

2017

Impact of the Southern State Teaching Program on the Preparation of Teacher Leaders

Jenna Hallman
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Walden University

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Jenna Hallman

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2017

Abstract

Impact of the Southern State Teaching Program on the Preparation of Teacher Leaders

by

Jenna L. Hallman

MA, Clemson University, 2008

BA, University of South Carolina Upstate, 1997

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

February, 2017

Abstract

The roles and responsibilities of teacher leaders change as schools, districts, and states adopt new policies, procedures, and initiatives. However, little qualitative research has been conducted about how teachers develop leadership skills, particularly during preservice preparation programs. The purpose of this single case study was to explore how a community of practice prepared college graduates to be teacher leaders. The conceptual framework was based on the concepts of situated learning, communities of practice and legitimate peripheral participation. Four graduates from a state teaching program were purposefully selected as participants. Data were collected from multiple sources, including initial and follow-up interviews with program graduates, observations of their leadership activities in public schools, archival data, and program documents. Analysis consisted of multilevel coding, category construction, and determination of emergent themes and discrepant data to inform key findings. Findings suggested that the Southern State Teaching Program prepared its graduates to serve as teacher leaders through situated learning opportunities and the development, practice, and refinement of skills necessary for leading others. The program also offered peripheral participation in the program and the teaching profession. Implications for positive social change include the potential for including teacher leader development programs at the preservice level, which may ultimately improve teacher retention and student achievement.

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Dedication

I would like to dedicate this study to the teachers, staff, and administration at Calhoun Academy of the Arts in Anderson, South Carolina. I firmly believe that our lives are forever changed because of the people we meet along our journey. I know that I am the person I am today because I had the opportunity to work and grow beside the outstanding teacher leaders at Calhoun Academy. I am especially thankful for the guidance and support I received from Ann Self, principal at Calhoun Academy of the Arts. Ann encouraged me to step outside my comfort zone, to try new strategies, and to be a teacher leader. She provided a safe environment for exploration and a soft landing when my explorations failed. Although I am no longer a part of the Calhoun family, I carry my memories with me and share the story of Ann's unique ability to create a faculty of teacher leaders with all who choose to listen.

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I would like to thank my family and friends for providing the necessary encouragement and support as I worked through the dissertation process. To my husband, Jason, thank you for learning to cook and clean while I balanced work with writing. I would like to thank my mother, Marcia, for recognizing when I needed a push and when I needed a break. Dr. Jennifer Garrett deserves many thanks for being my sounding board, for talking me through dilemmas, and for truly celebrating each completed step because only she understood what it meant to finish Chapter 2! Finally, I would like to thank Dr. Lee Vartanian and Kim Smoak for listening to me ramble about teacher leadership and using the ideas to continue to improve the Southern State Teaching Program.

I am extremely grateful to the graduates of the Southern State Teaching Program who allowed me to put their experiences and leadership under the microscope. I am optimistic that the program will improve because of their participation. I am also hopeful that the information included in this dissertation will inform other programs and teacher preparation programs about teacher leader development.

I would like to thank the members of my dissertation committee, Dr. Boddie, Dr. Crawford, Dr. Otto, and Dr. Lacy for their support. I am especially thankful for my chair, Dr. Deanna Boddie. She served as my mentor through the Walden University journey and allowed me to pursue KAM topics that eventually informed and shaped my dissertation. Her guidance and knowledge kept me on the path to completing this degree.

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Chapter 1: Introduction to the Study

Teacher leadership refers to the various roles undertaken and the tasks performed by teachers inside and outside the boundaries of the classroom that impact instructional gains for students and educational reform related to teaching and learning (Danielson, 2006; Katzenmeyer & Moller, 2001). The roles assigned to teacher leaders are often site-specific and change as the educational system itself changes. Current leadership roles include, but are not limited to, the following: mentor for beginning teachers, grade-level chairperson or department chairperson, instructional coach, professional learning community facilitator, student advocate, program advisor, and leadership committee member (Danielson, 2006; Katzenmeyer & Moller, 2001; Loeb, Elfers, & Plecki, 2010; Nolan & Palazzolo, 2011; Thornton, 2010). Teacher leaders also require opportunities to develop and practice their leadership skills in the confines of a nonjudgmental environment (Bradley-Levine, 2011; Crawford, Roberts, & Hickman, 2010; Danielson, 2006; Katzenmeyer & Moller, 2001; Lieberman & Miller, 2004).

Numerous initiatives have been implemented in order to improve teacher leadership in the United States. One of these initiatives is the Southern State Teaching Program (SSTP), which is a pseudonym for a program that provides opportunities for preservice teachers to develop their leadership qualities while pursuing a degree leading to teacher certification. The SSTP was created in 1999 by the General Assembly for the purpose of recruiting high achieving Southern state students into the teaching profession and helping them to develop leadership qualities while they pursue a degree leading to teacher licensure. The SSTP, which is administered by a state agency hereby known as

the center, currently claims 1,502 graduates and a program graduation rate of 76.8% (Garrett, 2016). The SSTP is only one of two state government-funded programs of its kind in the United States, although other teacher leadership programs exist. The SSTP was modeled after the North Carolina Teaching Fellows Program; but, this program is no longer funded. The SSTP uses a cohort structure whereby like-minded individuals have the opportunity to grow and support one another under the direction of a campus director. According to the SSTP director, from 2001 until 2012, program participants were enrolled in courses at 11 different college and universities that offered the SSTP. Beginning in the fall of 2015, participants in the SSTP chose to participate in one of 12 partner institutions of higher education because two programs no longer accepted new first-year students and three new partner institutions of higher education were added. The individual SSTPs at the partner institutions of higher education are evaluated on a 5-year cycle by the center and its fiscal partner through annual program reports, annual graduate exit interviews, biannual fiscal and academic audits, and site visits. An annual statewide program evaluation is completed yearly through the center's comprehensive programmatic and budget reports to the Southern State Commission on Higher Education (CHE) and the General Assembly through the Southern State Education Oversight Committee (EOC). These written reports are completed in August and September every year.

Even though research on teacher leadership is abundant, this study was needed because a gap existed in qualitative research about how a teacher preparation program, such as the SSTP, prepares college graduates to be teacher leaders. In addition, limited

qualitative research existed about how graduates of a teacher preparation program define teacher leadership and the roles and characteristics that these graduates assign to teacher leaders. Limited qualitative research also existed about how graduates of a teacher preparation program view themselves as teacher leaders and the components of this type of program that helps graduates to develop as teacher leaders. In this study, I addressed this gap in the research by exploring the impact of the SSTP on the preparation of teacher leaders.

This study contributes to positive social change in education in several ways. Because teacher leadership at its most basic level is focused on improved student learning and improved teacher practice, the possibility for widespread school improvement through the development of early career teacher leaders, exists (Danielson, 2006; Katzenmeyer & Moller, 2001). As a group, teacher leaders are interested in additional opportunities at the school, district, and state levels (Emira, 2010; Nolan & Palazzolo, 2011; Thornton, 2010). Providing these opportunities encourages teachers to engage in continuous development that positively impacts teacher practice. Additional leadership opportunities also aid in the retention of teachers. The research on the SSTP may fuel the conversations about the best approach for using teacher leader strengths in reform efforts aimed at improving education in the United States. An understanding of the impact of the SSTP on the development of teacher leaders may also lead to a refinement of teacher leadership programs across the United States. Finally, this study may serve as a model for teacher preparation programs across the country. Many of these programs are already

under scrutiny for failing to adequately prepare their graduates for the public school classroom. The SSTP may provide a new paradigm for preparing teachers.

In this chapter, I present an introduction to this study, including background information that summarizes current research related to teacher leadership, and I describe the gap in knowledge about teacher leadership. This chapter also includes a description of the problem statement, the purpose of the study, the central and related research questions, and the conceptual framework. In addition, the methodology of the study is presented in relation to how data were collected and analyzed, and definitions of key terms, assumptions, scope, delimitations, and limitations of the study are also included. This chapter concludes with a discussion on the significance of the study and a brief summary.

Background

The theoretical constructs of teacher leadership have been well researched. Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (2004) developed constructs related to teacher leadership that include the characteristics and identification of teacher leaders, the development of teacher leaders, teacher leadership roles, the impact of school culture on teacher leaders, and the potential impact of teacher leaders on school initiatives and reform. Teacher leaders are exemplary educators, in part because they understand the value of collaborative work and on-going inquiry into practice. Danielson and Katzenmeyer and Moller also described the influence that teacher leaders have over their peers. This ability to influence others derives from a willingness to lead by example and the sense of earned respect from other educators. In

addition, although teacher leaders generally exhibit a set of qualities or characteristics, they require professional development to address the challenges associated with teacher leadership. Lieberman and Miller also viewed communities of practice as the best environment for the development of teacher leaders. In addition, Katzenmeyer and Moller and Danielson supported strategic instruction and professional development for emerging teacher leaders.

Significant research on the concept of teacher leadership exists (Akert & Martin, 2012; Armstrong, Kinney, & Clayton, 2009; Bradley-Levine, 2011; Cannata, McCrory, Sykes, Anagnostopoulous, & Frank, 2010; Chew & Andrews, 2010; Crawford et al., 2010; Donaldson, Cobb, & Mayer, 2010; Emira, 2010; Ghamrawi, 2013; Hanuscin, Rebello, & Sinha, 2012; Hulpia, Devos, & Van Keer, 2009; Jenkins, 2012; Kiranh, 2013; Loeb et al., 2010; Mujis, Chapman, & Armstrong, 2013; Nolan & Palazzolo, 2011; Roby, 2009, 2012; Scribner & Bradley-Levine, 2010; Seger & Bergsten, 2013; Teacher Leader Exploratory Consortium, 2012; Thornton, 2010; Wells, 2012; Xu & Patmor, 2012; York-Barr & Duke, 2004). Included in these research studies are the definitions of teacher leadership as described by teachers themselves, teacher leadership styles, teacher leader attributes and characteristics, the relationships between teacher leaders and decision making, and the origination of authority. Teacher leaders assume a multitude of roles (Loeb et al., 2010) because the roles are often context specific (Armstrong et al., 2009, 2012; Cannata et al., 2010; Hanuscin et al., 2012). In addition, some educators fail to self-identify as teacher leaders (Hanuscin et al., 2012) and fail to identify teacher leadership dispositions in themselves (Roby, 2012). Scholars have also examined the

development of teacher leaders through various means, including a master's-level course (Bradley-Levine, 2011) and a community of practice (Crawford et al., 2010). Finally, researchers have focused on the opportunities that teacher leaders have for action and the impact of teacher leadership (Cannata et al., 2010; Donaldson et al., 2010; Emira, 2010; Nolan & Palazzolo, 2011; Thornton, 2010). The theoretical constructs of Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (1999), especially in terms of the attributes and characteristics of teacher leaders, provide the necessary components of teacher leader development, the roles that teacher leaders assume, and the potential impact of teacher leaders.

A significant gap in qualitative research about teacher leadership, however, was found. This gap concerned the impact of teacher preparation programs on teacher leadership skills, attributes, and roles. Researchers who have examined the development of teacher leaders have primarily focused on practicing teachers, and researchers have not investigated how teacher leadership skill development could be incorporated into preservice programs. Although teacher leaders need opportunities to practice their leadership skills in a safe and secure environment, it was not known if this practice could occur prior to formal experience in the education profession. Therefore, it was important to examine a teacher preparation program, such as the SSTP, that claims to help future teachers develop leadership skills.

Problem Statement

Current research on the concept of teacher leadership is replete with studies on the identification of teacher leaders; the skills, dispositions, and traits of teacher leaders; and

the definition of teacher leadership itself (Armstrong et al., 2009; Bradley-Levine, 2011; Cannata et al., 2010; Chew & Andrews, 2010; Donaldson et al., 2010; Emira, 2010; Hanuscin et al., 2012; Hulpia et al., 2009; Loeb et al., 2010; Nolan & Palazzolo, 2011; Roby, 2012; Scribner & Bradley-Levine, 2010; Thornton, 2010). Although much is known about teacher leadership and the development of teacher leaders, a gap in qualitative research exists about the impact of teacher preparation programs on the development of teacher leader skills and the identification of teacher leader roles. Scholars have focused primarily on practicing teachers. Little research has been conducted about whether or not teacher leadership skills could be taught to teacher education students prior to formal experience as a licensed teacher in a classroom. Although teacher leaders need opportunities to practice their leadership skills, it was not known if this practice could occur as a part of a teacher preparation program during college. Therefore, it was important to examine the impact of a teacher preparation program on the ability and willingness of teachers to self-identify as teacher leaders, the teacher leadership roles they assume, and their perceived influence on improved practice and educational reform.

Purpose of the Study

The purpose of this qualitative study was to explore the impact of the community of practice within the SSTP on the development of teacher leaders. I explored the SSTP graduates' perceptions and beliefs about teacher leadership and the role the community of practice, situated learning, and legitimate peripheral participation played in their development. I described how SSTP graduates define teacher leadership and the

roles/skills that they assign to teacher leaders. Of interest was the connection between the leadership roles/skills and Danielson's (2006) four categories of leadership skills. I also described the characteristics or attributes that SSTP graduates believe that teacher leaders possess and how they view themselves as teacher leaders. Furthermore, I described the leadership development experiences of the program graduates and the way(s) in which the SSTP and a community of practice support the development of teacher leaders. In addition, I described the teacher leadership roles that SSTP graduates assume when they become practicing teachers. Finally, I examined documents related to this program for evidence of instruction and support related to the four areas of necessary development as described by Katzenmeyer and Moller (2001) and to determine program effectiveness.

Research Questions

Central Research Question

How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?

Related Research Questions

1. How do SSTP graduates define teacher leadership?
2. What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills?

3. What characteristics or attributes do SSTP graduates believe teacher leaders possess and how does these characteristics or attributes compare to Danielson's dispositions of teacher leaders?
4. How do SSTP graduates view themselves as teacher leaders?
5. What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?
6. How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?
7. What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller?

Conceptual Framework

The conceptual framework for this study was based on the concepts of situated learning and legitimate peripheral participation as described by Lave and Wenger (1991) and teacher leadership as described by Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (2004). The combination of these concepts in the conceptual framework provided the structure for examining the development of teacher leadership skills along the educational continuum, especially through situated learning. This conceptual framework also provided a structure for an examination of the support that teacher leaders need through situated learning and communities of practice.

Situated Learning and Legitimate Peripheral Participation

Situated learning and legitimate peripheral participation are concepts related to social learning theory and group dynamics. Lave and Wenger (1991) recognized the connection between socialization and learning and understood the benefit of learning that occurs in groups. According to Lave and Wenger's theory on situated learning and legitimate peripheral participation, individuals become a part of a group, or community of practice, and develop an understanding of the norms, expectations, roles, and language of that group. Communities of practice can be found within formal organizations with defined practices and in informal situations where the practices are less structured. Students within a community of practice move from completing real, yet minimal tasks, on the edge of the community to becoming experts complete with an understanding of the language, skills, and dispositions necessary to serve as full member of the community.

Lave and Wenger (1991) used the term situated learning to describe the connection between the learning and the social context in which this learning occurs. Lave and Wenger maintained that even knowledge that is perceived as general has a specific and contextual component. Lave and Wenger believed that all learning is situated learning. Legitimate peripheral participation, as described in Lave and Wenger's theory, is a process by which students engage with a community as they become functioning participants in that same community. Lave and Wenger noted that students begin on the outskirts of the community and absorb a general view of the community of practice. Legitimate peripheral participation allows newcomers to the community to scaffold their own learning through the relationships they develop with the other

members of the community. Lave and Wenger stressed the importance of understanding that legitimate peripheral participation occurs naturally in collaboration with strategic instruction and in the vacuum of intentional instruction. Legitimate peripheral participation is an example of authentic learning wherein the lesson topics emerge naturally rather than in a prescribed, sequential format.

Teacher Leadership

The conceptual framework for this study was also based on teacher leadership research conducted by Danielson (2006), the inquiry into communities of practice in education by Lieberman and Miller (2004), and the components of leadership proposed by Katzenmeyer and Moller (2001). Danielson argued that teacher leaders possess a set of skills and dispositions that enable them to influence others to engage in positive reform. Danielson categorized the most important leadership skills into four groups that included collaboration skills, facilitation skills, planning skills, and action and evaluation skills. Danielson explained that some teachers may exhibit these skills in the absence of formal training, although others will require strategic instruction in order to develop the necessary leadership skills. In addition to these leadership skills, Danielson described dispositions of teacher leaders. Danielson maintained that these dispositions influence how teachers work with students, families, and other professionals. Together, these dispositions, Danielson argued, make up the personality of a teacher leader.

This conceptual framework was also based on the research of Lieberman and Miller (1999) who described the benefits of using communities of practice to develop and support teacher leaders. These communities of practice, Lieberman and Miller argued,

are beneficial in relation to building collegial relationships. Lieberman and Miller also described teacher leadership as a series of transformative shifts related to how teachers view education. These shifts move the act of teaching from personal practice to collaborative learning and application for the purpose of improving the education profession. Lieberman and Miller summarized the characteristics and beliefs of teacher leaders. Teacher leadership, according to Lieberman and Miller, is not easy nor is it fully integrated into today's educational community. Persistent determination and a certain level of doggedness is, therefore, an important trait in all teacher leaders. Communities of practice within schools, led by teacher leaders, have the opportunity to aid in the recruitment and retention of skilled newcomers, invigorating the relative old-timers, and consistently improving instruction. Teacher leaders within communities of practice can create an educational system where an expectation of ongoing improvement is the norm and is accepted by the members of the educational community because the support exists to aid in their development. Lieberman and Miller viewed teacher leadership as the architecture through which educational reform will occur.

Katzenmeyer and Moller (2001) described the need for teacher leaders, a four-step approach to developing and supporting teacher leaders, and discussed the potential impact of teacher leaders on student achievement. Katzenmeyer and Moller also noted that the hierarchical patterns of school leadership impede forward progress, and they commented, "Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change" (p. 2). Katzenmeyer and Moller recognized that teachers represent the largest subgroup of the school's faculty and have the closest

connections to the students. Therefore, changes embraced by teachers have the greatest chance of impacting students. Katzenmeyer and Moller explained that the first goal of teacher leaders is to improve learning for all students. Teacher leaders build relationships with their peers, model the behaviors such as continued learning they hope to increase in others, and gain credibility by sharing their own learning and improving their own practice. These leaders influence others to embrace individual growth and impact educational reform. In order to accomplish these tasks, Katzenmeyer and Moller argued that teacher leaders need training on leadership. Katzenmeyer and Moller also categorized the roles of teacher leaders under three leadership functions: leadership to students or colleagues, leadership in the area of operational tasks within and outside the school, and leadership related to school governance and decision making. Many teacher leaders engage in multiple leadership functions.

Nature of the Study

In this study, I used a qualitative, case study to explore the impact of the SSTP on the development of teacher leaders. A qualitative approach was selected for this study because qualitative researchers, according to Merriam (2009), focus on meaning and understanding; the researcher is the primary instrument for data collection and analysis; an inductive process is used to build concepts rather than test them; and rich, thick description is used to present the context of the study and the findings. The methodology of qualitative research is also consistent with understanding how the SSTP impacts the preparation of teacher leaders. The unit of analysis or case for this single case study was the SSTP. The participants included four college graduates from the program. These

participants were selected based on the following inclusion criteria: (a) they must have participated in the SSTP at the designated universities as a member of the 2004 or 2005 cohort; (b) they must be employed as teachers in the Southern state public schools; and (c) they must have achieved loan-satisfied status, meaning they have completed 1 year of acceptable service in a Southern state public school for every year of funds they accepted from the SSTP. Data were collected from multiple sources, including individual interviews with four graduates of the SSTP, observations of the graduates engaged in activities they deem as teacher leadership, and documents and archival data related to the program. Data were analyzed in two cycles. During first cycle coding, I applied an inductive in vivo process and evaluation codes to the chunks of data. The transcribed interviews and any collected field notes were also analyzed according to the theoretical proposition for the study, using a priori codes. Second-level coding included both individual participant analysis and holistic analysis across all participants. I generated pattern codes for individual participants and across all participants.

Definitions

Campus director: The SSTP policy manual (Hallman, 2015) included the following job description for this position in its addendum:

The SSTP campus director is responsible for collaborating and communicating with the center and the home institution, completing the required paperwork, monitoring student progress, coordinating and facilitating campus and statewide program activities, recruiting potential program participants, and networking to revise and constantly improve the SSTP. (p. 34)

The campus director serves as the official cohort leader at each partner institution of higher education.

Cohort: The SSTP uses a cohort model at each partner institution of higher education. According to the SSTP policy manual (Hallman, 2015), a cohort is defined as a group of 10 to 35 program participants assigned to a partner institution of higher education in any given year. Cohorts are based on the year the SSTP award was made and the year the members began their college experience.

Community of practice: Lave and Wenger (1991) defined a community of practice as a system wherein the participants are able to communicate a common understanding about their beliefs and their work and the impact this has on them, their lives, and their community (p. 98). Lave and Wenger added,

A community of practice is a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice. A community of practice is an intrinsic condition for the existence of knowledge, not least because it provides the interpretative support necessary for making sense of its heritage. (p. 98)

Legitimate peripheral participation: Lave and Wenger (1991) proposed this term as “a descriptor of engagement in social practice that entails learning as an integral constituent” (p. 35). Lave and Wenger maintained that the concept must be examined as a whole and that legitimate peripheral participation is related to the power structure within social organizations. Full membership in a community requires a certain mastery of knowledge and skills, and this mastery occurs through sociocultural practice, first as

an authentic yet peripheral member and later as a fully participating member of the community.

Partner institution of higher education: In accordance with the SSTP policy manual (Hallman, 2015), a SSTP institution is a college or university located within the Southern state and approved by the center's board of directors to host a SSTP. The approval process consists of the submission of a program proposal by an interested institution during a request for proposal process initiated by the center. Proposals are blind scored by a team of three nonpartial educators trained to assess the proposal criteria. Partner institutions of higher education must have a teacher education program accredited by the Southern Association of Colleges and Schools (SACS), National Council for the Accreditation of Teacher Education (NCATE), and/or the state approval process at the time of proposal submission and must maintain accreditation while hosting a SSTP. Partner institutions of higher education promise to maintain a minimum cohort of at least 10 program participants, provide internal funding for the program, supply diverse experiences and enrichment opportunities for the program participants, and name a faculty member to serve as the campus director.

Situated learning: Lave and Wenger (1991) defined situated learning as a social coparticipation concept that includes learning that occurs at any time and the attributes of the social situation in which learning occurs. Lave and Wenger added that situation learning implies "emphasis on comprehensive understanding involving the whole person rather than "receiving" a body of factual knowledge about the world; on activity in and

with the world; and on the view that agent, activity, and world mutually constitute each other” (p. 33).

Teacher leadership: Katzenmeyer and Moller (2001) maintained that “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice” (p. 5). For this study, teacher leadership was defined as the work of teachers within and outside the classroom that encourages continued growth, learning, and improved practice by all members of the learning community and impacts the constant reform of the educational system.

SSTP: As described in the SSTP policy manual (Hallman, 2015), SSTP is a fellowship/forgivable loan program for high achieving high school seniors who are interested in becoming teachers. Program participants are placed in a cohort under the direction of a campus director while they attend one of 12 partner institutions of higher education across the state.

Assumptions

This qualitative study was based on several assumptions. The first assumption was that the participants in this study constructed their own reality based on their social interactions with other members of their cohort, their campus director, and the program leaders. It was understood that the individual participant’s experience was contextual and based on the other individuals with whom he or she interacted with, the political environment at the time of his or her participation in the program, and the partner institution of higher education he or she attended. Although the individual experiences

might be different, the study was based on the assumption that patterns exist and research that focuses on the participants' perspectives illuminates these patterns.

In addition to this assumption, other assumptions of this research were related to (a) the honesty of the participants, (b) the integrity of the various SSTP on the different campuses, and (c) the existence of teacher leadership opportunities in the districts where the participants taught. I assumed that the participants would be honest when answering the interview questions because their anonymity was protected, and they had the opportunity to leave the study at any time. This assumption was important to the credibility of this research. The integrity of the SSTP on the various campuses included the assumption that students were provided with leadership training and introduced to teacher leaders. Evaluation reports existed for the SSTP at the designated universities (Okey, 2010; Smoak, 2011; Stubbs, 2008). According to these reports, each school conducted a quality program, as defined by SSTP policy, during the evaluation period. This assumption was important because the lack of a quality program at the institution likely indicated that opportunities for leadership development and practice were absent.

Finally, the study was based on the assumption that the general definition of teacher leadership allows for a variety of possible teacher leadership opportunities and that participants were given opportunities to demonstrate teacher leadership in their districts of employment. This assumption was also important to this study because although all of the graduates were employed as teachers, their level, content area, and areas of interest and expertise determined the types of leadership roles available. The opportunity to practice teacher leadership in the district of employment was important

because I was focused on the impact of the SSTP on the development of teacher leaders, and without opportunities to practice teacher leadership, the graduates may have had an inaccurate view of the SSTP.

Scope and Delimitations

The scope of this case study was limited to the experiences of four graduates of the SSTP at the designated universities. In order to assume the designation of a SSTP graduate, program participants needed to be eligible to teach in a Southern state public school and must have met all the academic and participation requirements of the SSTP. At the time of the study, all participants were considered loan-satisfied, meaning they no longer owed services to the Southern state, as indicated in the SSTP promissory note, and were employed as teachers in public schools in this Southern state. The rationale for the scope of this study was the lack of qualitative research that was found about the impact of preservice teacher education programs on the development of teacher leaders. The SSTP included the development of teacher leaders as a part of its mission.

The scope of this study was further narrowed by the participants, resources, and time. In relation to participants, this study included only four graduates of the SSTP at three partner institutions of higher education. I eliminated graduates from eight other partner institutions of higher education. The decision to include only four SSTP graduates was based on the desire to limit the data to a manageable amount because I was a single researcher who was responsible for all data collection and analysis. Therefore, participants were selected from colleges or universities located in the upstate or in the midlands region of the Southern state at the time of the study, which was in close

proximity to my home. This delimitation was based on the time and resources available to me as a single researcher. In addition, I also collected data from other sources, including program proposals, annual reports, evaluation reports, and senior survey data to support the interview data. Time also delimited the study because I collected data from June 2015 through January 2016.

Limitations

Study limitations are typically related to the approach and the design of the study and the weaknesses associated with the selected methodology. In a case study design questions related to the trustworthiness of this qualitative research might arise if I did not adhere to protocols for data collection and analysis. Therefore, I describe the protocols that I followed for data collection and analysis in Chapter 3. Transferability of the study findings could also be a possible limitation. Because the study was conducted in the public schools of this Southern state at a point in time, this limited the generalizability of the findings to similar populations. Researcher bias was another possible limitation because I was the primary instrument for data collection and analysis. To reduce this potential bias, I describe strategies in Chapter 3 that were used to enhance the trustworthiness of this study, including the triangulation of multiple data sources and the use of member checks. In an effort to be transparent, I also articulated my biases and assumptions in a research journal that I maintained prior to and during data collection and analysis.

Significance

The significance of a study is related to future research on the topic, to practice in the field, and to implications for positive social change. In relation to future research, this study was significant because the results might inspire inquiry into teacher leadership development programs for nontraditional college students. Other potential research studies include an investigation into college-level leadership programs that target students in any major, college-level teacher leadership programs in other states, and master-level programs focused on the teacher leader standards adopted by the Council of Chief State School Officers (CCSSO). In relation to practice in the field, the results of this study provide insights into the preparation of future teachers and the development of teacher leaders. Insights from this study should aid college and university educators who are responsible for developing programs for undergraduate students that focus on the skills and dispositions associated with teacher leadership. As more students graduate with these teacher leadership capabilities, schools and districts will benefit from the findings of this study as well. These new teacher leaders may develop an increased sense of efficacy and an understanding of how to navigate change in the educational field in order to improve teaching and learning. The findings from the study might also encourage improvements in graduate-level teacher leadership programs and district-level teacher induction programs. In relation to positive social change, this study provides educators and researchers with a deeper understanding of how and why teacher leaders have the capability to positively impact educational reform, including instructional practice and student achievement.

Summary

This chapter was an introduction to this study. The chapter included the problem statement, the purpose of the study (which was described as the exploration of the impact of the SSTP on the preparation of teacher leaders), and the central and related research questions. Also included in this chapter was a description of the conceptual framework of this study, which was based on Lave and Wenger's (1991) theory of situated learning and legitimate peripheral participation and on teacher leadership research conducted by Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (2004). A brief synopsis of the research methodology, including the protocols that were followed for data collection and analysis, was included. This chapter also included the assumptions, scope, delimitations, and limitations of the study as well as the significance.

Chapter 2 of this dissertation includes a review of the research literature. This review includes a description of the literature search strategies that were used, an analysis of prior research in relation to the conceptual framework for this study, and an analysis of current research related to teacher leadership. This chapter concludes with an analysis of the major themes and the gaps in the literature and a description of the placement of this study in the existing body of knowledge.

Chapter 2: Literature Review

The concept of teacher leadership is well researched in relation to the identification of teacher leaders; the skills, attributes, and dispositions of teacher leaders; and the enigmatic definition of teacher leadership itself. Absent from the research are studies on the impact of combining teacher leadership development with the preparation of teachers. Prior researchers have focused on teacher leadership development following initial licensure and induction into the teaching profession. Although scholars have supported the need for training on teacher leadership skills and with opportunities to practice these skills, the current studies are unclear if leadership development and practice can occur in tandem with the experiences that form the basic components of the teacher preparation program. Therefore, the purpose of this qualitative case study was to explore the impact of the SSTP on the development of teacher leaders.

Significant research on the concept of teacher leadership exists (Akert & Martin, 2012; Armstrong et al., 2009; Bradley-Levine, 2011; Cannata et al., 2010; Chew & Andrews, 2010; Crawford et al., 2010; Donaldson et al., 2010; Emira, 2010; Ghamrawi, 2013; Hanuscin et al., 2012; Hulpia et al., 2009; Jenkins, 2012; Kiranh, 2013; Loeb et al., 2010; Mujis et al., 2013; Nolan & Palazzolo, 2011; Roby, 2009, 2012; Scribner & Bradley-Levine, 2010; Seger & Bergsten, 2013; Teacher Leader Exploratory Consortium, 2012; Thornton, 2010; Wells, 2012; Xu & Patmor, 2012; York-Barr & Duke, 2004). These scholars focused on a multitude of topics, including definitions of teacher leadership, teacher leadership styles, attributes and characteristics of teacher leaders, the

relationship between teacher leaders and decision making, and the origination of a teacher leader's authority. Several other topics related to teacher leadership also emerged from these studies. Loeb et al. (2010) found that teacher leaders typically assume more than one teacher leadership role. In addition, Hanuscin et al. (2012) found that teachers fail to identify themselves as leaders, and Roby (2012) found that they also fail to identify leadership dispositions in themselves. Although these studies add to the discussion of teacher leadership, only two researchers focused on the development of teacher leaders. Bradley-Levine (2011) and Crawford et al. (2010) examined teacher leader development with licensed teachers through a formal master's degree program. Undergraduate leadership programs have also been found to exist in majors other than education (Jenkins, 2012; Morgan, King, Rudd, & Kaufman, 2013). These programs inform research about the content knowledge and skills required for teacher licensure and the development of teacher leaders.

This chapter includes a review of the research literature beginning with an overview of the literature search strategies and including an in-depth discussion of the conceptual framework for the study. The framework was based on the work of Danielson (2006), Katzenmeyer and Moller (2001), Lave and Wenger (1991), and Lieberman and Miller (2004). A review of the literature follows a description of the conceptual framework. This review focuses on three key constructs: leadership, leadership development in professions and fields outside education, and teacher leadership. Each key concept is further categorized into several subtopics. A review of similar and

differing methodologies and a summary and conclusions section is also included. The summary includes a discussion of themes and gaps found in the review.

Literature Search Strategy

For this study, several search strategies were used, including library database searches and general Internet searches. Within the Walden library, the concepts of teacher leadership, leadership development, communities of practice, assessing leadership potential, and teacher education were explored, using the education and multidisciplinary databases. These concepts were explored in Academic Search Complete, Education Research Complete, SAGE, ERIC, and ProQuest Central. The search strategies used most frequently were the database searches. The majority of the research studies selected for inclusion in this literature review were published between 2009 and 2014. The York-Barr and Dunn (2004) article was selected for inclusion because of the numerous citations about teacher leadership in other articles. The search engines of Firefox, Google, Google Scholar, and Internet Explorer were used during the general Internet search. Some of the key words and subject terms used in the library database and Internet searches included *assessing leadership potential, leadership potential, teacher leadership, teacher leader, teacher preparation, education cohorts, leadership development, leadership development programs, teacher education, communities of practice, self-efficacy and leadership, leadership characteristics, leadership attributes, leadership skills, and leadership training*. Often the key words and subject terms were combined to create a more specific search. In some cases, the literature included in this chapter represents the only literature available on the topic.

Searches for articles and authors referenced in other research articles was also conducted. Books on teacher leadership, situated learning, teacher education and preparation, and qualitative research were also reviewed, which influenced the development of the conceptual framework for this study.

Conceptual Framework

Miles, Huberman, and Saldana (2014) described the conceptual framework of a research study as the explanation of the main constructs associated with any topic as well as the interrelationship among the identified constructs. Miles et al. also maintained that the conceptual framework serves as the researcher's map of the landscape to be investigated; therefore, it is important for the researcher to define the features of the landscape. The purpose of this section is threefold. This section includes a description of the research-based concepts of situated learning and peripheral participation as communicated by Lave and Wenger (1991), as well as Danielson's (2006), Katzenmeyer and Moller's (2001), and Lieberman and Miller's (2004) theories on teacher leadership. Following this description is analysis related to the articulation of these concepts in the current research. Finally, this section includes a discussion about how the study benefits from the use of this framework. The concepts of situated learning and legitimate peripheral participation, combined with the previous work on the topic of teacher leadership, are related to the development of teacher leaders. The findings for this study were interpreted through this conceptual lens.

Situated Learning and Legitimate Peripheral Participation

Situated learning through legitimate peripheral participation is a learning theory that Lave and Wenger (1991) developed, which is aligned with the societal and collectivist perspective of Vygotsky's zone of proximal development. The zone of proximal development is defined as the distance between the normal, routine, and sometimes troubling individual actions of the members of the community and the possible new actions that develop because of the collaboration between the members (Lave & Wenger, 1991). The learning that occurs is situated within the community of practice and is dependent upon the social interactions of the group. This interpretation of the zone of proximal development moves the study of learning beyond the traditional classroom and the pedagogical considerations that occur within this classroom to a new level where social transformation can occur. This transformation occurs through a change in shared practice and is based on the relationships between the members of the community.

A community of practice is created whenever groups of people who are passionate about the same profession or topic come together and learn how to better do whatever task they are passionate about as a result of interacting with other members of the community. Lave and Wenger (1991) noted that communities of practice are often informational in structure, but they are also more than social networks because they exhibit three characteristics: domain, community, and practice. The identity of the community of practice, Lave and Wenger believed, is defined by the domain of interest. Membership in the community, therefore, assures some level of knowledge about the

domain of interest. Relationships within the community are paramount as members participate in activities and discussions where they are able to assist one another and add to the combined knowledge of the group. The established relationships form the community. In addition, the members of the community are practitioners who develop traditions, including skills, language, stories, and knowledge through frequent interactions. The resulting shared practice is enigmatic, Lave and Wenger contended, as the newest members of the group question the status quo and bring novel techniques and viewpoints into consideration. The reconsideration of accepted practice aids in the reproduction of the community.

The newest members of the community of practice aid in community reproduction. Even though newcomers to the community are provided full membership, they are not expected to be full participants. Legitimate peripheral participation, Lave and Wenger (1991) contended, allows the newcomers to watch, engage with, and internalize the skills, knowledge, language, and roles of the community while completing simple tasks. The conversations between the newcomers and the longer standing members of the group ensure the passage of the overall culture of the community. Lave and Wenger (1991) added, "For the newcomers then the purpose is not to learn from talk as a substitute for legitimate peripheral participation; it is to learn to talk as a key to legitimate peripheral participation" (p.109). Lave and Wenger defined learning as an individual's increased participation within a community of practice rather than as the accumulation of information on a topic. As individuals assume more complex and centripetal roles within the community, Lave and Wenger believed that they move from

peripheral to full participation and from newcomers to relative old-timers in the eyes of the newest practitioners.

Teacher education programs typically conclude with a student teaching/internship process that in theory meets the criteria of a community of practice with situated learning and legitimate peripheral participation serving as the fundamental aspects of the program. The structure of the SSTP, which includes a cohort model, also meets the required characteristics of a community of practice. For these reasons, the research of Lave and Wenger (1991) was a part of the conceptual framework for this study.

Teacher Leadership

Of equal importance in the development of the conceptual framework was the research conducted by Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (2004) on the topic of teacher leadership. These researchers have provided insights into the definition of teacher leadership, the development of teacher leaders, and the impact of teacher leaders. Katzenmeyer and Moller described the impact of teacher leadership on everyone from the teachers themselves to the students in the classrooms. Benefits include an increased sense of efficacy, improved rates of teacher retention, and better classroom practices. Teacher leadership has played a role in the reform movement and stands to have an even greater impact in the future. A summary of the theories and constructs on teacher leadership as presented by these researchers follows.

A single, accepted definition for teacher leadership remains elusive. The concept itself is enigmatic, and the roles and responsibilities for teacher leaders are changing,

which makes defining this term difficult. Lieberman and Miller (2004), Katzenmeyer and Moller (2001), and Danielson (2006) made individual attempts to create a working definition of teacher leadership, and although each definition is different, the similarities between the definitions are what are most important.

The similarities between the definitions and descriptions of teacher leadership provided by Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (2004) are striking. These authors maintained that teacher leaders are educators who have made the transition from focusing on the achievement of only those students who sit in their classrooms on a daily basis to the achievement of all the students in the school. Teacher leaders value and participate in collegial and collaborative relationships focused on improved instructional practice and student learning. Teacher leaders understand the need for continued professional growth, analysis of student work to inform instruction, and a culture of risk-taking and informed feedback. The goal for all teacher leaders is movement forward. Educators recognized as teacher leaders are able to influence others, not through mandates and titled roles, but because they exhibit a certain skill set or identified qualities.

Danielson (2006) created a picture of highly competent individuals who are capable of producing desired results in less than desirable situations by describing nine dispositions of teacher leaders. These dispositions include a commitment to student learning, optimism and enthusiasm, open-mindedness and humility, courage and a willingness to take risks, confidence and decisiveness, a tolerance for ambiguity, creativity and flexibility, perseverance, and a willingness to work hard. The success of

teacher leaders may be linked to the fact that the combined effect of these dispositions serves as a motivating force for bringing other educators into the needed work of school improvement. Educational reform is a significant undertaking and requires the focused effort of large groups that have the opportunity to make the desired changes. Danielson recognized that the dispositional traits of teacher leaders also describe exemplary teachers. Danielson commented, “The dispositions are the same; teacher leaders simply exhibit them in the context of leadership activities with their colleagues” (p. 41). Teacher leaders must be respected for their own work with students if they are going to influence others to make changes to their practice. The definition of teacher leadership and the dispositions of teacher leaders make an introductory discussion on the development of teacher leaders possible.

Katzenmeyer and Moller (2001) maintained that although potential teacher leaders are often viewed as competent, credible, and approachable, they also require training and support to successfully move into their roles as teacher leaders. Katzenmeyer and Moller added, “Leaders are not born; they grow and develop in knowledge, skills, and attitudes that make them great leaders” (p. 38). Katzenmeyer and Moller’s recommendations for teacher leadership development are presented in a linear format, although they acknowledged that reality often alters the path of development for most teacher leaders. Katzenmeyer and Moller argued that the development of teacher leaders is based on four components. The first component is that teacher leaders should determine who they are as teachers. The goal of this component, which requires a description of personal beliefs, values and philosophies related to instruction and

learning, is to help the teacher leader recognize that accomplished teaching occurs through various processes. Teacher leaders are expected to view educational decisions and challenges from a whole school, whole district, and even whole state perspective. Therefore, teacher leaders need training on identifying and facilitating various stages in the change process. Katzenmeyer and Moller described this new perspective and knowledge of change theory as the second component in the development of a teacher leader. The third component is the development of the actual skills related to leading others. These skills include strategies for leading groups and best practices related to data analysis. Danielson (2006) outlined the necessary skills for leading others and included collaboration skills, facilitation skills, planning skills, and action and evaluation skills. Katzenmeyer and Moller argued that the application of learning while making commitments towards school improvement is the final component in the development of a teacher leader. Katzenmeyer and Moller cautioned that new leadership skills are fragile, and opportunities for practice and feedback are required.

In addition to the leadership skills as defined by Danielson (2006), Lieberman and Miller (2004) recognized the need to develop teacher leadership skills within communities of practice. Lieberman and Miller attributed the concept of a community of practice to Wenger (1998) and recognized that “learning is experiential and collective; it is context-driven and context-sensitive; and it occurs through social participation” (p. 33). Lieberman and Miller described several initiatives, including the National Writing Project and Leadership for Tomorrow’s Schools, which serve as communities of practice for developing teacher leaders. The development of teacher leadership skills within a

community of practice, Lieberman and Miller argued, demonstrates an infrastructure for learning, support, and a continued emphasis on sustained professional growth.

Applications to Current Research

The research-based concepts of situated learning; communities of practice; and legitimate peripheral participation and teacher leader described by Danielson (2006), Katzenmeyer and Moller (2001), Lave and Wenger (1991), and Lieberman and Miller (2004) are well articulated in the current research. The current literature contained numerous citations for each of these researchers (Akert & Martin, 2012; Ali, 2011; Armstrong et al., 2009; Bouchamma & Michaud, 2010; Bradley-Levine, 2011; Cannata et al., 2010; Cassidy, 2011; Cowan, 2012; Crawford et al., 2010; Edmonds-Cady & Sosulski, 2012; Emira, 2010; Hanuscin et al., 2012; Jimenez-Silva & Olson, 2012; Loeb et al., 2010; MacPhee, Skeleton-Green, Bouthilette, & Suryaprakash, 2011; Mujis et al., 2013; Nolan & Palazzolo, 2011; Swanwick & McKimm, 2012; Thornton, 2010; Wells, 2012; Woodgate-Jones, 2012; York-Barr & Duke, 2004). Some of the research articles included a description of concepts related to teacher leadership, situated learning, legitimate peripheral participation, and communities of practice using variant terms, but the general ideas are in alignment with the research-based concepts that Danielson, Katzenmeyer and Moller, Lave and Wenger, and Lieberman and Miller described. For example, Dobson, Frye, and Mantena (2013) referred to “cognitive apprenticeships” (p. 181) in an MBA leadership training program, which have a similar structure to communities of practice.

The themes that Danielson, Katzenmeyer and Moller, Lave and Wenger, and Lieberman and Miller described and identified in this conceptual framework also proved to be prolific topics in the current research. Ten of the reviewed articles addressed the identification of teacher leaders (Armstrong et al., 2009; Bradley-Levine, 2011; Chew & Andrews, 2010; Emira, 2010; Hanuscin et al., 2012; Hulpia et al., 2009; Loeb et al., 2010; Nolan & Palazzolo 2011; Roby 2012; Scribner & Bradley-Levine 2010). These researchers also described the characteristics and attributes of teacher leaders. The development and support of leaders, especially teacher leaders, was also addressed (Armstrong et al., 2009; Bradley-Levine, 2011; Chew & Andrews, 2010; Crawford et al., 2010; Dobson et al., 2013; Hulpia et al., 2009; Jenkins, 2012; Morgan et al., 2013; Nolan & Palazzolo 2011; Roby 2012; Thornton, 2010). Much of this research focused on National Board Certified Teachers (NBCTs). Even though teacher leaders are often given opportunities to support their schools, districts, and state educational systems through a variety of functions (Cannata et al., 2010; Loeb et al., 2010), many teacher leaders' levels of involvement are much lower than their preferred levels of involvement (Emira, 2010; Nolan & Palazzolo, 2011; Thornton, 2010). In addition, six researchers discussed the impact of teacher leaders on their schools, districts, and state educational systems (Cannata et al., 2010; Donaldson et al., 2010; Emira, 2010; Loeb et al., 2010; Nolan & Palazzolo, 2011; Thornton, 2010). The research of Danielson, Katzenmeyer and Moller, Lave and Wenger, and Lieberman and Miller has been included in and supplemented by the current literature, and their research provided a foundation for this study.

The SSTP seeks to recruit talented high school seniors who have exhibited leadership qualities and have expressed an interest in pursuing an education degree. The individual programs at the twelve current SSTP institutes of higher education offer unique experiences designed to meet the needs of the students they serve. Each program is structured as a cohort, which functions like a community of practice. The first-year student program participants (as well as any late awardees) are the newcomers, who must internalize the knowledge, skills, language, and customs of the group through legitimate peripheral participation. Because each of the institutes offers a unique program, a level of situated learning is included. A program participant at one university will have a different experience than a program participant at another university. The annual transition of cohort members caused by graduation and the addition of first year student participants supports the reproduction of the community. The graduates of the program also function as a community of practice as they mentor and support the newest program participant additions to the profession. Therefore, the structure and characteristics of the SSTP support Lave and Wenger's (1991) theory on situated learning and legitimate peripheral participation as a framework for this study.

In relation to teacher leadership, the mission of the SSTP is to help participants develop their leadership skills so that they can effectively serve as teacher leaders early in their careers. An underlying belief of the program is that teacher leaders have the ability to engage in educational reform and positively impact educational systems. With this goal in mind, the creation of a conceptual framework that provided insight into the definition of teacher leadership, the attributes and skills of teacher leaders, the

development and support of teacher leaders, and the impact of teacher leaders became important. Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (2004) supplied the necessary background information on teacher leadership.

Katzenmeyer and Moller conceived a model involving four components for the development of teacher leaders. This model served as a part of the lens through which the specific aspects of the SSTP were examined for this study. This model for teacher leader development also informed the interview questions used with the graduates of the program. These interview questions were also aligned with the research of Lieberman and Miller on teacher leadership. The development of teacher leadership skills within a community of practice, Lieberman and Miller argued, demonstrates an infrastructure for learning, support, and a continued emphasis on sustained professional growth. For this study, the SSTP graduates were asked to describe their development as teacher leaders. In addition, Danielson's discussions about the dispositions of teacher leaders also influenced the specific interview questions and provided a guide for the observations of the graduates of the program. Thus, these researchers contributed to a robust framework for this study through which to examine the impact of the SSTP on the development of teacher leaders.

Literature Review Related to Key Concepts

The purpose of this literature review was to describe current research related to teacher leadership in the K-12 educational system, leadership development programs, and communities of practice. In preparation for developing this review, 59 peer-reviewed articles were examined from researchers who described teacher leadership, leadership

development, the use of communities of practice in leadership development, and related topics. In terms of leadership development, the researchers included in this literature review examined the preparation of leaders in various fields, including agriculture, business, counseling, engineering, medical, military, and religion. Leadership was also examined from a general perspective. Some of the researchers investigated teacher leadership in relation to specialized populations, including novice teachers, early childhood teachers, middle school teachers, and the NBCTs. Other researchers examined teacher leadership through the lens of various theories such as change theory, motivational theory, organizational theory, and cultural theory. Some researchers approached the topic in terms of the skills, characteristics, dispositions, developmental needs, or challenges for teacher leaders and/or their principals.

Nearly half of the articles included in this literature review focused on sample populations of more than 100 educators. In the largest study, researchers questioned 3,492 undergraduates while the smallest study focused on only one principal. The included studies were based in the United States and in 11 other countries (i.e. Australia, Beirut, Belgium, Egypt, England, Geneva, Hong Kong, New Brunswick, Queensland, Singapore, and Turkey). Several of the studies included a nationwide or international population. The articles consisted of 16 qualitative, 16 quantitative, 14 mixed-methods, and four meta-analysis studies. The remaining nine sources were summary articles (n=8) and blogs (n=1). The most common sources of data collection were survey instruments, questionnaires, interviews, and documents. The data analysis procedures found in the research literature were more diverse. Thematic analysis, chi-squares, emergent theme

coding, constant comparison, frequency tables, mean scores, standard deviations, and taxonomies were only some of the analysis strategies. Six of the researchers used software (ML-Win 2.02, SPSS, and NVivo) to assist them in their analysis of the data.

Through the analysis of these articles, three comprehensive constructs of interest emerged, which also apply to the scope of this study on the SSTP and which were used to organize this review. The review begins with a broad overview of leadership, including a discussion on the need for leaders, assessing leadership potential, and general information about leadership development programs. The second construct focuses on leadership development programs in professions other than P-12 education. This section was included to create a wide-ranging knowledge base on the topic of leadership development. Although, teacher leadership is highly specific, opportunities for educators to learn from other fields exist. Included in the leadership program section of the literature review is an examination of communities of practice. From here, the review becomes more specific with an emphasis on teacher leadership. Key concepts include definitions of teacher leaders, preparation of teacher leaders, teacher leadership roles and responsibilities, and the impact of teacher leaders on school culture and student achievement.

Leadership

The concept of leadership can be dissected and studied through a number of lenses. Researchers have examined the origin of leadership, the impact of leadership, and leadership styles among other topics. The focus of this section is on the need for

leadership, assessment of leadership potential, and leadership development programs.

These topics provide the most insight into this study on the SSTEP.

Need for leadership. Leadership, whether formal or informal, exists in every profession and in every group. Researchers have conducted significant studies on various aspects of leadership, including leadership styles and approaches. Leadership education is fraught with specific questions about best practices for developing future leaders.

Caulfield (2013) explained that the foremost question for researchers and leaders in education to ask why leadership exists at all. Caulfield maintained that the answer to this question informs the subsequent questions related to the preparation of leaders.

Leadership exists simply as a means for engaging members of society in the pursuit of true narratives, Caulfield argued. True narratives are anything given a high enough value by society so that life is structured around it. True narratives include freedom, rights, love, identity, spirituality, democracy, and leadership itself. Education may be included as a possible true narrative because much of society's time structures function around the school schedule. Leadership, according to Caulfield, is the narrative that allows society to discuss, strengthen, and support the other narratives. Caulfield further argued that leaders must be authentic in their approach to leadership, must demonstrate vulnerability in their willingness to express their true selves, and must align themselves with others who hold a parallel belief structure. Only through these connections and understanding of self can leaders guide others towards the achievement of society's true narratives.

Thus, Caulfield's explanation for the existence of leadership provides a foundation for the discussion of leadership development and teacher leadership specifically.

Assessing leadership potential. A key concern about leadership development involves the decision about who should be included in leadership programs. For example, decisions must be made about including everyone in the training or reserving leadership development program participation for those individuals who show a capacity in this area. Another area of consideration relates to best practice, specifically whether leaders should be trained in advance or if training should be withheld until they are officially placed in leadership roles. Assuming the decision is made to offer leadership training to select individuals, the determination about how personnel in universities and businesses should assess leadership potential becomes critical. Although the current literature falls short in addressing these issues, some insight is provided into the assessment of leadership potential.

McCarthy (2009) maintained that employers are capable of assessing their employees' skills and work ethic. The assessment of leadership potential, however, is far more difficult. According to McCarthy, leadership potential involves a prediction of future performance and forces many employers to search for a formula with which they can accomplish this daunting task. McCarthy developed a ten-question scorecard and a performance/potential matrix in order to assist employers in identifying leadership potential. These 10 questions can be answered with a "yes" or "no", and they ask the assessor to consider (a) if the employee could perform at higher levels within certain periods of time, (b) if the employee demonstrates specific leadership skills, and (c) if the employee shows an interest in learning new skills and engages in self-development. The employer determines leadership potential by totaling the assessor's responses and

comparing them to a fixed scale. McCarthy also advocated for the use of a performance/potential matrix, which includes potential on the y axis running from low to high and performance on the x axis running from low to high. The columns on the matrix are labeled as “needs development”, “meets expectations”, and “exceeds expectations”. The rows are labeled as “limited”, “growth” and “high”. McCarthy encouraged employers to consider leadership development for any individual employee whom they placed in one of the four boxes above the “limited performance” row and to the right of the “needs development” column. McCarthy’s approach to assessing leadership potential is an approach that has merit for determining which employees should be provided with leadership training.

Dries and Pepermans (2012) agreed with many of McCarthy’s (2009) points about assessing leadership potential. Taken from a perspective of human resource practitioners, they explained that the assessment of leadership potential is an on-going struggle. Dries and Pepermans described past practices that have relied on current job performance/competency models and highly informal and subjective beliefs about individuals. Absent from the assessment has been a research-based model for leadership potential. Dries and Pepermans created and tested such a model. The result was a four-quadrant model, which covers 13 leadership factors. The quadrants, named by Dries and Pepermans after an extensive review of the literature and consensus building with human resource practitioners, are labeled “analytical skills”, “learnings agility”, “drive”, and “emergent leadership”. Dries and Pepermans recommended the use of multiple raters but cautioned that the characteristics of the raters themselves may bias the assessment of the

employee. Dries and Pepermans did not identify a minimal score or absolute norms for leadership potential. Instead, they suggested the use of relative comparisons among an organization's employees and the stratification of the middle and top group into subgroups. Although the Dries and Pepermans model provides another option for employers, this model has limited impact for other groups. Therefore, consideration of the assessment of leadership potential from another perspective is important.

Hancock, Dyk, and Jones (2012) offered another view of leadership potential. These researchers examined the influence of participation in extracurricular activities on adolescent leadership skills. Hancock et al. found that adolescents who participate in activities such as sports and band develop a stronger sense of self-efficacy and more positive perceptions of their own leadership skills. Hancock et al. attributed much of this progress to the positive associations with adult members of the community, formal and informal mentoring, and practice with leadership skills such as communication, goal setting, and time management. Sports, in particular, have a greater positive impact on females than males. Although these researchers do not claim that involvement in extracurricular activities serves as a predictor for leadership success, their findings can be combined with other research to meet this need. For example, in a review of the relationship of self-efficacy theory to leadership, McCormick, Tanguma, and Lopez-Forment (2002) found that self-efficacy was improved through individual success or goal completion and positive feedback from reliable sources. Adolescents who participate in extracurricular activities are likely to experience one or both of these conditions. McCormick et al. also found a positive correlation between self-efficacy and

performance. Another more recent example of the use of self-efficacy as a predictor of leadership comes from Wisner, Schreiner, Henck, and Schulze (2011) who hypothesized that hope, self-efficacy, optimism, resiliency, and strengths ownership serve as predictors of effective leadership. Using a survey, a strengths ownership scale, and an inventory of student leadership practices, Wisner et al. found that self-efficacy and optimism were the strongest predictors of effective leadership in relation to high school and college students. Thus, by combining the results from these three studies, participation in extracurricular activities at the high school level could be considered as a predictor of leadership potential. However, a method for assessing leadership potential is still needed.

In other research, Helsing and Howell (2013) provided a strategy for assessing leadership potential in any adult by using constructive-development theories of adult development. Helsing and Howell explained that constructive-development theory proposes five stages of complex thought with most adult thought occurring between the third (socialized) and fourth (self-authoring) stages. Helsing and Howell maintained that relatively few adults proceed to the fifth stage (self-transforming). Based on the results of this study, the results from subject-object interviews could be analyzed to determine an individual's stage of thought. The findings indicate that those individuals with potential for leadership are able to move beyond socialized thought, which is characterized by adherence to popular opinion and into self-authoring thought, which is characterized by a sense of self and knowledge of one's own identity. Although the administration of the subject-object interview may not be convenient or even possible in many situations, the

addition of constructive-development theory to the conversation on the assessment of leadership potential is beneficial.

The purpose of this section of the literature review was to analyze foundational research on the general topic of leadership. Given a rudimentary understanding of the need for leaders and approaches for assessing leadership potential, the next step is to analyze the literature in relation to leadership programs. This review indicates that leadership development programs can be categorized into two groups; programs that are general and programs that are career specific. Leadership programs developed for high school or college students or community-based programs with a purpose of providing space for networking across professional interests for the betterment of the community typically make up the general leadership category. Significantly less empirical research is available on other types of general leadership programs. Another important note is that school-based leadership development is better represented in the scholarly literature than community-based programs.

Leadership development programs. Beginning with conversation at the annual conference in 2002 and continuing until the publication of the guidelines in 2010, the International Leadership Association (ILA) sought to develop a cohesive and comprehensive document outlining the thought processes behind the development of leadership programs. The end result of numerous discussions, roundtables, advisory groups, focus groups, and extensive research was a 34-page document consisting of five categories of consideration presented through specific guiding questions. According to the ILA, developers of leadership education programs must contemplate context,

conceptual framework, content, teaching and learning, and outcomes and assessment as they plan, revise, and evaluate leadership programs. The ILA explained that the context of the leadership program influences all of the other categories and therefore must be well researched and understood. Contextual considerations include, but are not limited to, gender; race; geographic location (local, regional, national); academic level (high school, undergraduate, post-graduate); and fields or professions of focus. The conceptual framework described the theories, philosophies, and beliefs that govern the program. The ILA placed particular emphasis on the content of the program by providing specific questions targeted towards the sequence of the program, resources used, theories and definitions of leadership taught, personal development, and organizational and ethical leadership. The teaching and learning category is likewise specific. According to the ILA, program developers should explicitly state the learning outcomes, the activities/projects/experiences, the instructor's role, and the instructional delivery method for each phase of the program. In considering outcomes and assessment, the ILA recommended formal, informal, internal, and external evaluations. Numerous specific questions related to the expression of desired outcomes and evaluation procedures are included. The benefit of the ILA guidelines for leadership programs discussed in this literature review is that they provide a framework through which to examine all leadership programs. The sheer complexity and lack of consensus in the field of leadership development creates a need for such a framework.

An area of debate within the literature concerns the duration of the leadership program and the long-term effects of the program on individual participants. Rosch and

Caza (2012) addressed this issue by conducting a study focused on student participants in five short-term (average eight hours in length) leadership programs at an unidentified large research university. Rosch and Caza used the social change model of leadership development as the theoretical basis for their study and reported their findings in terms of six competencies that included citizenship, commitment, congruence, controversy with civility, common purpose, and change. Rosch and Caza reported that the short-term program positively affected four of the six leadership competencies only three months after the completion of the program. These competencies included capacity for commitment, common purpose, controversy about civility, and citizenship. Rosch and Caza also found that the short-term programs had no effect on capacity for congruence or change, which led them to recommend that these competencies required extended investigation through a semester course or multi-semester program. The findings of this research has implications for this study because three months hardly meets the qualification for long-term impact, and therefore, further investigation is needed. The finding that some leadership competencies require long-term attention also offers opportunities for future study.

The current literature on leadership also indicated that leadership programs often target specific student populations, including high school students, college students at the undergraduate level, and members of the workforce, including post-graduate students. However, leadership development in relation to members of the workforce is a significant enough topic to be considered as a separate construct later in this literature review.

Therefore, only the general leadership programs for high school and college students will be addressed in this section.

In a grounded theory study, Hastings, Barrett, Barbuto, and Bell (2011) provided insight into a community based leadership program, titled *Hometown Competitiveness' Youth Pillar*, for rural high school students in Nebraska while Wong, Lau, and Lee (2012) examined a leadership training programme (sic)/service learning approach in a secondary school in Hong Kong. The two studies were geographically and structurally a world apart. Hastings et al. chose a qualitative approach with a social capital conceptual framework. Wong et al. used a randomized controlled trial as a part of their quantitative study. The theoretical basis for Wong et al.'s research was self-efficacy theory, and their hypothesis stated that student self-efficacy would improve through service learning. Even though these studies approached youth leadership from different perspectives, the findings were the same. The programs that Hastings et al. and Wong et al. described included supportive environments wherein students could practice specific leadership skills, such as voicing opinions, problem solving, project development and facilitation, team building, and reflection. Both research groups described the importance of providing mentors for students. Hastings et al. concluded that student participants gained social capital, a sense of empowerment, and confidence. Wong et al. concluded that self-esteem and self-confidence increased in all members of the intervention group, although only the increases for female participants were statistically significant. Wong et al. clarified this difference by citing other research that male high school students develop self-esteem at a slower rate than female high school students. Hastings et al. and Wong

et al. used different terms to describe confidence, empowerment, and self-efficacy, but the underlying traits were the same. It is important to note, however, that the findings associated with mentoring and supportive environments are significant themes in leadership development. Later sections of this literature review include an analysis of research about mentoring and practice in a low-risk environment with adult learners.

The lack of consensus on the best approach for leadership development is apparent at the college level as well. Howley, M., Howley, A., Helfrich, Harrison, Gillam, and Safran (2012) explored an honors program for education students at Ohio State University. Howley et al. indicated that the honors program developed after complaints from high-achieving students on the limited use of inquiry and lack of opportunity to learn leadership skills while interacting with other high-achieving peers within the traditional teacher-preparation program were lodged. Using a case study method similar to this study, Howley et al. collected data from both students and faculty who participated in the honors program. The findings indicated that the honors program was successful in adding opportunities for inquiry through action research and other similar assignments, providing a rigorous curriculum beyond the traditional education program and developing a sense of community within the program through a cohort model. Howley et al. found that leadership preparation often serves as a point of contention between faculty respondents and student respondents. Howley et al. also found that the faculty viewed intellectual leadership as the implicit goal of the honors program and that this goal was met through the curriculum. Student responses, however, indicated that the program did not have a leadership focus. Howley et al. recognized that

the program did not offer specific leadership instruction or opportunities to lead; instead, students were expected to develop their leadership abilities through other campus experiences. Howley et al. concluded that the inclusion of specific leadership experiences within an honor program are yet to be understood and defended the decisions that were made about leadership development. Howley et al. maintained that talented individuals are no better suited for leadership development than their counterparts are. This study provided evidence that leadership development does not occur in a vacuum, which is supported by Swanwick and McKimm's (2012) findings that explicit instruction or opportunities for practice must be included in programs designed to develop college level leadership skills.

Alternately, programs must include a definition of leadership that is explained to all participants. Even though leadership skills are often developed through membership in other college organizations, Patterson (2012) contended that developers of programs that specifically focus on leadership development as a targeted skill should not place the responsibility for this skill development on students and their potential involvement with other groups. In a study about the influences of student organizational leadership experiences on college student leadership behaviors, Patterson found that college students who were involved in student organizations on campus were more likely to develop leadership competencies. Patterson attributed leadership development to opportunities for practice within the organization and suggested that the more involved students choose to be, the more likely they will develop as leaders. Patterson also found that interdisciplinary leadership programs were most effective in developing the necessary

leadership skills. Similar to the findings of the Howley et al. (2012) study, Patterson's study supports the belief that participation in activities outside of the honor's program provides opportunities for leadership development.

In another related study, Odom, Boyd, and Williams (2012) provided insight into one method of personal leadership development. Odom et al. conducted a document analysis of student growth projects as a means to examine leadership identity development. Odom et al. applied a leadership identity development model created by Komives et al. (2005) that includes six stages of leadership identity development. The six stages are cyclical, allowing for continuous refinement as necessary, and include awareness, exploration/engagement, leader identified, leadership differentiated, generativity, and integration/synthesis. Embedded within the stages are organizational categories, including developmental influences, developing self, group influences, changing view of self with others, and a broadening view of leadership. Odom et al. noted that personal growth projects require students to participate in an experience outside their normal routine. Odom et al. found that students who completed the personal growth project reported an increase in self-confidence, interpersonal efficacy, and motivation, as well as an ability to learn and apply new skills. Each of these skill sets is included in the leadership identity development subcategory of developing self. Odom et al. also found that the personal growth project is an effective method for developing self as a component of leadership development.

In an exploration of pedagogies in undergraduate leadership education, Jenkins (2012) found more than 1,500 leadership development programs offered at the

undergraduate level in the United States. Although each program is unique, Jenkins assumed the signature pedagogies used in leadership development could be identified. Based on 303 responses to a web-based questionnaire, Jenkins found that leadership instructors rely on whole class and small group discussion as well as lecture formats. The more active strategies of games, role-play, and simulations are used less often in leadership courses. Through a factor analysis, Jenkins found that role play, simulations, and games are mostly closely related to skill building. Discussions are most closely associated with conceptual understanding. Therefore, Jenkins concluded that the majority of the leadership programs are focused on the conceptual understanding of leadership rather than specific skill building or personal growth. Based on these findings, Jenkins recommended that leadership development instructors participate in professional development to learn best practices for teaching leadership, including effective discussions. These recommendation stemmed from the fact that, although discussions are often identified as the signature pedagogy for leadership programs, Jenkins found no indication that the discussions were or were not effective. Jenkins concluded that effective discussions are one of the most difficult pedagogies and that little research exists to aid professors in how to conduct them.

In summary, an abundance of leadership programs exist for individuals who have not yet reached career-level employment. The current research indicated that these programs are typically offered through the community or school for high school or undergraduate college students. Leadership potential is also difficult to assess, even though methods for assessment are available. In addition, explicit instruction and

intentional use of leadership opportunities are important, discussion related to conceptual understanding is a commonly used form of pedagogy, and there is little to no consensus on what should be included in leadership programs. The guidelines for leadership education programs that the ILA developed provide a possible framework for program development and evaluation. The findings from this section of the literature review also support the need to analyze research related to leadership development in professions and fields outside of education, which is presented in the following section. The findings also allow for a comparison of all types of leadership programs, which is found in the summary section.

Leadership Development in Fields Outside of Education

This section of the literature review included an analysis of 11 articles focused on the leadership development of individuals in fields outside P-12 education. Nine of the 11 reviewed articles included discussions of the need for effective leaders in such fields as agriculture, business, counseling, engineering, and medicine (Dobson et al, 2013; Gentry, Eckert, Munusamy, Stawiski, & Martin, 2012; Kaufman et al., 2012; Khattak, Ku, & Goh, 2012; MacPhee et al., 2011; Meany-Walen, Holt, Barrio Minton, Purswell, & Pronchenko-Jain, 2013; Moores, 2013; Morgan et al., 2013; Swanwick & McKimm, 2012). The need for leadership development emerged from interviews with deans, executives within the field, and students; reports, standards, and official statements from leaders of governing bodies; and reviews of other research.

In the field of agriculture, Kaufman et al. (2012) described the need for effective leaders as reaching a crisis level, with the future of the industry dependent on the

development of new leaders. Kaufman et al. also noted that the national research agenda for the agricultural community from 2007-2010 focused on the development of effective research programs and the dissemination of information on these programs. Morgan et al. (2013) extended this conversation, using the term “leadership void” in agriculture and explaining that experts in the field find college graduates severely lacking in leadership skills, due to the absence of formal leadership training. The result, according to Morgan et al., is a scarcity of employable individuals. Khattak et al. (2012) reported that the American Society of Civil Engineers (ASCE) Task Force views leadership in engineering as vital for the development of professional communities and the establishment of competitive markets. MacPhee et al. (2011) reported that strong leadership in the field of nursing has become an international mandate, with members of the International Council of Nursing maintaining that nurse leaders have the ability to direct necessary reform in the industry. Counseling is no different. Meany-Walen et al. (2013) noted that the Council for Accreditation of Counseling and Related Educational Programs includes the preparation of counseling leaders as one of four primary obligations for counseling preparation programs. Other leaders in the field of counseling view leadership training and development as critical to the survival of the profession, as Meany-Walen et al noted. Swanwick and McKimm (2012) and Moores (2013) described the importance of leadership in the medical field, specifically in relation to clinical staff and the Army Medical Corps. Swanwick and McKimm argued that leadership in health systems is not an option; but rather a responsibility. Moores viewed leadership as a necessary skill within the Army Medical Corps and cited a lack of formal training in this area.

Although the literature supports the need for leadership training and development in almost every profession across the spectrum, significant issues still exist. Questions still remain about what specific aspects should be included in leadership development programs and how should these programs be structured. These questions are discussed in the following sections.

Structures of leadership development programs. Nearly half (n=5) of the articles analyzed for this section of the literature review focused on existing leadership programs in a particular field (Buchanan, 2013; Dobson et al., 2013; Khattak et al., 2012; MacPhee et al., 2011; Mohs, 2012; Tekian & Harris, 2012). The remaining six articles included recommendation for leadership programs based on research (Gentry et al., 2012; Kaufman et al., 2012; Meany-Walen et al., 2013; Moores, 2013; Morgan et al., 2013; Swanwick & McKimm, 2012). In relation to the structure of leadership development programs, the timeline for participation in undergraduate or graduate level work, the format that will be used to present information, and required components of the program all must be considered. The articles included in this literature review indicated that leadership development programs are typically offered at the postgraduate level. Even though agreement was found on this aspect of program structure, little consensus was found on other topics such as the length of the program or specific skill development. In fact, many of the researchers offered contradictory advice or data. Of course, evaluations of existing programs come from different fields and dissimilarities in leadership tasks may be the source of these contradictions.

The majority of the researchers in this review either advocated offering leadership programs through post-graduate level programs or described leadership programs that were already structured in this way (Buchanan, 2013; Dobson et al., 2013; Kaufman et al., 2012; MacPhee et al., 2011; Meany-Walen et al., 2013; Mohs, 2012). Buchanan examined a study focused on a religious education master's degree program at Australian Catholic University and found that the leadership component of this program is offered in an on-line environment at the end of the degree program. Dobson et al. focused their research on the master's degree in Business Administration (MBA). Dobson et al. found that within the master's program are a series of peer-led, problem-based workshops. All peer-leaders participate in specific training designed to prepare them for this role. In the field of agriculture, Kaufman et al. explored existing leadership programs in order to develop a leadership program for an agricultural community in Virginia. One part of the study included a description of 19 existing programs concomitant with the International Association of Programs for Agricultural Leadership (IAPAL). The majority of the programs were offered through a university system with a mean age of 38 years for participants. Kaufman et al. did not indicate that the programs were post-graduate in nature, but the target population included individuals with experience in the agricultural field. The duration of the programs, which was 2 years, provided further evidence of a post-graduate curriculum. A second purpose of the study was to gather information from stakeholders in Virginia to guide the development of the new leadership program. The respondents indicated that preferred age of the participants should be at least 25 years. In other research, MacPhee et al. reported on the Nursing Leadership Institute, which serves

post-graduate working nurses. The overall structure of the program includes the use of leadership projects in a work environment. MacPhee et al. used this aspect of the program to support the targeted population. Meany-Walen et al. described a proposed leadership program as part of a professional certification program for counselors, which is embedded in the post-graduate program. Mohs described the structure of the Minnesota Association of College Admission Counseling (MACAC) Leadership Program, which serves admissions counselors with 3 years of experience in the field. The program is considered post-graduate because admissions counselors must hold a bachelor's degree from an accredited institution. Lacking in the majority of the literature were any specific reasons for withholding leadership training until after the obtainment of an undergraduate degree. These studies indicated that a belief in the status quo informs the decision to offer leadership development training further along the career path.

In contrast, the researchers in this review who supported undergraduate programs offered specific motives for this choice. Morgan et al. (2013) advocated for an undergraduate agricultural leadership program because graduates of this program are marketable and able to assume a wider variety of positions in the field. This transition in the preparation of undergraduates in agriculture serves to offset the leadership void currently plaguing this profession. In other research, Swanwick and McKimm (2012) supported the introduction of leadership learning early in the academic careers of clinical medical staff. The argument behind this change in approach is that leadership involves attitudes and actions that are part of the medical system. Clinical staff members require opportunities early in their careers to practice these skills in combination with other

members of the system. In other words, leadership must become a part of the culture of the profession, rather than only a part of the curriculum. Moores (2013) also examined leadership development in the Army Medical Corp. According to Moores, leadership in its simplest form is about influence and an ability to convince others to move towards a stated goal. Moores also maintained that leadership is the foundation of the physician-patient relationship in terms of improving health and selecting a better treatment plan. Moores concluded that withholding leadership training is unethical because corps members are involved in life and death leadership from the moment they start their careers.

One study effectively supported the use of leadership development programs at both the undergraduate and post-graduate levels. Khattak et al. (2012) reviewed engineering programs in Australia and Europe (n=12) and conducted a literature review of best practices in engineering leadership development in the United States. Khattak et al. found that teachers in only five of the programs in Australia and Europe explicitly sought to teach leadership skills. The other programs included leadership as a component of their traditional engineering program. They also found that the majority of the programs were offered at the post-graduate level at universities. The one exception was a non-award program in Australia. Khattak et al. specifically discussed both the lack of focus on leadership development in Australia and Europe and the over-abundance of post-graduate programs in light of the ASCE's statements that leadership in engineering is vital for competitive markets. They also found that the majority of the engineering leadership programs were relatively new and were located in schools in the United States.

Khattak et al. recommended strengthening the leadership component of the post-graduate programs abroad and developing specific programs for undergraduate students.

The structure of leadership programs also includes the delivery model and the overall length of the program. The research supported varied structures. For example, the leadership programs examined in this review and the recommendations for future leadership programs required involvement ranging from one semester (Buchanan, 2013; Dobson et al., 2013) to 4 years or more (Swanwick & McKimm, 2012). Dobson et al. noted that some students participated in the leadership training workshop twice. Swanwick and McKimm advocated for a longer duration because the leadership competency framework should be embedded in all levels of clinical medical training, including areas outside of curricular instruction. The most common length for leadership program was about 2 years (Kaufman et al., 2012; Khattak et al., 2012; Tekian & Harris, 2012). Kaufman et al. found that the existing agricultural leadership program ran close to 2 years (with a mean of 21 months) and recommended that the duration for the newly developing program in Virginia be 2 years. Morgan et al. (2013) provided specific information about the agricultural leadership programs, but they did not clarify the intended length. Delivery models also differed and included an online course (Buchanan, 2013), workshop models (Dobson et al., 2013; Kaufman et al., 2012; MacPhee et al., 2011; Mohs, 2012), travel seminars (Kaufman et al., 2012), leadership events (Mohs, 2012), modules (Khattak et al., 2012), virtual components (MacPhee et al., 2011), internships (Morgan et al., 2013), and general coursework (Meany-Walen et al., 2013;

Morgan et al., 2013; Tekian & Harris, 2012). Only Kaufman et al., MacPhee et al. and Mohs advocated for a blended approach to the instruction.

Some of the researchers provided specific insights into the facilitation and structure of the leadership programs. For example, Kaufman et al. (2012) maintained that agricultural leadership seminars should last 2 or 3 days and occur on alternating months. They also suggested that the participant make-up include both established leaders and emerging leaders. Khattak et al. recommended that the engineering leadership modules, which make up the two-year program within an undergraduate degree, should occur in the first and third year. Two of the research groups included in this section (MacPhee et al., 2011; Swanwick & McKimm 2012) explicitly stated that a community of practice serves as a component of the leadership program. MacPhee et al. also noted that an online community of practice serves as one of the four components of the Nursing Leadership Institute. Participants reported that the community of practice was an integral part of the program and that the ability to communicate with and share concerns with other nurse leaders allowed them to develop new ideas and a better understanding of the empowerment frameworks used throughout the program. Similarly, Swanwick and McKimm included a community of practice as a means to develop leadership in clinical staff for medical facilities. They claimed that leadership learning cannot occur in the vacuum of the classroom but must be developed through ongoing interactions between all levels of clinical staff. Newcomers to the community serve as peripheral participants as they learn more about medical field and develop their own leadership skills. The inclusion of nurses, doctors, and other medical personnel creates a holistic system of

patient care, Swanwick and McKimm maintained, wherein leaders may practice and thrive.

Thus, the current literature included in this review provided a new understanding of the structure of the leadership development programs in fields outside of P-12 education. Some consensus was found that the optimal time for offering leadership development programs is at the post-graduate level. This belief and the success and optimism about the few undergraduate leadership programs that do exist create a need for additional research in this area. The research findings are divergent in terms of the method of delivery for leadership training, including modes that range from online classes to travel seminars. Another area of contradictory findings is the length of the program or training. The described programs lasted from one semester to more than 4 years. Although there is clearly room for future study, this research creates a general understanding of the structure of leadership programs upon which the caveat of teacher leadership can be added. An analysis of the research in leadership development programs also serves this purpose.

Opportunities in leadership development programs. As previously stated, nearly half (n=5) of the articles analyzed for this section of the literature review focused on existing leadership programs in a particular field (Buchanan, 2013; Dobson et al., 2013; Khattak et al., 2012; MacPhee et al., 2011; Mohs, 2012; Tekian & Harris, 2012). The remaining six articles included recommendations for leadership programs based on research (Gentry et al., 2012; Kaufman et al., 2012; Meany-Walen et al., 2013; Moores, 2013; Morgan et al., 2013; Swanwick & McKimm, 2012). Within these 10 articles,

significant research was found about opportunities provided in leadership development programs for fields such as agriculture, business, counseling, engineering, medicine, and religion. These opportunities were of most interest to the researchers because they frequently emphasized the importance of mentoring, networking, and practice. A smaller number of researchers discussed specific leadership topics.

Similar to program delivery, substantial incongruence emerged among researchers in terms of opportunities provided in and recommended for inclusion in leadership programs. Gentry et al. (2012) provided insight into leadership development needs for managers across seven countries. Gentry et al. recommended that leadership development programs include training on developing effective managers, inspiring other workers, encouraging emergent leadership in others, working with stakeholders and internal politics, building leadership teams, and creating effective change management. The most commonly integrated opportunity across the research was mentoring or professional partnerships. Buchanan (2013) noted that in the field of religion, mentors are needed to assist clergy with their academic, personal, and professional questions and concerns. Participants believed that the course lecturer should be willing to serve as a mentor for students. Kaufman et al. (2012) described the views of committee members who were tasked with the development of a new agricultural leadership program in Virginia. Committee members were adamant that the new program should offer more opportunities than the programs currently in existence. Of primary concern was an opportunity for collaboration and the development of professional partnerships across the agricultural community for program participants. The reasons for providing

opportunities for professional partnerships, as described by Kaufman et al., included the need for internship sponsors and the belief that engagement with elected officers was necessary for the continued existence of many agricultural leadership positions.

Counselors in the Meany-Walen et al. (2013) study suggested that all students in the professional certification program be provided, or obtain on their own accord, a mentor. These counselors believed that the role of the mentor is to assist new counselors in their growth and development as a leader. Other studies also advocated for opportunities for mentors (Khattak et al., 2012; MacPhee et al., 2011; Mohs, 2011; Swanwick & McKimm, 2012).

The second most commonly included opportunity in the reviewed leadership programs was explicit leadership skill training (Dobson et al., 2012; Khattak et al., 2012; MacPhee et al., 2011; Meany-Walen et al., 2013; Mohs, 2012; Morgan et al., 2013; Swanwick & McKimm, 2012). Dobson et al. noted that the leader-training seminar within the MBA degree program consisted of 11 modules, each of which focused on a particular aspect of leadership. Because leaders were expected to conduct problem-based learning workshops with other students, much of the leadership training focused on facilitative and interpersonal leadership skills, including reflective questioning, roles within teams, group dynamics, active listening conflict resolution, and motivation. Khattack et al. found that most engineering programs provide leadership training related to teamwork and communication skills. In today's global economy, teamwork, which includes the ability to lead and take direction, is imperative. Communication in engineering includes negotiation, presentation, and basic interpersonal skills.

Interestingly, MacPhee et al. and Morgan et al. also listed communication and teamwork as important leadership skills within the nursing and agricultural fields.

According to the current literature, another important consideration when designing leadership development programs is to include opportunities for the participants to practice their newly-learned skills in a safe and supportive environment (Dobson et al., 2012; Khattak et al., 2012; MacPhee et al., 2011; Meany-Walen et al., 2013; Mohs, 2012; Morgan et al., 2013). Mohs contended that enrollment management practitioners should be given opportunities to participate in and/or lead the Minnesota Association for College Admissions Counseling (MACAC) meetings as a means to practice their leadership skills. Mohs maintained that the MACAC meetings are the perfect venue for practicing facilitation skills, conflict resolution, and strategies related to group dynamics. Dobson et al. and Khattak et al. argued that combined practice with low-risk feedback creates an authentic feedback loop within leadership programs. The feedback loop encourages participants to practice new skills such as dealing with issues of diversity, receiving constructive feedback from either a peer or an instructor and immediately stepping back into the leadership role and making another attempt. Swanwick and McKimm (2012) did not discuss practice as a component of the clinical medical staff program, although they stressed that low-risk feedback was a requisite element. The inclusion of feedback combined with the value they placed on mentoring, facilitative instruction and problem-based learning indicates that practice is also a valued component in the program.

The current literature on the topic of leadership development programs in fields other than P-12 education included the benefits of networking opportunities (Buchanan, 2013; MacPhee et al., 2011; Meany-Walen et al, 2013; Mohs, 2012; Swanwick & McKimm, 2012). Networking is viewed as the opportunity to interact with members of one's own profession and other related professions for the purpose of developing points of contact and sharing information. The religious education leaders in Buchanan's study shared their sense of isolation. According to one of the participants, religious leaders differ from leaders in other professions because they lack a professional association. For this reason, Buchanan noted, the networking that occurs through a religious leadership program provides the needed venue for brainstorming, problem resolution, and sharing of feelings of isolation. MacPhee et al. found that nursing leadership programs provide opportunities for participants to network with other nurses in similar positions. The nurses who participated in this study described the benefits of role-specific networking and compared networking to other professional development experiences that occur with a mixed group. Even though they reported advantages to networking across roles, nurses also provided specific examples of job-related challenges that are often solved because of role-specific networking. Meany-Walen et al. added to this discussion by sharing advice from counselor leaders who encourage aspiring counselor leaders to align themselves with organizations that match their own beliefs, passions, and skills. Meany-Walen et al. found that counselors grow as leaders because of their alignment with various groups. Members have an opportunity to serve in leadership roles and/or practice leadership skills through events sponsored by the organization. Thus, even though current researchers

certainly view networking as an important aspect of leadership development programs, they also considered a number of other features to be of value.

According to the research analyzed for this section of the literature review, leadership development programs should also include observations of other emerging leaders (Dobson et al., 2013), reflection (Dobson et al., 2013; Swanwick & McKimm 2012), access to resources and tools (MacPhee et al., 2011), experiential or problem-based learning (Kaufman et al., 2012; Khattak et al., 2012; Swanwick & McKimm; Tekian & Harris, 2012), internships (Khattak et al., 2012; Morgan et al. 2013). Dobson et al. maintained that the peer-led workshop model of the MBA program includes expectations that the leaders observe one another. They believed that both the person being observed and the person conducting the observation benefit from this experience. Observers gain insight into leadership styles different from their own and have the opportunity to practice giving constructive criticism because they are expected to provide feedback to their peers. Dobson et al. also supported the use of reflection in the leadership program. After every feedback session, leaders are tasked with completing a reflective journal focusing on aspects of the workshop that are successful and unsuccessful and developing a plan for future action. MacPhee et al. discovered that empowerment structures in hospitals and medical offices remove barriers for nurses and create environments characterized by increased job satisfaction, a culture of trust, and decreased burnout. MacPhee et al. also found that nursing leadership programs are based on empowerment theories. Included in organizational empowerment is access to resources and tools that may have previously been made available only to individuals in

specific roles. MacPhee et al. also described nurse leader comments related to the tools shared with them and the impact these tools had on the attainment of their leadership goals. They also found experiential learning and problem-based learning to be effective components of a leadership program. In related research, Kaufman et al. discovered that interactive workshops and experiential learning are among the highest rated delivery mechanisms for agricultural leadership programs. Kaufman et al. found that participants are highly engaged during experiential learning sessions, but they also cautioned against the overuse of this delivery mode, which creates a program that is often nothing more than a farm tour. In terms of problem-based learning, Tekian and Harris found that worldwide health education leadership programs rely on problem-based learning. They also found that the goals of the programs, such as developing skills in the design and implementation of health professional education degrees, are well served by this mode of instruction. Morgan et al. described an overwhelming agreement among surveyed stakeholders for the need to include internships in agricultural leadership programs. The stakeholders identified 14 objectives met through internship experiences. Many of the objectives focused on the practice of learned skills with the understanding that feedback would be provided by the internship supervisors in the field. Internships require the placement of program participants in job situations specific to their profession. This fact serves as the transition into a final topic of consideration for leadership program, namely context specificity.

A review of the literature for this study indicated that two separate mindsets for leadership development exist. One mindset focuses strictly on the development of

individuals as leaders and the other mindset places emphasis on the development of leaders within a field. A belief also exists that leadership development must be context specific, with four of the 10 researchers explicitly addressing this concern (Buchanan, 2013; Kaufman et al., 2012; MacPhee et al., 2011; Swanwick & McKimm, 2012). Swanwick and McKimm argued that leadership development feeds organizational development and therefore supports the inclusion of field specific topics and leadership opportunities. General leadership programs cannot provide training in specific skills required for all members in an organization. The same researchers who advocated for context specific leadership programs also supported instruction on specialized topics relative to the field. The following topics were considered important in their related fields: advocacy in the agriculture program; current technology training in technology and nursing programs; best practices in agriculture and clinical medical programs; leadership development in religious education; and globalization/international perspectives in engineering and nursing programs. Context specific leadership programs offer opportunities for professional advancement beyond that which would be available at the completion of a general leadership program. The sheer number of specialized programs also indicated a need for learning opportunities of this kind.

In another study, Gentry et al. (2012) advocated for the opposite approach to leadership development, maintaining that programs targeting a diverse population better serve participants. The benefits of varied participation, according to Gentry et al., are the opportunity to examine similar challenges and develop varied responses. Gentry et al. reported that this process increases personal problem solving skills and subsequently

ownership over their own development. Of importance is the fact that Gentry et al. first advocated for culturally diverse programs and then expanded their research to include generally diverse programs.

In summary, current literature on the topic of leadership development programs outside of the field of P-12 education provided much insight into the overall structure, delivery modes, and topics of consideration in these programs. The majority of programs occur at the post-graduate level, although some arguments exist for starting these programs earlier. A plethora of delivery formats and opportunities exist within these programs. Traditional classroom instruction received the least notice in any of the scholarly articles. Mentoring, networking, practice and feedback, and explicit leadership skill training were common denominators in many of the reviewed programs. The overall make-up of the programs included numerous opportunities that are unique to every field. Finally, the distinctive needs in each profession supported the use of context specific programs. With this context specificity in mind, an examination of teacher leadership and how these leaders develop is critical.

Teacher Leadership

The purpose of this section of the literature review is to describe current research specifically related to teacher leadership in the P-12 educational system. Thirty-five articles by researchers who examined teacher leadership and related topics were reviewed. Some of the researchers examined teacher leadership in relation to specialized populations, including novice teachers, early childhood teachers, middle school teachers, and NBCTs. Other researchers examined teacher leadership through theoretical

frameworks such as change theory, motivational theory, organizational theory, and cultural theory. Some researchers approached teacher leadership in terms of the skills, characteristics, dispositions, developmental needs, or challenges for teacher leaders and/or principals.

Through the analysis of these articles, three broad themes related to teacher leadership in the K-12 educational system emerged. These three themes were related to (a) definitions of teacher leaders, (b) development and support of teacher leaders, and (c) opportunities for action provided to teacher leaders. The first theme addresses concepts such as teacher leadership styles and characteristics, relationships between teacher leadership and decision making, and origination of authority. A framework for teacher leadership is also presented. The section on the definition of teacher leaders includes a discussion about the challenges teacher leaders face in this role. The second theme about the development and support of teacher leaders focuses on the role of the principal and leadership teams, formal development of teacher leaders and the use of communities of practice at both the undergraduate and postgraduate level, and specific developmental needs for teacher leaders. The third theme about opportunities for teacher leaders focuses on the desired amount of involvement in teacher leadership opportunities versus the perceived amount of opportunity. Model standards for teacher leaders and a discussion on the impact of teacher leadership are included. The barriers to teacher leadership as identified through the current literature are addressed in the sections on the development and support and the opportunities for teacher leader. This review also includes a

discussion about the roles and skills of teacher leaders and the impact teacher leadership has on school effectiveness.

Defining teacher leadership. Even after a thorough evaluation of the current literature, an exact definition of teacher leadership is almost impossible to find. York-Barr and Duke (2004) struggled with the same issue in their extensive review of 140 sources covering 20 years of research on the topic of teacher leadership. This continued lack of understanding about the true meaning of teacher leadership creates confusion, particularly within the educational community. Administrators and teacher leaders struggle to identify teacher leadership in practice. Loeb et al. (2010) and Hanuscin et al. (2012) maintained that this struggle stems from the fact that teacher leadership is depicted in many different ways in the research. This statement is supported by the fact that 15 of the 20 articles reviewed for this section of the literature review addressed the definitions for teacher leaders (Armstrong et al., 2009; Bradley-Levine, 2011; Chew & Andrews, 2010; Emira, 2010; Ghamrawi, 2013; Hanuscin et al., 2012; Hulpia et al., 2009; Kiranh, 2013; Loeb et al., 2010; National Board for Professional Teaching Standards, Teacher Leader Competency Framework Committee, 2013; Nolan & Palazzolo, 2011; Roby, 2012; Scribner & Bradley-Levine, 2010; Xu & Patmor, 2012; York-Barr & Duke, 2004). Even though some commonalities exist in the research depicted in these 15 articles, the sheer number of research questions related to the definition of teacher leadership indicates that confusion still exists.

York-Barr and Duke (2004) argued that teacher leadership is an all-encompassing term used to describe anything a teacher engages in beyond explicit classroom

instruction. Conversely, Armstrong et al. viewed teacher leadership (2009) as the tasks teachers undertake for the good of their students inside and outside their classroom. Bradley-Levine (2011) defined teacher leadership as relationships whereby teacher leaders are able to influence others. Ghamrawi (2013) described teacher leadership as everything teachers do to improve their content knowledge and pedagogical skills while also encouraging and assisting others to do the same. Xu and Patmor tied teacher leadership to school reform, noting that teacher leaders require training so that they can negotiate and support reform initiatives. Obviously, the breadth of this work hinders the development of one specific definition. In fact, Kiranh (2013) stated that no single accepted definition of teacher leadership exists.

Also adding to the confusion is the historical perspective of teacher leadership. York-Barr and Duke (2004) noted that teacher leadership emerged in three waves; the first wave focused on management and included roles such as department chairs, the second wave concentrated on instructional leadership and included roles such as curriculum leaders and mentors, and the third wave of teacher leadership involved organizational leadership wherein teachers facilitated cultural change within the school. Bradley-Levine illuminated this point by noting that the definition has changed since the 1990s, moving from individual and role focused leadership to more communal, task-based, and organization focused leadership. A salient point from York-Barr and Duke's research is that regardless of the reasons, a clear and concise definition for teacher leadership has yet to be determined.

The definition of teacher leadership remains elusive within the current research. Rather than identify a specific definition, several researchers chose instead to describe teacher leadership as a set of actions or attributes or classify examples of leadership in other ways. Emira (2010) investigated teacher leadership in Egypt and found that participants, regardless of the amount of time they had been in the profession, identified teacher leaders by their personal characteristics and skill sets. The skill sets of teacher leaders that emerged from interviews and questionnaires with 20 English teachers included the ability to handle problems and problem situations, make decisions, and develop relationships with others. A high degree of knowledge and understanding of the content, pedagogy, and educational system were also found to be important. Participants reported that the personal characteristics of teacher leaders include a willingness to take responsibility, confident and positive attitudes, and a collaborative nature. Only participants who had more than 5 years of experience at the time of the study identified experience in the profession as a defining characteristic of teacher leaders. In related research, Hanuscin et al. (2012) focused on science educators in Missouri who were asked to define teacher leadership. Participants' responses were categorized as either personal qualities or knowledge and skills for leadership. Personal qualities included being selfless, collaborative, accountable, trustworthy, reflective, sensitive, and having a positive attitude. Knowledge or skills for leadership included organization, decision making, and facilitative skills, expertise and confidence, and an ability to make a difference and motivate others. Emira and Hanuscin et al. conducted these studies with different populations and different research instruments, yet significant overlap emerged

in their findings. Both research groups were able to categorize participant responses into two almost identical groups. The researchers all identified the first category as personal qualities; however, Emira identified the second category as a skills set, and Hanuscin et al. identified the second category as knowledge or skills for leadership. The specific responses from participants within the categories also overlapped. For example, participants in both studies believed decision making, accountability, confidence, positive attitudes, collaboration, and knowledge were characteristics or skills of teacher leaders. Participants in Emira's study also considered the ability to handle problems and develop relationships as characteristics of teacher leaders while participants in Hanuscin et al.'s study believed these characteristics included the ability to make a difference and be trustworthy, sensitive, and able to motivate others.

Current researchers have also defined teacher leadership by examining the origin of the leadership. Scribner and Bradley-Levine (2010) used cultural theory to explain the meaning of teacher leadership as perceived by teachers in a small school. Through conversations with teachers and observations of the interactions of teachers in this school, Scribner and Bradley-Levine discovered that leadership is often determined through cultural logic. Three of the six teachers in the study were identified by their peers as teacher leaders because they had an organizationally legitimized role, institutionally legitimized content area experience, and/or gendered leadership. In the Scribner and Bradley-Levine study, Carl, a teacher who previously served as a teacher facilitator was recognized as a teacher leader because of this earlier role. Even though Carl's leadership opportunities could originally be defined as organizationally legitimized, his actions, such

as assisting other teachers by resolving student disruptions and facilitating discussions at faculty meetings, encouraged others to consider him as a teacher leader. Scribner and Bradley-Levine defined institutionally legitimized content area expertise as authority that emerges because of teachers' credentials or due to the perceived value of the content they teach. In their study, Adam and Kelly were paired together and team taught algebra. Others considered Adam as a teacher leader in the classroom due to his knowledge of algebra and certification in this subject while Kelly's experience as a special education teacher served a supportive role. Adam identified himself as the teacher of record and was responsible for planning the lessons and projects, characteristics that were identified as teacher leadership. Another example of institutionally legitimized content area expertise was found in the Crawford et al. (2010) study where early childhood teachers reported that they rarely engaged in professional conversations with teachers in the upper grades because they believed that teachers of young children somehow lack the credentials to be considered teacher leaders. The authority that Scribner and Bradley-Levine credited to legitimized content area expertise is the effect of Adam's confidence in his ability to teach the subject matter and in his knowledge of mathematical concepts.

Scribner and Bradley-Levine (2010) also described teacher leadership as having a gender component. In their study, male teachers in a small school were awarded leadership status due to their ability to control students better than female teachers. Generally, the teachers at this school described the male teachers as confident in their work with students while female teachers were described as meek and shy. For example, Kelly, a female teacher at the school, described her teaching relationship with Adam by

using a description of a stereotypical family structure. Kelly saw herself in the role of mother and Adam in the role of father. Kelly's interpretation of this relationship included an uneven distribution of power awarded to the father figure simply because he was a male. The confidence displayed by the male teachers, however, may offer a better explanation than gender about their identification as teacher leaders. The male teachers in the small school study were successful in their roles, which led to the development of confidence in their own abilities. This finding could explain the allegiance that seemed to exist between the male and female teachers in the Scribner and Bradley-Levine study.

Still another way to define the concept of teacher leadership is through perspectives on authority, credibility, and influence, as Bradley-Levine (2011) noted in her case study research, which included four stories of teacher leadership, each with a different perspective on how teacher leaders are identified and recognized. The varying perspectives were based on each teacher's personal experience. Phil, the first case in the study, identified teacher leadership as linked to time served in the profession, knowledge of the school faculty and the students served, and level of success in the classroom. Phil recognized the need to engage colleagues in discussions about sensitive and critical issues but lacked the confidence to do so as a teacher leader. Phil joined the teacher leaders' master's cohort at the college with the aspiration of becoming an administrator because he believed in positional authority. Audrey, the second case in the study, also believed that position and authority were the basis for leadership. Audrey volunteered to lead different committees and took on additional assignments at the request of the principal in hopes of gaining credibility with her peers. Audrey's status as a young educator also

negatively impacted her status as a teacher leader. Nolan and Palazzolo's (2010) study on the teacher leadership perceptions of novice teachers may explain some of Audrey's decisions. Nolan and Palazzolo found that beginning teachers categorize leadership as either leadership for advancement or leadership for advocacy. Leadership for advancement includes accepting positions on committees as necessary for job security in difficult economic times. Thus, Audrey's desire to gain credibility through position and acceptance by the administration may have sabotaged her leadership goals. York-Barr and Duke (2004) noted that teachers who assume formal leadership roles similar to Audrey's assignments experience less acceptance as teacher leaders than their peers who assume informal roles. The final two cases, Allison and Pauline, focused on influence. Both of these educators worked with special populations of students and viewed teacher leadership as the ability to influence their peers. Allison hoped to change the negative assumptions about her students' abilities while Pauline wanted to persuade her teacher colleagues and administrators that the specialized curriculum she developed would benefit special needs students. York-Barr and Duke acknowledged that relations and collaboration were common themes that emerged in their teacher leadership research. Without relationships, York-Barr and Duke found that teachers have few opportunities for casual conversation and shared practice. Allison and Pauline joined the college cohort in hopes of gaining these skills.

York-Barr and Duke (2004) also described teacher leadership through the lens of formality. Formal teacher leadership roles include a titled position or require an official appointment. Union representatives, curriculum coaches, mentors, and department

chairpersons are all considered formal leadership. York-Barr and Duke maintained that informal leadership is defined not by role, but by the fact that coaching, discussions, reflection, and modeling occurs in a natural and informal way. Teachers display informal leadership when they share a successful lesson, engage the community in the work of the school, demonstrate reflective practice, or encourage others to pursue grant opportunities. Informal leadership is rarely recognized, York-Barr and Duke posited, and many teachers who practice informal leadership explain their actions as simply doing their job.

The educational community faces a challenge in that teachers often fail to identify themselves as leaders. Hanuscin et al. (2012) argued that teachers must first recognize various activities as a demonstration of leadership. Reluctance by individuals to include those activities in which they are personally involved as examples of teacher leadership creates the misconception that they themselves are not leaders. Hanuscin et al. again blamed the literature on teacher leadership for creating a discrepancy between teacher leadership in theory and teacher leadership in practice. The situational aspect of teacher leadership also fuels this discrepancy. Hanuscin et al. maintained that teacher leaders must function within their distinctive situations. Hanuscin et al. also recognized that teacher leadership requires specific knowledge and skills sets that allow individuals to serve as agents of change for improved teaching and learning within a particular environment. Not all teachers can exercise teacher leadership in the same ways.

Another example of how teachers fail to self-identify as leaders was found in the Roby (2012) study. Roby administered a human relations survey to 142 graduate students. These same students were then asked to invite three peers to assess their skills

by completing the same survey. Roby found that the self-assessment scores were lower than the peer assessments, indicating that teachers failed to give themselves credit for their strengths. Many of the strengths listed on the assessment corresponded to dispositions of teacher leaders, such as taking ownership of mistakes and maintaining a positive attitude. Therefore, Roby's participants failed to recognize teacher leader dispositions in themselves. In their study, Hanuscin et al. (2012) also concluded that this oversight does not allow teachers to see themselves as leaders because they do not perceive themselves as having the necessary traits for leadership. Hanuscin et al. cautioned against placing too much emphasis on the personal qualities of leaders because this emphasis creates the view that leaders are born and that leadership cannot be taught or developed.

Teacher leadership continues to be a popular topic of debate because many educators have pinned their hopes of educational reform on this concept. For this reason, a large think-tank consisting of members from the National Board for Professional Teaching Standards (NBPTS), the National Education Association (NEA), and the Center for Teacher Quality (CTQ) produced a framework that identified qualities of teacher leaders. The framework includes a description of emerging capabilities in relation to professional knowledge, skills, dispositions, and behaviors. These organizations believe that *The Teacher Leader Competency Framework* is useful for both novice and experienced teachers because leadership involves a commitment to lifelong learning and development. The four domains of this framework include (a) investing in oneself as a leader, (b) engaging and elevating colleagues, (c) creating a positive impact in

organizations, and (d) advocating for the teaching profession. These domains provide opportunities for teachers at all levels to assess and improve their teacher leadership skills and influence. Each domain is subdivided into principles that specifically explain what teacher leaders do. The principles are then broken down into precise elements. Teachers and others can examine each element from the perspective of conceptual knowledge and skill, attitudinal change, and behavioral change. Teacher leaders may recognize that they or others possess the necessary leadership skills but still require a commitment to attitudinal and behavioral change. This approach is reflective of Joyce and Showers' (2002) research on the impact of professional on teacher skills and behaviors. Joyce and Showers placed concept understanding and skill attainment at the low end of the impact continuum. They viewed application of skills and concepts within the work environment as the optimal level of impact. Application requires a change in attitude and subsequently behavior. *The Teacher Leader Competency Framework* indicates that concept understanding and skill development must precede the most beneficial elements of teacher leadership, action and behavioral change. The framework also provides insight into possible types of skill development and practice feedback required of emerging and continually growing teacher leaders.

A common sentiment among many educators is that teachers are naturally ready to serve as teacher leaders. Even though the skills required to be successful within the confines of the classroom often serve teacher leaders well, they must also develop their ability to work with adult learners. York-Barr and Duke (2004) advocated for the development of formal leadership preparation programs for teachers as early as the

preservice program and for on-going support for emerging teacher leaders. When York-Barr and Duke completed their research, they found little empirical research on teacher leader preparation. Even though the current literature also supports the need to develop teacher leaders and includes some empirical evidence on leadership development programs, gaps still exist in the research. Several of the studies were based on cohorts of teachers participating in master's level work on teacher leadership while other studies were focused on areas of potential growth for teacher leaders through various assessments. Research on the concept of teacher leader development at the preservice level is still lacking. Also evident in the current literature were discussions about support for teacher leadership, including the principal's role, the culture of the school, and structure of the leadership team. The following section summarizes these findings.

Development and support of teacher leaders. There is no question that teacher leaders require opportunities to develop and practice their skills. Rather, the debate concerns best practices for providing the training and support. Similar to the research on leadership development outside the field of P-12 education, the current literature provides little consensus on the most beneficial approach. Some leadership programs are nested within a master's degree program while others occur more informally through professional development or communities of practice. Little documentation on preservice training/leadership development programs exists in the current literature, but the information that does exist is presented first.

Undergraduate level. Seger and Bergsten (2013) contended that undergraduate education students benefit most from a teaching through leadership approach rather than

teaching about leadership. Citing Kolb's learning cycle as a theoretical framework for their research, Seger and Bergsten described a leadership development program offered in the second half of their teacher education program. Seger and Bergsten maintained that leadership requires a level of maturity not yet found in education students at the beginning of their instructional program. The leadership study that they described lasted from 5 to 10 weeks and provided opportunities for students to engage in role-playing activities and participate in leadership opportunities. Seger and Bergstein adamantly objected to lecturing on theory and skills and instead supported mentoring and coaching by authentic leaders in the field. Key components of the program included skill development in the areas of communication (namely feedback), the establishment and upholding of boundaries and group dynamics, a reflecting team, and personal reflection. Peer feedback and interaction were also valued.

In another study, York-Barr and Duke (2004) reported on two preservice teacher leadership programs, one at John Hopkins University and the other at Fairleigh Dickenson University. Administrators of both programs placed undergraduate education members in a professional development school. The John Hopkins program includes a 15-month period of total immersion in the professional development school. The pairing of students with practicing teachers allowed for mentoring in both classroom instruction and other leadership opportunities. York-Barr and Duke explained that the Fairleigh University program was a 5-year program that included a bachelor's degree and a master's degree. Areas of focus for this program were personal growth, human relations, professional development, and organizational structure. The inclusion of organizational

structure is important because, as Mujis et al. (2013) maintained, many early career teachers lack this understanding, which hinders their ability to serve as leaders. Xu and Patmor also viewed organizational structure as an important topic for preservice teacher leaders. They believed that an understanding of the chain of command and the role that trust plays in the success of schools allow young teachers to correctly navigate difficult leadership situations. York-Barr and Duke attributed much of the undergraduates' growth in leadership at John Hopkins and Fairleigh University to their participation in a learning community within the professional development school. The value placed on the concept of community and learning from others in a real-world context supports the use of a community of practice for leadership development.

Communities of practice, Cassidy (2011) noted, are groups of people who share a common interest or aspiration and who develop related skills through interactions with other members of the community. A community of practice may evolve informally through collaboration on a project or in conversations about a challenge or may be formed intentionally through a course or program. Cassidy described the various levels of commitment within a community of practice. Some members may be more actively engaged while others are content to listen and learn. Edmonds-Cady and Sosulski (2012) also described the application of a community of practice and situated learning in an undergraduate course. The benefits of this process were found to be the shifts in attitudes and behaviors of members and their improved critical thinking skills. Edmonds-Cady and Sosulski found that the course structure allowed professors to serve as the old-timers who scaffold instruction for the newcomers through active engagement with the

community. Edmonds-Cady and Sousulski viewed pedagogy of this kind as high-stakes because student participants are expected to take risks and make mistakes while the old-timers must be extremely flexible with schedules and effective in the facilitation of collaborative learning. Specific examples of these communities of practice in both the preservice teacher preparation programs and the post-graduate programs can be found in the current literature. It is important to note that leadership is not a focus of the preservice communities of practice identified in the literature. Rather, leadership development is a by-product of the community experience. This section addresses preservice communities of practice while later sections include an analysis of post-graduate communities.

Two researchers who describe the use of communities of practice in a preservice teacher preparation program approach this issue from different perspectives. Jimenez-Silva and Olson (2012) described the intentional use of the community of practice in a course designed for teachers of English-language learners, while Woodgate-Jones discussed the impact student teachers had on the community of practice within the school where they conducted their internship. Both researchers identified teacher education students as newcomers to the community and professors and cooperating teachers as relative old-timers. Both researchers found that a benefit of the community of practice for old-timers was opportunity to learn new instructional and pedagogical approaches. The design and nature of communities of practice is enigmatic as newcomers are expected to challenge the status-quo and provide insight into new practices. Jimenez-Silva and Olson found that the benefits for student participants in the community of

practice included an increased level of self-confidence and identity formation. Specifically, students informed Jimenez-Silva and Olson that they viewed themselves as teachers of English language learners. The course instructors made specific decisions related to the structure of the course in order to ensure the formation and continuation of the community of practice. Jimenez-Silva and Olson found that at the beginning of the semester, teachers built a sense of community, and therefore, they began every course with open-ended conversations about experiences. Teachers spent as much time listening as they did lecturing. Although neither of the communities of practice focused explicitly on leadership development, this development did occur. Self-confidence and efficacy emerged as common themes throughout the leadership literature. Personal growth in these areas prepares individuals for success as leaders and specifically as teacher leaders. Preservice teachers in the Jimenez-Silva and Olson research demonstrated leadership when they used new instructional practices. Cooperating teachers also revealed their leadership skills through mentoring and a willingness to continue to learn.

Xu and Patmor (2012) offered a final consideration for undergraduate leadership development. They described the current challenges in teacher preparation, including an overall lack of focus on leadership preparations. Xu and Patmor found that four-year colleges and universities in Kentucky accredited through the National Council for Accreditation of Teacher Education (NCATE) do not offer a single course in leadership as a part of their teacher preparation program. Xu and Patmor suggested that programs should either add a leadership course or embed leadership development into the existing curriculum. Specifically, they advocated for the inclusion of cross-curricular and

multiple perspective problem solving, training in ethical reasoning, and an opportunity to explore real-world examples of teacher leadership in the traditional education courses.

These topics represent specific skill development related to teacher leadership. Specific skill development is a need for all emerging teacher leaders, Xu and Patmor argued, and should be a focus in some of the post-graduate leadership development programs as well.

Post-graduate level. York-Barr and Duke (2004) found that teacher leadership development occurring after graduation from a teacher preparation program occurred primarily through formal coursework at a university, district-level professional development, and informal mentoring and coaching from administrators and other teacher leaders. The more recent literature concurs with York-Barr and Duke's findings. Bradley-Levine (2011) described a formal master's program at a university in a Midwestern state; Mujis et al., (2013) described a professional development experience related to teacher leader development, and numerous researchers discussed mentoring and other types of post-graduate level support (Armstrong et al., 2009; Chew & Andrews, 2010; Hulpia et al., 2009; Nolan & Palazzolo, 2011; Thornton, 2010). York-Barr and Duke also described significant themes that emerged in terms of content focus for leadership programs, including themes related to curriculum, instruction, and assessment; organizational leadership considerations and change management; and collaboration and facilitation skills. The learning community serves as an important context for all levels of teacher leader development, York-Barr and Duke concluded.

Knowing that beginning teachers often lack the knowledge and skills required to serve in a leadership capacity, Mujis et al. (2013) found that the Teach First programme

(sic) enhanced the university preparation of cohorts of teacher with an intensive summer program and ongoing coaching and mentoring. Mujis et al. defined cohort participants as high-achieving graduates recruited to teach in disadvantaged areas. Because teachers committed to 2 years of service, the programme (sic) was able to offer mentoring to help participants earn a postgraduate certificate of teacher education, which is the required licensure in England. The second year of the programme (sic) focused on the development of leadership capabilities. The significance of this research to this study is that the researchers examined the perceived effectiveness of the Teach First programme (sic). Using surveys and interviews with participants and head teachers (sic) as well as document analysis, Mujis et al. found that early career teachers demonstrate teacher leadership if they are properly prepared. The Teach First participants engaged in informal leadership through the organization of activities, supporting new initiatives, planning and facilitating lesson study groups, and working collaboratively with older, more experienced peers. Participants cited both the programme (sic) and mentoring as important in their development as teacher leaders.

The focus of the Bradley-Levine (2011) post-graduate level study was on a cohort of teachers engaged in a master's level program for teacher leaders. Members of the cohort attended weekly classes focused on the power structures found in educational systems. Bradley-Levine found that participants were encouraged to critically analyze the existing structures within the district. The cohort also participated in monthly meetings designed to provide opportunities for collaboration on projects, real-world problem solving, and sharing of ideas. Absent from the design of the master's program

were preliminary steps for teacher leader development. As a result, participants experienced difficulties influencing their peers, lacked the confidence needed for success in their endeavors, and failed to recognize the components of the change process at work. One participant's experiences led him to pursue an administrative degree rather than continue as a teacher leader. Bradley-Levine recognized the challenges the design of the course presented for participants and the impact on their attempts to serve as teacher leaders in their schools. Bradley-Levine encouraged leaders of future programs to provide explicit instruction on teacher leadership, design class meetings to allow for exploration into teacher leadership roles, and provide practicum opportunities where teacher leadership skills could be developed within the context of a local school.

Only one example of a successful community of practice for teacher leaders at the post-graduate level was found in the current literature. Even though other studies described the use and benefits of communities of practice in alternative certification, technology education masters' level programs, and teacher evaluator training (Ali, 2011; Cowan, 2012; Bouchamma & Michaud, 2010), only Crawford et al. (2010) focused on leadership. Crawford et al. created a three-year professional development program for emerging teacher leaders with the collaboration of the local school district. The study participants included 53 teachers from 21 different K-8 schools with teaching experience ranging from 1 year to 20 years. The community of learners met on a monthly basis and engaged in jigsaw and affinity exercises designed to increase knowledge about different topics and allow for authentic reflection on practice. Participants engaged in journaling, collaboration in discussion groups, cooperative learning activities, professional reading

book groups, and action research projects. Crawford et al. served as models for the work of teacher leaders by designing the professional development, facilitating the conversations and activities, providing data and information on critical concepts, and supporting participants as they engaged in their own leadership activities. Participants were able to engage in legitimate peripheral participation, first by observing and learning the skills needed for success and then gradually assuming more leadership within the community and eventually in their schools. The community also supported the work of participants by providing a safe space for airing concerns and engaging in problem solving. Teachers reported that the experience was valuable and described the community as one of the strengths of the learning experience. The outcomes of the program, according to the participants, were an increased sense of confidence, courage and empowerment. Crawford et al. believed that these dispositional outcomes create the pathway to teacher leadership. Danielson (2006), Emira (2010), and Hanuscin et al. (2012) concurred with this finding.

Needs of emerging teacher leaders. Current research provides some additional considerations related to the skills necessary for emerging teacher leaders. Roby administered the Personal Record of Communication Apprehension (PRCA-24) to a group of educators pursuing master's degrees in teacher leadership from Wright State University. The PRCA-24 is used to assess levels of anxiety related to speaking in small groups, meetings, dyads, and public speaking. Even though educators' scores were lower in all areas than the national norms, levels of anxiety were apparent. Roby recognized that apprehension about speaking also influenced the quality and quantity of

information that teachers provide to their peers, administrators, and stakeholders.

Teacher leaders must be able to present information coherently in various formats. The findings from this study indicated that the PRCA-24 or another similar instrument should be used with teacher leaders and those individuals with significant anxiety should be provided with training and support to improve their communication skills.

In a related study, Nolan and Palazzolo (2011) distributed questionnaires to 330 novice teachers and found that teacher leadership fell into two categories. They described the first category as leadership for advancement, and novice teachers reported that they were comfortable with their skills in this area. Nolan and Palazzolo described the second category as leadership for advocacy, and novice teachers reported that they were not as comfortable with these types of leadership skills. Leadership for advocacy included opportunities to work with parents of at-risk youth, the community to support student needs, and to find the solutions for problems for individual or groups of students. Teachers believed that leadership for advocacy often concerns sensitive issues, and they reported that they were fearful of repercussions for their actions and ill-prepared to handle this type of leadership. Nolan and Palazzolo suggested that additional training on legal and ethical issues could help eliminate fear associated with leadership for advocacy.

Danielson's (2006) leadership dispositions of courage and a willingness to take risks as well as a deep commitment to student learning can also be applied to this situation. Danielson maintained that novice teachers may need support and additional time to allow these dispositions to grow. Opportunities to observe other teacher leaders

engaging in leadership for advocacy through a community of practice may also enhance the development of these dispositions and leadership skills.

Teacher leaders not only require opportunities to develop their skills, they also need support as they engage in the acts that define their role (Akert & Martin, 2012; Armstrong et al., 2009; Chew & Andrews, 2010; Ghamrawi, 2013; Hulpia et al., 2009; Nolan & Palazzolo, 2011; Thornton, 2010; Xu & Patmor, 2012; York-Barr & Duke, 2004). The principal and the administrative team are crucial components in ensuring that teacher leaders receive the support they need in their schools. These leaders have the ability to give teachers the time and resources necessary to develop as teacher leaders. They also impact the culture of school, which in turn effects the development of other teacher leaders. Armstrong et al. (2009) used a case study design to examine the teacher leadership experiences of two beginning educators. One teacher, Elizabeth, indicated that she was interested in taking on leadership tasks but the principal had not asked her to serve in this capacity. Elizabeth also believed that she could learn the skills necessary for leadership by becoming involved in these activities. The other teacher, Anne, reported that she had been given numerous teacher leadership opportunities and that the principal recognized her strengths and talents. Even though Anne admitted that she initiated some projects that allowed the faculty and staff to see her as a teacher leader, she also gave credit to the principal for influencing her to take risks associated with being a new teacher leader. Armstrong et al. identified attitude, opportunity, and collaboration as specific ways the principal supported Anne's emergence as a teacher leader. The principal's positive attitude encouraged teachers to take instructional risks with students

and created a culture where the sharing of successes is the norm. The principal created opportunities for all teachers, even the newest members, to take on additional responsibilities such as providing professional development.

In their study about new teacher perceptions of teacher leadership, Nolan and Palazzolo (2011) also found that novice teachers want to take on leadership roles, and they even believe that teacher leadership is an expectation. Nolan and Palazzolo also found that the school principal is the key to the growth of new teachers into teacher leaders. For example, the principal asked Anne to develop and facilitate four technology workshops over the course of the year. Collaboration between teachers and the administration is also important. Nolan and Palazzolo encouraged principals to be involved in the mentoring of new teachers who are emerging leaders. The principal created this type of environment, and as a result, Anne emerged as a teacher leader by her fourth year in the profession. In a related study, Ghamrawi (2012) reminded school level leaders that teacher leadership takes practice. Ghamrawi also advocated for a change in teaching schedules and teaching loads to allow time for practice, reflection, and dialogue.

Chew and Andrews (2010) provided further support for the role the principal plays in supporting teacher leaders. Chew and Andrews used interviews and observations to examine the principal's role in creating a culture for teacher leadership in two schools using the Innovative Designs for Enhancing Achievements in Schools (IDEAS) model. Their findings indicated that teacher leadership initiatives should be intentional. Lieberman and Miller (2004) also found that the existing power structures within schools often hinder the development and work of teacher leaders. Chew and

Andrews described the intentionality of the IDEAS principals in restructuring their schools to allow teacher leaders to make tangible changes. The leadership team for the IDEAS initiative at the Queensland school was composed of only teachers at the request of the principal. This decision was based on observations of earlier committee meetings where teacher leaders refrained from offering suggestions because of the presence of licensed administrators. Principals also created opportunities for the committee to meet and supported emerging leaders by nurturing their efforts. Chew and Andrews noted that principals occasionally attended committee meetings and communicated the authority of the committee to others in formal leadership positions. Katzenmeyer and Moller (2001) believed that principals must make their values and beliefs associated with teacher leadership and the commitment to teacher leadership explicit. The principals in this study served as an example of how to make these commitments explicit.

Thus, emerging teacher leaders possess a wide variety of skills that have proven to be beneficial in their classrooms. Their growth and development in relation to their new role as teacher leaders require explicit and implicit instruction as well as support from administrators and the other teachers in the building. Current research on teacher leadership is full of discussions about how to handle the challenge of supporting the growth and development of these individuals. Therefore, the next logical area of research to consider is the opportunities available to teacher leaders at all levels, which is addressed in the next section of this literature review. Identified barriers to teacher leadership are also addressed.

Opportunities for action. Teacher leadership is a topic of extensive study with much of the research focusing on the impact teacher leaders have on school improvement and educational reform. Cannata et al. (2010) maintained that teacher leadership initiatives not only benefit individual teachers, they provide the school with access to teachers' expertise in developing educational programs and activities, help retain effective teachers in the classroom, and support all teachers and students in the building. Wells (2012) agreed with Cannata et al. and added that teachers either embrace or disregard change and are responsible for enacting change on the front lines. Thornton (2010) supported this statement and predicted the failure of any effort at reform that does not include teacher leaders. Akert and Martin (2012) explained that the more involved teacher leaders are with decision making in the school, the more ownership and commitment they feel toward the school goals. Crawford et al. (2010) maintained that teacher leadership opportunities create a greater sense of motivation and confidence in teachers, which causes a change in personal practice, leading to openness to other changes in curriculum, instruction, and assessment. Other benefits of teacher leadership include an increase in professionalism (Akert & Martin, 2012); Nolan & Palazzolo, 2011), support for the principal (Akert & Martin, 2012), collaboration among peers (Akert & Martin, (2012; Nolan & Palazzolo, 2011), and an increase in teacher empowerment (Thornton, 2010). Knowing the value of teacher leadership leads to the assumption that teacher leadership skills are in high demand. Although specific teacher leaders are often given opportunities to support their schools, districts, and state through a variety of functions (Cannata et al., 2010; Loeb et al., 2010), the levels of involvement

for many teacher leaders are actually much lower than their preferred levels (Akert & Martin, 2012; Emira, 2010; Nolan & Palazzolo, 2011; Thornton, 2010; York-Barr & Duke, 2004).

Perceived involvement in teacher leadership activities. Cannata et al. (2010) and Loeb et al. (2010) both examined teacher leadership in relation to the National Board certification process. Of the 831 NBCTs included in the Loeb et al. study, 94% indicated that they had been involved in the development and facilitation of professional development activities prior to receiving their certification. Of that number, 55% of these teachers stated that they increased their involvement related to leading the implementations of new instructional approaches, and 40% were increasingly involved in the coaching and mentoring of beginning teachers. Cannata et al. (2010) conducted research into teacher leadership opportunities afforded the NBCTs versus non-NBCTs in a Midwestern state and a Southern state and found that the NBCTs serve in leadership roles. The NBCTs were found to participate in school-level, district-level, and state-level leadership activities at the rates of 53%, 38%, and 15%, respectively. The non-NBCTs in the study indicated that their rates of involvement at the same levels were 36%, 13%, and 2%, respectively. The NBCTs in the study also differed from other teachers in ways other than National Board status. Specifically, the NBCTs were more likely to be female and more likely to have master's degrees. Therefore, Cannata et al. created models that controlled for these additional differences. The NBCTs were still found to engage in 0.83 more leadership activities at the school-level and 0.73 more leadership activities at the district-level than their non-certified peers. Participants in both studies also reported that

they were interested in being more involved in leadership activities. Loeb et al. also found that 41% of the NBCTs did not agree that faculty members at their school did a good job of using their leadership skills. Similarly, 46% of the NBCTs in the study did not agree that district administrators did a good job of using their leadership skills. The findings indicated that even though the NBCTs are recognized as a subset of teacher leaders and are involved at the school, district, and state level, they are specifically inclined to be more involved in areas related to school-wide policy.

The findings related to the NBCTs' leadership opportunities are similar to the findings of the general population of teachers. Thornton (2010) examined the relationship between the skill level of the teachers at different schools and their perceived levels of leadership opportunity. Thornton noted that the schools involved in the survey had school improvement teams and multiple committees in place, and yet teachers perceived their level of participation in leadership roles as minimal. Thornton concluded that because administrators assigned membership on these committees, teachers did not associate these opportunities with leadership. York-Barr and Duke (2004) maintained that leadership by administrative appointment is often not viewed as teacher leadership. Bradley-Levine (2011) supported this view by comparing principal appointed positions to middle level management; they found that these positions have less effect in changing teacher practice because teachers often serve as quasi-administrators.

Another issue arising from these appointments is disempowerment of the rest of the faculty, which creates tension among teachers. Teachers involved in the Thornton (2010) survey also reported that committees of this kind are often used to rubber stamp

decisions made at higher levels, and therefore, they are not examples of true teacher leadership. Thornton's research suggests that authentic decision making opportunities are a necessary component of teacher leadership initiatives in schools. Emira's study (2010) provided empirical data to support this belief. All 20 teachers involved in the research affirmed their desire to be involved in making decisions at their schools. This desire included decisions on classroom practice or decisions that impacted their students as well as organizational level decisions. Akert and Martin (2012) and Kiranh, (2013) found that principals and teachers disagreed about the level of teacher leadership in their schools. Akert and Martin reported that principals perceived teachers often participated in leadership roles although teachers believed they were seldom involved in teacher leadership. This finding prompted Akert and Martin to encourage school district leaders to offer professional development concerning the definition of teacher leadership and the formal and informal roles associated with it. The desire of teachers to be engaged in leadership through decision making and partnerships is not new. The literature indicates that this desire is yet to be satisfied, although some questions have emerged as to whether or not the opportunities for leadership exist and that teacher leaders often fail to see them (Akert & Martin, 2012; Kiranh, 2013; Wells, 2012).

Teacher leadership roles and responsibilities. Just as the definition of teacher leadership is elusive, so is a classification of teacher leader roles and responsibilities. York-Barr and Duke (2004) categorized teacher leader roles under seven headings, including management and coordination, curriculum, professional development, reform, parent and community involvement, other contributions to the profession, and support for

preservice teachers. These categories represent both formal and informal leadership opportunities. The literature overwhelmingly recognizes that teacher leadership assumes both forms. A total of 14 articles reviewed for this section of the literature review included descriptions of how to categorize teacher leadership roles (Akert & Martin, 2012; Bradley-Levine, 2011; Crawford et al., 2010; Emira, 2010; Ghamrawi, 2013; Hanuscin et al., 2012; Kiranh, 2013; Loeb et al., 2010; Mujis et al., 2013; Nolan & Palazzolo, 2011; Scribner & Bradley-Levine, 2010; Teacher Leader Exploratory Consortium, 2012; Wells, 2012; York-Barr & Duke, 2004). Although each classification structure is slightly different, some more broad and some more cumbersome, most of the roles still fit within York-Barr and Duke's categories of teacher leadership. Ghamrawi provided 15 specific teacher leadership roles, including change agent learning facilitator and community liaison. Akert and Martin listed numerous teacher leadership tasks, including designing in-service sessions and shaping the curriculum. These roles easily fit into the categories of reform, parent and community development, professional development, and curriculum, respectively. The only category supported by the current literature and not included in York-Barr and Duke's list of roles is that of support for colleagues (Bradley-Levine, 2011). This particular role can include both formal and informal components. Mujis et al. maintained that this role includes an opportunity to lead across boundaries such as grade-levels, core subjects, and age bands. Emira encouraged teacher leaders to empower others, which falls into the category of support for colleagues. Crawford et al. included roles such as mentor and evaluator, while Loeb et al. viewed teacher leaders as learning resources. The lack of consistency in

terminology and role expectations has led to conversations about the development of teacher leader standards by various groups. One set of standards are discussed here.

The Teacher Leader Exploratory Consortium was formed in 2008 and consists of educational organizations, state education agencies, teacher leaders including NBCTs and state teachers of the year, principals, superintendents, and institutions of higher education. The members of the group analyzed current literature, met with experts in the field, such as Linda Darling Hammond and Jennifer York-Barr, and engaged in discourse over the roles teacher leaders assume in their schools and districts. This work culminated in the development of seven leadership domains and the 2012 release of a publication titled *Teacher Leader Model Standards*. The standards describe teacher leadership across seven dimensions, including school culture, research, professional learning, instruction, assessments, collaboration with families and the community, and advocacy. These standards provide a summary statement about the domain and describe specific functions the teacher leadership should assume. Built into every domain and function is collaboration with peers through effective communication. The end benefit of this collaboration was the creation of a network of teacher leaders capable of impacting educational reform. These model standards serve to bring consistency and cohesiveness to the discussion about teacher leader roles and the specific tasks teacher leaders assume. Even with the model standards, however, barriers to teacher leadership still exist.

Barriers to teacher leadership. Many of the researchers cited in this literature review focused their studies on the activity levels of teacher leaders. These conversations also afforded them the opportunity to identify barriers to teacher leadership that exist in

schools and districts. Donaldson et al. (2010) presented one of the issues from the perspective of the principal. Educators at one school developed a teacher leadership model that provided teachers with autonomy in their classrooms and a voice at the decision making table. The principal valued the model but was under increasing pressure from the district office to improve literacy test scores. Teachers desired to have student behaviors and parent involvement as their goals; however, the principal knew they must focus on literacy or he could lose his job. The scenario presented by Donaldson et al., in which externally mandated standards are imposed on schools and educators are blamed when the students do not reach the expected level, is common (Lieberman & Miller, 2004). Administrators often eliminate the opportunities for teacher leadership in these situations because they impose a hierarchical structure on their faculty members and retreat to formalized leadership roles. Both of these changes are identified by Thornton (2010) as barriers to teacher leadership.

Kiranh (2013) explained that the overall school environment, structure, climate, and culture can all serve as barriers to teacher leadership. Formal leadership structures, where the decisions about budgets, assignments, and schedules are made without input from teachers, severely reduce opportunities for leadership and create a culture of distrust. Thornton (2010) also argued that the principal's leadership style impacts opportunities for teacher leadership. Authoritarian leaders are less likely to engage teacher leaders in the decision making process. Therefore, principal preparation programs should include discussions on teacher leadership. Power struggles between teachers and the principal and among teachers are also barriers to teacher leadership

(Akert & Martin, 2012; Chew & Andrews, 2010). Teacher leaders often struggle to maintain relationships with their peers. Bradley and Levine (2011) found that teacher leaders have a desire to serve as leaders of change and to improve instructional practice but fear the loss of relationships with their peers. The acceptance of formal teacher leader roles, Bradley-Levine noted, often leads to feelings of isolation as other teachers separate themselves from the teacher leader. Again, Bradley-Levine suggested that administrators have the ability to solve this problem. Educators in schools with a culture of teacher leadership, where leadership is valued and developed and where leadership opportunities are provided to more than a select group of teachers, are often able to overcome these challenges.

Teacher leaders also identified time constraints as another obstacle in their quest for leadership (Akert & Martin, 2012; Loeb et al., 2010; Thornton, 2010). Akert and Martin explained that teacher leaders have at their core a deep commitment to student learning, and as a result, they are often hesitant to engage in anything that will take time away from their work with students. Loeb et al. also considered the lack of fiscal resources in a district as a challenge for teacher leaders. In fact, 35% of the NBCTs included in the survey stated that they did not have sufficient access to substitute teachers so they could leave the classroom for professional development or leadership opportunities. In addition, 55% of the NBCTs claimed that they were inadequately compensated for their leadership work. Loeb et al. found that the more ethnically and racially diverse schools in the state of Washington had access to fewer fiscal resources for substitute teachers and compensation for leadership activities.

In related research, Wells (2012) offered a unique perspective from school superintendents on the challenges for teacher leadership. These superintendents described three barriers to the development of teacher leaders in their districts. The first barrier was school culture. The superintendents recognized that a school's culture does not change as a result of mandates, and yet they struggled to move the culture of the schools in a positive direction. Wells suggested that the superintendents place their focus on developing capacity within the schools and apply constructive pressure to ensure the culture changes. Wells identified the second barrier as teachers unions. Superintendents believed that the limits on teacher work hours and task assignments hindered the development of teacher leaders. Wells reported that the third barrier was that teachers did not see themselves as teacher leaders and therefore did not undertake the formal and informal leadership opportunities available. This belief along with the confusion about what constitutes teacher leadership may be the real reason teachers reported that their leadership skills are not recognized.

Summary and Conclusions

In summary, this chapter included a review of current research related to the key concepts of leadership, leadership development in fields outside of education, and teacher leadership specifically. The concept of leadership included the following three subtopics: the need for leadership, assessing leadership potential, and general leadership development programs. The concept of leadership development in fields outside education included the structure and opportunities related to leadership development programs. The concept of teacher leadership encompassed many subtopics, including

definitions of teacher leadership, the development and support of teacher leaders at both the undergraduate and post-graduate level, the needs of emerging teacher leaders, opportunities for action, perceived involvement in teacher leadership activities, teacher leadership roles and responsibilities, and barriers to teacher leadership.

Interestingly, the research indicated a lack of consensus on leadership in general, especially in relation to the development of leaders at all levels and in all professions, the definition of teacher leadership, and the roles and responsibilities assigned to or assumed by teacher leaders. Even with this lack of consensus, leadership was a popular topic in the research literature and three major constructs did emerge: leadership from a general standpoint, leadership development in professions and field outside of education, and teacher leadership. The major themes that emerged from the literature review as a whole included the need for leaders and therefore the development of leaders, the necessary components of leadership development programs, and the challenges created by the absence of a formal definition and framework for teacher leadership. Each theme contained several tenets supported by the current literature. These themes are described in more detail in the following paragraphs.

The first theme that emerged from this literature review was that leadership is valued and needed. The literature on leadership development in fields outside of education contained numerous statements from governing bodies, deans of colleges, executives, and experts in the field on the necessity of developing effective leaders. Kaufman et al. (2012) noted that the need for leaders in agriculture reached a crisis and the future of the industry was dependent on the development of leaders. Morgan et al.

(2013) proclaimed a leadership void in the agricultural field while MacPhee et al. (2012) described international mandates for leadership development. This research, demonstrates that leadership is needed. The same was found to be true with teacher leaders. Schools and teachers are increasingly under public scrutiny. Demands for accountability, higher test scores, and improved student achievement are the norm. The current literature espoused the benefits of teacher leadership. Thornton (2010) contended that teacher leaders are the necessary component in educational reform, and initiatives that fail to involve teacher leaders are likely to be unsuccessful. Wells (2012) considered improved student achievement as a direct outcome of the teacher leader movement. Crawford et al. (2010) maintained that teacher leaders are confident and therefore willing to engage in change. Reform and growth, whether in education or business, is all about change. Competent, confident, and effective leaders are needed to promote and facilitate necessary change.

The second theme that surfaced from the literature review was that teacher leaders need to be developed. Personal leadership development programs exist for high school students and undergraduate college students. Professional leadership development programs target college students and the work force. The current literature is replete with studies and summaries of these programs, and yet no one, definitive model for leadership development exists. Information and empirical data on the durations of programs, including approaches to leadership, methods of delivery, specific assignments, and effectiveness, are available for review. Interestingly, fields do not serve as boundaries for the common elements of leadership programs, even though some of the requisite

leadership skills are context specific. The findings from this literature review indicated that developers of leadership programs must define leadership and must be explicit in their development of leadership skills, competencies, and understanding. Leaving program participants to their own devices in these areas is not an option. Although professional leadership programs are generally offered at the post-graduate level, research indicated that undergraduate programs were both successful and topics for further review. Xu and Patmor (2012) found that little attention has been paid to leadership development in the realm of teacher preparation. In fields outside of education, some consensus exists that the optimal time for offering leadership development programs is at the post-graduate level. The success of a few undergraduate leadership programs that do exist creates a need for additional research in this area.

In relation to this second theme, the findings are the same in education and other fields when considering the curriculum for leadership development programs. Emerging leaders need leadership skill training, mentoring (feedback), and an opportunity to practice their skills in a supportive environment. Leadership skill training is the area where context begins extremely important. Even though some overlap exists in relation to communication, group dynamics, and problem solving, different fields require different leaders. Included in both personal leadership development programs and professional leadership development programs are communities of practice. Benefits of the community of practice model include an increased level of self-confidence and efficacy. These attributes are well-documented in the leadership literature. Absent from the current literature was any information about the use a community of practice for the

purpose of developing leadership as a part of a teacher preparation program. Only one example of the inclusion of a community of practice in a master's level teacher leadership program was found. The lack of information and empirical evidence on the use of communities of practice for teacher leader development creates a gap in the literature.

The third major theme that emerged from this literature review was that a definition for teacher leadership remains elusive, although the literature suggested numerous ways to identify teacher leaders. Teacher leader roles are also ill-defined. The combination of the lack of certainty in these two areas creates a challenge. Without a definition to consider, teacher leaders often fail to self-identify as teacher leaders. They also struggle to recognize their own leadership roles and successes. As a result, teacher leader perceptions about their own role within the school may be underrepresented. Akert and Martin (2012) and Wells (2012) both recognized the underrepresentation of leadership as a distinct possibility. Akert and Martin encouraged districts to offer professional development on the definition of teacher leadership and the formal and informal roles associated with it. The literature also suggested that teacher leadership impacts reform efforts, school culture, and student achievement. Therefore, a perceived lack of interest and support for teacher leadership by school and district administrators may negatively impact reform efforts, school culture, and student achievement. This assumption has critical importance at a time when educators are facing increasing societal pressures to improve student learning.

As these themes indicate, even though much is known about leadership and teacher leadership specifically, there is still much to learn because research gaps still

exist. For example, the best approach for teaching leadership skills is still not known. This lack of agreement creates an opportunity for additional research. Additional studies are needed about the structure and effect of undergraduate leadership programs on the development of leaders and teacher leaders specifically. Xu and Patmor (2012) recognized that little research has been conducted on leadership at the undergraduate level. Even though many educators have implemented the concepts of a community of practice and situated learning as defined by Lave and Wenger (1991), further investigation is needed concerning the effectiveness of these concepts, especially when included as a part of a teacher leadership development program. A gap in the research on teacher leadership has also created a need to gather empirical data about the experiences of teacher leaders who are offered strategic skills development following the four-step process described by Katzenmeyer and Moller (2001). Another area for future study would include any preservice teacher program that emphasizes teacher leadership development, particularly in relation to communities of practice. The experiences of graduates from these programs should also be reported. Another possible research topic is the long-term effects of leadership development programs for teachers.

This case study addresses many of these research gaps because the study includes interviews with graduates of the SSTP who are currently in their fifth year of teaching. Data were also collected from other sources, including the observation of the graduates as they participate in grade-level or department meetings, faculty meetings, training opportunities, professional learning communities, and professional organization meetings. The evaluations of the institution programs served as another source of

information. Therefore, this study provided an opportunity to examine how a community of practice such as the SSTP prepares college graduates to be teacher leaders. Since fifth year teachers are still relatively new to the profession, the findings of this study will add to the research on teacher leadership. Nolan and Palazzolo (2011) recognized the experiences of early career teachers as an area of need in the teacher leadership literature.

Thus, this chapter included an exhaustive review of the current literature on leadership and teacher leadership, which also informed the research design and rationale for this study that is described in Chapter 3. This chapter also includes a discussion about the role of the researcher, the procedures for participant recruitment and data collection, and the data analysis plan. Ethical considerations including identity protection and the treatment of human participants will be described as well as issues of trustworthiness for qualitative research.

Chapter 3: Research Method

The purpose of this qualitative case study was to explore the impact of the community of practice within the SSTP on the development of teacher leaders. I described SSTP graduates' perceptions and beliefs about teacher leadership and the role the community of practice, situated learning, and legitimate peripheral participation played in their development as teacher leaders. I also described how SSTP graduates define teacher leadership and the roles/skills they assign to teacher leaders. In addition, I examined the connection between the leadership roles/skills described by SSTP graduates and Danielson's (2006) four categories of leadership skills. I also described the characteristics or attributes that SSTP graduates believe teacher leaders possess and how they view themselves as teacher leaders. Furthermore, my goal was to understand the leadership development experiences of these program graduates by describing how the SSTP and a community of practice support the development of teacher leaders. In addition, I described the teacher leadership roles that SSTP graduates assume when they become practicing teachers. Finally, I examined documents related to this program for evidence of instruction and support related to the four areas of necessary development as described by Katzenmeyer and Moller (2001) to determine program effectiveness.

This chapter includes the research methods that were used to conduct this study on the SSTP. Early sections of the chapter include the research questions, the conceptual framework, the nature of the study in relation to the methodology, and the role I assumed as the researcher. This chapter also includes descriptions of the participant selection process, instrumentation, procedures for recruitment and participation as well as data

collection, and the data analysis plan. In addition, this chapter includes a discussion of issues of trustworthiness and ethical procedures in relation to qualitative research.

Central Research Question

How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?

Related Research Questions

1. How do SSTP graduates define teacher leadership?
2. What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills?
3. What characteristics or attributes do SSTP graduates believe teacher leaders possess and how does these characteristics or attributes compare to Danielson's dispositions of teacher leaders?
4. How do SSTP graduates view themselves as teacher leaders?
5. What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?
6. How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?
7. What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller?

Research Design and Rationale

I used a qualitative approach and a case study design. The research questions were designed in relation to the research of Danielson (2006), Katzenmeyer and Moller (2001), Lave and Wenger (1999), and Lieberman and Miller (2004). Lave and Wenger described a community of practice as any group that involves active participation, an observable sharing of practice, and ongoing discussions about what their practice means to members individually and to the community as a whole. Danielson described the dispositions of teacher leaders in order to create an understanding of what being a teacher leader means. Lieberman and Miller described the characteristics and beliefs of teacher leaders and also provided examples of communities of practice in the education field. Katzenmeyer and Moller focused on the development of teacher leaders. Lave and Wenger's research on communities of practice, legitimate peripheral participation, and situated learning, combined with these other studies on teacher leadership, formed the conceptual framework for this study, which guided the following central and related research questions.

The selection of an appropriate research method for a study is an important decision based on the topic of study, the research questions that are developed after a review of the literature, and the data collection and data analysis procedures. The central concepts of this study, which included teacher leadership, communities of practice, situated learning, and legitimate peripheral participation, lent themselves to multiple qualitative research methods. My desire to understand the perceptions of the graduates of the SSTP necessitated the use of interviews as a part of data collection. For this reason, I

explored the possibility of conducting research through case study, ethnography, grounded theory, and phenomenological design. The consideration of each of these four research methods led to the elimination of three of the designs.

Ethnographic research, according to Creswell (2013), is used to identify the learned and shared values, beliefs, language, and behaviors of a group. Conducting an ethnographic study of the SSTP as a community of practice qualifies as a culture sharing group. My decision not to conduct an ethnographic study was because this research method requires that a participant observer conduct extended observations through total immersion within the group of study. My need to maintain my employment while completing my research also made ethnographic data collection impossible.

Grounded theory researchers strive to identify or formulate a theory for an identified process. Creswell (2013) maintained that “the researcher focuses on a process or an action that has distinct steps or phases that occur over time. Thus, a grounded theory study has movement or some action that the researcher is attempting to explain” (p. 83). However, the purpose of this study was not to identify a theory about the development of teacher leaders. Instead, the purpose of this study was to explore the impact of a community of practice within the SSTP on the development of teacher leaders.

Phenomenological research, Creswell (2013) noted, is used to describe the lived experiences of participants in relation to a particular phenomenon. However, my goal for this study was to move beyond an understanding of participants’ experiences in this program because this information had been previously collected through established

program evaluation procedures. Instead, my goal was to develop an understanding of how the community of practice embedded within the SSTP encourages and supports the development of teacher leaders. Thus, a case study design was more appropriate for this study because the data were collected from multiple sources, including interviews, observations, and archival documents.

Yin (2009) defined case study as “an empirical inquiry that investigates a contemporary phenomenon in depth and with-in its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 18). Yin noted that case study research has an advantage over other research methods because a majority of the research questions are “how” and “why” questions about a contemporary event over which the researcher has little to no ability to manipulate behavior. Yin also noted that case studies allow for in-depth inquiry into social phenomenon without divorcing the phenomenon from its real-life context. In addition, Yin maintained that case study research requires an inductive inquiry beyond isolated variables and the collection of data from multiple sources in order to present a richer picture of the phenomenon under investigation.

The case study design was the best choice for this study because this study met the criteria that Yin (2009) presented for a single, embedded case study research design. In the central research question for this case study, I sought to determine how a community of practice, such as the SSTP, prepares college graduates to serve as teacher leaders. Answering this central research question required an in-depth examination of contemporary social phenomena, which was the development of teacher leadership in the

SSTP. The SSTP served as the single case or unit of analysis for this study while each graduate ($N=4$) of the SSTP represented an embedded unit of analysis within the case. The central research question for this study was use to explore a holistic level of inquiry while the related research questions were related to a group of graduates. Teacher leadership development is personal. Therefore, multiple perspectives about this development provided the data necessary to understand the development process. The related research questions were descriptive or explanatory in nature, which provided further support for the use of a case study research design. In addition, Yin maintained that researchers should use theoretical propositions to guide the design of a case study and to create an opportunity for hypothesis testing during data collection and analysis. The theoretical proposition for this study was that a community of practice, such as the SSTP, does prepare college graduates to become teacher leaders. The lack of a standard definition for teacher leadership results in teacher leaders failing to self-identify as such. Teacher leaders are traditionally defined by the characteristics and skills they possess including, collaboration, facilitation, planning, and action and evaluation skills, their ability to influence others, and the plethora of titled and untitled roles they assume. Teacher leader development, therefore, must consist of skill instruction, knowledge of self, knowledge of change theory, and opportunities for practice and feedback. Teacher leader development should begin during the preservice years, and communities of practice should provide the means for this development to occur.

Case studies are bounded by both time and place (Creswell, 2013; Yin, 2009).

Therefore, I examined the perceptions and experiences of SSTP graduates from

designated universities. These institutions served as the place boundaries while the cohort years served as the time boundaries. The selected participants were required to have been members of the 2004 or 2005 cohort of the SSTP, which increased the likelihood that these participants had graduated from the program and had already repaid their loan through service by the time the data collection for this study occurred. Participation in the study was further bounded by the requirement that the graduates served as teachers in public school districts located in this Southern state. In addition, developing an understanding of how a community of practice is used to develop teacher leaders required data collection in a real-world environment. An understanding of the SSTP experience, paired with the process of becoming a teacher leader, can only emerge through an understanding of the context of the learning and application. Isolated data points and variables would not serve as an adequate answer to the research questions. Triangulated and multiple data sources, including interviews, observations, and documents related to the SSTP, provided the depth necessary to answer the research questions, which is the essence of case study design.

Role of the Researcher

In August 2009, I accepted a position as program director for the SSTP at the center. The role of program director is administrative in nature, meaning that I provided supervision for the individual programs across the state. My job duties included advocacy for the SSTP with the general assembly, sharing information about the fellowship with prospective candidates, overseeing the identification process for the cohort of program participants each year, planning and facilitating the center-sponsored

events such as Hill Day for the program participants, collaborating with the campus directors, collecting and analyzing data, handling financial disbursements, upholding the SSTP policies, conducting evaluations of the existing partner institutions of higher education, and managing the loan cancellation/collection processes for graduates.

Even though my direct contact with students was minimal, I did have a relationship with the program participants and graduates who were not yet loan-satisfied. SSTP participants received up to \$24,000 over 4 years in fellowship funds. In return for the funding, students promised to adhere to the SSTP policies and requirements and agreed to teach in a Southern state public school of their choosing, including 1 year for every year they accepted funds from the program. The student and a surety signed a promissory note that outlined the requirements of the fellowship. Students who failed to graduate in good standing as a program participant or who did not fulfill 4 years of teaching service within 5 years of completing the program were required to repay all of the money they accepted plus interest. As the current program director, I was given responsibility to terminate fellowships, make disciplinary decisions, and certify that graduates are loan forgiven.

To offset this potential ethical issue, I chose to include only participants who had graduated from the program and had already repaid their loan through service. These teachers had no further responsibilities to the SSTP and were no longer required to maintain contact with the center or the program. Furthermore, I selected participants who were members of the 2004 or 2005 cohorts, which meant that the study participants graduated from the program in spring 2009, one semester before I began working as the

program director. Therefore, participants completed their training through the SSTP before I began working in this role. The campus directors who were responsible for running the programs at each school during the time the students were on campus had been replaced due to normal attrition. I had no involvement with the students as program director while they were in school; instead, my interactions were with the current campus directors. Therefore, I had no personal or professional relationship with any of the participants.

In relation to my role in this study, as a single researcher, I was responsible for the design of the study, the design of the research instruments, the collection of all data, and the analysis and interpretation of all data. Therefore, the potential for researcher bias existed. I addressed this potential bias by describing the strategies that I used to improve the trustworthiness of this qualitative research, such as triangulation of data sources, member checks, and reflexivity. These strategies are described in more detail later in this chapter.

Participant Selection

This case study was based on the ontological belief of relativism or the existence of multiple realities. Creswell (2013) advocated for the use of maximum variation sampling in case studies because this approach provides an opportunity for the inclusion of varied scenarios of study and allows for descriptions of multiple perspectives. Maximum variation sampling, Patton (2013) maintained, transforms the heterogeneity of the participants into a strength of the study when central themes dealing with the phenomenon are identified. Patton also noted, “Any common patterns that emerge from

great variation are of particular interest and value in capturing the core experience and central, shared dimensions of a setting or phenomenon” (p. 235). Maxwell (2013) added that maximum variation sampling allows the researcher to draw conclusions across the range of variation rather than limiting the findings to typical situations. The disadvantage of this approach is that the lack of homogeneity of the participants results in less consistent data and, therefore, less ability to describe typical experiences. Therefore, a purposeful sampling technique of maximum variation was used.

Determining the sample size or number of participants in any qualitative study, Patton (2002) maintained, requires reflection on the purpose of the study and the time and resources available to the researcher. Of further concern is the researcher’s desire for breadth or depth on the subject. Researchers who are interested in providing a breadth of information include a larger number of participants and a focus on a few, select experiences. Studies with more depth often include a small number of participants with inquiry into a less restricted set of experiences. I found that the majority of the research on teacher leadership adds to the breadth of knowledge on the topic. Absent from the research the process of becoming a teacher leader through various means, including participation in the SSTP. Therefore, the participants for this case study included four loan-satisfied graduates of the SSTP. The small sample allowed for data collection from multiple sources and for the development of productive relationships with the participants in order to obtain the richest data possible.

Participants were selected according to the following inclusion criteria: (a) participants must have participated in the SSTP at the designated universities as a

member of the 2004 or 2005 cohort; (b) they must be employed as teachers in the public schools of this Southern state; and (c) they must have achieved loan-satisfied status, meaning they have completed 1 year of acceptable service in a Southern state public school for every year of funds they accepted from the SSTP.

The goal of maximum variation sampling is to identify the patterns or themes related to a phenomenon in a heterogeneous faction of participants. Patton (2002) advocated for the creation and use of a variation matrix to ensure that participants are as different from one another as possible. Participant selection for this study began with the creation of a matrix with dimensions for the graduate's cohort year; college/university attended; gender; ethnicity; current school assignment; school report card data; school population served; and school designation as rural, urban, or suburban. Graduate information related to the matrix dimensions was available through the center databases and the State Department of Education. Both the center and the State Department of Education served as research partners and provided access to the necessary information. Graduate data were inputted into the matrix and compared to illuminate 20 possible participants displaying maximum variation.

The identification of study participants was a consideration for the success of the research on the SSTP. The use of maximum variation sampling, according to Creswell (2013), allowed for the documentation of the experiences from diverse and variant individuals. The end goal was not to generalize, but to elicit information about the participant's development as a teacher leader. In order to reach the intended level of specificity and understanding of the process of becoming a teacher leader, data must be

gathered at multiple points using multiple tools. The instrumentation related to this study, therefore, was another important consideration.

Instrumentation

For this single case study, I used two instruments that I designed. One of these instruments was the oral questionnaire that I used to conduct the individual interviews (both initial and follow-up) with participants. The second instrument was the observation data collection form that I used to conduct direct observations of educationally related leadership activities in which participants were involved. To enhance the validity and reliability of these instruments, I asked an expert panel, comprised of several colleagues with advanced degrees in education, to review these instruments for alignment with the central and related research questions for this study. That alignment is discussed further in the data collection section where I describe all data sources.

Oral Questionnaire

I designed the oral questionnaire (see Appendix D) based on guidelines that Creswell (2009), Merriam (2009), Patton (2002), and Yin (2009) presented about how to conduct effective interviews for qualitative research. Yin declared interviews to be one of the most vital sources of information in case study research. Patton also understood the value of interviews and explained:

Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit. We interview to find out what is in and on someone else's mind, to gather their stories. (p. 341)

I chose a neo-positive philosophical orientation (Merriam, 2009), whereby the interviewer is deemed to be skilled, asks neutral questions, and produces valid data. I used a combination of structured, open-ended interview questions and conversational questions in an individual interview that I conducted with four graduates of the program between June, 2015 and September, 2015. The neo-positive philosophical orientation allowed for review of the interview instrument, maximized the time of both the interviewer and the interviewee, and facilitated analysis by making the responses easier to locate and compare, which is why I chose this approach. Therefore, the interview questions that I designed followed a structured, open-ended format. The final question was left to my discretion, allowing me to pursue topics that I did not foresee emerging. The addition of the conversational structure at the end of the interview compensated for the weaknesses associated with standardized, open-ended interviews, which include an inability to inquire about unanticipated topics and to explore individual differences. A benefit of the researcher as the primary instrument of data collection, as described by Merriam (2009), is the ability to use probes to gather further information. I used nonverbal probes, including head nodding and verbal probes such as “tell me more about” as needed. I conducted initial interviews prior to the observations, and I conducted follow-up interviews after the observations.

Based on these guidelines, I designed an oral questionnaire for the initial interview that included seven open-ended questions with the possibility of asking an eighth question if necessary. This final question was determined by the participant’s responses. I also designed a follow-up oral questionnaire consisting of three questions with the

possibly of asking up to two more questions as necessary. Again, the final questions were determined based on the participant's responses. The questions were focused on the participants' perceptions about teacher leadership, including the skills and roles assigned to teacher leaders. The questions also addressed the impact of the SSTP on their development as teacher leaders. Because participant responses were based upon the type of question asked (Patton, 2002), the design of the questions was intentional. The questions for these interviews were related to the categories of experience/behavior and opinion/values. The experience/behavior questions elicited responses that described actions and activities that would have been observed if I had been present when the action occurred. Questions of this type provided important data on the participant's experience with the community or practice, situated learning, and peripheral participation through the SSTP. The opinion/values questions provided information about what the participant thinks about their experience with the SSTP and teacher leadership. The interview questions were also designed to be singular in nature.

Observation Data Collection Form

I designed the observation data collection form (See Appendix F) based on guidelines that Creswell (2009), Merriam (2009), Patton (2002), and Yin (2009) presented for conducting effective observations in any setting. Merriam explained that observations are especially helpful when attempting to understand an "ill-defined phenomenon" (p.119) and when the observation data describes specific behaviors that could be discussed in subsequent interviews. Both of Merriam's explanations described this study. Observations in natural settings can be overwhelming due to the number of

activities, interactions, and conversations taking place. Therefore, the researcher should determine specific criteria to structure the observation. Merriam recommended that researchers consider the following criteria in any observation: (a) the physical setting, (b) the participants, (c) the activities, (d) conversation, (d) subtle factors such as nonverbal communication and connotative language, and (e) the researcher's behavior during the observation. The inability to record everything that happens necessitates the use of an observation protocol that establishes clear criteria for the observation. Merriam also described the following four roles an observational researcher may assume: a complete participant, a participant as observer, an observer as a participant, or a complete observer. Complete participant roles provide the best opportunity to understand the phenomenon from the perspective of a participant, but this type of observation is not always possible. I was unable to assume the role of complete participant or participant as observer because of the time constraints related to this dissertation. In order to be a complete observer, the observation participants need to be unaware that the observation is taking place. This type of observation was not possible or desirable with this study. Therefore, I assumed the role of observer as participant, which meant anyone involved in the observation would know he/she was being observed, and my primary role would be that of information gatherer rather than participant. In addition, Merriam suggested that researchers collect highly descriptive field notes, which includes descriptions of the setting, the people, and the activities that occur. Direct quotations and observer comments should also be included in the field notes. The researcher should also transcribe these notes into full text shortly after the completion of the observation.

In order to maximize both the participant's time and my time and to assure reliable data collection, I used an observation protocol. Creswell (2013) stated that the protocol serves as a method for note taking and includes sections for descriptive and reflective thoughts. I recorded all observation notes using pencil and paper so that I remained as unobtrusive as possible. The observation data collection form that I designed guided me in recording field notes and reflections in relation to specific leadership skills, leadership attributes, leadership functions, and influence over peers that participants exhibited during my observations. This form included the following criteria: (a) leadership attributes, which includes a commitment to student learning, optimism and enthusiasm, open-mindedness and humility, courage and a willingness to take risks, confidence and decisiveness, a tolerance for ambiguity, creativity and flexibility, perseverance and a strong work ethic, (b) leadership skills, which includes collaboration, facilitation, planning, and action and evaluation, (c) leadership functions, which includes leadership to students and colleagues, leadership in operational tasks within and outside of school, and leadership related to school governance and decision making, and (d) influence others towards a stated goal.

Because the current research on teacher leadership indicates that teacher leaders assume a multitude of context specific roles (Armstrong et al., 2009, 2012; Cannata et al., 2010; Hanuscin et al., 2012; Loeb et al., 2010) and that the general definition of teacher leadership allows for a wide variety of possible teacher leadership opportunities, a broad spectrum of dispositions and skills should be considered when looking for evidence of teacher leadership. Danielson (2006) described teacher leadership using the above listed

leadership dispositions and skill sets. Katzenmeyer and Moller (2001) classified teacher leadership in terms of the function of the leadership task or role. Danielson, Lieberman and Miller (2004), and Katzenmeyer and Moller viewed teacher leaders as having influence over their peers. Therefore, the decision to include leadership attributes, leadership skills, leadership functions, and influence came directly from the research on this topic. The table below operationalizes the concepts included in the observation tool.

Table 1

Concepts from Observation Data Collection Form

<i>Criteria</i>	<i>Source</i>	<i>Explanation</i>
<i>Leadership dispositions</i>		
Commitment to student learning	Danielson	Believes that every student can learn; committed to ensure learning occurs for all students; promotes excellence in education
<i>Criteria</i>	<i>Source</i>	<i>Explanation</i>
Open-mindedness and humility	Danielson	Approaches situations with a willingness to hear and accept the ideas of others while also sharing their own knowledge about the subject in a humble way; willing to admit they do not have the answer/knowledge needed
Courage and a willingness to take risks	Danielson	Tries new approaches that may go against traditional practice; collaborates with negative or cynical colleagues; addresses professional jealousy in the name of improved practice
Confidence and decisiveness	Danielson	Demonstrates an expectation of success built from prior successes; displays confidence; persuades others to join; shows courage and risk-taking'

		demonstrates a willingness to make a decision when conversations have concluded
A tolerance for ambiguity	Danielson	Demonstrates a level of comfort with proceeding without a detailed roadmap; able to go with the flow
Creativity and flexibility	Danielson	Ability to think outside of the box and apply a new approach; willing to make adjustments as needed
Perseverance and a strong work ethic	Danielson	Unwillingness to abandon a project simply because the work has become difficult
<i>Leadership Skills</i> Collaboration	Danielson	Establishes group norms; selects a leader; determines roles
<i>Criteria</i>	<i>Source</i>	<i>Explanation</i>
Action	Danielson	Sets goals; determines evidence of success; plans actions; maintains logs of activities
Evaluation	Danielson	Analyzes data honestly and reports findings; engages in reflection
<i>Leadership Functions</i> Leadership to students and colleagues	Katzenmeyer and Moller	With students, acts as facilitator, coach, feedback provider, counselor With colleagues, acts as mentor, peer coach, teacher trainer, curriculum specialist, willing listener
Leadership in operational tasks within and outside of school	Katzenmeyer and Moller	Department or grade-level chair; team leader; action researcher; roles with professional organizations; service on boards

		or commissions; grant writer; project manager; technology expert
Leadership related to school governance and decision making	Katzenmeyer and Moller	Membership on school improvement team, advisory council, steering committee; partnerships with parents, businesses, and community members
Influence	Danielson, Katzenmeyer and Moller, and Lieberman and Miller	States position; supports position with data; understands other perspectives; generates options and reaches agreement; helps move others toward a stated goal

Note. Adapted from *Teacher Leadership that Strengthens Professional Practice* by C. Danielson, 2006, p. 15, p. 36-40 and p. 133-144. Copyright 2006 by the Association for Supervision and Curriculum Development. Adapted from *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders* by M. Katzenmeyer & G. Moller, 2001, p. 12-13 and p. 95-96. Copyright 2001 by Corwin Press. Adapted from *Teacher Leadership* by A. Lieberman & L. Miller, 2004, p. 20. Copyright 2004 by Jossey-Bass.

Recruitment, Participation, and Data Collection Procedures

The trustworthiness of a qualitative research study depends on strict adherence to recruitment, participation, and data collection procedures or protocols (Creswell, 2013; Merriam, 2009; Miles et al., 2014; Patton, 2002; Yin, 2009). In this section, I describe those procedures. Data collection is discussed in terms of the individual instruments. Each of the study's specific research questions were aligned with the instrument(s) designed to answer the question.

Recruitment and Participation

After I received IRB approval to collect data, I recruited potential participants for this study by contacting the participants directly and explaining the purpose of this study. As

previously stated, 20 potential participants were identified through the use of a maximum variation matrix. These potential participants were contacted using a formal letter of invitation that described the purpose of the study, the time and tasks required of all participants, the data collection procedures, considerations related to participant confidentiality, possible venues of dissemination of collected information, and an inquiry about willingness to participate. An informed consent letter (See Appendix C) with a signature and date line was included. The consent letter also included a statement that explained that I based final participant selection on the number of positive responses received and a desire to obtain a heterogeneous participant group. I informed participants in this consent letter that I would make the final determination about which responders would be included in the study based on the matrix dimensions, including the graduate's cohort year, college/university attended, gender, ethnicity, current school assignment, school report card data, school population served, and school designation as rural, urban, or suburban. I selected a group of four divergent responders who represented maximum variation sampling. All responders were contacted and informed via letter or email that they had been (a) selected as a primary participant, or (b) identified as a potential participant who could ask to join the study if another participant leaves. All potential participants who indicated they were interested in participating in the study were either selected as primary participants or were placed on a waiting list. I mailed these invitational letters with a self-addressed stamped envelope, using the United States Postal Service.

After I purposefully selected the four participants, I contacted the superintendent of each participant's school district to explain the purpose of this study and to ask him or her or a designee to sign a letter of cooperation (See Appendix A) giving me permission to conduct this study. I then contacted the principal of each participant's school, again explained the purpose of the study, and asked him/her to sign a letter of cooperation (See Appendix A). I asked participants to provide possible interview times and contact information through an online program called Wufoo™. A link to the Wufoo™ survey was included in an email describing the next step in the study. I also included a copy of the interview protocol with both the procedures and the interview questions. I made confirmation phone calls and/or sent emails several days prior to the initial interview. The process for scheduling and confirming the observations and follow-up interviews was conducted in the same manner.

Data Collection

Yin (2009, p. 10) noted that case studies generally rely on six sources of information. These sources are documents, archival records, interviews, direct observations, and participant observations. For this case study, I used five of the six sources of information, eliminating participant observations because of the time constraints for the study and my desire to remain as unobtrusive as possible during the data collection phase. I began data collection when I obtained IRB approval (11-14-14-0175356) and continued until saturation occurred. Initial interviews with study participants served as the first source of data. I analyzed archival records and program documents, housed at the center, at the same time. I conducted the observations during

the summer of 2015 as well as during the first two semesters of the 2015-2016 academic year. I conducted follow-up interviews with participants after my observations of leadership activities at a time that was convenient to participants.

Patton (2002) contended that program records, documents, artifacts, and archives serve as a plentiful and resonant source of information. Specifically, Patton contended that data of this kind “prove valuable not only because of what can be learned directly from them but also as stimulus for paths of inquiry that can be pursued only through direct observation and interviewing” (p. 294). Therefore, it was important to review program records, documents, and archives prior to conducting the interviews because they informed the development of the interview questions. Yin (2009) also advocated for the use of both program documents and archival records in case study research because they allow for repeated review, are considered unobtrusive because they were not created as a result of the case study, the information is precise including exact names and dates, and there is a broad coverage of time, events, and settings. Yin also described the potential weaknesses of program documents and archival records, including retrievability, biased selectivity, reporting bias of the author, and difficulty accessing the information.

Unobtrusive data refers to those forms of data that do not require direct contact with study participants. Included in this category are program documents, artifacts, and archival records. The benefits of unobtrusive data, according to Blackstone (2012), are low cost, the fact that data mining can be done on the researcher’s timeline rather than at the convenience of the participants, and the opportunity to examine processes that began

before data collection started. Unobtrusive data are also an important component in the triangulation process because documents, artifacts, and archives can be used to confirm data gathered through observations and interviews. Therefore, the section below includes an explanation about how these unobtrusive data sources, as well as the interview and observation data sources, were aligned with the research questions for this study.

Documents. I examined program documents including partner institutions of higher education proposals, annual reports, and 5-year evaluation reports to identify references to cohort formation and leadership development. I reviewed documents as necessary throughout the study. Knowing that program documents can be used to corroborate or augment evidence from other sources (Yin, 2009), I reviewed the appropriate partner institution of higher education's reports (Feaster, 2004, 2005; Kuhs, 1999; Hipp, 2004, 2005, 2006; Central College (pseudonym), 1999; Okey, 2004, 2005, 2006, 2007, 2010; Smoak, 2011; Stubbs, 2006, 2008; Stubbs & Dowd, 2008; Winchester University (pseudonym), 2000) after each interview. Notes about each program document were made using Excel software version 10.0. Inductive content analysis were conducted to identify core consistencies (Patton, 2002) or relevant characteristics (Merriam, 2009). I examined these program documents for the specific purpose of developing an understanding of legitimate peripheral participation (Lave & Wenger, 1991), situated learning (Lave & Wenger, 1991), and communities of practice (Lave & Wenger, 1991; Lieberman & Miller, 2004) within the individual institution's SSTP. The theoretical proposition was that a community of practice, such as the SSTP, does prepare college graduates to become teacher leaders. The lack of a standard definition for teacher

leadership results in teacher leaders failing to self-identify as such. Teacher leader development requires the knowledge of oneself as a teacher (Katzenmeyer & Moller, 2001), an understanding of the change process (Katzenmeyer & Moller, 2001); skills for leading others including collaboration, facilitation, planning, and action and evaluation skills (Danielson, 2006; Katzenmeyer & Moller, 2001); and an opportunity for practice and feedback (Katzenmeyer & Moller, 2001). Therefore, I reviewed the SSTP documents for insights related to the theoretical proposition for this study. Archival documents also served as a means to gather information related to the identified research questions. The proposals, annual reports, and evaluation reports provided answers to the following research questions for this study:

Central Research Question: How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?

Related Research Question 7: What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller?

Archival records. The archival records that I examined were the SSTP senior survey to identify references to cohort formation and leadership development. Yin (2009) cautioned researchers that if they include survey data in their case study research, they should check the reliability of the data collected and consider the conditions under which the surveys were produced. Educators at the center began collecting senior survey data in 2008 as a way to gauge program effectiveness. At that time the program director deemed senior surveys an appropriate method of data collection because the information

was collected from the program participants themselves. The timing for the survey guaranteed that all students had exposure to the program in its entirety. Participants for this study who started their SSTP careers in 2004 or 2005 may have completed the 2008 or 2009 survey. All graduating seniors were asked to complete the anonymous surveys before leaving the institution. They completed the senior surveys using paper and pencil, and the results were inputted into an excel file. Later surveys were conducted using the online tools. The general topics of consideration remained the same throughout the evolution of the surveys, although the specific questions changed. Surveys topics were determined based on the program requirements outlined in the SSTP policy manual.

I first examined the senior survey records in August 2014, although I also had opportunities to review the records throughout the implementation of the study. I saved notes related to the survey data using Excel software. I conducted a content analysis to identify core consistencies (Patton, 2002) and/or relevant characteristics (Merriam, 2009). I analyzed survey data in order to develop an understanding of legitimate peripheral participation (Lave & Wenger, 1991), situated learning (Lave & Wenger, 1991), communities of practice (Lave & Wenger, 1991; Lieberman & Miller, 2004), teacher leadership development requirements such as knowledge of oneself as a teacher (Katzenmeyer & Moller, 2001), an understanding of the change process (Katzenmeyer & Moller, 2001), skills for leading others including collaboration, facilitation, planning, and action and evaluation skills (Danielson, 2006; Katzenmeyer & Moller, 2001), and an opportunity for practice and feedback (Katzenmeyer & Moller, 2001). The SSTP's senior survey results answered the following research questions:

Central Research Question: How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?

Related Research Question 6: How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?

Direct observations. Direct observations serve as another source of data in case study research (Creswell, 2013; Patton, 2002; Yin, 2009). The benefit of direct observations is that they provide an opportunity to detect small nuances that may be overlooked or disregarded by those intimately involved in the activity. When conducting observational fieldwork, Patton noted, “The inquirer has the opportunity to see things that may routinely escape awareness among the people in the setting” (p. 262). Research on teacher leadership indicates that teachers fail to self-identify as teacher leaders (Hanuscin et al., 2012) and are unable to recognize the teacher leader roles they assume and the teacher leader attributes they possess (Roby, 2012). These issues with self-identification necessitated observations of teacher leadership activities for the SSTP graduates in their schools, districts, state and/or professional organizations.

I served as an observer as participant as I conducted observations (Creswell, 2013) of teacher leadership activities for all study participants following the initial interviews. I conducted these observations in settings where teacher leadership dispositions and skills (Danielson, 2006) and roles (Danielson, 2006; Katzenmeyer & Moller, 2001) were most likely to be displayed, including collaboration, facilitation, planning, and action and evaluation skills. At this point in the study, I believed observations occurred during various meetings (i.e. grade-level, department, school level,

professional organization) and during professional development offerings. Observations were limited to interactions between teachers and administrators who gave their consent. I completed these observations between August, 2014 and November, 2014. I continued these observations on a bi-weekly basis until data saturation was obtained. The length of each individual observation was determined by the length of the meeting or the professional development activity that was offered. I intentionally scheduled the observations after the initial interviews because participants provided insights into the best situations for the observations. Creswell explained that “observations are based on your research purpose and questions” (p.166). The goal of the observation was to document how SSTP graduates serve as teacher leaders and the leadership qualities they exhibit. The observations answered the following research questions:

Central Research Question: How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?

Related Research Question 4: How do SSTP graduates view themselves as teacher leaders?

Related Research Question 5: What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?

Interviews. Yin (2009) suggested that interviewers participate in training prior to data collection. Miles et al. (2014) explained that qualitative instrument validity is dependent upon the researcher’s observation and interview skills. Specifically, Miles et al. stated that effective researchers (a) have in-depth knowledge of the phenomenon being studied; (b) apply a multi-disciplinary approach; (c) possess strong investigative skills

including an ability to establish rapport with participants; (d) demonstrate resiliency and a non-judgmental attitude; and (e) are able to balance empathetic engagement with objective awareness. Yin added that interviewers must be adaptive, flexible, and possess strong listening skills. I asked the staff researcher and two or three campus directors with advanced degrees in education to provide specific feedback on the alignment of the interview questions to the research questions.

Each individual interview lasted between 30 and 45 minutes. I scheduled all interviews at a time convenient for the participants. A suitable interview location was one that was easily accessible to the participant and one where privacy could be ensured. I did not plan to conduct these interviews at the participants' schools in order to ensure their privacy. I believed that private, reserved meeting rooms at the local library provided the best setting to ensure privacy. Ethical procedures, including prior Institution Review Board (IRB) approval from Walden University, were followed. I did not conduct any interviews unless I have received signed consent forms from all participants. At the end of each interview, I gave participants an opportunity to address any issues that were not addressed in the interview. I also audio recorded all interviews. The interviews answered the following research questions:

Central Research Question: How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?

Related Research Question 1: How do SSTP graduates define teacher leadership?

Related Research Question 2: What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills?

Related Research Question 3: What characteristics or attributes do SSTP graduates believe teacher leaders possess and how does these characteristics or attributes compare to Danielson's dispositions of teacher leaders?

Related Research Question 4: How do SSTP graduates view themselves as teacher leaders?

Related Research Question 5: What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?

Related Research Question 6: How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?

Data Analysis Plan

Yin (2009) explained that the data analysis is one of the most difficult aspects of case study research and that the development of a data analysis plan can keep a novice researcher from being stymied by the task. The data analysis for this study followed two general analytic strategies and one specific analytic strategy that Yin recommended. In terms of general strategies, I first relied on the previously defined theoretical proposition as a means to structure the data analysis and determine data that could be ignored. This process was especially important when working with large amounts of data collected from numerous sources, which was the situation for this case study.

My second general strategy for data analysis was to examine any rival theoretical propositions that emerged. This study sought to describe the impact of the SSTP on the development of teacher leaders. Embedded in the design of the study was the belief that a community of practice such as the SSTP prepares graduates to be teacher leaders. However, a rival proposition may be that graduates who participated in the SSTP already possess the attributes necessary to become teacher leaders and that their development would have occurred in the absence of the SSTP. Another rival proposition may be that graduates of the SSTP developed as teacher leaders because of the opportunities they were provided after they were hired by their school district. I examined these rival propositions and others that emerged during data collection and analysis. In relation to a specific analytic strategy, I used an explanation building strategy. Yin categorized explanation building as a form of pattern matching whereby the researcher must build an explanation of the case from the collected data. Yin also contended that explanation building requires the identification of a set of causal links and can lead to theoretical contributions.

Data analysis in qualitative research is not a separate process left for the very end of a study (Creswell, 2013; Merriam, 2009; Miles et al., 2014; Patton, 2002). Rather, data analysis occurs simultaneously with data collection. In fact, Patton stated, “overlapping of data collection and analysis improves both the quality of the data collected and the quality of the analysis” (p. 437). Miles et al., (2014) advice complemented Patton’s belief about concurrent data collection and analysis. These contemporaneous processes allow for testing of new hypotheses, formulation of rival

hypotheses, and identification of gaps in the research before the end of data collection.

The thought processes that I used for data analysis began during the transcription of audio tapes from interviews and the formalization of field notes and reflections. I transformed each of these data sets into a write-up that could be read by others. Because I understood that much of the data contained gaps that could easily be filled by inaccurate memory, I began the process of writing up the collected data within 48 hours. When I collected data from all participants, I reread and analyzed each data set and added additional memos if needed.

Coding is a heuristic analytical process that assigns symbolic meaning to chunks of collected data through two major stages, first and second cycle coding (Miles et al., 2014). During first cycle coding, I applied an inductive in vivo, process and evaluation codes to the chunks of data using both Microsoft Word and Excel software. The transcribed interviews and any collected field notes were also analyzed according to the theoretical proposition for the study, using a priori codes. The concepts related to this proposition included legitimate peripheral participation (Lave & Wenger, 1991), situated learning (Lave & Wenger, 1991), communities of practice (Lave & Wenger, 1991; Lieberman & Miller, 2004), teacher leadership development requirements such as knowledge of oneself as a teacher (Katzenmeyer & Moller, 2001), an understanding of the change process (Katzenmeyer & Moller, 2001), specific skill instruction for leading others including collaboration, facilitation, planning, and action and evaluation skills (Danielson, 2006; Katzenmeyer & Moller, 2001), an opportunity for practice and feedback (Katzenmeyer & Moller, 2001), influence teacher leaders have over others

(Danielson, 2006; Katzenmeyer & Moller, 2001), the titled and untitled roles teacher leaders assume (Katzenmeyer & Moller, 2001) and the dispositions of teacher leaders (Danielson, 2006).

I maintained a code bank that contained operational definitions for all codes, and I demonstrated how the codes function as a part of a unified, study-specific structure. I completed first cycle coding of the interview data and observation data for each participant, which required multiple readings of all write-ups and transcripts. Interviews and observations served as primary data sources while the program documents and archival data were used to corroborate and augment evidence from other sources as Yin (2009) recommended. Second-level coding included both individual participant analysis and holistic analysis across all participants. I generated pattern codes such as categories or themes and causes or explanations for individual participants and across all participants. I also applied an interpretive lens to the second cycle coding by creating a matrix display as a way to condense the data. Finally, I examined all data sources for negative cases and discrepant cases. Negative cases were those situations that provided contradictory evidence to an emerging theme. Discrepant cases were those situations where a variant perspective emerged. These perspectives often served as rival theoretical propositions as Yin noted. Emergent themes and discrepant data formed the key findings for this study, which were presented in relation to the central and related research questions. Thus, the plan for collecting and analyzing data adequately addressed the research questions for this study. The alignment of these research questions to the data sources is presented in a summary table (See Appendix H).

Issues of Trustworthiness

Maxwell (2013) explained that early positivists in qualitative research assumed that the methods for any study could guarantee the dependability of the results. Realists, by contrast, ascertained that dependability is related to the inferences that the researcher makes (Maxwell, 2013; Miles et al., 2014). In the discipline of the social sciences, these inferences are based on the real world rather than on some absolute truth. Maxwell described validity or dependability as a “fairly straightforward, commonsense way, to refer to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account” (p. 122). Maxwell encouraged qualitative researchers to take note of the two common threats to dependability, which are researcher bias and reactivity. Reactivity is the researcher’s influence over the study participants or setting. Maxwell also supported the use of validity or dependability tests such as long-term involvement, rich data, respondent validation, intervention, searching for discrepant evidence and negative cases, triangulation, use of numerical representations, and comparison. Finally, Maxwell cautioned against the overuse of these tests because each study is unique and the described tests may not be the best tests of dependability. Each test also requires additional time, which may unnecessarily delay the researcher’s work. Researchers must decide which threats to the trustworthiness of a study are most serious and apply appropriate strategies. I chose to address issues of trustworthiness in this qualitative research by implementing various strategies to enhance the credibility, transferability, dependability, and objectivity of this study.

The internal validity or credibility for this study was based on the justifiability of my conclusions about the impact between teacher leadership and participation in the SSTP. Credibility was established through the use of such strategies as (a) rich, thick description to describe the setting, the participants, and the findings of this study, and (b) the documentation of procedures and thought processes through the observation and interview protocols and the research journal, (c) method triangulation, (d) data triangulation, (e) respondent validation (Maxwell, 2013), and (f) member checks (Merriam, 2009).

External validity or transferability refers to the generalizability of the study's findings. Transferability of this case study was impacted by the choice of maximum variation sampling, which encouraged greater applicability across different settings. Transferability was also improved by collecting the rich contextual responses of participants to the interview questions.

Dependability deals with issues of quality and integrity (Miles et al., 2014). The dependability of this study was established through the methodological congruence of the study's design, detailed descriptions of the research methods, data triangulation, methods triangulation, and the creation of an audit trail.

Confirmability or objectivity "can be framed as one of relative neutrality and reasonable freedom from unacknowledged researcher biases or at the minimum, explicitness about the inevitable biases that exist" (Miles et al., p. 311). I sought to enhance the confirmability of this study through the explicit description of and strict adherence to data collection and analysis protocols, the use of a researcher journal, the

consideration of rival theoretical propositions, member checking, and disclosure about my role with the SSTP. I maintained a research journal to record my reflections, concerns, uncertainties, and next steps that emerged during the data collection and analysis. From a constructivist perspective, research journals are viewed as accepted practice (Ortlipp, 2008). The research journal aided the reflection process and encouraged methodological rigor.

Ethical Procedures

The very nature of qualitative research, which involves working with human participants, means that procedures for ethical treatment of human subjects must be developed and followed. Walden University requires all doctoral students to obtain study approval from the Institutional Review Board (IRB) before study participants may be contacted or data collected. IRB procedures related to my study included the submission of a signed letter of cooperation from the community partner, a signed data use agreement providing access to data, and an unsigned sample of an informed consent form. The executive director at the center signed the letter of cooperation and the data use agreement forms. I also collected signed letters of consent from all participants before I began to collect data.

Several ethical considerations were built into this study to encourage participants to fully participate. First, I established an appropriate relationship with the participants by explaining the purpose of this study indicating my willingness to answer any questions. Second, I protected the anonymity of the participants by using pseudonyms for the program, the participants, and all documents, write-ups, dissertation components,

and possible publications. Third, participants were given the opportunity to confirm the accuracy and plausibility of the study findings.

Considerations for data storage were also made to protect the participants. Any raw data that could not be saved on a computer was stored in a locked file cabinet in my home office. I created password protected computer files for each participant in the study. Nested within these larger files were smaller files for each type of data collected, both raw (when appropriate) and coded. I stored secondary files on a dissertation specific flash drive, which was stored in a locked firebox. Backup onto the flash drive occurred at least weekly. Upon completion of the dissertation, I saved all study materials in a locked fire safe for 5 years as required by Walden University.

Summary

In summary, this chapter included explicit information about the research method used for this study. The chapter included a description of a single, embedded case study research design and a rationale for this design. The role of the researcher was also included. The methodology portion of this chapter included descriptions of the participant selection logic and the required instrumentation. Recruitment, participation, and data collection procedures were included as well as the plan for data analysis, considerations for issues of trustworthiness, and ethical procedures.

Chapter 4 includes the results of this study. This chapter contains information about the participants, including demographics and any personal or organizational conditions that may have affected the participants at the time of data collection. Explicit details on data collection, including the frequency and duration of use for each data

collection instrument and any changes from the plan presented in Chapter 3, are provided. A section on data analysis is incorporated as well. This chapter also includes a description of the coding process used for each data set. Necessary adjustments to the credibility, transferability, dependability, and confirmability of this study are also addressed.

Chapter 4: Results

The purpose of this study was to explore the impact of a community of practice within the SSTP on the development of teacher leaders in this state. I individually interviewed SSTP graduates in order to describe their perceptions and beliefs about the role that a community of practice, situated learning, and legitimate peripheral participation played in their leadership development; their definitions of teacher leadership and the roles/skills that they assigned to teacher leaders; and the characteristics or attributes that they believed that teacher leaders possess and how they viewed themselves as teacher leaders. In relation to observation data, I also described the formal and informal roles that SSTP graduates assumed in their schools when they became practicing teachers in relation to research-based leadership criteria. In addition, I analyzed SSTP documents for evidence of instruction and support related to the four areas of necessary development as described by Katzenmeyer and Moller (2001). Furthermore, I sought to promote positive social change in education by providing educators and researchers with a deeper understanding of how and why teacher leaders have the capability to positively impact educational reform, including instructional practice and student achievement.

Although the main purpose of this chapter is to present the results that emerge from the data analysis, the chapter also includes detailed descriptions of the setting for the study, participant demographics, the data collection and analysis processes, and evidence related to the trustworthiness of this qualitative research.

Central Research Question

How does a community of practice, such as the SSTP, prepare college graduates to be teacher leaders?

Related Research Questions

1. How do SSTP graduates define teacher leadership?
2. What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills?
3. What characteristics or attributes do SSTP graduates believe teacher leaders possess and how does these characteristics or attributes compare to Danielson's dispositions of teacher leaders?
4. How do SSTP graduates view themselves as teacher leaders?
5. What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?
6. How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?
7. What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller?

Setting

This study was conducted at four schools in three of the 83 school districts in a Southern state. These four schools were selected because participants for this study were

employed as full-time teachers at these schools. One participant was employed in the Andover School District (pseudonym), which is located in the center of the state and is in close proximity to the state capital. Two participants were employed at two different schools in the Monroe School District (pseudonym), which is located on the eastern side of the state. Another participant was employed in the Washington School District (pseudonym), which is located in the rural, northeastern region of the state.

Table 2 below provides information about the schools included in this study. The grades included at each school, the number of students attending each school, the school poverty index, and the state report card rating were all gathered from the individual schools' 2015 report cards, which the State Department of Education published on their website. Due to changes in legislation, the most recent state report card rating was issued in 2014. The school designation was reported in the 2014-2015 document titled, *E-Rate Free and Reduced Lunch Eligibility Data*.

Table 2
Setting for the Study

<i>District (Pseudonyms)</i>	<i>School (Pseudonyms)</i>	<i>Grades</i>	<i>Number of Students</i>	<i>School Designation</i>	<i>School Poverty Index</i>	<i>State Report Card Rating</i>
Andover	Oak Grove High School	9-12	1,629	Urban	53.5%	Good
Monroe	Pleasant Valley Elementary School	PK-5	497	Rural	88.0%	Average
Monroe	Sunnyside Elementary School	K-5	443	Rural	55.5%	Excellent
Washington	Shady Hill High School	9-12	655	Rural	66.8%	Excellent

Note. Adapted from State Department of Education (2015). *State report cards: Oak Grove High School (pseudonym), 2014-2015.* Adapted from State Department of Education (2015). *State report cards: Pleasant Valley Elementary School (pseudonym), 2014-2015.* Adapted from State Department of Education (2015). *State report cards: Shady Hill High School (pseudonym), 2014-2015.* Adapted from State Department of Education (2015). *State report cards: Sunnyside Elementary School (pseudonym), 2014-2015.* Adapted from State Department of Education (2015). *E-Rate free and reduced meal eligibility data, 2014-2015.*

During the time this study was conducted, the State Department of Education implemented a new teacher evaluation system, which included student growth measures. In the information provided to teachers before the close of the 2014-2015 academic year, I found that only elementary teachers in nontested grades (kindergarten, Grade 1, and Grade 2) would be required to write student learning objectives (SLOs) during the 2015-

2016 academic year. Teachers in tested grades and subjects were informed that, beginning in the 2015-2016 academic year, they would be evaluated using a valued-added model (VAM), based on state and national assessments. All other teachers were informed that they would begin the SLO process in 2016-2017 or 2017-2018. Over the summer, the US Department of Education informed the State Department of Education that the waiver allowing the state to phase-in the SLO process was denied. Furthermore, the individual teacher VAM calculations were not ready for dissemination as previously believed. In July 2015, the State Department of Education informed school districts across the state that all teachers would be required to complete the SLO process for the 2015-2016 academic year. Because the SLO process is different from any previous evaluation system, the State Department of Education trained district-level administrators as SLO evaluators, and districts trained teachers in relation to the new evaluation process. All of these training sessions occurred during the final weeks leading up to the start of the 2015-2016 school year. Many teachers discovered that they would be required to submit an SLO when they returned to school for the first scheduled in-service day.

Implications of the introduction of the new teacher evaluation system are significant for this study. Teacher morale and general working conditions may have been negatively impacted because many teachers started the year in meetings rather than preparing their classrooms or working collaboratively with other teachers to plan lessons and units of instruction. Many professional development opportunities and teacher-led meetings were replaced with administrator-controlled SLO work and support sessions,

which meant that teachers had fewer opportunities to engage in teacher leadership activities.

Participant Demographics

All of the participants in this study were loan-satisfied graduates of the 2004 or 2005 cohorts of the SSTP. All participants were employed as certified, full-time teachers in a public school this Southern state. Two of four the participants, Abby (pseudonym) and Mackenzie (pseudonym), achieved National Board Certification. Three of the four participants, Abby, Landon (pseudonym), and Mackenzie, had earned a master's degree. Table 3 below presents participant demographics and other relevant characteristics such as teaching assignment, cohort year, and SSTP college or university.

Table 3

Participant Demographics

<i>Participant (Pseudonyms)</i>	<i>Gender</i>	<i>Participant's School (Pseudonyms)</i>	<i>Position</i>	<i>SSTP College or University (Pseudonyms)</i>	<i>SSTP Cohort Year</i>
Abby	Female	Shady Hill High School	English teacher	Winchester University	2004
Emma	Female	Sunnyside Elementary School	Grade 4 teacher	Central College	2005
Landon	Male	Oak Grove High School	Physical education teacher/coach	University of Southern State	2004
Mackenzie	Female	Pleasant Valley Elementary School	Grade 2 teacher/technology coach	Central College	2004

Data Collection

For this study, I collected data from multiple sources, including (a) initial and follow-up participant interviews; (b) observations of each participant engaged in teacher leadership activities, such as grade-level meetings, faculty meetings, and professional development activities; (c) documents related to the SSTEP, such as institution proposals and annual reports; and (d) archival records related to the SSTEP, which included only the senior survey results.

Initial Interviews

Table 4 below presents the date, time, and location for each initial interview that I conducted.

Table 4

Initial Interviews with Participants

<i>Participant</i>	<i>Date for Initial Interview</i>	<i>Time for Initial Interview</i>	<i>Location of Initial Interview</i>
Mackenzie	06/11/2015	3:48 p.m. to 4:23 p.m. (35 minutes)	Private room at public library
Emma	07/09/2015	3:30 p.m. to 3:59 p.m. (29 minutes)	Conference room at school
Landon	09/01/2015	2:05 p.m. to 2:28 p.m. (23 minutes)	Participant's office at school
Abby	08/11/2015	3:51 p.m. to 4:20 p.m. (29 minutes)	Private room at public library

During the initial interview, the participants were given an opportunity to review their signed consent forms and to ask questions before the interview began. I asked each participant the seven previously designed interview questions (see Appendix E) during the initial interview. I frequently used verbal and nonverbal probes during the initial interview as a way to encourage participants to provide additional information. I also used probes by asking follow-up questions for clarification, based on participant responses. Audio recordings of each interview were created using a voice recorder and/or Dragon dictation software. I also recorded field notes during the interviews.

Follow-up Interviews

The follow-up interviews were completed after the final observations of leadership activities for each participant. For Emma, Landon, and Mackenzie, I chose to complete the follow-up interview immediately following the final observation so as to avoid having to schedule another meeting with these participants. As a result, the interviews took place wherever the observation occurred. The participants all agreed to this modification in the interview location. I conducted the follow-up interview with Abby immediately after viewing the video recording of a meeting that she scheduled with another teacher. I asked each participant to respond to the three previously designed interview questions (see Appendix E). As with the initial interview, I frequently used verbal and nonverbal probes as a way to encourage participants to share additional information. I also asked follow-up questions based on participant responses, activities that I witnessed during observation(s) of leadership activities, and information from the SSTP documents. I created audio recordings of each interview using a voice recorder

and/or Dragon dictation software. I also recorded detailed field notes while maintaining rapport with participants. Table 5 below presents the date and location for each follow-up interview I conducted.

Table 5

Follow-up Interviews with Participants

<i>Participant</i>	<i>Date for Follow-up Interview</i>	<i>Time for Follow-up Interview</i>	<i>Location of Follow-up Interview</i>
Mackenzie	10/21/2015	3:55 to 4:05 p.m. (10 minutes)	Participant's classroom
Emma	07/09/2015	3:58 to 4:08 p.m. (10 minutes)	Conference room at the middle school where the conference took place
Landon	09/01/2015	4:15 to 4:24 p.m. (9 minutes)	Participant's office at the school
Abby	01/06/2016	3:00 to 3:16 p.m. (16 minutes)	Participant's classroom

Observations of Leadership Activities

I asked each participant to notify me when he/she engaged in a teacher leadership activity such as a faculty meeting, grade-level meeting, or professional development opportunity. Most of these observations were intentionally scheduled after the initial interviews in order to give me an opportunity to build a relationship with each participant. I wanted participants' behavior to be authentic during the teacher leadership activities, and I was concerned that my presence would cause them some anxiety. I hoped that the relationship we developed during the initial interviews would alleviate false behavior patterns. The one exception to this rule was Emma because the

observations were completed prior to the initial interview due to scheduling conflicts. My observations were limited to interactions between these teachers and administrators, and I served as an observer as participant, which meant that I attempted to remain inconspicuous so that the meeting or the professional development event would transpire in the same manner as if I had not been present. The length of each individual observation was determined by the length of the meeting or the professional development activity offered.

I conducted in-person observations of leadership activities for Mackenzie, Emma, and Landon. Abby opted to record herself as she engaged in a teacher leadership activity and asked that I use the video recording as my observation. After achieving IRB approval, I accepted the video recording as the observation. In order to obtain data saturation, I conducted two observations of leadership activities for Mackenzie and Emma because they were both involved in multiple, yet different, types of leadership activities. I chose to limit my observations of Landon and Abby to one observation each because I believed that the singular observation provided a complete picture of his/her leadership at the time. These observations included one curriculum writing event, one grade-level meeting, two school-level faculty meetings, one orientation event, one conference presentation, and one SLO planning meeting. Data were collected using a researcher-designed observation data collection form (see Appendix F), which included observation criteria related to leadership attributes, leadership skills, leadership functions, and influence over peers. I recorded field notes on this form, which included descriptions of the setting, the people, and the activities that took place in relation to the observation

criteria, as well as my reflections. Table 6 below presents the date, time, and location for each observation I conducted.

Table 6

Observations of Leadership Activities

<i>Participant</i>	<i>Date for First Observation</i>	<i>Location of First Observation</i>	<i>Date for Second Observation</i>	<i>Location for Second Observation</i>
Mackenzie	06/17/2015 1:10 to 2:10 p.m. (60 minutes)	District office computer lab and conference room	10/21/2015 1:25 to 2:15 p.m. 3:15 to 3:45 p.m. (80 minutes)	Participant's classroom and media center
Emma	06/20/2015 8:45 to 10:00 a.m. (75 minutes)	Foyer and classroom in high school where orientation meeting was held	07/09/2015 1:00 to 2:00 p.m. (60 minutes)	Science lab at middle school where conference was held
Landon	09/01/2015 3:30 to 4:05 p.m. (35 minutes)	School media center	N/A	N/A
Abby	11/18/2015 3:57 to 4:54 p.m. (57 minutes)	Participant's classroom	N/A	N/A

Program Documents

I acquired the original institution proposals and annual reports (Feaster, 2004, 2005; Hipp, 2004, 2005, 2006; Kuhs, 1999; Central College (pseudonym), 1999; Okey, 2004, 2005, 2006, 2007; Stubbs, 2006; Stubbs & Dowd, 2008; Winchester University (pseudonym), 2000) from Central College, the University of Southern State, and Winchester University (pseudonyms). I received these documents from the Collegiate

Program Specialist at the Center for Educator Recruitment, Retention, and Advancement (CERRA) on August 31, 2014 because CERRA served as my research partner. After I completed the initial interview with each participant, I reviewed the appropriate program documents. For example, after conducting the initial interview with Mackenzie, I reviewed the proposal and the annual reports from her alma mater, Central College. The information I gleaned from the SSTP program documents was used to structure my follow-up interview questions and also served to support participant interview responses. Notes about the program documents were made using Microsoft Excel software.

In relation to data collection variations, I described my intended plan for data collection in Chapter 3. As is often the case, however, circumstances beyond my control caused me to make some changes to this plan. The first variation in the data collection plan occurred when Abby chose to record a meeting between herself and another teacher concerning the development of the required SLOs. I asked IRB for permission to use the video recording and was given approval to do so.

A second variation in the data collection plan concerned the timing of each phase of the process. My original plan included a timeline with interviews beginning at the start of the 2014-2015 academic year, the review of SSTP documents occurring in August 2014, senior survey analysis in August 2014, and observations completed between August and November 2014. Due to a prolonged participant recruitment period, I did not complete the first initial interview until June, 2015, and I did not conclude the observation and interview processes until January, 2016. I encountered some difficulty in

scheduling the interviews and observations, which forced me to extend the data collection period.

A third variation in the data collection plan concerned the location of the interviews. I originally planned to complete all interviews in a reserved room at the public library close to each participant's school. After conducting two interviews at local libraries, I was asked by a participant to consider holding the interview at the school to avoid traveling off campus. The change in interview location made the process less demanding on the participants so I continued holding the interviews at a location of the participant's choosing. As a result, the interviews were often held in the participant's classroom/office when students were not present or in a private room at the observation location.

Data Analysis

Data analysis procedures were based on a variety of best practices that recognized qualitative research methodologists recommended (Charmaz, 2006; Merriam 2009; Miles et al., 2014). With these best practices in mind, data analysis for this single case study was conducted at two levels. At the first level, I first transcribed the interview data and observation data for each individual participant. After the transcriptions were completed, interview data were coded in relation to each initial and follow-up interview question and observation data were coded in relation to specific criteria. Miles et al. (2014), described codes as "labels" (p. 71) and coding as a "heuristic data condensation task" (p. 73). Miles et al. recommended using multiple types of codes so that the researcher is able to ascertain the patterns that exist within the data. Charmaz (2006) advocated for the use of

open line-by-line coding while also comparing incidents against each other. Therefore, the data for this study were coded, line-by-line, using inductive first cycle codes (i.e. process, in-vivo, and evaluation codes). A code bank with descriptions of each a priori code was maintained (see Appendix G). As Miles et al. (2014) recommended, electronic jottings were also recorded as a way of documenting researcher reflections concerning the data. Table 7 below presents an explanation of each type of coding system used in the data analysis.

Table 7

Explanation of Codes

<i>Type of Code</i>	<i>Explanation</i>
Process	Use gerunds to summarize actions and interactions
In-Vivo	Use participant's own words and phrases as the code itself
Evaluation	Demonstrate participant's judgements about a program's value, merit or worth
A Priori	Are created from the previous research

Note. Adapted from *Qualitative Data Analysis: A Methods Sourcebook* by Miles et al., 2014, p 74-76 and p. 81. Copyright 2014 by Sage Publications.

During second-level coding, categories were constructed from the coded data for each source by using the constant comparative method that Merriam (2009) recommended for qualitative research. A content analysis was used in relation to the documents and archival records, which included a description of the purpose, content and structure, and use of each data source (Merriam, 2009). At the second-level, this

categorized data were analyzed individually and holistically across all data sources to determine emerging themes and discrepant data, which formed the key findings or results for this study. In the results section, these findings were analyzed in relation to the central and related research questions. Summary tables of constructed categories for each data source were created. A summary table was also created for the results.

Analysis of Initial Interview Data

The first initial interview question asked: *I want you to think about your experience as a Teaching Fellow. What do you remember most vividly?*

Participants described several similar positive experiences as members of the SSTP. These responses centered on the following two categories: (a) the unique opportunities and experiences that came with being a SSTP member and (b) the emotional and social benefits of the cohort structure embedded in the program. In relation to the first category, unique opportunities and experiences, Abby described tutoring English as second language learners (ESOL), Emma described educational trips to the Dominican Republic and the leadership academy at Disney World, and Mackenzie described other trips. Emma and Landon described specific SSTP meetings, Landon described SSTP classes, and Mackenzie also described planning and facilitating an event for prospective teacher education candidates. Mackenzie stated, “One of the activities I was a part of that I am actually the most proud of is that my cohort planned the Teacher Cadet Day.” Landon reminisced, “I remember they had a little SSTP (pseudonym) section just for us, our USC 101.” Although the specific opportunities offered to the participants differed based on the school they attended and the leadership at the time,

each participant quickly recalled SSTP specific events and described them with enthusiasm.

The second category of responses focused on the benefits of the cohort structure, including the campus director as the program leader. Abby viewed the cohort as comforting and noted:

The first thing that comes to mind is the cohort, the idea of having a core group of people my own age, who were interested in the same things, and wanted to reach the same goals. Even in the very beginning, the cohort provided me with a group of teacher education people that I could always come back to and ask questions.

This was very comforting. Because of the SSTP (pseudonym) cohort, I knew someone in all of my classes.

Emma also valued the mentorship between the older and younger members of the cohort, describing cohort members as helpful in terms of knowing which classes to take, which professors to seek out, and the location of resources. Landon recognized the benefit of knowing other cohort members, especially as a first-year student entering a large institution. Landon specifically mentioned the campus director, describing this individual as personable with strong leadership capabilities, and appreciating the role the director played within the cohort. Mackenzie also communicated the importance of the campus director by reflecting on the transition from one campus director to another. Mackenzie recalled, “The new campus director changed things dramatically. We started going on more trips and had more leadership opportunities within the cohort. All of the changes were really positive.”

The most significant difference among the participants' responses to this interview question was in relation to the concentration that they applied to a specific topic. Mackenzie's primary area of concentration was on the work cohort members completed as SSTP participants. Landon described the social/emotional benefits of the cohort and the program structure at his institution. Emma paid particular attention to the process of building community within the program, while Abby's responses were directed at the benefit of shared experiences. Thus, in terms of a priori codes, there were references to a community of practice (n=8), legitimate peripheral participation (n=4), and situated learning (n=6).

The second initial interview question asked: *If I had been in the SSTP with you, what would I have seen you doing in relation to leadership?*

Participants named formal or titled leadership roles; personal leadership attributes, characteristics, or skills; and specific leadership tasks as they described their leadership while participating in the SSTP. Their responses also provided insight into their beliefs about leadership. The formal or titled leadership roles assumed by the participants included committee chairperson, committee member, elected officer, work-study participant, and other honor organization members. For example, Emma recalled, "As a Fellow, I served and I still serve in a different capacity, but I served on our advisory committee, for the teacher education program at Central College (pseudonym)." Abby and Emma limited their responses to the roles they held within the SSTP while Mackenzie and Landon described their leadership beyond the program as well. They both viewed the SSTP as an impetus for assuming these other roles. Abby, Emma, and

Landon described attributes, characteristics, and skills of leadership. Included in their responses were references to confidence and poise as leadership attributes; influence over others and a willingness to take on additional responsibilities as leadership characteristics; and organizational, decision making, problem solving, and collaboration as leadership skills. Emma stated, “Anytime we had a new Fellow, I helped with orientation; whenever we had meetings, I would help plan and organize those events that we held on campus.” Abby alluded to influence by saying, “I don’t know if this is really leadership, but someone told me that I was the person that always seemed to be doing everything right. I always tried my best and wanted to do what was right.” Identified leadership tasks ran the gamut from giving reports at meetings to participating in the development of a conceptual framework for the education community on campus. Mackenzie described her work with the conceptual framework by noting, “We developed a new conceptual framework for the education community... It included diversity, content, best practice, collaboration and ethics.” As evidenced by the responses included in this section, the participants were engaged in leadership participants’ responses to the second interview question indicated that assumed specific leadership roles and tasks and displayed leadership attributes.

The second interview question also elicited responses that illuminated the participants’ beliefs about leadership. Abby struggled to identify herself as a leader, even though she was responsible for evaluating the cohort constitution and suggesting revisions. Abby noted that this work occurred in private and “felt like less work” than some of the leadership activities she observed peers undertaking. Abby viewed

leadership as requiring a certain amount of undefined time and effort, and she believed that leadership needs to occur within public view. Mackenzie also discussed her leadership role both within and outside of the SSTP. Mackenzie believed that leadership is often dependent upon the opportunities that are presented and that leadership begets more leadership. Mackenzie added that because leaders have opportunities to practice the skills necessary to complete the work, they improve in these areas, are successful in their work, and are then given more opportunities because of this success. Mackenzie also reported that participation in the SSTP provided the support and confidence she needed to accept new leadership roles and tasks. Landon also discussed gender specific aspects of leadership within the SSTP. Male teachers were a minority within the program, and as a result Landon viewed leadership as a predominantly female role. Landon discussed one male SSTP member within his cohort who accepted leadership roles and credited this young man with showing him that leadership is not dependent on gender.

This question was the first of two interview questions that required participants to self-identify as leaders before they provided responses. This task created the most difficulty for Abby and Landon during the interviews. Abby stated, “I didn’t really see myself as a leader.” However, Abby then proceeded to describe the role she assumed in revising the cohort constitution, a governing document for the work completed within the program. Abby’s beliefs about leadership, particularly that leadership occurs in public and requires an undefined amount of effort, may have inhibited her ability to self-identify as a leader. Landon’s difficulty in applying a leadership distinction to his work within

the program was likely derived from the fact that he did not hold a titled or formal leadership role within the program. Landon viewed himself as a supporter for the others.

According to Landon:

So I always wanted to be there in the meetings to show support. I should have been in more of a leadership role because I was coaching in college and playing all kinds of intramural sports so I never got into (leadership) like I should have, but I did like to be there and do my GPA requirements and support (others).

The other participants struggled to self-identify as leaders during the interviews. In terms of a priori codes, the participants referenced a community of practice (n=3), influence over others (n=4), knowledge of self (n=1), leadership dispositions (n=4), legitimate peripheral participation (n=1), the roles teacher leaders assume (n=4), situated learning (n=1), and skills for leading others (n=10).

The third initial interview question asked: *How do you define teacher leadership?*

Three of the four participants struggled to provide an answer to this question.

Abby and Mackenzie were straightforward about this difficulty. Abby noted, “Teacher leadership is hard to explain,” and Mackenzie added, “I don’t know how to define teacher leadership. It’s really hard to define because there isn’t a solid definition for it.” Emma paused before providing an initial response and worked through a definition that included both roles and responsibilities of teacher leaders and recognition that teacher leaders have a voice that others respond to. As a result of these issues, participants chose to define leadership in relation to their personal experiences with teacher leadership. Their responses could be categorized as (a) respect and influence, (b) the willingness to go

above and beyond what is expected, (c) a collaborative spirit, (d) an improvement mindset, and (e) titled leadership roles, such as mentor, teacher of the year, and committee member. Abby described teacher leaders as having a “voice” that others respond to because of the respect they have for them. Emma, Mackenzie, and Landon used the term “role model” in their descriptions of teacher leaders. The willingness to go above and beyond what was expected was a phrase that several participants used. Landon added, “They get paid a paycheck to teach, and then they’re a leader because of what they do that they don’t get paid for.” Abby also viewed the roles and tasks teachers assume beyond the classroom as teacher leadership. Abby noted, “They collaborate and interact with everyone so that the students benefit and the school improves. They are well respected.” Thus, in terms of a priori codes, participants’ responses related to influence over others (n=5), roles teacher leaders assume (n=4), leadership dispositions (n=5), and skills for leading others (n=5).

The fourth initial interview question asked: *Now, I want you to think about some of the teacher leaders that you know. How would you describe them?*

The one overwhelming characteristic of teacher leaders that emerged from all four participants’ responses was the fact that the teacher leaders with whom they were most familiar had influence over others. Mackenzie talked about teacher leaders as role models, and Landon described teacher leaders as leading by example. Abby and Emma related how teacher leaders facilitated their professional growth. As evidenced by participants’ comments, this influence is directly related to the attributes, skills, and characteristics that teacher leaders exhibit. Emma stated:

I have been blessed in many ways to see teacher leadership on the local, state, and national level, and I think any one of those that I've met with, or talked to, or seen, you know whether it was in a classroom, at a conference, they're all energetic, they're caring, they're genuine, and they're motivated to be the best of our profession and lead us to the best we can be.

One of Abby's responses to this question supported Emma's insight. According to Abby, "They listen and collaborate, and as a result, they make us better." Abby added that teacher leaders are positive, open, and willing to share. Being open, willing to share, and collaborative were also attributes that Mackenzie valued in teacher leaders. Mackenzie recognized that the underlying reason for this collaborative spirit was the desire to impact student learning. Abby viewed the motivation of teacher leaders as wanting to help others. Other attributes of teacher leaders that emerged were optimism, passion for the work, and energy. Interestingly, Mackenzie pointed out that teacher leaders who are appointed to roles by administrators do not always display the leadership attributes or characteristics that other teachers value. Thus, only three a priori codes were applicable, including influence (n=4), the roles teacher leaders assume (n=1), and leadership dispositions (n=15).

The fifth initial interview question asked: *I want you to continue to think about the teacher leaders with whom you are the most familiar. What formal and informal leadership roles have you seen them assume?*

The participants answered this question by describing (a) formal/titled leadership roles that teacher leaders had assumed, (b) informal leadership tasks that these teachers

had undertaken, (c) leadership attributes/characteristics/skills of these teacher leaders, (d) making personal connections to the interview question, and (e) making connections to the SSTP. The formal teacher leadership roles that Abby identified included department chairperson, technology lead teacher, and literacy coach. Abby also named mentors and professional learning network leaders as teacher leaders, but classified these roles as informal in comparison to the roles described earlier. Mackenzie identified formal teacher leadership roles as trainer, presenter, and lighthouse team member. Emma described informal leadership as a part of the daily routine within the school and as a part of specific events such as PTO meetings, school plays, or conferences. Emma believed that teacher leaders take responsibility for covering classes or welcoming students into their own class whenever another teacher is absent and also “stepping up and helping in any way they can” during events. Mackenzie also recognized the fact that teacher leaders shoulder tasks that must be completed so that students can be successful. Mackenzie’s description of this process was as follows:

Within the school, the principal or other administrators see something that needs to be done and the teacher leaders take care of it. Basically we have a number of teachers who normally step up and say, I can help you with that.

Landon identified informal leadership tasks as tasks for which teachers are not compensated. Landon also described the positive impact these leadership tasks often have on both students and teacher morale. Landon noted, “They’re just doing it because they love Oak Grove High School (pseudonym) and that really does . . . make a

difference with teacher morale and student morale when you've got those teachers that go above and beyond.”

Even though this interview question did not ask for the identification of leadership attributes, characteristics, or skills, all four participants used this opportunity to provide further information about the persona of the teacher leaders they knew. The one resounding characteristic that emerged from their responses was that they believed teacher leaders are knowledgeable about the curriculum and the subjects they teach, about pedagogy, about non-instructional routines and decisions, and about the education profession as whole. Participants also believed that teacher leaders must first be competent and effective educators. Other identified characteristics, attributes, and skills of teacher leadership included positivity, perseverance, communication skills, charisma, confidence, problem solving, and possessing an understanding of the change process.

Emma and Mackenzie described both personal connections to teacher leadership and connections to the SSTP. Emma reminisced about participating as a Teaching Fellow and recalled how she was given the opportunity to hear a number of guest speakers during that time. For example, the executive director for one of the two teacher organizations in the state presented information about advocacy to Emma's cohort. As a result of this opportunity, Emma stated that she joined the organization and explained how her ongoing membership raised her awareness of political issues. Emma also remembered that SSTP members were viewed as leaders on campus and that this designation came from their willingness to accept challenges and additional tasks and from their continued success in meeting the requirements for these challenges and tasks.

Mackenzie described her role as a presenter and a member of the Lighthouse team, indicating that she served as a teacher leader within her school. Mackenzie also reported that she tended to be shy in most social situations, but felt comfortable presenting in front of a group. Mackenzie believed that this ability to share came from the confidence she developed as a Teaching Fellow. Mackenzie also attributed National Board Certification as evidence that she had reached a “different level” in her practice, which added to her confidence level. Thus, in terms of a priori codes, participants’ responses included influence over others (n=4), a community of practice (n=1), knowledge of self (n=1), legitimate peripheral participation (n=1), roles teacher leaders assume (n=5), skills for leading others (n=2), leadership dispositions (n=10), and knowledge of the change process (n=1).

The sixth initial interview question asked: *Let’s pretend that the teacher next door was describing you in terms of teacher leadership. What would he/she say?*

For this question, participants were required to self-identify as leaders before they provided a response. This situation caused Emma to respond, “I don’t like this question.” Emma laughed as she made the statement, and when prompted, she explained that it was hard to speak about herself as a leader. Regardless of the challenges presented by the question, all four participants were able to identify specific leadership attributes, characteristics and/or skills that they believed their coworkers would use to describe them. The most common descriptions related to influence over others, being open-minded and humble, and being helpful or focused on improvement. The following

remark, made by Mackenzie, best summarizes the common descriptors that these participants provided. Mackenzie noted:

My willingness to help other teachers with technology led to me being asked to take on the role of technology lead teacher. I am not an expert and don't pretend to know everything. I am just willing to try and help.

Abby's response related specifically to continued growth as a practitioner. Abby commented:

I think they would say that I am focused on learning new things, new ways to teach English, new ways to complete a research paper, and that I share this information with other people. I want to better myself as a teacher.

Upon further prompting, Abby described her ongoing action research, which focused on instructional strategies and pedagogy. Abby also described the methods she used to share her findings and how other teachers might apply the information in their own classrooms. Landon believed that leaders lead by example and that positivity is a trait in most leaders. His responses to this interview question further confirmed these convictions. Thus, in terms of a priori codes, participants' responses yield references to a community of practice (n=1), influence over others (n=6), knowledge of self (n=2), roles teacher leaders assume (n=5), leadership dispositions (n=23), skills for leading others (n=2).

The seventh initial interview question asked: *In your opinion, what teacher leadership roles do you assume?*

As expected, the responses to this interview question included some formal or titled roles that participants assumed. Identified leadership roles included school

improvement council member, committee member, curriculum writer, club advisor, presenter, mentor, and role model. Participant responses were also comprised of thoughtful and humble commentary about informal or untitled leadership roles. Participants tended to deemphasize this work. For example, Emma explained her role in relation to the Grade 4 newsletter as being “little” although she recognized this role as a task others on her team were less equipped to handle. In general, participants acknowledged that they were often involved in supporting others, although the specifics of this support varied by participant, and that they used their strengths both in their support for others and in their desire to do their job well. The contextual aspects of leadership, as described in the literature on this topic, emerged in Landon’s responses to this interview question. As a physical education teacher and coach, Landon’s opportunities for leadership were drastically different than those of a core content teacher. Landon noted that most of the leadership opportunities at his school happened in the afternoons when he was on the field or in the weight room with athletes. As a result, Landon believed that leadership was often task specific or related to serving as a professional male role model for all students, not only athletes. Mackenzie added, “I hope I am making an impact beyond my classroom. I think I am.” In making this statement, Mackenzie expressed a belief that teacher leadership is about the success of all students, all teachers, the school, and the district as a whole. The other participants also alluded to this conviction and, in fact, personified their beliefs through their actions, but it was Mackenzie who articulated it. A priori codes were applied to the responses which

resulted in the following references, influence over others (n=3), knowledge of self (n=1), leadership dispositions (n=7), and the roles teacher leaders assume (n=4).

The eighth initial interview question asked: *Is there anything else you would like to tell me about the SSTP or teacher leadership?*

All of the participants except Mackenzie opted to answer this question by reporting positive evaluations of the SSTP program. Only Abby added final thoughts about teacher leadership. Abby viewed the program as “awesome” and described the strong bond she and other SSTP members shared. Abby believed that this bond was based on their shared experiences or “touchstones.” Concerning SSTP, Emma stated that the program was a “great thing.” Landon believed that the extra responsibilities SSTP members assumed shaped them for the professional aspects of their jobs as teachers. Landon also valued the service requirements in the schools and the cohort meetings, which he compared to faculty meetings. Abby added that some teacher leaders were identified as such because of the role or title they had been given, which she believed did not equate to effectiveness as teacher leaders. Abby believed that teacher leaders should focus on student growth and improvement and that this improvement generally occurred through differentiated instruction. These comments were consistent with the responses Abby previously provided about the roles that teacher leaders assume and descriptions of teacher leaders. Thus, the a priori codes applied to these answers included community of practice (n=2) and situated learning (n=2).

Table 8 provides a summary of the categories that were constructed from the data analysis for the initial interviews.

Table 8

Summary of Categories for Initial Interview Data Analysis

<i>Interview Question</i>	<i>Categories</i>
IQ1: TF experiences	Unique opportunities and experiences Emotional and social benefits of cohort Community of practice Legitimate peripheral participation Situated learning
IQ2: Leadership within TF Program	Formal or titled leadership roles Personal leadership attributes/characteristics/skills Specific leadership tasks Beliefs about leadership Community of practice Influence over others Knowledge of self Leadership dispositions Legitimate peripheral participation Roles teacher leaders assume Situated learning Skills for leading others
IQ3: Definition of teacher leadership	Difficulty with definition Respect and influence Willingness to go beyond expectations Collaborative spirit Improvement mindset Titled leadership roles Influence over others Roles teacher leaders assume Leadership dispositions Skills for leading others
IQ4: Description of known teacher leaders	Influence over others Roles teacher leaders assume Leadership dispositions
IQ5: Formal and informal roles of known teacher leaders	Formal/titled leadership roles Informal leadership tasks Leadership attributes/characteristics/skills Personal connections Connections to SSTP Influence over others Community of practice Knowledge of self Legitimate peripheral participation Roles teacher leaders assume

	Skills for leading others Leadership dispositions Knowledge of change process
IQ6: Assumptions about how others would describe their teacher leadership	Difficulty answering the question Influence over others Open-minded and humble Helpful or improvement minded Community of practice Knowledge of self Roles teacher leaders assume Leadership dispositions Skills for leading others
IQ7: Teacher leadership roles assumed	Formal/titled leadership roles Informal/untitled leadership roles Influence over others Knowledge of self Leadership dispositions Roles teacher leaders assume
IQ8: Other thoughts	Positive evaluation of SSTP Personal views of leadership

Analysis of Follow-up Interview Data

The first follow-up interview question asked: *I'd like to ask you to think back to the leadership activities that I observed. Please talk to me about any examples of teacher leadership that emerged during these activities.*

Observation occurred in relation to a wide variety of leadership activities ranging from engaging in one-on-one collaboration with a beginning teacher to presenting information about technology resources at a state conference. Even though the focus of the observations was on the leadership activities that participants engaged in, they also acknowledged the leadership they witnessed in others. Landon referenced three different teachers whom he believed displayed leadership qualities during the faculty meeting. One of these teachers made several announcements about an opportunity to be involved with a

writing project, one teacher provided information about an initiative at the school and then outlined how they could be involved, and the last teacher was recognized as a golden apple award winner for his commitment to students and the school. For Landon, leadership within the confines of the faculty meeting was limited to those teachers who either spoke to the group as a whole or received an award. Mackenzie also referenced a faculty meeting and described how some of the other teachers shared good news anecdotes. Mackenzie viewed this sharing activity as an example of teacher leadership because she believed the activity helped to build a positive culture in the school. Abby recognized the leadership of the beginning teacher with whom she planned lessons. Abby noted that this novice educator shared an idea about bringing in a history teacher to provide relevant historical information about the time period for the book, *To Kill a Mockingbird*. Abby became animated and excited during her retelling of this portion of the observation, explaining that although it may have seemed as though an experienced teacher was mentoring a novice teacher, what was really happening was that two co-workers, both of whom had knowledge and ideas to share, collaborated on a project. What emerged from my analysis of the responses to this interview question was that participants were interested in helping others, collaborating, and impacting the greater good and that they believed this type of involvement equated to teacher leadership. In examples of teacher leadership, participants often used the terms “helping others” or “collaboration” in their account of a single activity. For example, Mackenzie stated:

Today with the SIP (intervention) meeting, I just think it is a good opportunity to collaborate with other teachers and kind of share ideas, even though I don't have

any students going through that process right now, being able to help teachers that do have students and maybe provide some ideas and resources that I have.

Assistance included locating and providing resources, answering questions at an event, assuming tasks for others, listening, and delivering information. Collaboration occurred in relation to curriculum development, lesson planning, event preparation, discussions about students, and school initiatives. Regardless of the tasks described, participants believed that the higher purpose behind their efforts was a commitment to the success of all students and all teachers. Thus, a-prior codes included references to influence over others (n=1), leadership dispositions (n=24), roles teacher leaders assume (n=8), and skills for leading others (n=11).

The second follow-up interview question asked: *Again thinking about the leadership activities that I observed, please identify any leadership roles you assumed.*

The term “leadership roles” once again stymied some of the participants as they associated roles with formal or titled leadership positions. Abby and Mackenzie, who assumed some of these formal, titled leadership positions, were able to provide specific examples. Emma and Landon, conversely, required more prompting before identifying the unofficial roles they assumed as leadership. An analysis of participants responses to this question resulted in the following formal and informal leadership roles assumed during my observations of their leadership activities: (a) informal mentor, (b) curriculum writer, (c) resource provider, (d) presenter, (e) committee member, (f) department representative, (g) technology lead teacher, (h) webmaster, (i) role model, and (j) event staff.

Analysis of participants' responses yielded specific insights into their beliefs about leadership as well as the contextual aspects of leadership. During the interview, Abby described her work with a beginning teacher, noting that her motivation to assist this teacher stemmed from her own experience as a novice. Abby recalled the lack of support and sense of isolation she encountered and believed that other beginning teachers should not have to endure the same experience. As essential proficiencies for teacher leaders, Abby valued availability, collaboration skills, content and pedagogical knowledge, and an openness to new ideas, regardless of who was providing the idea. Abby also recognized that her influence with the beginning teacher in this particular situation likely stemmed from their ongoing relationship, meaning that she may not have had the same level of influence if she had not already developed a trusting relationship with this teacher.

Emma and Mackenzie both described their view of leadership as including the often unrecognized work beyond that of the spokesperson or figurehead. Emma identified her leadership role at orientation as a "behind the scenes leader who was available whenever something was needed." Mackenzie also described the challenges related to leadership:

I think it (leadership) can be that quiet person that I usually am that people just come to me and say, you know, can you help me with this? That to me is a leadership role. I don't think it has to be the one standing in front, but I think that's what most people see as a leadership role – the person in front, or the person in charge, or the person whose name is on the building.

Mackenzie believed that leaders in her school were doing exactly what she described, including helping others, which was the reason these leaders were often overlooked.

Landon, who served as the athletic department representative at the faculty meeting, struggled to self-identify as a leader. Landon admitted that his willingness to attend these meetings and take notes so that the other coaches could be on the field, was a leadership role, and he also recognized the leadership role assumed by teachers who spoke or were praised. In the initial interview, Landon talked about the impact teacher leaders have on the culture of a school. In the follow-up interview, Landon discussed his role on the culture committee, praised the chairperson of this committee for being a leader during the faculty meeting, and discussed his belief that relationships are key to sustaining a positive culture. Landon also acknowledged that many teachers stopped to speak with him about students and athletic events, yet he did not acknowledge how he served as a cultural leader for the school. This difficulty likely demonstrates an ongoing struggle that participants experienced in defining leadership beyond formal or titled roles. Thus, a priori codes resulted in a total of 27 citations with the breakdown as follows: (a) influence over others (n=1), (b) leadership dispositions (n=13), (c) roles teacher leaders assume (n=8), and (d) skills for leading others (n=5).

The third follow-up interview question asked: *How has your definition of teacher leadership changed?*

Participants agreed that there are multiples ways, large and small, to serve as teacher leaders. In fact, they viewed the smaller often undefined roles as true leadership. Abby and Landon both explained that their definition of teacher leadership had changed

as a result of their participation in this dissertation study. Abby declared that teacher leadership is not about a role and that she now sees herself as a teacher leader. Abby believed that anyone who has an impact on others can be a leader. Abby added:

I was an informal mentor, but I was also just another teacher talking to another teacher, and we were both growing because of that, which then hopefully means we affect other teachers and so we're leading each other and that's creating a better environment.

Landon related leadership to making a difference, regardless of title and added, "You know I think in these couple interviews and just talking with you, it just goes to show that you do not have to be the teacher of the year or the department head just to make a difference." Even though Landon was able to articulate this belief in response to this follow-up interview question, the previous statements indicated that he was still working to internalize this new definition.

Emma stated that her definition did not change, although she provided additional information about teacher leadership. Emma specifically discussed the attributes she valued in teacher leaders, namely professionalism, motivation, a caring attitude, and a sound knowledge of content, pedagogy, and educational issues. Emma also believed that teachers may have trouble identifying the leadership opportunities that exist. Mackenzie struggled to recall her initial definition of teacher leadership and did not indicate that her definition had changed. Like Emma, she instead chose to present her beliefs about leadership. Mackenzie identified several teacher leadership roles and then declared that leadership is a combination of a number of roles and/or tasks. Mackenzie added,

“Leadership is not the person that stands in front of everybody. It’s doing the right thing, even when nobody is watching.” Mackenzie credited her belief to Dr. Steven R. Covey’s research on habits of effective people and reiterated her belief that her school was replete with teacher leaders who epitomized this belief. Thus, an attempt to apply a-prior codes was made, but resulted in the application of only the leadership dispositions tag (n=2).

Table 9 provides a summary of the categories that I constructed from the data analysis for the follow-up interviews.

Table 9

Summary of Categories for Follow-Up Interview Analysis

<i>Interview Question</i>	<i>Categories</i>
IQ1: Examples of teacher leadership from observed activities	Leadership of others Helping others Collaboration Impacting the greater good Influence over others Leadership dispositions Roles teacher leaders assume Skills for leading others
IQ2: Leadership roles assumed	Formal roles Informal roles Beliefs about leadership Influence over others Leadership dispositions Roles teacher leaders assume Skills for leading others
IQ3: Changes in definition of teacher leadership	Multiple ways to serve as a leader Smaller roles equate to true leadership Leadership is not title/role specific

Interview Themes

Five major themes about teacher leadership emerged from the analysis of the initial and follow-up interview data. The first and most prevalent theme was the

disconnection concerning the definition and understanding of teacher leadership. The participants themselves, both through verbal and nonverbal communication, conveyed the difficulties they experienced with this concept. Throughout the interviews, regardless of the question asked, their answers fluctuated between formal leadership roles, leadership attributes, skills, characteristics, and leadership tasks. On multiple occasions, participants referenced leadership dispositions in their accounts. They also found it difficult to reconcile what they believed about leadership with what they witnessed or experienced. Self-identification as a leader was a challenge, especially for those participants who had not yet assumed formal, titled leadership roles. The acceptance of a formal leadership role gave participants permission or the confidence they needed to call themselves leaders and also gave them permission to identify the informal leadership activities in which they participated. Finally, the situational or contextual aspects of leadership, namely the types of leadership available because of the participant's certification area, instructional level, school, and district, influenced how participants described leadership.

The second theme that emerged from the analysis of all of the interview responses was that teacher leaders were generally seen as helpful and focused on the greater good. At some point in the interview, each participant maintained that teacher leaders are helpful. Abby noted, "They are motivated to help other teachers and students," while Emma stated, "That's just them stepping up and helping in any way they can and being a good leader for all those around them." Landon responded by saying, "So there's some teachers in this school that are always signing up for something. I'm gonna (sic) coordinate the prom, I wanna (sic) help out with spirit week. There are some teachers in

this school that really go above and beyond.” Mackenzie remarked, “I see it more as a teacher leader is someone who is willing to help and support other educators.”

Participants believed that the help that teacher leaders provided had an impact on individuals beyond their own classroom and often beyond their own school. The implied goal, participants believed, was to improve the educational system for everyone, regardless of role or locale. Thus, they believed teacher leaders were altruistic in their thoughts and actions.

The third identified theme, collaboration, was closely related to the belief that teacher leaders are helpful. In fact, participants sometimes used the words almost synonymously as they responded to specific interview questions. Collaboration, or the ability to work together towards a common goal, was a skill that all of the participants valued, and they perceived teacher leaders as competent in this skill. Collaboration did not equate to teacher leaders simply providing information. Participants believed that collaboration was truly a give and take process wherein teacher leaders were open to new ideas, regardless of their origin. In some cases, collaboration included the facilitation of group work, even when the parties involved did not share a common belief.

Collaboration was also seen as a means for improvement or professional growth.

Therefore, participants believed that collaboration coincided with an improvement mindset, which was another attribute most of the identified teacher leaders possessed.

Respect and influence surfaced as the fourth theme from the analysis of the initial interviews. Participants believed that teacher leaders have the respect of their peers, which in turn allows them to have influence over their peers. For participants in this

study, respect and influence were dependent upon content and pedagogical knowledge, an awareness of education issues, and specific character attributes, such as humility, motivation, a willingness to go above what is expected, and a caring attitude.

Participants often regarded teacher leaders they knew as role models and sometimes used this same term to explain their work with individuals or groups. Because teacher leaders have influence over others, participants believed they were uniquely positioned to impact positive change within a school, a fact that all of the participants were cognizant of at some level.

Finally, the analysis of the initial interviews yielded a theme related to the SSTP, namely the benefits reaped from participation in the program. Regardless of the school attended, the specific opportunities offered, or the campus director in charge, all participants perceived the program to have launched their leadership trajectory. For example, Mackenzie credited the program with giving her the confidence to attempt unfamiliar tasks while Emma acknowledged that her knowledge of political issues related to education stemmed from an experience within the SSTP. Landon recognized that the additional responsibilities associated with being a member of the SSTP prepared him for the role of professional educator while Abby appreciated the social and emotional benefits that came from being a member. In the end, each participant gained something different from the program, but all participants believed they were positively impacted by their participation in SSTP.

Table 10 provides a summary of the emergent themes from the initial and follow-up interviews with participants.

Table 10

*Summary of Emergent Themes from Interview Data Analysis**Themes*

T1: There is a disconnect between the definition of teacher leadership and participants' understanding of teacher leadership.

T2: Teacher leaders are helpful and focused on greater good

T3: Teacher leaders are collaborative and value collaboration with others

T4: Teachers leaders are respected by their peers, which allows them to have influence over others.

T5: Participation in SSTP benefitted participants.

Analysis of Observation Data

Observation data was collected in relation to the following four pre-determined criteria included in the observation data collection form that I designed: (a) leadership attributes, (b) leadership skills, (c) leadership functions, and (d) influence over others. These criteria came directly from the theoretical constructs related to teacher leadership that Danielson (2006), Katzenmeyer and Moller (2001), and Lieberman and Miller (2004) described. Danielson described teacher leadership in relation to leadership dispositions and skill sets while Katzenmeyer and Moller classified teacher leadership in terms of the function of the leadership task or role. Danielson, Lieberman and Miller and Katzenmeyer and Moller viewed teacher leaders as having influence over their peers.

Leadership attributes. The first criterion included on the observation data collection form was leadership attributes, which includes commitment to student learning, optimism and enthusiasm, open-mindedness and humility, courage and a

willingness to take risks, confidence and decisiveness, tolerance for ambiguity (uncertainty), creativity and flexibility, perseverance and a strong work ethic.

Observation data indicated that participants demonstrated many of the same leadership attributes. For example, all four participants demonstrated optimism and enthusiasm, confidence and decisiveness, and perseverance and a strong work ethic. Three of the four participants exhibited a commitment to student learning and creativity and flexibility. Two participants demonstrated courage and a willingness to take risks, open-mindedness and humility, and a tolerance for ambiguity. It is also important to note the limitations for leadership that exist within any leadership activity and to recognize that the absence of data on any one participant does not necessarily equate to a scarcity of leadership.

Commitment to student learning. Danielson (2006) viewed a commitment to student learning as the primary focus of any teacher leader. Abby, Emma, and Mackenzie displayed this attribute as they engaged in the observed activities. Even though it was not possible to document a commitment to student learning in Landon's faculty meeting, this lack of documentation does not indicate that he lacked commitment. Instead, the inability to document a commitment to student learning during the faculty meeting reinforces the belief that teacher leadership is situational and that leadership attributes, skills, and dispositions often emerge based entirely on the situation. Landon's comments during the interviews reflected his commitment to student learning. However, the observed faculty meeting did not provide opportunities for Landon to demonstrate this particular leadership attribute.

During the observed teacher leadership activities, Abby, Emma, and Mackenzie also demonstrated their commitment to student learning by providing evidence of their understanding of pacing, content knowledge, engagement strategies, instructional and assessment strategies, and parental involvement issues. Abby worked diligently with the beginning teacher to develop a plan that would allow her to teach all the content and skills required in a very limited period of time. Abby described activities that introduced the themes of the book while also providing a review of the skills that would be assessed on the final test. When the beginning teacher shared her plan to show a movie after the assessment, Abby stated, “Don’t ever do that.” Instead, Abby encouraged the teacher to offer remediation lessons on necessary topics. Emma’s presentation at the conference included discussions about and examples of lessons that included cross-curricular approaches to teaching history. Emma explained how students reacted to the integrated lessons and the impact the lessons had on their engagement with the content. Emma also described various websites and software applications that could be used to increase student engagement and parental involvement. In doing so, Emma encouraged novice teachers to include the same strategies in their lessons. During a curriculum writing activity, Mackenzie repeatedly discussed depth of knowledge with her partner teacher as well as the district coordinator and ensured that the lessons included in the curriculum units provided the appropriate level of instruction for each individual standard. Mackenzie consistently checked the pacing guide to ensure that all standards were included and created multiple types of assessments to measure student progress on specific skills. Mackenzie was also conscious of the readability of each sentence because

she wanted to ensure that second grade students would be able to read and comprehend the instructional activities and assessments. Mackenzie also participated in an intervention process meeting, even though she did not work with a student needing this type of assistance. Mackenzie provided instructional strategies, insights into the family dynamics of a certain student, and offered to share resources with other teachers. In a team meeting, Mackenzie advocated for involving students in the analysis of their own academic data. Even though the leadership activities were different, Abby, Emma, and Mackenzie demonstrated a commitment to student learning for all students.

Optimism and enthusiasm. Danielson (2006) explained that optimistic and enthusiastic teacher leaders are constantly searching for new approaches, solutions, or methods rather than simply accepting the status quo. They have high expectations of themselves and others and their enthusiasm often serves as motivation for their peers (Danielson, 2006). For example, I observed that Abby participated in a collaborative planning meeting with a beginning teacher. The end of the semester was fast approaching, and the beginning teacher had not yet started her instruction on a required novel. Abby demonstrated optimism by refusing to focus on the challenges presented by the current situation and instead encouraging this new teacher to consider alternative approaches to teaching the novel. Abby's enthusiasm for the book and the instructional activities she offered were apparent in both her words and actions, which helped this beginning teacher to also become excited about the upcoming lessons. Abby demonstrated high expectations for herself and others when the beginning teacher discussed her plan to allow students to watch a movie after the mandated assessments.

Abby stated, “Don’t ever do that,” explaining the importance of using each moment with students to provide meaningful instruction.

Observations of Emma’s leadership activities occurred during the SSTP orientation where she served as a representative for her alma mater and also during a conference designed for early career teachers. Throughout these events, Emma consistently demonstrated enthusiasm for the SSTP, for social studies, and for the teaching profession. As a result of this enthusiasm, future teachers and novice teachers with whom she interacted also became excited about these topics and opportunities. At the conference, Emma presented on best practices related to instructional technology. One conference attendee lingered after Emma’s session to engage her in a private brainstorming session on the use of specific technology to teach concepts in her mathematics classroom.

Mackenzie and Landon also demonstrated optimism and enthusiasm during my observations of their leadership activities. Mackenzie was involved with a district curriculum writing project during her first observation and a series of different meetings during her second observation. She was observed laughing and joking with other teachers, all of whom appeared to be comfortable in her presence. During the district curriculum writing project, Mackenzie stated that she “felt really good” about the units that had been created. This positivity was also apparent during the faculty meeting. Mackenzie explained that she has been asked, only the night before, to make a presentation about a website that housed information about a school initiative. Rather than complain about the additional task, Mackenzie declared that “it’s okay” and was

able to create a scavenger hunt for participants. Landon was observed to be high-spirited and positive about every topic, including new teacher evaluation methods, discussed in the faculty meeting. Numerous members of the school staff stopped to engage with him as he sat waiting for the meeting to begin, which demonstrated a definite rapport with the other members of the school community. His positive, humorous comments during the discussions may also have added to the positive culture of the school.

Open-mindedness and humility. According to Danielson, open-mindedness is characterized by active solicitation of others' ideas and an eagerness to examine alternative approaches. A teacher leader, Danielson noted, displays humility in his/her work with other educators. Danielson believed that this humility is grounded in the authentic respect the teacher leader holds for his/her colleagues and his/her abilities.

For this study, Abby and Mackenzie both demonstrated open-mindedness and humility in their work with other teachers. As previously stated, Abby entered into planning conversations with a beginning teacher with an unrefined idea about how the novel and requisite skills should be taught. Yet, Abby encouraged this new teacher to share her concerns and solicited her ideas about how to best approach the lessons. Throughout the discussion with this teacher, Abby offered suggestions rather than mandates, allowed the beginning teacher to make the majority of the final decisions about how the unit would be structured, and gave credit to other educators when she provided a resource that she herself had not created. Abby also shared her own similar challenges in an effort to prove that even experienced teachers experience difficulties. Mackenzie worked with one other teacher during the curriculum writing project and with several

other teachers during the student intervention process meeting/grade-level planning meeting. In both situations, Mackenzie asked open-ended questions in an attempt to garner additional information from her colleagues. She listened attentively, as evidenced by her focus on the speaker and her lack of movement, and she accepted and implemented the ideas that were shared. When her partner teacher offered corrections, Mackenzie responded positively and made the necessary changes, demonstrating both her open-mindedness and humility.

Courage and a willingness to take risks. Danielson (2006) focused much of her discussion about courage and willingness to take risks on school culture, contending that these attributes are most apparent during reform efforts. Due to the nature of the observed teacher leadership activities, participants did not have opportunity to engage in large scale school reform. Instead, Emma and Mackenzie demonstrated courage and a willingness to take risks within the constraints of a conference, curriculum development, and school level meetings. For Emma, courage and risk-taking emerged as an invitation to ask questions about technology, social media, and advocacy. Emma provided novice teachers with the opportunity to quiz her about these topics, even though she was slightly less comfortable with her knowledge about social media as a tool for educational advocacy. Mackenzie exhibited courage and a willingness to take risks when she initiated the creation of a practice activity in the absence of her partner teacher, knowing that she might be required to begin again if her colleague did not agree with her thinking. Mackenzie was also courageous when she attended the team meeting. Several other teachers responded unfavorably to the discussion about including students in the analysis

of their own educational data. Mackenzie tactfully responded to these concerns, and in the end a consensual plan for data analysis and data displays emerged that involved students.

Confidence and decisiveness. Danielson (2006) explained that teacher leaders have experienced success, often as a direct outcome of the efforts they themselves have made toward an established goal. Danielson also noted that this history of success creates confidence in one's own ability to overcome a challenge or complete a task, and this confidence then encourages decisiveness. Teacher leaders display both of these attributes.

The study participants displayed confidence and decisiveness across various types of leadership activities. Abby's planning work with a beginning teacher provided an opportunity to share resources, instructional strategies, and assessment techniques. Her confidence in her suggestions about pacing and materials stemmed from her multiple successes in teaching the same novel. Abby also displayed decisiveness when the beginning teacher inquired about how to respond to a student who asked to submit handwritten work rather than the required computer-generated responses. Without hesitation, Abby stated, "I have to tell them no; you have to be able to do this digitally."

For Emma, confidence and decisiveness were apparent in her conference presentation. Emma explained that she had enthusiastically agreed to serve as a presenter only days before the conference. Her confidence in her presentation abilities as well as her technology knowledge facilitated her acceptance of the request. During the actual presentation, Emma also demonstrated confidence as she effectively answered questions,

gave suggestions, used and defined technological terminology, and managed multiple technological resources in an unfriendly technology environment. When Emma encountered difficulty with one of the programs she had planned to share, she quickly made a decision about to proceed and continued without hesitation.

Landon's confidence was apparent in his interactions with administrators and other teachers in the faculty meeting as well as the comments he made about the approach he would use in sharing information with other members of the coaching staff. Specifically, Landon explained that the new teacher evaluation process described in the meeting included the creation of a student learning objective document using various computer programs. According to Landon, some of the older members of the coaching staff were uncomfortable with the requirements. He was confident in his ability to use the required technology and navigate the templates so he decisively determined that it would be best for him to communicate the requisite information along with an offer to collaborate on the document creation.

Mackenzie's demonstration of confidence and decisiveness included, but was not limited to, her presentation of the unit she co-created to the district English Language Arts (ELA) coordinator and her defense of the included activities, pacing decisions, and assessments using specific examples and reasons. Mackenzie also displayed confidence and decisiveness during the planning of the unit when she refused to copy assessments from the internet for inclusion. Final examples of her confidence and decisiveness came during the grade-level meeting and the faculty meeting. During these events, Mackenzie described what she intended to teach in upcoming weeks based on the pacing guide and

her students' needs, regardless of what others planned to teach. Mackenzie also answered questions about the website that contained information about the school initiative when a co-presenter was unable to do so. Mackenzie was especially confident about the timeline she had established for the upcoming units of study, due to her previous success in creating units for district use. Her confidence was apparent in many of her statements. For example, Mackenzie told her grade-level peers, "In science, we need to do rain gauges. It is supposed to rain next week, so that will be perfect." When another teacher asked what they should do in mathematics for the week, Mackenzie responded, "I am going to start subtraction. This unit is subtraction to 20 and odds and evens." Thus, Mackenzie's confidence stemmed from her past experiences and past successes.

Tolerance for ambiguity. According to Danielson (2006), the constantly changing nature of education makes it nearly impossible for teacher leaders to plan every detail of their instruction in advance. Instead, they confidently respond to the needs and situations that arise and understand that adjustments will likely be necessary. A tolerance for ambiguity is closely related to open-mindedness, courage, a willingness to take risks, and even confidence and decisiveness.

The most explicit examples of a tolerance for ambiguity were found in Emma and Mackenzie's observations. As previously described, Emma's role at orientation changed drastically upon her arrival. At one point during the day, Emma was asked to assist with technology issues, even though she was unfamiliar with the computers and presentation system. Emma's attitude and demeanor remained positive as she made an effort to be of assistance. Mackenzie's role at the team meeting likewise shifted from participant to

leader. Mackenzie responded to the needs of the group and accepted the challenge without complaint. Danielson's description of a teacher leader's tolerance for ambiguity as "able to go with the flow" can certainly be applied to Emma and Mackenzie (p. 39).

Creativity and flexibility. Danielson (2006) defined creativity and flexibility as a teacher leader's ability to examine an issue and either develop a unique response or follow a prescribed model until the point when the model no longer proves to be effective. At this point, teacher leaders re-examine the issue and the steps that have already been taken and develop a new course of action. This mid-cycle change, Danielson contended, demonstrates a teacher's flexibility in thinking.

For this study, Abby, Emma, and Mackenzie exhibited creativity and flexibility of thought during their respective observations. Even though Abby approached a beginning teacher with a loosely formed idea about how to teach the novel in the time remaining, she did not share her solution to the issue immediately. Instead, Abby listened intently to the new teacher's thoughts and then provided appropriate resources and suggestions. This approach meant that Abby often had to shift her thinking from the model she prescribed to the plan the new teacher had developed. For Emma, creativity and flexibility of thought were revealed when she attended both an orientation and a conference. Emma's original assignment at orientation was to conduct a presentation with her alma mater. Upon arriving, Emma was asked to assume a role at the registration table wherein she was responsible for answering questions about the facility, the program, and day's events. Emma accepted the new assignment without question and gathered the information she would need in order to effectively respond to the questions

that would be asked. In terms of the conference, Emma was not originally slated to serve as a presenter. When another presenter canceled the day before the event, conference facilitators approached Emma and asked her to conduct a breakout session on instructional technology and use of social media for educational advocacy. Emma's previous presentations included instructional technology, but she adjusted her approach to include social media and advocacy. In another example, Mackenzie accepted a pseudo-leadership role in a team meeting, although she was originally considered a participant. Even though she had planned to listen and complete the necessary tasks during the meeting, Mackenzie realized that her expertise and experience were needed to help faculty members understand the importance of involving students in the analysis of their own educational data. Mackenzie stepped into this leadership role and shared both her thoughts and the requirements from the Franklin Covey Institute concerning involving students in the analysis of their own data. Thus, these examples provide insight into participants' abilities to be both creative and flexible in thought.

Perseverance and a strong work ethic. Danielson (2006) recognized the implementation dip that often occurs when teachers use a new instructional approach or strategy. Danielson explained that "the first attempt at anything is, practically by definition, more difficult than subsequent efforts will be" (p. 40). Perseverance, according to Danielson, is not the same as stubbornness or inflexibility. Rather, perseverance is having the wherewithal to see a task through to completion, even in the face of adversity. Therefore, perseverance requires a strong work ethic as demonstrated through a willingness to work hard.

All of the participants in this study volunteered to assume extra duties and tasks, either after the end of the school day or over the summer months. Many of these duties and tasks came without financial compensation, and yet participants willingly engaged in the extra work. Their efforts often exceeded expectations, and they demonstrated perseverance even when the tasks were challenging. For example, Emma's assistance at orientation should have been limited to a presentation for her alma mater. Instead, Emma arrived early, offered to assist with registration, and stayed late to aid in the loading of the orientation staff's vehicles. When she presented at the conference, Emma found that Edmodo, a tool she planned to discuss at length, was blocked. Emma quickly engaged in some problem solving exercises and developed an approach that allowed her to share the resource without actually logging into the system. In another example, even though she did not serve as an official mentor, Abby recognized a new teacher's struggles and offered assistance. Mackenzie was tasked with creating units of study and a general year-long pacing guide, but she also included weekly pacing guides, noncompulsory assessments, and a resource list. Mackenzie and her partner struggled with creating some of the unit materials, but rather than forego the task, they refocused their attention and moved forward. In terms of a strong work ethic, Landon agreed to serve as a the coaching staff representative at the faculty meeting, even though his afternoon schedule included practice and an open house event after the meeting. Although many of his colleagues displayed their frustration about the new teacher evaluation system, Landon explained that he and the coaching staff would find a way to meet this requirement. As

demonstrated by these descriptions, participants exhibited perseverance, a strong work ethic, and a willingness to work hard to support their respective schools and students.

Leadership skills. The second criterion included on the observation data collection form was leadership skills, which included collaboration, facilitation, planning, action, and evaluation. Observation data indicated that participants demonstrated many of the same leadership skills. For example, all four participants engaged in collaboration and planning. Abby, Emma, and Mackenzie demonstrated facilitation skills. Only Mackenzie displayed leadership in relation to action and evaluation skills.

Collaboration. Danielson (2006) described collaboration as the process of working with peers to examine an issue and develop a plan for addressing it. In order for collaboration to occur, Danielson stated that group norms must be established, a leader or leaders must be selected, and roles (formal or informal) must be assigned.

For this study, a broad view of collaboration was utilized. This means that participants were viewed as displaying collaboration skills if they were able to work cooperatively with one or more people in the completion of a designated task. Abby and the beginning teacher collaborated to develop a shortened version of a novel unit. Abby skillfully controlled the rhythm of the conversation in that she encouraged the novice teacher to share her thoughts and ideas and then offered suggestions and guided her to make appropriate decisions. The end result was a jointly created instructional plan. During their discussions, Abby also provided instructional resources, including activities, assessments, and end-of-course practice questions. Emma collaborated with several other individuals/groups to create products for the SSTP orientation and the conference

workshop. Emma also provided technological assistance to the campus directors at orientation. Landon agreed to serve as the athletic department representative at a faculty meeting. Landon took copious notes so that he could share accurate information with the other coaches. His willingness to serve in this capacity allowed the other educators to be on the respective sports fields and ensured that students received the instruction they required and teachers received the information they needed. Mackenzie and another teacher worked together to create assessments for a unit of instruction. Although Mackenzie had more experience with this task, she encouraged the other teacher to give input, time to correct her own mistakes, and accepted her suggestion and corrections. During the observed grade-level meeting, Mackenzie assisted her peers in coming to consensus about a student by asking clarifying questions, providing additional information, and summarizing the discussion. The faculty meeting also gave Mackenzie an opportunity to demonstrate her collaboration skills by co-presenting information related to a relevant website and assist other teachers with the completion of the website scavenger hunt.

Facilitation. Danielson (2006) described facilitation as the most significant skill in the teacher leader's arsenal. Facilitation is important, according to Danielson, because "it is through the process of discussion that a group develops common understanding and builds the intellectual capital of the school" (p. 134). Specific facilitation skills include presenting new ideas, enabling discussion, maintaining order, clarifying and mediating, summarizing and integrating, and appropriately handling negativity.

For this study, the definition of facilitation skills includes an explicit list of the aptitudes teacher leaders may display while engaging in a dialogue. Landon's observation did not provide an opportunity for him to dialogue with others so it was not possible to describe his facilitation skills. However, the interchange between Abby and the beginning teacher included occasions when Abby offered alternative strategies, such as engaging students in a read aloud of a highly consequential chapter. Abby encouraged this conversation by asking open-ended questions and utilizing wait time, which encouraged the new teacher to provide thoughtful responses. Abby also clarified the novice teacher's thinking on several occasions. For example, Abby asked, "What do you want them (students) to be able to do?" and "What kind of timeframe are you thinking about?" The teacher with whom Abby was working was actively engaged in the dialogue and could not take detailed notes. Abby recognized this problem and summarized both the discussions and the decisions that were made using a roughly drawn calendar.

Emma was strategic in the design of her presentation in that she included time for discussion. Emma facilitated conversations by asking questions throughout the workshop. For example, Emma asked the group, "How many of you use Dropbox?" Emma also encouraged the participants to ask questions. Open discussions during presentations required the speaker to employ strategies for maintaining order. Emma demonstrated her ability to keep order as evidenced by the fact that she completed the presentation in the allotted time while still engaging her audience in dialogue.

Mackenzie showcased her facilitation skills in her interaction with another teacher and her conversations with small and large groups. In all observed situations, Mackenzie

encouraged discussions through her use of questioning techniques. For example, during the curriculum writing project, Mackenzie asked her partner teacher, “What do you think we should do next?” Her partner teacher then offered some suggestions about an assessment that spurred the pair forward in their work. In the intervention team meeting, Mackenzie asked clarifying questions about the student’s learning strengths and weaknesses. As a result, the group engaged in a lengthy discussion about the student’s specific learning needs. During the lesson planning conversations, Mackenzie summarized the decisions that had been made by reading the skills that were taught and the major activities that would be conducted in the upcoming weeks. A final example of these facilitation skills came during the leadership team meeting when Mackenzie redirected a series of negative comments. Mackenzie diffused the situation by reminding teachers about the program requirements and previously made agreements and by offering specific suggestions.

Planning. Danielson (2006) described planning skills as the ability to develop an appropriate and systematic approach to action. Planning skills include the ability to identify a problem, brainstorm, define evidence, and collect and analyze data. Even though none of the participants demonstrated every planning skill, they all demonstrated at least one during their observed activities. Abby was well aware of the problem hampering her coworker. Before and during the dialogue, Abby brainstormed potential solutions and presented them to the teacher. During the SSTP orientation, several campus directors approached Emma with technology problems. Emma assessed each situation and quickly brainstormed solutions. Landon received information about the

state-required creation of student learning objectives. Landon immediately recognized that some of his coworkers might struggle with the technological requirements and identified a resolution to the problem. Mackenzie was also quick to recognize problems such as the problem of involving students in the analysis of their data, and she quickly brainstormed and implement solutions.

Action skills. According to Danielson (2006), action skills become important after the planning has taken place and include the setting of goals and determining evidence of success. Mackenzie was the only participant to display action skills during an observed activity because of the limited nature of each observation and the situational aspect of leadership. This evidence emerged during the lighthouse team meeting where Mackenzie and her coworkers developed plans to include students in the analysis of their own data. With Mackenzie's assistance, the group decided that individual teams would create the graphs and tools for displaying student data for the next lighthouse team meeting. The deadline for completion of this work was the next meeting and the evidence of success would be the teams' ability to share their products.

Evaluation. Danielson (2006) did not provide a specific definition for evaluation skills. These skills were grouped with the action skills. For this study, evaluation skills were seen as the ability to reflect upon actions or tasks and provide specific evidence of success or failure. Mackenzie was the only participant that demonstrated evaluation skills during the observed activities. Again, the inability to document evaluation skills during the other participants' observations was due to both the limited nature of the observations and the situational aspects of leadership. Mackenzie's ability to reflect on

the decisions she and her co-teacher made during the curriculum writing process and provide specific evidence of success came during the meeting with the ELA coordinator at the conclusion of the unit writing activity. Mackenzie believed that the assessments and the unit were well written and well organized. Mackenzie also discussed the emphasis of the standards on depth of knowledge or complexity of thinking and that all standards were assessed using multiple measures. By providing this specific information, Mackenzie met both criteria for evaluation skills.

Leadership functions. The third criterion included on the observation data collection form was leadership functions, which included leadership to students and colleagues, leadership in operational tasks within and outside of school, and leadership related to school governance and decision making. Katzenmeyer and Moller (2001) described these leadership functions by identifying the roles teacher leaders assume in each category of leadership.

Leadership to students and colleagues. Participants identified the following roles that they assumed in providing leadership to students and colleagues: mentor, peer coach, teacher trainer, curriculum specialist, or willing listener. These roles also correspond to the roles that Katzenmeyer and Moller (2001) identified for this leadership function. For example, Abby served as a mentor to a beginning teacher and assisted in the development of a shortened unit on the novel *To Kill a Mockingbird*. Emma undertook the role of teacher trainer and shared strategies for integrating instructional technology and using social media for advocacy when she served as a presenter at a conference. Landon served as a peer coach, collecting and sharing requirements about the

new teacher evaluation system and other school initiatives with members of the coaching staff. Mackenzie shouldered roles as a peer coach, curriculum specialist, and teacher trainer during the curriculum writing project and various school meetings.

Leadership in operational tasks within and outside of school. Mackenzie was the only participant who assumed roles that allowed her to provide leadership in operational tasks within and outside of school. The inability to document the other participants' leadership in operational tasks within and outside of school was likely due to the limited nature of the observations and the situational aspect of leadership. As an unofficial team leader for the curriculum writing team, Mackenzie was responsible for making decisions about the English language arts units of instruction, pacing guides, and assessments for all second grade teachers in the school district. Because the use of units of instruction, pacing guides, and assessments were mandated for all teachers, Mackenzie's decisions had a critical impact on teaching and learning in her school and in the other district schools. During the faculty meeting, Mackenzie also addressed specific operational tasks. For example, her review of a website and her development of a scavenger hunt activity assisted her peers in gaining knowledge about a school-based initiative. The website and the resources aided teachers in the implementation of leadership lessons, structures to promote leadership in their classrooms, and even school-wide student leadership opportunities. Katzenmeyer and Moller (2001) recognized project leaders as providing leadership in operational tasks within and outside of the school. Mackenzie may not have been titled as a project leader, but her responsibilities coincided with those duties typically assigned to project leaders.

Leadership in school governance and decision making. Katzenmeyer and Moller (2001) named participation on improvement teams or steering committees as providing leadership in school governance and decision making. Only Mackenzie, in her role as a member of the lighthouse team, was afforded the opportunity to demonstrate leadership in governance and decision making. The lighthouse team was tasked with the implementation of a school-based initiative and as such served as both an improvement team and a steering committee. Mackenzie was instrumental in assisting this group in making decisions about how student data was displayed and used in classrooms. The leadership team respected her knowledge of program implementation because they followed her suggestions.

Influence over peers. The fourth criterion included on the observation data collection form was influence over peers. Observation data indicated that participants did have influence over peers in areas related to curriculum, pacing, assessment, technology, school initiatives, and teacher evaluation.

In relation to Abby's leadership activities, Abby was able to offer suggestions about the curriculum, pacing, and assessment for the novel unit. Each time Abby made a suggestion, the novice teacher accepted her ideas and committed to either using the resource, an instructional approach, or pacing the unit. For example, the novice teacher examined the instructional resources in Abby's file and asked for advice about when to use a particular resource. Abby responded, "I used it with Chapter 8," which prompted the new teacher to commit to using the resource in question with the suggested chapter. Occasionally, Abby used direct language to convey instructions that were not intended to

be mere suggestions. The beginning teacher accepted Abby's instruction and agreed to incorporate Abby's ideas in her lesson plans. Throughout the observation, the beginning teacher listened attentively, responded to Abby's clarifying questions with thoughtful responses, and repeatedly accepted her suggestions. The actions on the part of the beginning teacher demonstrated her respect for Abby and the influence Abby had on her instructional decision making.

In another example, nine teachers attended Emma's session titled "Living in a Digital Age: Using it to our Advantage" at a conference designed for teachers with less than three years of experience. These teachers were engaged in the presentation because they were observed taking notes on the various types of technology that Emma introduced, asking specific questions related to the content, and responding accurately to the questions Emma posed to the group. One teacher remained in the room after the session ended and walked to lunch with Emma so that she would have the opportunity to discuss how to integrate technology into a mathematics unit. Emma provided this teacher with additional suggestions and answered her questions during this conversation. The actions on the part of these session participants demonstrated respect for Emma's knowledge about instructional technology and her influence over their thinking.

Landon's influence over his peers was also related to his knowledge of technology. Landon reported that certain members of the coaching staff were uncomfortable with technology and would likely be intimidated by the technological aspects of the new teacher evaluation system. To ease the burden on his fellow co-workers, Landon planned to offer his assistance in setting up the requisite documents.

Landon's willingness to assist his peers and their implied willingness to accept his assistance indicated that he did have influence over their work with the evaluation system requirements.

Mackenzie also demonstrated influence over her peers in multiple situations, including a curriculum planning activity, a student intervention process meeting, a grade-level planning meeting, a faculty meeting, and a team meeting. Mackenzie's influence was apparent in the fact that the other members of the group listened attentively when she spoke, accepted her suggestions, deferred to her for decisions, and repeatedly asked for her opinion. During a grade-level planning meeting, another teacher asked the group when they were expected to teach fact families in mathematics. Mackenzie quickly responded that this skill should be taught throughout the unit. The group accepted Mackenzie's suggestions about how and where to embed instruction related to this concept. When necessary, Mackenzie was also able to correct misconceptions and give explicit directions without encountering negativity from teachers who participated in these discussions. For example, Mackenzie strongly encouraged teachers involved in a team meeting to collect and display student data with a specific tool and on a given graph. These team members accepted this suggestion without argument or complaint. Mackenzie's influence stemmed from her in-depth knowledge of content and the specific school initiative.

Based on the observations of teacher leadership activities that I conducted, influence over peers is not determined by age, years of experience, or title. Landon and Mackenzie both demonstrated influence over teachers who were chronologically older

and possessed more years of experience. Abby and Emma both lacked formal titles, yet their colleagues accepted their ideas. Data analysis indicates that influence is earned, based on an individual's knowledge and success in a specified area. Influence is demonstrated in multiple respects, including a willingness to accept suggestions or assistance from another person, a desire to actively elicit opinions or recommendations from a peer, eager compliance to directives that a colleague issues, and paying careful attention when a contemporary is speaking. Thus, the observations of teacher leadership activities that I conducted provided data to support the claim that participants demonstrated influence over their peers.

Table 11 provides a summary of the pre-determined categories for observations of leadership activities.

Table 11

Summary of Pre-Determined Categories for Observation Data Analysis

<i>Leadership Attributes</i>	<i>Participants Displaying Criteria</i>
Commitment to student learning	Abby, Emma, and Mackenzie
Optimism and enthusiasm	Abby, Emma, Landon, and Mackenzie
Open-mindedness and humility	Abby and Mackenzie
Courage and willingness to take risks	Emma and Mackenzie
Confidence and decisiveness	Abby, Emma, Landon, and Mackenzie
A tolerance for ambiguity	Emma and Mackenzie
Creativity and flexibility	Abby, Emma, and Mackenzie
Perseverance and a strong work ethic	Abby, Emma, Landon, and Mackenzie
<i>Leadership Skills</i>	
Collaboration	Abby, Emma, Landon, and Mackenzie
Facilitation	Abby, Emma, and Mackenzie
Planning	Abby, Emma, Landon, and Mackenzie
Action	Mackenzie
Evaluation	Mackenzie
<i>Leadership Functions</i>	
Leadership to students and colleagues	Abby, Emma, Landon, and Mackenzie
Leadership in operational tasks within and outside of school	Mackenzie
Leadership in school governance and decision making	Mackenzie
<i>Influence Over Peers</i>	Abby, Emma, Landon, and Mackenzie

Observation Themes

Three themes emerged from the analysis of the categorized observation data related to teacher leadership activities. The first theme that emerged from the categorized observation data was that teacher leaders are helpful and that the focus of their help extends beyond the four walls of their classrooms. During the observed teacher leadership activities, participants provided assistance to preservice and novice teachers as well as to other educators who provided instruction to students in the same grade-level or in the same content area. The support that participants provided meant they had an indirect impact on students beyond their own classroom. Help took on many different forms, from answering questions to providing resources or assuming specific responsibilities for coworkers.

Collaboration was also identified as another theme related to teacher leadership. For this study, collaboration was defined as the action of working with another person or persons for the purpose of creating something or completing a task. Abby, Emma, Landon, and Mackenzie collaborated with at least one other person as a part of their teacher leadership activities. Abby collaborated with a new teacher to develop a unit based on the novel *To Kill a Mockingbird*. Emma collaborated with others to produce a technology workshop and an orientation presentation and then collaborated with the SSTP members to share the information at the event. Landon collaborated with other coaches to ensure that team practices were covered and that one member of the athletic department participated in the faculty meeting. Mackenzie collaborated with another teacher to create curriculum, with her grade-level team to identify interventions for

struggling students and weekly lesson plans, a coworker to present a website, and with a school-based team to identify strategies for involving students in the analysis of their own data. There was no shortage of collaboration in these observed teacher leadership activities.

The third theme that emerged from the analysis of the categorized observation data was that teacher leaders are respected by and have influence over their peers. All four participants had earned the respect of their peers because of their specific, applicable knowledge about instructional content, pedagogy, assessment, technology, and/or state and district initiatives. It was because of this knowledge, that they were able to demonstrate a positive influence over other teachers. Participants did not attempt to exert their influence in areas where they lacked the requisite knowledge or experience and in doing so, they were not viewed negatively by their peers. Table 12 provides a summary of the emergent themes for the observation data.

Table 12

Summary of Emergent Themes for Observations of Leadership Activities

Themes

T1: Teachers leaders are helpful and the focus of their efforts is beyond the four walls of their classrooms.

T2: Teacher leaders are collaborative.

T3: Teachers leaders are respected by and have influence over their peers.

Analysis of Documents

For this study, I used a content analysis (Merriam, 2009) to describe three types of documents in relation to their purpose, structure, content, and use. These documents included SSTP proposals from when the institutions applied for acceptance into the SSTP, annual reports submitted by the SSTP campus director, and 5-year evaluation reports submitted by both the campus director and the evaluation team. The proposals provided the blueprint for how the institution believed the SSTP would operate, the annual reports provided concise year by year updates on the implementation of the blueprint, and the evaluation documents provided evidence that the institution was meeting the SSTP requirements. The annual and the evaluation reports specifically provided insight into the activities and operations of the individual SSTP during the time the participants were students.

Proposal documents. The first type of documents that I analyzed included the proposals that Central College, the University of Southern State, and Winchester University (pseudonyms) submitted during the initial application process to become a SSTP college or university. The proposals offered the most detailed and explicit information about the intended structure of the individual SSTP. The proposals from these three institutions were included in this content analysis because the participants completed their education programs at these schools. Abby completed her degree at Winchester University, and Landon was enrolled at the University of Southern State. Because both Emma and Mackenzie attended Central College, only three colleges were included. These proposals were submitted to CERRA in 1999 or 2000, and they

contained a narrative and supporting documents related to the following criteria: (a) the existing teacher education program including confirmation of accreditation by the National Council for Accreditation of Teacher Education (NCATE), (b) the assignment of the SSTP campus director, (c) the establishment of the SSTP advisory committee, (d) financial aid considerations for SSTP, (e) plans for recruitment and admission of SSTP members, (f) public relations, (g) stakeholder communication plans, (h) SSTP program activities, (i) plans for leadership development of SSTP members, (j) procedures for providing advising and counseling to SSTP members, (k) public school partnerships, (l) technology instruction, (m) faculty development, (n) accountability measures, (o) innovation and reform plans, (p) new initiatives, (q) a SSTP budget, and (r) letters of support. Initially these proposals were reviewed by an outside team of evaluators who made recommendations to the CERRA Board of Directors about allowing the institution to start a SSTP on campus.

Annual reports. The second type of documents that I analyzed were annual reports from the three SSTP institutions. The campus director was required to submit these annual program reports on a yearly basis to CERRA. The reports included concise updates on 16 of the 17 criteria included in the proposal. Because the proposals provided a blueprint for how the institution intended to implement the SSTP, the annual reports provided information about how the SSTP actually operated during the previous year. The purpose of these reports was to encourage the institution to inform CERRA of new initiatives or changes in meeting a program requirement. Descriptions of leadership development and cohort activities were always included. Annual reports from

Winchester University for the academic years 2004-2008, the years the Abby was enrolled, were examined. Annual reports from the University of Southern State, Landon's university, for the years 2004-2007 were also analyzed. Although Landon was enrolled through spring semester 2008, CERRA was unable to provide an annual report for the 2007-2008 academic year. Annual reports from Central College for the academic years 2004-2007 and 2008-2009 years were reviewed. Mackenzie started her college career at Central College in 2004 and Emma started in 2005 at the same college. This difference in initial years in the program necessitated the review of 5 years' worth of reports. Central College conducted a formal evaluation in 2007-2008. Institutions were not required to submit annual reports during their year of formal review so an annual report was not available for this period of time.

In relation to the annual reports from the three SSTP institutions, the reports from the University of Southern State and Winchester University remained relatively consistent while later reports from Central College indicated that more support and opportunities were added as the program progressed. In fact, the opportunities at Central College increased dramatically, beginning in 2006-2007. The consistency in programming at the first two institutions likely stemmed from the fact that one campus director was in charge of the program during the entire review period, which was not the case at Central College where three different individuals were assigned to the position of campus director over the reviewed period of time. The most consistent campus directory at Central College began her service in 2006-2007, the exact period where the reports indicated that the opportunities provided to SSTP members increased. Mackenzie

discussed this transition in program leadership during her initial interview. Her accounts match the findings from the annual reports. Emma likely was not as aware of the change because she started the program one year later than Mackenzie.

5-year evaluation reports. The third type of documents that I reviewed were the 5-year evaluation reports. The purpose of these documents was to provide the same information as the annual report, but in greater depth and with more supporting evidence. The evaluation reports included the evaluation team's account of the findings from on-site interviews with stakeholders and survey results from both graduates and current SSTP members. The SSTP program director used these evaluation reports for quality control. SSTPs that failed to provide quality programs as determined by CERRA were placed on probation, required to make specific program improvements, or risk losing the SSTP on campus. As previously stated, Central College was formally evaluated in 2007-2008, while both Emma and Mackenzie were students. Winchester University and the University of Southern State participated in their formal evaluations in 2009-2010 and 2010-2011, respectfully. Although Abby and Landon had already graduated, the evaluation report was focused on the previous 5 years of the program, which was the time when these participants were involved in the SSTP. For this reason, these evaluation reports were included in the document review.

Themes. The reason for including a content analysis of these documents in this study was to develop an understanding of legitimate peripheral participation (Lave & Wenger, 1991), situated learning (Lave & Wenger, 1991), and communities of practice (Lave & Wenger, 1991; Lieberman & Miller, 2004) within the individual institution's

SSTP. Knowing that teacher leadership development requires the knowledge of oneself as a teacher (Katzenmeyer & Moller, 2001), an understanding of the change process (Katzenmeyer & Moller, 2001); skills for leading others, including collaboration, facilitation, planning, and action and evaluation skills (Danielson, 2006; Katzenmeyer & Moller, 2001); and an opportunity for practice and feedback (Katzenmeyer & Moller, 2001), these various documents were mined for information related to these pre-determined topics. The program documents were also useful in corroborating or augmenting the statements that participants made during the interviews. Additionally, the documents provided supplementary information about the structure of the individual programs. Because participants were student members of the SSTP more than 4 years ago, it was possible that they either failed to remember or were unaware of the intent of certain events. These events may have assisted with the development of the cohort as a community of practice or in their own leadership development. The participants certainly would not have recognized events as examples of legitimate peripheral participation or situated learning so the program documents were crucial in aiding in the identification of these structures.

The content analysis for each type of document resulted in the identification of core consistencies or themes (Patton, 2002) within and across programs and relevant characteristics (Merriam, 2009) of individual programs. Within the program proposals, annual reports, and evaluation reports, the program leaders at all three SSTP colleges and universities intended to provide specific activities to aid cohorts in developing as a community of practice within the structure of the cohort, and they also planned to assist

the SSTP members in the development of their leadership skills. Based on the information included in the annual reports and the evaluation reports, the three SSTP institutions also placed an emphasis on providing opportunities for the members to practice and receive feedback on their leadership skills. No explicit evidence of attempts to assist the SSTP members in developing their knowledge of self as a teacher or an understanding of the change process was found in any of the program documents. For this reason, the knowledge of self criterion was excluded from this analysis. Similarly, it could be argued that the SSTP members developed an understanding of the change process simply by being members of the cohort as changes occurred. Because program documents do not explicitly address this criterion, an understanding of the change process was not incorporated into this analysis. Therefore, the themes that emerged from the program documents included (a) the development of a community of practice within the cohort structure that will be entitled cohort formation, (b) development of skills for leading others, and (c) opportunities to practice leadership and receive feedback. It is important to note that the development of leadership skills typically emerged from direct experience serving in a leadership capacity, and the feedback was informal in nature. This relationship between leadership development, practice, and feedback explains the inclusions of some activities in these two categories. In the following subsections, I relevant evidence from the program documents of all three SSTP institutions is presented according to each theme.

Cohort formation. According to the SSTP proposals, the activities designed to support the formation of the cohort at all three institutions included unique orientation

opportunities for SSTP members, SSTP specific classes for first-year students, monthly meetings, and some type of mentoring component. Educators at both Central College and Winchester University described additional SSTP clubs within their proposals. Winchester University educators also incorporated team building activities into the first-year student orientation activities and a trip designed to increase the cohesiveness of the cohort while the University of Southern State proposed a SSTP residential community designed for incoming first-year students.

Based on the information available in the annual reports, Central College approached the task of cohort formation through monthly informal gatherings and formal meetings (2004-2005), informal meetings (2005-2006) and monthly meetings and seminars (2006-2007). Educators at the University of Southern State were the most consistent in their approach to cohort formation. According to the annual reports from 2004-2007, the University of Southern State provided monthly SSTP meetings, a SSTP specific U101 course, and an opportunity for first-year students to select community housing as a means to develop and facilitate the formation of the SSTP cohort. The analysis of the Winchester University annual reports from 2004 through 2008 indicated that the institution was committed to forming and maintaining a cohort of SSTP members and that the campus director consistently reflected on this goal. According to the 2004-2005 report, the campus director recognized a need to “provide closer monitoring and mentoring of the freshman class” and indicated that she planned to “establish a stronger buddy system” while also increasing the amount of contact hours with this group. In support of this data, Lave and Wenger (1991) noted that legitimate peripheral

participation is a process whereby newcomers in a community of practice scaffold their own learning through the relationships they develop with the other members of the community. The campus director's comments indicate that she understood the importance of the relationships the first-year students developed with her and with their older SSTP peers. Later annual reports indicate a continued progression towards developing these relationships as the campus director added individual meetings with each first-year student in 2006-2007 and created a mandatory SSTP class in order to protect cohort meeting times. Cohort formation was also addressed through participation in a University 110 course designed for SSTP members, weekly individual SSTP cohort meetings and monthly program-wide meetings, and participation in collaborative service opportunities.

Central College was formally evaluated in 2007-2008. According to the evaluation team's report, the cohort was collegial. Surveys conducted with a sample of the SSTP graduates indicated that 80% of respondents believed that during their time in the program they were members of a small learning community while 100% of the then current SSTP members who responded to the survey believed they were an integral part of the SSTP community on campus. Of the SSTP participants who responded to the survey, 100% also indicated that the mentoring program within their SSTP provided them with the support they needed to be successful. Furthermore, survey responses about the three most valuable experiences that came from being a member of the SSTP included comments about the cohort structure of the program. Specifically, one anonymous respondent described the cohort as consisting of a group of individuals with similar

interests and passions. A sample of the faculty members was also surveyed as a part of this evaluation. They were asked to answer an open-ended question about the strengths of the SSTP. Responses included comments about the “community” created through the SSTP (n=2).

The University of Southern State was formally evaluated in 2009-2010. According to the evaluation report, the SSTP members viewed the relationships with the campus director and the other SSTP members as a critical component of the program. The evaluation team also remarked on these relationships and the community of learners. They further commended the campus director for helping students develop trust and rapport that allowed them to take risks related to their professional growth. The report also provided evidence that the campus director taught the SSTP section of U101 and that numerous students included this course believed the opportunity to participate in this course with other SSTP members was one of the three most valuable experiences they had as SSTP members. Surveys conducted with a sample of the SSTP members at that time indicated that 93% of the respondents believed they were an integral part of the SSTP community on campus, and 96% of the respondents agreed that other SSTP members attempted to “make them feel at home” when they started the program. Of the 25 open-ended responses to a question about the most valuable SSTP experiences, 23 of the then current SSTP members mentioned the university 101 course, the cohort, and/or the campus director. The surveyed program graduates also viewed the university 101 course and the cohort and/or the campus director as positive aspects of the program, and 32 of the 50 graduates who answered the open-ended question about the most valuable

SSTP experiences included one or more of these program components in their responses. A sample of the faculty and staff members who were also surveyed as a part of the evaluation was asked to answer an open-ended question about the strengths of the SSTP. One respondent believed that SSTP members were part of a “progressive and supportive learning community.”

Winchester University was formally evaluated in 2010-2011. According to the evaluation reports, members of the SSTP viewed their cohort as a family while the evaluation team commended the institution for the rapport that they believed existed among SSTP members and between these members and the campus director. Surveys conducted with a sample of SSTP members at that time indicated that 80% of respondents believed they were an integral part of the SSTP community while 87% believed that as first-year students, other members of the cohort attempted to make them feel comfortable within the group. Surveys conducted with a sample of the SSTP graduates indicated that 95% of respondents believed that their participation in the SSTP meant they were members of a small learning community. Anonymous survey responses from then current SSTP members revealed that the mentorship within the program, the like-mindedness of the cohort members, and the direct connection to older members of the SSTP were seen as some of the most valuable aspects of the program. When the same question was asked of a sample of Winchester University graduates, they responded in similar fashion, naming the campus director, the cohort experience, and the relationship between younger and older SSTP members as positive aspects of the program.

Landon was the only participant who specifically discussed the meetings or courses during his interview. Landon described both the University 101 course and the monthly meetings in a positive light. Abby, Emma, and Mackenzie referenced the meetings and courses as they discussed the communal aspects of the SSTP. The overall sense of community and belonging was more important to these three participants than the program structures that allowed for the creation of these emotional connections. Regardless of the emphasis placed on the events themselves, these program documents corroborated participants' statements about the value of the community of practice created through the individual programs.

Developing skills for leading others. Leadership development opportunities and experiences were also incorporated into the SSTP proposals. Central College educators described service internships and long-range goal development. University of Southern State educators provided the most specificity in relation to this topic by identifying opportunities such as facilitating activities during specific high school recruitment days, assisting with rural recruitment initiatives at satellite campuses, developing a SSTP list serve, and designing a sophomore experience as a teacher leadership development endeavors available to students. Winchester University educators provided the least specificity about leadership development opportunities, but they still addressed the desire to assist SSTP members with the development of leadership skills. The proposals corroborated some of the statements that participants made in their initial interviews. For example, Landon discussed the benefits of the SSTP University 101 course, and the plans for this class were included in the University of Southern State proposal. Similarly,

Mackenzie described her participation in a work study program, and the initial designs for this experience were included in the Central College proposal.

Mackenzie believed that the SSTP members at Central College had more opportunities to develop their skills related to leading others under the later campus directors, and this belief, based on the annual reports, was an accurate recollection. For example, in the section about opportunities to lead in the 2004-2005 annual report, the campus director indicated that SSTP members “serve as participants and leaders in a variety of organizations on campus ...and are academic leaders in the classes they take.” In the same section of the 2008-2009 annual report, the campus director indicated that the SSTP members served as representatives on the teacher education committee and the education student advisory committee, planned and executed recruitment days on campus, and began coordinating the SSTP cohort meetings. As previously stated, the activities and program components at the University of Southern State remained relatively constant. During each of the reviewed years, members of the SSTP cohort were provided opportunities to develop skills in leading others through the preparation and presentation of a display board at the University of Southern State College of Education showcase, service as elected officers, cohort representatives, and committee chairs within the program, and through tasks such as conducting the SSTP member records verification at the end of each semester. Even though Landon admitted that his coaching schedule kept him from assuming any of these roles, the annual reports provided evidence that these opportunities existed.

According to the Winchester University annual reports, the SSTP members were given opportunities to develop their skills to lead others through the expectation that they (a) collaborate with other SSTP members to develop and complete service learning projects, (b) elect class officers who then collaborated with the campus director to plan and facilitate meetings, keep minutes, take attendance, and monitor all funds raised, (c) participate on one committee every year, and (d) assume one leadership position within the SSTP during their time as a cohort member. In her initial interview, Abby discussed her role as chairperson of the constitution committee. The 2005-2006 annual report stated that the constitution committee was given the specific task of refining the constitution and presenting changes to the cohort for ratification. The 2006-2007 annual report indicates that "proposed changes to the Winchester University (pseudonym) SSTP (pseudonym) Constitution were presented at the March 2007 cohort meeting and will be ratified at the October 2007 cohort meeting." Beginning in 2006-2007 and continuing forward, the sophomore SSTP members were also required to produce and share formal group presentations on their trip to the Dominican Republic. Although this experience represented an opportunity to develop the leadership skill of collaboration, the sharing of presentations was also one that Abby remembered as a shared experience that helped the cohort to bond together.

The evaluation reports also provided further information about the ways the SSTP assisted members in developing leadership skills. According to the Central College evaluation report, 80% of graduate respondents said they assumed leadership roles during open house events at the college; 100% of graduate respondents indicated that they

developed leadership skills because of their participation in the program; 80% of graduate respondents reported that they were asked to collaborate with others while performing tasks within the program; and 100% of the then current SSTP members who responded to the survey indicated they were provided with opportunities to develop leadership skills. One anonymous respondent indicated that he/she learned to collaborate on developing consensus as a member of the SSTP while other anonymous respondents indicated that the best SSTP experiences included planning and facilitating both a high school recruitment day on campus and orientation for new SSTP members. A sample of the faculty and staff members were also surveyed as a part of the evaluation, and 84% of these respondents indicated that SSTP members they knew demonstrated leadership qualities. Faculty members were also asked to answer an open-ended question about the strengths of the SSTP. Responses included comments about the students involved in the program serving as campus leaders (n=1) and comments about the collaboration (n=2) that occurred between SSTP members. The evaluation report also provided further corroborating evidence of Emma's and Mackenzie's participation in specific events and their assumption of leadership roles such as the development of the conceptual framework for the education department (Mackenzie), participation on the teacher education committee and education student advisory committee (Emma), committee participation (Mackenzie named as communication committee member, Emma as historian), and developing and facilitating an event on campus focused on the corridor of shame (Mackenzie).

Activities included in the University of Southern State evaluation report that helped the SSTP members develop their leadership skills included (a) SSTP member organized supply drives for high-needs schools, (b) collaboration with SSTP members from two other institutions to plan, facilitate, and evaluate an education celebration in a high-needs district, (c) the coordination of a SSTP Relay for Life team, and (d) and assuming roles as elected officers, cohort representatives, and committee chairs within the program. Surveys conducted with a sample of then current SSTP members revealed that 100% of the respondents agreed that opportunities were available within the SSTP for them to develop leadership skills, while 93% of graduates who responded believed the SSTP helped them develop leadership skills. Anonymous survey responses from then current SSTP members and graduates indicated that opportunities to develop and practice their leadership skills were valuable experiences. A sample of the faculty and staff members were also surveyed as a part of the evaluation, and 100% of these respondents indicated that SSTP members they knew demonstrated leadership qualities. Landon described the governmental hierarchy created by the elected officers and committee structure of the University of Southern State SSTP in his initial interview. The evaluation report confirmed the existence of this structure, and the evaluation team listed both the hierarchy and the committees as a commendation.

The evaluation report also provide further information about the ways the SSTP at Winchester University assisted members in developing leadership skills such as collaboration and facilitation. According to the evaluation report, the SSTP at Winchester University was heavily reliant on the leadership of program members.

Members served as elected officers, committee chairpersons, and committee members. It was through this leadership that the work of the SSTP was completed. When surveyed, 96% of the sample of then current Winchester University SSTP members believed they were provided with opportunities to develop their leadership skills. When asked to name the three most valuable SSTP experiences, respondents identified brainstorming and solving problems as a group and gaining the confidence to assume leadership roles. Program graduates who responded to the survey validated the belief of current SSTP members because 100% of these respondents indicated the SSTP experience helped them to develop their leadership skills and 89% believed that they were given opportunities to collaborate with others through the SSTP. When asked to name the three most valuable SSTP experiences, one graduate identified working with the cohort to develop goals and activities as extremely valuable. A sample of the faculty and staff members were also surveyed as a part of the evaluation, and 100% of these respondents believed that the SSTP members they knew demonstrated leadership qualities. The evaluation report also served to corroborate several of Abby's statements during her initial interview. For example, the report included numerous references to the trip to the Dominican Republic and experiences with non-English speaking students, as well as Emma's suggested constitution revisions and the final version of the new constitution.

Opportunities to practice leadership and receive feedback. Only the University of Southern State educators, in their SSTP proposal, purported strategies to offer participants opportunities to practice their leadership skills and to receive structured feedback. Specifically, students were required to create portfolios of leadership

experiences and submit their portfolios to faculty mentors for review. This evidence of growth as leaders was also shared with peers. At all of the SSTP institutions, the development of leadership skills typically emerged from direct experience serving in a leadership capacity. Feedback on the majority of the participants' leadership experiences was informally structured and often occurred in the moment.

According to the annual report, in 2004-2005, SSTP members at Central College received the majority of their opportunities to practice their leadership skills and receive feedback through other organizations. The campus director reported that one SSTP member served as the student government representative and other members assumed leadership roles in other campus organizations. In 2005-2006, the campus director reported that 100% of the SSTP members were involved in other organizations. Emma was recognized in this report for having created an SSTP DVD as a part of her leadership project, although no additional information about the leadership projects was included. In her initial interview, Emma recalled collaborating with other SSTP members on the production of the video and identified this project as one aspect of the program she remembered most vividly. In 2006-2007, the Central College SSTP assumed greater responsibility for helping its members practice their leadership skills and receive feedback. The campus director noted, "Beginning in 2006-2007, the SSTP (pseudonym) members will select committees and take over the coordination and planning of meetings and activities with guidance from the director. Leadership among SSTP (pseudonym) members is becoming a focus for the group." Evidence of this new focus was found in the list of leadership opportunities provided to SSTP members during this period of time.

The campus director also noted that SSTP members planned and executed a recruitment day on campus, participated in the creation of a new conceptual framework for the education department, served on the teacher education committee and the education student advisory council, and assumed responsibility for updating the department website. In their initial interviews, Emma and Mackenzie mentioned most of these opportunities. In 2007-2008, Central College built upon the previous year's activities, and SSTP members assumed responsibility for planning and facilitating newly added cohort meetings. In her initial interview, Emma named this task as one of the leadership roles she assumed. The Central College annual reports document the growth that occurred within the SSTP as well as serving to corroborate the opportunities Emma and Mackenzie described.

According to the annual reports produced by the campus director at the University of Southern State, SSTP members were given multiple opportunities to practice their leadership skills and receive feedback on their efforts. These opportunities emerged when they were involved in the following: (a) served on a panel and worked as tour guides during a campus conference designed for middle school students, (b) served as hosts, greeters, and assistants during recruitment events on campus, (c) assumed roles as elected officers, cohort representatives, and committee chairs within the program, and (d) returned to their home schools to share information about the SSTP application and the program at the University of Southern State. SSTP students engaged in the previous list of activities each of the reviewed years. In 2004-2005, they also functioned as orientation leaders and operated as peer leaders on campus. In 2005-2006, SSTP

members presented SSTP and college life information at a conference designed for instructors of a state high school teacher recruitment class, served on the selection committee for state teacher of the year, and assumed the role of master of ceremonies at the state teacher of the year event. Finally, in 2006-2007, SSTP students once again presented SSTP and college life information at a conference designed for the instructors of a state high school teacher recruitment class and ran the registration table and assisted with technology during the University of Southern State elementary education showcase. During his initial interview, Landon discussed the leadership roles his peers assumed within the SSTP, and the annual reports provided documentation that the opportunities did exist.

According to the Winchester University annual reports, the SSTP members were provided with opportunities to practice their leadership skills and receive feedback on their efforts as they participated in the following: (a) collaborated with other SSTP members to develop and complete service learning projects, (b) served as class officers and collaborated with the campus director to plan and facilitate meetings, keep minutes, take attendance, and monitor all funds raised, (c) participated on one committee every year, and (d) assumed one leadership position within the SSTP during their time as a cohort member. The reports also indicated that the vice-president of the sophomore class presided at the first-year student cohort meetings until January when the first-year student president was elected. This delay created an opportunity for first-year student officers to learn their roles through situated learning and legitimate peripheral participation. Even though there is no stipulation that the campus director require feedback on leadership

practice, the Winchester University annual reports describe committee activities in which the campus director would have had the most opportunities to provide feedback.

Specifically, these activities included assisting the campus director with the regional interviews that served as a portion of the identification process for new SSTP members, collaborating with the campus director to plan and facilitate the SSTP orientation for new members, and aiding the campus director in preparing for the sophomore experience in the Dominican Republic. These opportunities were consistently offered over the reviewed years.

The evaluation reports also provide further information about how SSTP provided members with opportunities to practice their leadership skills and receive feedback on their efforts. According to the Central College evaluation report, 80% of graduate respondents agreed that the campus director facilitated his/her personal and professional growth. Eighty percent of the graduates also agreed that the campus director was available for advice and guidance. In terms of opportunities to practice their leadership, 80% of the graduate respondents believed that they were given more responsibility within the education program than other non-SSTP students. The evaluation report explicitly described SSTP members' involvement in the development of the curriculum for the Education 101 course and coordination of a cookout for potential education majors. The campus director maintained files on each SSTP members' leadership activities.

Opportunities to practice leadership skills and receive feedback were also included in the SSTP at the University of Southern State. According to the evaluation report, 90% of graduate respondents agreed that the campus director facilitated his/her

personal growth, and 95% believed the campus director facilitated his/her professional growth. Ninety-one percent of the graduates also agreed that the campus director was available for advice and guidance. An anonymous response from a SSTP graduate about the three most valuable experiences stated that his/her time serving as president and vice-president of the program allowed him/her to develop leadership skills. The campus director testified in the evaluation report that “The SSTP (pseudonym) at the University of Southern State (pseudonym) could not function without the leadership of its executive board and various committees.” In terms of opportunities to practice their leadership, the evaluation report included an explicit description of the SSTP members’ collaboration with the campus director, dean of the college of education, and staff from the office of student services to create and share a presentation on campus life, the SSTP, and specific degree programs with incoming students and their parents. The University of Southern State SSTP members also collaborated with SSTP members from two other programs to host an education celebration for students and parents in a local high-needs district. SSTP members also created presentations on education topics that the campus directors reviewed and gave specific feedback.

Educators at Winchester University also included opportunities for SSTP members to practice leadership skills and receive feedback as a part of their program. According to the evaluation report, 93% of graduate respondents agreed that the campus director facilitated his/her personal growth, and 98% indicated the campus director facilitated his/her professional growth. Ninety-eight percent of the graduates also agreed that the campus director was available for advice and guidance. An anonymous response

from a then current SSTP member about the three most valuable experiences included a statement about being mentored by the SSTP campus director. In terms of opportunities to practice their leadership, the evaluation report included a description of how the Winchester University members collaborated with SSTP members from two other programs to host an education celebration for students and parents in a local high-needs district. As previously described, SSTP members created presentations on education topics, and the campus director reviewed these presentations and provided specific feedback.

Table 13 provides a summary of the themes that emerged from the content analysis of the documents.

Table 13

Summary of Emergent Themes from Content Analysis of Documents

Themes

T1: SSTP institutions placed considerable emphasis on the development of a community of practice within the cohort structure.

T2: SSTP focused on development of specific skills necessary for leading others, including collaboration, facilitation, and planning skills.

T3: SSTP members were provided with opportunities to practice their leadership skills and receive feedback.

Analysis of Archival Records

Archival records included the data from the 2008 and 2009 senior surveys. During the time the study participants were members of the SSTP, senior surveys were deemed an appropriate method of program evaluation. Anonymous surveys were administered to SSTP seniors in the late spring to guarantee that all students had exposure to the program in its entirety. Participants for this study who started their SSTP careers in 2004 or 2005 may have completed the 2008 or 2009 survey. The SSTP staff at CERRA did not originally disaggregate data from the senior surveys. Therefore, the findings include the beliefs of graduates from SSTP institutions not included in this study. For the 2008 survey, 16 total respondents were included, with 44% of the respondents participating in the program at the University of Southern State (n=4) and Winchester University (n=3). No participants from Central College participated in this survey. For the 2009 survey, 12 total respondents were included, with 58% of the respondents participating in the program at Central College (n=2), the University of Southern State (n=1) and Winchester University (n=4).

Senior survey data were analyzed in relation to pre-determined criteria, which included evidence of cohort formation, leadership skill development, and opportunities to practice and receive feedback on leadership skills. In 2008, 87% of the seniors indicated that their SSTP experience helped them to develop leadership skills, and 93% of the seniors considered themselves as potential teacher leaders. When asked about leadership positions that they assumed, 75% of the seniors were able to name at least one specific position. In addition, 81% of the 2008 seniors denoted the SSTP on their campus as a

small community of learners. In 2009, 91% of the seniors indicated that their SSTP experience helped them to develop leadership skills. Again in 2009, 91% of the seniors revealed they considered themselves as potential teacher leaders. When asked about leadership positions that they assumed, 92% of the seniors were able to name at least one specific position. In addition, 75% of the 2009 seniors denoted the SSTP on their campus as a small community of learners.

This archival record data reinforces the emergent themes from the content analysis of the program documents. Although the questions may have been phrased differently, the evaluation surveys and the senior surveys addressed many of the same topics, including the function of the SSTP cohort as a community of practice and the development of leadership skills. The results pertaining to these topics were similar, even though the senior surveys were sent to participants from all of the SSTP colleges and universities. Even though it is not possible to determine if the same students responded to the evaluation and senior surveys or if the study participants completed any of the surveys, an analysis of these archival records was included as additional support for the established themes.

Discrepant Data

Discrepant data are defined as data that challenges the theoretical propositions of a case study (Yin, 2014). The theoretical proposition for this study was that a community of practice, such as the SSTP, prepares college graduates to become teacher leaders. Analysis of the data collected for this study supported the theoretical proposition because all four participants were provided with opportunities to develop their leadership skills

and receive feedback on these skills. Participants discussed leadership opportunities that were offered to them through the SSTP, and program documents and archival records served to corroborate and augment participants' memories.

Discrepant data that challenged the theoretical proposition for this study was limited. One possible discrepancy might be the varying levels of participation and the nature of the leadership that participants assumed within the SSTP. Emma and Mackenzie attended a significantly smaller college and SSTP, while Abby and Landon participated in two of the largest SSTPs in the state. The sheer size of the cohorts may also have limited the number of leadership opportunities available to each SSTP member. For example, the Winchester University annual reports indicated that members were expected to assume one leadership position within the SSTP during their time as cohort members while Central College program documents included references that indicated individual members were expected to assume multiple roles. Even though data analysis supports the theoretical proposition for this study, participants struggled to self-identify as leaders. This finding emerges as a continuous problem in both the research literature and the results of this study and indicates the need for the education profession to establish a consistent definition of teacher leadership

Evidence of Trustworthiness

Trustworthiness in qualitative research is important because it determines the credibility and dependability of the findings in relation to real-world application and consequences. Practitioners and other researchers may use results and recommendations from a study to inform their practice and to determine topics for future research.

Therefore, these results and recommendations often have an impact on the lives of others. Issues of trustworthiness in this qualitative research were addressed by implementing various strategies to enhance the credibility, transferability, dependability, and confirmability of this qualitative research. The sections below describe the specific strategies used to increase the trustworthiness of this study.

Credibility

The credibility for this study was defined as the congruence between the findings and reality (Merriam, 2009). Credibility was established through the use of the strategy of rich, thick description to describe the setting, the participants, and the findings of this study. In addition, data collection and analysis procedures and reflections were documented in a research journal as part of an audit trail. Multiple data sources were also triangulated. The strategy of member checks was also used by asking participants to review the tentative findings of this study for their credibility (Merriam, 2009).

Transferability

Transferability refers to the generalizability of the study's findings (Merriam, 2009). One of the strategies that I used to improve the transferability of this study was maximum variation sampling, which encouraged greater applicability across different settings. During the sampling process, I created a matrix which included criteria such as the graduate's cohort year, college/university attended, gender, ethnicity, current school assignment, school report card data, school population served, and school designation as rural, urban, or suburban. I then selected four diverse participants from the group of graduates who indicated their willingness to participate. Transferability was also

improved by using the strategy of rich, thick description to present the setting, participants, data analysis procedures, and findings.

Dependability

Dependability deals with issues of quality and integrity (Miles et al., 2014) and is defined as consistency between collect data and the identified results (Merriam, 2009). The dependability of this study was established through the use of several strategies. These strategies included developing methodological congruence of the study design, a detailed description of the research methods, data triangulation, and the creation of an audit trail.

Confirmability

Confirmability or objectivity “can be framed as one of relative neutrality and reasonable freedom from unacknowledged researcher biases or at the minimum, explicitness about the inevitable biases that exist” (Miles et al., p. 311). The confirmability of this study was enhanced through the explicit description of and strict adherence to data collection and analysis protocols, the use of a researcher journal, the consideration of rival theoretical propositions, and disclosure about my role with the SSTP. I maintained a research journal to record my reflections, concerns, uncertainties, and next steps that emerged during the data collection and analysis. The research journal aided the reflection process and therefore encouraged researcher objectivity.

Results

The results of this study are presented and analyzed in relation to the central and related research questions. The related research questions are presented first because the central research question serves as a synthesis of the key findings for this study.

Related Research Question 1 asked, *How do SSTP graduates define teacher leadership?*

The key finding is that graduates of the SSTP struggled to provide a concise definition of teacher leadership, choosing instead to identify titled roles and specific attributes, such as having the respect of and influence over peers and being helpful, as examples of teacher leadership. Both observation and interview data supported this finding. During the initial interview, Abby and Mackenzie both articulated their difficulty in defining teacher leadership. Emma paused for an extended period of time before responding to the interview question. Abby described teacher leaders as having a “voice” others respond to because of their respect for them, while Emma, Mackenzie, and Landon used the term “role model” in their descriptions of teacher leaders. These responses relate to the respect others have for teacher leaders as well as the influence these educators have over their peers. When participants were asked to identify leadership activities for the observations, they all selected activities where they assumed a titled leadership role such as curriculum writer, presenter, or committee member or situations where they assisted others and demonstrated the influence they had over others’ decisions related to curriculum, assessment, pedagogy, school initiatives, or technology. These findings indicate the necessity for educators to develop a definition of

teacher leadership that encompasses the attributes, roles, and foundational goals of teacher leaders.

Related Research Question 2 asked, *What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills?*

Two key findings emerged for this related research question. The first key finding was that SSTP graduates viewed formal leadership as titled leadership roles and informal leadership as leadership tasks. During the interviews, Abby identified specific formal leadership roles such as department chairperson, technology lead teacher, and literacy coach while Mackenzie named trainers and presenters as formal leaders. Emma and Landon described informal leadership as additional tasks outside of instruction that teachers assume simply so that the school functions at its highest capacity or that school events operate efficiently. SSTP graduates also identified mentors, curriculum writers, committee members, and club advisors as leadership roles. SSTP graduates viewed teacher leaders as possessing communication, decision making, problem solving, and collaboration skills. Collaboration skills emerged most often in participants' responses.

The second key finding was the leadership skills and roles identified by the SSTP graduates correspond directly with Danielson's categories of leadership skills. Multiple questions within the initial and follow-up interviews supported this finding. In terms of Danielson's categories of leadership skills, communication, decision making, and problem solving skills are all examples of facilitation skills. The formal and informal leadership roles that SSTP graduates identified required teacher leaders to possess

collaboration, facilitation, planning, action, and evaluation skills. These findings add to current understanding of teacher leadership in that they demonstrate how titled roles are viewed as formal leadership while informal leadership is often more respected by members of the profession. Mackenzie articulated this belief by noting, “Some of the people who are in a leadership role don’t always act the way teacher leaders should or do the things that teacher leaders should do. Some do, some don’t.” Abby mirrored Mackenzie’s thoughts when she stated, “Some people have a defined role as a teacher leader and they are not as effective. I don’t always feel that the person and the role match.” These statements indicate that the identification of teacher leaders is often based on actions, not titles, which is an important consideration in the advancement of knowledge about teacher leadership.

Related Research Question 3 asked, *What characteristics or attributes do SSTP graduates believe teacher leaders possess and how does these characteristics or attributes compare to Danielson’s dispositions of teacher leaders?*

The key finding is that SSTP graduates believed that teacher leaders possess specific characteristics or attributes that include being competent, effective, respected, and influential educators who demonstrate a willingness to assist others and go above and beyond expectations. Multiple questions within the initial and follow-up interviews supported this finding. Participants expressed a belief that teacher leaders are interested in improving education for all students, not only the students they serve. As a result of this conviction, teacher leaders often assume additional tasks or roles without compensation, as Landon noted. Many of these tasks and roles support other teachers.

Some additional and specific characteristics and attributes of teacher leaders that participants identified included optimism, passion, energy, open-mindedness, humility, helpfulness, and perseverance. Even though the terminology that participants used to describe the characteristics and attributes of teacher leaders is not an exact match to Danielson's terminology, many of the core constructs are similar. Danielson identified nine dispositions of teacher leaders, and participants alluded to five of these dispositions, including a deep commitment to student learning, optimism and enthusiasm, open-mindedness and humility, perseverance, and a willingness to work hard. Participants were most comfortable describing teacher leaders or the concept of teacher leadership using characteristics and attributes of teacher leaders as evidenced by the fact that these type of responses were included regardless of the question asked. For example, one of the initial interview questions asked participants to identify the roles that teacher leaders with whom they were the most familiar assumed. Even though participants identified some roles, all four participants used this opportunity to further describe the persona of these teacher leaders. This finding is an important addition to the current understanding of teacher leadership because the identified personas creates a set of criteria that may be used to assess leadership potential at the preservice, novice, and even experienced teacher levels.

Related Research Question 4 asked, *How do SSTP graduates view themselves as teacher leaders?*

The key finding is that SSTP graduates view themselves as teacher leaders in relation to being humble, helpful, positive, and having influence over others' thoughts

and actions. Interview data, especially from initial interview question six, supported this finding. Landon explained that he hoped others would see him as a positive role model and recognized that he “need(s) to lead by example.” Landon expressed a belief that his positivity, relationships with others, and everyday behaviors influenced the thoughts and actions of the students and teachers at the high school where he was employed. Emma struggled to discuss her own leadership qualities. After some hesitation, Emma eventually described herself as helpful and stated, “No matter what it is, when they (other teachers) call me, if I can’t troubleshoot it with them right now right whenever it happens, they know that I will come to them when I am available and I will help.” Further evidence for this key finding was found in Mackenzie’s interview when she stated, “My willingness to help other teachers with technology led to me being asked to take on the role of technology lead teacher. I am not an expert and don’t pretend to know everything. I am just willing to try and help.” This finding adds to the current research on teacher leadership because it provides insight into how the education profession may assist educators in self-identifying as teacher leaders. By first recognizing the leadership attributes identified by the study participants, educators may be able to encourage teacher leaders to identify other leadership attributes in themselves.

Related Research Question 5 asked, *What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?*

The key finding is that graduates of the SSTP assumed a multitude of formal and informal leadership roles, which demonstrated the contextual aspect of leadership. Both interview and observation data supported this finding. The formal roles that participants

assumed included school improvement council member, committee member, curriculum writer, club advisor, technology lead teacher, webmaster, presenter, mentor, and role model. Informal roles included resource provider, department representative, and event staff. The leadership each participant demonstrated was highly contextual based on available opportunities, the school and district where the participant was employed, and the participant's certification. For example, Landon's leadership roles as a physical education teacher and coach at the high school level were considerably different from Emma's leadership roles as a social studies teacher at the elementary level. Landon served primarily as a department representative and role model while Emma worked as a curriculum writer, presenter, school improvement member, club advisor, and event staff member. Landon's coaching schedule prohibited his participation in additional projects. It also important to note the value participants placed on formal and informal roles they assumed. They viewed their formal leadership roles as having greater credibility and importance than their informal roles and tasks. This finding is important because it provides some of the information necessary to develop a teacher leadership continuum that progresses from informal to formal leadership roles without diminishing the importance of any of the roles.

Related Research Question 6 asked, *How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?*

The key finding is that the SSTP graduates attributed some of their development as teacher leaders to the peripheral participation and situated learning components of the

SSTP. Interview data, program documents, and archival data supported this finding. Participants regarded peripheral participation as the social and emotional benefits of the cohort structure and situated learning as the unique opportunities provided to members of the SSTP. During the initial interview, Abby recalled the emotional support that came from the cohort and stated, “The first thing that comes to mind is the cohort, the idea of having a core group of people my own age, who were interested in the same things, and wanted to reach the same goals.” Emma described the supportive role the older SSTP members assumed by noting, “They helped me with knowing where to go to for my classes. They helped me know the professors. . . .I mean, anything, any questions I had, they were helpful.” In terms of situated learning components, Mackenzie remembered planning and facilitating a recruitment day for high school seniors and recognized this unique opportunity as a benefit of membership in the SSTP. Landon recollected the SSTP meetings, noting that this specific program requirement prepared him for the responsibilities he would undertake during faculty meetings. Program documents and archival records also referenced the program structure and specific program components as supporting peripheral participation and situated learning. According to these data sources, the individual SSTP provided unique orientation experiences, SSTP classes, monthly meetings, mentoring components, trips, and opportunities to practice leadership skills and receive feedback as ways in which peripheral participation and situated learning were embedded in the program. This finding adds to the accumulated knowledge on the topic of teacher leadership by confirming the benefits of peripheral

participation and situated learning in leadership development programs for preservice teachers and also providing explicit examples of these unique components.

Related Research Question 7 asked, *What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller?*

The key finding is that the SSTP provided instruction through peripheral participation and situated learning about skills for leading others and afforded its members opportunities to practice their leadership skills and receive feedback on their effectiveness. Data from the program documents supported this finding. Plans for leadership development opportunities were incorporated into the SSTP proposals, and descriptions of the opportunities that actually occurred were included in the annual and evaluation reports. The effectiveness of these experiences was also included in the evaluation reports. For example, in their SSTP proposal, the educators at the University of Southern State indicated that students would facilitate activities during high school recruitment days, assist with rural recruitment days, and participate in a SSTP specific U101 course. In the annual reports, the campus director explained how SSTP members were tasked with developing a display and presenting this display at the annual College of Education showcase; were elected as officers, cohort representatives, and committee chairs; participated in the U101 course; and conducted SSTP member records verification at the end of each semester. These events were included in each of the reviewed annual reports. The evaluation report was significantly more detailed than the annual report and as such included descriptions of additional leadership development activities. Surveys

conducted with a sample of then current SSTP members and included in the evaluation report indicated that 100% of the respondents agreed that opportunities were available within the SSTP for them to develop leadership skills while 93% of the graduates who responded to the evaluation survey said the SSTP helped them develop leadership skills. The data related to opportunities to practice leadership skills and receive feedback were presented in the same manner. No explicit evidence of attempts to assist SSTP members in developing their self-knowledge as teachers or an understanding of the change process were found in any of the program documents, although Katzenmeyer and Moller (2001) included these topics in their leadership development requirements. This finding is an important addition to the current understanding of teacher leadership in that it provides evidence that components of teacher leadership can be effectively taught at the preservice level. This finding also provides a topic for further study because two of the topics that Katzenmeyer and Moller identified as necessary in the development of teacher leaders were not explicitly included in the SSTP.

The central research question asked, *How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?*

The key finding was that the SSTP prepares college graduates to be teacher leaders by providing them with unique situated learning opportunities focused on education topics and the development, practice, and refinement of skills necessary for leading others while also offering peripheral participation in the program and the education profession. All of these activities and opportunities occurred while students were completing their preservice teacher preparation programs. Data from the

interviews, observations, program documents, and archival records supported this finding. Situated learning connects the knowledge to be acquired with the social context in which the learning occurs. In this study, SSTP members were provided with a unique opportunity to gain an understanding of education issues and develop their skills for leading others in the safe environment created by the SSTP cohort. SSTP members participated in these learning opportunities together, struggled to overcome challenges presented by their learning together, and eventually resolving these challenges. For example, Abby fondly described the Winchester University sophomore SSTP trip to the Dominican Republic. According to the program documents, Winchester University developed this experience to reinforce the learning that SSTP members experienced about teaching students for whom English was not their primary language. Abby recalled, “We were together all of the time for this experience. ...Many of us were uncomfortable because we didn’t speak Spanish and because we were staying with a host family for the week. It was a shared experience, a personal experience so I think that help us bond.” Later in the initial interview, Abby stated that the SSTP created “consistent, shared experiences” which served as “touchstones” for members. In another interview example, Mackenzie described her role as a leader on a school committee tasked with training and orienting new staff members on a specific school curriculum. During one of the observations, Mackenzie conducted a professional development activity for the entire faculty at the school where she worked. Yet Mackenzie described herself as shy in the initial interview, which appears to be in contrast to the roles she assumed. Mackenzie explained this discord in her initial interview when she stated, “I’m

shy, but I am not afraid to present in front of a group. I think this confidence comes from being in the SSTP (pseudonym). I've done a good bit of presenting.” Presenters often employ skills for leading others such as planning, facilitating, action, and evaluation skills. Program documents from Mackenzie's alma mater, Central College, provided numerous examples of her participation in specific events and assumption of leadership roles. In her interviews, Mackenzie described her presentations at the school, district, and state level.

The peripheral participation aspect of the SSTP allowed members to learn about the program and the education profession as newcomers who were mentored and supported by older members. As these newcomers became more confident and knowledgeable about the program, they were afforded additional opportunities and expected to assume more complex roles, including leadership, within the SSTP. In her initial interview, Emma was asked to think about her experience as a SSTP member and identify the aspects of the program that she remembered most vividly. Emma recalled how the older SSTP members at Central College assumed active roles during her orientation and how she was involved in welcoming new members into the cohort. Specifically Emma noted, “I remember the upperclassman who actually were there (at orientation) that night. ... we built community ... And I also remember how we made videos together to try to introduce new fellows who were coming in ... We would do things to try to welcome them into our group.” In Central College's evaluation report, the evaluation team noted the collegiality of the cohort and that 100% of the then current SSTP members who responded to the survey believed they were an integral part of the

SSTP community on campus while 100% indicated the mentoring program provided them with the support they needed to be successful. According to the program documents for Winchester University, the vice-president of the sophomore class presided at the first-year student meetings until January when the first-year student president was elected. This delay created an opportunity for first-year student officers to learn their roles through both situated learning and peripheral participation. A final example of the impact peripheral participation had on the SSTP was found, again, in the Winchester University program documents. In the 2004-2005 report, the campus director recognized a need to “provide closer monitoring and mentoring of the freshman class” and indicated that she planned to “establish a stronger buddy system.” Later annual reports showed the continued progression in the support of new SSTP members. Surveys conducted as a part of the formal evaluation at Winchester University indicated that then current SSTP members viewed the mentorship within the program and the direct connection to older members of the SSTP as some of the most valuable aspects of the program.

The finding that the SSTP prepares college graduates to be teacher leaders by providing them with unique situated learning opportunities and peripheral participation in the program and the education profession is a crucial addition to the existing understanding of teacher leadership. This finding, and the data which supports it, provides a framework for leadership development that may be duplicated in preservice teacher preparation programs across the country. This finding also indicates that teaching leadership skills at the preservice level is possible.

Table 14 is a summary of the key findings or results of this study in relation to the research questions.

Table 14

Summary of Results

<i>Research Questions</i>	<i>Findings</i>
RQ 1: How do SSTP graduates define teacher leadership?	Struggling to define teacher leadership Identifying titled roles and attributes as examples of teacher leadership
RQ 2: What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills?	Viewing formal leadership as titled leadership roles and informal leadership as leadership tasks Identifying leadership skills that correspond directly with Danielson's categories of leadership skills
RQ 3: What characteristics or attributes do SSTP graduates believe teacher leaders possess and how does these characteristics or attributes compare to Danielson's dispositions of teacher leaders?	Believing that teacher leaders possess specific characteristics or attributes that include being competent, effective, respected, and influential educators who demonstrate willingness to assist others and go above and beyond expectations
RQ 4: How do SSTP graduates view themselves as teacher leaders?	Viewing themselves as teacher leaders in relation to being humble, helpful, positive, and having influence over others' thoughts and actions
RQ 5: What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?	Assuming formal and informal leadership roles that demonstrate contextual aspect of leadership
RQ 6: How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?	Attributing development as teacher leaders to peripheral participation and situated learning components of SSTP
RQ 7: What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller?	Providing instruction through peripheral participation and situated learning about skills for leading others and affording members opportunities to practice leadership skills and receive feedback on effectiveness

CRQ: How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?

Providing unique situated learning opportunities focused on education topics and development, practice, and refinement of skills necessary for leading others and offering peripheral participation in SSTP and education profession

Summary

This chapter was about the results of this study. This chapter included a description of the setting, participant demographics, the data collection process, and the data analysis process. Analysis of interview data was first conducted at the level of the individual interview questions, and analysis of observation data was conducted in relation to specific leadership skills criteria. A content analysis of program documents was conducted, which involved describing the purpose, structure, content, and use of each document type. The constant comparative method (Merriam, 2009) was used to determine emergent themes and discrepant data, which informed the findings or results for this study in relation to the central and related research questions. Evidence of trustworthiness for this qualitative research was discussed in relation to specific strategies that were used. Chapter 5 of this dissertation includes an interpretation of the findings, a discussion of the limitations of the study, recommendations for future research, an examination of the implications for social change, and a conclusion.

Chapter 5: Discussion, Recommendations, and Conclusions

The purpose of this study was to explore the impact of the community of practice within the SSTP on the development of teacher leaders. I used a qualitative approach and a single, embedded case study design. The SSTP served as the single case or unit of analysis for this study, and each graduate ($N=4$) of the SSTP represented an embedded unit of analysis within the case. A case study design was appropriate because the purpose of this study was to describe a social phenomenon, which was the development of teacher leaders within the SSTP, without divorcing this phenomenon from its real-life context (Yin, 2009). In addition, Yin (2009) maintained that case study research requires an inductive inquiry beyond isolated variables and the collection of data from multiple sources in order to present a richer picture of the phenomenon under investigation. In order to understand the impact of the community of practice found in the SSTP, an in-depth, real-world examination of the phenomenon that included multiple perspectives was conducted. Triangulation of multiple data sources, which is the essence of case study design, provided the depth necessary to develop an understanding of the impact of a community of practice on the development of teacher leaders. In this study, I addressed the research gap related to teacher leadership because I provided findings about the impact of a teacher leadership development program at the preservice level.

The key findings of this study are that the SSTP provided its members with situated learning opportunities focused on education topics and the development and practice of skills necessary for leading others. The members of the SSTP were afforded opportunities to receive feedback on their effectiveness as leaders and, through this

process, were able to refine their skills. Peripheral participation in the program and the education profession was another aspect of the SSTP that encouraged the development of teacher leaders. As a first-year student, new SSTP members were indoctrinated into the program and mentored by program leaders and older SSTP members. As they progressed through the SSTP, these newcomers assumed additional tasks and assumed leadership roles. The graduates of the SSTP attributed some of their development as teacher leaders to both the peripheral participation and situated learning components of the SSTP. As practicing teachers, graduates struggled to provide a concise definition of teacher leadership and instead offered examples of teacher leadership. These examples included titled leadership roles, which they viewed as formal leadership, and attributes of teacher leaders. The SSTP graduates viewed informal leadership as leadership tasks and placed less importance on these tasks, even though they also believed that members of the profession respected teachers who assumed informal leadership roles more than teachers who assumed formal leadership roles. The SSTP graduates also believed that teacher leaders possess attributes, such as competency, effectiveness, respect, and influence over others. Additionally, the participants viewed teacher leaders as educators who demonstrate a willingness to assist others and go above and beyond expectations. In addition, the SSTP graduates believed that teacher leaders possess a set of skills that correspond directly with Danielson's categories of leadership skills, which include collaboration, facilitation, planning, action, and evaluation. Participants also resisted self-identifying as teacher leaders. Instead, they viewed themselves as teacher leaders in relation to attributes, such as being humble, helpful, positive, and having influence over

others' thoughts and actions. Thus, the SSTP graduates assumed a multitude of formal and informal leadership roles, which supported the contextual aspects of leadership.

Interpretation of Findings

The findings of this study are interpreted in relation to the literature review and the conceptual framework as presented in Chapter 2. The findings for the related research questions will be interpreted first followed by the findings for the central research question, which is a synthesis of the findings for the related research questions.

Defining Teacher Leadership

The first related research question asked the following: How do SSTP graduates define teacher leadership? The key finding related to this question was that the graduates of the SSTP struggled to provide a definition of teacher leadership, choosing instead to identify titled roles and attributes, such as having the respect of and influence over peers and being helpful, as examples of teacher leadership.

Current researchers have supported this finding. York-Barr and Duke (2004) completed a review of 140 sources covering 20 years of research on the topic of teacher leadership and concluded that a definition for teacher leadership had yet to be determined. More recently, Kiranh (2013) explored the expectations and perceptions of teacher leadership that primary school teachers and principals held. Although literature on the topic of teacher leadership can be found, Kiranh noted that no single accepted definition of teacher leadership currently exists. This lack of an accepted and well-communicated definition may explain why participants in this study struggled to provide a concise definition and instead identified titled roles that teacher leaders assumed and

attributes that they displayed. In other research, Hanuscin et al. (2012) asked science educators in Missouri to define teacher leadership and found that instead of a definition, these educators described personal qualities or knowledge and skills related to leadership. Personal qualities included being selfless, collaborative, accountable, trustworthy, reflective, sensitive, and having a positive attitude. Knowledge or skills for leadership included organization, decision making, and facilitative skills; expertise and confidence; and an ability to make a difference and motivate others. In a case study on teacher leader development, Bradley-Levine (2011) discovered that teachers equate leadership with authority and position. This finding supports the inclusion of titled roles in the description of teacher leadership.

Identifying Teacher Leadership Skills and Roles

The second related research question was the following: What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills? Two key findings emerged for this research question. The first key finding was that SSTP graduates viewed formal leadership as titled leadership roles and informal leadership as leadership tasks. The second key finding was the leadership skills and roles that SSTP graduates identified corresponded directly with Danielson's (2006) categories of leadership skills.

Current researchers supported the first finding about formal and informal leadership roles. Muijs, Chapman, and Armstrong (2013) sought to determine if novice teachers who participated in the Teach First programme (sic) assumed teacher leadership roles. Muijs et al. found that formal leadership consisted of positional or titled leadership

such as department chairperson or gifted and talented education coordinator while informal leadership roles involved distributed leadership opportunities related to tasks or initiatives. These formal leadership roles and informal leadership tasks that Muijs et al. identified corresponded with the roles and tasks that participants described in this study. Hanuscin et al. (2012) examined the viewpoints of ninth grade physics teachers and found that leadership is usually associated with holding a position such as department chairperson, although teachers participated in informal leadership whenever they exerted influence over the decisions and actions of their peers or made a positive difference in their school.

In relation to the second finding, Danielson's (2006) categories of leadership skills include collaboration, facilitation, planning, action, and evaluation skills. Researchers have supported the inclusion of these skills in a teacher leader's repertoire of proficiencies. Emira (2010) sought to determine how Egyptian teachers defined teacher leadership and the impact years in the profession had on their opinions. Emira found that the majority of participants named collaboration as a skill teacher leaders possessed. Hanuscin et al. (2012) also determined that science teachers in Missouri defined teacher leadership as knowledge or skills for leadership, including organization skills or collaboration skills, decision making or action and evaluation skills, and facilitative skills.

Identifying Teacher Leader Attributes

The third related research question was the following: What characteristics or attributes do SSTP graduates believe that teacher leaders possess and how do these characteristics or attributes compare to Danielson's dispositions of teacher leaders?

The key finding is that SSTP graduates believed that teacher leaders possess characteristics or attributes that include being competent, effective, respected, influential, willing to assist others, and going above and beyond expectations.

Current researchers have supported this finding. Emira (2010) explored the beliefs of Egyptian teachers in relation to the concept of teacher leadership and found that a high degree of knowledge and understanding of the content, pedagogy, and educational systems were important as were personal characteristics, including a willingness to take responsibility, confident and positive attitudes, and a collaborative nature. Bradley-Levine (2011) investigated the motivation behind four teachers' decisions to pursue a master's degree in teacher leadership and found that teacher leaders often assume extra responsibilities and build relationships wherein they have influence over others' opinions and actions. In an early but seminal review of 140 sources, York-Barr and Duke (2004) acknowledged that teacher leaders have the ability to influence their peers, administrators, and others to improve instructional practices. Ghamrawi (2013) described teacher leadership as encompassing everything teachers do to improve their content knowledge and pedagogical skills while also encouraging and assisting others to do the same.

Viewing Themselves as Teacher Leaders

The fourth related research question was the following: How do SSTP graduates view themselves as teacher leaders? The key finding is that SSTP graduates viewed themselves as teacher leaders in relation to being humble, helpful, positive, and having influence over others' thoughts and actions.

Current researchers also supported this finding. Working from the belief that human relation skills are necessary for leadership, Roby (2012) asked 142 graduate school teachers to complete a survey in which they self-assessed their human relations traits. Roby also asked teachers' colleagues to rate these teachers using the same survey. Roby found that colleagues believed these teachers' strengths included being available to colleagues and investing time and energy in helping others (helpful), looking for and appreciating the good qualities of others and treating everyone with respect (positive), and promoting patience, kindness, and respect for others (influence). Armstrong et al. (2009) described two beginning teachers' perceptions about themselves as leaders and commented on the humility displayed by one of the teacher leaders. Hanuscin et al. (2012) investigated the ways science teachers in Missouri defined teacher leadership and found that these teachers included personal qualities such being selfless, collaborative, accountable, trustworthy, reflective, sensitive, and positive.

Identifying Formal and Informal Leadership Roles

The fifth related research question was the following: What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing

teachers? The key finding is that graduates of the SSTP assumed a multitude of formal and informal leadership roles, which demonstrated the contextual aspect of leadership.

Current researchers supported this finding. Loeb et al. (2010) explored the possibility of improving instructional leadership from the viewpoint of NBCTs and found teacher leaders typically assume more than one leadership role within a school. Hanuscin et al. (2012) investigated how Missouri science teachers defined teacher leadership and found that teacher leaders function within their distinctive situations. Kiranh (2013) examined the beliefs of primary school teachers and administrators about teacher leadership and found that the overall school environment, structure, climate, and culture can prohibit willing teachers from assuming some leadership roles. Akert and Martin (2012) examined the opinions of both administrators and teachers about how teacher leadership impacts school reform and found that teacher leaders are committed to their students and may hesitate to assume leadership roles that remove them from their work with students. The Teacher Leader Competency Framework (2013), which the National Board for Professional Teaching Standards (NBPTS), the National Education Association (NEA), and the Center for Teacher Quality (CTQ) produced, includes a statement that teacher leadership is contextual because this type of leadership requires acts that are responsive to the needs of students. Hanuscin et al., Kiranh, Akert and Martin, the NBPTS, the NEA, and the CTQ may explain why participants in this study experienced a wide array of teacher leadership opportunities.

Describing Impact of Situated Learning and Peripheral Participation

The sixth related research question was the following: How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders? The key finding is that the SSTP graduates attributed some of their development as teacher leaders to the peripheral participation and situated learning components of the SSTP. Participants regarded peripheral participation as the social and emotional benefits of the cohort structure/community of practice and situated learning as the opportunities provided to members of the SSTP cohort.

Current researchers supported this finding. MacPhee et al. (2011) explored the use of a community of practice within a nursing leadership program and found that this community of practice created opportunities for students to extend their learning through relationships with other nurse leaders. Swanwick and McKimm (2012) analyzed the use of a community of practice with clinical staff in various medical facilities and found that leadership developed through peripheral participation with nurses, doctors, and other medical personnel. Cowan (2012) examined the community of practice embedded in a technology education master's program and found that members of the master's program viewed the cohort as critical because the cohort allowed them to build relationships and locate support when they struggled. Hanuscin et al. (2012) sought to determine how Missouri science teachers defined teacher leadership and found that teacher leaders must develop knowledge and skills sets so that they can function within a particular environment.

Relating Instruction to Development as Teacher Leaders

The seventh related research question was the following: What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller? The key finding is that the SSTP provided instruction through peripheral participation and situated learning about skills for leading others and afforded its members opportunities to practice their leadership skills and receive feedback on their effectiveness.

Current researchers supported this finding. Dobson et al. (2013) explored leadership training in an MBA program and found that the feedback provided through peer-led team learning workshops was a strength of the program. Similarly, Khattak et al. (2012) investigated leadership courses included in professional engineering programs in Australia and Europe and found that mentoring was considered vital in the development of leadership skills. Meany-Walen, et al. (2012) examined the leadership development of counselors and noted that counselors suggested leadership programs provide leadership mentors and opportunities to practice leadership. Swanwick and McKimm (2012) studied a community of practice in medical facilities and found that low-risk feedback was a requisite element in the success of the program.

Preparing College Graduates to be Teacher Leaders

The central research question was the following: How does a community of practice such as the SSTP prepare college graduates to be teacher leaders? The key finding was that the SSTP prepares college graduates to be teacher leaders by providing them with situated learning opportunities focused on education topics and the

development, practice, and refinement of skills necessary for leading others while also offering peripheral participation in the program and the education profession.

The central research question for this study was a synthesis of the related research questions. Therefore, the current research cited in the interpretation of findings for each of the related research questions also supports the key findings for the central research question, and it will not be repeated here. One additional example of current research that supports the key finding for the central research question is described in the following statement. Bouchamma and Michaud (2010) examined the use of a community of practice with teaching supervisors and found that the benefits of the community of practice model came from opportunities to share successes and challenges in a safe setting and receive both support and feedback from other members of the community. I stopped reviewing here. Please go through the rest of your chapter and look for the patterns I pointed out to you. I will now look at your references.

Conceptual Framework

The conceptual framework for this study was based on the ideas of situated learning and legitimate peripheral participation that Lave and Wenger (1991) described and teacher leadership that Danielson (2006), Katzenmeyer and Moller (2001) and Lieberman and Miller (2004) described. These concepts provided the lens for examining the development of teacher leadership skills, especially through situated learning opportunities at the preservice teacher preparation level. This conceptual framework also provided the organization needed to examine the support emerging teacher leaders need, again through situated learning as well as communities of practice. Previous research on

teacher leadership added pertinent information about the specific dispositions, skills, and attributes that teacher leaders possess.

The conceptual framework supported the findings for this study because each research question was correlated to the research of Lave and Wenger (1991), Danielson (2006), and Katzenmeyer and Moller (2001). Lieberman and Miller's research influenced the design of the study but did not relate to the findings. Danielson's dispositions of teacher leaders, teacher leadership skills, and beliefs about influence over peers are embedded in the key findings for four of the related research questions as well as the central research question. Participants in this study described teacher leader dispositions, skills, and beliefs as they described themselves and others as teacher leaders. Participants did not always use the same terminology as Danielson; instead, they selected synonyms or related words to describe teacher leaders or teacher leadership. Danielson also created categories for teacher leadership skills while the participants identified specific tasks or skill sets. It was possible, however, to correlate Danielson's research with participants' comments. The key findings for the second related research question about the skills and roles SSTP graduates assigned to teacher leaders acknowledged how the teacher leadership skills that participants identified corresponded with Danielson's categories of teacher leadership skills. The key findings for the third research question about the characteristics and attributes of teacher leaders demonstrated the relationship between teacher leadership dispositions that participants identified and teacher leadership dispositions that Danielson identified. Data analysis for the fourth related research question about how SSTP graduates view themselves as teacher leaders

resulted in a key finding that the SSTP graduates viewed themselves as teacher leaders in terms of being humble, helpful, positive, and having an influence over their peers' thoughts and actions. Danielson included humility and optimism as teacher leader dispositions. The key finding for the fifth related research question about the formal and informal leadership roles SSTP graduates assume was based on the wide array of leadership roles that participants assumed. The identified leadership roles required specific skills that were correlated to Danielson's skills of teacher leadership. Key findings for the central research question about the impact of peripheral participation and situated learning on SSTP graduates' development as teacher leaders included an opportunity for SSTP members to develop their skills for leading others in a safe environment that the SSTP cohort created. The specific skills for leading others can be correlated with Danielson's skills for teacher leadership.

Katzenmeyer and Moller's (2001) ideas about improving learning for all students, building relationships, gaining credibility, developing teacher leaders, and the functions of leadership are included in the key findings for five of the related research questions as well as the central research question. Katzenmeyer and Moller categorized the functions of leadership as providing leadership (a) to students and colleagues, (b) in operational tasks, and (c) related to school governance and decision making. The key findings for the second related research question about the skills and roles assigned to teacher leaders were based on the skills and roles of teacher leaders as participants described them while the key findings for the fifth related research question about the formal and informal leadership roles assumed by the SSTP graduates were grounded in

the roles the SSTP graduates assumed as practicing teachers. In both situations, these roles could be categorized based on Katzenmeyer and Moller's functions of leadership. The key findings for the second related research question about the skills and roles of teacher leaders also address skills for leading others, which Katzenmeyer and Moller included in their criteria for teacher leader development. The key finding for the third related research question about characteristics and attributes of teacher leaders included participants' beliefs about the characteristics and attributes of teacher leaders; these beliefs were found to echo Katzenmeyer and Moller's sentiments that teacher leaders are credible and interested in improving the learning for all students. Katzenmeyer and Moller ascertained that emerging teacher leaders need training in skills for leading others and practice and feedback on these skills. The key findings for the sixth related research question about the impact of peripheral participation and situated learning on the development as teacher leaders and the seventh related research question about how the SSTP supports instruction related to teacher leadership as defined by Katzenmeyer and Moller as well as the findings for the central research question, address these recommendations for teacher leader development.

Lave and Wenger's (1991) concepts of situated learning, communities of practice, and legitimate peripheral participation were found to support the findings for two of the related research questions as well as the central research question. Lave and Wenger believed that all learning is situated learning as all learning has a social component. These researchers described legitimate peripheral participation as a process by which students engage with a community as they become functioning participants in that same

community. They noted that students begin on the outskirts of the community and absorb a general view of the community of practice. The key findings for the sixth related research question about the impact of peripheral participation and situated learning on the development as teacher leaders and the seventh related research question about how the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller as well as the findings for the central research question, address situated learning, peripheral participation, and community of practice within the SSTP. Danielson's, Katzenmeyer and Moller's, and Lave and Wenger's concepts were embedded in the key findings for all but one of the related research questions. These concepts were also entrenched in the key findings for the central research question. Thus, the conceptual framework clearly supports the key findings of this study.

Limitations of Study

The limitations of this study are related to the research design. The first limitation is related to the generalizability of this study. Yin (2009) described the concerns related to case study design as a perceived lack of rigor and a belief that the findings are not generalizable. Yin argued against these concerns. The perceived lack of rigor, according to Yin, may be attributed to researcher bias that may ultimately skew the findings and conclusions. Yin explained that bias may exist in experiments as well and reminded case study researchers to report all evidence in an unbiased fashion. Yin affirmed that case study findings are generalizable to theoretical propositions, and similar to single experiments, the end goal is to advance knowledge of a particular theory. Yin agreed that case studies are not generalizable to entire populations. Yin also advocated for the use of

single case study design when the case, such as the SSTP, represents a unique case. When this study began, the SSTP was the only state funded program of its kind in the country. Beginning in 2016-2017 one other program, modeled after the SSTP, is known to be existence. Members of the new program will begin their education in 2017-2018 and could not participate in a study of this kind until 2025-2026. Therefore, even though this study is a single case, it is unique.

The second limitation of this study was related to the participants. The study included four participants who were identified using a purposeful, maximum variation sampling technique. Although several qualitative researchers support this approach to participant selection (Creswell, 2013; Patton, 2013; Maxwell, 2013), the disadvantage is that the lack of homogeneity of participants often results in less consistent data and an inability to describe typical experiences. The benefits of a small number of participants lie in the depth of the data collected. The small sample also allowed for data collection from multiple sources, which resulted in rich data for analysis.

The third limitation of this study was related to the data collection process. One initial interview, one or two observations, and one follow-up interview were conducted with each participant. Both time and resources limited the number of interviews and observations because I was a single researcher who was employed full-time while conducting this study. Time constraints related to the dissertation process also necessitated that data collection occur over a relatively short period of time.

Recommendations for Research

Recommendations for research are related to the findings of this study. The first recommendation for research is that researchers should conduct a comparative study examining the value teachers in the field place on leadership roles and leadership tasks, which teacher leaders complete who possess a formal title versus teachers who assume an informal leadership role. This recommendation originates from participants' comments about individuals in defined leadership roles as less effective than their counterparts who function without formal titles. This future research could explore if perceptions of SSTP graduates are based on personal experience and represent underlying themes in the education profession. Conversely, this research could provide support for Danielson's (2006) belief that formal teacher leadership is viewed as pseudo-administrative and thus separates teachers from their peers. In the event that teachers do place less value on formal leadership roles and tasks, this research could include recommendations for these roles, support for teacher leaders who undertake these roles, and effective approaches to educate teachers about the value of formal teacher leadership opportunities. A comparative study of this sort may advance knowledge about the positive and negative outcomes of formalizing teacher leadership roles.

The second recommendation for research is grounded in the contextual aspect of teacher leadership. Scribner and Bradley-Levine (2010) defined institutionally legitimized content area expertise as authority that emerges because of teachers' credentials or is due to the perceived value of the content they teach. A study comparing the quantity and type of teacher leadership opportunities offered to core content teachers

versus related fine arts teachers could provide further insight into the contextual components of teacher leadership. This recommendation derives from Landon's experiences in this study both as a member of the SSTP and as a teacher leader. As a physical education teacher and coach, Landon's teacher leadership opportunities appeared to be more limited in nature as compared to the opportunities provided to the other participants, all of whom taught within a core content area. The contextual aspect of teacher leadership extends beyond certification, but this future research could present information about how to best use the talents of all teacher leaders and how to differentiate the development of leadership skills.

The third recommendation is that research should be conducted examining teacher preparation, leadership, or other types of programs that include opportunities for participants to develop a strong sense of self and the impact these opportunities have on participants' abilities to recognize their own leadership attributes or skills. Katzenmeyer and Moller (2001) included knowledge of self as one of the areas that should be included in leadership development programs. This suggestion for future research emanates from the fact that no explicit evidence of attempts to assist SSTP members in developing their knowledge of self was found in any of the program documents. The SSTP graduates struggled to define teacher leadership and to self-identify as teacher leaders. A remaining question is whether or not this difficulty is related to a lack of understanding and appreciation of one's own talents and strengths. A study designed to answer this question could have implications for social change and provide evidence for the need to assist preservice teachers in developing an improved knowledge of self.

Implications for Social Change

This study will contribute to positive social change in several ways. At the individual level, this study has the potential to assist current and developing teacher leaders in identifying the skills, roles, and attributes associated with teacher leaders. Roby (2012) found that teacher leaders often struggle to self-identify as teacher leaders and Hanuscin et al. (2012) discovered that the reluctance of individuals to include those activities in which they are personally involved as examples of teacher leadership creates the misconception that they themselves are not leaders. The participants in this study also struggled in these areas, which indicates the continued need to clarify the roles teacher leaders assume and the attributes and skills teacher leaders possess. This study provided insight into how graduates of the SSTP viewed teacher leadership. The findings may resonate with individual teacher leaders or emerging teacher leaders and assist them in recognizing their own potential.

At the institutional level, this study has the potential to fuel conversations about the best approach for utilizing all teacher leaders in schools and recognizing the positive outcomes of both formal and informal teacher leadership. Dialogue about the perceived value of formal versus informal leadership may increase the collegiality that exists, or does not exist, between teachers. An understanding of the impact of the SSTP on the development of teacher leaders may also lead to a refinement of teacher leadership programs across the United States. Specifically, these programs may consider building communities of practice where situated learning and peripheral participation are encouraged. Finally, this study may serve as a model for teacher preparation programs

across the country. Many of these programs are already under scrutiny for failing to adequately prepare their graduates for public school classrooms.

At the societal level, this study has the potential to impact the retention of teachers and improve schools. Teacher leadership at its most basic level is focused on improved student learning and improved teacher practice, both of which are goals of educators in every school and district in the country. By developing a better understanding of teacher leadership and supporting the development of teacher leaders. Educators may empower teachers to serve as trailblazers in the educational improvement process. As a group, teacher leaders are interested in additional opportunities at the school, district, and state levels. Providing these opportunities encourages teachers to engage in continuous development that in turn positively impacts teacher practice. Additional leadership opportunities also aid in the retention of teachers. At a time when teacher shortages are looming, it is imperative that members of society use every tactic available to keep great teachers in classrooms.

Conclusions

Teacher leadership may be one of the most investigated topics in the education field, and yet this concept remains an enigma. Evidence can be found in that a concise and accepted definition remains elusive and that teacher leadership roles change with every new initiative, innovation, and reform effort. The impact of this confusion surrounding the concept of teacher leadership is the inability or unwillingness by teachers to recognize the leadership roles they assume or the leadership tasks they complete. The introduction of teacher leadership standards and *The Teacher Leader Competency*

Framework represent movement towards a better understanding of teacher leadership, but the need for a common definition still exists. Once this definition is developed, it can be incorporated into preservice teacher preparation and graduate programs and elevated as the gold standard towards which all practitioners should aspire. The need for the educational community to develop a concise and accepted definition of teacher leader is the first of two lessons learned from the completion of this study.

The second lesson learned is that emerging teacher leaders benefit from specific leadership skill development and opportunities to practice their leadership in a safe and secure environment. Low-risk feedback is essential. Teacher leadership skills may be developed and refined in tandem with courses designed to teach content and pedagogy. In short, it is possible to begin to develop teacher leaders at the preservice level. The findings from this study support the inclusion of the social learning constructs of communities of practice, situated learning, and legitimate peripheral participation in teacher leader development programs. The SSTP may serve as a model upon which preservice leadership development programs may be structured.

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Appendix A: Letters of Cooperation

Letter of Cooperation from Organization Research Partner

Jenna Hallman

August, 2014

Dear Jenna Hallman,

Based on my review of your research proposal, I give permission for you to conduct the study entitled *Impact of the Southern State Teaching Program on the Preparation of Teacher Leaders: A Case Study*. As part of this study, I authorize you to identify participants from our database, review the Teaching Fellows Senior Survey results from 2008-2009, review the initial Teaching Fellows program proposals from the selected institutions, and review the 2004-2009 annual reports from the previously named schools.

We understand that our organization's responsibilities include giving you access to documents related to this program. 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,

Letter of Cooperation from State Level Research Partner

Jenna Hallman

August, 2014

Dear Jenna Hallman,

Based on my review of your research proposal, I give permission for you to conduct the study entitled *Impact of the Southern State Teaching Program on the Preparation of Teacher Leaders: A Case Study*. As part of this study, I authorize you to use the Professional Certified Staff database to access the name of the current school and district of employment and the position code for graduates of the Southern State Teaching Program.

We understand that our organization's responsibilities include giving you access to the Professional Certified Staff database. 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,

Letter of Cooperation from School District Research Partners

Jenna Hallman

August, 2014

Dear Jenna Hallman,

Based on my review of your research proposal, I give permission for you to conduct the study entitled *Impact of the Southern State Teaching Program on the Preparation of Teacher Leaders: A Case Study*. As part of this study, I authorize you to observe graduates of the Southern State Teaching Program employed in this district as they engage in teacher leadership activities such as grade-level meetings, department meetings, faculty meetings, and professional development activities. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include giving you access to the teacher(s) and their meetings/activities. 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
School District X

Appendix B: Data Use Agreements

Organizational Data Use Agreement

This Data Use Agreement (“Agreement”), effective as of **August 1, 2014** (“Effective Date”), is entered into by and between **Jenna Hallman** (“Data Recipient”) and the Center **for Educator Recruitment, Retention, and Advancement** (“Data Provider”). The purpose of this Agreement is to provide Data Recipient with access to a Limited Data Set (“LDS”) for use in research in accord with the HIPAA and FERPA Regulations.

1. Definitions. Unless otherwise specified in this Agreement, all capitalized terms used in this Agreement not otherwise defined have the meaning established for purposes of the “HIPAA Regulations” codified at Title 45 parts 160 through 164 of the United States Code of Federal Regulations, as amended from time to time.
2. Preparation of the LDS. Data Provider shall prepare and furnish to Data Recipient a LDS in accord with any applicable HIPAA or FERPA Regulations
3. Data Fields in the LDS. No direct identifiers such as names may be included in the Limited Data Set (LDS). In preparing the LDS, Data Provider shall include the data fields specified as follows, which are the minimum necessary to accomplish the research (list all data to be provided):
 - Senior survey questions and results for 2008-2009
 - Initial proposals from the selected Southern State Teaching Program institutions
 - Annual reports from the selected Southern State Teaching Program institutions from 2004 to 2009
4. Responsibilities of Data Recipient. Data Recipient agrees to:
 - a. Use or disclose the LDS only as permitted by this Agreement or as required by law;
 - b. Use appropriate safeguards to prevent use or disclosure of the LDS other than as permitted by this Agreement or required by law;
 - c. Report to Data Provider any use or disclosure of the LDS of which it becomes aware that is not permitted by this Agreement or required by law;
 - d. Require any of its subcontractors or agents that receive or have access to the LDS to agree to the same restrictions and conditions on the use and/or

disclosure of the LDS that apply to Data Recipient under this Agreement;
and

- e. Not use the information in the LDS to identify or contact the individuals who are data subjects.

5. Permitted Uses and Disclosures of the LDS. Data Recipient may use and/or disclose the LDS for its Research activities only.

6. Term and Termination.

- a. Term. The term of this Agreement shall commence as of the Effective Date and shall continue for so long as Data Recipient retains the LDS, unless sooner terminated as set forth in this Agreement.
- b. Termination by Data Recipient. Data Recipient may terminate this agreement at any time by notifying the Data Provider and returning or destroying the LDS.
- c. Termination by Data Provider. Data Provider may terminate this agreement at any time by providing thirty (30) days prior written notice to Data Recipient.
- d. For Breach. Data Provider shall provide written notice to Data Recipient within ten (10) days of any determination that Data Recipient has breached a material term of this Agreement. Data Provider shall afford Data Recipient an opportunity to cure said alleged material breach upon mutually agreeable terms. Failure to agree on mutually agreeable terms for cure within thirty (30) days shall be grounds for the immediate termination of this Agreement by Data Provider.
- e. Effect of Termination. Sections 1, 4, 5, 6(e) and 7 of this Agreement shall survive any termination of this Agreement under subsections c or d.

7. Miscellaneous.

- a. Change in Law. The parties agree to negotiate in good faith to amend this Agreement to comport with changes in federal law that materially alter either or both parties' obligations under this Agreement. Provided however, that if the parties are unable to agree to mutually acceptable amendment(s) by the compliance date of the change in applicable law or regulations, either Party may terminate this Agreement as provided in section 6.

- b. Construction of Terms. The terms of this Agreement shall be construed to give effect to applicable federal interpretative guidance regarding the HIPAA Regulations.
- c. No Third Party Beneficiaries. Nothing in this Agreement shall confer upon any person other than the parties and their respective successors or assigns, any rights, remedies, obligations, or liabilities whatsoever.
- d. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.
- e. Headings. The headings and other captions in this Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

DATA PROVIDER

DATA RECIPIENT

Signed: _____

Signed: _____

Print Name: _____

Print Name: _____

Print Title: _____

Print Title: _____

Appendix C: Letter of Invitation

Dear ____,

My name is Jenna Hallman, and I am a doctoral candidate at Walden University. I am conducting a research study as part of the requirements for completing my degree. The title of my research study is the *Impact of the Southern State Teaching Program on the Preparation of Teacher Leaders: A Case Study*.

I am inviting you to participate in this study because you are a graduate of the 2004 or 2005 cohort of the Southern State Teaching Program, and because you are loan-satisfied and currently teaching in a Southern state public school.

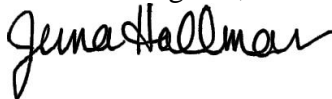
If you are interested in participating in this study, I have enclosed a consent form that you will need to sign and return to me in the enclosed envelope within the next week. This consent form explains the data collection procedures and my expectations for your participation. When I receive your consent form, I will call you and/or email you to schedule the initial interview.

If you decide to participate in this study, I will ask you to meet with me for an initial interview about your involvement in the Southern State Teaching Program and your perceptions on teacher leadership. I will audio record the interview, which will take place at a mutually agreed upon time and place. It should last about 30-45 minutes. I will also ask you to allow me to observe your participation in several teacher leadership activities at your school. In addition, I will ask you to participate in a follow-up interview about the leadership activities that I observed, which should take about 30 minutes. I will also ask you to review the tentative findings of my study for their credibility, which should take about 15 or 20 minutes.

I will be happy to answer any questions you have about my study.

Thank you for your consideration.

With kind regards,



Jenna Hallman

Appendix D: Interview Questions

Initial Interview Questions

1. I want you to think about your experience as a Teaching Fellow. What do you remember most vividly?
2. If I had been in the Teaching Fellows program with you, what would I have seen you doing in relation to leadership?
3. How do you define teacher leadership?
4. I want you to think about some of the teacher leaders that you know. How would you describe them?
5. Please continue to think about the teacher leaders with whom you are most familiar. What formal and informal leadership roles do they assume?
6. Let's pretend that the teacher next door was describing you in terms of teacher leadership. What would he/she say?
7. In your opinion, what teacher leadership roles do you assume?

Follow-up Interview Questions

1. I'd like to ask you to think back to the leadership activities that I observed. Please talk to me about any examples of teacher leadership that emerged during these activities.
2. Again thinking about the leadership activities that I observed, please identify any leadership roles you assumed.
3. How has your definition of teacher leadership changed?

Appendix E: Observation Data Collection Form

Field Notes**Reflections****Leadership attributes**

Commitment to student learning
Optimism and enthusiasm
Open-mindedness and humility
Courage and a willingness to take risks
Confidence and decisiveness
A tolerance for ambiguity (uncertainty)
Creativity and flexibility
Perseverance and a strong work ethic

Leadership skills

Collaboration
Facilitation
Planning
Action
Evaluation

Leadership functions

Leadership to students and colleagues
Leadership in operational tasks within and outside of school
Leadership related to school governance and decision making

Influence over peers

Appendix F: Alignment of Research Questions with Data Sources and Instruments

Research Questions	Corresponding Data Source
Central Question: How does a community of practice such as the SSTP prepare college graduates to be teacher leaders?	<ul style="list-style-type: none"> • Interviews • Observations • Documents • Archival Records
1. How do SSTP graduates define teacher leadership?	<ul style="list-style-type: none"> • Interviews • Observations
2. What skills and roles do SSTP graduates assign to teacher leaders and how do these skills and roles compare to Danielson's categories of leadership skills?	<ul style="list-style-type: none"> • Interviews
3. What characteristics or attributes do SSTP graduates believe teacher leaders possess and how does these characteristics or attributes compare to Danielson's dispositions of teacher leaders?	<ul style="list-style-type: none"> • Interviews

4. How do SSTP graduates view themselves as teacher leaders?	<ul style="list-style-type: none">• Interviews
5. What formal and informal teacher leadership roles do SSTP graduates assume when they become practicing teachers?	<ul style="list-style-type: none">• Interviews• Observations
6. How do SSTP graduates describe the impact of peripheral participation and situated learning on their development as teacher leaders?	<ul style="list-style-type: none">• Interviews• Observations• Archival Records
7. What evidence in the documents related to the SSTP supports instruction related to teacher leader development as described by Katzenmeyer and Moller?	<ul style="list-style-type: none">• Documents

Appendix G: A Priori Code Bank

Code	Theoretical Proposition	Researchers	Definition
LPP	legitimate peripheral participation	Lave and Wenger	Layered participation in a group – whenever a new member is indoctrinated into a group
SL	situated learning	Lave and Wenger	Learning that can only occur within a specific environment and the specific attributes of the social situation in which that learning occurs
CP	communities of practice	Lave and Wenger, Lieberman and Miller	Groups where there is a common belief/interest – full participation within the group includes an understanding of norms, language, culture, ways of doing things etc.
KS	knowledge of self	Katzenmeyer and Moller	Knowledge of oneself includes a precise description of personal beliefs, values and philosophies related to instruction and learning.
UCP	understanding of change process	Katzenmeyer and Moller	The change process includes initial resistance accompanied by feelings of anxiety and stress, followed by a noticeable implementation dip wherein new approaches and/or techniques are first attempted, and ending with a new status quo.
SLO	skills for leading others	Katzenmeyer and Moller, Danielson	A specific set of skills that allow one individual to effectively serve in a leadership role – specifically collaboration skills,

			facilitation skills, planning skills, and action and evaluation skills, strategies for leading groups and best practices related to data analysis
PF	opportunities for practice and feedback	Katzenmeyer and Moller	A chance to practice applying new learning, receiving feedback from other stakeholders, all while making specific commitments towards school improvement
I	influence over others	Katzenmeyer and Moller, Danielson	Influence is the power to change someone or something in an important way without mandates or direct force.
R	roles teacher leaders assume	Katzenmeyer and Moller	Includes titled and untitled roles such as a mentor for beginning teachers, grade-level chairperson or department chairperson, instructional coach, professional learning community facilitator, student advocate, program advisor, and leadership committee member
LD	Leadership dispositions	Danielson	Includes commitment to student learning, optimism and enthusiasm, open-mindedness and humility, courage and a willingness to take risks, confidence and decisiveness, a tolerance for ambiguity, creativity and flexibility, perseverance, and a strong work ethic.