific feedback to the leadership teams and principals as to where the areas of concern are. It would also allow the GSUD to identify school sites that are being successful in their efforts distributing leadership, and gather input from those leadership teams and principals as to what behaviors they have adopted. This information could eventually be used to develop further trainings.

Implications for Social Change

The implications for social change are important at the local, state, and national level. Results of this study could be useful for developing intervention strategies, managing team development, early recognition of issues, and development of trainings. It could also be useful to any organization that intends to begin distributing leadership within its organization.

On the local level, many of the implications for social change have already been discussed in the above section. These implications include the development of ongoing trainings, a leveling of the hierarchy at the schools, the use of feedback loops between leadership and staff, operational guides to help newly formed leadership teams, and the creation of feedback loops between district and leadership teams. Several others merit emphasis, including the importance of diversity and dissention, annual trainings, and the empowerment of those leadership teams to make decisions in the best interests of their staff and clients. For the school district, the clients would be the student and parent populations they serve. Lambert wrote:

> I find the greatest issue with leadership capacity and teams is when the underlying assumptions about leadership--who can lead and what does it mean--are not well developed. Also, team training is often short on facilitation skills. And, then there is access to resources. Teams need discretionary funds in order to be empowered and to realize also that their primary role is to engage others in the process, not too serve as the key decision makers themselves. Feedback loops are also often in short supply.

It is my hope that GUSD will take the results of this study, and the theory which it generated, and shore up the elements of their attempts at distributed leadership. There is a solid foundation, but the need to expand trainings about who leaders are and what leadership means is important.

The implications for social change at the state and national level involve a re-examination of what it means to distribute leadership among the workers of any organization. Clearly, there is evidence that schools can break the cycle of abuse by authoritarian principals by relying more on leadership teams to guide the schools. There is evidence to suggest that the popularity of smaller management teams is increasing, but they are not given the authority that would enable the organization as a whole to benefit from their existence (Surowiecki, 2005, pp. 190-191). It is hoped that state and national organizations such as the California Teachers' Association and the National Education Association will examine the results of this study and incorporate the theory into the future development of leadership teams within the educational system.

Recommendations for Action

The recommendations for action that follow the results of this study and the generation of the theory of distributing leadership come from the four major categories of the theory: building a plan, barriers, distribution, and recounting the story. To show the way that each one contains specific recommendations for action, this section will lay out the recommendations in the order that they appear in the study. However, it might be useful to note that the theory of distributing leadership is a non-sequential, serpentine process.

The first category, building a plan, has been well addressed within the local school district. However, it is important for the parties that crafted the language of the contract to revisit that language together. Although the individuals who work for the teachers' association during the crafting of the contractual language are mostly still active in contract work six years later, none of the individuals who bargained on behalf of the management, nor the superintendent are the same. Taking the time to dialogue each side's understanding of leadership teams and distributed leadership would be an excellent first step in ensuring the success of distributed leadership in the GUSD.

The second category, barriers, has also been largely addressed. This concept of how to work with leadership teams is a part of all interviews to hire new vice-principals or principals. Still, it would be advisable for the district to require all of its administrators to attend trainings in an effort to both alleviate the fears and abolish any ideas of sabotaging that may be lingering. This increased understanding of the purpose of leadership teams on the part of administrators, as well as movement away from the good old boys' network seems to have decreased some of the issues of badgering and leader losing. In order to prevent cynicism from reemerging it will be important that the school board demonstrates its commitment to distributing leadership. They can do this by being sure to select superintendents that have a commitment to distributing leadership and leadership teams.

The third category, distribution, may generate the greatest opportunity for action. This is the need to provide training to members of the leadership teams. This training should be ongoing and jointly created by both the GUSD and the GTA. All members of the leadership teams, including teachers and administrators should attend these trainings in order to provide reasonable assurances that they each clearly understand the role of the leadership team at the site level. Training should not just be theoretical, but address issues of responsibility from the contract and contain specific examples of the ways that a leadership team should operate. This training would address some of the common pitfalls covered in the distribution category, and offer suggestions on how to avoid them. Paramount among those suggestions is some concrete ways to create feedback loops, and strategies to analyze the feedback received.

The final category, recounting the story, provides the suggestion that the district needs to listen to the members of the leadership teams and the staff. It is only through understanding the feedback received from these groups that it can be determined whether or not a site has bought into the concept of distributed leadership. To this end, the category suggests that it would be beneficial for the superintendent or a member of their cabinet, and the GTA president, or a member of their executive board, jointly attend leadership team meetings in an effort to identify the level of buy-in from the staff. This process would be lengthy in a large urban school district like the GUSD, but not impossible to accomplish. If it is determined that it would be too difficult to cover all the schools, a carefully crafted survey could yield some similar results.

In an effort to disseminate the theory generated for this study, a synopsis will be prepared both for the local teachers' association as well as the superintendant. Meetings will be scheduled to share the implications of the findings in this study. A PowerPoint of the synopsis were also made available for anyone wishing to review the findings. A copy of the findings were also distributed to the school board, and should they wish to discuss it further an appointment will be made for a presentation.

Recommendations for Further Study

This GT study generated a theory of distributing leadership. The theory can be generalized regarding distributing leadership which, although culled mostly from interviews with academics, has relevance, grab, fit, workability, and modifiability (Glaser, 1978, 1992; Glaser &

Strauss, 1967), and can therefore be applied to other districts and indeed other fields. Any environment considering distributed leadership could use this study and modify it to their purposes. Here are two recommendations for further study that could be readily suggested:

Using Grounded Action (GA) would be a natural next step (Gregory & Simmons, year of pub). GA begins by using a GT study as an explanatory theory. From that, an operational theory is developed to address the main concerns in that explanatory theory. GA addresses each of those concerns as an operational theory. The GT has four core categories that could serve as core variables in a GA, The GT would become the explanatory theory that that the GA would address. This would allow a researcher to examine how best to address some of the concerns raised by the participants. For example, a GA that addressed the category of recounting the story, might focus on the importance of reflections. A GA study could take those core categories and apply them to another setting in order to mitigate the main concerns. Simmons (2006) explained, "The action is the realization of the action plan. It effectively constitutes an empirical test of the explanatory and operational theories" (p. 488). This could be applied to developing plans of action for any school interested in implementing distributed leadership, struggling with distributing leadership, inform the organization of trainings, and identifying areas of concern within the process.

The third would be to conduct a phenomenological study. A phenomenological study focuses on what the perception of the people experiencing a phenomenon. As Merriam and Associates state:

> Prior to interviewing others, phenomenological researchers usually explore their own experiences, in part to examine dimensions of the experience and in part to become aware

> of their own prejudices, viewpoints and assumptions. These prejudices are assumptions are then bracketed, or set aside, so as not to influence the process. (2002, p. 94)

A phenomenological study that focused on the ways in which people come to embrace distributed leadership could yield some results that might help in the process of developing a work environment that truly embraced the concepts of distributing leadership. For example, it may indicate what personality traits people that were most likely to embrace distributed leadership might manifest, and these could be looked for in interviews.

Personal Reflections

The process of conducting the research and completing the classes in a doctoral program has been a humbling experience. I began the process supremely confident in my writing skills and my understanding of research. That confidence was quickly tested. Near the completion of my course work I was introduced to GT by my professor, Dr. Mitch Olson. He was intrigued by the way I labeled ideas, and I was struck by his passion for GT and the kind of intuitive sense that it made to me. I made the difficult decision to switch dissertation chairs and to embark on the complex journey of conducting a Glaserian GT study for a university that was unaccustomed to evaluating them, as evidenced by the rubric that was provided. Writing the first three sections of this paper, and bringing them in conformity with both the standards of GT and the requirements of Walden University, proved more challenging then I had anticipated.

As with most things, the difficulties I encountered strengthened the study itself, and the back and forth provided me with a deeper understanding of GT. Through this process I have grown tremendously, both as a teacher and as a student. I have gained an appreciation for the work of my colleagues, so many of whom go to work each day for the expressed purpose of enabling students to succeed, not just academically, but in all facets of life. I was also deeply moved by the many people at the district office that voiced their own support and encouragement for the work I was doing, several sharing their struggles and endeavors to gain doctorates.

I made every effort to minimize my own preconceptions, but my values as a teacher may have had some impact on my perceptions of other teachers. Still, GT provides for self interviews which, like all other interviews are coded and memoed. Coding and memoing all interviews helps to insure that the data that emerges is relatively free from personal biases that the researcher might bring with them.

I came to this study with concern regarding the benefits of distributing leadership and questions as to what other sites were able to accomplish. Some of my concerns were validated, such as what can happen when there is a lack of training. Still, many of my concerns were alleviated during my interviews and as I explored the literature. I have always thought that distributed leadership was a good idea, but struggled with the practicality of it where individuals are not tied together by a set of deeply held beliefs. Yet the results from this theory seem to suggest that with constant ongoing training, empowerment to make decisions, and by democratizing the process; distributing leadership through a system akin to leadership teams provides an excellent option for leadership.

Conclusion

It has been a tremendous benefit to me that Dr. Olson is not only extremely knowledgeable regarding GT, but also sought out other renowned scholars in the field of GT and brought them in to consult during our monthly meetings, including Dr. Odis Simmons. The insights these conversations provided me allowed for the completion of this study.

Additionally, because of this work I have had the opportunity to collaborate with some of the most recognized professionals in the field of education. Fuller and Gerloff joined our dissertation group's monthly meeting and discussed their thoughts on their recent book regarding the elimination of rankism. Joining us on another occasion was Linda Lambert who shared her current thinking on distributed leadership and has been kind enough to correspond with me via e-mail and answer my additional questions. Also through this work, I had the opportunity to meet Dr. Elmore and have several discussions with him regarding his thoughts on the future of educational leadership.

The findings from this study indicate that distributing leadership among the workers within an organization is not only a plausible way to lead, it may provide the best option for creating a stable, insightful, and ultimately successful environment for both workers and clients. When distributing leadership among the both management and the work force there will be stumbling blocks along the way. Depending on the leadership environment that existed prior to the shift to distributed leadership, managers and workers may create resistance that prevents the progress of change. Some may even try to erect Barriers to prevent the implementation of distributed leadership. In addition, even when leadership teams are established, ongoing training will be required to remove impediments to the successful implementation of distributed leadership. However, once leadership teams have been established and individuals begin to see themselves as leaders, the work environment can be radically improved. Individual workers are concerned not just about their own little territory, but about the success of the whole. Successful leaders tend to focus on serving the needs of their colleagues, clients, and the greater good. This both ennobles them and empowers them to support others in becoming leaders. Employees stay at their work site longer, thus building a wealth of knowledge that they can utilize to become better leaders and assist others to do the same.

This approach to leadership is not easy work. It requires management to abandon their some of their authority and trust in the collective wisdom of those around them. It requires both emotional commitment on the part of the participants, and financial commitment on the part of the employer. The payoff for all is potentially tremendous, not only in the emotional well-being of the workers, but the benefits to the employers and their clients. With constant ongoing training, empowerment to make decisions, and a democratized process; distributed leadership and leadership teams provides an excellent alternative to traditional forms of leadership.

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APPENDIX A: Article 24.

CREATING AND SUSTAINING A COLLABORATIVE CULTURE

24.01 Statement of Intent

The District and Association agree to take responsibility and be held accountable for the improvement of the quality of teaching and learning which represents an expanded role in public education. It is in the best interest of the Grande Schools that the District and the Association cooperatively engage in activities and communication which demonstrate mutual respect for all stakeholders and results in the improvement of student achievement through the development of common goals, a cooperative, trusting environment, and teamwork. It is the belief that actively and constructively involving all relevant stakeholders contributes significantly toward achieving these goals. Shared responsibility and accountability for results are at the core of a continuous improvement model. Joint responsibility for student success means that educators share in celebrating what works and share in identifying together areas that are not working and are in need of improvement.

24.02 Recognition of Mutual Accountability

24.02.1 The District and the Association are responsible for sustaining a culture to support the continuous improvement model. They must continually articulate core values, reinforce the vision, and demonstrate their commitment to a new way of doing business. The continuous improvement process requires that the

District and the Association support the needs of students, those who work in the classrooms and school administrators by providing the resources required for the planning, critiquing, and assessment of the work of teaching and learning. It is the shared responsibility of the District and the Association to build the capacity of each school to function as a learning community in which professional development is job- embedded and is supported with sufficient time and resources.

24.02.2 At the school level, administrators and the staff as a whole are accountable for establishing a learning community conducive to the best teaching practices and success for every student. They have a responsibility for managing time and creating opportunities that allow for collaborative problem solving and for using a wide range of data so that an environment conducive to analysis and improvement is created.

24.02.3 At the classroom level, teachers are accountable for the instruction they deliver and the classroom environment they create within which every student can succeed. Teachers implement the curriculum aligned with established measures of performance, state, and local standards, and where appropriate, international and national standards. The individual teacher will continue to receive training in obtaining and interpreting student data and will have the responsibility to use this data to examine his or her classroom strategies and systems.

24.03 Commitments to Collaboration

GTA and SJUSD commit to building a collaborative culture at every school by establishing joint work teams that will focus on the following initiatives:

24.03.1 Design and offer training to Leadership Teams in areas such as conflict resolution, leadership development, and the role of an GTA/District partnership in achieving quality schools.

24.03.2 Establish a professional development program at each site that is research based.

24.03.3 Establish and train site leadership teams to participate in the decisions that impact the success of the school.

24.04 School Leadership Teams

24.04.1 School Leadership Teams

The purpose of the School Leadership Team is to focus on the continuous improvement of teaching and learning and the quality of instruction.

Every School Leadership Team should operate collaboratively, model effective communication, be representative of and accountable to staff, involve staff in decision-making and support staff in the implementation of decisions about instructional practice (including curriculum and assessment consistent with Board policy), school initiatives, and professional development.

24.04.2 Selection Process of School Leadership Team Members

a. Each school will be provided the number of staff members for the school leadership team based upon total number of staff members as mutually agreed upon by the District and the GTA.

b. Each school leadership team will range from a minimum of four to a maximum of nine including the principal and a vice principal.

c. The site administrator and the GTA representative will oversee the election process which includes the following steps and guidelines:

i. Call a meeting to share the information and explain the process. Distribute handouts including the Continuum of Emerging Teacher

Leadership (Appendix A), the Guidelines for School Leadership Teams, and this Article.

ii. Nominations are made by nominating one's self or others and by submitting the names to the faculty representative in writing. This process is not to be done in a public setting. Nominees must be assigned to the site for the following school year and be committed to the criteria and leadership skills outlined in the Continuum of Emerging Teacher Leadership.

iii. If the site representative is a nominee, he/she will appoint a designee to oversee the election process.

iv. Once the nominations are completed, the names will be placed on a ballot and distributed to all the certificated staff members assigned to that site. Staff members may vote for as many nominees as there are number of members on the Leadership Team, but may only vote for each person one time.

v. Secret ballots will be returned to the site representative or designee who, with the site administrator, counts the ballots.

vi. The timeline for this process shall include three (3) days for the nomination process and two (2) days for the vote.

vii. Eligible voters are those presently at the site. Those certificated staff members who work at more than one site can vote at each site.

viii. The term on the leadership team shall be three (3) years with no limit on serving consecutive terms. However, during this first term, two and three year terms shall be staggered and determined by lottery or self-selection.

d. K-8 schools shall have one Leadership Team for the entire school.

e. Allocation. The Leadership Team will consist of the following number of bargaining unit members based on the number of the teachers assigned to the site. If a teacher is split between two (2) or more sites, they are counted at the site where their FTE is greatest:

   i. Less than 35 teachers: 3 Leadership Team members
   ii. 35-44 teachers: 4 Leadership Team members
   iii. 45-54 teachers: 5 Leadership Team members
   iv. 55-64 teachers: 6 Leadership Team members
   v. 65 or more teachers: 7 Leadership Team members

24.04.3 Characteristics of School Leadership Team Members

a. Focuses on the continuous improvement of teaching, learning and the quality of instruction school wide.

b. Participates actively in broadening the base of leadership school wide.

c. Helps develop a collaborative culture throughout the school.

d. Models leadership for other members of the school community.

e. Demonstrates willingness and/or the ability to facilitate open, candid, and effective lines of communication with colleagues, parents, and other members of the school community.

f. Demonstrates mutual respect and trust among colleagues.

24.04.4 Roles and Responsibilities of the School Leadership Team Members

a. Leadership team members will actively support the decisions of the leadership team and/or the staff as a whole.

b. Leadership team members will regularly attend leadership team meetings as scheduled by the team. These meetings will be scheduled with sufficient frequency to support the team's work.

c. Leadership team members will attend trainings for the purpose of developing leadership skills and capacity.

d. The leadership team will define tasks and duties among the team members.

e. The leadership team will define norms for the team and for operating collaboratively.

f. Leadership team members will represent and communicate with all members of the staff, not solely a specific department or grade level. This includes the development and use of effective feedback loops to elicit input from staff and other site level leadership committees to inform decision-making.

g. Leadership team members, in consultation with the staff, will make and implement decisions related to the school wide, continuous improvement of instructional practices (including curriculum and assessment consistent with Board policy.)

h. The leadership team, in consultation with the staff, will design and facilitate professional development and learning opportunities in the school.

i. The leadership team, in consultation with the staff, will coordinate, analyze and evaluate initiatives in alignment with the school board's adopted goals and the school's vision and goals.

j. The leadership team shall establish inquiry practices within the school, including the securing of evidence and data, so that an environment conducive to analysis and student learning is created.

k. The leadership team will have knowledge of the resources necessary for establishing a successful learning community.

24.04.5 Conflict Resolution Process

Leadership teams shall be responsible for self-management and for resolving concerns about individual team members' participation and/or fulfillment of responsibilities and tasks. In the event an issue is unresolvable within the team, any leadership team member may request a mediated process that shall be jointly designed and facilitated by one designee from both SJUSD and GTA.

24.04.6 Site Innovations

If any aspect of a proposed Leadership Team plan is contrary to the terms of the collective bargaining agreement, an approval must be obtained from the Association and the Board of Education.

24.04.7 Collaborative Decision-Making

School Leadership Teams are encouraged to consider the nature of decision making in their school and to explore research-based approaches to collaboration in decision making that involves all stakeholders. A feedback instrument developed jointly by the District and the Association shall be used at each school on a regular basis to self-assess the collaborative culture of the school and the progress of the School Leadership Teams in the area of participative decision-making, trust, teamwork, communication, conflict management, efficacy of meetings, accountability, and results.

Substantive issues, policies, programs and decisions that arise from Article 24 are not subject to the grievance procedure unless they are alleged to violate other terms of the collective bargaining agreement. It is in the best interest of all parties that disputes are resolved at the school level, however, the District and Association recognize that there may be occasions in which members of the School Leadership Teams, or entire school staffs, may require assistance and/or additional training in dispute resolution. Challenges and/or disputes that may occur within the purview for the School Leadership Teams will be resolved through a process of mediation that is conducted jointly by the District and Association and/or outside mediation.

24.04.8 Leadership Compensation

The District and the Association agree that bargaining unit members who serve on the leadership team shall be compensated for their time and leadership skills at an annual rate of $1,519.

24.04.9 Implementation and Review

The provisions of Article 24 shall be evaluated at least semi-annually consistent with the provisions of Article 24.04.7 and other relevant data and staff input. The purpose of the implementation and evaluation process is to continue to analyze areas within this Article that require modification, identify additional training needs, and to continue to improve the collaborative culture focused on improving teaching and student learning and student achievement.

APPENDIX B: Distributing Leadership

Chart

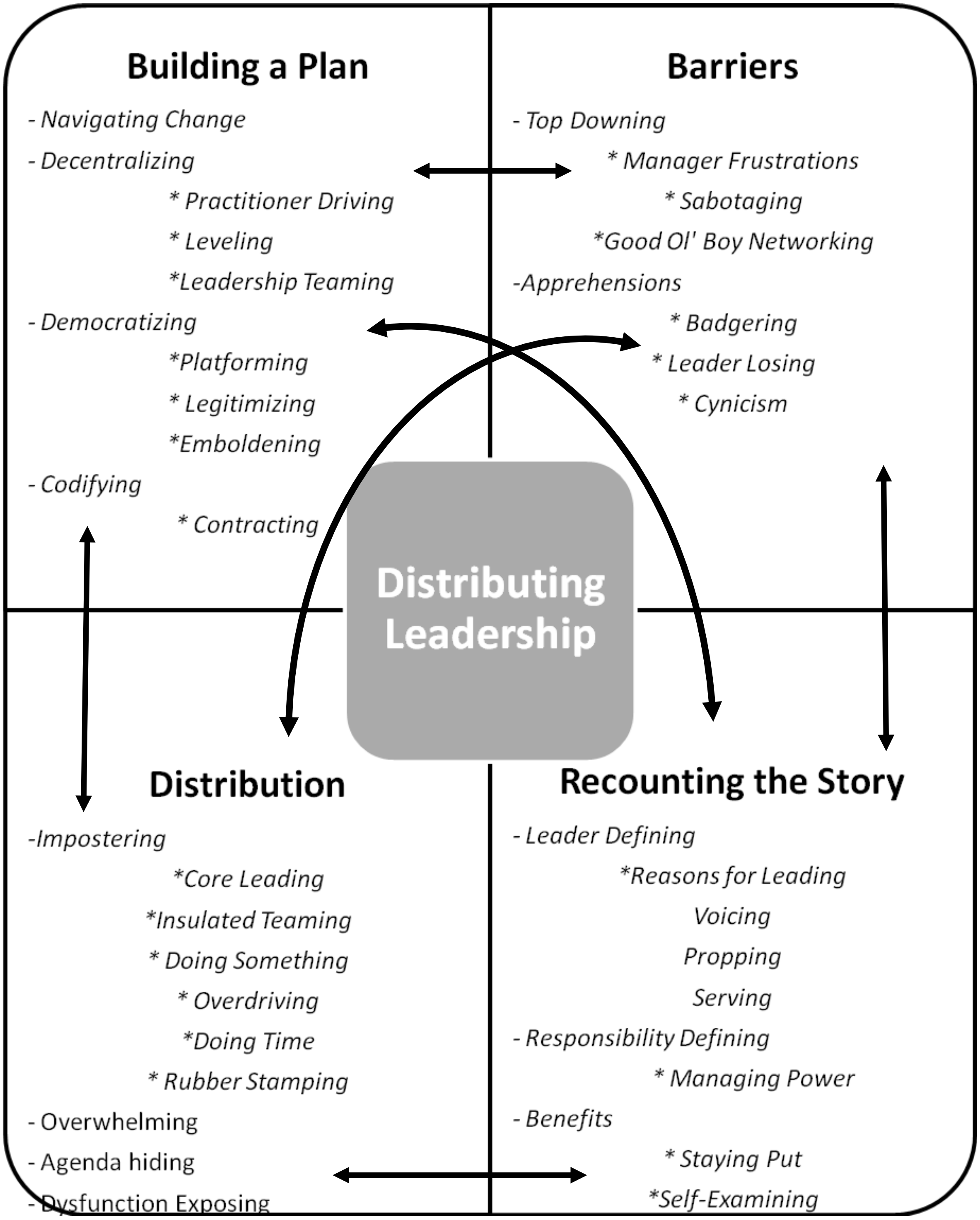
Building a Plan
- Navigating Change
- Decentralizing
* Practitioner Driving
* Leveling
*Leadership Teaming
- Democratizing
*Platforming
* Legitimizing
*Emboldening
- Codifying
* Contracting
Barriers
- Top Downing
* Manager Frustrations
* Sabotaging
*Good Ol' Boy Networking
-Apprehensions
* Badgering
* Leader Losing
* Cynicism
Distributing Leadership
Distribution
-Impostering
*Core Leading
*Insulated Teaming
* Doing Something
* Overdriving
*Doing Time
* Rubber Stamping
- Overwhelming
- Agenda hiding
- Dysfunction Exposing
Recounting the Story
- Leader Defining
*Reasons for Leading
Voicing
Propping
Serving
- Responsibility Defining
* Managing Power
- Benefits
* Staying Put
*Self-Examining

Figure 2. Distributing leadership chart.

Figure 2 presents four main categories and each category is presented with its main properties and sub-properties. This is not a linear process, but a serpentine process (Olson, 2006) that can follow multiple lines of progression as suggested by the arrows. Here the arrows illustrate that any category may serve as a starting point, and efforts at distributing leadership may move from any one category to any other category in a nonsequential pattern.

APPENDIX C: Lambert's Matrix

This matrix breaks the habits of the four levels of a constructivist environment into four quadrants (Lambert, 2003)

	Low Degree of Participation	**High Degree of Participation**
Low Degree of Skill	Quadrant One: • Principal as autocratic manager • One-way flow of information; no shared vision • Codependent, paternal/maternal relationships; rigidly defined roles • Norms of compliance and blame; technical and superficial program coherence • Little innovation in teaching and learning • Poor student achievement or only short-term improvements on standardized tests	Quadrant Two: • Principal as "laissez faire" manager; many teachers develop unrelated programs • Fragmented information that lacks coherence; programs that lack shared purpose • Norms of individualism; no collective responsibility • Undefined roles and responsibilities • "Spotty" innovation; some classrooms are excellent while others are poor • Static overall student achievement (unless data are disaggregated)
High Degree of Skill	Quadrant Three: • Principal and key teachers as purposeful leadership team • Limited use of school wide data; information flow within designated leadership groups • Polarized staff with pockets of strong resistance • Efficient designated leaders; others serve in traditional roles • Strong innovation, reflection	Quadrant Four: • Principal, teachers, parents, and students as skillful leaders • Shared vision resulting in program coherence • Inquiry-based use of data to inform decisions and practice • Broad involvement, collaboration, and collective responsibility

	skills, and teaching excellence; weak program coherence • Student achievement is static or shows slight improvement	reflected in roles and actions • Reflective practice that leads consistently to innovation • High or steadily improving student achievement

APPENDIX E: Sample Coding

Interview A: Well what's going to serve students best, what's going to serve the most students? Like we bought the money for the weight room, which isn't an academic, but it touches more students than anything else you could spend your money on.

Code = Student Firsting

Interview B: We have to look at what's the greater good for students first because that's who we are here to serve

Code = Student Firsting

Interview C: I worked with... and she was very warm with the students. If she had to go get an entire class, then she had go get an entire student class. It was no big deal

Code = Student Supporting

Interview D: Our parents were telling me that they felt left out of their kids education. At first I was like 'How is that even possible? You know where the school is, just come by, just call." You know… whatever. But if parents don't feel connected, they might leave our school for one where they do feel connected. So we knew we had to meet their needs as well. That has been a major focus for us.

Code = Parent Firsting

As I examined the intention behind the words, each of these codes was really about meeting the needs of individuals other than teachers or colleagues. This group I came to define collectively as clients. Through memos and constant comparative analysis, this code evolved into the *client firsting*.

APPENDIX E: Letter of consent from the District Superintendent

Letter of Cooperation from a Community Research Partner

Grande Unified School District
Superintendent Dr. Jane Doe
3333 Walnut Ave.
Sacrmento, CA 95608

May 25, 2010

Dear Mr. Burgess,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Teacher Leadership in Modern Education: A Grounded Theory Study within the Grande Unified School District. As part of this study, I authorize you to conduct interviews with teachers who are willing to meet with you, and access to data that may be relevant or helpful to your study; including but not limited to minutes from leadership team meetings, agendas from leadership team meetings, teacher satisfaction surveys, and access to the school e-mail address of teachers serving on leadership teams. Individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Superintendent Dr. Jane Doe
3738 Walnut Ave.
Sacramento, CA 95608

Telephone: 916-966-7700

APPENDIX F: Letter of consent from the President of the Teachers' Association

Grande Teachers' Association
President John Smith
1234 Landis Ave
Sacramento, CA 95608

May 25, 2010

Dear Mr. Burgess,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Teacher Leadership in Modern Education: A Grounded Theory Study within the Grande Unified School District. As part of this study, I authorize you to conduct interviews with teacher members that are willing to meet with you, and access in data that may be relevant or helpful to your study that does not compromise the privacy of our members. Individuals' participation will be voluntary and at their own discretion. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Grande Teachers' Association
President John Smith
1234 Landis Ave
Sacramento, CA 95608

Telephone: 916-487-GTA

APPENDIX G: Sample letter of consent from a principal

Principal Smith
123 Education Way
Instruction, CA 91234

May 25, 2010

Dear Mr. Burgess,

Based on my review of your research proposal, I give permission for you to conduct the study entitled Teacher Leadership in Modern Education: A Grounded Theory Study here at ABC High School. As part of this study, I authorize you to conduct interviews with teacher members of my staff that are willing to meet with you, and access any data that may be relevant or helpful to your study so long as that information does not compromise the privacy of any staff member. Individuals' participation will be voluntary and at their own discretion. I reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Principal Smith
123 Education Way
Instruction, CA 91234

Telephone: 916-971-5650

APPENDIX H:CONSENT FORM

You are invited to take part in a research study of teacher leadership in the Grande School District. You were chosen for the study because you are or have been a member of the leadership team at your school. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Edward F. Burgess, who is a doctoral student at Walden University. Mr. Burgess is also a high school teacher in the district. He has been serving in the district for the past 14 years, and teaches English at Del Campo High School.

Background Information:

The purpose of this study is to better understand the impact of teacher leadership on education. This study is aimed at creating a theory that is generated by, and loyal to the experiences of the participants. Capturing this experience will provide a window into the realities of the participants and allow for the prediction of expected behavior in a similar situation. Additionally, the opportunity to make a positive social change is here as well. If better ways to lead exist then perhaps embracing them can help to reduce teacher burnout and improve student learning.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in an interview. Mr. Burgess will contact you about the time and location that is most conducive to you.
- Discuss your thoughts on teacher leadership in the district in an open and honest conversation.
- If necessary, Mr. Burgess will contact you for further follow-up or clarification after the initial interview is over.
- Interviews will vary in length, but will not last more than one hour. If more time is needed, or additional questions arise, an additional interview may be scheduled.
- Interviews will be recorded unless participant objects.

Voluntary Nature of the Study:

Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one in the Grande Unified School District or at your site will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:

At this time there are no foreseeable risks to participating in this study. Any risk that may exist will be mitigated by the fact that only pseudonyms will be used to indicate feedback from teachers, and very few of those. The benefits are to the profession. This is an opportunity to have your experience as a teacher leader influence the way the district and teachers' association move forward in addressing the issue of teacher leadership in the years to come.

Compensation:
No compensation will be offered.

Confidentiality:
Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 916-206-xxxx or by e-mail at edward.burgess@waldenu.edu. If you wish to speak to Mr. Burgess' supervising chair you may contact Dr. Mitchell Olson by telephone at 815-877-xxxx or by e-mail at mitchell.olson@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is 08-19-10-0358548 and it expires on August 18, 2011

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I am agreeing to the terms described above.

Printed Name of Participant: ______________________________

Date of consent: ______________________________

Participant's Written Signature ______________________________

Researcher's Written Signature ______________________________

APPENDIX I: E-mail Form Consent Form

You are receiving this e-mail as an invitation to take part in a research study of teacher leadership in the Grande School District. You were chosen for the study because you are or have been a member of the leadership team at your school. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Edward F. Burgess, who is a doctoral student at Walden University. Mr. Burgess is also a high school teacher in the district. He has been serving in the district for the past 14 years, and teaches English at Delta High School.

Background Information:
The purpose of this study is to better understand the impact of teacher leadership on education. This study is aimed at creating a theory that is generated by, and loyal to the experiences of the participants. Capturing this experience will provide a window into the realities of the participants and allow for the prediction of expected behavior in a similar situation. Additionally, the opportunity to make a positive social change is here as well. If better ways to lead exist then perhaps embracing them can help to reduce teacher burnout and improve student learning.

Procedures:
If you agree to be in this study, you will be asked to:

- Participate in an interview. Mr. Burgess will contact you about the time and location that is most conducive to you.
- Discuss your thoughts on teacher leadership in the district in an open and honest conversation.
- If necessary, Mr. Burgess will contact you for further follow-up or clarification after the initial interview is over.
- Interviews will vary in length, but will not last more than one hour. If more time is needed, or additional questions arise, an additional interview may be scheduled.
- Interviews will be recorded unless participant objects.
- If you are unable to meet with Mr. Burgess in person, and would prefer to conduct this study via e-mail, please let him know and arrangements will be made.

Voluntary Nature of the Study:
Your participation in this study is voluntary. This means that everyone will respect your decision of whether or not you want to be in the study. No one in the Grande Unified School District or at your site will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during the study. If you feel stressed during the study you may stop at any time. You may skip any questions that you feel are too personal.

Risks and Benefits of Being in the Study:
At this time there are no foreseeable risks to participating in this study. Any risk that may exist will be mitigated by the fact that only pseudonyms will be used to indicate feedback from teachers, and very few of those. The benefits are to the profession. This is an opportunity to have your experience as a teacher leader influence the way the district and teachers' association move forward in addressing the issue of teacher leadership in the years to come.

Compensation:
No compensation will be offered.

Confidentiality:
Any information you provide will be kept confidential. The researcher will not use your information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in any reports of the study.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at 916-206-xxxx or by e-mail at edward.burgess@waldenu.edu. If you wish to speak to Mr. Burgess' supervising chair you may contact Dr. Mitchell Olson by telephone at 815-877-xxxx or by e-mail at mitchell.olson@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is 08-19-10-0358548 and it expires on August 18, 2011

The researcher will give you a copy of any e-mail conversation thread upon request.

Curriculum Vitae

Edward F. Burgess IX, Ed.D
Fair Oaks, CA 95628
Cell: (916) xxx-XXXX
E-mail: ix_times@yahoo.com

Education

- Walden University, Doctor of Education, Ed D
Minneapolis, Minnesota Teacher Leadership Candidate
2007 – 2011

- Chapman University, Master's of Arts in Education: Instruction and Curriculum
Sacramento, CA
1999 - 2001

- Chapman University, Single Subject Teaching Credential - English
Sacramento, CA
1994 - 1995

- California State University, Bachelors of Arts in English
Sacramento, CA
1990 – 1994

Teaching Experience

High School English Teacher –

Fall 1999 – Present

I have taught each grade level from 9th grade English through 12th grade English. Curriculum knowledge of a vast cannon of literature, as well as a deep understanding of the various aspects of teaching writing are integral elements of this work. Additional work includes:

- Conception and development of an Expository Writing and Reading class to assist 9th grade students in the transition from middle school writing to high school writing.

Professional Presentation
Leadership Matrix – An Understanding
School District Calendar - Explanations

Professional Leadership Experiences
School Leadership Team Representative
Curriculum team designs
High School Director – Teachers' Association Executive Board
Bargaining Team Member for Teachers' Association
Bargaining Team Chair for Teachers' Association
Mediation Dispute Resolution Training
Administrative Effectiveness Survey Design
Consulting Teacher for Beginning Teacher Support and Assessment (BTSA)
Professional Growth and Evaluation committee member
Interview Panel for Vice-Principals
Interview Panel for Chief Financial Officer for District

Professional Development Training
Differentiated Instruction
Creating Thematic Units
Distributing leadership

Mentor
Master Teacher for Student Teachers

Computer Skills
Microsoft Office Suite (Word, Publisher, PowerPoint, Publisher)
Wikis
Web page Design
Statistical Package for the Social Sciences, SPSS
Google Earth

Awards and Distinctions
WHOO Award recipient - 2007

Professional Affiliations
San Juan Teachers' Association
California Teachers' Association
National Education Association