

2018

Perceptions of Principal Behaviors Associated with Effective Implementation of Professional Learning Communities

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Walden University

College of Education

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Melissa Marie Steger

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Walden University
2018

Abstract

Perceptions of Principal Behaviors Associated with Effective Implementation of
Professional Learning Communities

by

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MA, Texas Christian University, 2003

BA, University of Texas at Arlington, 1996

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

Walden University

May 2018

Abstract

The problem addressed in the study was the ineffectiveness of professional learning community (PLC) implementation at some secondary campuses in an urban school district despite extensive professional development (PD) provided for principals. The purpose was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contributed to implementing and leading effective PLCs. Researchers have established that effectively managed PLCs positively affect student achievement. The guiding research questions examined the leadership styles, behaviors, and characteristics of principals leading effective PLCs. The conceptual framework was Hord's 5 characteristics of an effective PLC. Using an exploratory case study design, perceptions of 9 teachers and 2 principals were investigated through open-ended surveys and interviews, respectively. Participant inclusion criteria were membership in and presence during the implementation of 2 secondary PLCs which were selected based on evidence of Hord's 5 characteristics. Emergent coding was used to analyze the data and find themes relevant to leading effective PLCs, including participating in and developing PLC expectations and structures, effective 2-way communication with teachers, and teacher empowerment. All themes emerging from the results were components of a transformational leadership style found to be effective in leading PLCs. The resulting project was a PD program for principals to develop implementation plans and intentional behaviors for themselves that will enable them to implement and sustain effective PLCs. This study has the potential to promote positive social change by providing structures for principals to promote teacher growth through PLCs that enhance the quality of education for students which minimizes the effects of cultural and circumstantial differences.

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Dedication

First and foremost, I want to thank God for giving me the strength and determination to complete this study. This study is dedicated to many people in my life who inspire me daily. My dad has always pushed me to be my best and given me encouragement and perspective to overcome hurdles that come along through life and through this journey. My son is my heartbeat and my inspiration. He has encouraged me through this process, celebrated victories and accomplishments, and given me confidence when the climb became steep. We missed some opportunities to do fun things together while I was working, but he never complained. He always encouraged me to keep working and moving forward. We were still able to make special memories, and there were many teachable moments along the way. God brought my husband into my life later into my doctoral journey. He has made me whole and makes me a better person by showing me how strong love can be. He helped me pick up the pieces when I struggled to move forward, loved me, supported me, and showed pride in me. Finally, I want to dedicate this study to my many friends who have supported and encouraged me and to the principals with whom I get to work and from whom I get to learn daily. I am blessed to be called to be an educator.

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Table of Contents

List of Tables	v
Section 1: The Problem.....	1
The Local Problem.....	4
Rationale	5
Definitions.....	10
Significance.....	11
Significance to the Local Problem.....	11
Significance to the Profession.....	13
Potential to Create Positive Social Change.....	14
Guiding/Research Question	15
Review of the Literature	16
Conceptual Framework.....	16
Review of the Broader Problem.....	21
Implications.....	36
Summary	37
Section 2: The Methodology.....	40
Research Design and Approach	41
Participants.....	44
Setting	44
Criteria for Selection.....	46

Justification for Number of Participants	48
Access to Participants	49
Researcher-Participant Relationship.....	51
Protection of Participants	52
Data Collection	53
Data Collection Instruments	54
Sufficiency of Instruments	56
Data Collection Methods	58
System for Keeping Track of Data and Emerging Understanding	59
Role of the Researcher	61
Data Analysis	62
Accuracy and Credibility	64
Discrepant Cases.....	65
Data Analysis Results	65
Findings.....	66
Summary of the Findings.....	90
Evidence of Quality	92
Project Deliverable.....	94
Summary	94
Section 3: The Project.....	97
Description and Goals.....	98

Rationale	99
Review of the Literature	100
Professional Development	102
Transformational Leadership Development	109
Professional Learning Community Leadership Development	116
Summary of the Literature Review	122
Project Description.....	123
Needed Resources and Existing Supports.....	127
Potential Barriers	128
Proposal for Implementation and Timetable.....	129
Roles and Responsibilities	130
Project Evaluation Plan.....	130
Project Implications	131
Summary	133
Section 4: Reflections and Conclusions.....	135
Project Strengths	136
Project Limitations.....	137
Recommendations for Alternative Approaches	139
Scholarship.....	140
Project Development.....	142
Leadership and Change.....	143

Analysis of Self as a Scholar	144
Analysis of Self as a Practitioner	146
Analysis of Self as a Project Developer.....	147
Reflection on the Importance of the Work	148
Implications, Applications, and Directions for Future Research.....	149
Implications.....	149
Applications	151
Directions for Future Research.....	152
Conclusion	153
References.....	156
Appendix A: Project	172
Appendix B: Teacher Open-Ended Survey Questions.....	288
Appendix C: Principal Interview Questions	291

List of Tables

Table 1. 2012 Observation Data Related to Occurrences of PLC Structural Elements.....	7
Demographics of District and Campuses Included in the Study	45

Section 1: The Problem

The No Child Left Behind Act (NCLB) of 2001 brought about a new level of federal accountability for student performance ([NCLB], 2002). Beginning in 2011, states could apply and be afforded waivers of flexibility from the high expectations of NCLB. As a condition of the waivers, states were required to develop teacher and principal evaluation systems driven toward continual improvement of instruction and including measures of student growth (U.S. Department of Education [DOE], 2012). Traditionally, teacher evaluations have been based on classroom observations and compliance with campus and district policies and procedures with little weight from student performance that results from the instruction delivered during the classroom observations (Schmoker, 2011). Principal evaluations have traditionally been based on building management. Such evaluations have minimal effect on the quality of instructional delivered daily (Schmoker, 2011). The demand for higher expectations and evaluations including measures of student performance required school administrators to reflect on current principal and teacher instructional practices and explore opportunities to consistently deliver quality instruction for all students (Lynch, Madden, Provost, & Smith, 2016). The requirements for student performance set forth in the NCLB Act changed the focus of school administrators' and teachers' practices to improved educational outcomes for all students, closing achievement gaps, increased equity, and improved quality of instruction (NCLB, 2002). In continued efforts to achieve these outcomes, the U.S. DOE (2010) emphasized the

importance of great leaders in every school, great teachers in every classroom, and school environments that provide teachers time to collaborate.

In line with this expectation, professional learning communities (PLCs) have been found to have a positive effect on student learning and raise achievement levels of all students (Hallam, Hite, Hite, Smith, & Wilcox, 2015; Owen, 2014). Farmer, Grissom, McQueen, and Romfeldt (2015) indicated that many schools and districts, therefore, turned to PLCs to provide structured opportunities for teachers to collaborate, reflect, and engage in professional growth to maximize the effectiveness of the instruction they delivered. School leaders often provided common planning time for teachers with little structure or clear expectations and expected the staff to know how to collaborate effectively for professional growth and improved student performance without specific organization and facilitation guiding the discussions and lesson development (Feun & Wells, 2013; Hord & Sommers, 2008; Owen, 2014). Leaders observed congenial behavior among the teachers and considered the interactions a PLC but experienced frustration at the lack of progress in student achievement. Hord (2007) described PLCs as often misunderstood and defined a PLC as a practice in which staff learn collegially and purposefully, and further clarified collegial learning occurs when teachers engage in professional conversations centered on a shared vision, student learning, and shared practice.

The center of implementing and sustaining the climate of continued professional growth and effective instruction through PLCs is the school leader (DuFour & Fallan,

2013). The principal is responsible for developing a shared vision for student learning among staff and creating an environment of trust and relational capacity that encourages shared practice among teachers (Blum-DeStefano & Drago-Severson, 2013; Carpenter, 2015; Schechter, 2015). Devos and Vanblaere (2016) discussed the evolving role of principals from building managers to instructional leaders, which includes the demand to develop capacity within staff members through relevant and continuous professional growth impacting student learning. As a result of evolving roles, principals need comprehension of instructional leadership, understanding of the change process, and the ability to build trust among staff members (Feun & Wells, 2013).

As PLCs continued to be revered as significant school improvement strategies, more research and guidance emerged to provide effective structures and protocols for maximizing effectiveness (Ching, Pun, & Reeves, 2017; Farmer et al., 2015). Little research exists, however, defining the effective behaviors and actions for principals leading the PLCs (Zhang, Yuan, & Yu, 2017). Because of the lack of research, PLCs in a local district have experienced varying degrees of success and effectiveness in improving student achievement. The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. The project emerging from the data collection is professional development (PD) for principals in

developing implementation plans and employing intentional behaviors to sustain fidelity to the provided structures and effectiveness of PLCs (see Appendix A).

The Local Problem

The problem addressed in the study was the ineffectiveness of leadership for PLC implementation at some secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. After delivering extensive PD for principals in structuring, implementing, and leading PLCs, external consultants from the American Alliance for Innovative Schools delivering the PD compiled data from observations and found discrepancies in the levels of 12 structural elements they outlined to support efficient use of time and contribute to the PLCs' effectiveness. The twelve structural elements provided were (a) evidence of presence of professional norms, (b) adherence to professional norms, (c) presence of an agenda, (d) facilitators following the agenda, (e) efficiency and effectiveness of the facilitator, (f) presence of team members, (g) team members being prepared and having materials present, (h) engagement of all team members, (i) focus on instructional planning, (j) focus on data analysis, (k) focus on professional growth and development, and (l) creation of instructional products and decisions made. Gray, Kruse, and Tarter (2016) asserted that principals have the greatest influence on the creation and effectiveness of PLCs.

Despite continued calls for reform at the federal, state, and district levels, substantial and sustained advancement of PLCs for improved instruction are not evident

in the majority of classrooms and schools (Carpenter, 2015; DuFour & Fullan, 2013; Gray et al., 2016; Owen, 2014). Farmer et al. (2015) studied teacher collaboration in 336 schools in a single district and found multiple examples of loosely configured PLCs not producing gains in student improvement. As a result, research is transitioning from structuring PLCs to finding ways to cause them to be more effective in influencing student performance (Owen, 2014).

Rationale

The district provided consultants from the American Alliance for Innovative Schools to deliver six days of PD for principals regarding structuring, implementing, and leading PLCs. In addition, the district structured staffing and scheduling to provide time in the school day beyond teacher conference times to conduct PLCs. The PD was grounded in the research of Hord (2007) who defined the five characteristics of a PLC as (a) shared beliefs, values, and vision, (b) shared and supportive leadership, (c) collective learning and its application, (d) supportive conditions, and (e) shared personal practice. Within these five characteristics, the consultants outlined 12 structural elements to support efficient use of time and contribute to the PLCs' effectiveness. The structural elements were (a) presence of professional norms, (b) adherence to professional norms, (c) presence of an agenda, (d) facilitators following the agenda, (e) efficiency and effectiveness of the facilitator, (f) presence of team members, (g) team members being prepared and having materials present, (h) engagement of all team members, (i) focus on instructional planning, (j) focus on data analysis, (k) focus on professional growth and

development, and (l) creation of instructional products and decisions made. The district added a layer of monitoring to measure the impact of the time investment the administrators spent on PD and district funds for the consultants and additional staff to allow for PLCs during the school day.

Allowing time for implementation (two months after the completion of the PD) the consultants, district administrators, and campus principals who completed the PD conducted walkthroughs and recorded observations of PLCs using rubrics specific to the 12 structural elements. The consultants collected the rubrics from the participants, summarized the data from the observations, and reported discrepancies in the levels of implementation among the campuses. Table 1 outlines the number of observances of each of the structural elements of PLCs across the district during the walkthroughs.

Table 1

2012 Observation Data Related to Occurrences of PLC Structural Elements

Structural Element	Not		Minimally	Mostly	Strongly	Observed		
	Observed	Percentage				Observed	Percentage	
Professional norms present	14	31%	1	2%	1	2%	29	64%
Professional norms adhered	7	16%	2	4%	17	38%	19	42%
Agenda was present	18	40%	0	0%	4	9%	23	51%
Facilitator followed agenda	11	31%	4	11%	2	6%	19	53%
Facilitator efficient and effective	0	0%	10	23%	14	32%	20	45%
Team members were prepared/materials present	0	0%	9	20%	11	25%	24	55%
Team members were present	0	0%	0	0%	11	25%	33	75%
All team members engaged	0	0%	5	11%	20	44%	20	44%
Focus on instructional planning	4	9%	2	5%	11	26%	26	60%
Focus on data analysis	14	32%	10	23%	12	27%	8	18%
Focus on professional growth and development	6	13%	11	24%	21	47%	7	16%
Instructional product created/decision made	5	12%	4	10%	12	29%	21	50%

Note. N = 64 observations. Source: S. Pepper (pseudonym) and W. Smalls (pseudonym), consultants providing PLC PD in the local school district.

Interpreting the data in the table allowed for conclusions about PLC implementation in the district. Nearly one third of the PLCs were missing professional norms and a focus on data analysis. More than one third of the PLCs did not have an agenda. There was evidence of a focus on instructional planning in almost 90% of the PLCs but a lack of focus on professional growth and development in more than one third of those observed.

While the positive influence of a PLC on instructional practices has been validated in the research (Carpenter, 2015; DuFour & Fullan, 2013; Feun & Wells, 2013; Hord, 2007; Hord & Sommers, 2008; Owen, 2014), researchers have found campus schedules and environments in which teachers work collaboratively but without a focus on improving learner outcomes (Farmer et al., 2015; Feun & Wells, 2013). Feun and Wells (2013) and Owen (2014) found teachers want to work together to share materials and resources and plan but do not view analyzing student performance as part of the collaborative process. This was evidenced at the local level in Table 1 where 32% of the PLCs had no focus on data analysis and another 23% of the PLCs only had minimal observation of data analysis.

Carpenter (2015) found schools claiming to operate as PLCs often lack adherence to operational criteria outlining expectations for the behaviors and actions of the teachers and outcomes of the PLCs. Feun and Wells (2013) found a lack of principals' conviction, definition, and direction regarding how teachers should behave in PLCs to address achievement. Owen (2014) found principals' efforts in initial and continued implementation of PLCs focused more on structural components than changes in instructional principles. Feun and Wells (2013) found principals asked teachers in PLCs to analyze student performance but did not provide systems or organization for conducting the analysis. The lack of systems raised stress among teachers transitioning to a PLC (Feun & Wells, 2013). Teachers experience additional frustration from the feeling that principals do not completely understand the stress (Feun & Wells, 2013). Principals

often show a commitment toward PLC implementation, but lack focus on improved learner outcomes for PLCs (Feun & Wells, 2013; Owen, 2014).

Effective PLCs require shared leadership that involves teachers in decision-making and developing a shared vision for the school (Carpenter, 2015; Farmer et al., 2015). Shared leadership also requires principals to cultivate other leaders, and principal support of these leadership roles is essential for schools to operate as PLCs (Carpenter, 2015; Devos & Vanblaere, 2016). Marzano, Walters, and Mc Nutty (2005) defined the change school staff or personnel experience in becoming PLCs as a second order change. Second order change results in a transformation in culture and upheaval of existing patterns for interaction and behavior in the schools (Carpenter, 2015; Feun & Wells, 2013; Owen, 2014). The process of leading the transition of teacher collaborative conversations from a congenial nature to a deeper collegial level that focuses on analyzing and responding to student results can be difficult and is often met with resistance (Carpenter, 2015; Feun & Wells, 2013).

The role of principals is changing from that of building manager to instructional leader, and the new dynamics of the position demand a different set of leadership traits (Hallam et al., 2015). Feun and Wells (2013) recommended principals receive additional PD regarding supporting and leading teachers' efforts with the work of PLCs, responding to resistance and negativity, and establishing shared leadership on their campus. The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective

PLCs within a local school district to inform future planning and administrative support at the campus and district level.

Definitions

The following definitions were used in the study.

Collegial relationships: Collegial relationships occur when colleagues dialogue about teaching methods and student achievement, share knowledge about what works and what does not, observe one another's teaching and provide feedback, and offer their own perspectives and critique proposed initiatives (Blum-DeStefano & Drago-Severson, 2013; Owen, 2014).

Congenial relationships: Congenial relationships are superficially supportive but lack the depth of dialogue needed to improve instructional practices (Blum-DeStefano & Drago-Severson, 2013; Hord, 2007).

Leadership: Leadership is the process of using influence to form behaviors to carry out the vision and attain the goals of the organization (Morrison, 2013).

Professional Learning Community (PLC): A PLC is a group of educators operating under a shared mission, vision, values, and goals in a continuous process of collective inquiry to increase student achievement (Hord, 2007).

School Culture: School culture encompasses the beliefs, perceptions, relationships, and norms that influence how a learning organization functions (Decman, McCarley, & Peters, 2016).

Shared Leadership: Shared leadership occurs when principals promote a focus on a common vision and mission and build leadership capacity through sharing power, authority, and decision-making with teachers and staff (Carpenter, 2015).

Transformational Leadership: Transformational leadership focuses on relationships centered on a common objective providing transformation, motivation, and improvement in the actions of the members of the organization (Burns, 1978).

Significance

Significance to the Local Problem

This study was significant to the local setting because it informs principals and facilitates intentional planning for employing specific behaviors and actions for effective implementation of PLCs on their campuses. Carpenter (2015) asserted that without intentionality and structure, principals and teachers resort to what is natural regardless of the research and PD provided on the need for a change in practice and culture. Additionally, the intent of examining leadership styles and related behaviors was to inform future planning and administrative support at the campus and district level. Giving all principals in the district an understanding of effective organization and behavioral expectations can allow them to plan for sustained adherence maximizing the effectiveness of the PLCs.

Jappinen, Leclerc, and Tubin (2016) found principals providing a structure for continual instructional collaboration and improvement had a positive influence on student achievement. Teachers participating in effective PLCs ensure collaboration occurs at the

collegial level, leading to professional growth and maximizing the influence on student achievement (Feun & Wells, 2013; Owen, 2014). Carpenter (2015) said that the transition of teachers to this level of collegiality relies on the principal's leadership. Principals need knowledge of these forms of leaderships to have a significant influence on student achievement.

Observing leadership styles can reveal characteristics or traits that create a culture of collegiality throughout a school (Feun & Wells, 2013; Shirrell, 2016). Learning how to create a culture of collegiality can influence the structural elements of (a) teacher adherence to professional norms, (b) facilitators following the agenda, (c) efficiency and effectiveness of the facilitator, (d) engagement of all team members, (e) focus on instructional planning, (f) focus on data analysis, (g) focus on professional growth and development, and (h) creation of instructional products and decisions made (Carpenter, 2015; Schechter, 2015). Examining the behaviors of local district principals who are leading effective PLCs can provide examples of intentional actions principals may use until identified leadership styles become natural (Klein & Shapira-Lishchinsky, 2016).

Knowing how leadership styles and related behaviors look on campuses in which the structural elements of PLCs are effectively executed can provide insight for district leaders to develop an additional layer of PD and support for all principals implementing PLCs (Owen, 2014). In addition to the extensive PD already provided to campus leaders, district administrators can provide another component of PD that leads principals in developing implementation plans using effective leadership styles and behaviors

identified in this study and attributed to successful PLC implementation (Klein & Shapira-Lishchinsky, 2016). With understanding of leadership styles and behaviors associated with effective PLC implementation, principals can plan actions to influence effective PLC implementation that may not yet be natural but will develop into unconscious behaviors and change the culture of all district schools into effective PLCs focused on student outcomes (Carpenter, 2015).

Significance to the Profession

The study provided an original contribution because it addressed a gap in practice regarding how principals implement and lead effective PLCs. It also addressed a lack of administrator and teacher knowledge Owen (2014) found to exist regarding the environment and leadership effective in the early transition to PLCs. Gray et al. (2016) found increased principal understanding of what is required for effective PLCs from all staff roles and plans for implementation increases effectiveness and sustainability of the PLCs within the schools.

The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. Principals, district administrators, and principal preparation programs may benefit from the results of the study. Principals may benefit from having specific examples from which they can develop their own implementation plans for leadership of PLCs on their campus. District administrators can benefit from the

information to plan PD, structures, campus needs, and support for principals implementing PLCs. Finally, principal preparation programs may benefit from the results of the study to build instruction within the programs to prepare potential principals with the knowledge and understanding of implementing and leading PLCs.

Potential to Create Positive Social Change

Quality education creates social change by minimizing the effects of cultural and circumstantial differences (Decuyper, Dochy, & Van den Bossche, 2010; Barrett & Tikly, 2011). This enables students to develop knowledge, problem-solving, and coping mechanisms that positively influence relationships with family and community members and increase the students' awareness of the need and importance of community contribution (Decman et al., 2016). Strong educational foundations open opportunities for all students to participate in postsecondary training, college, or workforce opportunities that are sometimes impeded by cultural and circumstantial differences (Decuyper et al., 2010). These opportunities create social change by strengthening the workforce and the U.S. and global economy (Barrett & Tikly, 2011).

Owen (2014) stated PLCs are a means by which schools improve and raise achievement levels of all students, thereby creating a quality education. Hallam et al. (2015) described the implementation of PLCs as a practice improving the quality of education for all students. The principal is the leader who is responsible for implementing and providing the campus resources for PLCs at the campus level (Feun & Wells, 2013; Huizenga & Szczesiul, 2014). Gray et al. (2016) identified the principal as the greatest

influence on implementation and sustainability of PLCs. The findings from this study will influence positive social change by providing data for leadership regarding the necessary and critical structures that should be established and monitored by principals to promote teacher growth and student performance through PLCs, resulting in the enhancement of quality of education for students (Decuyper et al., 2010).

Guiding/Research Question

Hallinger and Heck (2014) and Jappinen et al. (2016) found PLCs to have positive effects on student achievement. As a result, principals are increasing efforts and opportunities for teachers to work collaboratively (Blum-DeStefano & Drago-Severson, 2013; Hallam et al., 2015; Owen, 2014). However, PLCs often lack the organization to focus on teacher conversations and efforts on improving learner outcomes (Farmer et al., 2015). Implementation of PLCs often centers on scheduling and locations for collaboration and less on changes in instructional principles (Carpenter, 2015; Owen, 2014). Feun and Wells (2013) found campus principals demonstrate commitment to implement PLCs but fail to provide direction and clarity to effectively bring about the change in culture they found necessary for successful implementation. While multiple sources of research on PLCs exist, few focus on effective behaviors and actions for principals leading them (Zhang et al., 2017). The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. The

guiding research questions for this study examined the actions and attributes of principals at schools in which effective PLCs operate:

RQ1: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site?

RQ2: What principal behaviors and actions do teachers and principals report in relation to PLC implementation at the target sites?

RQ3: What do teachers and principals perceive is needed to further refine the implementation of PLCs at the target site?

Review of the Literature

The literature review was designed to examine the attributes of successful implementation and principal leader behaviors needed to support effective PLC implementation. First presented is the conceptual framework of Hord's (2007) five characteristics of a PLC in which staff learn collegially and purposefully. A review of the broader problem addressing topics focused on leadership follows the conceptual framework.

Conceptual Framework

The conceptual framework for the study was Hord's (2007) five characteristics of a PLC: (a) Shared beliefs, values and vision, (b) shared and supportive leadership, (c) collective learning and its application, (d) supportive conditions, and (e) shared personal practice. Shared beliefs, values, and vision are the foundation for the development of norms of behavior to which the teachers in the PLC agrees to adhere (Carpenter, 2015;

Morrison, 2013; Owen, 2014; Tam, 2015). Shared and supportive leadership includes the principal acting as a facilitator and sharing power, authority, and decision maker with teachers (Carpenter, 2015; Schechter, 2015; Tam, 2016). Collective learning consists of dialogue centered on reflection of instructional practices and student learning (Carpenter, 2015; Gray et al., 2016; Hallinger, Ko, & Lee, 2014; Morrison, 2013; Tam, 2016). Supportive conditions include teachers collaborating on school initiatives focused on professional reform and improvement and showing steadfast commitment to student learning (Blum-DeStefano & Drago-Severson, 2013; Feun & Wells, 2013; Gray et al., 2016; Owen, 2014; Tam, 2016). In shared personal practice, teachers use professional interactions, both formal and informal, as a means to deprivatize their instruction and deliver feedback, share new practices, and serve as mentors for each other's growth (Carpenter, 2015; Feun & Wells, 2013; Gray et al., 2016).

Increasing expectations and accountability for student achievement in schools have created a need for teachers and principals to revise their existing knowledge about student growth and development and, thus there is a need for learning communities that facilitate collaborative learning of all members in the organization (Hallam et al., 2015; Schechter, 2015). Teacher collaboration through PLCs is a platform for improving the quality of education through school reform, school improvement, and PD (Carpenter, 2015; Hallam et al., 2015; Honingh & Hooge, 2014; Owen, 2014). PLCs in which teachers work collegially to reflect on instruction and its influence on student

performance are a primary means for teachers to affect their peers and have a sustained influence on student achievement (Carpenter, 2015; Hallinger & Heck, 2014).

PLCs need to be an intentional instructional development process rather than a lesson planning task for the effects to be realized (Farmer et al., 2015). Honingh and Hooge (2014) performed a secondary analysis of data collected through survey responses examining levels of teacher collaboration and characteristics that affect the level of collaboration of 641 Dutch primary and secondary teachers. In the results of the analysis, Honingh and Hooge found many organizations implement arrangements they call PLCs in which teachers are allowed time to collaborate, but organizational learning and improvement is limited by little structure being provided. In a correlational study measuring principal and teacher perceptions regarding enabling school structures, collegial trust, and school staff emphasis on academics in 67 low-income schools implementing PLCs in a southeastern United States district, Gray et al. (2016) similarly found structures provided for PLCs but roles of teachers and principals were not changing within the organization. Devos and Vanblaere (2016) conducted a quantitative study by surveying 495 teachers in 48 Belgian schools regarding transformational and instructional leadership in facilitating PLCs. Devos and Vanblaere found without effective structures and leadership, competition for professional legitimacy and political power take over interactions during these collaboration periods and impede authentic interaction and organizational growth.

In a case study of three schools implementing PLCs in Australia, Owen (2014) interviewed teacher focus group and principals and found applying Hord's principles of PLCs changed relationships among staff members from congenial or superficially supportive to collegial in which interactions are focused on instructional approaches and student achievement. Blum-DeStefano and Drago-Severson (2013) further defined collegial relationships as those in which teachers talk about instruction, share knowledge, observe each other's teaching and provide feedback, and assist one another. Farmer et al. (2015) conducted a quantitative study using teacher surveys and personnel and student achievement records in 336 Miami-Dade public schools over 2 years to investigate the types of collaboration that exist and their influence on student achievement. As a result of the study, Farmer et al. indicated collegial relationships reinforce critical inquiry and a cycle of continuous learning within an environment of mutual trust central to the purpose of PLCs. Hallinger and Heck (2014) conducted a quantitative study using teacher surveys and student achievement data across 60 primary schools in the United States to measure the association between leadership and instruction and student learning. They found collegial interactions through PLCs provided development, positive challenges, and support for the adults throughout the school and allowed teachers to more effectively influence each other's practice and overall influence on student learning (Hallinger & Heck, 2014).

Chung et al. (2017) conducted a quantitative study utilizing Trends in International Mathematics and Science Study (TIMSS) data involving 181 teachers and

4593 students from Japan and 559 teachers and 10,477 students from the United States to measure the influence of teacher collaboration on student achievement and teacher job satisfaction. In the study, Chung et al. (2017) found teachers engaging in effective PLCs hold higher levels of satisfaction and commitment to the organization than those who do not. Hallam et al. (2015) conducted a qualitative multi-case study of four school districts implementing PLCs in the western United States. The researchers used 12 focus groups to gather teachers' perceptions on trust, collaboration, and principal influence. Hallam et al. (2015) found PLCs also develop a sense of efficacy in teachers and can change the focus and culture of a school to shared emphasis on teacher and student learning. Jappinen et al. (2016) performed an exploratory case study of effective PLCs in schools in Canada, Finland, and Israel, employing interviews with principals and focus groups of teachers to study the influence of school leadership and PLCs on student performance. Jappinen et al. (2016) found PLCs influence change in instructional practices toward a focus on student learning, empower teachers, encourage risk taking, and develop future school leaders.

Feun and Wells (2013) conducted a mixed methods study of eight middle schools from two districts using Likert-type scale survey questions with explanations to measure the implementation of Hord's PLC concepts. Feun and Wells (2013) found the behaviors and practices essential to PLCs were the ones most resisted by teachers. Therefore, simply understanding the principles of PLCs and providing a structure cannot ensure effective implementation in a school. Principals need learning and development to lead

teachers beyond the resistance to expected behaviors and practices and build a culture for PLCs (Farmer et al., 2015; Feun & Wells, 2013; Gray et al., 2016; Klein & Shapira-Lishchinsky, 2016). Developing a plan to address the need for principal learning and development for leading PLCs grounded in Hord's five principles will help address the problem of the ineffectiveness of leadership in the implementation of PLCs at secondary campuses in an urban school district in a large southwestern state.

Review of the Broader Problem

In my initial search of literature, I found multiple results on PLCs. I looked for sources on effective structures of PLCs but also wanted to seek research on leading PLCs, the influence of PLCs on student achievement, and transforming schools. The key search terms I used included *transformational leadership*, *professional learning communities*, *leading professional learning communities*, *teacher collaboration*, *school leadership*, and *influence of teacher collaboration on student achievement*. I reviewed scholarly peer-reviewed journal articles, dissertations, books, and conference presentations to glean insight on the topic of the study. In searching the literature, I primarily used the Walden online library but also included Google Scholar in an effort to find additional resources. I found a wealth of research on effective structures of PLCs and school leadership. However, a gap existed in studies supporting the leadership of effective PLCs, the problem addressed in the study.

The topics addressed in the review of the broader problem center on leadership. The topics include *transformational leadership*, *changing roles of school leadership*,

transforming school culture, and the challenges of leading PLCs. A review of current studies on these topics was the foundation on which the study can build to understand the specific attributes and behaviors of principals supporting Hord's (2007) principles of PLCs at schools in which effective PLCs operate.

Transformational leadership. Hord's (2007) five principles of a PLC are intertwined within the components of Burns' (1978) theory of transformational leadership in which leaders desire to meet the needs of their subordinates and motivate higher levels of performance and involvement within the organization through respect and encouragement for participation. More specifically, transformational leadership is based on relationships organized around a common purpose providing transformation, motivation, and improvement in the actions and moral ambitions of the followers (Burns, 1978). Burns (1978) outlined transformational leadership as consisting four elements: (a) individualized consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealized influence. Building on Burns' work, other researchers and theorists further described the elements: individualized consideration utilizes coaching, PD, and mentoring to assist followers to reach their potential and connects with shared personal practice in PLCs; intellectual stimulation motivates followers' innovation and creativity to challenge existing routines and ties to supportive conditions; inspirational motivation nurtures commitment and enthusiasm for a shared vision; idealized influence puts others' needs before their own personal needs and exudes a charisma causing followers to want to emulate the leader which can be found in shared and supportive leadership (Allen,

Grigsby, & Peters, 2015; Balyer, 2012; Berkovich, 2016; Day, Gu, & Sammons, 2016; Drysdale, Garza, Gurr, Jacobson, & Merchant, 2014; Hauserman & Stick, 2014; Hord, 2007). Burns (1978) brought these elements together with a view of transformational leaders as using charisma to appeal to higher ideals and social values of followers thus encouraging collaboration over working as individuals. Burns (1978) also described transformational leadership as an ongoing process rather than isolated managerial tasks.

Bass (1998) clarified Burns' work adding the description of transformational leaders as encouraging those they lead to develop new and unique ways to challenge current practices and adjust the environment to foster continued success. A primary principle of transformational leadership is providing organizational direction with a focus on capacity building for the purpose of organizational change (Balyer, 2012; Hallinger & Heck, 2014). Balyer (2012) provided a simplified description of transformational leadership as the ability to motivate followers to want to be led, change, and improve. Transformational leaders serve their followers' needs and build leadership capacity in all of their teachers through responding to their needs, empowerment, and alignment of all objectives and goals to a common vision of the organization (Al-Mahdy, Emam, & Hallinger, 2018; Allen et al., 2015; Balyer, 2012; Hauserman & Stick, 2014). Transformational leaders collaboratively develop this common vision for the future with an emphasis on both organizational and individual learning and effectively communicate and model the vision (Aas & Brandmo, 2016; Balyer, 2012; Berkovich, 2016;).

Berkovich (2016) described the common vision of the organization as one that is strategic and invigorates and unites the followers.

Transformational leaders develop a vision and motivate and empower their staff by investigating multiple perspectives and modeling innovation and problem-solving and facilitate change through personal relationships (Goddard, Goddard, Kim, & Miller, 2015; Hauserman & Stick, 2014). Empowerment makes teachers more aware of the importance of their contribution and the need to maximize performance, thus creating a drive for professional growth and development (Berkovich, 2016). In addition, through empowering staff, the principal employs the expertise of the teachers, provides a sense of each member contributing to the success of the school, and encourages their participation in decision-making (Goddard et al., 2015). Collaborating with teachers in school decision-making provides evidence that transformational leaders are more concerned with the results than controlling the process of getting there (Boberg & Bourgeois, 2016). Through personal relationships and involvement of teachers in decision-making transformational leaders shift teachers' self-interests into the interests of the organization strengthening school culture and encouraging collaboration (Berkovich, 2016; Drysdale et al., 2014).

Allen et al. (2015) extended on Burns' (1978) view of the charisma of transformational leaders describing them as displaying enthusiasm and optimism and arousing team spirit. Motivation and inspiration in transformational leadership stem from expressing emotions, providing meaning and challenge to the work of the teachers, and

paying attention to individual teachers' needs through coaching (Allen et al., 2015).

Hauserman & Stick (2014) described transformational leaders as motivating followers through engaging in their entire being. Transformational leaders also create a culture of challenging the status quo and innovation within a safe environment with a high level of trust (Aas & Brandmo, 2016; Hauserman & Stick, 2014; Yang, 2014).

Aas and Brandmo (2016) found transformational leadership to more strongly influence team leadership behaviors and promote creativity and learning than other leadership styles. Yang (2014) found both direct and indirect effects of transformational leadership on the behavior of teachers and the performance of the organizations. Klein and Shapira-Lishchinsky (2016) found teachers to be less apt to demonstrate resistance with principals demonstrating transformational leadership than other leadership styles. Transformational leadership is also positively associated with school culture, organizational learning, and teacher commitment to provide extra effort toward the shared vision and performance of the school (Berkovich, 2016; Drysdale et al., 2015; Feng, Hallinger, & Liu, 2016; Hauserman & Stick, 2014). As a result of the organizational learning and teacher commitment to provide extra effort, transformational leadership is also positively associated with increased student performance (Goddard et al., 2015; Hauserman & Stick, 2014). Day et al. (2016) found principals who were successful in closing achievement gaps with minority students and second language learners were transformational leaders acting out of a sense of social justice.

Encompassing all of these positive associations, Boberg and Bourgeois (2016) found transformational leadership to influence the greatest school improvements.

Goddard et al. (2015) spoke to the appropriateness of transformational leadership to address the changes and challenges facing schools in the 21st century resulting from higher expectations for student performance. Hord (2007) outlined the characteristics of a PLC as: (a) shared beliefs, values and vision; (b) shared and supportive leadership; (c) collective learning and its application; (d) supportive conditions; and (e) shared personal practice. Each of these characteristics have also been described in this section as components of transformational leadership. Thus, understanding the principal behaviors associated transformational leadership and the behaviors associated with the characteristics of PLCs implementation, a PD can be developed for principals in developing plans and behaviors to implement and sustain fidelity to the provided structures and effectiveness of PLCs.

Changing roles of school leadership. Schools have evolved from producing students ready to work in industry to the fields of technology, science, and world commerce and have a need to continue to advance to prepare students for the rapidly changing needs of the future (Johnson & Williams, 2013). As a result of the evolving global needs and the demands of the No Child Left Behind Act of 2001 (2002) the demands on educators have increased to improve student achievement and close performance gaps (Blum-DeStefano & Drago-Severson, 2013; Day et al., 2016; Hallinger & Heck, 2014; Huizenga & Szczesiul, 2014). With increased accountability and the

success of schools being defined by student achievement, principals are being evaluated on their contributions to the performance of their schools (Jappinen et al., 2016). The progression of expectations has led to a need for change in the role of campus leaders (Balyer; 2012; Goddard et al., 2015; Hallam et al., 2015).

The former role of principals was a manager focused on organization, practice, and operational matters ensuring the school runs efficiently (Decman et al., 2016; Morrison, 2013). Current expectations for principals are that of leaders generating focus and transforming schools (Arslan & Kalman, 2016; Decman et al., 2016; Morrison, 2013). The principal's role as a manager has transitioned from an emphasis on position and power to a leader utilizing intentional interactions designed to influence members of the organization (Balyer, 2012; Hallinger & Heck, 2014; Morrison, 2013). Hord's (2007) principles of PLCs support this transition in roles through shared and supportive leadership and a focus on professional reform through supportive conditions.

Leadership provides inspiration and vision and steers behaviors rather than directs staff towards the attainment of goals (Hallinger et al., 2014; Johnson & Williams, 2013; Morrison, 2013). Such leadership is demonstrated in Hord's (2007) principle of shared beliefs, values, and vision. Morrison (2013) analyzed multiple research studies on leadership and found them to identify characteristics important in developing leaders to include honesty, integrity, trust, and approachability. Goddard, Salloum, and Skrla (2017) conducted a mixed-methods study of student achievement scores and principals' and teachers' perceptions about teacher collective efficacy, how the efficacy affected the

student achievement, and how principals contributed to the teacher collective efficacy in 47 urban schools in the United States. Goddard et al. (2017) found leaders influence members of the organization by establishing their own personal beliefs and attributes and basing decisions on this set of values. The decisions based on the leader's values include who to hire and remove from the school (Goddard et al., 2017). Johnson and Williams (2013) surveyed 20 candidates in school administration on six components of strategic leadership and found leadership involves addressing evolving demands on schools by recognizing future needs, including teachers in evaluating the situation, building capacity, and motivating them to carry out the new vision. In an explanatory mixed-methods study of teachers in 77 randomly selected schools in Alberta, Canada, Hauserman and Stick (2014) utilized surveys to measure teacher perceptions of leadership attributes of principals followed by in-depth follow up interviews and identified the role of the leader has the largest influence on school effectiveness, and leadership style most strongly influences teacher motivation, commitment, and effort.

In a longitudinal case study conducted in a United States elementary school examining leadership factors that fostered program implementation, Bergmark, Brezicha, and Mitra (2015) found leaders facilitated change in a school through building upon successes and developing positive relationships based on trust rather than setting unquantifiable goals. Lee and Li (2015) conducted a case study that included data collected from observations, interviews, field memos, and reflection notes regarding the school culture and the principal's contribution to the culture in a Teaching Excellence

Award winning school in Taiwan. Lee and Li (2015) identified that leading change requires understanding the school environment, building the capacity of the teachers, and motivating dedication and action toward a new vision. Goddard et al. (2017) found teachers' reactions to change reflect their leader's values and behaviors. Compiling the results of these three studies, I found that leading change requires modeling values, building an environment of positive, trusting relationships, and motivating action toward a shared vision (Bergmark et al., 2015; Goddard et al., 2017; Lee and Li, 2015).

Carpenter (2015) conducted a case study exploring supportive and shared leadership behaviors and practices and how they relate to school culture and PLC implementation in three secondary schools in the midwestern United States. Carpenter's (2015) study included observations of PLCs and interviews of three administrators and 12 teachers to observe and gather perceptions of the behaviors and practices. Carpenter (2015) found principals influenced the culture of a school by modeling the development of trusting relationships, building the belief of teachers and students that they can achieve more, cultivating a sense of belonging and contribution, and creating structures for teacher collaboration and reflective practices. The actions that influenced the culture of a school included shared leadership in which leaders develop other leaders in all levels within the school (Carpenter, 2015; Johnson & Williams, 2013; Morrison, 2013). Shared leadership emphasizes a collaborative approach to decision-making and promotes a collegial environment (Arslan & Kalman, 2016; Goddard et al., 2015; Morrison, 2013). Shared leadership also involves teachers in developing a common vision driving support

for the school's priorities, sustaining long-term commitment, and leading improvement in student achievement (Bergmark et al., 2015; Hallinger et al., 2014; Morrison, 2013).

The transition of the role of the principal has moved beyond manager and leader to instructional leader (Goddard et al.; 2015). Instructional leaders provide encouragement rather than direction to teachers with an emphasis on student performance to meet the demands of increased accountability (Goddard et al., 2015; Shirrell, 2016). Instructional leaders use clear goals to motivate teachers and unite actions with the shared vision and mission of the school (Goddard et al., 2015; Shirrell, 2016). Instructional leaders do not dictate instructional practices but encourage reflection and risk taking in implementing practices to increase student achievement (Johnson & Williams, 2013; Shirrell, 2016). In a quantitative study of 93 elementary schools in a midwestern state utilizing teacher surveys and state assessment scores to investigate how principals' instructional leadership supports teacher collaboration and influences student performance, Goddard et al. (2015) found that the focus on instruction and encouragement of teachers builds efficacy, drives greater change in instructional practices that influence student achievement, and promotes collegial interactions among the staff.

Brown, Caldarella, Hallam, and Shatzer (2014) conducted a quantitative study using student assessment results and teacher surveys to compare transformational and instructional leadership in principals and measure direct and indirect effects of school leadership on classroom practices and student performance in 37 elementary schools in

the intermountain western region of the United States. The results of the study indicated with the transition to the principal as an instructional leader, student learning is indirectly affected by principal leadership through influence over teacher instruction and interaction. Hallinger and Heck (2014) found principals influenced student achievement by providing focus and direction and by driving the mission and goals of the organization. In a quantitative study of 32 elementary schools in a single state measuring the effects of principals' collaborative leadership on PLCs, classroom practices and student achievement, Hallinger et al. (2014) found principal influence on student achievement is also guided by building the capacity, trust, and commitment of the staff, creating a student-centered learning climate, shared values and beliefs, and collaboration and team efforts.

To develop principals' capacity to lead PLCs, one must first understand the principal's role and school leadership in a broader sense (Blum-DeStefano & Drago-Severson, 2013; Goddard et al., 2015; Hauserman & Stick, 2014). The connection of this knowledge of the expectations of school principals and what makes them effective to Hord's characteristics of PLCs can be incorporated into a plan to address the need for principal learning and development for leading PLCs (Gray et al., 2016; Hauserman & Stick, 2014; Hord, 2007). Johnson and Williams (2013) found incorporating the added perspective of the demands placed on principals into their learning and development provides motivation to carry out a new plan, and, thus, can help address the problem of the ineffectiveness of leadership in the implementation of PLCs at secondary campuses.

Transforming school culture. Historically, school cultures have been ones of privacy and autonomy (Klein & Shapira-Lishchinsky, 2016). Hord (2007) challenged these cultures with the principles of PLCs focused on collective learning and shared beliefs, vision, leadership, and professional practice. However, Klein and Shapira-Lishchinsky (2016) found educators have more of a reputation for resisting change than leading reform in a mixed-methods study of 389 teachers from 20 elementary schools, 24 junior high schools, and 20 high schools in varying states regarding their perceptions of organizational learning. Teacher collaboration, central in PLCs, was found by Feun and Wells (2013) to challenge existing cultures. Carpenter (2015) also found if cultural change is not supported along with the structural changes of teacher collaboration, the existing culture will overpower the new structure. Huizenga and Szczesiul (2014) concluded supporting cultural change includes a disruption of existing norms, behaviors, and the nature of interactions among teachers. Reflecting on student data and fostering shared decision making promotes a change in culture as a process of continuous improvement rather than an occurrence perceived as a quick fix (Bergmark et al., 2015).

Schechter (2015) conducted a qualitative case study, interviewing teachers from 35 United States and 61 Israeli schools to explore the perceptions inhibiting collective learning in PLCs. The results of Schechter's (2015) study indicated collaborative school cultures develop collective knowledge and develop shared values and definitions of success driving instructional practices that enhance student outcomes. Feun and Wells (2013) found collegial conversations and continued focus on student outcomes are

difficult for teachers. However, in a quantitative study of principal leadership styles and school climate in five high schools in southeast Texas, Decman et al. (2016) found such cultures increase teacher efficacy, commitment, satisfaction, new classroom practices, and student engagement.

Carpenter (2015) found building a culture of learning for students and adults alike requires dialogue within an environment of trust, respect, and shared responsibility. Hallinger and Heck (2014) also found school culture and student performance were significantly influenced by the trust between teachers and that teachers' biggest concern for collaboration was working with negative people. Because of this, the principal is the key individual in creating the environment to build such a culture by first establishing trust between himself and his teachers (Feun & Wells, 2013).

Owen (2014) found implementing PLCs entails reculturing schools, and reluctance and resistance by staff are natural reactions to change. Hallinger et al. (2014) also found overcoming the resistance requires a holistic and systemic approach that requires a different set of leadership skills that include an understanding the change process, comprehension of instructional leadership and ability to build trust among staff. Understanding what is required of principals to effectively build a culture of learning grounded in Hord's principles of PLCs helps provide a more thorough perspective of the behaviors and characteristics contributing to leading effective PLCs (Hallinger et al., 2014; Hord, 2007; Owen, 2014). This understanding helps address the problem of the ineffectiveness of leadership in the implementation of PLCs among secondary campuses.

Leading professional learning communities. Integrating an understanding of Hord's (2007) PLC characteristics, the changing role of the principal, and school cultures provides valuable insight into effective leadership of PLCs. Carpenter (2015) found the implementation of PLCs brings about a cultural shift within a school, and principals become leaders of leaders. Owen (2014) found principals to be the role models for PLCs. Owen (2014) extended on the cultural shifts and principals serving as role models finding that even in the redistribution and sharing of leadership, principal support is key in schools transitioning into PLCs.

Huizenga and Szczesiul (2014) conducted a qualitative case study of one middle school and one high school in the northeastern United States collecting data through observations of collaborative meetings and classrooms and interviews among 15 teachers. With the same research focus, Ke, Liu, Yin, and Zheng (2016) employed a quantitative case study design utilizing teacher surveys in 35 schools in China. The results of both of these studies indicated the principal played a vital role in challenging teachers to deprivatize their practices and create conditions that promoted collegial collaboration. Morrison (2013) also found principals to be a key factor in creating an environment in which necessary relationships and trust were established among teachers to collaborate effectively. Carpenter (2015) clarified, through findings, principals create a trusting environment and support PLCs by forming a shared vision for the organization connecting teaching, learning, and PLCs. Similarly, Hallinger and Heck (2014) found principals influenced the effectiveness of PLCs by developing a mission and goals for the

organization, an environment of trust and collaboration, and a continued focus on instruction and student improvement. The results of these studies provided perspective, placing the principal at the heart of each of Hord's (2007) five characteristics of PLCs.

Feun and Wells (2013) identified specific behaviors of principals effectively leading PLCs that included understanding teachers' natural resistance to change while maintaining a vision for the PLCs, providing clarity and the reasons for doing the work, and continually reinforcing expectations for involvement in PLC. Schechter (2015) also identified releasing ego, emphasizing his ideas are one of many among the group, delegating responsibility, empowering openness, and understanding inhibiting factors of PLCs as behaviors associated with effectively leading PLCs. These behaviors support the democratic, coaching style of leadership Klein and Shapira-Lishchinsky (2016) found to build the collective capacity of school staff and support PLCs.

Feun and Wells (2013) recommended additional PD for principals in supporting and leading PLCs that includes how to respond to negativity and finding a balance in sharing leadership and remaining firm on expectations. Klein and Shapira-Lishchinsky (2016) also recommended added principal PD in shared leadership to better facilitate PLCs in their schools. Feun and Wells (2013) also found principals can benefit from collaboration among others leading PLC efforts on their campuses and additional support from district administration and outside agencies to develop the best plans and support for continued improvement of PLCs.

The literature review has provided knowledge of Hord's (2007) principles of PLCs, transformational leadership, changing roles school leadership, transforming school culture, and leading PLCs. The knowledge base provides a foundation for building a leadership model for effective implementation and sustainability of PLCs. Understanding what is required of principals to effectively build a culture for PLCs grounded in Hord's (2007) five characteristics helps provide a structure for developing a PD outlining specific behaviors and characteristics contributing to successful execution of the leadership model for effective PLCs in a school. This foundation helps to address the problem of the ineffectiveness of leadership in the implementation of PLCs among secondary campuses in an urban school district in a large southwestern state.

Implications

The problem addressed in this study was the ineffectiveness of leadership of PLC implementation at some secondary campuses in an urban school district. The problem was evidenced by discrepancies observed in the secondary PLCs regarding twelve structural elements of PLCs. Principals were introduced to these elements in the training they all received prior to the PLC implementation at their schools. The same gap in implementation exists in other educational settings outside of the district (Carpenter, 2015; Feun & Wells, 2013; Gray et al., 2016; Owen, 2014). Often schools have teachers working collaboratively but are only shells of a true PLC (Carpenter, 2015; Farmer et al., 2015; Feun & Wells, 2013; Gray et al., 2016; Owen, 2014). Owen (2014) suggested research is shifting from providing a program of structural elements of PLCs to

implementing a culture within the school. The study investigated the leadership styles and actions of principals supporting Hord's (2007) characteristics of PLCs at schools in which effective PLCs operated within a local school district.

Open ended surveys of teachers operating in effective PLCs and interviews of the principals leading them revealed the specific leadership practices and behaviors contributing to the effectiveness of the PLCs. The review of literature and findings from the current study provided the foundation to create a product that can help develop effective leadership for sustained, effective PLCs on a campus. The project genre is in the form of PD. While some leadership characteristics are inherent, others can be developed through intentional behaviors employed by campus principals until they become natural habits. The product resulting from the study was a PD to be delivered to principals on developing both implementation plans and behaviors that will enable them to implement and sustain fidelity to the provided structures and effectiveness of PLCs. The specific content of the PD was informed by the data collected and the literature reviewed in the study.

Summary

The local problem addressed in the study was the ineffectiveness of leadership of PLC implementation at secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. Considerable research exists that provides an outline of specific structures of effective PLCs but research connecting specific leadership behaviors and characteristics to the effectiveness

of PLCs is scarce. The guiding research questions for this study examined the actions and attributes of principals supporting Hord's (2007) characteristics of PLCs at schools in which effective PLCs operated.

The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. The project emerging from the data collection was a 3-day PD for principals in developing plans and behaviors to implement and sustain fidelity to the provided structures and effectiveness of PLCs. The literature review began with the conceptual framework for the study. Hord's (2007) five principals of PLCs consist of (a) shared beliefs, values and vision; (b) shared and supportive leadership; (c) collective learning and its application; (d) supportive conditions; and (e) shared personal practice. Understanding the behaviors associated with these characteristics assisted in developing a specific framework for the creation of a 3-day PD project focused on preparing principals to more effectively lead PLCs.

The remaining sections of the literature review addressed effective transformational leadership, school leadership, school culture, and leading PLCs. Each of the topics provided an understanding of the various pieces of the puzzle of transforming a school into an effective PLC. The knowledge gleaned from the literature review drove the determination of questions for the open-ended teacher surveys and principal interviews in the study to best reveal the behaviors and attributes of leaders of effective PLCs.

Section 2 details the methodology used for the study. Section 2 includes a detailed account of the qualitative research approach and design, a description of the sample population and how they were selected, and an explanation of the data collection and analysis methods for the study. A discussion of the project of PD for principals resulting from the data analysis is the focus of Section 3. The project's strengths and limitations in addressing the problem of the ineffectiveness of leadership in the implementation in PLCs in secondary campuses are reflected in Section 4. Section 4 also includes an analysis of the study in relation to leadership, social change, project development, and areas for future research. The PD project can be found in Appendix A.

Section 2: The Methodology

The problem addressed in the study was the ineffectiveness of PLC implementation at some secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. The school district in the study provided extensive PD for principals regarding structuring, implementing, and leading PLCs. District administrators and the PLC consultants that provided the PD found discrepancies in the presence of the 12 structural elements provided in the PD upon observing PLCs at the campuses after implementation. The PD designed for principals was grounded in the research of Hord (2007) who defined the five characteristics of a PLC as (a) shared beliefs, values and vision, (b) shared and supportive leadership, (c) collective learning and its application, (d) supportive conditions, and (e) shared personal practice. The guiding research questions for the study were designed to gain insight into the leadership styles, behaviors, and actions principals exhibited when leading PLCs and to help address the observed inconsistencies in leadership of the PLCs. These questions were:

RQ1: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site?

RQ2: What principal behaviors and actions do teachers and principals report in relation to PLC implementation at the target sites?

RQ3: What do teachers and principals perceive is needed to further refine the implementation of PLCs at the target site?

Answering these questions influences practice by defining leadership that results in effective PLCs that promote both professional growth for teachers and student achievement.

Section 2 provides details of the research design and explains why a qualitative case study was the most appropriate methodology to answer the research questions. The setting and sample for the study are also defined. Procedures for gaining access to the participants are included in the discussion. The final part of Section 2 outlines the data collection and the data analysis.

Research Design and Approach

Qualitative research is best suited for research problems in which the literature yields little information about the phenomenon under study and learning more from the participants through exploration is necessary (Creswell, 2012). Qualitative data collection uses responses from a small number of individuals to gather descriptions and themes leading to a larger meaning when specific variables are unknown, unlike quantitative data collection which uses an instrument to measure predetermined variables of the study (Creswell, 2012). Because little research existed on the behaviors and leadership styles of principals implementing PLCs, the variables of the study were unknown (Zhang, Yuan, & Yu, 2017). Observing and documenting the perceptions of teachers and experiences of leaders of effective PLCs provided insight lacking in other studies and also information to more deeply understand the gap in practice in the local district.

The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. Lodico, Spaulding, and Voegtle (2010) defined a case study as one which documents experiences of an individual or group in a particular setting through multiple sources of data. Thus, an exploratory case study using open-ended surveys and interviews to document the perceptions of teachers and principals regarding effective PLCs was a methodology appropriate to accomplish the purpose of the study.

Implementing and sustaining PLCs is an ongoing process within schools. Lodico et al. (2010) further described case studies as investigations to gain in-depth knowledge and provide a rich description about a specific individual, group, or situation. This description also fit this study in which I gathered data to better understand and describe the actions of the leaders of effective PLCs within a single school district. According to Creswell (2012), the researcher is the primary data collector in a case study. Because of the exploratory nature of the study, it was important for me to be the one who gathered the data. This allowed for follow-up questioning to ensure an in-depth description of the leaders of PLCs.

Other research designs were considered for this study but were not considered appropriate or sufficient to address the research questions. Quantitative studies provide a means for examining relationships among variables and testing objective theories

(Creswell, 2009). These examinations and testing of theories serve an explanatory purpose rather than an exploratory purpose (Yin, 2008). Identifying relationships and testing hypotheses also does not allow for the in-depth descriptions and understanding of a phenomenon (Lodico et al., 2010).

In addition to quantitative research studies, I also considered other types of qualitative studies that included phenomenology, ethnography, and grounded theory. A phenomenological study focuses on experiences and how those experiences are transformed into awareness or perceptions (Merriam, 2009). While this is the basis of most qualitative studies, phenomenological studies more specifically focus on human experiences eliciting emotions such as love and anger (Merriam, 2009). Creswell (2009) described the results of phenomenological studies as providing an understanding of the feelings that align with the studied experiences. The study explored actions and behaviors rather than the feelings or emotions of the participants, so a phenomenological study would not have been appropriate.

Ethnographic studies explore how members of a particular group understand and operate within their environment (Bogdan & Biklen, 2007). The purpose of ethnographic studies is to provide rich descriptions of the cultures or communities being studied (Lodico et al., 2010). To truly understand a culture or community, ethnographic studies are conducted over long periods of time and require intense commitment of the researcher (Creswell, 2012). An ethnographic study was not appropriate for the study since the purpose was not to have a rich understanding of the culture of PLCs but rather

an understanding of the leadership styles and behaviors of the principals leading effective PLCs.

In grounded theory, the researcher derives an abstract theory from the views of the participants (Creswell, 2009). The theory stems from multiple stages of data collection over longer periods of time as well as categorizing and comparing categories at different stages of data collection to substantiate the theory (Creswell, 2009). Grounded theory is a research design that could have answered the questions driving the study since the data collected could produce a theory regarding the necessary characteristics and behaviors for leading effective PLCs. However, according to Lodico et al. (2010), grounded theorists operate differently than other qualitative researchers in that their purpose is to generalize results to other settings. The intent behind the study was to inform future planning and administrative support within the district rather than generalize to a larger population. Therefore, a case study was more appropriate and timely.

Participants

Setting

The setting for the exploratory case study was an urban school district in a large southwestern state. During the 2015-2016 school year, the district served approximately 29,000 students in 23 elementary schools (Grades PreK-5), seven middle schools (Grades 6-8), two schools serving Grades 6-12, and five high schools (Grades 9-12). Table 2

provides the demographics of the district and the two schools from which I selected the participants of the study.

Table 2

Demographics of District and Campuses Included in the Study

Student Group	District	Campus A	Campus B
Economically Disadvantaged	72%	63%	89%
English Language Learners	28%	11%	35%
Served by Special Education	9%	11%	13%
Hispanic	65%	55%	78%
African American	18%	25%	13%
White	12%	12%	6%
Other Race/Ethnicity	5%	8%	3%

All of the secondary schools (middle schools and high schools) began implementation of core content PLCs at the direction of the superintendent in 2011 with the intent to provide meaningful collaboration for teachers of reading/English language arts, mathematics, science, and social studies. Each school had at least four PLCs, one for each core content area, each consisting of 6-10 teachers. In the high schools, the PLCs were often narrowed to specific courses within the core content areas such as Algebra I, English II, or U. S. History.

The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading

effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. The district administrators provided extensive PD for principals in structuring, implementing, and leading PLCs for the principals of these schools. The structural elements of PLCs presented in the PD included (a) evidence of presence of professional norms, (b) adherence to professional norms, (c) presence of an agenda, (d) facilitators following the agenda, (e) efficiency and effectiveness of the facilitator, (f) presence of team members, (g) team members being prepared and having materials present, (h) engagement of all team members, (i) focus on instructional planning, (j) focus on data analysis, (k) focus on professional growth and development, and (l) creation of instructional products and decisions made. Despite the PD, inconsistencies were found in the existence of the structural elements in secondary PLCs across the district. Understanding the leadership styles and actions of principals where the PLCs were effectively implementing the structural elements helps district administrators to know what additional PD or support is needed to increase consistency among the schools.

Criteria for Selection

The sample for the study was purposeful, intentionally selecting schools within the district that allowed me to gain the most insight and best understand the central phenomenon of leading effective PLCs (Creswell, 2012; Merriam, 2009). I identified two PLCs in the secondary schools whose principals went through the PD the district provided in 2011 and whose school staff were consistently implementing the elements

outlined in the PD. To accomplish this, I requested feedback from district content facilitators and strategists who attend, participate in, and support in specific subject matter and instructional strategies in PLCs throughout the district. I provided a list of the 12 structural elements to support efficient use of time and contribute to the PLCs' effectiveness the district consultants provided in the principal PD. I asked the content facilitators and strategists to identify PLCs they worked with and observed evidence of the 12 structural elements.

Next, I cross-referenced the list of the PLCs the content facilitators and strategists provided against a list of principals who had attended the PLC PD provided by the district in 2011. From the narrowed list of PLCs being led by principals who attended the PD and demonstrated evidence of the 12 structural elements provided in the PD, I chose two to research. The final criteria used to select the two PLCs for the study included having teachers that had been in the PLC since the initial implementation to be able to add the teacher perspective of that process. Researching two PLCs allowed me to provide more than one perspective of leadership but keep the sample and data manageable enough to study for the in-depth knowledge and rich description case studies serve to provide (Lodico et al., 2010).

The two PLCs selected through this process were a team of Biology teachers at Campus A and a team of sixth grade mathematics teachers at Campus B. Campus A was a ninth-grade center serving just under 900 students, and Campus B was a single-gender middle school serving just under 900 male students in grades 6-8. Table 2 above provides

the demographics of the student population in the two schools in comparison to those of the district. The participants in the study included the teachers in these two PLCs and the principals of the two schools where these PLCs were.

Justification for Number of Participants

The participants in the study included nine teachers in the two selected PLCs and their two principals, one from each campus. The Biology PLC at Campus A consisted of 10 teachers, six of which agreed to participate in the study. The mathematics PLC at Campus B consisted of eight teachers, three of which agreed to participate in the study. Both PLCs met daily during a common planning period provided in the schedule in addition to individual teacher conference periods. The principal at Campus A served as principal of a middle school in the district when he attended the PLC PD and conducted the initial implementation of PLCs at the school in 2011. He moved to campus A in the fall of 2012 and continued the implementation of PLCs that had begun the prior year under a different principal. The principal at campus B served as an assistant principal at the school before transitioning to the principal role in 2011. He attended the PD and implemented PLCs in his first year as a principal.

Avery, Creswell, Crowe, Huby, Robertson, and Sheikh (2011) described access and familiarity as important factors in case study approaches. My role as a district administrator was one of support for principals and campuses and not one in which I directly supervised the principals or had influence over evaluations with those who do. My involvement with principals did, though, provide familiarity with the PLC PD,

district expectations, and principals and teachers in the district that provided insight and allowed for more informed and meaningful questioning. Narrowing the focus to a small group of teachers and principals allowed for a more in-depth study of the participants and their perspectives, but including more than one PLC allowed for multiple perspectives for comparison (Creswell, 2009).

Access to Participants

To secure approval for research data collection in the district, I completed an application for the research and forwarded it to the Deputy Superintendent of Academics in November 2015 before accessing the participants or conducting data collection at the target sites. After the research application was approved, I secured a signed letter of cooperation from the Deputy Superintendent of Academics specifying the district's agreement to participate in the project study and granting access to the participants and target schools for the project study. I next sought approval to conduct the study through the Walden University's Institutional Review Board (IRB), which assigned an approval number 04-22-16-0293059.

Upon approval from the Walden University IRB, I reached out to the campus principals with an e-mail that included a description of the purpose of the study, an invitation for their personal participation in the study, and a request for permission to contact the teachers in the selected PLCs and invite them to participate in the study. I included an Informed Consent document in the e-mail for the principals to complete and return indicating their willingness to participate in the study and granting permission to

contact the teachers in the selected PLCs to invite them to participate in the study. In the e-mail, I also included a copy of the communication for teachers that included a description of the purpose of the study, an invitation for their personal participation in the study, and an Informed Consent document for the teachers to complete and return indicating their willingness to participate in the study for their review and approval. Within three days, both principals returned the consent forms agreeing to participate in the study and granting permission to contact the teachers in the selected PLCs to invite them to participate in the study with no suggestions to revise the proposed communication to the teachers.

Upon receiving the principal's consent forms including permission to contact the teachers, I sent an e-mail to the potential teacher participant pool that included a description of the purpose of the study, an invitation for their participation in the study, and an Informed Consent document to complete and return indicating their willingness to participate in the study. The invitation in the e-mail included a statement that the district had approved the opportunity for them to participate but assured them that participation was voluntary. The Informed Consent included with the invitation outlined the risks and benefits of the study, compensation, confidentiality, and contact information of the researcher and requested they complete the form and return it to me to indicate their agreement to participate. Two of the 18 teachers agreed to participate in the study following my initial invitation. After five days, I reached out to the potential teacher participants again soliciting their participation via e-mail that included the description of

the purpose of the study, the invitation for their participation in the study, and the Informed Consent document for the teachers to complete return indicating their willingness to participate in the study .When I did not receive any more responses after another five work days, I asked the principals if I could come and attend the teachers' PLCs and explain the purpose of the study, tell them about the e-mail invitation and ask them to consider taking part in the survey. The principals agreed that I could come to provide an overview of my study and answer any questions regarding the purpose or expectations. As a result of my visit, seven more teachers gave their consent via e-mail raising the count to nine teachers who agreed and provided signed consent to participate. Once I obtained the consent of the teachers, I sent a link to the online teacher survey via e-mail. The teacher survey included only the open-ended questions to collect data for the study (see Appendix B) and did not ask for identifying information. All nine of the teachers completed the survey within a week of receiving the online survey link. All communication was sent to and from the teachers' personal email accounts to protect confidentiality and was sent to my Walden email account.

Researcher-Participant Relationship

I worked to develop a researcher-participant relationship to protect individuals allowing them to feel comfortable sharing their perceptions and beliefs with me both during and post surveys and interviews. Visiting the PLCs and explaining the purpose of the study in person and my role in the district of supporting principals allowed for the development of the relational capacity. Because I served as the instrument of the

research, I was instrumental in facilitating the researcher-participant relationship in order to be able to inform future planning and administrative support at the campus and district level (Maxwell, 2013; Merriam, 2009). I achieved a researcher-participant relationship by obtaining approval to conduct research from the district and Walden University IRB and informed consent from potential participants. Additionally, I developed a researcher-participant relationship by ensuring the participants understood their responsibilities if they chose to become a participant within this project study through my visits to the PLCs. Participants' responsibilities were outlined within the invitation to participate letter and informed consent form.

Protection of Participants

As evidence that I fully understood the ethical protection of all participants, I obtained a certificate from the National Institutes of Health (NIH) Office of Extramural Research. This research study had a low risk level to participants. Participation was voluntary and could have been withdrawn at any time without affecting relationships. Because the teacher surveys were confidential, my direct involvement, and thus any risk of participation was minimized. The principal interviews, however, involved personal interaction. My position as a district administrator over assessment and research required working closely with and supporting the principals and allowed me to have a good rapport them. My role as a district administrator was not one in which I directly supervised the principals or had influence over evaluations with those who did. Thus, there was not a risk of fear of retribution for the principals if they elected not to

participate. The invitation to participate included an offer to make myself available via phone, e-mail, or in person to address any questions they may have had upon receiving the request for participation.

Overall, the safety, well-being, and confidentiality of all participants were a priority throughout the duration of the study. Teacher confidentiality was addressed in the informed consent and the survey process. The survey questions were hosted in Survey Monkey, and the program provided the link. The teachers were able to access the survey and record their responses via the link included in the e-mail. Because the link was not unique to each participant, the responses remained confidential. Analysis and conclusions were also delivered for member-checking via Survey Monkey to continue confidentiality of the responses. Also included in the informed consent was an explanation that teacher names would not be included in any reports. The data collected was kept secure by password protecting all electronic files that included the names of participants, burning them to a DVD and storing the DVD in a locked case in my home. These data will be stored for five years, per Walden University protocol. The consent form, personal conversation, and confidentiality of the survey delivery and collection allowed the participants to be more comfortable sharing their perspectives and perceptions freely without fear of persecution or reprimand.

Data Collection

Merriam (2009) described qualitative data as consisting of direct quotations; opinions; knowledge and feelings expressed in interviews; descriptions of actions and

behaviors based on observations: and, information gathered from documents. In the field of education, the most common form of qualitative data collection is through interviews (Creswell, 2012). The data for the study was collected through open-ended surveys completed by the teachers in the selected PLCs and interviews of the principals leading them.

Data Collection Instruments

I developed the open-ended questions for the teacher surveys and principal interviews by first reviewing Hord's (2007) five principles of PLCs and the research and descriptions of these principals included in the conceptual framework in the literature review in Section One. I designed questions to collect data on evidence of each principle. I then supported each question in the initial set with questions to collect data on the specific behaviors and actions principals employ within each of the five principles of PLCs. I then referred to the research questions for the study to ensure the data collected in the responses to the questions would provide answers to the research questions. I added additional questions to fill any voids in the ability to provide answers to the research questions. I first developed the teacher survey questions then refined them to solicit the principal's perspective for the interviews. Once I drafted a set of questions, I consulted with my committee chair to finalize them.

Teacher surveys. Open-ended surveys allowed me to understand how teachers perceived the leadership styles and behaviors exhibited by the principals in leading PLCs on their campuses and how they came to develop those perspectives (Bogdan & Biklen,

2007). Unrestricted questions also allowed the participants to develop individual responses not influenced by answer choices provided by the researcher (Creswell, 2012). Because of the time involved in interviewing nine teachers individually and the desire to maintain confidentiality of responses, the open-ended survey served as the collection tool for direct quotations, opinions, knowledge, and feelings from the teachers in the PLCs. Teacher survey questions are included in Appendix B.

Principal interviews. In the field of education, the most common form of qualitative data collection is through interviews (Creswell, 2012). Interviews allow the researcher to collect descriptive data in the subjects' own words to gain insight into their own understandings of the subject being studied (Bogdan & Biklen, 2007; Merriam, 2009). A disadvantage of interviewing is the influence the researcher can have on the responses of the participants (Creswell, 2012).

Principal interviews allowed me to gather their own perceptions of their leadership styles and behaviors exhibited in leading PLCs on their campuses. Gathering the perception from more than one principal increased the accuracy of the study because the information is gathered from more than one source (Yin, 2011). The data collected during the interviews was triangulated with the teacher survey data to allow for multiple perspectives and a rich description of the behaviors and characteristics of principals leading effective PLCs (Merriam, 2009). The interviews were semi-structured, guided by an established list of questions and were designed to not lead the participant for desired responses but were left open-ended to solicit responses that provided rich descriptions of

the principal's perceptions (Appendix C; Merriam, 2009). The list of interview questions served as an interview protocol suggested by Creswell (2012). The principal interview questions were the same content as the open-ended teacher survey questions but asked from the principal's perspectives rather than the teacher's. I first developed the teacher survey questions then refined them to solicit the principal's perspective for the interviews.

Sufficiency of Instruments

The questions in both the teacher survey and principal interview were the same content but asked from the different perspectives of the teachers and principals. I developed the open-ended questions for the teacher surveys and principal interviews by first reviewing Hord's (2007) five principles of PLCs and the research and descriptions of these principals included in the conceptual framework in the literature review in Section One. I designed questions to collect data on evidence of each principle. I then supported each question in the initial set with questions to collect data on the specific behaviors and actions principals employ within each of the five principles of PLCs. I referred to the research questions for the study to ensure the data collected in the responses to the questions would provide answers to the research questions. I first developed the teacher survey questions then refined them to solicit the principal's perspective for the interviews. Once I drafted a set of questions, I consulted with my committee chair to finalize them.

I designed the questions myself and did not rely on an instrument designed for another study. This allowed me to target the questions to specifically answer the research questions for the current study. Grounding the questions in the conceptual framework of the study and referring to the research questions through the development process allowed me to ensure sufficiency of surveys and interviews to answer the research questions of the study.

Questions 12 and 13 asked about the leadership style of the principal and addressed RQ1: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site? The principal's leadership style is a common factor in creating culture in which Hord's (2007) five principles of PLCs exist (Carpenter, 2015; Morrison, 2013). Attributes included in responses to the other questions also helped identify the leadership styles of principals leading PLCs grounded in the five principles. Questions 1a, 1b, 2, 4, 6, 10, and 14 served to provide evidence to substantiate the leadership style indicated in question 12. Questions 1bi, 3, 5, 7, 8, 9, and 11 asked what principals do in relation to each of the five PLC principles and were designed to answer RQ2: What principal behaviors and actions do teachers and principals report in relation to PLC implementation at the target sites?

Questions 1-11 were based on the conceptual framework of Hord's (2007) five characteristics of PLCs. Question 1 addressed shared beliefs, values, and vision. Questions 2-3 addressed shared and supportive leadership. Questions 4-7 addressed collective learning and its application. Questions 8-9 addressed supportive conditions,

and questions 10-11 addressed shared personal practice. Finally, question 15 directly asked for answers to RQ3: What do teachers and principals perceive is needed to further refine the implementation of PLCs at the target site?

Data Collection Methods

Teacher survey data for the study were collected via confidential online surveys administered through Survey Monkey. Teachers who provided consent and agreed to participate in the study were e-mailed a link to the survey questions. The teachers were able to access the survey questions and record their responses via the link generated by Survey Monkey. The beginning of the survey included a statement assuring participants their responses would be used solely for the purpose of the study, and the survey would not collect individual teacher names. The link was not unique to each participant and the questions did not ask for any personally identifying information. Thus, no information I received in the responses downloaded from Survey Monkey identified which teachers submitted the individual responses. This process allowed the responses to remain confidential. The principals were not told which teachers chose to participate and were only allowed to see the summary of the responses as written in the final version of the project study. Teacher names were not used at any point in the study. Any individual responses reported in the results referred to an alphabetical pseudonym such as Teacher B.

Principal data for the study were collected through one-on-one interviews conducted at the convenience of the two cooperating principals. The principal interviews

were scheduled and conducted at the locations and times the principals requested upon receipt of consent. Both principals requested to be interviewed at their campuses during the workday to eliminate the need for them to travel or give up time outside of their work day. I assured both principals that I would not disclose the purpose of my visit to maintain confidentiality of participation in the study. I e-mailed the interview questions to the principals a week before the interviews took place to allow them to prepare their responses and any clarifying questions they might have ahead of time. Both principals agreed to allow me to audio record the interview to ensure all quotes and thoughts were captured accurately. The first interview took just over an hour. The principal had read through the questions but had not prepared any responses. The second interview took approximately 45 minutes. The principal had prepared responses to the questions and gave me an electronic copy of what she had prepared to allow for additional accuracy of reporting the responses. Therefore, the interview was more of an opportunity for both of us to provide clarification. According to Yin (2011), utilizing an interview protocol and audio recording the conversation helps to minimize ethical issues that can bring harm to the participants including risks, confidentiality, deception, and informed consent.

System for Keeping Track of Data and Emerging Understanding

I used a reflective journal throughout the process of collecting, organizing and analyzing the data from the survey responses and interviews in order to monitor my processes and develop themes (Merriam, 2009). I recorded reflections that included thoughts, behaviors, and reactions immediately following each principal interview in a

Word document and added the transcriptions of the interviews to the document. I also used the journal to record central themes and categories that formed from the analysis and addressed the research questions. I journaled through adding comments in the Excel and Word files that contained the data. The reflection also included questions that arose as a result of the analysis and how the questions were addressed as the analysis continued. The final piece of the journaling included reflection on any assumptions or biases I could have introduced through the analysis. Recording these biases and assumptions served as a check against the categories and summarizations I developed. The data collected was kept secure by password protecting all electronic files that included the names of participants, burning them to a DVD and storing the DVD in a locked case in my home. These data will be stored for five years, per Walden University protocol.

Bogdan and Biklen (2007) defined coding as searching the data for regularities, trends, and topics and then selecting words and phrases to represent the trends. The coding process for the study began by going through the documents and highlighting the text using different colors for each code and utilizing the comments in the reflective journal to indicate phrases describing the code associated with each color. The highlighted text was then entered into additional columns in the Excel document according to the codes. The codes were then further analyzed, sorted, combined, and aligned with Hord's (2007) five principles of PLCs.

Role of the Researcher

The role of the researcher was an important factor in the case study. I served as a district-level administrator where the study was conducted. I worked closely with principals in a supportive role but not in a supervisory role. I did not have a position to participate in nor influence principal or teacher evaluations. Thus, there was not a threat of retaliation if principals or teachers elected not to participate in the study. My role was working with assessment and data for the district, so I had an active role in providing tools for data reflection in PLCs.

Lodico et al. (2010) stated researcher bias occurs when the researcher has prejudice or preference toward a topic and introduces it to the participants. Newman and Tufford (2012) defined bracketing as a process in which the researcher sets aside assumptions, presuppositions, and theories that result from previous experiences while conducting the study and analyzing the results. Bracketing can be accomplished with continued self-awareness and reflection through journaling about assumptions and connections to prior experiences throughout the research process (Newman & Tufford, 2012). I was involved in the PD provided for principals to implement PLCs on the campuses and wanted to see them succeed for the sake of improved student performance. However, there was no benefit to me or to the district by introducing bias or influence on the results of the study. To minimize any influence I might have introduced with my bias, I employed bracketing by making notes throughout the analysis of the survey responses and interviews reflecting about whether thoughts I had and conclusions I formed were

substantiated with the responses or coming from my previous assumptions or biases. In addition, I employed a peer review in which two colleagues read through the responses and transcripts and evaluated the plausibility of the findings based on the data (Merriam, 2009). The first colleague was a professor in an Ed.D. program at another university and worked with doctoral students on sound practices in research studies. This colleague had not been directly involved with PLCs in the district and provided an objective view of the connection between the responses and transcripts and the conclusions drawn. The second colleague was a fellow doctoral candidate who had been directly involved with PLC implementation in the district. With her experiences with PLCs, she brought a viewpoint of whether she was observing the same conclusions or if it appeared I was objecting my own biases into the findings. For the protection of the participants, both peer reviewers signed a confidentiality agreement.

Data Analysis

The goal of this qualitative case study was to identify the leadership style, behaviors, and characteristics of principals leading effective PLCs. Merriam (2009) described the inductive process as characteristic of analyzing the data collected in a qualitative case study approach. Creswell (2012) described the six steps in analyzing qualitative data as (a) preparing and organizing the data, (b) using coding for initial exploration of the data, (c) developing descriptions and themes utilizing the code, (d) representing the findings visually or narratively, (e) reflecting and finding interpretation of the meaning of the results, and (f) validating the accuracy of the results. Steps (b) and

(c) are an iterative process in which codes are refined and combined after processing through the entire data set and seeing all of the trends. The data analysis focused on the perceptions of teachers participating in and principals leading effective PLCs with the goal of identifying the leadership style, behaviors, and characteristics of principals leading effective PLCs.

The preparation and organization of the data for the study began with exporting the responses to the open-ended surveys from Survey Monkey into an Excel document with the responses to each question being included on a separate tab. The audio recordings of the interviews were then transcribed into a Word document. Both of these actions allowed for accuracy and credibility since they captured and reported the exact responses from the participants. I then transferred the principal responses to each interview question to the Excel document that contained the teacher survey responses. This was an easy transfer since the content of the questions was the same for both the teacher surveys and principal interviews, and each question's responses were recorded on a separate tab in the file. Once I had the principals' responses in the Excel document, I highlighted them in yellow to allow me to differentiate between teacher and principal responses during the analysis.

Next, I began the process of coding the data. Bogdan and Biklen (2007) defined coding as searching the data for regularities, trends, and topics and then selecting words and phrases to represent the trends. I began the coding process for the study focusing on the responses to each question individually. I read through the responses one time without

recording anything to get a sense of its overall meaning (Creswell, 2012). I then read through the responses again and highlighted key word and phrases in the text that helped to categorize the response. I used different colors for each category or code that emerged. I utilized comments to indicate descriptive words and phrase associated with the text highlighted with each color and journaled my reflections through the coding process (Creswell, 2012). I then entered the highlighted text into additional columns in the Excel document according to the codes. I then began an iterative process of further analyzing, sorting, and combining the responses and codes and aligned the final codes with Hord's (2007) five principles of PLCs. I continued the process for all of the questions. I continued the reflection and journaling process throughout the analysis to minimize any bias. Finally, I combined the highlighted text and codes from the survey and interview questions associated with each research question. I then repeated the iterative process of further analyzing, sorting, and combining the responses and codes to develop the final themes answering each of the three research questions (Bogdan & Biklen, 2007).

Accuracy and Credibility

Triangulation of the data through comparing multiple sources ensures accuracy and validity of the data (Lodico et al., 2010). Gathering information from the perspectives of both the teachers and principals and using multiple sites provided for such triangulation in the study. Accuracy and validity were also provided through member checks in which the researcher had the participants review the draft summary to ensure their own thoughts are correctly captured (Creswell, 2012). As suggested by Yin (2011)

member-checking occurred in the study by e-mailing the trends identified through the coding process and conclusions to the participants and requesting feedback on the accuracy of the reporting. The trends identified through coding were reported by category with each term or phrase fitting the category reported beneath. The conclusions were written as a summary of the findings. As an important part of the analysis, participants were encouraged to correct or clarify any points they wish to ensure I had not misinterpreted the meaning behind their responses (Merriam, 2009; Yin, 2011).

Discrepant Cases

Merriam (2009) defined discrepant cases as those which oppose developing findings. Discrepant cases in the proposed study were carefully reviewed for possible sources of the differences. Participant responses that did not fit into the trends of other pieces of data were not automatically excluded. Rather, they were addressed through the member-checking process which allowed the participants to provide clarity into the differences in perspective (Yin, 2011). Specific discrepant cases are discussed in the Findings.

Data Analysis Results

Teacher survey data for the study were collected via confidential online surveys administered through Survey Monkey. Teachers who agreed to participate in the study were e-mailed a link to the survey questions and responded in the online platform. No identifying information was included in the questions, and the link was not unique to individual participants. Thus, none of the respondents could be linked to their responses.

The responses the teachers submitted in the online Survey Monkey system to each question were exported in an Excel format directly from Survey Monkey to allow for coding and analysis.

Principal data for the study were collected through one-on-one interviews conducted at the convenience of the two cooperating principals. The interviews were audio recorded with the permission of the principals. I transcribed the principals' responses into a Word document to allow for coding and analysis.

The questions in both the teacher survey and principal interview were the same content but asked from the different perspectives of the teachers and principals. The analysis of the data from the teacher open-ended surveys and principal interviews included coding the survey responses exported into Excel and the interview transcripts. I analyzed the responses to each question and identified codes that developed through an iterative process of highlighting key words or phrases in each response and color coding them into similar categories. The analysis of each question combined both the teacher and principal responses. The codes that emerged from each question were then organized into overarching themes providing answers to each of the three research questions of the study.

Findings

The findings of the study are summarized in the following paragraphs. The summary includes the themes and sub-themes answering each of the research questions.

The sections leading up to the summary outline the data contributing to these themes and sub-themes.

Research question one asked: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site? The theme in the teacher and principal responses was transformational leadership. Five sub-themes emerged from the responses to the survey and interview questions designed for the participants to describe how the principal's leadership style is manifested in the school and provide evidence substantiating the leadership style they indicated. The five sub-themes were: (a) data-driven environment, (b) principal-nurtured adult relationships and collaborative interactions, (c) principals exhibiting collaboration with staff, (d) encouragement of teachers to build efficacy, and (e) intentionality in professional growth and development. These sub-themes supported Burns' (1978) four elements of transformation leadership.

Research question two asked: What principal behaviors and actions do teachers and principals report in relation to PLC implementation at the target sites? Five themes emerged from the responses, crossing between the contexts of Hord's principles, noting specific behaviors and characteristics of principals who were leading effective PLCs. The themes emerging from the responses were: (a) PLC expectations and structures and principal participation; (b) supporting teacher needs through PD; (c) effective communication including feedback and openness to teacher input; (d) teacher

empowerment through acknowledgement, encouragement and affirmation; and (e) creating a positive, supporting, and focus-oriented culture.

Research question three asked: What do teachers and principals perceive is needed to further refine the implementation of PLCs at the target site? Three themes emerged from the responses. The three themes were: (a) more structured time with refreshers of PLC expectations, (b) more reflection on whether goals were met, and (c) consideration of teachers.

Research question 1. Research question 1 asked: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site? The principal's leadership style is a common factor in creating culture in which Hord's (2007) five principles of PLCs exist (Carpenter, 2015; Morrison, 2013). The theme in the teacher and principal responses was transformational leadership. Five sub-themes emerged from the responses to the survey and interview questions designed for the participants to describe how the principal's leadership style is manifested in the school and provide evidence substantiating the leadership style they indicated. The five sub-themes were: (a) data-driven environment, (b) principal-nurtured adult relationships and collaborative interactions, (c) principals exhibiting collaboration with staff, (d) encouragement of teachers to build efficacy, and (e) intentionality in professional growth and development. These sub-themes supported Burns' (1978) four elements of transformation leadership.

Question 12 on both the teacher surveys and the principal interviews directly asked participants to describe the principal's leadership style. The question gave the examples of transactional, transformational, and laissez-faire leadership styles with descriptions of each. Participants were told they could indicate one of these examples or any other leadership style they preferred. Seven of the nine teachers and both principals indicated transformational to describe the leadership style. Teacher D stated, "Most definitely transformational leadership." Teacher B elaborated saying, "Transformational Leadership included with an attitude of servitude meaning he allows for staff members to use their qualities for the best interest of our campus but always stepping in to serve his admin team, teachers, custodians, and students without hesitation; nothing is beneath him." Teacher E shared, "Most of the time he has a Transformational leadership style but can step in and be a dominant leader if the situation calls for it or step out and let teachers solve problems for themselves if the situation calls for that."

Two of the nine teachers described the principal's leadership style using a term other than transformational. Teacher G described the principal's leadership style as democratic of which the "principal has the final say but values input from staff." Principal B used a description including the term "servant leadership" when clarifying his response that he has a transformational leadership style. Similarly, Teacher F described the principal's leadership style as servant leadership. In clarifying servant leadership, the teacher stated, "serving others comes by helping them achieve and improve." This teacher's description of servant leadership ties in directly with Burns' (1978) description

that transformational leadership stems from a desire to meet the needs of the followers and motivate higher levels of performance and involvement within the organization through respect and encouragement for participation. This description links what Teacher F and Principal B described as servant leadership to transformational leadership. Consequently, one of the two discrepant cases can be received as transformational leadership. Classifying these two responses as transformational leadership increases the total to 10 of the 11 participants describing the principal's leadership style as transformational. Thus, transformational leadership was the central theme answering research question 1: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site?

Nine of the survey and interview questions served to describe how the principal's leadership style is manifested in the school and provide evidence substantiating the leadership style the participants indicated in question 12. Question 13 asked how the participants perceived the principal's leadership style influences the effective implementation of PLCs. The other eight questions were asked within the context of Hord's 5 principles of PLCs. Questions 1a and 1b sought evidence of the leadership style respondents indicated within the context of Hord's (2007) principle of shared beliefs, values, and vision. The questions asked how the mission, vision, school goals, and school values were developed and included into the school's daily life. Question 2 sought evidence of the leadership style respondents indicated in the context of Hord's (2007) principle of shared and supportive leadership by asking what leadership opportunities

exist for teachers in the school. Questions 4 and 6 sought evidence of the leadership style respondents indicated in the context of Hord's (2007) principle of collective learning and its application by asking about the professional learning and the processes used for making instructional decisions based upon data. Question 10 sought evidence of the leadership style respondents indicated in the context of Hord's (2007) principle of shared personal practice by asking the participants to describe the changes in practice that have resulted from the implementation of PLCs in their school.

The teacher and principal responses to these questions supported the theme of transformational as the principal's leadership style, answering the research question: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site? Five sub-themes emerged from the responses to these questions that describe how that leadership style is manifested in the school within the context of Hord's (2007) principles of PLCs. Each of the five sub-themes incorporate into Burns (1978) four elements of transformational leadership. The elements of transformational leadership are described as: *individualized consideration* utilizes coaching, PD, and mentoring to assist followers to reach their potential and connects with shared personal practice in PLCs; *intellectual stimulation* motivates followers' innovation and creativity to challenge existing routines and ties to supportive conditions; *inspirational motivation* nurtures commitment and enthusiasm for a shared vision; *idealized influence* puts others' needs before their own personal needs and exudes a charisma causing followers to want to emulate the leader which can be found in shared

and supportive leadership (Allen et al., 2015; Balyer, 2012; Berkovich, 2016; Burns, 1978; Day et al., 2016; Drysdale et al., 2015; Hauserman & Stick, 2014; Hord, 2007).

Sub-theme 1: Data-driven environment. School goals were based on the needs of students and determined based on data according to teacher responses. Regular data reflections from assessments measuring progress toward goals was indicated in how the mission, vision, and goals were incorporated into the school's daily life. The focus on data supports the element of inspirational motivation for higher levels of performance that Burns (1978) expressed as critical to the transformational leadership style the participants described of the principals in relation to PLC implementation at the target sites. Teacher D explained, "We discuss them [the mission, vision, and goals] and look at ways to meet our goals weekly by looking at student data." Principal A indicated the data-driven environment includes a visual representation of the data in a common area in the school to serve as a daily reminder to staff and students of the goals of the school and the progress being made toward them. Additionally, the teachers and principals indicated that PD is determined by the needs identified in the regular data reflections. Finally, Teacher C described a changed practice resulting from the implementation of PLCs as an "environment where teachers are constantly reflecting on student achievement."

Sub-theme 2: Principal-nurtured adult relationships and collaborative interactions. Principal-nurtured adult relationships are fostered, and interactions among staff and between staff and students incorporate the mission vision and goals of the school into daily life according to the teacher and principal responses. Burns (1978)

described transformational leadership as encouraging collaboration over working as individuals. Supporting Burns' (1978) description, the relationships indicated in the teacher and principal responses "create a professional, supportive environment where teachers approach each other to share ideas and request help" according to Teacher B. Within this culture, Teacher A shared, "teachers feel responsibility for and that they are important contributors to the overall cause for the school providing evidence of the transformational leadership element of inspirational motivation." Principal B stated, "relationships and collaboration lead to a positive campus culture that is focused on student achievement, collaboration, and teacher efficacy." These positive adult relationships and collaborative interactions support Burns' (1978) transformational leadership element of individualized consideration, as perceived by the participants in the current study.

Sub-theme 3: Principals exhibiting collaboration with staff. The teacher and principal responses indicated that the principal contributes to the incorporation of the mission, vision, and goals of the school into daily life by exhibiting collaboration with staff. Principal A said, "The staff had agreed that we will conduct our business within the framework of our mission, vision, and goals, and it is up to me to model how that is done collaboratively." When asked how he models this, he said, "I have to be in the PLCs engaging in the dialogue with the teachers. I engage in the manner I expect my teachers, refer back to the goals of the school, and ask them how our decisions are supporting them."

Additionally, seven of the nine teachers responded that the principal also exhibits collaboration by inviting teacher input into the mission, vision, and goals as they are being developed. Teacher I explained, “The principal determined the vision and brought it to the staff for input and revision. The staff then determined the mission based on three questions: What do we do? How do we do it? For whom do we do it?” Teacher B stated, “They [the schools’ mission, vision, and goals] were developed by the leadership team then brought to the staff and asked for feedback. The feedback was reviewed by the leadership team and drove the revisions and final version.”

Furthermore, the principal exhibits collaboration by being open to feedback from teachers in all aspects of leading the school. Teacher C explained this saying, “He is always open to ideas that can better enhance our results.” Teacher B shared, “My principal has an open-door policy which allows employees to feel comfortable enough to speak with him about anything that may be going on.” Teacher F said, “He listens to our needs, solicits feedback, and shows our input is valuable in moving the school forward.” Teacher H commented that “teacher to admin feedback is also encouraged.”

Under the element of idealized influence, transformational leaders model innovation and problem-solving and facilitate change through personal relationships (Goddard et al., 2015; Hauserman & Stick, 2014). Boberg and Bourgeois (2016) indicated collaborating with teachers in school decision-making provides evidence that transformational leaders are more concerned with the results than controlling the process of getting there. Exhibiting collaboration with staff described in the teacher and principal

responses in the current study provides evidence of idealized influence and the transformational leadership style.

Sub-theme 4: Encouragement of teachers to build efficacy. Balyer (2012) and Hallinger and Heck (2014) declared a principle element of transformational leadership as having a focus on capacity building for the purpose of organizational change. The teachers and principals indicated that the principal builds teacher capacity through encouragement and recognition. Teacher A summarized this saying, “The principal gives continuous praise when goals are met and recognition to those who deserve it and continues to encourage those who struggle to get those results.” Teacher G said the principal “is always excellent about celebrating growth and success.” Teacher B responded, “He acknowledges our growth as teachers and affirms us through positive feedback in personal notes which for me has made a difference for him to take time out of his day.” Teacher F added, “These affirmations create an environment where teachers want to take leadership roles because they feel validated and appreciated.”

Additionally, the principals encourage teachers to continue their education and pursue additional degrees. Principal A spoke to pushing his teachers to “see past the classroom and what they can become.” Principal B told me he “takes time to learn the professional goals of the individual teachers and see how I can help the teachers achieve these goals.” Teacher E explained their principal “pushes us to pursue educational opportunities that can open doors in our careers.”

Beyond building efficacy in the teachers, both principals also said they work to develop the assistant principals to become instructional leaders. Principal A said, “I owe it to them [the assistant principals] to ensure they will be ready to run their own building one day.” Principal B added, “My assistant principals need to learn more than their immediate responsibilities. They will be the ones in charge of developing their own teachers soon.”

Boberg and Bourgois (2016) and Goddard et al. (2015) described a transformational leader as one who employs the expertise of the teachers and provides a sense of each member contributing to the success of the school. Transformational leaders also create a culture of challenging the status quo and innovation within a safe environment with a high level of trust (Al-Mahdy et al., 2018; Hauserman & Stick, 2014; Yang, 2014). The teacher and principal responses support these depictions of transformational leadership describing a culture in which teacher leadership qualities are cultivated and recognized and in which teachers are encouraged to be innovative in their classrooms. Teacher G shared, “Leadership opportunities present themselves in the form of presenting during staff meetings, taking the initiative for school-wide events, being innovative with ideas, etc.” Teacher H said Leadership opportunities are available in the organization of extracurricular/volunteer learning activities”. The encouragement and building of teacher efficacy offers evidence of the transformational leadership elements of intellectual stimulation and individualized consideration. This provides further

evidence of the transformational leadership style the participants described of the principals in relation to PLC implementation at the target sites.

Sub-theme 5: Intentionality in professional growth and development.

Transformational leaders maintain an emphasis on organizational and individual learning and effectively communicate and model the vision (Al-Mahdy et al., 2018; Balyer, 2012; Berkovich, 2016; Boberg & Bourgeois, 2016). The teacher and principal responses indicated that the principals are intentional with the implementation of PLCs and providing PD for the staff. The intentionality is evidenced in the organization and communication of expectations for PLCs in which Teacher D remarked, “There is no doubt what our principal expects us to accomplish and how to go about doing it in PLC.” Principal A addressed intentionality stating he is “continually communicating expectations based on the vision, mission, and goals of the school in all PDs and meetings”. Additionally, five of the teachers specifically spoke to their principal providing PD based on specific needs of teachers and students. Teacher A described professional learning on the campus in which, “Teachers and administrators team up to discuss campus needs. Classes and trainings are ongoing.” Teacher F said, “Our professional learning specific to the needs of our teachers and students. It is ongoing and intentional.” Teacher G added, “Professional learning can be described as a collaborative effort between teachers and administrators as a way to meet the needs of the students.” The intentionality of the principals further substantiates the transformational leadership element of individualized consideration and, thus, the transformational leadership style

the participants described of the principals in relation to PLC implementation at the target sites.

Conclusion for research question 1. The teachers and principals were asked a series of questions to answer the first research question in the study: How do teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site? The responses indicated the principals' leadership styles to be transformational and described how the transformational leadership was manifested in the school. Two of the questions sought evidence of the transformational leadership style respondents indicated within the context of Hord's (2007) principle of shared beliefs, values, and vision. One question sought evidence in the context of Hord's (2007) shared and supportive leadership. Two questions sought evidence of the leadership style respondents indicated in the context of Hord's (2007) collective learning and its application. The final question relating to RQ1 sought evidence in the context of Hord's (2007) shared personal practice. Five sub- themes emerged from the responses that supported Burns' (1978) four elements of transformation leadership. The five sub-themes were: (a) data-driven environment, (b) principal-nurtured adult relationships and collaborative interactions, (c) principals modeling expectations, (d) encouragement of teachers to build efficacy, and (e) intentionality in professional growth and development.

Research question 2. Research question 2 asked: What principal behaviors and actions do teachers and principals report in relation to PLC implementation at the target sites? To better develop, equip, and support principals to lead effective PLCs, eight of the

survey questions were designed to pinpoint what the principals in the study specifically do in leading PLCs on their campus. Five themes emerged from the responses, crossing between the contexts of Hord's principles, giving specific behaviors and characteristics of principals who were leading effective PLCs. The themes emerging from the responses were: (a) PLC expectations and structures and principal participation; (b) supporting teacher needs through PD; (c) effective communication including feedback and openness to teacher input; (d) teacher empowerment through acknowledgement, encouragement and affirmation; and (e) creating a positive, supporting, and focus-oriented culture.

Question 1b asked about principal behaviors and actions in relation to PLCs in the context of Hord's (2007) principle of shared beliefs, values, and vision. The question asked how the principal contributes to including the mission, vision, and goals into the school's daily life. Question 3 asked about principal behaviors and actions in relation to PLCs in the context of Hord's (2007) principle of shared and supportive leadership. The question asked how the principal encourages teachers to be leaders in the school. Questions 5 and 7 asked about principal behaviors and actions in relation to PLCs in the context of Hord's (2007) principle of collective learning and its application. The questions asked what principals do to encourage PD and a focus on results. Questions 8 and 9 asked about principal behaviors and actions in relation to PLCs in the context of Hord's (2007) supportive conditions. The questions asked how the principal creates supportive conditions to build relationships, work collaboratively to plan, solve problems, and learn from one another. Question 11 asked about principal behaviors and actions in

relation to PLCs in the context of Hord's (2007) principle of shared personal practice. The question asked how the principal supports changes in practice that have resulted from the implementation of PLCs in the school. Five themes emerged from the responses to the questions targeted to find the behaviors and actions of principals leading effective PLCs.

Theme 1: PLC expectations and structures and principal participation. The teacher and principal responses indicated that the principals provide specific structures for teachers outlining expectations. Teacher E shared "The principal sets expectations that are clear, this helps employees understand goals and visions." Teacher A specified, "We follow an agenda closely, gives everyone the opportunity to address concerns, share ideas, address issues, and discuss ideas." Teacher F shared, "Teachers are provided with tools to plan and solve problems." One such tool is a form Principal B provides "to guide data reflections and lead teachers to celebrate success and address areas of weak performance." A structure provided is the time for PLC. Principal A provides agendas outlining expectations "that allow everyone to address concerns and share ideas."

The teacher and principal responses indicated the principals participate with teachers in areas that are important and model the behaviors they expect to follow. For example, Teacher C said their principal "will often attend teacher-focused, off-campus PD with the teaching staff." Principal B stated, "I can't expect my teachers to value the learning they can gain if I don't show I value it." While participating in the PLCs,

principal A “allows the teacher leaders to facilitate the conversation but actively participates in the conversation and provides guidance only when necessary.”

By actively participating in what they value, the principals set the tone for their teachers. It is during this active participation that the principals model behaviors expected of the teachers. The first expected behavior principal B models is to “plan and facilitate all activities related to the school goals.” Although staff input is valued during this process, the principal does “not delegate the leadership of these activities to another administrator or teacher leader.” Principal A spoke about interactions during PLCs in which “I discuss my expectations and work through various expected systems or practices.” Additionally, the principal models expectations for relationships by, as Teacher A stated, “showing genuine concern for the staff with an open-door policy” that Teacher E said, “makes the staff feel comfortable enough to speak to him about anything.” Teacher G also said, “The principal respectfully but directly handles issues and communication.” These examples of principal participation and modeling expected behaviors help to identify the principal behaviors and actions teachers and principals report in relation to PLC implementation at the target sites.

Theme 2: Supporting teacher needs through professional development. The teacher and principal responses indicated the principal is intentional in supporting teachers and providing opportunities for PD specific to the needs identified through data reflections on the campus. Teacher B simplified this intentionality stating, “The principal is careful not to waste teachers’ time.” The principal places value on PD in different

ways. Teacher G said the principal encourages PD “by offering incentives from time to time.” Teacher D said their principal “arranges for us to have PD at our school that is specific for our needs.” As part of the PD opportunities, teachers are afforded the chance to observe other teachers. Teacher D spoke to this saying their principal, “makes sure teachers have the opportunity to observe other teachers.” These examples of supporting teachers through PD indicate principal behaviors and actions supporting the PLC principle of collective learning and its application.

Theme 3: Effective communication including feedback and openness to teacher input. The teacher and principal responses indicated effective communication is another behavior exhibited by the principals. The communication is regular and delivered through multiple formats. Principal A said he sends weekly communications with a header outlining the mission and vision of the school. The weekly communications include leadership and PD opportunities available to teachers. Principal B regularly communicates the vision and mission of the school by starting every staff meeting and PLC asking teachers, “What is our one focus?” Teachers respond, “Student achievement.” Besides weekly communications distributed to all staff and meetings, Teacher F cited the principal as “making time for individual conversations with the teachers.” Teacher G spoke about the principal, “meeting with you to encourage improved practice.”

Effective communication includes the principals providing feedback for the teachers. The feedback includes coaching and comes in response to data reflections and

classroom walkthroughs. Principal A said he “uses feedback and coaching to empower teachers to improve their own practice.” Teacher E said the principal “reads the reflections and gives us feedback on what was done well and what should be improved.” The teacher added, “knowing he is going to evaluate the reflection makes us take it more seriously and look for more insight in the data.” Teacher D shared their principal “makes comments and suggestions on the forms and returns them to us.”

Additionally, effective communication includes principals being open to input from staff in leading PLCs. One specific example is in Teacher E’s response that their principal is “open to receive ideas from teachers for increasing student performance.” Teacher C described the principal as being “open to input from teachers for improving the environment of the school.” A third specific example of being open to teacher input is Teacher H’s account that “the staff has input on hiring new team members.” Principal B stated, “I encourage feedback from my teachers. I believe in teachers as leaders and problem solvers. If cultivated properly, I believe that a campus should thrive when all people are believed to be difference makers.” These examples of effective communication including feedback and openness signify principal behaviors and actions that portray the PLC principles of shared beliefs, values, and vision; shared and supportive leadership; and supportive conditions.

Theme 4: Teacher empowerment through acknowledgement, encouragement and affirmation. The teacher and principal responses indicated principals acknowledge efforts and provide encouragement for teachers. The acknowledgements and

encouragement serve to inspire teachers to take on leadership roles within the campuses. Teacher F spoke about their principal who “acknowledges individuals in our daily emails. Ex: a teacher helping out another teacher that is struggling with her students who are not understanding material.” Teacher D said their principal “always encourages teachers to be leaders”, and Teacher E added, “Leaders are always acknowledged for their contribution.” Teacher F spoke to their principal’s weekly newsletter in which he “most importantly celebrates and affirms specific teachers for their various contributions to the school.” Encouragement also comes in the form of supporting and lifting up teachers who are not meeting their goals with their data. Teacher A said, “The principal gives continuous praise when goals are met, recognition to those who deserve it, and continues to encourage those who struggle to get those results.”

The principals additionally provide affirmations to teachers. Teacher B spoke about the principal’s affirmations “creating an environment where teachers want to take leadership roles because they feel validated and appreciated.” Affirmations are also given to teachers meeting and exceeding their goals for student achievement. Teacher F shared, “We celebrate success, small and big.” Teacher C added, “He acknowledges our growth as teachers and affirms us through positive feedback in personal notes which for me has made a difference for him to take the time out of his day.” Principal B also shared that he “acknowledges and affirms positive participation in PLCs while addressing concerns or noncompliance.”

The teacher and principal responses indicate another behavior principals exhibit in leading PLCs is teacher empowerment. The empowerment is provided “based on the teacher capacity and interest” according to Principal A. Teacher G described one form of empowerment as, “encouraging teachers who try new things to share their testimony about the experience.” Teacher I also spoke about their principal as “empowering teachers by building a culture in which teachers seek out PD for their own edification.” These participant-reported examples of teacher empowerment through acknowledgement, encouragement, and affirmation encompass principal behaviors and actions related to all five PLC principles.

Theme 5: Creating a positive, supporting, focus-oriented culture. The final theme emerging from the teacher and principal responses indicated that the principals create a specific culture throughout the school. The cultures created by the principals have two parts. The first part of the culture is results-oriented with a focus on continuous improvement accomplished by continually reviewing data. Principal B said he “creates a system in which the data is routinely discussed. The system is not cumbersome but is detailed enough to develop a focus.” Teacher G said, “My principal encourages teacher self-reflections to allow individuals to recognize both strengths and areas of improvement.” Teacher F shared, “We use formal and informal assessment data to shape our lessons.”

The second part of the culture is an atmosphere that is positive, supporting, and accepting. Principal B spoke to this atmosphere saying he “keeps a positive mindset and a

belief of positive intent.” He added, “These actions and behaviors are practiced intentionally and consistently so that a culture of trust and respect is developed.”

Principal A creates a positive, supporting culture by planning monthly luncheons and social events for the staff to form personal relationships. Teacher A commented, “I know that sounds funny, but just asking someone about a recipe build rapport. Then we have something to talk about in the future.” Additionally, Teacher F described their principal developing a collaborative culture by “creating opportunities for staff to collaborate with other teachers outside of their subject with whom they don’t usually work.” These examples of creating a positive, supporting, focus-oriented culture specify principal behaviors and actions in relation to PLC principles of shared beliefs, values, and vision; collective learning and its application; supportive conditions; and shared personal practice.

Conclusion for research question 2. The surveys and interviews asked teachers and principals a series of questions to answer the second research question in the study: What principal behaviors and actions do teachers and principals report in relation to PLC implementation at the target sites? Five themes emerged from the responses, crossing between the contexts of Hord’s principles, giving specific behaviors and characteristics of principals who were leading effective PLCs. The themes emerging from the responses were: (a) PLC expectations and structures and principal participation; (b) supporting teacher needs through PD; (c) effective communication including feedback and openness

to teacher input; (d) teacher empowerment through acknowledgement, encouragement and affirmation; and (e) creating a positive, supporting, and focus-oriented culture.

Research question 3. Research question 3 asked: What do teachers and principals perceive is needed to further refine the implementation of PLCs at the target site? Three themes emerged from the responses. The themes emerging from the responses were: (a) more structured time with refreshers of PLC expectations, (b) more reflection on whether goals were met, and (c) consideration of teachers. Only one of the survey/interview questions addressed this research question, and it was asked as the research question is stated. One of the teachers and one principal responded they have no recommendations for improvement. The remainder of the responses converged into the three themes.

Theme 1: More structured time with refreshers of PLC expectations. The teacher and principal responses indicated PLCs need more structured time together with PLCs modeled for the teachers and revisiting the expectations. Teacher A suggested that “a real PLC should be modeled for them to follow.” Teacher B stated, “teachers need more time” but added this might not be a reality and concluded, “We have to make the best of our time and prioritize.” Teacher G said, “refreshers of importance and expectations can be beneficial to any PLC led campuses.” Finally, Principal B recommended, “more practice with a specific framework and continued discussions and practice on what is expected from a PLC.” These examples of a desire for more structured time with refreshers of PLC expectations provide insight into ways principals

can maximize the effectiveness of teachers' time together and create the supportive conditions Hord (2007) attributed as one principle of PLCs.

Theme 2: More reflection on whether goals are met. The teacher responses indicated PLCs need more reflection on whether goals were met. Teacher C shared a desire for “more follow through or reflection on whether our goals were met at the end of the year.” Teacher D indicated a desire to reflect on whether teachers achieved the goal and “if not what do we do next.” These examples of a desire for more reflection on whether goals were met also contribute to the PLC principle of supportive conditions in which teachers work collaboratively to plan and solve problems (Hord, 2007).

Theme 3: Consideration of teachers. Two teacher responses led to the final theme of consideration of teachers. Teacher E recommended a “more teacher/student oriented professional learning community.” Teacher H expressed, “I believe the way people plan needs to be considered.” These examples of a desire for consideration of teachers again indicate a need for supportive conditions to build relationships and work collaboratively to plan (Hord, 2007).

Conclusion for research question 3 . Teachers and principals were asked a single question to answer the third research question in the study: What do teachers and principals perceive is needed to further refine the implementation of PLCs at the target site? Three themes emerged from the responses. The themes emerging from the responses were: (a) more structured time with refreshers of PLC expectations, (b) more reflection

on whether goals were met, and (c) consideration of teachers. The three themes indicated a desire from the participants for the PLC principle of supportive conditions.

Additional data. In the reflective spirit of PLCs, two responses to the final survey question asking participants if there was anything they wished to share that had not been asked stood out. Teacher B responded, “I can honestly say that I have truly embraced my principal’s leadership qualities. I have not always liked some decisions but looking at the overall picture of what our goals are I have learned to embrace each other’s differences which is what we all do here at our school, it makes us an awesome team which is a reflection of her expectations not only as an individual but as a whole campus.” Similarly, Teacher F shared, “Answering these questions has reminded me of how driven my campus is. Great things are happening at my school. Awesome leader and a hard-working teaching staff.” These teachers embraced the PLCs being led on their campuses.

Discrepant Cases

Merriam (2009) defined discrepant cases as those which oppose developing findings. In response to the survey question addressing research question one asking participants to describe the leadership style of the principal, two of the teachers used terms other than transformational. Teacher G described the principal’s leadership style as democratic of which the “principal has the final say but values input from staff.” Teacher F described the principal’s leadership style as servant leadership. In clarifying servant leadership, the teacher stated, “serving others comes by helping them achieve and

improve.” This description of servant leadership tied in directly with Burns’ (1978) description of transformational leadership, linking Teacher F’s description to transformational leadership. Consequently, I classified one of the two discrepant cases as transformational leadership.

Teacher G’s response of democratic leadership was reported in the conclusions, and I summarized that 10 of the 11 participants described the principal’s leadership as transformational. The process of connecting Teacher F and Teacher G’s descriptions and clarifications to transformational leadership when possible and reporting them as discrepant when not allowed me to ensure that the discrepant cases were carefully reviewed for the source of the difference. There were no other discrepant cases in analyzing the survey and interview responses. If any had existed, I would have carefully reviewed them as well.

Summary of the Findings

The problem addressed in the study was the ineffectiveness of professional learning community (PLC) implementation at some secondary campuses in an urban school district despite extensive professional development (PD) provided for principals. The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs. The guiding research questions for this study examined the actions and attributes of principals at schools in which effective PLCs operate.

Research question one asked how teachers and principals describe principals' leadership styles in relation to PLC implementation at the target site. The theme in the teacher and principal responses was transformational leadership. Five sub-themes emerged from the responses to the survey and interview questions designed for the participants to describe how the principal's leadership style is manifested in the school and provide evidence substantiating the leadership style they indicated. The five sub-themes were: (a) data-driven environment, (b) principal-nurtured adult relationships and collaborative interactions, (c) principals exhibiting collaboration with staff, (d) encouragement of teachers to build efficacy, and (e) intentionality in professional growth and development. These sub-themes supported Burns' (1978) four elements of transformation leadership.

Research question two asked what principal behaviors and actions teachers and principals report in relation to PLC implementation at the target sites. Five themes emerged from the responses, crossing between the contexts of Hord's principles, noting specific behaviors and characteristics of principals who were leading effective PLCs. The themes emerging from the responses were: (a) PLC expectations and structures and principal participation; (b) supporting teacher needs through PD; (c) effective communication including feedback and openness to teacher input; (d) teacher empowerment through acknowledgement, encouragement and affirmation; and (e) creating a positive, supporting, and focus-oriented culture.

Research question 3 asked what do teachers and principals perceive is needed to further refine the implementation of PLCs at the target site. Three themes emerged from the responses. The three themes were: (a) more structured time with refreshers of PLC expectations, (b) more reflection on whether goals were met, and (c) consideration of teachers.

Evidence of Quality

I employed triangulation of the data comparing multiple sources of data to ensure accuracy and validity and increase the quality of the data. Gathering information from the perspectives of both the teachers and principals triangulated viewpoints of different roles in PLC implementation. Using multiple sites also provided for such triangulation.

Quality was also provided through member checks in which I had the participants review the draft summary to ensure their own thoughts are correctly captured. I carried out member-checking in the study by e-mailing the themes identified through the coding process to the participants and requesting feedback on the accuracy of the reporting. As an important part of the analysis, participants were encouraged to correct or clarify any points they wish to ensure I had not misinterpreted the meaning behind their responses. To maintain the confidentiality of the participants, I sent a Survey Monkey link to collect the feedback. Each of the respondents agreed that everything had been reported accurately.

Newman and Tufford (2012) defined bracketing as a process in which the researcher sets aside assumptions, presuppositions, and theories that result from previous

experiences while conducting the study and analyzing the results. Bracketing can be accomplished with continued self-awareness and reflection through journaling about assumptions and connections to prior experiences throughout the research process (Newman & Tufford, 2012). Since I served as the researcher in this study and conducted it in the district in which I work, I needed to minimize any influence I might have introduced with bias. I employed bracketing through reflective journaling by making notes throughout the analysis of the survey responses and interviews reflecting about whether thoughts I had and conclusions I formed were substantiated with the responses or coming from my previous assumptions or biases.

Additionally, I employed a peer review in which two colleagues read through the responses and transcripts and evaluated the plausibility of the findings based on the data (Merriam, 2009). The first colleague was a professor in an Ed.D. program at another university and worked with doctoral students on sound practices in research studies. This colleague had not been directly involved with PLCs in the district and provided an objective view of the connection between the responses and transcripts and the conclusions drawn. The second colleague was a fellow doctoral candidate who had been directly involved with PLC implementation in the district. With her experiences with PLCs, she brought a viewpoint of whether she was observing the same conclusions or if it appeared I was inserting my own biases into the findings. For the protection of the participants, both peer reviewers signed a confidentiality agreement.

Project Deliverable

The analysis of the data found transformational leadership to be the style associated with the successful implementation of PLCs at the target sites. A review of the data also led to identified behaviors and practices employed by principals when leading effective PLCs. The project resulting from the outcomes of the study was a PD for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs. The PD will assist principals in implementing and sustaining fidelity to the provided structures and effectiveness of PLCs.

Summary

The local problem addressed in the study was the ineffectiveness of leadership of PLC implementation at secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. The guiding research questions for this study examined the actions and attributes of principals at schools where effective PLCs operated. The methodology that most closely derived from the problem and research questions was an exploratory case study. The setting was an urban school district consisting of approximately 28,000 students and 37 schools in which the middle schools and high schools had been implementing PLCs in the core content areas since 2011. The purposeful sample of the study included teachers in two effective PLCs in the district and their principals. The role of the researcher was not one that would influence participants or produce bias.

The data collection included open-ended surveys of the teachers in two selected PLCs and interviews of the principals leading them. Coding of the data allowed for the identification of trends and themes and facilitated summarizing the findings.

Triangulation utilizing multiple perspectives and member-checking were utilized to ensure accuracy and validity of the data.

The data analysis identified transformational leadership to be the style exhibited by the principals leading the two effective PLCs in the study. Five themes of behaviors and actions emerged from the responses, some describing what principals prepare for leading PLCs and other describe behaviors and actions that take place in interactions with their staff. These five themes were: (a) PLC expectations and structures and principal participation; (b) supporting teacher needs through PD; (c) effective communication including feedback and openness to teacher input; (d) teacher empowerment through acknowledgement, encouragement and affirmation; and (e) creating a positive, supporting, and focus-oriented culture. Finally, teachers and principals suggested what they felt was needed to further refine the implementation of PLCs at their target sites. Three themes emerged from these suggestions. The themes emerging from the responses were: (a) more structured time with refreshers of PLC expectations, (b) more reflection on whether goals were met, and (c) consideration of teachers. Collectively, these conclusions can help principals planning to utilize PLCs on their campus to prepare for effective implementation and sustaining.

Section 3 contains a description of project for implementing and leading effective PLCs based on the data collection, analysis, and conclusions about the behaviors and characteristics of principals leading effective PLCs. Section 4 addresses leadership, social change, and implications for future research as a result of the study. The project developed as a result of the data collected and analyzed in the current study is contained in Appendix A.

Section 3: The Project

The problem addressed in the study was the ineffectiveness of leadership regarding PLC implementation at some secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. The school district in the study provided extensive PD for principals in structuring, implementing, and leading PLCs but found discrepancies in the presence of foundational elements provided in the PD upon observing PLCs at the campuses after implementation. The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. In the project, I use the findings from the research study to create a PD for principals to address the problem in the school district (see Appendix A).

The findings of this study revealed that principals leading effective PLCs in the district exhibited a transformational leadership style. The findings of the study also revealed five themes regarding behaviors and actions, some describing what principals prepare for when leading PLCs and others describing behaviors and actions that take place during interactions with their staff. These five themes were: (a) PLC expectations and structures and principal participation, (b) supporting teacher needs through PD, (c) effective communication including feedback and openness to teacher input, (d) teacher

empowerment through acknowledgement, encouragement, and affirmation, and (e) creating a positive, supporting, and focus-oriented culture.

Description and Goals

The project resulting from the outcomes of the study was a PD program for principals. The first goal of the PD program is that principals will implement and sustain fidelity of the campus staff to Hord's (2007) principles and the effectiveness of PLCs. The second goal of the PD program is that principals will develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs.

The principal PD will be delivered in four full day PD sessions. The first two days will be delivered before the school year starts to allow principals to learn about transformational leadership and measure their level of transformational leadership through the Multifactor Leadership Questionnaire (MLQ) inventory developed by Avolio and Bass administered online through licenses purchased by the district. Additionally, the first two days are designed to raise awareness of the behaviors and characteristics associated with leading effective PLCs in order to develop a detailed implementation plan to execute on their campus. The third day will occur two to three months into the school year and will consist of principals reviewing feedback from other principal visits to their campus, their own reflections on the progress toward the goals they set before the school year, and the results of a second administration of the MLQ to measure the transformational leadership being exhibited on their campus. The principals will use the

feedback and reflections to revise their implementation plans for the remainder of the year. The fourth and final day of the PD will occur at the end of the school year and mirror the third day of the PD in which the principals reflect on feedback, reflections, and the results of a third administration of the MLQ as well as revise the implementation plan to execute the second year.

Rationale

Walden University outlines four genres of projects. These include an evaluation report, a curriculum plan, PD curriculum and materials, and policy recommendations. The evaluation report is appropriate for an evaluation study and does not align with the case study approach used in this study. A curriculum plan is appropriate for classroom instruction, which this case study does not address. This case study does not lend itself to generalization to create policy, nor do the results indicate a need for new policy. Thus, a policy recommendation is not appropriate for this study. Rather, the findings from this study clearly support a project designed to provide PD for principals.

The problem addressed in the study was the ineffectiveness of leadership for PLC implementation at some secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. The findings of this study revealed that principals leading effective PLCs in the district exhibited a transformational leadership style. The findings of the study also revealed behaviors and actions principals exhibit in preparing for leading PLCs and interactions with their staff regarding effective PLCs. Using the results of the study, PD will provide principals with

a knowledge base of behaviors and characteristics associated with transformational leadership and leading effective PLCs. The PD will also provide a structured and supportive system for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs on their campus. The findings from the research study and a review of the literature pertaining to PD, transformational leadership, and the leadership of PLCs provided guidance for the development of this project.

Review of the Literature

The review of the literature includes research on effective PD and specific principal behaviors and characteristics associated with transformational leadership and leading PLCs. The section on PD outlines characteristics researchers associate with effective PD and, when appropriate, delineates those characteristics in relation to PD for principals. The research design employed for this project was a case study to identify the leadership styles, behaviors, and characteristics exhibited by principals leading effective PLCs. Based on the results of the case study, PD for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs emerged as an effective format to support leaders.

Existing literature was explored using keywords and search terms. Keywords and search terms included: *Effective professional development, effective professional learning, collaborative professional learning, standards of professional learning,*

professional development for principals, professional development design, principal professional development design, leading learning communities, leading professional learning communities, leadership of professional learning communities, effective professional learning communities, leading effective professional learning communities, transformational leadership, developing transformational leadership, developing transformational leaders, learning transformational leadership, and principal transformational leadership. Peer-reviewed journal articles provided additional resources for review. The databases included Education Resource Complete, ERIC, EBSCOhost, SAGE databases, and Google Scholar, and the searches were filtered to include results from 2013 to 2017.

I met the Walden expectation of 25 peer-reviewed sources for the review of the literature. However, I was not able to secure 25 current peer-reviewed sources. Many current sources for professional development exist. However, sources on the topics of transformational leadership development and PLC leadership development were scarce. I found sources that addressed transformational leadership and PLC leadership but not studies on developing leadership in these areas. I used the Walden library and Google Scholar. I also looked at published dissertations and explored references in the studies I secured. I expanded my search terms several times and enlisted the assistance of the Walden librarians as well. They were also unsuccessful in finding more current studies to include in the review of the literature. I used the studies I found to inform the development of the project regardless of the dates they were published.

Professional Development

The research includes PD in general that includes all levels of educators: teachers, principals, and district administrators. The research also includes PD for principals. The literature unveiled several characteristics of effective PD. This section groups the characteristic into themes that address both general and principal PD. The themes are: (a) needs-based; (b) participant driven; (c) reflective of current knowledge, experiences, and roles; (d) engaging; (e) collaborative; and (f) ongoing and sustained.

Needs-based. PD has evolved from a one-size-fits-all approach to being more targeted toward the individual needs of schools and the participants (Bayar, 2014). Wells (2013) conducted a study of participants in the STAR teacher professional learning program for teacher development over five years in 19 schools a single educational system in Australia. The program consisted of a partnership between the teachers, Learning and Teaching Advisors from the Catholic Education Office, and academics from Deakin University. Wells (2013) found effective PD to be based on the needs of the school and the participants. Bayar (2014) conducted a study in which he interviewed 16 elementary school teachers about their experiences with PD and conducted a document analysis of result reports from PDs in Turkey. Similar to Wells (2013), Bayar (2014) concluded that teachers consider PD effective when it is based on participants' needs and match the needs of the school. These studies are corroborated by the work of Wieczorek (2017) who conducted a quantitative study analyzing data from the Public-School Principal Questionnaire collected through the National Center for Education Statistics

over three waves collected every four years. The surveys included approximately 21,000 responses. Wieczorek (2017) determined that the participants in PD are more likely to implement the new learning when it is aligned with district and school goals.

Similarly, principal development is driven by a need to be stakeholder focused (Blaik Hourani & Stringer, 2015). Blaik Hourani and Stringer (2015) conducted a qualitative exploratory case study utilizing semi-structured interviews focused on exploring design elements of PD offered to 16 public school principals in different educational settings in Abu Dhabi. Blaik Hourani and Stringer (2015) concluded that PD for principals, like PD in general, cannot be a cookie cutter approach and should be site specific. Kang, Lyu, and Sun (2016) conducted a qualitative study in which four principals who had participated in the Domestic Study Program in China between 2011-2015 were interviewed to explore their learning experiences. Kang et al. (2016) suggested content of professional learning should meet the needs of the principals and the school's demands with a focus on school improvement and building leadership capacity.

Participant driven. Participant involvement in the design and planning of PD contributes to the effectiveness of the program (Bayar, 2014; Wieczorek, 2017). Steinke (2012) conducted a meta-analysis of five studies discussing self-directed learning in multiple contexts in the United States and measuring the effectiveness of self-directed learning as a form of PD. Three of studies included self-directed learning in the context of teachers and principals. The remaining studies included students in vocational schools and PD for corporate employees. A theme emerging from Steinke's (2012) study was

participants valued professional learning when they were included in the process and were allowed to help determine the need for the learning. Steinke's (2012) conclusion corroborates the work Labone and Long (2016) who performed a case study of three schools identified as high-implementing schools of the Quality Teaching Framework (QTF) within a Catholic school system in Australia. The study utilized surveys and semi-structured interviews focused on the school-based implementation of the professional learning model and how it was experienced by principals, teachers, and students. Labone and Long (2016) found effective PD to be participant driven and draws on current knowledge, experiences, and responsibilities.

Professional learning influencing practice builds teacher knowledge while drawing on current knowledge and experience (Wells, 2013). Effective PD also links the learning to participants' current responsibilities, daily routines, standards, and curriculum (Bayar, 2014; Wiczorek, 2017). Barrar, Fung, Timperly, and Wilson (2012) conducted a meta-analysis of 217 studies in New Zealand centered on teacher PD. Barrar et al. (2013) found the learning in effective PD to be an iterative process that builds on participants' knowledge, links to their current practice, and encourages evaluation of the adequacy of existing knowledge and routines.

Blaik Hourani and Stringer (2015) similarly stated PD should engage principals through activities aligned with issues encountered and resolved within the school context. Bellibas and Gumus (2016) conducted a quantitative analysis of data collected through the teaching and learning international survey (TALIS) that included school

demographics, leadership practices, job satisfaction, school climate, PD and other variables from 6070 schools in 34 countries, including the United States, in 2013. The purpose of this study was to identify the relationship between the duration of principals' participation in distinct PD activities and their perceived practice of instructional leadership. As in general PD, Bellibas and Gumus (2016) determined PD activities for principals should link to their daily responsibilities.

Engaging. PD stimulates learning in depth when the content is presented in a manner that promotes participant engagement (Barrar et al., 2013). Presenters promote teacher engagement through active and experiential learning (Bayar, 2014; Labone & Long, 2016). Goldring, Huff, and Preston (2012) conducted a meta-analysis of studies in the United States related to PD for school leaders from 1970-2010. The studies included elements of effective PD for school leaders and means for evaluating the effectiveness of the programs. Goldring et al. (2012) found active, collective participation to be a component of effective PD. Wells (2013) clarified active learning to include investigations that involve collecting and analyzing data to act upon and change practice.

Providing multiple active learning opportunities aligned to the objectives supports the learning and application of new understanding and skills (Barrar et al., 2013). Brown and Militello (2016) conducted a qualitative case study of 34 principals from elementary, middle, and high schools in four districts in North Carolina. The researchers conducted group interviews of the participants to collect data on the principals' perceptions of PD for teachers and leaders. Brown and Militello (2016) found effective PD to have clear,

measurable objectives. Abdulwali, Alshamrani, El-Deghaidy, and Mansour (2015) conducted a mixed-methods study on PD by administering a questionnaire to 304 science teachers of all levels that included both closed-ended questions for quantitative analysis and open-ended questions for qualitative analysis. Abdulwali et al. (2015) listed discussions, readings, writings, and activities to make the application of knowledge concrete and improvable as effective active learning opportunities in PD.

Collaborative. Effective PD should also be collaborative in nature allowing teachers to share and discuss the meaning of the concepts presented (Barrar et al., 2013; Labone & Long, 2016). The collaboration must occur in a safe environment of support and collegiality (Abdulwali et al., 2015; Labone & Long, 2016). Wells (2013) extended on the need for collaboration to build a culture of inquiry and reflection in which participants understand and support one another. Labone and Long (2016) additionally asserted a need for collective problem-solving as part of the collaboration activities. Participants in PD also need time to practice what they have learned with opportunities for feedback and reflection (Brown & Militello, 2016). Labone and Long (2016) clarified the feedback should include a group review. Wieczorek (2017) stated the reflection serves to develop the professional learning and assess the PD outcomes.

PD is most meaningful for principals when they engage in peer-to-peer collaboration aligned with a focus on student learning and work in teams on PD design (Bellibas & Gumus, 2016; Blaik Hourani & Stringer, 2015). The collaborative opportunities need to include engaging in authentic field practice and reflecting on the

experiences. (Blaik Hourani & Stringer, 2015). Goddard, Goddard, Jacob, Millar, and Schroeder (2016) conducted an experimental study involving principals from 126 rural elementary schools in Michigan to measure the effects of participation in the research-based McREL Balanced Leadership program over a period of two years. Goddard et al. (2016) found integration of theory and practice through field experience with social and professional supports to be an integral aspect of exemplary principal development programs. Additionally, Bengston, Parylo, and Zepeda (2014) conducted an exploratory case study of principal PD in four Georgia school districts of different sizes and demographic compositions. The researchers interviewed 18 participants including superintendents, assistant or deputy superintendents, directors of human resources, and principals. Bengston et al. (2014) established a combination of theory, practical application, collaboration, and feedback with cognitive peer coaching increases the effectiveness of PD.

Ongoing and sustained. For a lasting influence on participants' learning, PD should be ongoing and sustained for a significant period of time (Bayar, 2014; Goldring et al., 2012; Wells, 2013). Labone and Long (2016) suggested sustaining the professional learning for a minimum of one semester with follow-up. Barrar et al. (2013) stated that learning opportunities for a period between six months and two years was common and increased sustainability in terms of improved practice over time. In addition to the need for ongoing learning, participants require support during the implementation of the learning (Abdulwali et al., 2015; Brown & Militello, 2016). This support could include

participation in a professional community that supports the new ideas (Barrar et al., 2013). Brown and Militello (2016) asserted that without this support, participants would be likely to abandon the new concepts or implement without knowing if they are doing it correctly.

Similarly, successful principal leadership development needs to be on going, recurrent, and long-term with multiple learning activities throughout the school year (Blaik Hourani & Stringer, 2015; Goldring et al., 2012; Kang et al., 2016). Additionally, principals are more likely to engage in instructional leadership activities in their schools when they have social and professional supports to share ideas and strategies (Bellibas & Gumus, 2016; Goddard et al., 2016). The social and professional supports also serve as a collegial network in which principals can reflect and evaluate outcomes during implementation (Bengston et al., 2014; Goldring et al., 2012).

The literature provides key characteristics to be used in creating a PD project based on the findings of this study. The key characteristics are: (a) needs-based; (b) participant driven; (c) reflective of current knowledge, experiences, and roles; (d) engaging; (e) collaborative; and (f) ongoing and sustained. The literature also provides a strong foundation for the content of the PD. The next two sections, transformational leadership development and PLCs, are the key elements in the literature supporting the content of the project.

Transformational Leadership Development

In addition to literature supporting the genre of the project, a PD, the review of current literature also provided a strong foundation for the content of the PD. The teachers and principals in this study identified transformational leadership as the principals' leadership style in relation to PLC implementation. The leadership development process involves more than a simple decision as to which leadership theory motivates effective development (Atwater, Day, Fleenor, McKee, & Sturm, 2014). This section outlines a conceptual model and research regarding the complexities in the development of transformational leaders. This model can be used to guide the development of the content of the project.

A key finding in the literature is that leaders can be trained to improve their ability to exhibit transformational leadership (Kirkbride, 2006). Kirkbride (2006) concluded this after conducting a meta-analysis of research utilizing the full range leadership model developed by Burns (1990) and correlated the different leadership styles with leader performance. Bass (1999) stated that PD to increase transformational leadership behaviors begins with participants' perception of ideal leadership. Galvin, Waldman, and Walumbwa (2012) conducted a quasi-experimental study of 251 junior and senior-level undergraduate business students in which those in the treatment group received leadership development PD. The PD included a behavior-modeling approach, largely stressing the value of transformational leadership. The students participated in pre and posttests assessing motivation to lead (MTL) and leader role identity (LRI). Galvin et al.

(2012) concluded that it is beneficial for initial activities to emphasize the viability and desirability of transformational leadership behaviors prior to engaging in activities to build the skills or behaviors.

One conceptual model for transformational leadership development is the Full Range Leadership Development Program (FR-LDP) introduced by Avolio and Bass (1994). The FR-LDP teaches participants the increasing scale of leadership behaviors from laissez faire (least effective) to transactional to transformational (most effective) and demonstrates the difference between managing and leading in an organization (Avolio & Bass, 1994). The Multifactor Leadership Questionnaire (MLQ) is an inventory developed by Avolio and Bass (1991) and administered to peers, supervisors, and subordinates of the participants measuring the extent of transformational and transactional leadership characteristics displayed in their roles. Participants then review the results of the MLQ to evaluate their own leadership profiles, identify gaps, and set goals for behavioral changes to influence their leadership (Avolio & Bass, 1994). Finally, the participants implement the actions developed in their plans for a sustained period of time, reevaluate their leadership profile, and revise their goals (Avolio & Bass, 1994).

Chaimongkonrojna and Steane (2015) conducted a study in which 31 leaders received PD employing the Full Range Leadership Development Program (FR-LDP) model. The study utilized the MLQ to measure the change in effective leadership behaviors. Chaimongkonrojna and Steane (2015) found effective transformational

leadership development occurs through: (a) cultivating the individuals' self-concept of their leadership profile, (b) emphasizing the exploration of gaps between potential and actual leadership behaviors, and (c) teaching the necessary skills to close the gaps.

Barling, Helleur, and Kelloway (2000) conducted a study that investigated the effect of leadership PD modeled after the FR-LDP on followers' perceptions of transformational leadership in 40 organizational leaders. Barling et al. (2000) concluded effective development programs included having participants brainstorm effective and ineffective leadership behaviors, connecting the behaviors to transformational leadership, viewing models of leadership styles in action, and developing action plans for implementation of transformational leadership. The effective components of the FR-LDP programs in these studies included a combination of PDs, 360-degree feedback, group reflection, and peer coaching (Barling et al., 2000; Chaimongkonrojna & Steane, 2015). Chaimongkonrojna and Steane (2015) stressed the FR-LDP model's influence on increasing participants' ability to distinguish between leading and managing. Griffin, Mason, and Park (2014) conducted a study measuring the effects on 56 leaders of a public-sector organization who completed a transformational leadership development program modeled after the FR-LDP. Griffin et al. (2014) also found the combination of a PD with 360-degree feedback, group reflection, and peer coaching to be successful in enhancing effective leadership.

Behavior modeling is valuable in helping to identify gaps and set goals for behavioral changes within FR-LDPs. Behavior modeling is also effective in facilitating

leadership outcomes by stimulating both motivation to lead and how participants define themselves as leaders (Barling et al., 2000; Galvin et al., 2012). Behavior modeling can occur through viewing videos provided by the organization or researched by the participants and positive reinforcement during role-play activities (Galvin et al., 2012). Galvin et al. (2012) stated that viewing models of behavior, attempting to reproduce those behaviors through problem-solving scenarios, and receiving feedback on the attempts motivates the participants to engage in the newly acquired skills in their regular leadership roles.

In the FR-LDP model, individuals learn from feedback of their behavioral patterns perceived by subordinates, supervisors, and peers (Barling et al., 2000; Bass, 1990; Chaimongkonrojna & Steane, 2015). Atwater et al. (2014) described the use of such 360-degree feedback to foster self-awareness and competency development through identifying leadership skills and behaviors that are perceived effective and ineffective. Kirkbride (2006) concluded that leaders rating high on the MLQ perform better as leaders. Evaluating the results of the MLQ from a 360-degree viewpoint allows participants to develop action plans for enhancing transformational leadership behaviors and address perceived obstacles to change (Barling et al., 2000; Bass, 1999).

Building time into the participant FR-LDP PD for reflection on perceptions of their leadership has a stronger influence on changing behaviors and increasing transformational leadership (Bass, 1999; Kirkbride, 2006). Barling and Kelloway (2000) performed a meta-analysis of two experimental studies measuring the effects of FR-LDP

PD on two different organizations. The focus of the meta-analysis was on the behaviors that changed as a result of the PD and influenced the perceptions of transformational leadership from the followers in the organizations. Barling and Kelloway (2000) recommended collecting feedback from the peers and subordinates far enough in advance of the leadership PD to have the results to present for the participants reflect and develop an action plan. Kirkbride (2006) recommended structuring one day of the PD to familiarize participants with the structure of the MLQ reports, allow time to read it, and reflect on the results. The participants then pair up with another participant to report (a) one strength identified in their report; (b) one weakness identified in the report; and (c) one developmental activity they want to implement as a result (Kirkbride, 2006).

Developing specific action plans based on transformational leadership theory and reflections of leadership assessments is a key element in the FR-LDP (Barling & Kelloway, 2000; Griffin et al., 2014). Barling et al. (2000) recommended action plans that contain goals that are specific, achievable, and sustainable. More specifically, Barling and Kelloway (2000) suggested developing a list of five goals that include making small behavioral changes that can be worked into the daily routine and sustained over time to have a larger effect on the organization.

The behaviors resulting from the development of the action plan and exhibited by the leader serve as symbols of the new culture of the organization (Bass, 1999). The behaviors can be directive or participative (Bass, 1999). Participants need to understand they do not have to demonstrate total transformational leadership, rather demonstrate a

transition of their leadership scores toward the transformational end of the scale (Kirkbride, 2006). This transition can occur by leaders focusing on doing what is right rather than what is convenient or cost-effective (Barling & Kelloway, 2000). Barling and Kelloway (2000) identified specific behaviors that build the transformational culture within an organization. The identified behaviors include: (a) making decision-making transparent and consistent to build trust and allow employees to know what to expect, (b) building self-efficacy by communicating belief in employees' abilities, (c) encouraging problem-solving by asking what the employees they think should be done or what they think the leader would do, (d) block out time in the day for personal conversations and provide affirmations through interactions or written notes (Barling & Kelloway, 2000). These behaviors align with two of the themes that emerged from the responses to the survey and interview questions in this study designed for the participants to describe how the principal's leadership style is manifested in the school. The two themes that align are principals exhibiting collaboration with staff and encouragement of teacher to build self-efficacy. Using such behaviors to build a transformational culture enhances trust in the leadership necessary for employees to connect with the organization and adopt its values (Bass, 1999).

Feedback on the participants' action plans in the FR-LDP enhances the effectiveness and viability of execution (Griffin et al., 2014). Abrell, Rowold, Wiebler, and Moenninghoff (2011) conducted a mixed-methods longitudinal evaluation of an FR_LDP including 25 leaders in Germany. The effects of the program were measured at

three, six, nine, and twelve months after the PD. Abrell et al. (2011) found an effective component of the program included opportunity, after the development of action plans, for participants to break into groups of four to five to provide peer-based feedback.

Transformational leadership is developed over the course of several months rather than a short time frame, thus requiring follow-up to the initial development PD in the FR-LDP (Abrell et al., 2011; Atwater et al., 2014; Barling & Kelloway, 2000; Chaimongkonrojna & Steane, 2015). Chaimongkonrojna and Steane (2015) suggested that effective leadership development gives participants the opportunity to apply new knowledge in the context of their daily assignments and provide feedback on the progression toward their leadership development goals. Group reflections at the beginning of follow-up sessions help participants to draw key learning from their experiences with implementation (Chaimongkonrojna & Steane, 2015). Additionally, providing a second wave of 360-degree feedback in the follow-up session allows participants to assess their progress and update their goals and action plans.

The literature provides a strong foundation for the content of the PD based on the findings in this study. An FR-LDP model that includes a combination of a PD with 360-degree feedback, goal setting, group reflection, and peer coaching can be successful in enhancing effective leadership. The next section builds on the foundation of the content of the PD relative to the leadership of PLCs.

Professional Learning Community Leadership Development

The literature provides additional foundation for the content of the PD based on the findings in this study regarding the leadership of PLCs. The research emerged into four categories in the development of leaders of PLCs. The categories are: (a) creating a culture conducive to PLCs, (b) establishing an effective PLC environment, (c) effective principal behaviors, and (d) administrative PLCs to support leaders. Hord and Sommers (2008) posited a conceptual framework to guide principals in implementing and leading PLCs. This section connects the four categories emerging from the literature, Hord and Sommers' (2008) framework, and the results from the current study for a collective package of components to include in the principal PD. The discussion is organized around the four categories identified in the literature.

Creating a culture conducive to PLCs. Transformative learning is necessary for a sustainable PLC culture in schools (Cherkowski, 2016). Cherkowski (2016) conducted a case study consisting of long in-depth conversations with and observations of school interactions of a rural high school principal in the United States regarding his role in cultivating a professional learning climate through PLCs on his campus. Cherkowski (2016) determined the transformative culture provides autonomy and self-direction in the staff learning, reflects and builds on their prior experiences, and attends to different orientations of learning. Hord and Sommers (2008) expanded the description of the necessary transformative culture to include a trusting environment in which risk-taking is fostered. Jimenez, Lanoue, and Zepeda (2015) conducted a three-year case study of

principal development in a school district in Athens, Georgia. The study involved analyzing data collected through observations during planning for professional learning, observations of monthly principal learning community meetings and summer retreats, central office walk-throughs, agendas and materials from the PLCs, interviews with principals and superintendent, and student performance. Jimenez et al. (2015) concluded that school leaders must first reflect on their own beliefs and learning needs to gain perspective before they can transform the culture of their school to transformative learning. Transparency of these beliefs and learning by the principal helps to develop the necessary trust to foster the transformative culture (Hord & Sommers, 2008; Jimenez et al., 2015).

Establishing an effective PLC environment. Teacher collegial interactions occur when school leaders move beyond providing time and space for teachers to meet and provide clear expectations for the interactions in the PLCs (Thessin, 2015). Thessin (2015) conducted an exploratory case study of PLC implementation in a mid-sized urban school district in the United States that included interviews of 28 teachers and observations of 13 PLCs at six schools within the district. The study focused on the PD and supports provided by the district for PLC implementation. Thessin (2015) concluded that supportive school leaders established accountability for teachers' work by supporting and expecting an instructional goal, as well as an action plan for reaching the goal, be established in each PLC. Hord and Sommers (2008) asserted clear expectations for PLCs

must also reduce fear by including norms of accepting ideas and those sharing ideas without rushing to judgement.

Functional PLC environments result from more than high expectations alone (Buttram & Farley-Ripple, 2016). Buttram and Farley-Ripple (2016) conducted a mixed-methods study of four elementary schools in two districts in Delaware implementing state mandated PLCs utilizing interviews, observations, document analysis, and surveys to study the role principals take to implement the PLCs in their schools. Buttram and Farley-Ripple (2016) concluded that in addition to clear expectations, teachers need ongoing PD and coaching to guide the conversations and build their knowledge and skills. Hord and Sommers (2008) also addressed the need for PD for participants to gain the necessary knowledge and skills to perform as a PLC.

Implementing PLCs includes principals developing a plan to engage staff in a way that allows them to create a shared vision for the school and realize the purpose the PLC serves in accomplishing the vision (Hord & Sommers, 2008). Systemic planning by leaders promotes the development of clear expectations and supports that teachers identify as key factors in facilitating the development of PLCs (Thessin 2015; Yu et al., 2017). Yu, Yuan, and Zhang (2017) conducted an exploratory case study including semi-structured interviews of 12 teachers and six principals involved in PLCs in three high schools in China. The schools were selected for the study because of successful implementation of PLCs after facing various challenges. Yu et al. (2017) determined the motivation of teachers to actively participate and effective use of time in PLCs is

positively influenced by agendas that reflect clear well-designed plans. This reinforces the findings of the current study, specifically teachers' and principals' perceptions of effective principal behavior to include setting clear PLC expectations and structures, including meeting agendas and specific forms to guide data discussions. Intentionality in planning for these expectations and structures is imperative given that successful programs cannot simply be replicated in a new location and produce the same results (Cherkowski, 2016). Transparency and communication of the principal's action plan for implementation and expectations for PLCs build teacher confidence in the value of the time they invest in PLCs (Buttram & Farley-Ripple, 2016).

Effective principal behaviors. The principal influences teachers' acceptance and commitment to PLCs by modeling as well as consistently communicating expectations (Cherkowski, 2016; Hord & Sommers, 2008; Yu et al., 2017). This sub-section outlines specific actions and behaviors identified in the research that principals practice to model and communicate the expectations in effective implementation of PLCs. Cherkowski (2016) reported the principal sets up individual meetings early in the school year to explore their interests and passions in both teaching and learning. Additionally, the principal's regular participation in a supportive capacity in PLCs allows for reinforcement of the school's vision and expectations for quality instruction, answer questions teachers have about the expectations or student data, and reinforce the deprivatization of practice (Buttram & Farley-Ripple, 2016; Yu et al., 2017). Hord and Sommers (2008) refer to principal participation in PLCs as "good shepherd leadership"

(pg. 145) in which the principal as the shepherd never leaves the flock in an attempt to keep everyone together to reach their destination and accomplish their goals. These practices reinforce the findings of the current study in which teachers and principals indicated making time for individual conversations with teachers about their needs and feedback and principal participation in the PLCs as some of the behaviors and actions portrayed by principals leading effective PLCs.

Buttram and Farley-Ripple (2016) determined principals implementing PLCs engaged teachers in decision-making and setting short term goals for student performance, had the teachers regularly report on the progress toward these goals to the staff, and celebrated successes or brainstormed why goals were not met. This reinforces the results of the current study, in which teachers and principals indicated teacher empowerment through acknowledgement, encouragement, and affirmation as some of the behaviors and actions portrayed by principals leading effective PLCs. Additionally, the principals implementing PLCs recognize the need for additional teacher support and assign instructional specialists or secure external resources to provide needed teacher learning and growth (Buttram & Farley-Ripple, 2016; Yu et al., 2017). Hord and Sommers (2008) spoke to the importance of the principal checking progress of teachers in the PLCs and providing necessary supports to maintain momentum toward meeting established goals. This also reinforces the results of the project study in which teachers and principals indicated supporting teacher needs through PD as one of the behaviors and actions portrayed by principals leading effective PLCs.

In the project study, teachers and principals further indicated being open to feedback from teachers as one of the behaviors and actions portrayed by principals leading effective PLCs. Principals can create an environment of trust and openness to feedback by modeling transparency in sharing their own personal growth plans and asking teachers for feedback on their professional learning (Cherkowski, 2016). Hord and Sommers (2008) encouraged principals to be the “head learners” (pg. 30) on their campus, sharing their learning and bringing ideas, articles, and creative teaching strategies to the table in PLCs. Additionally, principals can engage teachers in a collaborative environment in which they are involved in problem-solving with issues that have been traditionally left to the principal to figure out such as budget challenges, norms for staff meetings, and community engagement (Cherkowski, 2016).

Administrative PLCs to support leaders. Successful PLC implementation and school improvement is driven by building capacity among those leading the PLCs (Buttram & Farley-Ripple, 2016). Hord and Sommers (2008) recommended district principal meetings that include learning discussions that support PLCs. Administrative PLCs allow the opportunity for learning while modeling the structures and expectations for principals to implement in their schools (Cherkowski, 2016). PD for principals in leading PLCs should include small and large group discussions in which the principals identify the fundamental concepts of a PLC and how this would look in their buildings (Jimenez et al., 2015). Through these administrative PLCs principals can collaboratively develop agendas, forms to guide data discussions, campus PLC schedules, and weekly

communication platforms identified in the findings of the current study as of the behaviors and actions portrayed by principals leading effective PLCs. In-depth activities utilized to facilitate these discussions that can be replicated by the principals with their teachers build the capacity to lead the conversations and foster understanding among their staff (Cherkowski, 2016; Jimenez et al., 2015). Additionally, Hord and Sommers (2008) suggested modeling the deprivatization of practice by conducting district-wide PLC walk-throughs and debriefing about what was observed. Such walk-throughs and feedback will develop the principals' capacity for openness to feedback and transparency to model for their teachers (Jimenez et al., 2015). This model of PLCs for principals allows them to experience and better understand what is expected of teachers in the process and anticipate any discomfort and rough patches in the implementation process (Cherkowski, 2016; Jimenez et al., 2015).

Summary of the Literature Review

The literature review has provided knowledge of effective PD, specific principal behaviors and characteristics associated with transformational leadership, and leading PLCs. Within the literature review are conceptual frameworks for developing transformational leadership and the leadership of PLCs. Based on the results of the current study, a PD for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs emerged as an effective format to support leaders. The knowledge

base resulting from the literature review provides a foundation for developing such a PD for principals.

Project Description

The project resulting from the findings of this project study was a PD for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs. The targeted audience will include principals who are new to implementing PLCs on their campus. This includes principals who have not previously implemented PLCs and are new to a campus that may already have PLCs established and central office administrators who support principals. The PD will assist principals in implementing and sustaining fidelity of the campus staff to Hord's (2007) principles and the effectiveness of PLCs. I will be the presenter of the PDs for the district. The principal PD will be delivered in four full day PDs. Each day will consist of six hours of PD. The days will begin at 8:30am and conclude at 3:30pm with one-hour lunch breaks. The number of participants will be limited to 30 in a session. Multiple PDs will be offered to ensure all principals who need the PD receive it.

The first two days of the PD will be delivered before the school year starts to allow principals to learn about transformational leadership, measure their level of transformational leadership through evaluating the results of the Multifactor Leadership Questionnaire (MLQ), and raise awareness of the behaviors and characteristics associated with leading effective PLCs to develop a detailed implementation plan to execute on their

campus. To prepare for the first two-day section of the PD, the principals will perform a 360-degree view of their level of transformational leadership by completing the MLQ and inviting both subordinates and supervisors to also give their perspective through the questionnaire at least two weeks before the first day. Two to three weeks prior to the start of the PD, I will use the MLQ 360 suite to e-mail a link and directions for completing the MLQ to all participants scheduled to attend. The tool allows principals to forward links to subordinates, peers, and supervisors to gather the 360-degree perspective of their leadership. The tool allows for electronic collection of the participants' responses, scoring, and a report of the results. The system allows me to monitor the progress of the completion. The participants can also monitor the completion of those they invited to provide feedback. One week prior to the PD, I will utilize the system to send a reminder for anyone who has not yet completed the MLQ.

I will be the presenter of the PD. The PD will require a meeting space large enough to house 30 participants with Wi-Fi access, a projector, and a document camera that can connect to the projector. Additional materials needed for the PD include chart paper with easels and markers, copies of the handouts for each participant, extension cords and power strips the participants can use to charge their devices should the batteries run down before the end of the day, and PD kits for each table that include highlighters, large and small sized sticky notes, pens, and at least two colors of markers to be used on the chart paper.

I will begin the first day having participants reflect on leadership and introducing the full-range leadership model. During this time, the principals will learn about the characteristics of transformational leadership and how they are portrayed by school leaders. The second half of the first day will include a presentation of Hord's (2007) principles of PLCs and the characteristics the research and this study attribute to leading effective PLCs. I will begin the second day of the PD with an explanation of the MLQ and how to interpret the results. I will then share the principals' results of their MLQ and be lead them through exercises to reflect on the results. I will use the remainder of the day to facilitate principals setting their goals and developing a detailed action plan for implementation of PLCs on their campuses. The action plans will include intentional behaviors to portray transformational leadership and a commitment to the leadership of the PLCs. I will give the principals the opportunity to share their plans, receive feedback from their peers, and make revisions on the plans to maximize the effectiveness of the plan.

The third day of the PD will occur two to three months into the school year and will consist of principals reviewing feedback from other principal visits to their campus, their own reflections on the progress toward the goals they set before the school year, and the results of a second administration of the MLQ to measure the transformational leadership being exhibited on their campus. The principals will use the feedback and reflections to revise their implementation plans for the remainder of the year. The fourth and final day of the PD will occur at the end of the school year and will mirror the third

day where the principals reflect on feedback, reflections, and the results of a third administration of the MLQ and revise the implementation plan to execute the second year. Two weeks before the third and fourth days of the PD, principals will complete another 360-degree administration of the MLQ. Additionally, principals will complete at least three visits to other campuses in the district to observe PLCs and give feedback on their observations to the principals prior to the third day of the PD and again before the fourth day at the end of the year. The third day of the PD will consist of principals reviewing and reflecting on their progress toward the initial goals and implementation plans developed in the second day and reflecting on the feedback they received from campus visits by other principals. The reflections will include evaluating what worked well and did not work well on their campuses. The principals will then review the results of the second administration of the MLQ to evaluate any changes in their level of transformational leadership. The second half of the day will allow the principals time to use these reflections and evaluations to collaboratively revise their PLC implementation plans for the remainder of the year. The fourth day of the PD will mirror the third day with a review of a second set of campus visits and the results of a third administration of the MLQ.

The goal of the PD is for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs on their campus. The PD outlined in this section teaches principals about Hord's (2007) principles of PLCs and the attributes of

transformational versus transactional leadership, provides each participant a 360-degree evaluation of their level of transformational leadership, and affords collaborative opportunities to develop their implementation plans. The PD will address the problem of the current study and assist principals in implementing and sustaining fidelity of the campus staff to Hord's (2007) principles and the effectiveness of PLCs .

Needed Resources and Existing Supports

The resources needed for the PD to take place are easily attainable but require advanced planning. While I plan is to deliver the PD, I am not in a direct leadership role of principals and do not make the decisions on PD delivered to them. I will need to get support from the Area Superintendents who are over the principals. They will decide if this would be an optional or mandatory PD for the principals. I meet with the Area Superintendent every one to two weeks to discuss campus needs and will add this topic the agenda for one of our regular meetings. I will provide options for dates for the PD and have them determine the best ones for the principals based on other principal meetings and PDs.

Upon approval, I will need to acquire a meeting space large enough to house 30 participants with Wi-Fi access, a projector, and a document camera that can connect to the projector. The district has multiple locations that can accommodate the PD, and I have access to the system utilized to reserve the rooms. I will make the necessary arrangements for the room as soon as the Area Superintendents approve the dates. I will

then coordinate with the Director of Professional Development to add the PD to our online system utilized for participants to register to attend.

There are no additional personnel needs for the PD since I can facilitate a group of 30 participants. The materials needed for the PD include chart paper with easels and markers, copies of the handouts for each participant, extension cords and power strips the participants can use to charge their devices should the batteries run down before the end of the day, and PD kits for each table that include highlighters, large and small sized sticky notes, pens, and at least two colors of markers to be used on the chart paper. These materials will not need to be purchased since I already keep them in supply for trainings and PD throughout the year. The PD requires the purchase of the MLQ II 360 Suite through Mind Garden. A license for each participant is needed at the cost of \$125 per license. The licenses provide the opportunity to send the questionnaire to participants and their peers to collect data, provide scores and customized reports for the participants, and provides summary reports of the results to me. The need to collect responses on the MLQ before the PD requires early registration and access to the participants via e-mail before the PD begins.

Potential Barriers

A potential barrier to providing the PD is acquiring the approval of the Area Superintendents who supervise the principals. They will decide if this would be an optional or mandatory PD for the principals. I meet with the Area Superintendent periodically to discuss campus needs and will add this topic to the agenda for one of our

regular meetings. Another barrier is finding time to deliver the PD that is conducive to the principals' schedules and other required PDs. I will provide options for dates for the PD and have the Area Superintendents determine the best ones for the principals based on other principal meetings and PDs. Additionally, the cost of the MLQ could present a barrier without prior budgetary planning and approval.

Potential barriers to accomplishing the goals of the PD are a lack of trust or comfort for principals to allow peers to observe PLCs on their campus and principals making time to observe PLCs on other campuses. As the facilitator, it is my responsibility to address and take measures to prevent these barriers from influencing the principal development. Reminding principals that one of Hord's (2007) five principles of PLCs is shared personal practice and Cherkowski's (2016) findings that principals create an environment of trust and openness to feedback my modeling transparency in their own growth can help address the barrier. The principals can build into their implementation plan to communicate their fears, discomforts, and how they are dealing with them to their staff to serve as a model. Having the principals determine where they will visit, confirm dates with the principals they wish to visit, and putting the appointments on their calendars for the visits will help them model intentionality, prioritizing, and not let business get in the way of the scheduling.

Proposal for Implementation and Timetable

The proposed implementation of this project will begin in the summer of 2018 and will continue until the end of the school year in June 2019. The first two-day session

would take place in mid to late-July 2018 after principals return on contract and begin planning for the 2018-2019 school year. The request to complete the MLQ will need to take place in early July. The full cycle would repeat each year for new principals to the district, and existing principals would have follow-up sessions twice per year to review their plans, reflect, and make revisions to sustain effective PLCs.

Roles and Responsibilities

Researcher. My role will be to solicit support for the PD with the Area Superintendents who lead the principals. Additionally, I will facilitate and provide the PD for the principals and central administration staff working in principal support roles. My role will also include serving as a resource and support for principals between the PDs to aid in executing and adjusting the implementation plans when challenges or questions arise.

Principals/Participants. The role of the principals is to actively engage in the learning. The value of the collaborative learning in the PD is each participant contributing to the collective learning of the group. Helping to determine and adhering to norms for contributing and valuing the contributions of others is vital to modeling expectations for their teachers' behaviors in PLCs.

Project Evaluation Plan

The goal of the project evaluation plan is to determine the effectiveness of the PD in preparing principals to lead effective PLCs and measure the influence on the transformational leadership of the participants. The effect of this project will be measured

both formatively and summatively. The principals will be asked to reflect on their learning and their needs. After each session, participants will be invited to complete feedback through a plus, delta, question, and information form (Appendix A). The pluses will include the positives of the PD. The deltas will include the areas the participants did not like as much or would like approached differently. The participants will also record any questions or additional information they would like to have. I will adjust the PD delivery based on the feedback of the participants to meet the principals' needs. Consistently monitoring and adjusting throughout the PD days creates an effective learning environment for all principals. Additionally, I will complete a summative evaluation by measuring the difference in the transformational leadership of the participants through the MLQ scores before the first PD and at the end of the school year. The key stakeholders in the project evaluation will be the principals who are able to measure their growth as leaders, the district administrators who are investing the financial and staffing resources for PLC implementation across the district, and principal preparation programs and researchers who can benefit from knowing the effectiveness of the PD for future use with administrators or developing administrators.

Project Implications

Quality education creates social change by providing a foundation by which members of society can minimize the effects of cultural and circumstantial differences (Decuyper, Dochy, & Van den Bossche, 2010; Barrett & Tikly, 2011). Owen (2014) stated PLCs are a means by which schools improve and raise achievement levels of all

students thereby creating a quality education. Hallam et al. (2015) described the implementation of PLCs as a practice improving the quality of education for all students. The principal is the leader who is responsible for implementing and providing the campus resources for initiating the PLC structure at the campus level (Feun & Wells, 2013; Klein & Shapira-Lishchinsky, 2016). Gray et al. (2016) identified the principal as the greatest influence on implementation and sustainability of PLCs. The PD has the potential to create social change by providing a foundation for principals to promote teacher growth and student performance through the implementation and sustainability of effective PLCs to enhance the quality of education for students (Decuyper et al., 2010).

At the local level, providing this PD will equip principals to effectively implement PLCs and bring about consistency in the foundational elements of PLCs across the district. This consistency will provide improved quality education for all students in the district. Additionally, across the United States, expectations and accountability for student achievement continue to increase and create a need for improved instruction and, thus, a need for learning communities that facilitate collaborative learning of all members in the organization (Hallam et al., 2015; Schechter, 2015). What the principals learn about leading the implementation of effective PLCs through the PD resulting from this study and the experiences that result can be shared with principals in other districts and states to increase the influence of PLC on student learning.

Summary

The problem addressed in the study was the ineffectiveness of leadership of PLC implementation at secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. The findings of this study revealed that principals leading effective PLCs in the district exhibited a transformational leadership style. The findings of the study also revealed behaviors and actions principals exhibit in preparing for leading PLCs and in interactions with their staff in effective PLCs. The project resulting from the outcomes of the study was a PD for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs.

A review of the literature provided a foundation and direction for the development of the project by including research on effective PD and specific principal behaviors and characteristics associated with transformational leadership and leading PLCs. The characteristics of effective PD were grouped into five themes that include: (a) needs-based; (b) participant driven; (c) reflective of current knowledge, experiences, and roles; (d) engaging; (d) collaborative; and (e) ongoing and sustained.

The principal PD will be delivered over four full days. The first two days of the PD will be delivered before the school year starts to allow principals to learn about transformational leadership, measure their level of transformational leadership through evaluating the results of the Multifactor Leadership Questionnaire (MLQ), and raise awareness of the behaviors and characteristics associated with leading effective PLCs to develop a detailed implementation plan to execute on their campus. The third day of the PD will occur two to three months into the school year and will consist of principals reviewing feedback from other principal visits to their campus, their own reflections on the progress toward the goals they set before the school year, and the results of a second administration of the MLQ to measure the transformational leadership being exhibited on their campus. The principals will use the feedback and reflections to revise their implementation plans for the remainder of the year. The fourth and final day of the PD will occur at the end of the school year and will mirror the third day of the PD where the principals reflect on feedback, reflections, and the results of a third administration of the MLQ and revise the implementation plan to execute the second year.

This section also provided the rationale for the project genre, needed resources and supports, potential barriers, a timetable for implementation, roles and responsibilities, and a project evaluation plan, and project implications. Section 4 addresses leadership, social change, and implications for future research as a result of the study. The project developed as a result of the data collected in the study is contained in Appendix A.

Section 4: Reflections and Conclusions

The problem addressed in the study was the ineffectiveness of leadership regarding PLC implementation at some secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. The school district in the study provided extensive PD for principals in structuring, implementing, and leading PLCs but found discrepancies in the presence of the foundational elements provided in the PD upon observing PLCs at the campuses after implementation. The purpose of the study was to investigate perceptions of principals and teachers regarding principal leadership behaviors that contribute to implementing and leading effective PLCs within a local school district to inform future planning and administrative support at the campus and district level. In the project, described below, I use the findings from the research study to create a PD for principals to address the problem in the school district (see Appendix A).

The findings of this study revealed that principals leading effective PLCs in the district exhibited a transformational leadership style, manifested in five principal behaviors. These five behavioral themes, some describing what principals prepare for when leading PLCs and others describing behaviors and actions regarding interactions with their staff, were: (a) Participation in developing PLC expectations and structures, (b) supporting teacher needs through PD, (c) effective communication including feedback and openness to teacher input, (d) teacher empowerment through acknowledgement,

encouragement, and affirmation, and (e) creating a positive, supportive, and focus-oriented culture.

The project resulting from the study was PD for principals to develop implementation plans and intentional behaviors that will enable them to exhibit transformational leadership and implement and sustain effective PLCs (see Appendix A). Specifically, the PD will provide principals with a knowledge base of behaviors and characteristics associated with transformational leadership and leading effective PLCs. The PD will also provide principals the opportunity to observe the implementations of PLCs on other campuses, receive feedback on PLCs observed on their campuses, and measure their transformational leadership development throughout the year.

Section 4 will include discussions regarding the strengths of the PD as well as limitations. It will also include a self-analysis of my development as a scholar, researcher, and project developer through the doctoral process. Finally, the section will include implications for future research.

Project Strengths

Thessin (2015) said teacher collegial interactions occur when school leaders move beyond providing time and space for teachers to meet. The primary strength of this study's project is that it prepares principals to be intentional in moving past simply providing a time and place for teacher collaboration and into leading PLCs to maximize their effectiveness in the schools. The project fills some of the gaps in the literature regarding leadership styles and characteristics principals exhibit in leading effective

PLCs. PD is most meaningful for principals when they engage in collaborative opportunities that include authentic field practice, feedback, and reflecting on experiences (Bellibas & Gumus, 2016; Bengston et al., 2014; Blaik, Hourani, & Stringer, 2015). The PD in this study provides time for the principals to apply their learning, develop specific action plans, and reflect on and revise their plans after a few months of implementation to maximize the effectiveness of the PLCs.

Another strength of the project is the connection it makes between the principles of effective PLCs and transformational leadership. Through the interweaving of the research and characteristics of effective PLCs and transformational leadership, principals can learn through a single PD rather than investing more time in additional PDs. Principals can develop a more comprehensive view of the leadership role and develop as instructional leaders, influencing student outcomes through social and professional supports with a focus on building leadership capacity (Goddard et al., 2016; Kang et al., 2016).

Project Limitations

The PD was created based on data and extensive research. However, one limitation of the project is that it requires the willingness of the principals to attend and be open to receiving the information. The principals in the district had previously attended PD on PLCs and could perceive that the topic was a repeat of what they have already learned. However, the data collected during observations of PLCs across the district indicated inconsistent implementation. The PD initially provided in the district

being studied could have failed to meet the learning styles of some of the principals. Bertsch (2012) discussed the evolving role of principals from building managers to instructional leaders including expectations to develop capacity to influence student learning within staff members through relevant and continuous professional growth. As a result of this evolving role, principals need comprehension of instructional leadership, understanding of the change process, and the ability to build trust among staff members (Feun & Wells, 2013). Providing the PD that also cultivates the transformational leadership of a principal maximizes their influence on their staff by equipping them to apply the knowledge gained in the PD to all aspects of their role and not just the implementation of PLCs on their campuses. Addressing this limitation requires intentional planning and open communication with the principals. Communications with the principals should include data indicating inconsistent implementation and descriptions of the current PD as focused specifically on the leadership of PLCs.

The project does not provide a prescriptive program for leading PLCs. Rather, it is a PD that teaches principals to understand the full range of leadership and how different aspects of leadership influence teachers in PLCs. This approach leaves the development and implementation of a plan for leading PLCs to the principals. This limitation, however, also serves as a strength. While it is not prescriptive and puts the plan development on the principals, it allows the plans to be designed to meet the individual needs of the principals and their campuses. The resulting customized implementation plans will not be applicable for all principals or schools.

Recommendations for Alternative Approaches

The problem addressed in the study was the ineffectiveness of leadership of PLC implementation at some secondary campuses in an urban school district in a large southwestern state, despite consistent PLC PD completed by all principals. An alternative approach to addressing the problem could be PD specific only to the five principles of PLCs reported in the research and multiple resources available to school districts. Another alternative project could be a white paper that outlines the leadership behaviors and characteristics associated with effective PLCs and includes checklists, templates, and rubrics for developing action plans for implementation and leadership of PLCs. Additionally, an alternative approach could include web-based modules addressing the components included in the PD and providing individual coaching sessions related to the MLQ results and assisting principals in developing their action plans.

There are additional ways the problem could be defined and addressed. The problem could be defined as a lack of accountability for the principals to apply the PD in their schools, or a lack of clear expectations and monitoring from district administrators regarding PLC implementation at the campus level. In these cases, the problem could be addressed through policy recommendation outlining expectations for district administrators to monitor the implementation of PLCs at the campus level. The monitoring could include expectations for frequency for campus visits, rubrics for consistently evaluating the implementation, and expectations for additional coaching or PD for principals on campuses where district administrators do not observe evidence of

effective PLCs. Such a policy and monitoring structure can be effective in addressing the inconsistencies in PLC implementation. However, first developing leadership in principals and providing a perspective specific to their role in the implementation process can be more effective in minimizing the implementation inconsistencies and need for intervention by district administrators.

Scholarship

Studying the leadership of PLCs proved to be a colossal task. The research base on PLCs and the role of the principal in schools is vast. However, finding research on the role of the principal in leading PLCs proved challenging. The need to narrow the focus of the study became apparent early in the initial review of the available research. Narrowing the focus of the study allowed for a rich, in-depth understanding to maximize the influence of the study.

The literature review process proved daunting. Narrowing the focus required that I learn how to be specific with search terms to pare the research down to literature relevant to my study. Utilizing Walden library resources to help with using effective search terms allowed me to achieve saturation of the literature and provide a rich perspective of the leadership of PLCs. Categorizing the information from each source and regrouping the information from all of the sources within each category gave a comprehensive evaluation of the topics. Finally, writing about each category and creating a flow of the pieces comprising each topic required a deep synthesis of the information.

The data collection and analysis of the study proved more challenging than I expected. I overestimated the willingness of teachers to participate. I had to make several attempts to gain participant consent and still did not achieve the level of participation I had hoped. Additionally, I underestimated the effort required to process, analyze, and report the qualitative results of the study. As I read through the responses to the teacher surveys and the transcripts of the principal interviews, I started highlighting categories of information. As I continued to read and process, the categories evolved. The analysis became an iterative process of reading through the results, identifying common responses, grouping the common responses into categories, and rereading the responses in the context of the identified categories. After several iterations of the process, I was able to determine the final categories and group them into themes addressing the research questions.

A valuable lesson I learned is that research is a process rather than an event. The process continually reinforces the connection between the problem statement and research questions of the study, the literature review, and the results. The literature review must be aligned with the problem of the study and inform the data collection to answer the research questions. The reported study results must respond to the research questions. Finally, the second literature review must align with the results and how they answer the research questions to develop a project that addresses the problem of the study. Through these connections and reviewing other research, I realize that my

contribution is small in the large scale of education. However, it is an extension of existing studies and can serve as a foundation on which to expand future research.

Project Development

The rationale for the project study emerged from 10 years of supporting principals as a district-level administrator and witnessing the PLC implementation in the district. My passion is finding ways to empower teachers to maximize their influence on student achievement and success. Through serving in multiple roles in the district, most of which have been leading and supporting principals, I have witnessed the importance of the principal in empowering and influencing teachers. I have also witnessed principals being pulled in multiple directions and being expected to know how to implement change with minimal support or development. I wanted to conduct a study that would contribute to the development of principals to empower their teachers.

The project development evolved throughout the research study. Early in the study, the thought occurred of a PD for principals. However, it was necessary for the results of the study to drive the project. The connections between the research problem and questions, the literature reviews, and the results were the drivers determining the need for a PD for principals and outlining the specific topics that needed to be included. The second literature review provided research-based strategies for effective PD. The literature review also provided conceptual frameworks and a foundation for the specific content to address the topics of full-range leadership and its influence on the principles of effective PLCs.

The literature review was the most taxing part of developing the project. Finding current sources focused on the development of transformational leaders and the leadership of PLCs proved challenging. Many researchers have studied transformational leadership and PLCs, but far less have studied how to develop this leadership. Once I found sources from which I could learn, I had to analyze and code the information into organized themes on which I could build the content of the project.

After determining and organizing the content base of the project, I had to determine the best order and timelines for the delivery of the information. Once I determined this, I used my experience in developing PD to finalize the presentation. As the developer of the project, it was imperative I have a way to evaluate the effectiveness of the PD both formatively and summatively. The formative evaluations allow for monitoring and adjusting during the PD to ensure content can be clarified and principals' needs are met. The summative evaluation measures the effectiveness of the program and the need for any revisions to the PD before determining whether to expand it to other audiences.

Leadership and Change

I have learned the value of effective leadership for change throughout this research process. One valuable lesson is that effective leaders must model continuous learning that is expected throughout the organization. The doctoral journey has taught me the type of deep, critical learning needed to effectively influence change. As a leader, I have found the review of peer-reviewed journal articles provides valuable insight to

inform practice. Articles published in professional magazines and journals provide a glimpse of the research available but studying peer-reviewed research gives the depth of knowledge that equips leaders to bring change within their organization. I plan to continue growing with this depth of learning after I finish the doctoral process. Sharing relevant, valid research with other educators provides support for their work and promotes further inquiry.

The data collection process in this study taught me the value of continued action research in leading an organization. It is easy to fall into the practice of making and acting on assumptions about problems. We also tend to think of research as a formal process for which we do not have the knowledge, resources, or time to complete. However, objectively collecting and analyzing data allows to more clearly understand the problem and find effective solutions to bring about change.

Analysis of Self as a Scholar

Scholarship through the doctoral pathway develops and heightens skills within the specific topic of study but also cultivates aptitudes applicable to my role as a leader and life-long learner. I entered the doctoral program because of my desire for continued learning and to be an influential leader. I knew I had the capacity, leadership experience, independence, and determination to complete the studies. However, this process has taught me that I still have a lot of room for learning and growth. I expected to search for information, study and perform research, and write about my findings. However, I

learned more about inquiry, application of knowledge, and a deeper level of scholarly analysis.

The process first taught me to narrow my focus to allow for the depth of study necessary for the research to be influential. As leaders, we tend to want to make a broad influence at one time. However, having a deep understanding of smaller pieces and effectively making change with those pieces can help maximize the influence and sustainability of the change and create momentum to continue the change process. Using the narrowed focus, I learned it is imperative to clearly identify the problem and purpose of the study. Aligning every component of the research study to the problem and purpose drove the literature review and methodology to allowed for more efficient learning.

The process enhanced my critical thinking by developing my inquiry skills. I learned how to ask better questions which let me more clearly define the problem, investigate the problem more purposefully, and analyze the data more critically. The continual alignment of these pieces is not an innate skill. Studying research, triangulating information, and identifying themes in the participant responses provided a platform for practicing and developing the skill.

The doctoral program has also taught me about scholarly writing. Before starting this journey, I considered myself a good communicator. However, scholarly writing is a much different style from every day communication. I submitted many drafts that seemed strong, but they always came back with feedback to make them more scholarly. I have seen the strength that numerous iterations of revisions and feedback have given to my

writing. Through this iterative process, I learned that feedback is about growth and building a scholar and not to be taken personally. I have also learned that perseverance and determination are essential character traits for completing the doctoral program.

Analysis of Self as a Practitioner

My role as a district administrator is one of support for campus administrators. We are expected not simply to direct principals but to develop them as instructional leaders influencing change on their campuses to influence and maximize student learning. The problem identified in the current study was specific to the district and an initiative with which I was fortunate to be involved. Thus, the project development allowed me to serve the purpose of completing my doctoral study but to also serve my role a district leader.

Through the doctoral process, I have developed as a critical thinker and reviewer of research. I have also studied and learned about leading for change. These skills are necessary in my role of leading our school leaders. My learning will carry over into sharing research with principals and creating a culture in which the principals seek valid research and information to support their practices and look for solutions to problems they identify on their campuses. Additionally, I must take the knowledge I have gained about leading for change and model the transformational leadership characteristics and behaviors the principal need to employ to implement and sustain effective PLCs.

Analysis of Self as a Project Developer

I have created and presented PD for most of my educational career. However, creating PD through the lens of a research study has empowered me to provide a solid, scholarly foundation for the content delivered to the principals and a background by which I can develop the principals as critical thinkers and critical connoisseurs of information. Studying and utilizing the research base limits tendencies to introduce subjectivity in the PD and models the continuous learning expected in teachers and school and district leaders.

I researched best practices for effective PD for both principals and teachers. Utilizing these strategies allowed me to build a PD that can serve as a model for principals to use when preparing to present to their teachers. Additionally, the content of my project is based on a research base that includes conceptual frameworks and research where these conceptual frameworks have been applied. Providing principals the research base for the PD brings validity and reliability to the presentation. This may spark interest in the principals to look for additional research on the topic for growth. Additionally, principals will see it as an example to provide a research base for information they present to their staff. My growth in this process as a project developer not only equipped me to prepare a single PD but to develop principals to create their own effective practices on their campuses.

Reflection on the Importance of the Work

This project and study revealed much in terms of the importance for principals leading effective PLCs. The role of the principal has evolved from that of a manager to an instructional leader (Bertsch, 2012). I have observed in our district that our PD for principals is geared more toward providing information for them to know about the management of their building. We tend to expect our principals to take the information, put it together, and lead it on their campuses without providing support for doing so. As a district, we do not invest as much time in developing them as instructional leaders. I also feel strongly that, as district administrators, we have a responsibility to model the instructional leadership and leadership for change that we expect of our principals. Providing PD that both models and develops the behaviors the research supports for instructional leadership and leading change sets the expectations and prepares principals for successful implementation on their campuses.

Through this process, I found the value of letting the research guide the process. The more research I read, the more questions I had. While I felt I had a specific topic, I found many directions the research could take the study. I initially did not want to do any more research than I had to, but I learned the value of reading through as much as I could and categorizing the research. I then used the categorization to narrow the topic of study to allow for in-depth understanding. Then, the narrowed topic led to a search for more research within that focus. Throughout this process, I was driven by wanting to develop a product to influence principals' ability to lead. The principal is the greatest influence on

implementation and sustainability of PLCs (Gray et al., 2016). Thus, developing the principals maximizes the effectiveness of the PLCs in the district.

The project resulting from the study was designed to provide continued support, networking, and reflection for principals. Providing sessions throughout the year rather than a single presentation communicates the importance of the ongoing process of PLC implementation. It also contributes to the continual development of the principals' leadership. The design of the project is for one school year, but my desire would be to continue the reflection and action plan revisions every year and not just in the initial year of implementation. Providing a platform for principal PLCs can reinforce the culture and ensure the sustainability of PLCs throughout the district.

Implications, Applications, and Directions for Future Research

Implications

The PD designed to develop principals as transformational leaders and equip them to lead effective PLCs has the potential to have a significant influence on social change. The PD provides structures for principals to promote teacher growth and student performance through effective PLCs. Teacher growth that influences student performance increases the quality of education for students by which social change can occur.

The PD goes beyond equipping principals to know the necessary structures of PLCs. The objective is to provide a foundation of knowledge and intentional behaviors principals can employ to ensure the PLCs move past simple structures to collegial conversations centered around instruction that influences student learning. In many

schools, a collegial environment is a cultural change from the tradition of each teacher planning independently. The PD provides support beyond PLCs to develop the leadership in principals that can transform the cultures of their campuses.

When conducting the research for this study, it became apparent there is a gap in the existing research regarding the principal's role in leading effective PLCs. Several research studies exist on the principles of effective PLCs, the effectiveness of PLCs on student achievement, and PD opportunities for teachers regarding PLCs. Several studies spoke to the importance of the principal in implementing and sustaining effective PLCs. However, little research was focused on the principal's role in creating the culture, expectations, and structures for effective PLCs. The PD resulting from the current study contributes to closing this gap by developing an understanding of the behaviors and characteristics associated with transformational leadership and supporting a collegial culture and structure for effective PLC implementation.

Through effective leadership of PLCs, teachers will work collaboratively to plan instruction to influence student learning, reflect on the student learning as a result, and seek new learning to revise or enhance their knowledge and instruction where student achievement is not at the desired level. This focus on student learning over simple content delivery will enable students to develop knowledge, problem-solving, and coping mechanisms that positively influence relationships with family and community members and increase awareness of the need and importance of community contribution. Through this development, the quality of education increases and leads to social change.

Applications

I have served several years as a district leader and have developed and delivered many PDs. However, conducting the current study has given me a new perspective from which to approach developing PD. I had always based my PD on the needs of the principals. However, I had not conducted extensive research on the problem being addressed to ensure I provided a solid foundation of actionable and relevant information for the principals to contribute to their roles.

Through the scholarly approach of the current study, I have learned valuable processes vital to the development of an effective program that ultimately influences the student achievement in the district. First, I learned the need to conduct background research on the problem to find what currently exists on the topic and to narrow the focus. Next, I learned the value of using data and research to provide credibility to the principals' learning rather than relying on my own or other district administrators' experiences. The participants are more willing to accept the information and employ it on their campus when they can see a sound research base for it. Finally, I have learned that I do not have to be an expert or the most experienced to influence change. The research skills I have gained will serve as a tool for continued learning and investigating to close the gaps in my own knowledge-base. Modeling continual learning and application of research can have a greater influence on the leaders in our organization than sharing personal knowledge and experience.

Directions for Future Research

This study contributes to closing the gap in research on the principal's role and behaviors and characteristics associated with leading effective PLCs. However, additional research is needed to further our understanding in this area. This study was focused on secondary campuses in a single school district. Future research could explore the behaviors and characteristics associated with leading effective PLCs in additional school districts and at the elementary school level. Extending the research can either triangulate the results or provide insight into the differences in regions or school levels.

Future research could also employ different methodologies to address the problem. Quantitative studies could measure associations between principal transformational leadership and teacher perceptions of PLC implementation or student achievement. School climate surveys could be used as an additional qualitative or quantitative measure depending on the nature of the survey. In a quantitative study, the survey could be used as a pre-test and post-test administered at the end of the year prior to the principal PD and PLC implementation and administered again at the end of the first year of implementation. Additional qualitative studies could extend the current research to include student perceptions of the principal behaviors and characteristics they observe in schools where effective PLCs are observed. Additional qualitative studies could also employ observations of the principal interactions in PLCs and throughout the school day or a review of the principal implementation plans.

Conclusion

In section 4, I discussed reflections of my research and the resulting project study. Additionally, I discussed the strengths and limitations of the project and implications for future research. Appendix A contains the principal PD project resulting from the study. The PD is research-based and serves to cultivate the transformational leadership and additional behaviors and characteristics that research supports contributing to leading effective PLCs to influence student achievement.

The PD resulted from an analysis of the data collected in the study and a subsequent review of the literature. The problem addressed in the study was the ineffectiveness of leadership of PLC implementation at some secondary campuses in an urban school district despite extensive PD provided for principals. Principal and teacher perspectives were collected on the leadership style, behaviors, and characteristics of principals leading effective PLCs in the district. The analysis revealed that principals leading effective PLCs in the district exhibited a transformational leadership style, manifested in five principal behaviors: (a) participation in developing PLC expectations and structures; (b) supporting teacher needs through PD; (c) effective communication including feedback and openness to teacher input; (d) teacher empowerment through acknowledgement, encouragement, and affirmation; and (e) creating a positive, supporting, and focus-oriented culture.

The design of the current study was an exploratory case study. Lodico et al. (2010) defined a case study as one which documents experiences of an individual or

group in a particular setting through multiple sources of data. After careful consideration, I determined an exploratory case study using open-ended surveys and interviews to document the perceptions of teachers and principals regarding effective PLCs was the most appropriate methodology to answer the guiding research questions.

The conceptual framework for the study was Hord's (2007) five characteristics of a PLC: (a) shared beliefs, values and vision; (b) shared and supportive leadership; (c) collective learning and its application; (d) supportive conditions; and (e) shared personal practice. Increasing expectations and accountability for student achievement in schools have created a need for teachers and principals to revise their existing knowledge about student growth and development and, thus, a need for learning communities that facilitate collaborative learning of all members in the organization (Hallam et al., 2015; Schechter, 2015). The data collection and literature review provided a foundation on which to build a PD for principals to implement effective PLCs.

The primary strength of this study's project is that it prepares principals to be intentional in moving past simply providing structures and into leading PLCs to maximize their effectiveness in the schools. While limitations of the project exist, intentional planning and communication can minimize the effect. Alternative approaches to addressing the problem exist and may be effective for principals. Alternative approaches include: (a) additional PD specific to only the five principles of PLCs; (b) a white page that outlines the leadership behaviors and characteristics associated with effective PLCs and includes checklists, templates, and rubrics for developing action plans

for implementation and leadership of PLCs; and (c) web-based modules addressing the components included in the PD and providing individual coaching sessions with principals related to the MLQ results and assisting principals in developing their action plans.

The PD resulting from this study, while research and data-based, is only one possible solution to the problem of ineffectiveness of leadership of PLC implementation. There is no one-size-fits-all approach to leadership. This PD, however, represents a foundation on which principals can build their own leadership style to affect change. If the PD proves successful, the effect could then extend to other districts, states, and nations.

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three schools in Shanghai. *Educational Management Administration & Leadership*, 45(2), 219-237. doi: 10.1177/1741143215617945

Leadership for Effective

PLCs

Professional Development

Manual

Professional Development Timeline

<p style="text-align: center;">July/August (2 Full Days)</p>	<p><u>Day 1:</u></p> <ul style="list-style-type: none"> • Leadership Challenges • Exemplar Leader • Full-Range Leadership Model • <i>What is a PLC?</i> Final Word Protocol • Applying the Learning – Mapping the 5 PLC Principles • Principal Actions in Preparing for and Leading PLCs • Connecting PLCs and Transformational Leadership <p><u>Day 2:</u></p> <ul style="list-style-type: none"> • Understanding 360 Degree Feedback • Reading MLQ Results • MLQ Reflections • SMART Goals • Develop an Action Plan • Review and Revise Actions Plans • Planning Campus Visits to Observe PLCs for Day 3
<p style="text-align: center;">Late October/ Early November (Full Day)</p>	<p><u>Day 3:</u></p> <ul style="list-style-type: none"> • Opening Reflections • PLC Observation Reflections • Review MLQ Results • Action Plan Review • Sharing Reflections and Revised Action Plans • Letter to Me • Plan Your Visits
<p style="text-align: center;">June (End of School Year) (Full Day)</p>	<p><u>Day 4:</u></p> <ul style="list-style-type: none"> • Welcome Back • Describe Yourself as a Leader • PLC Observation Reflections • Review MLQ Results • Action Plan Review • Sharing Reflections and Revised Action Plans • Letter to a Peer

Leadership for Effective PLCs

Professional Development – Day 1

Slide 1



Leadership for Effective PLCs
Day 1

Slide 2

Welcome and Introductions

- Introduce yourself to your tablemates. Please share:
 - Where you currently serve
 - How long you have been in education
 - In what roles have you served
- Find four things you all have in common. These cannot be anything about education.
- Be prepared to share the things you have in common with the larger group
- On the folded card stock paper on your table, record all of the roles in which you have all served in your educational career.
 - Use tally marks to indicate if more than one of you have served in a particular role

Welcome the group, introduce myself as the facilitator, and introduce the purpose and objective of the day's learning and group norms (5 minutes: 8:30-8:35)

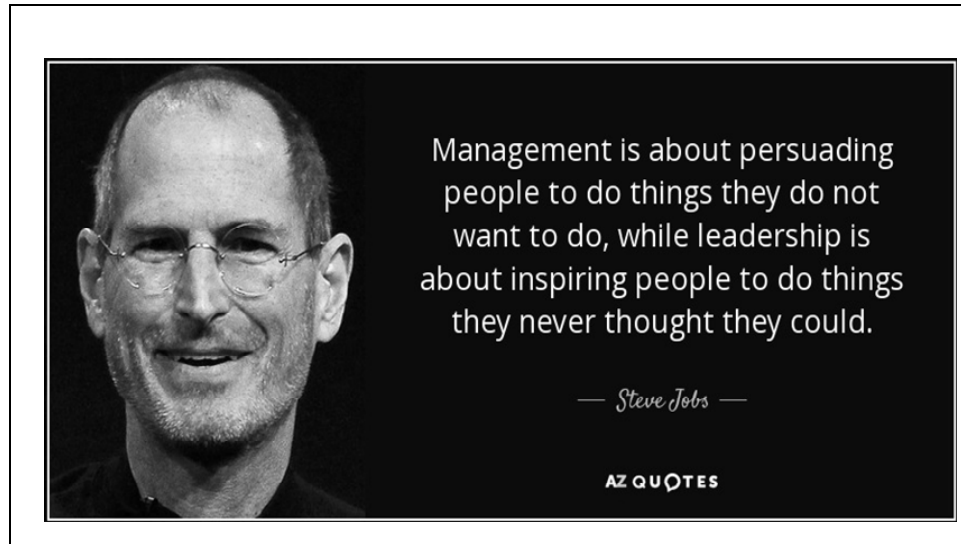
Participant introductions (15 minutes: 8:35-8:50)

10 minutes to introduce themselves and find four things in common

5 minutes to share commonalities with the whole group

Point out to the participants to walk by the tables throughout the PD and see all of the different roles that have been served by everyone in the room and the perspectives those bring to the principal role and leadership in general.

Slide 3



The next two days will focus on creating intentional beliefs, behaviors, and actions to ensure we are *leading* PLCs on our campuses rather than *managing* them.

Slide 4

Leadership Challenges Facing Us

- What is the greatest leadership challenge education/our district/my school face today?
- What is my greatest leadership challenge?

20 minutes: 8:50-9:10

Give participants 3-5 minutes to record their own responses (Handout 2) to these questions then have them share out to their tables (3-5 minutes).

Each table will share out their challenges (10 minutes). The person with the shortest hair is the reporter.

I will record the responses to each question on its own chart paper to be able to refer to throughout the PD. Add checkmarks to challenges repeated by another table to highlight commonalities.

Point out the range of backgrounds and levels of experience among the participants. Highlight the different backgrounds the participants bring to the principal role (classroom to AP to principal, instructional coach, content facilitator, coach). This will be useful later on as we discuss the concept of the many roads to an optimal profile of leadership effectiveness.

After compiling all of the responses, collect feedback on which challenges are managerial versus leadership. Remind participants that the same person can be involved in both the leadership and management process. However, they will be doing different things with the “followers” in each role.

Slide 5

An Exemplar Leader

- Think of a leader (principal, district administrator, or leader outside of education) who has influenced you.
- Describe the context in which you knew them.
- Describe the behaviors and attributes the leader portrayed.
- What impacts did the leader have on you and others?

10 minutes: 9:10-9:20

Participants will complete the exemplar leader activity (Handout 3). Ask them not to complete the definition of leadership yet. That will come later.

20 minutes: 9:20-9:40

Each table will need a stack of 3"x5" (or similar size) post-it notes and two different colored markers

After sharing their individual responses, the table will determine a list of the behaviors/attributes they observed in their exemplar leaders. They will record each behavior/characteristic on a separate sticky note. The table should then sort/categorize their attributes. The table determines how to sort and the categories. They will record the title of each category on a separate sticky note using a different colored marker.

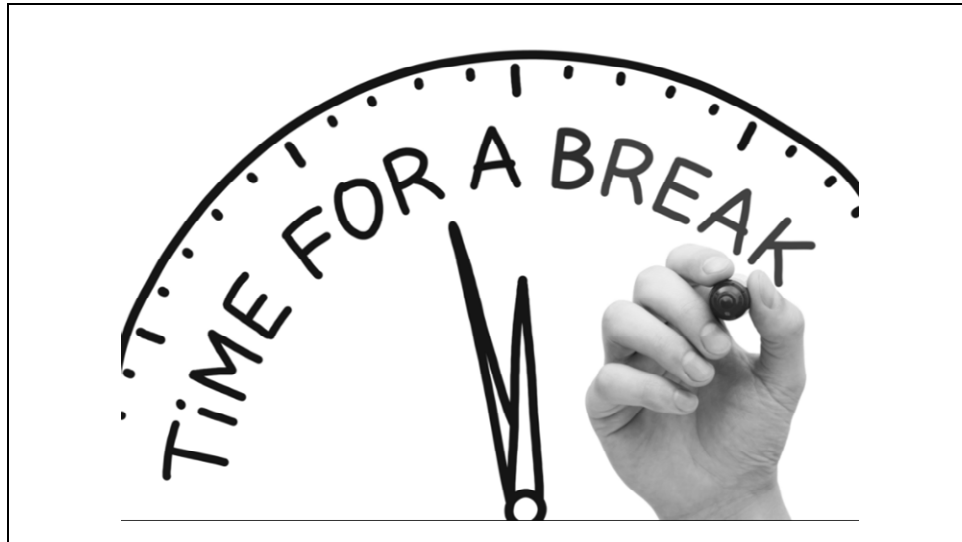
20 minutes: 9:40-10:00

Finally, each table will post the sticky notes with their categories and each attribute/behavior that best describes them together on a poster paper hung on the wall. Each category should be posted on a separate poster paper. As each team posts their categories, they will be asked to review what the other teams have posted. If they have a category and attributes they feel "match" or are very similar to what a team has posted on a poster paper, they will add their category and attributes/behaviors to that same poster.

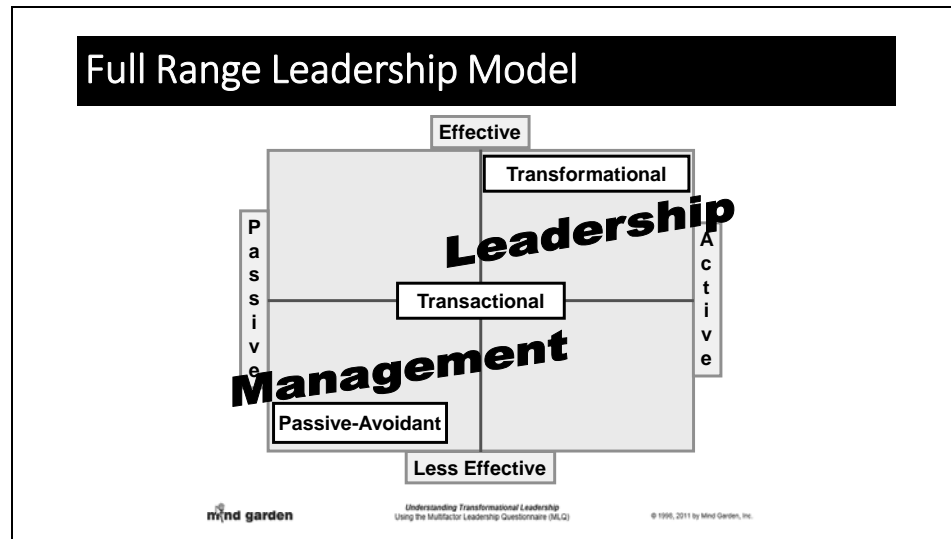
Teams will be asked to continue to review what has been posted and adjust any categories or attributes/behaviors until the entire group feels we have consensus in the groupings.

Participants will use these categorizations, characteristics, and behaviors a little later to apply their learning of transformational leadership.

Slide 6



Slide 7



30 minutes: 10:15-10:45

Describe the full range leadership model outlined in slides 7-11

From guide (pg.97) – not a direct quote:

Leadership styles range along a continuum from a Passive-Avoidant style that is inactive and ineffective portraying non-leadership to Transformational leadership that is the most actively involved and effective. The Transactional leadership style falls between these two extremes.

Transactional leaders communicate expectations for what needs to be done and “facilitates efficient interaction between human, physical, and fiscal resources.”

As you transition along the continuum from non-leadership to Transformational leadership, you see behaviors transition from those associated with management to characteristics of leadership. “Transformational leaders focus on how to transform those around them so that their motivations come from within themselves, rather than from outside themselves.” (pg. 98)

All styles of leadership in the range may be appropriate given different situations. However, the research shows leaders demonstrating Transformational leadership yield better results in their organizations and inspire greater satisfaction and commitment among the members of the organization.

Slide 8

	Passive-Avoidant Style		Transactional Style	
	Laissez-Faire (Avoidant)	Management-by-Exception (Passive)	Corrective – Management-by-Exception (Active)	Constructive – Contingent Reward
Characteristics	Delays Absent Indifferent	Wide acceptance range Ineffective monitoring Actions	Selective attention to deviations Corrects problems when detected	Clarifies desired outcomes Exchanges rewards and recognition for accomplishments
Actions	Avoids taking a stand on issues Doesn't emphasize results Refrains from intervening	Sets standards but waits for deviations Waits for problems to arise Reacts to mistakes Intervenes reluctantly	Monitors for deviations to occur, then corrects Searches for errors, then corrects Enforces rules	Actively monitors to provide supportive feedback Provides recognition for accomplishment
Behavioral Indicators	Avoids making decisions Abdicates responsibilities Diverts attention from hard choices Refuses to take sides in a dispute Lets others do as they please Shows lack of interest Is disorganized in dealing with priorities	Takes no action unless a problem arises Avoids unnecessary changes Enforces corrective action when mistakes are made Places energy on maintaining the status quo Fixes problems then resumes normal functioning	Arranges to know if something has gone wrong Attends mostly to mistakes and deviations Remains alert for infractions of the rules Teaches followers how to correct mistakes	Provides goals and objectives Recognizes and rewards achievement Followers achieve expected results

Refer participants to Handout 4 to better see these characteristics of each leadership style.

Laissez-Faire leaders might describe themselves as delegating or empowering through responsibility or autonomy. However, they are not actively involved in designing a mutually agreed upon plan of action that helps develop their followers. Typically, under this leadership, no one knows what is expected of them.

Management-by-Exception focuses on being reactive rather than proactive. Most feedback under this leadership style is negative and reprimanding.

Slide 9

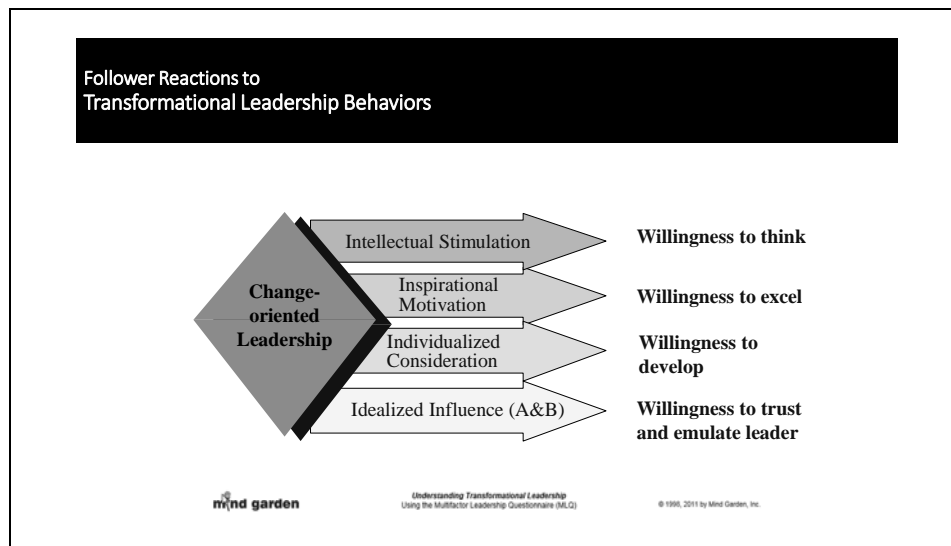


At the top of the leadership scale is transformational leadership. As indicated by its name, transformational leadership is change-oriented and consists of four different categories of behavior.

Slide 10

	Transformational Leadership			
	Individualized Consideration	Intellectual Stimulation	Inspirational motivation	Idealized influence
Characteristics	Empathetic Valuing of individual needs Encouraging continuous improvement	Valuing of the intellect Encouragement of imagination Challenging of old ways	Clarification of future states Treating threats as opportunities Elevation of expectations	Confidence in the vision Sense of purpose and trust
Actions	Is alert to individual followers needs Provides learning opportunities	Questions status quo Uses reasoning as well as emotion	Envisions attractive attainable futures Aligns individual and organizational needs	Exhibits persistence in pursuing objectives Demonstrates dedication to followers
Behavioral Indicators	Recognizes differences Enlarges individual discretion Creates strategy for continuous improvement Promotes self-development Encourages others to take initiative Coaches and counsels Targets areas to develop and to elevate individual needs	Re-examines critical assumptions to problems Takes past examples and applies them to current problems Encourages followers not to think like him/her Creates a "readiness" for changes in thinking Encourages a broad range of interests Is willing to put forth or entertain seemingly foolish ideas Encourages followers to use divergent perspectives	Helps followers achieve levels of performance beyond what they felt possible Demonstrates self-determination and commitment to reaching goals Presents an optimistic and attainable view of the future Arouses in followers emotional acceptance of challenges Creates self-fulfilling prophecies Thinks ahead to take advantage of unforeseen opportunities	Engenders trust in his/her ability to overcome crisis Celebrates followers' achievements Becomes a role model Demonstrates an inner direction Sacrifices self-gain for the gain of others Creates a sense of joint mission and ownership Is willing to share the limelight

Slide 11



Slide 12

Applying the Learning – Exemplar Leader Profile			
<i>Leader Style</i>	<i>Category Titles</i>	<i>Attributes/Characteristics</i>	<i>Behaviors</i>
Intellectual Stimulation			
Inspirational Motivation			
Individualized Consideration			
Idealized Influence			
Any Additional			

15 minutes: 10:45-11:00

Participants will apply their learning by classifying the categories, characteristics/attributes, and behaviors identified and posted during the *Exemplar Leader* activity within the context of the categories of behaviors of transformational leadership in the Exemplar Leader Profile (Handout 5).

10 minutes: 11:00-11:10

Participants will share their profile with their tablemates and reflect on the similarities and differences in the classifications they came up with.

How many of the characteristics and behaviors of your ideal leader were not classified as transformational? Under what leadership style would you classify these characteristics?

5 minutes: 11:10-11:15

Revisit your *Exemplar Leader* worksheet (Handout 3). Based on your new learning and reflections, answer the portion *How I define leadership*.

15 minutes: 11:15-11:30


On my cue, participants will stand and pair up with a team member from another table. They will each share their definition of leadership and make any revisions to their own definition based on something they liked in what their partner shared.

Participants will change partners, exchange, and revise their definitions two more times.

Slide 13

What is a PLC?

- Access Hord's article *What is a PLC?* before returning from lunch.



Show participants this slide before leaving for lunch and have them access the article on their electronic devices if they did not access it or print it before coming to the PD.

Slide 14



Slide 15

Final Word Protocol

- Read the *What is a PLC?* Article and highlight significant ideas or aha's that speak to you either positively or negatively.
- Follow the Final Word Protocol (Handout 6) to process the information from the article.
- Chart the group's top three key ideas and prepare to share out to the group.

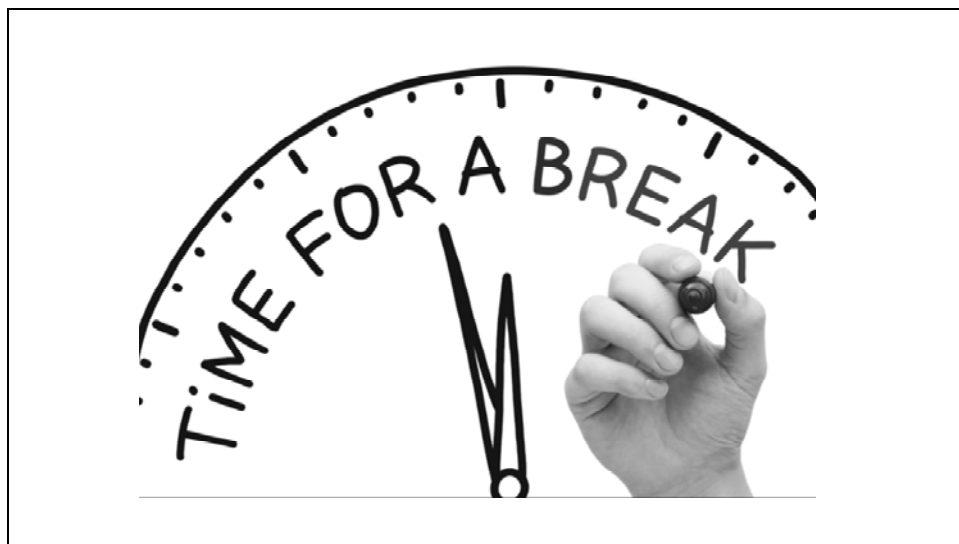
40 minutes: 12:30-1:10

Participants will follow the directions on the final word protocol handout (Handout 6)

20 minutes: 1:10-1:30

Groups will share out their 3 key points and why they felt these were the most important and post their charts around the room for later reference. The spokesperson will stand by their poster and add a checkmark for any other groups that share one of the same key points.

Slide 16



Slide 17

Applying the Learning - Mapping the 5 PLC Principles		
5 PLC Principles	Tasks/Processes Currently in Place	Tasks/Process That Can be Added
Shared Beliefs, Values, Vision		
Shared and Supportive Leadership		
Collective Learning and Its Application		
Supportive Conditions		
Shared Personal Practice		

15 minutes: 1:30-1:45

Participants will apply their learning of the principles of PLCs on the *Mapping the 5 PLC Principles* (Handout 7) by identifying any tasks or processes they currently have in place on their campus and any they can employ based on the insights they gained during the prior final word protocol activity.

10 minutes: 1:45-1:55

Participants will share their processes/tasks with their tablemates and reflect on any similarities or insights they gain from each other. They will update their charts with any new tasks or processes they would like to add as a result of the discussion.

Slide 18

Principal Actions in Preparing for and Leading PLCs		
Creating a Culture Conducive to PLCs	Establishing an Effective PLC Environment	Effective Principal Behaviors
Provides autonomy and self-direction in the staff learning, reflects and builds on their prior experiences, and attends to different orientations of learning (Cherkowski, 2016)	Establishes accountability for teachers' work by supporting and expecting an instructional goal, as well as an action plan for reaching the goal, be established in each PLC (Thessin, 2015)	Regularly participates in a supportive capacity in PLCs to reinforce of the school's vision and expectations for quality instruction, answer questions teachers have about the expectations or student data, and reinforce the deprivatization of practice (Buttram & Farley-Ripple, 2016; Zhang et al., 2017).
Includes a trusting environment in which risk-taking is fostered (Hord & Sommers, 2008)	Reduces fear by including norms of accepting ideas and those sharing ideas without rushing to judgement (Hord & Sommers, 2008)	Sets up individual meetings early in the school year to explore their interests and passions in both teaching and learning (Cherkowski, 2016)
Reflects on their own beliefs and learning needs to gain perspective before they can transform the culture of their school to transformative learning and is transparent with these beliefs and learning (Jimenez et al., 2015)	Provides ongoing professional development and coaching to guide the conversations and build teachers knowledge and skills (Buttram & Farley-Ripple, 2016)	Engages teachers in decision-making and setting short term goals for student performance, had the teachers regularly report on the progress toward these goals to the staff, and celebrated successes or brainstormed why goals were not met. (Buttram & Farley-Ripple, 2016)
	Provides agendas that reflect clear well-designed plans to influence the motivation of teachers to actively participate and make effective use of time in PLCs (Zhang et al., 2017)	Recognizes the need for additional teacher support and assigns instructional specialists or secures external resources to provide needed teacher learning and growth (Buttram & Farley-Ripple, 2016; Zhang et al., 2017)
		Creates an environment of trust and openness to feedback by modeling transparency in sharing their own personal growth plans and asking teachers for feedback on their professional learning (Cherkowski, 2016)
		Shares their learning and brings ideas, articles, and creative teaching strategies to the table in PLCs (Hord and Sommers, 2008)

10 minutes: 1:55 – 2:05

Discuss the principal actions associated with leading effective PLCs (Handout 8).

30 minutes: 2:05 – 2:35

Participants will identify which of the 5 PLC principles are associated with each of the actions listed and list how these actions might look on their campus (10 minutes). They will then compare their findings with their tablemates and collectively come to consensus on the classifications and create collaborative descriptions how these would look on the campuses. (20 minutes).

It is important to remind participants that there is not a set of right or wrong answers so much as applying their learning to develop different ways to portray each of the principles. It is also important for principals to understand that actions that might work for one principal to exhibit behaviors might not work for another. That is the importance of collaborating and coming up with multiple descriptors.

10 minutes: 2:35-2:45

Participants will then compare these actions and the descriptors they developed for how they will look on a campus with the processes and tasks they had listed on the *Mapping the 5 PLC Principles* (Handout 7). They will mark any they had already addressed and should celebrate with their tablemates the areas in which they are already effectively leading PLCs. Then they will update the *Mapping the 5 PLC Principles* (Handout 7) chart with any of the actions that weren't included.

Slide 19

Connecting PLCs and Transformational Leadership	
Five PLC Principles	4 I's of Transformational Leadership
Shared Beliefs, Values, and Vision Norms of behavior to which the staff agrees to adhere	Inspirational Motivation Nurtures commitment and enthusiasm for a shared vision
Shared and Supportive Leadership Principal acts as a facilitator and shares power, authority, and decision-making with teachers	Idealized Influence Puts others' needs before their own personal needs and exudes a charisma causing followers to want to emulate the leader
Collective Learning and Its Application Consists of dialogue centered on reflection of instructional practices and student learning	
Supportive Conditions Include teachers collaborating on school initiatives focused on professional reform and improvement and showing steadfast commitment to student learning	Intellectual Stimulation Motivates followers' innovation and creativity to challenge existing routines and ties to supportive conditions
Shared Personal Practice Teachers use professional interactions, both formal and informal, as a means to deprivatize their instruction and deliver feedback, share new practices, and serve as mentors for each other's' growth	Individualized Consideration Utilizes coaching, professional development, and mentoring to assist followers to reach their potential

15 minutes: 2:45-3:00

Discuss these connections between the five principles of PLCs and the 4 I's of transformational leadership (Handout 9). It is important to point out that the principles of PLCs and the 4 I's of transformational leadership are not interchangeable. Rather they are connected in that employing transformational leadership influences the implementation of PLCs.

15 minutes: 2:45-3:00

Have the participants refer back to the *Exemplar Leader Profile* (Handout 5) and *Leadership Styles* (Handout 4) and use the attributes/behaviors with this table to complete the last two columns of the *Mapping the 5 PLC Principles* (Handout 7). Participants should update the tasks/processes in place or that can be added based on the associated transformational leadership attributes. This will be a reference tool for them to use in devising their action plan on day 2.

Slide 20

Reflections

Indicate any questions you have that you feel were not answered in today's workshop. What additional information do you need to be able to act on to the learning?

Q

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I

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Indicate the new information you learned today. What was interesting to you? What are two immediate actions you are going to take as a result of today's learning?

Indicate the deficit of today's workshop. What would you like to have been done differently?

Write on the top portion of the handout and please "lean in" to discuss with your tablemates.

15 minutes: 3:15-3:30

Participants will complete the *PDQI* reflection document (Handout 10). After they complete it, they will share their insights with their tablemates to see if anyone else had the same questions or clarify any misconceptions/misunderstandings, Participants will leave the PDQI forms for me to reflect and prepare any responses to questions before we begin Day 2.

Slide 21

References

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Agendas and Handouts

Day 1

Day 1 Agenda

Have a sign-in sheet for participants on a table as they enter the room and include copies of the agenda. Handouts will be distributed at the time each of them are introduced rather than at the beginning of the day.

Have the room set up in tables of four participants where all four at each table can see the front of the room.

Materials needed:

- Chart paper (4 tablets) and markers (at least two different colors for each table)
- Easels (4) for the chart paper
- Group norms written on chart paper and posted:
 - Attend to self and others
 - Participate fully
 - Ask clarifying questions
 - Prepare technology for learning
 - Focus on what we can control
- Stacks of 3"x5" sticky notes for each table
- Highlighters
- Cardstock paper – 1 piece for each table folded in half to make a table tent

The details of each activity are included in the notes section of the PowerPoint presentation

Welcome and Introductions (20 minutes: 8:30-8:50)

- Welcome the group, introduce myself as the facilitator, and introduce the purpose and objective of the day's learning and group norms (5 minutes: 8:30-8:35)
- Participant introductions (15 minutes: 8:35-8:50)
 - 10 minutes to introduce themselves and find four things in common
 - 5 minutes to share commonalities with the group

Leadership challenges (20 minutes: 8:50-9:10)

- 5 minutes to complete their own challenges (Handout 2)
- 5 minutes to share among the table
- 10 minutes to share out and record entire group responses

Exemplar Leader (50 minutes: 9:10-10:00)

- Complete the *Exemplar Leader* activity (Handout 3) (10 minutes: 9:10-9:20)
- Share out at tables and categorize characteristics/attributes and behaviors on sticky notes (20 minutes: 9:20-9:40)
- Post categories and responses from each table on poster paper – recategorize as necessary (20 minutes: 9:40-10:00)

Break (15 minutes: 10:00-10:15)**Full-Range Leadership Model (1 hour 15 minutes: 10:15 – 11:30)**

- Describe the full range leadership model (30 minutes: 10:15-10:45)
- Applying the learning – Exemplar leader profile (25 minutes: 10:45 – 11:10)
 - 15 minutes to complete the *Exemplar Leader Profile* (Handout 5)
 - 10 minutes to share with tablemates and reflect on the similarities and differences in the classifications.
- Definition of leadership (20 minutes: 11:10-11:30)
 - 5 minutes for participants to record their definition of leadership on *Exemplar Leader* worksheet (Handout 3)
 - 15 minutes to pair with a participant from another table, share their definition of leadership, and make revisions to their definition based on something they liked from what their partner shared.
 - 3 rotations of 5 minutes each

Lunch (1 hour: 11:30-12:30)**What is a PLC? Final Word Protocol (1 hour: 12:30 - 1:30)**

- Read the article and highlight key points (7 minutes: 1:00-1:07)
- Walk through the final word protocol (Handout 6) (28 minutes: 1:07-1:35)
- Groups record their three key points or aha's on chart paper (5 minutes: 1:35-1:40)
- Each group shares out their three key points and post their chart paper for future reference (20 minutes: 1:40-2:00)

Break (15 minutes: 1:30-1:45)**Applying the Learning – Mapping the 5 PLC Principles (25 minutes: 1:30-1:55)**

- Complete the first two columns of *Mapping the 5 PLC Principles* (Handout 7) (15 minutes: 1:30-1:45)
- Share the processes and tasks with tablemates and reflect on similarities or insights gained from each other (10 minutes: 1:45-1:55)

Principal Actions in Preparing for and Leading PLCs (50 minutes: 1:55-2:45)

- Discuss the principal actions associated with leading effective PLCs (Handout 8) (10 minutes: 1:55-2:05)
- Identify which of the 5 PLC principles are associated with each of the principal actions presented and describe how that would look on their campus (30 minutes: 2:05-2:35)
- Update the *Mapping the 5 PLC Principles* (Handout 7) document with the new information gleaned in this activity (10 minutes: 2:35-2:45)

Connecting PLCs and Transformational Leadership (30 minutes: 2:45-3:15)

- Discuss the connections between the five principles of PLCs and the 4 I's of transformational leadership (15 minutes: 2:45-3:00)
- Utilize the *Exemplar Leader Profile* (Handout 5), *Leadership Styles* (Handout 4), and *Connecting PLCs and Transformational Leadership* (Handout 9) to complete the final two columns of *Mapping the 5 PLC Principles* (Handout 7) to tie together and apply all of the different learning from the day.

Closing and Reflection (15 minutes: 3:15-3:30)

- Complete the PDQI reflection document (Handout 10) for the day and share insights with tablemates

Day 1 Handout 1 Participant Agenda

Group Norms:

1. Attend to self and others
2. Participate fully
3. Ask clarifying questions
4. Prepare technology for learning
5. Focus on what we can control

Day 1:

- Welcome and Introductions

- Leadership Challenges

- Exemplar Leader

- Full-Range Leadership Model

- *Lunch*

- *What is a PLC?* Final Word Protocol

- Applying the Learning – Mapping the 5 PLC Principles

- Principal Actions in Preparing for and Leading PLCs

- Connecting PLCs and Transformational Leadership

- Closing and Reflection

Day 1 Handout 4
Leadership Styles

	Passive-Avoidant Style		Transactional Style	
	Laissez-Faire (Avoidant)	Management-by-Exception (Passive)	Corrective – Management- by-Exception (Active)	Constructive – Contingent Reward
Characteristics	Delays Absent Indifferent	Wide acceptance range Ineffective monitoring Actions	Selective attention to deviations Corrects problems when detected	Clarifies desired outcomes Exchanges rewards and recognition for accomplishments
Actions	Avoids taking a stand on issues Doesn't emphasize results Refrains from intervening	Sets standards but waits for deviations Waits for problems to arise Reacts to mistakes Intervenes reluctantly	Monitors for deviations to occur, then corrects Searches for errors, then corrects Enforces rules	Actively monitors to provide supportive feedback Provides recognition for accomplishment
Behavioral Indicators	Avoids making decisions Abdicates responsibilities Diverts attention from hard choices Refuses to take sides in a dispute Let's others do as they please Shows lack of interest Is disorganized in dealing with priorities	Takes no action unless a problem arises Avoids unnecessary changes Enforces corrective action when mistakes are made Places energy on maintaining the status quo Fixes problems then resumes normal functioning	Arranges to know if something has gone wrong Attends mostly to mistakes and deviations Remains alert for infractions of the rules Teaches followers how to correct mistakes	Provides goals and objectives Recognizes and rewards achievement Followers achieve expected results

Transformational Leadership				
	<i>Individualized Consideration</i>	<i>Intellectual Stimulation</i>	<i>Inspirational motivation</i>	<i>Idealized Influence</i>
Characteristics	Empathetic Valuing of individual needs Encouraging continuous improvement	Valuing of the intellect Encouragement of imagination Challenging of old ways	Clarification of future states Treating threats as opportunities Elevation of expectations	Confidence in the vision Sense of purpose and trust
Actions	Is alert to individual followers needs Provides learning opportunities	Questions status quo Uses reasoning as well as emotion	Envisions attractive attainable futures Aligns individual and organizational needs	Exhibits persistence in pursuing objectives Demonstrates dedication to followers
Behavioral Indicators	Recognizes differences Enlarges individual discretion Creates strategy for continuous improvement Promotes self-development Encourages others to take initiative Coaches and counsels Targets areas to develop and to elevate individual needs	Re-examines critical assumptions to problems Takes past examples and applies them to current problems Encourages followers not to think like him/her Creates a “readiness” for changes in thinking Encourages a broad range of interests Is willing to put forth or entertain seemingly foolish ideas Encourages followers to use divergent perspectives	Helps followers achieve levels of performance beyond what they felt possible Demonstrates self-determination and commitment to reaching goals Presents an optimistic and attainable view of the future Arouses in followers emotional acceptance of challenges Creates self-fulfilling prophecies	Engenders trust in his/her ability to overcome crisis Celebrates followers’ achievements Becomes a role model Demonstrates an inner direction Sacrifices self-gain for the gain of others Creates a sense of joint mission and ownership Is willing to share the limelight

Day 1 Handout 5
Exemplar Leader Profile

Using what you have learned about the 4 I's of transformational leadership, classify the categories, characteristics/attributes, and behaviors posted from the *Exemplar Leader* activity in the table below.

<i>Leader Style</i>	<i>Category Titles</i>	<i>Attributes/Characteristics</i>	<i>Behaviors</i>
Intellectual Stimulation			
Inspirational Motivation			
Individualized Consideration			
Idealized Influence			
Any additional			

Day 1 Handout 6
Final Word Protocol

1. Identify the time keeper as the person with their birthday closest to today's date.
2. **7 minutes** - Read the article and highlight significant ideas or aha's that speak to you either positively or negatively.
3. **3 minutes** - The first person (the person with the brightest top/shirt) begins by reading what spoke to him or her the most from the article - only one thought or quote.
 - a. Refer to where the quote is in the text.
 - b. Describes why that quote struck her/him.
 - i. Why do you agree/disagree with the quote?
 - ii. What questions do you have about that quote?
 - iii. What issues does it raise for you?
 - iv. What do you now wonder about in relation to that quote?
4. **3 minutes total** - Starting to the left of the first person and continuing around the table, each person briefly responds to that quote and what the presenter said, in **one minute or less**, with NO cross talk between members of the group (active listening). The purpose of the response is:
 - a. To expand on the presenter's thinking about the quote and the issues raised for him or her by the quote
 - b. To provide a different look at the quote
 - c. To clarify the presenter's thinking about the quote
 - d. To question the presenter's assumptions about the quote and the issues raised (although there is no response from the presenter yet)
5. **1 minute** - After going around the circle with each person having responded for less than one minute, the person that began has the "final word." The presenter responds to what has been said.
 - a. Now what is she/he thinking?
 - b. What is her/his reaction to what she/he has heard?
6. **21 minutes total** - The next person to the left of the first presenter then begins by sharing what spoke to him or her most from the text. Each person again responds to the statement(s) the presenter read. This process continues until each person has had a round with his or her quote.
7. **5 minutes** - The group charts out three major aha's or key points to share with the large group.
8. The spokesperson (the person with their birthday farthest from today's date) will present the key points for the team.

Day 1 Handout 7
Mapping the 5 PLC Principles

5 PLC Principles	Tasks/Processes Currently in Place	Tasks/Processes That Can be Added	Corresponding "I" of Transformational Leadership	Associated Attributes/Characteristics and Behaviors from Exemplar Leader
Shared Beliefs, Values, Vision				
Shared and Supportive Leadership				
Collective Learning and Its Application				
Supportive Conditions				
Shared Personal Practice				

Day 1 Handout 8
Principal Actions in Preparing for and Leading PLCs

Creating a Culture Conducive to PLCs	Establishing an Effective PLC Environment	Effective Principal Behaviors
Provides autonomy and self-direction in the staff learning, reflects and builds on their prior experiences, and attends to different orientations of learning (Cherkowski, 2016)	Establishes accountability for teachers' work by supporting and expecting an instructional goal, as well as an action plan for reaching the goal, be established in each PLC (Thessin, 2015)	Regularly participates in a supportive capacity in PLCs to reinforce of the school's vision and expectations for quality instruction, answer questions teachers have about the expectations or student data, and reinforce the deprivatization of practice (Buttram & Farley-Ripple, 2016; Zhang et al., 2017).
Includes a trusting environment in which risk-taking is fostered (Hord & Sommers, 2008)	Reduces fear by including norms of accepting ideas and those sharing ideas without rushing to judgement (Hord & Sommers, 2008)	Sets up individual meetings early in the school year to explore their interests and passions in both teaching and learning (Cherkowski, 2016)
Reflects on their own beliefs and learning needs to gain perspective before they can transform the culture of their school to transformative learning and is transparent with these beliefs and learning (Jimenez et al., 2015)	Provides ongoing PD and coaching to guide the conversations and build teachers knowledge and skills (Buttram & Farley-Ripple, 2016)	Engages teachers in decision-making and setting short term goals for student performance, had the teachers regularly report on the progress toward these goals to the staff, and celebrated successes or brainstormed why goals were not met. (Buttram & Farley-Ripple, 2016)
	Provides agendas that reflect clear well-designed plans to influence the motivation of teachers to actively participate and make effective use of time in PLCs (Zhang et al, 2017)	Recognizes the need for additional teacher support and assigns instructional specialists or secures external resources to provide needed teacher learning and growth (Buttram & Farley-Ripple, 2016; Zhang et al., 2017)
		Creates an environment of trust and openness to feedback by modeling transparency in sharing their own personal growth plans and asking teachers for feedback on their professional learning (Cherkowski, 2016)
		Shares their learning and brings ideas, articles, and creative teaching strategies to the table in PLCs (Hord and Sommers, 2008)

Day 1 Handout 9
Connecting PLCs and Transformational Leadership

Five PLC Principles	4 I's of Transformational Leadership
<p><i>Shared Beliefs, Values, and Vision</i> Norms of behavior to which the staff agrees to adhere</p>	<p><i>Inspirational Motivation</i> Nurtures commitment and enthusiasm for a shared vision</p>
<p><i>Shared and Supportive Leadership</i> Principal acts as a facilitator and shares power, authority, and decision-making with teachers</p>	<p><i>Idealized Influence</i> Puts others' needs before their own personal needs and exudes a charisma causing followers to want to emulate the leader</p>
<p><i>Collective Learning and Its Application</i> Consists of dialogue centered on reflection of instructional practices and student learning</p>	
<p><i>Supportive Conditions</i> Include teachers collaborating on school initiatives focused on professional reform and improvement and showing steadfast commitment to student learning</p>	<p><i>Intellectual Stimulation</i> Motivates followers' innovation and creativity to challenge existing routines and ties to supportive conditions</p>
<p><i>Shared Personal Practice</i> Teachers use professional interactions, both formal and informal, as a means to deprivatize their instruction and deliver feedback, share new practices, and serve as mentors for each other's' growth</p>	<p><i>Individualized Consideration</i> Utilizes coaching, PD, and mentoring to assist followers to reach their potential</p>

Indicate any questions you have that you feel were not answered in today's professional development. What additional information do you need to be able to act on to the learning?

Q

Indicate the positives of today's professional development. What went well, what did you enjoy, what would you like to see more of?

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Indicate the deltas of today's professional development. What would you like to have seen done differently?

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Indicate the new information you learned today. What was interesting to you? What are two immediate actions you are going to take as a result of today's learning?

Leadership for Effective PLCs

Professional Development – Day 2

Slide 1



15 minutes: 8:30-8:45

Welcome back the participants. Ask them about any aha's or insights they had last night while reflecting on the learning.

Address questions that were included in the PDQI reflections at the end of day 1

Slide 2

Understanding 360 Degree Feedback

- Provides powerful, valid information in relation to outcomes
- Is based on others' perceptions
- Allows you to consider both your strengths and weaknesses as others see them
- Leads you to reflect on how perceptions are developed since perceptions are reality.
- Lets you decide what information is most relevant to you
- Drives you to determine how, if desired, you want to change perceptions

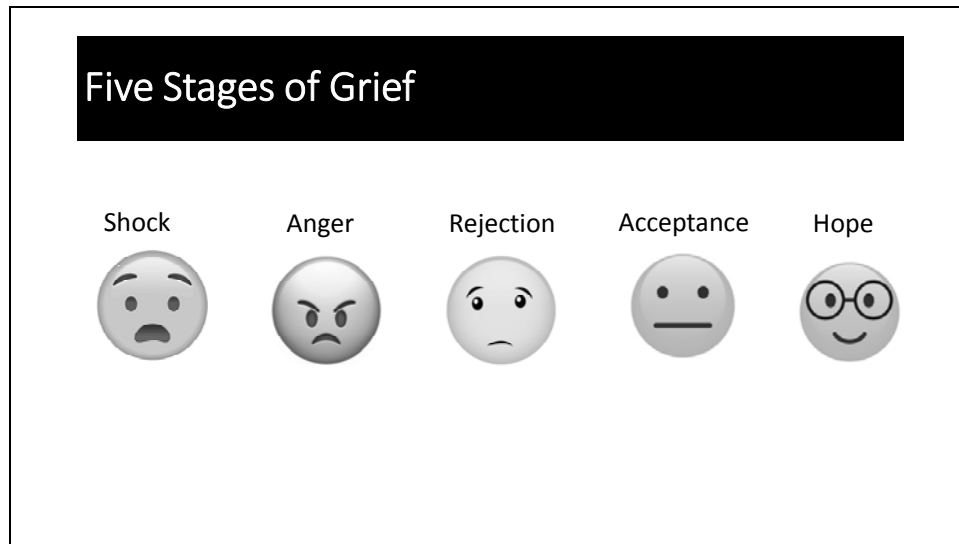
mind garden Understanding Transformational Leadership Using the Multifactor Leadership Questionnaire (MLQ) © 1998, 2011 by Mind Garden, Inc.

15 minutes: 8:45-9:00

Prepare participants to receive their feedback (slides 20-23)

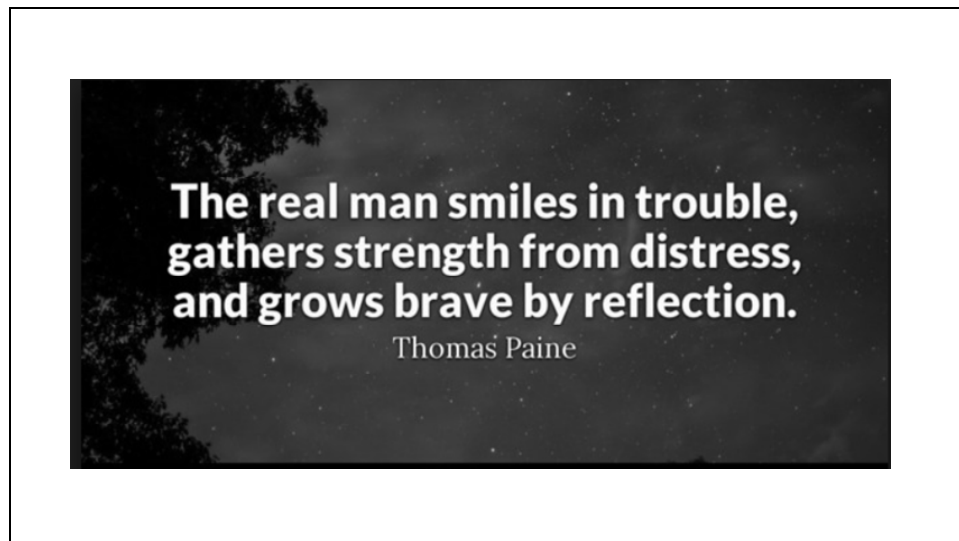
Participants need to consider these things when preparing themselves to receive their 360 degree feedback. The participants' peers filled out the survey under the premise of anonymity. The participants should focus on the feedback itself and not trying to determine who provided each response.

Slide 3



Participants will have mixed emotions about receiving their feedback. They may experience the 5 stages of grief as they review the results. Setting the mindset prior to handing out the results will help keep the participants from becoming stuck in any of the stages.

Slide 4




Participants will be reminded that one cannot be an effective leader if they are not willing to receive feedback and reflect on it. It is a model for creating an open culture in their schools. Not knowing how others perceive them can make them quite vulnerable.

Slide 5

When Analyzing Your Results


- Accept the ratings as how others perceive your leadership.
- Examine the agreement between others' perceptions and your self-ratings.
 - Don't be surprised if there are considerable differences.
- Explore the reasons for these differences.
 - Do this by exploring the behaviors that lead to others' perceptions of your leadership.
- Look for your strengths as others perceive you, and how you see yourself.
- Consider your weaknesses as others see you and how you see yourself.

 mind garden

Walk participants through things to think about when analyzing their results (Handout 2)

Slide 6

Reading Your Report

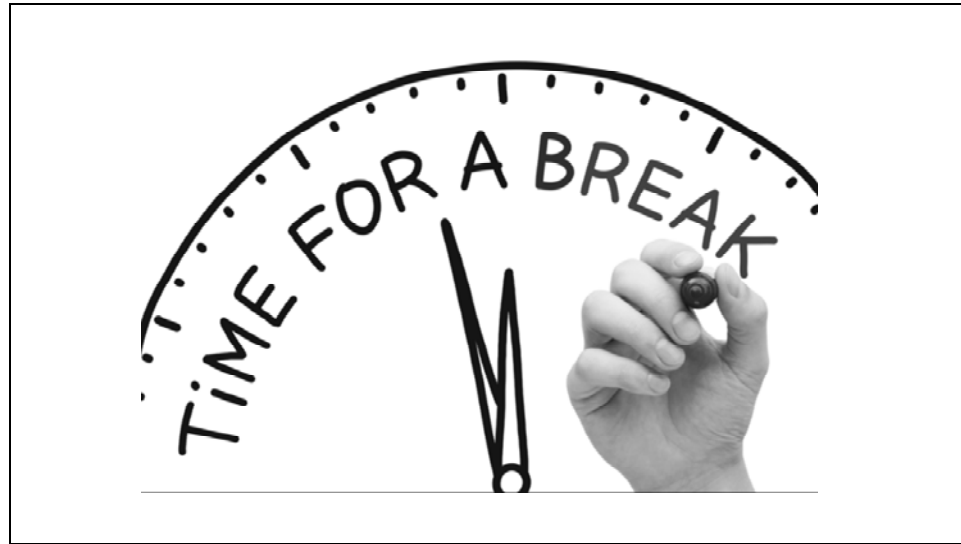


Multifactor Leadership Questionnaire™
360 Leader's Report
 Bernard M. Bass and Bruce J. Avolio

45 minutes: 9:00-9:45

Walk participants through the MLQ Report using the sample report to project and explain how to interpret the results. Participants will receive their results at this point to have them to follow along the explanation. Participants must be reminded they will have individual time to review their results after we walk through the sample. This will help encourage them to stay at the same point in the report for this portion.

Slide 7



Slide 8



45 minutes: 10:00-10:45

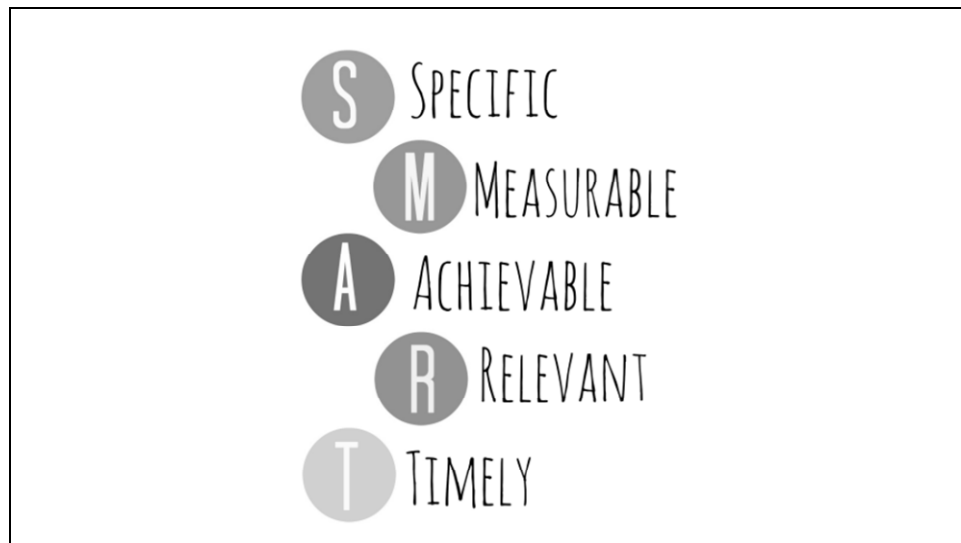
Participants will be given 45 minutes to read through their results, ask questions, and complete the guided reflection (Handout 3)

Slide 9



Participants will develop three goals for themselves as a result of the MLQ.

Slide 10



45 minutes: 10:45-11:30

Participants will set three SMART goals for their leadership. They will use the SMART goal template (Handout 4 – need three copies each) to ensure the goals are well thought out and planned. Completing these goals will prepare participants for the action plan they will develop later this afternoon.

Participants will share their goals with their tablemates and ask for feedback on them. Remind participants that honest constructive feedback is the only way to build and support each other in accomplishing the goals.

Slide 11



Slide 12



Tell participants we have spent the last day and a half building a vision for leadership for effective PLCs. Now we will set that vision into a plan of action.

Slide 13

Action Plan Template

PLC Goal:			
Justification: Why is this important?			
Implementation Steps <small>What will be done? How will it look?</small>	Responsibilities <small>Who will do it?</small>	Resources <small>Financial/Time/People involved/Needed Materials</small>	Timeline <small>When will it be done?</small>
Considerations/Potential Challenges:			
How will considerations/challenges be addressed?			

1 hour 15 minutes: 12:30-1:45

Participants will complete an action plan to prepare for the implementation of all of the principles of PLCs incorporating what they have learned about transformational leadership.

15 minutes: 12:30-12:45

Walk the participants through the *Action Plan Guidelines* and *Template* for the action plan (Handout 5 – Need 5 copies for each participant – some may only use 3).

1 hour: 12:45-1:45

Participants will complete their action plans. Participants will have questions and need guidance through this process. It is important, as with any activity, the presenter circulate around the room and facilitate the action plan development by asking guiding questions to coach the participants to answer their own questions. The guiding questions should refer back to the *Action Plan Guidelines*.

A key guiding question is: *Could someone else pick up this plan and implement PLCs the way you envision without you there?* That questions will direct them back to the importance of a thorough plan.

Participants will incorporate their own break into this time period.

Slide 14



Remind participants of our earlier conversation that one cannot be an effective leader if they are not willing to receive feedback and reflect on it.

Slide 15

Action Plan Element	Less Effective Rating of 1	Effective Rating of 2	Most Effective Rating of 3
Who	Plan lists a single staff member.	Plan includes names of multiple staff members but doesn't outline their specific responsibilities.	Plan includes names of multiple staff members with their specific actions to take.
What	Goals are not clearly stated or do not address one of the five principles of PLCs.	Goals are clearly stated and address all five principles of PLCs.	Goal is clearly stated, is specific, measurable, and attainable, and all five principles of PLCs are addressed.
How	Plan includes a vague outline of what needs to be done.	Plan includes some detail of what needs to be done.	Plan includes specific descriptions of how the goal will look from multiple perspectives of roles within the school and provides clear actions needed to achieve the goal.
Why	Plan includes vague justification of the goals and does not provide evidence of planning for challenges.	Plan includes justification for the goals that is not thorough. Suggestions to overcome potential challenges are minimal.	Plan includes thorough justification for the goals, considerations and potential challenges, and ways to address or overcome the challenges. The steps included in the plan align with the justification and will contribute to achieving the goal.
When	Plan includes a single date for entire plan.	Plan includes general dates addressing some steps of the action plan.	Details are included for each step of the action plan.

1 hour 15 minutes: 1:45-3:00

Participants will find a person in the room that went to the same college or the person who went to the college closest to theirs. They will use the *Rubric to Evaluate Action Plan* (Handout 6) to guide their review and provide feedback on their partner's action plan.

20 minutes: Participants will review their partner's action plan and record their ratings and observations on the *Action Plan Review Rubric*. Participants may want to use the back of the form to add additional notes or record questions.

30 minutes: Participants will ask any clarifying questions about their partner's action plan and share their feedback (15 minutes for each action plan).

25 minutes: Participants will revise their action plan based on the feedback.

Slide 16



15 minutes: 3:00-3:15

In preparation for day 3 of the PD, after a couple of months of implementation, principals will need to complete three campus visits to observe other PLCs and how the principals are leading them on their campuses. At least one visit should be conducted at the same school level (elementary, middle school, or high school). At least one visit should be conducted at a different school level.

The visits should be scheduled to observe multiple PLCs and for a full planning session to be able to give a comprehensive evaluation.

Schedule at least one of your visits with a member from your table and ensure every principal has at least one planned **visitor**. All principals will need feedback to reflect on in Day 3 of the PD.

Participants will need to become familiar with the *PLC Observation Feedback* form (Handout 7) they will use to record their observations. Upon the visits, they will leave a copy of the Feedback form with the principal.

Participants need to bring any forms they completed **and** received to the third day. We will reflect on these during the PD.

Participants will also need to keep all of the handouts they completed in these two days and bring them back for the reflections on day 3.

Slide 17

Reflections

Indicate any questions you have that you feel were not answered in today's workshop. What additional information do you need to be able to act on to the learning?

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Indicate the new information you learned today. What was interesting to you? What are two immediate actions you are going to take as a result of today's learning?

Indicate any questions you have that you feel were not answered in today's workshop. What additional information do you need to be able to act on to the learning?

Indicate the new information you learned today. What was interesting to you? What are two immediate actions you are going to take as a result of today's learning?

Indicate the status of today's workshop. What would you like to have been done differently?

15 minutes: 3:15-3:30

Participants will complete the *PDQI* reflection document (Handout 8). After they complete it, they will share their insights with their tablemates to see if anyone else had the same questions or clarify any misconceptions/misunderstandings, Participants will leave the PDQI forms for me to reflect and prepare any responses to questions before we begin Day 3.

Slide 18

References

- Avolio, B.J., & Bass, B.M. (1991). *Multifactor Leadership Questionnaire*. Menlo Park, CA: Mindgarden.
- Avolio, B.J. & Bass, B.M. (2011). *MLQ Trainer's Guide: Training Full Range Leadership*, Mindgarden, Inc., Redwood, CA.
- Avolio, B.J. & Bass, B.M. (2015). *Multifactor Leadership Questionnaire: Sample 360 Leader's Report*, Mindgarden, Inc., Redwood, CA.

Agendas and Handouts

Day 2

Day 2 Agenda

Have a sign-in sheet for participants on a table as they enter the room and include copies of the agenda. Handouts will be distributed at the time each of them are introduced rather than at the beginning of the day.

Have the room set up in tables of four participants where all four at each table can see the front of the room.

Materials needed:

- Charts developed and posted on day 1 should still be posted in the room
- Group norms written on chart paper and posted:
 - Attend to self and others
 - Participate fully
 - Ask clarifying questions
 - Prepare technology for learning
 - Focus on what we can control
- Individual participant MLQ results
- Sticky Notes
- Highlighters
- Copy of MLQ sample report to use to explain to participants how to read them
 - Access the sample report at <http://www.mindgarden.com/multifactor-leadership-questionnaire/54-mlq-360-leaders-report.html#horizontalTab3>

The details of each activity are included in the notes section of the PowerPoint presentation

Welcome and Reflections (15 minutes: 8:30-8:45)

- Welcome the group back and ask about any aha's or insights they had last night while reflecting on the learning. Also address questions that were included in the PDQI reflections at the end of day 1

Understanding 360 Degree Feedback (15 minutes: 8:45-9:00)

- Prepare the participants to receive the 360-degree feedback and give them considerations to aide in their review of their results (Handout 2)

Reading MLQ Results (45 minutes: 9:00-9:45)

- Walk participants through the MLQ reports explaining each of the components throughout the report

Break (15 minutes: 9:45-10:00)

MLQ Reflections (45 minutes: 10:00 – 10:45)

- Participants will review their own results and complete a guided reflection (Handout 3)

SMART Goals (45 minutes: 10:45-11:30)

- Participants will develop 3 SMART goals (Handout 4) for their leadership as a result of the MLQ reports and share the goals with their tablemates to get feedback on them

Lunch (1 hour: 11:30-12:30)

Develop an Action Plan (1 hour 15 minutes: 12:30 - 1:45)

- Walk through the *Action Plan Guidelines and Template* (Handout 5) (15 minutes: 12:30-12:45)
- Complete the action plans (1 hour: 12:45-1:45)
- Participants will incorporate their own break into this time

Review and Revise the Action Plans (1 hour 15 minutes: 1:45-3:00)

- Review and record observations on *Rubric to Evaluate Action Plan* (Handout 6) (20 minutes)
- Ask clarifying questions and discuss feedback (30 minutes – 15 minutes for each action plan)
- Revise plans based on feedback (25 minutes)

Planning Campus Visits to Observe PLCs for Day 3 (15 minutes: 3:00-3:15)

- Discuss the importance of completing at least three campus visits and recording their observations about PLCs (Handout 7)

Closing and Reflection (15 minutes: 3:15-3:30)

- Complete the PDQI reflection document (Handout 8) for the day and share insights with tablemates

Day 2 Handout 1 Participant Agenda

Group Norms:

1. Attend to self and others
2. Participate fully
3. Ask clarifying questions
4. Prepare technology for learning
5. Focus on what we can control

Day 2:

- Welcome and Reflections

- Understanding 360 Degree Feedback

- Reading MLQ Results

- MLQ Reflections

- SMART Goals

- Develop an Action Plan

- Review and Revise Actions Plans

- Planning Campus Visits to Observe PLCs for Day 3

- Closing and Reflection

Day 2 Handout 2

Analyzing Your Results

Accept the ratings as how others perceive your leadership.

Examine the agreement between others' perceptions and your self-ratings.

Preparing yourself –
a mindset for
feedback

- Don't be surprised if there are considerable differences.

Explore the reasons for these differences.

- Do this by exploring the behaviors that lead to others' perceptions of your leadership.

Look for your strengths as others perceive you, and how you see yourself.

Consider your weaknesses as others see you and how you see yourself.

Scoring

Scores range from 0 (low) to 4 (high) based on "frequency of occurrence." For all factors except Management-by-Exception and Laissez-faire, high scores are an indication of more leadership. Higher scores on Management-by-exception and Laissez-faire leadership denote more passive reactive leadership.

Things to consider
when planning for
the development of
an action plan

Minimize discrepancies in self-ratings and others' ratings.

Research shows higher evaluations of effectiveness in leaders when these discrepancies are smaller.

Increase Transformational and active Transactional ratings

Decrease ineffective leadership behaviors

Look for items with the highest degree of variability and where there is considerable agreement. Examine for themes.

Other things to
consider

Look for items with the largest discrepancies between you and your raters.

Look for items where others' ratings fell below your ratings.

Day 2 Handout 3 MLQ Reflections

After reviewing your MLQ results, answer the following questions to reflect on your observations:

What are three things you observed in the results that confirmed what you already knew about your leadership?

-
-
-

What are three things you observed in the results that surprised you about your leadership?

-
-
-

Describe the agreement between others' perceptions and your self-ratings? Was this agreement consistent throughout the results?

If you observed differences between others' perceptions and your self-ratings, what behaviors do you think lead to others' perceptions of your leadership?

What are three strengths as others perceive you, and how you see yourself as indicated in the results?

-
-
-

What are three constraints as others perceive you, and how you see yourself as indicated in the results?

-
-
-

Day 2 Handout 4
SMART Goal Worksheet

Goal: _____

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your role?*

Timely: *When will you achieve this goal?*

What makes this goal important is:

The benefits of achieving this goal for me and for my staff will be:

Take Action!

Specific Action Steps: *What steps need to be taken to get you to your goal?*

What?	Expected Completion Date	Completed
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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<hr/>	<hr/>	<hr/>
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Potential Obstacles

Potential Solutions

Who are the people you will ask to help you? Who will you ask to help hold you accountable?

Day 2 Handout 5

Action Plan Guidelines and Template

Utilizing the information you recorded on the *Mapping the 5 PLC Principles* and the SMART goals you produced for transformational leadership this morning, you will develop a comprehensive action plan for the implementation of and leading and sustaining PLCs on your campus.

- You will develop 3-5 goals to accomplish your vision.
 - Keep the goals SMART
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Timely
- You do not have to address each PLC principle in a separate goal, but your action plan should address all five principles of PLCs
 - Shared beliefs, values, and vision
 - Shared and supportive leadership
 - Collective learning and its application
 - Supportive conditions
 - Shared personal practice
- Consider the following to ensure a comprehensive plan for success:
 - What will be the specific actions and behaviors that will be implemented?
 - How will these look from all perspectives and roles?
 - What will you do?
 - What will your teachers do?
 - How will you empower them to do it?
 - Who all will you involve to accomplish your goals?
 - How will you empower other members of your staff to help accomplish the goals?
 - What resources will you need to accomplish your goals?
 - Will it require professional development?
 - Do you need to allocate a specific PLC space?
 - Will it need to be equipped with any particular materials?
 - Do you need to set aside part of your budget for resources?
 - Will you need to redistribute other administrative responsibilities?
 - Are there time/scheduling considerations?
 - What are your specific timelines for accomplishing each step of your goal?
 - How will you know you accomplished the steps?
 - What are some potential challenges you will face with the implementation?
 - What can you do to prevent these challenges?
 - If they cannot be prevented, how will you address them when they come up?
- Use the attached Action Plan Template to map out the pieces of your plan.

Action Plan Template

PLC Goal:			
Justification: <i>Why is this important?</i>			
Implementation Steps <i>What will be done? How will it look?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>Financial/Time/People Involved/Needed Materials</i>	Timeline <i>When will it be done?</i>
Considerations/Potential Challenges:			
How will considerations/challenges be addressed?			

Day 2 Handout 6
Rubric to Evaluate Action Plan

Highlight or indicate the box that best describes your evaluation of the action plan. Provide feedback to help the principal make revisions to enhance their plan.

Action Plan Element	Less Effective Rating of 1	Effective Rating of 2	Most Effective Rating of 3
Who	Plan lists a single staff member.	Plan includes names of multiple staff members but doesn't outline their specific responsibilities.	Plan includes names of multiple staff members with their specific actions to take.
What	Goals are not clearly stated or do not address one of the five principles of PLCs.	Goals are clearly stated and addresses all five principles of PLCs.	Goal is clearly stated, is specific, measurable, and attainable, and all five principles of PLCs are addressed.
How	Plan includes a vague outline of what needs to be done.	Plan includes some detail of what needs to be done.	Plan includes specific descriptions of how the goal will look from multiple perspectives of roles within the school and provides clear actions needed to achieve the goal.
Why	Plan includes vague justification of the goals and does not provide evidence of planning for challenges.	Plan includes justification for the goals that is not thorough. Suggestions to overcome potential challenges are minimal.	Plan includes thorough justification for the goals, considerations and potential challenges, and ways to address or overcome the challenges. The steps included in the plan align with the justification and will contribute to achieving the goal.
When	Plan includes a single date for entire plan.	Plan includes general dates addressing some steps of the action plan.	Details are included for each step of the action plan.

Day 2 Handout 7
PLC Observation Feedback

Observer: _____ **Campus Visited:** _____

Date(s) Visited: _____ **Grade/Subject of PLC:** _____

For each of the following indicators 1 is the lowest level, and 5 is the highest level:

Level of authentic teacher engagement and collegiality

1 2 3 4 5 Evidence: _____

Level of focus on student achievement/performance

1 2 3 4 5 Evidence: _____

PLC Principle	Evidence Observed in the PLC	Principal Actions Contributing to the PLC	Other Observational Notes
Shared Beliefs, Values, and Vision			
Shared and Supportive Leadership			
Collective Learning and Its Application			
Supportive Conditions			
Shared Personal Practice			

Indicate any questions you have that you feel were not answered in today's professional development. What additional information do you need to be able to act on to the learning?

Q

Indicate the positives of today's professional development. What went well, what did you enjoy, what would you like to see more of?

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Indicate the deltas of today's professional development. What would you like to have seen done differently?

—

Indicate the new information you learned today. What was interesting to you? What are two immediate actions you are going to take as a result of today's learning?

Leadership for Effective PLCs

Professional Development – Day 3

Slide 1



Welcome back the participants. Open by addressing any questions recorded on the PDQI at the end of Day 2.

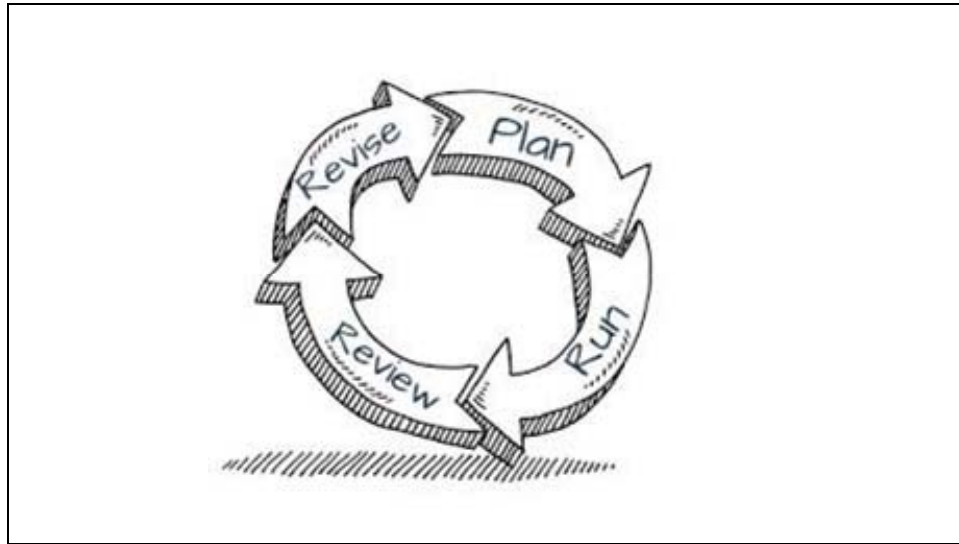
Slide 2



5 minutes: 8:30-8:35

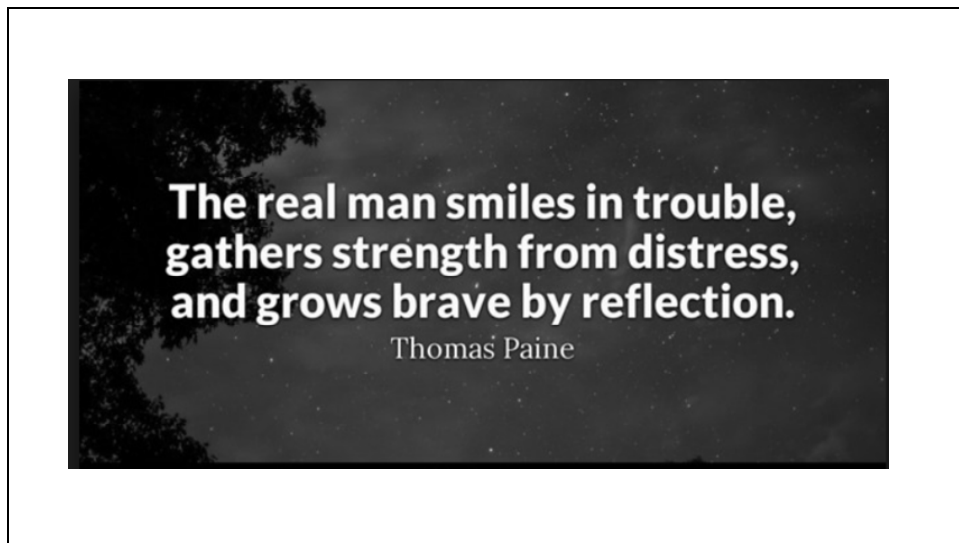
Participants will each share one word that describes their leadership of PLCs on their campus since the first two days of PD this summer. They cannot repeat a word already used.

Slide 3



In days 1 and 2 of the PD, we spent a lot of time gaining new knowledge and planning for effective leadership of PLCs on the participants' campuses. In the last two months, they have "run" or executed their plans. Today, we will not focus on new content regarding the leadership of PLCs. Rather, we will focus on the review, revise, and plan portions of the cycle for continuous improvement. This brings relevance and value to the reflections and activities completed during the summer portion of the PD. The participants' openness to reflection and feedback and willingness to adjust their plans will influence the effectiveness of PLC implementation on their campuses.

Slide 4



Slide 5

Opening Reflections

- How has your leadership changed as a result of the learning from days one and two of the professional development this summer?
 - Provide specific examples of intentional behaviors or actions you have implemented at your campus
- How have these changes impacted the environment on your campus?
 - Provide specific examples that provide evidence of the changes in the environment
- What challenges did you have with your implementation?
 - What do you feel contributed to these challenges?
 - What did you do to overcome the challenges?

35 minutes: 8:35-9:10

Participants will complete *Opening Reflections* (Handout 2) (15 minutes)

Participants will then share their reflections with their tablemates. Each table will complete two charts on separate pieces of chart paper. (20 minutes)

The first chart will be a t-table listing the intentional behaviors and actions implemented on their campuses. In the second column, they will record the evidence of changes in the environments.

The second chart will also be a t-table that lists the challenges they faced with their implementation and how they overcame the challenges in the second column.

Each table will post their charts around the room to serve as a reference in later activities in the day. Teams will refer back to *Mapping the 5 PLC Principles* (Day 1 Handout 7) and discuss the principles of PLCs and I's of transformational leadership represented in the charts developed in this activity. What principles/I's had the most representation? What principles/I's had the least representation?

Slide 6

PLC Observations

- Complete the PLC observation form as if you were a visitor who is not a regular part of your campus. Be sure to include evidence of each PLC principle
 - Think of each PLC on your campus. Would they all be rated the same? Why or why not?
- Review the feedback forms you received from other principals visiting your campus.

Participants are now going to reflect on PLC implementation. They should be reminded they will be reviewing feedback they received from other principals observing PLCs on their campuses. Before getting into the reflection, remind the participants about receiving feedback...(next slide)

Slide 7

When Analyzing Your Results

- Accept the ratings as how others perceive your leadership.
- Examine the agreement between others' perceptions and your self-ratings.
 - Don't be surprised if there are considerable differences.
- Explore the reasons for these differences.
 - Do this by exploring the behaviors that lead to others' perceptions of your leadership.
- Look for your strengths as others perceive you, and how you see yourself.
- Consider your weaknesses as others see you and how you see yourself.

 mind garden

Remind the participants of these guidelines we discussed before receiving the first round of MLQ feedback in Day 2 of the PD this summer. The same applies when reviewing other principals' feedback of the PLCs observed on their campus.

Slide 8

PLC Observation Reflections

- Complete the PLC observation form as if you were a visitor who is not a regular part of your campus. Be sure to include evidence of each PLC principle
 - Think of each PLC on your campus. Would they all be rated the same? Why or why not?
- Review the feedback forms you received from other principals visiting your campus.

50 minutes: 9:10-10:00

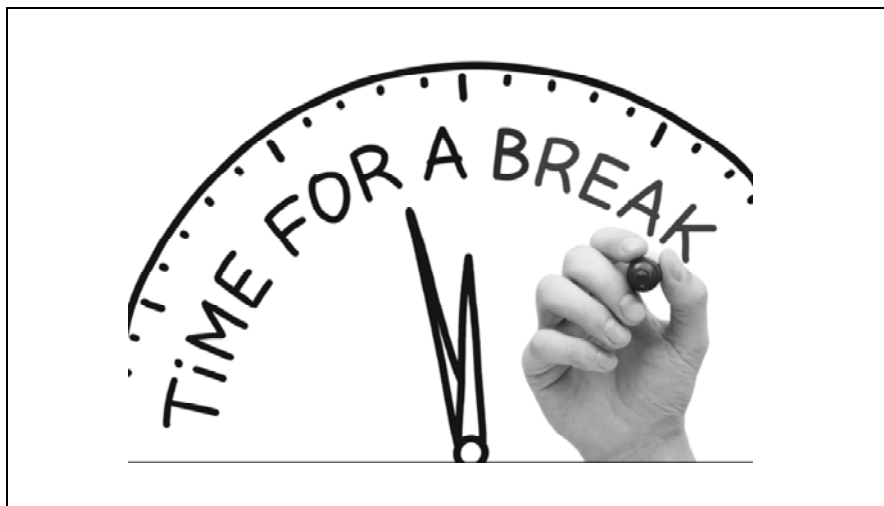
Participants will complete the *PLC Observation Feedback Form* (Handout 3) based on their experiences with their own PLCs on their campuses (15 minutes)

Participants will then review the feedback forms they received from other principals when they observed PLCs on their campus and complete the reflection on the back of the *PLC Observation Feedback Form* to compare their own observations versus others' perceptions. (15 minutes)

Each table will share out the commonalities they had in their reflections, and the team will discuss trends among the PLC principles with the least amount of evidence or most evidence and what might contribute to these trends.

I will serve as a record the observations on chart paper throughout the discussion for participants to reference later in the development/revision of their action plans. (20 minutes)

Slide 9



15 minutes: 10:00-10:15

Slide 10

Reviewing SMART Goals

- Review the 3 SMART goals you set for yourself in relation to your leadership resulting from the first administration of the MLQ in the summer portion of the professional development.
 - Are the goals being accomplished?
 - Why or why not?

10 minutes: 10:15-10:25

Slide 11

Understanding 360 Degree Feedback

- Provides powerful, valid information in relation to outcomes
- Is based on others' perceptions
- Allows you to consider both your strengths and weaknesses as others see them
- Leads you to reflect on how perceptions are developed since perceptions are reality.
- Lets you decide what information is most relevant to you
- Drives you to determine how, if desired, you want to change perceptions

 mind garden


Remind participants about the things to consider when receiving their feedback participants to receive their feedback (slides 47-48)

Participants need to consider these things when preparing themselves to receive their 360-degree feedback. The participants' peers filled out the survey under the premise of anonymity. The participants should focus on the feedback itself and not trying to determine who provided each response.

Slide 12

When Analyzing Your Results


- Accept the ratings as how others perceive your leadership.
- Examine the agreement between others' perceptions and your self-ratings.
 - Don't be surprised if there are considerable differences.
- Explore the reasons for these differences.
 - Do this by exploring the behaviors that lead to others' perceptions of your leadership.
- Look for your strengths as others perceive you, and how you see yourself.
- Consider your weaknesses as others see you and how you see yourself.

 mind garden

Walk participants through things to think about when analyzing their results. They have this in their materials from the summer (Day 2 Handout 2)

Slide 13

Reading Your Report

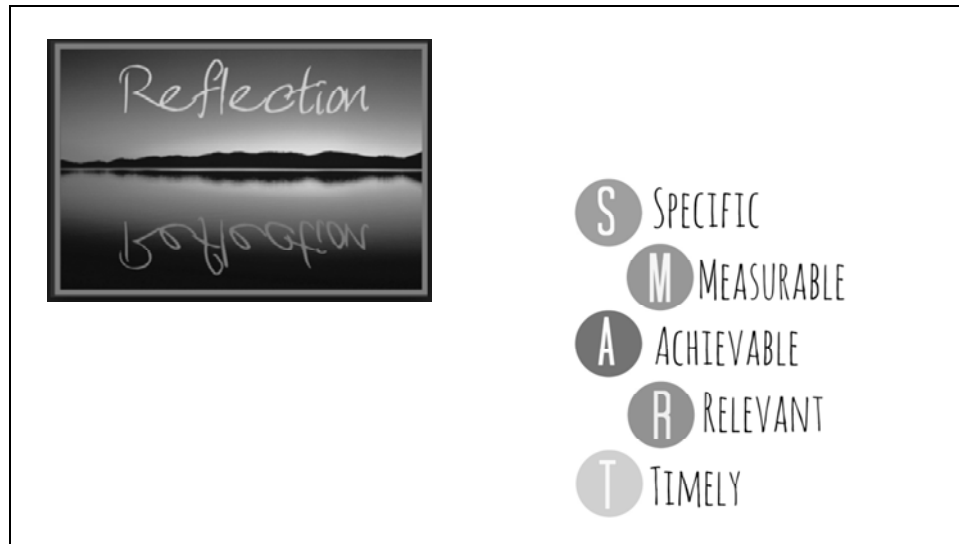


Multifactor Leadership Questionnaire™
360 Leader's Report
 Bernard M. Bass and Bruce J. Avolio

20 minutes: 10:25-10:45

Walk participants through the MLQ Report using the sample report to project and explain how to interpret the results. This will not take as long as the first time since the participants will have already been through it. Participants will receive their results at this point to have them to follow along the explanation. Participants must be reminded they will have individual time to review their results after we walk through the sample. This will help encourage them to stay at the same point in the report for this portion.

Slide 14



45 minutes: 10:45 – 11:30

Participants will review their results from the second administration of the MLQ using the *MLQ Reflections – Second Administration* (Handout 4) to guide them.

Upon completion of their reflection, they will revise their three original SMART goals. This may include continuing to implement what they outlined in one or more of the goals, make small revisions to the original goals, or create brand new goals. Participants can record their revisions on the original *SMART Goal Worksheet* or record them on a new, blank worksheet (Handout 5 – 3 copies for each participant).

Slide 15



1 hour: 11:30-12:30

Slide 16

Action Plan Review

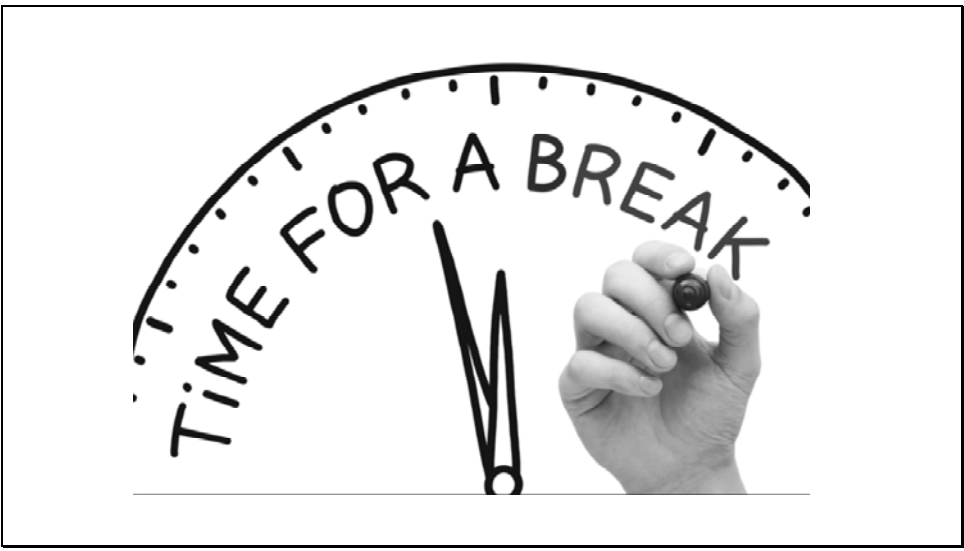
PIC-Goal			
Justification: Why is this important?			
Implementation Issues What will be done? How will it look?	Responsibilities Who will do it?	Resources Financial/Time/People involved/Needed Materials	Timeline When will it be done?
Considerations/Potential Challenges:			
How will considerations/challenges be addressed?			

1 hour 15 minutes: 12:30-1:45

Participants will review and revise the action plan they developed in the summer in light of the reflections conducted this morning. Participants will use the *Action Plan Review* (Handout 6) to guide the review and revision.

Participants will receive fresh copies of the *Action Plan Guidelines* and *Template* (Handout 7 – 3-5 copies per participant) to remind them of everything that should be included in the action plan and to record their changes if they prefer.

Slide 17



15 minutes: 1:45-2:00

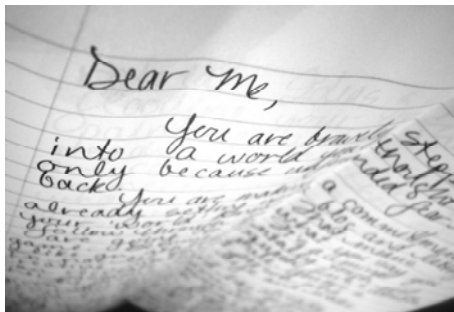
Slide 18



40 minutes: 2:00-2:40

Participants will pair up with the person who went to college farthest from theirs. Each participant will share the revisions they made to their original actions plans as a result of their reflections. They will share what they identified what was successful and they kept. This will include sharing the evidence of its success. Additionally, they will share what they changed as a result of challenges or another reason that surfaced in the reflections. The participant will request feedback from their partner on what they shared. (20 minutes each participant)

Slide 19



www.futureme.org

20 minutes: 2:40-3:00

Participants will write a letter to themselves and schedule it to be delivered via e-mail two months from today.

The letter will be based on their experience with the challenges versus what went well with the implementation of their original action plan. The letter will include any advice, reminders, or encouragement they feel would have benefitted them if they had received it at the same time after the first two days of the PD in the summer.

The letter should be specific to their action plan and address their goals. This activity is to serve as a final reflection of their learning and the last few months of implementation.

Slide 20



15 minutes: 3:00-3:15

In preparation for day 4 of the PD, after a couple more months of implementation, principals will need to complete three more campus visits to observe other PLCs and how the principals are leading them on their campuses. At least one visit should be conducted at the same school level (elementary, middle school, or high school). At least one visit should be conducted at a different school level. At least one visit should be at a campus they did not originally visit to gain additional perspective. Some principals of the schools they originally visited may ask them to come back to evaluate for differences from the first visit.

The visits should be scheduled to observe multiple PLCs and for a full planning session to be able to give a comprehensive evaluation.

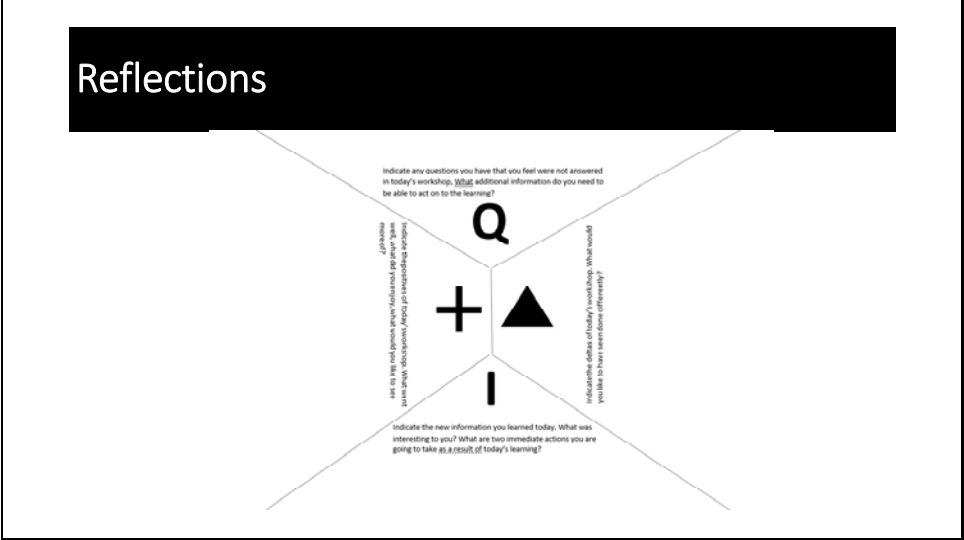
Schedule at least one of your visits with a member from your table and ensure every principal has at least one planned **visitor**. All principals will need feedback to reflect on in Day 4 of the PD.

Participants will need to utilize the *PLC Observation Feedback* form (Handout 3) to record their observations. Upon the visits, they will leave a copy of the Feedback form with the principal.

Participants need to bring any forms they completed **and** received to the third day. We will reflect on these during the PD.

Participants will also need to keep all of the handouts they completed today in addition to those from the first two days and bring them back for the reflections on day 4.

Slide 21



15 minutes: 3:15-3:30

Participants will complete the *PDQI* reflection document (Handout 8). After they complete it, they will share their insights with their tablemates to see if anyone else had the same questions or clarify any misconceptions/misunderstandings, Participants will leave the PDQI forms for me to reflect and prepare any responses to questions before we begin Day 4.

Slide 22

References

- Avolio, B.J. & Bass, B.M. (2011). *MLQ Trainer's Guide: Training Full Range Leadership*, Mindgarden, Inc., Redwood, CA.
- Avolio, B.J. & Bass, B.M. (2015). *Multifactor Leadership Questionnaire: Sample 360 Leader's Report*, Mindgarden, Inc., Redwood, CA.

Agendas and Handouts

Day 3

Day 3 Agenda

Have a sign-in sheet for participants on a table as they enter the room and include copies of the agenda. Handouts will be distributed at the time each of them are introduced rather than at the beginning of the day.

Have the room set up in tables of four participants where all four at each table can see the front of the room.

Materials needed:

- Chart paper (4 tablets) and markers (at least two different colors for each table)
- Easels (4) for the chart paper
- Group norms written on chart paper and posted:
 - Attend to self and others
 - Participate fully
 - Ask clarifying questions
 - Prepare technology for learning
 - Focus on what we can control
- Individual participant MLQ results
- Stacks of 3"x5" sticky notes for each table
- Highlighters

The details of each activity are included in the notes section of the PowerPoint presentation

Welcome Back (5 minutes: 8:30-8:35)

- One word

Opening Reflections (35 minutes: 8:35-9:10)

- Complete *Opening Reflections* (Handout 2) (15 minutes: 8:35-8:50)
- Chart the reflections (20 minutes: 9:50-9:10)

PLC Observation Reflections (50 minutes: 9:10-10:00)

- Complete the *PLC Observation Feedback Form* for their own PLCs (Handout 3) (15 minutes: 9:10-9:25)
- Review and reflect on the feedback received from other principals visiting their campus (15 minutes: 9:25-9:40)
- Share with the group and chart trends in the reflections (20 minutes: 9:40-10:00)

Break (15 minutes: 10:00-10:15)

Review MLQ Results (1 hour 15 minutes: 10:15 – 11:30)

- Review SMART goals developed from results of first administration (10 minutes: 10:15-10:25)
- Refresher on receiving and interpreting results of MLQ (20 minutes: 10:25-10:45)
- Analyze results from second administration of MLQ and revise SMART goals (Handout 4-5) (10:45-11:30)

Lunch (1 hour: 11:30-12:30)

Action Plan Review (1 hour and 15 minutes: 12:30 - 1:45)

- Complete the *Action Plan Review* (Handout 6)
- Revise the original action plan completed on Day 2 (Handout 7)

Break (15 minutes: 1:45-2:00)**Sharing Reflections and Revised Action Plans (40 minutes: 2:00-2:40)**

- Pair up and share revisions made to the participants' original action plans and the reflections that led to the revisions

Letter to Me (20 minutes: 2:40-3:00)

- Participants write a letter to themselves that includes advice, reminders, or encouragement they would find useful to continue their momentum in a couple of months

Plan Your Visits (15 minutes: 3:00-3:15)

- Outline the expectations for PLC visits before the last day of PD

Closing and Reflection (15 minutes: 3:15-3:30)

- Complete the PDQI reflection document (Handout 10) for the day and share insights with tablemates

Day 3 Handout 1 Participant Agenda

- Welcome Back
- Opening Reflections
- PLC Observation Reflections
- *Break*
- Review MLQ Results
- *Lunch*
- Action Plan Review
- *Break*
- Sharing Reflections and Revised Action Plans
- Letter to Me
- Plan Your Visits
- Closing and Reflection

Day 3 Handout 2

Opening Reflections

How has your leadership changed as a result of the learning from the first two days of the PD this summer?

- Provide specific examples of intentional behaviors or actions you have implemented at your campus

How have these changes impacted the environment on your campus?

- Provide specific examples that provide evidence of the changes in the environment

What challenges have you faced?

- What do you feel contributed to the challenges?
- What have you done to overcome the challenges?

**Day 3 Handout 3
PLC Observation Feedback**

Observer: _____ **Campus Visited:** _____

Date(s) Visited: _____ **Grade/Subject of PLC:** _____

For each of the following indicators 1 is the lowest level, and 5 is the highest level:

Level of authentic teacher engagement and collegiality
 1 2 3 4 5 Evidence: _____

Level of focus on student achievement/performance
 1 2 3 4 5 Evidence: _____

PLC Principle	Evidence Observed in the PLC	Principal Actions Contributing to the PLC	Other Observational Notes
Shared Beliefs, Values, and Vision			
Shared and Supportive Leadership			
Collective Learning and Its Application			
Supportive Conditions			
Shared Personal Practice			

Review the feedback forms you received from other principals visiting your campus.

- Do these align with how you evaluated your PLCs?

- Review the evidence they supplied to justify their ratings.
 - If the feedback you received was aligned to how you evaluated your PLCs, what were the intentional behaviors/actions you implemented to contribute to this?

 - If the feedback you received was not aligned to how you evaluated your PLCs, what do you think could have contributed to the difference in perception?

 - What behaviors or actions will you continue or begin implementing, as a result of this reflection, to increase the effectiveness or perceived effectiveness of the PLCs on your campus?

Day 3 Handout 4
MLQ Reflections – Second Administration

After reviewing your MLQ results, answer the following questions to reflect on your observations:

What are three things you observed that were a change from the first administration of the MLQ?

-
-
-

Are these changes surprising to you? Explain

What are three things you observed where there was little change from the first administration of the MLQ?

-
-
-

Are these similarities surprising to you? Explain

Describe the agreement between others' perceptions and your self-ratings? Was this agreement consistent throughout the results?

If you observed differences between others' perceptions and your self-ratings, what behaviors do you think lead to others' perceptions of your leadership?

What are three strengths as others perceive you, and how you see yourself as indicated in the results?

-
-
-

Are these strengths the same you had in the first administration of the MLQ?

What are three constraints as others perceive you, and how you see yourself as indicated in the results?

-
-
-

Are these constraints the same you had in the first administration of the MLQ?

Describe the overall differences in your leadership since beginning the PD this summer as indicated by the MLQ results.

- What actions or behaviors do you attribute to these differences

**Day 3 Handout 5
SMART Goal Worksheet**

Goal: _____

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your role?*

Timely: *When will you achieve this goal?*

What makes this goal important is:

The benefits of achieving this goal for me and for my staff will be:

Take Action!

Specific Action Steps: *What steps need to be taken to get you to your goal?*

What?	Expected Completion Date	Completed
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Potential Obstacles

Potential Solutions

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Who are the people you will ask to help you? Who will you ask to help hold you accountable?

Day 3 Handout 6

Action Plan Review

Review the action plan you developed at the end of the PD.

- Have each of your implementation steps been executed?
 - If so, how have they impacted PLCs on your campus?
 - If not, what challenges are preventing them from being executed?
- Based on your experiences the last couple of months and the reflections this morning, are all of the implementation steps still relevant and necessary?

Revisit the *Opening Reflections* you completed and the t-charts compiling the group's responses posted this morning regarding changes in your leadership resulting from days one and two of the PD this summer.

- Were the intentional behaviors or actions implemented part of your action plan?
 - If so, and the impact was positive, indicate them on your action plan as needing to continue.
 - If not, and the impact was positive, you will want to add them to your plan.
- What did you or can you include in your action plan to address the challenges faced and how they were overcome?

Revisit the *PLC Observations Feedback* and reflection of the feedback you received from other principals you completed this morning.

- What implementation steps in your action plan contributed to the alignment between your evaluation and the feedback you received from other principals?
- What would you add to your action plan to increase the alignment between your evaluation and the feedback you received from other principals?
- Does your action plan provide adequate implementation steps for the PLC principles that had little evidence noted in the observation feedback you received?

Revisit the *MLQ Reflections – Second Administration* and SMART goals revisions you completed right before lunch this morning.

- What implementation steps in your action plan contributed to the changes in the MLQ results from the first to the second administration?
- What would you add to your action plan to meet the SMART goals you revised or rewrote as a result of your reflection?

Day 3 Handout 7 Action Plan Guidelines and Template

Utilizing the information you recorded on the *Mapping the 5 PLC Principles* and the SMART goals you produced for transformational leadership this morning, you will develop a comprehensive action plan for the implementation of and leading and sustaining PLCs on your campus.

- You will develop 3-5 goals to accomplish your vision.
 - Keep the goals SMART
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Timely
- You do not have to address each PLC principle in a separate goal, but your action plan should address all five principles of PLCs
 - Shared beliefs, values, and vision
 - Shared and supportive leadership
 - Collective learning and its application
 - Supportive conditions
 - Shared personal practice
- Consider the following to ensure a comprehensive plan for success:
 - What will be the specific actions and behaviors that will be implemented?
 - How will these look from all perspectives and roles?
 - What will you do?
 - What will your teachers do?
 - How will you empower them to do it?
 - Who all will you involve to accomplish your goals?
 - How will you empower other members of your staff to help accomplish the goals?
 - What resources will you need to accomplish your goals?
 - Will it require professional development?
 - Do you need to allocate a specific PLC space?
 - Will it need to be equipped with any particular materials?
 - Do you need to set aside part of your budget for resources?
 - Will you need to redistribute other administrative responsibilities?
 - Are there time/scheduling considerations?
 - What are your specific timelines for accomplishing each step of your goal?
 - How will you know you accomplished the steps?
 - What are some potential challenges you will face with the implementation?
 - What can you do to prevent these challenges?
 - If they cannot be prevented, how will you address them when they come up?
- Use the attached Action Plan Template to map out the pieces of your plan.

Action Plan Template

PLC Goal:			
Justification: <i>Why is this important?</i>			
Implementation Steps <i>What will be done? How will it look?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>Financial/Time/People Involved/Needed</i> <i>Materials</i>	Timeline <i>When will it be done?</i>
Considerations/Potential Challenges:			
How will considerations/challenges be addressed?			

Indicate any questions you have that you feel were not answered in today's professional development. What additional information do you need to be able to act on to the learning?

Q

Indicate the positives of today's professional development. What went well, what did you enjoy, what would you like to see more of?

+

▲

Indicate the deltas of today's professional development. What would you like to have seen done differently?

—

Indicate the new information you learned today. What was interesting to you? What are two immediate actions you are going to take as a result of today's learning?

Leadership for Effective PLCs

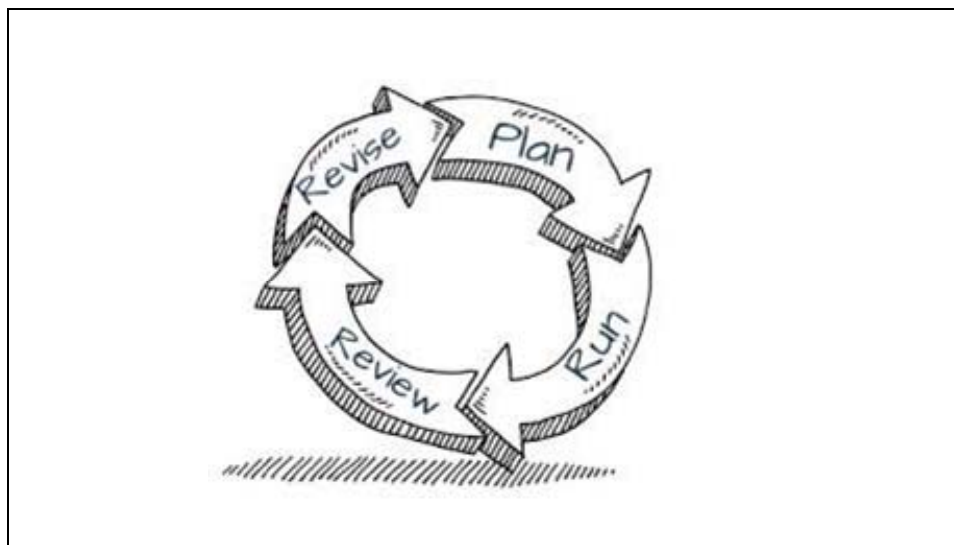
Professional Development – Day 4

Slide 1



Welcome back the participants. Open by addressing any questions recorded on the PDQI at the end of Day 3.

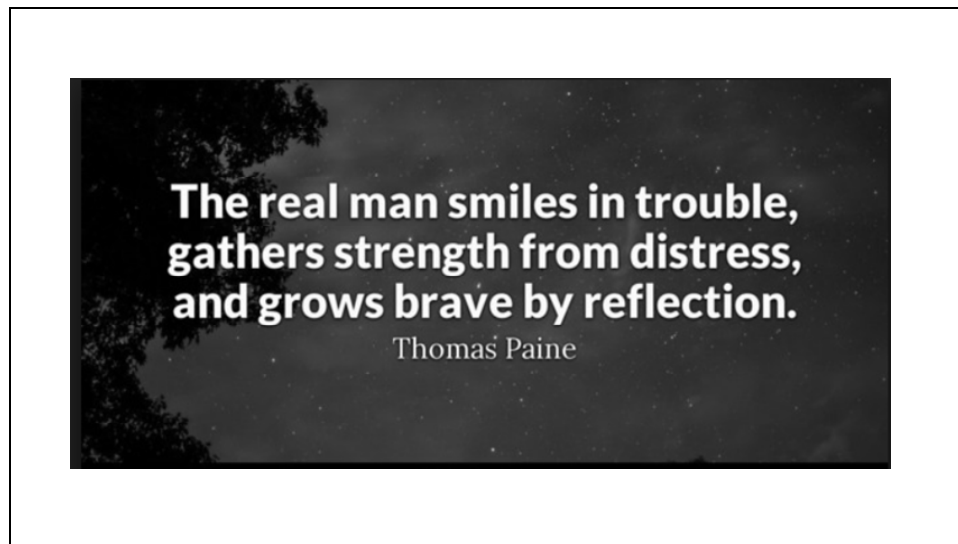
Slide 2



In days 1 and 2 of the PD, we spent a lot of time gaining new knowledge and planning for effective leadership of PLCs on the participants' campuses. In day 3, we reviewed and revised the plans developed in the first two days. In the last few months, they have "run" or executed their revised plans.

Today, we will once again review and revise the plans and apply the learning about transformational leadership and PLCs. The participants' openness to reflection and feedback and willingness to adjust their plans will influence the effectiveness of PLC implementation on their campuses.

Slide 3



Slide 4

Describe Yourself as a Leader

- How do you define leadership?
- Describe the characteristics and attributes of yourself as a leader.
- Describe the influence or impact you have as a leader.

40 minutes: 8:30-9:10

Participants will complete *Describe Yourself as a Leader* (Handout 2) (15 minutes)

Participants will then refer back to *An Exemplar Leader* (Day 1 Handout 3) and compare their descriptions about themselves to the exemplar leader they described at the beginning of the PD last summer.

After comparing the similarities and differences to themselves and the exemplar leader, participants should reflect on their response about whether their description of themselves would have been different before taking part in the PD. (10 minutes)

At their tables, they will share what contributed to any differences they identify. If they do not identify any differences, they will share why they feel there are none. (15 minutes)

Slide 5

PLC Observations

- Complete the PLC observation form as if you were a visitor who is not a regular part of your campus. Be sure to include evidence of each PLC principle
 - Think of each PLC on your campus. Would they all be rated the same? Why or why not?
- Review the feedback forms you received from other principals visiting your campus.

Participants are now going to reflect on PLC implementation. They should be reminded they will be reviewing feedback they received from other principals observing PLCs on their campuses. Before getting into the reflection, remind the participants about receiving feedback...(next slide)

Slide 6

When Analyzing Your Results

- Accept the ratings as how others perceive your leadership.
- Examine the agreement between others' perceptions and your self-ratings.
 - Don't be surprised if there are considerable differences.
- Explore the reasons for these differences.
 - Do this by exploring the behaviors that lead to others' perceptions of your leadership.
- Look for your strengths as others perceive you, and how you see yourself.
- Consider your weaknesses as others see you and how you see yourself.

 mind garden

Remind the participants of these guidelines we discussed before receiving the first round of MLQ feedback in Day 2 of the PD this summer. The same applies when reviewing other principals' feedback of the PLCs observed on their campus.

Slide 7

PLC Observation Reflections

- Complete the PLC observation form as if you were a visitor who is not a regular part of your campus. Be sure to include evidence of each PLC principle
 - Think of each PLC on your campus. Would they all be rated the same? Why or why not?
- Review the feedback forms you received from other principals visiting your campus.

50 minutes: 9:10-10:00

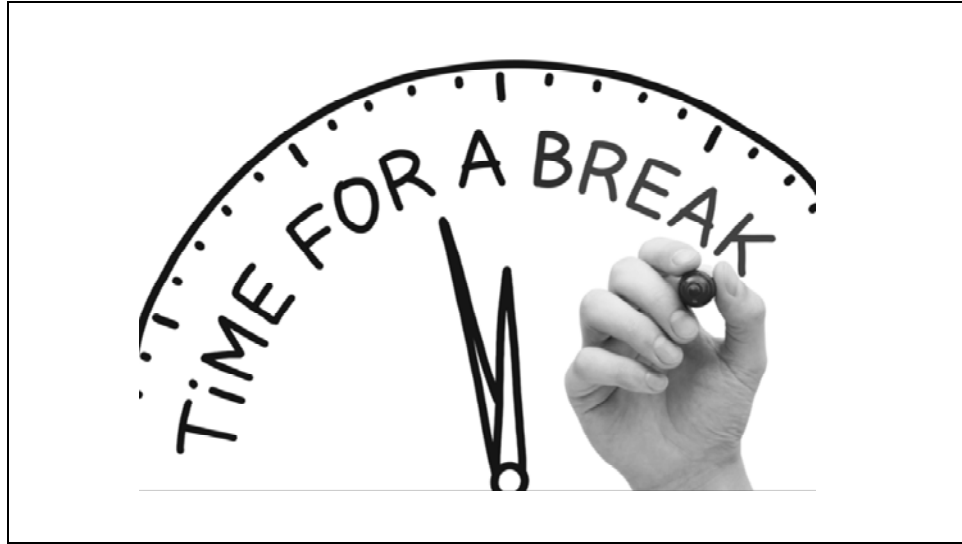
Participants will complete the *PLC Observation Feedback Form* based on their experiences with their own PLCs on their campuses (Handout 3) (15 minutes)

Participants will then review the feedback forms they received from other principals when they observed PLCs on their campus and complete the reflection on the back of the *PLC Observation Feedback Form* to compare their own observations versus others' perceptions. (15 minutes)

Each table will share out the commonalities they had in their reflections, and the team will discuss trends among the PLC principles with the least amount of evidence or most evidence and what might contribute to these trends.

I will record the observations on chart paper throughout the discussion for participants to reference later in the development/revision of their action plans. (20 minutes)

Slide 8



15 minutes: 10:00-10:15

Slide 9

Reviewing SMART Goals

- Review the 3 SMART goals you revised in relation to your leadership resulting from the second administration of the MLQ in the day 3 of the professional development.
 - Are the goals being accomplished?
 - Why or why not?

10 minutes: 10:15-10:25

Slide 10

Understanding 360 Degree Feedback

- Provides powerful, valid information in relation to outcomes
- Is based on others' perceptions
- Allows you to consider both your strengths and weaknesses as others see them
- Leads you to reflect on how perceptions are developed since perceptions are reality.
- Lets you decide what information is most relevant to you
- Drives you to determine how, if desired, you want to change perceptions

 mind garden

Remind participants about the things to consider when receiving their feedback (slides 69-70).

Participants need to consider these things when preparing themselves to receive their 360-degree feedback. The participants' peers filled out the survey under the premise of anonymity. The participants should focus on the feedback itself and not trying to determine who provided each response.

Slide 11

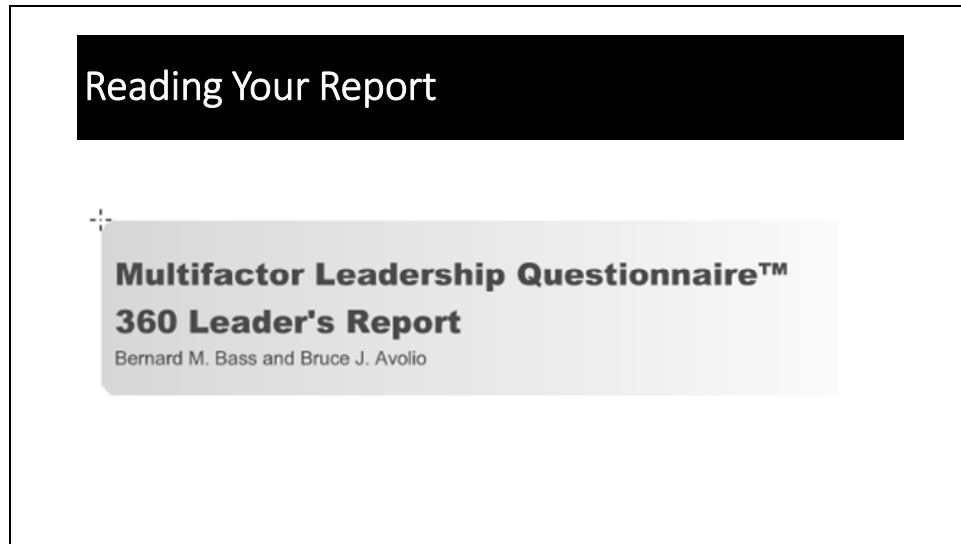
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 - Do this by exploring the behaviors that lead to others' perceptions of your leadership.
- Look for your strengths as others perceive you, and how you see yourself.
- Consider your weaknesses as others see you and how you see yourself.

 mind garden

Walk participants through things to think about when analyzing their results. They have this in their materials from the summer (Day 2 Handout 1)

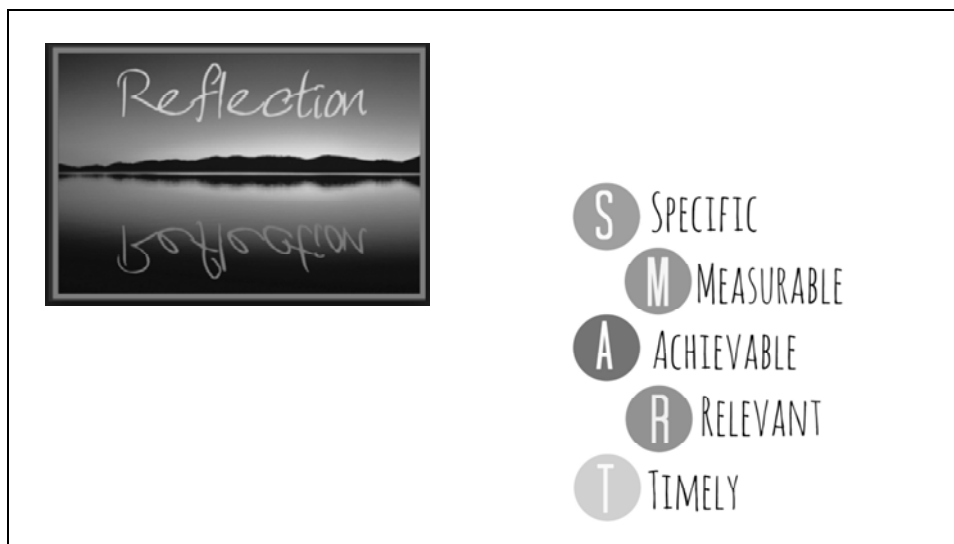
Slide 12



20 minutes: 10:25-10:45

Walk participants through the MLQ Report using the sample report to project and explain how to interpret the results. This will not take as long as the first time since the participants will have already been through it twice. Participants will receive their results at this point to have them to follow along the explanation. Participants must be reminded they will have individual time to review their results after we walk through the sample. This will help encourage them to stay at the same point in the report for this portion.

Slide 13



45 minutes: 10:45 – 11:30

Participants will review their results from the third administration of the MLQ using the *MLQ Reflections – Third Administration* (Handout 4) to guide them.

Upon completion of their reflection, they will revise their three modified SMART goals. This may include continuing to implement what they outlined in one or more of the goals, make small revisions to the revised goals, or create brand new goals. The goals should take into consideration the beginning of a new school year since this day is occurring at the end of the current year.

Participants can record their revisions on the original *SMART Goal Worksheet* or record them on a new, blank worksheet (Handout 5 – 3 copies for each participant).

Slide 14



1 hour: 11:30-12:30

Slide 15

Action Plan Review

PCC Goals

Justification: Why is this important?

Implementation Steps <small>What will be done? How will it look?</small>	Responsibilities <small>Who will do it?</small>	Resources <small>Financial/Time/People involved/Needed Materials</small>	Timeline <small>When will it be done?</small>

Considerations/Potential Challenges:

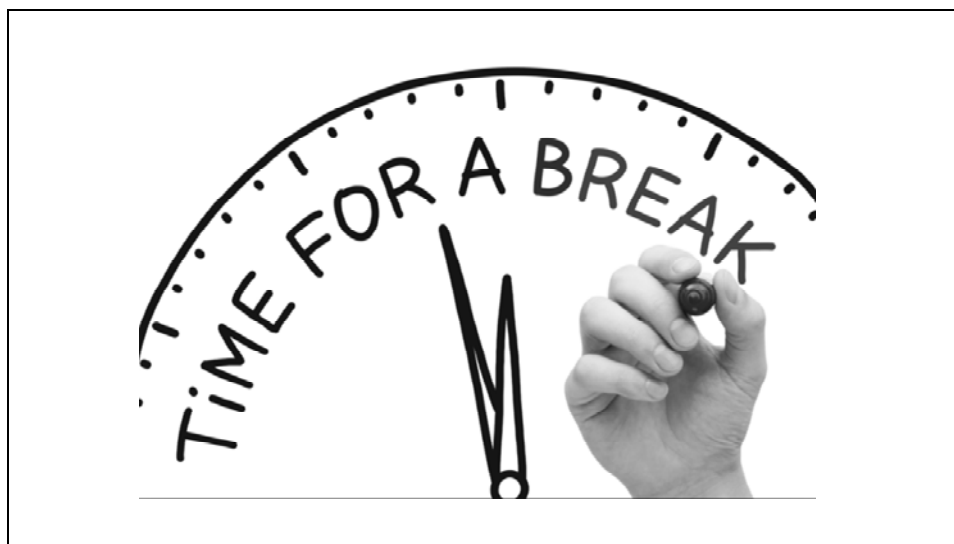
How will considerations/challenges be addressed?

1 hour 15 minutes: 12:30-1:45

Participants will once again review and revise the action plan they modified in day 3 in light of the reflections conducted this morning. Participants will use the *Action Plan Review* (Handout 6) to guide the review and revision.

Participants will receive fresh copies of the *Action Plan Guidelines and Template* (Handout 7 – 3-5 copies per participant) to remind them of everything that should be included in the action plan and to record their changes if they prefer. Revisions should take into account the beginning of a new school year since this day of the PD is taking place at the end of the school year.

Slide 16



15 minutes: 1:45-2:00

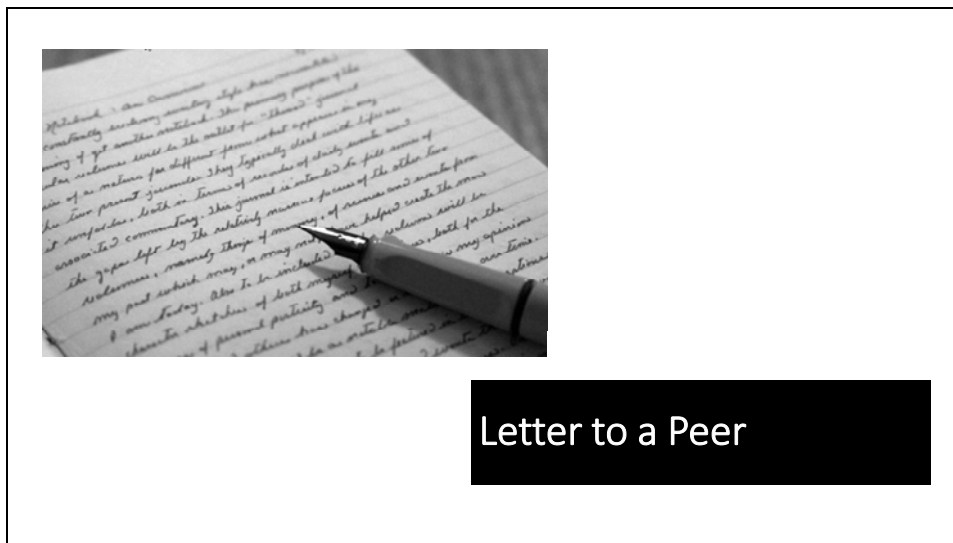
Slide 17



40 minutes: 2:00-2:40

Participants will pair up with another person who has the same number of siblings. Each participant will share the revisions they made to their actions plans as a result of their reflections. They will share what they identified what was successful and they kept. This will include sharing the evidence of its success. Additionally, they will share what they changed as a result of challenges or another reason that surfaced in the reflections. The participant will request feedback from their partner on what they shared. (20 minutes each participant)

Slide 18



Letter to a Peer

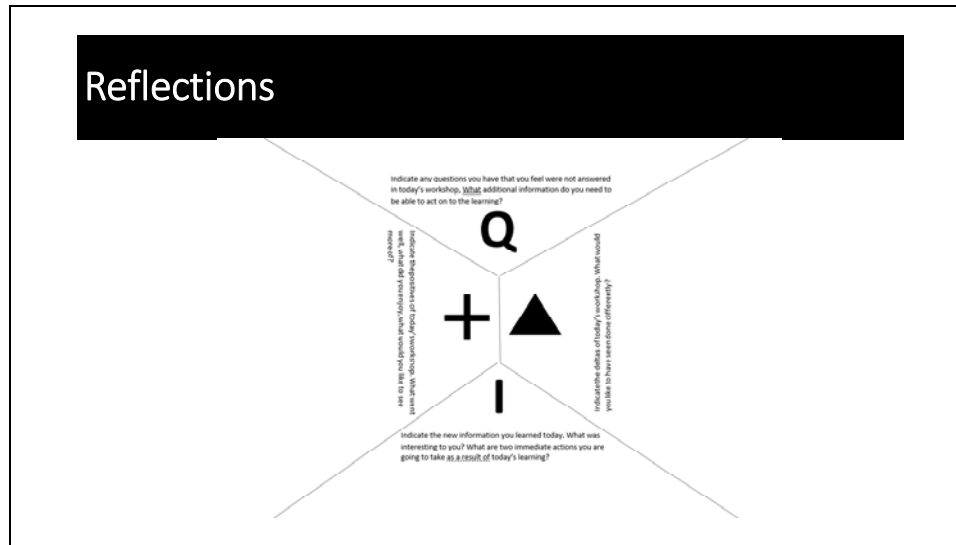
35 minutes: 2:40-3:15

Participants will pair with their elbow partner at their table to write a letter to a principal looking to implement PLCs on their campus.

The letter will be based on the knowledge of PLCs and transformational leadership they gained in the PD and their experiences with the challenges versus what went well with the implementation of their own action plans. The letter will include any information, advice, or encouragement they feel would have benefitted them if they had received it before attending the first day of the PD.

The letter should include some details specific to their action plans. This activity is to serve as a final reflection of their learning and the last few months of implementation.

Slide 19



15 minutes: 3:15-3:30

Participants will complete the *PDQI* reflection document (Handout 8). After they complete it, they will share their insights with their tablemates to see if anyone else had the same questions or clarify any misconceptions/misunderstandings, Participants will leave the PDQI forms for me to reflect and revise the PD before the next time it is presented.

Slide 20

References

- Avolio, B.J. & Bass, B.M. (2011). *MLQ Trainer's Guide: Training Full Range Leadership*, Mindgarden, Inc., Redwood, CA.
- Avolio, B.J. & Bass, B.M. (2015). *Multifactor Leadership Questionnaire: Sample 360 Leader's Report*, Mindgarden, Inc., Redwood, CA.

Agendas and Handouts

Day 4

Day 4 Agenda

Have a sign-in sheet for participants on a table as they enter the room and include copies of the agenda. Handouts will be distributed at the time each of them are introduced rather than at the beginning of the day.

Have the room set up in tables of four participants where all four at each table can see the front of the room.

Materials needed:

- Chart paper (4 tablets) and markers (at least two different colors for each table)
- Easels (4) for the chart paper
- Group norms written on chart paper and posted:
 - Attend to self and others
 - Participate fully
 - Ask clarifying questions
 - Prepare technology for learning
 - Focus on what we can control
- Individual participant MLQ results
- Stacks of 3”x5” sticky notes for each table
- Highlighters

The details of each activity are included in the notes section of the PowerPoint presentation

Welcome Back

Describe Yourself as a Leader (40 minutes: 8:30-9:10)

- Complete *Describe Yourself as a Leader* (Handout 2) (15 minutes: 8:30-8:45)
- Compare responses to *An Exemplar Leader* (Day 1 Handout 3) (10 minutes: 8:45-8:55)
- Share observations with tablemates (15 minutes: 8:55-9:10)

PLC Observation Reflections (50 minutes: 9:10-10:00)

- Complete the *PLC Observation Feedback Form* for their own PLCs (Handout 3) (15 minutes: 9:10-9:25)
- Review and reflect on the feedback received from other principals visiting their campus (15 minutes: 9:25-9:40)
- Share with the group and chart trends in the reflections (20 minutes: 9:40-10:00)

Break (15 minutes: 10:00-10:15)

Review MLQ Results (1 hour 15 minutes: 10:15 – 11:30)

- Review SMART goals developed from results of first administration (10 minutes: 10:15-10:25)
- Refresher on receiving and interpreting results of MLQ (20 minutes: 10:25-10:45)
- Analyze results from second administration of MLQ and revise SMART goals (Handout 4-5) (10:45-11:30)

Lunch (1 hour: 11:30-12:30)

Action Plan Review (1 hour and 15 minutes: 12:30 - 1:45)

- Complete the *Action Plan Review* (Handout 6)

- Revise the original action plan completed on Day 2 (Handout 7)

Break (15 minutes: 1:45-2:00)

Sharing Reflections and Revised Action Plans (40 minutes: 2:00-2:40)

- Pair up and share revisions made to the participants' original action plans and the reflections that led to the revisions

Letter to a Peer (35 minutes: 2:40-3:15)

- Participants write a letter to a principal looking to implement PLCs on their campus with advice, reminders, or encouragement they would have found useful before they began

Closing and Reflection (15 minutes: 3:15-3:30)

- Complete the PDQI reflection document (Handout 10) for the day and share insights with tablemates

Day 4 Handout 1 Participant Agenda

- Welcome Back
- Describe Yourself as a Leader
- PLC Observation Reflections
- Break
- Review MLQ Results
- Lunch
- Action Plan Review
- Break
- Sharing Reflections and Revised Action Plans
- Letter to a Peer
- Closing and Reflection

Day 4 Handout 3
PLC Observation Feedback

Observer: _____ **Campus Visited:** _____

Date(s) Visited: _____ **Grade/Subject of PLC:** _____

For each of the following indicators 1 is the lowest level, and 5 is the highest level:

Level of authentic teacher engagement and collegiality

1 2 3 4 5 Evidence: _____

Level of focus on student achievement/performance

1 2 3 4 5 Evidence: _____

PLC Principle	Evidence Observed in the PLC	Principal Actions Contributing to the PLC	Other Observational Notes
Shared Beliefs, Values, and Vision			
Shared and Supportive Leadership			
Collective Learning and Its Application			
Supportive Conditions			
Shared Personal Practice			

Would all of the PLCs on your campus receive the same feedback? Why or why not?

Review the feedback forms you received from other principals visiting your campus.

- Do these align with how to evaluate your PLCs?

- Review the evidence they supplied to justify their ratings.
 - If the feedback you received was aligned to how you evaluated your PLCs, what were the intentional behaviors/actions you implemented to contribute to this?

 - If the feedback you received was not aligned to how you evaluated your PLCs, what do you think could have contributed to the difference in perception?

 - What behaviors or actions will you continue or begin implementing, as a result of this reflection, to increase the effectiveness or perceived effectiveness of the PLCs on your campus?

Day 4 Handout 4
MLQ Reflections – Third Administration

After reviewing your MLQ results, answer the following questions to reflect on your observations:

What are three things you observed that were a change from the first administration of the MLQ?

-
-
-

Are these changes surprising to you? Explain

What are three things you observed where there was little change from the first administration of the MLQ?

-
-
-

Are these similarities surprising to you? Explain

Describe the agreement between others' perceptions and your self-ratings? Was this agreement consistent throughout the results?

If you observed differences between others' perceptions and your self-ratings, what behaviors do you think lead to others' perceptions of your leadership?

What are three strengths as others perceive you, and how you see yourself as indicated in the results?

-
-
-

Are these strengths the same you had in the first administration of the MLQ?

What are three constraints as others perceive you, and how you see yourself as indicated in the results?

-
-
-

Are these constraints the same you had in the first administration of the MLQ?

Describe the overall differences in your leadership since beginning the PD this summer as indicated by the MLQ results.

- What actions or behaviors to you attribute to these differences?

**Day 4 Handout 5
SMART Goal Worksheet**

Goal: _____

Verify that your goal is SMART

Specific: *What exactly will you accomplish?*

Measurable: *How will you know when you have reached this goal?*

Achievable: *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

Relevant: *Why is this goal significant to your role?*

Timely: *When will you achieve this goal?*

What makes this goal important is:

The benefits of achieving this goal for me and for my staff will be:

Take Action!

Specific Action Steps: *What steps need to be taken to get you to your goal?*

What?	Expected Completion Date	Completed
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
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Potential Obstacles

Potential Solutions

Who are the people you will ask to help you? Who will you ask to help hold you accountable?

Day 4 Handout 6 Action Plan Review

Review the action plan you developed at the end of the PD.

- Have each of your implementation steps been executed?
 - If so, how have they impacted PLCs on your campus?
 - If not, what challenges are preventing them from being executed?
- Based on your experiences the last couple of months and the reflections this morning, are all of the implementation steps still relevant and necessary?

Revisit the *Opening Reflections* you completed and the t-charts compiling the group's responses posted this morning regarding changes in your leadership resulting from days one and two of the PD this summer.

- Were the intentional behaviors or actions implemented part of your action plan?
 - If so, and the impact was positive, indicate them on your action plan as needing to continue.
 - If not, and the impact was positive, you will want to add them to your plan.
- What did you or can you include in your action plan to address the challenges faced and how they were overcome?

Revisit the *PLC Observations Feedback* and reflection of the feedback you received from other principals you completed this morning.

- What implementation steps in your action plan contributed to the alignment between your evaluation and the feedback you received from other principals?
- What would you add to your action plan to increase the alignment between your evaluation and the feedback you received from other principals?
- Does your action plan provide adequate implementation steps for the PLC principles that had little evidence noted in the observation feedback you received?

Revisit the *MLQ Reflections – Second Administration* and SMART goals revisions you completed right before lunch this morning.

- What implementation steps in your action plan contributed to the changes in the MLQ results from the first to the second administration?
- What would you add to your action plan to meet the SMART goals you revised or rewrote as a result of your reflection?

Day 4 Handout 7

Action Plan Guidelines and Template

Utilizing the information you recorded on the *Mapping the 5 PLC Principles* and the SMART goals you produced for transformational leadership this morning, you will develop a comprehensive action plan for the implementation of and leading and sustaining PLCs on your campus.

- You will develop 3-5 goals to accomplish your vision.
 - Keep the goals SMART
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Timely
- You do not have to address each PLC principle in a separate goal, but your action plan should address all five principles of PLCs
 - Shared beliefs, values, and vision
 - Shared and supportive leadership
 - Collective learning and its application
 - Supportive conditions
 - Shared personal practice
- Consider the following to ensure a comprehensive plan for success:
 - What will be the specific actions and behaviors that will be implemented?
 - How will these look from all perspectives and roles?
 - What will you do?
 - What will your teachers do?
 - How will you empower them to do it?
 - Who all will you involve to accomplish your goals?
 - How will you empower other members of your staff to help accomplish the goals?
 - What resources will you need to accomplish your goals?
 - Will it require professional development?
 - Do you need to allocate a specific PLC space?
 - Will it need to be equipped with any particular materials?
 - Do you need to set aside part of your budget for resources?
 - Will you need to redistribute other administrative responsibilities?
 - Are there time/scheduling considerations?
 - What are your specific timelines for accomplishing each step of your goal?
 - How will you know you accomplished the steps?
 - What are some potential challenges you will face with the implementation?
 - What can you do to prevent these challenges?
 - If they cannot be prevented, how will you address them when they come up?
- Use the attached Action Plan Template to map out the pieces of your plan

Action Plan Template

PLC Goal:			
Justification: <i>Why is this important?</i>			
Implementation Steps <i>What will be done? How will it look?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>Financial/Time/People Involved/Needed</i> <i>Materials</i>	Timeline <i>When will it be done?</i>
Considerations/Potential Challenges:			
How will considerations/challenges be addressed?			

Indicate any questions you have that you feel were not answered in today's professional development. What additional information do you need to be able to act on to the learning?

Q

Indicate the positives of today's professional development. What went well, what did you enjoy, what would you like to see more of?

+

▲

Indicate the deltas of today's professional development. What would you like to have seen done differently?

—

Indicate the new information you learned today. What was interesting to you? What are two immediate actions you are going to take as a result of today's learning?

Appendix B: Teacher Open-Ended Survey Questions

I am surveying you today because of your participation in professional learning communities. As part of my dissertation study, I would like to ask you several questions about the actions of your principal to properly implement and sustain professional learning communities. These questions are based on Hord's (2007) five dimensions of professional learning communities: 1) shared beliefs, values and vision; 2) shared and supportive leadership; 3) collective learning and its application; 4) supportive conditions; 5) shared personal practice by asking for evidence of specific components comprising the five dimensions.

Shared beliefs, values and vision:

1. Tell me about the Mission, Vision, school goals and school values for your School.
 - a. How were these developed?
 - b. In what ways are these included into the school's daily life?
 - i. How does your principal contribute to this?

Shared and supportive leadership:

2. Describe the leadership opportunities that exist for teachers in your school.
3. What does your principal do to encourage teachers to be leaders in the school?

Collective learning and its application:

4. Please describe the professional learning in your school.
5. What does your principal do to encourage professional development?
6. Describe the process used for making instructional decisions based upon data.
7. What does your principal do to encourage a focus on results?

Supportive conditions:

8. How does your principal create supportive conditions to build relationships?
9. What structures has your principal established to encourage your PLC to work collaboratively to plan, solve problems and to learn from one another?

Shared personal practice:

10. Describe changes in practice that have resulted from the implementation of the professional learning community concept in your school.
11. How are these opportunities supported?
 - a. What does your principal do to encourage improved practice?

General questions:

12. Please describe the leadership style of your principal. Some examples of leadership styles include but are not limited to those listed below. You may indicate one of these or any other leadership style you prefer to describe your principal.

Transactional leadership which is a managerial style in which the principal is the dominant leader who either rewards or disciplines the teachers who are the followers (Boberg & Bourgeois, 2016).

Transformational leadership which is a shared leadership style in which all staff members are considered to have leadership qualities, and the principal cultivates them (Burns, 1978).

Laissez-faire leadership is a style in which principals seem to be reluctant to make decisions and solve problems (Aas & Brandmo, 2016).

13. How do you perceive this leadership style impacts the effective implementation of PLCs?
14. If you were asked by another school how professional learning communities should be implemented, how would you answer?
15. What do you perceive is needed to further refine the implementation PLCs on your campus?
16. Is there anything else you would like to share that we haven't discussed?

Appendix C: Principal Interview Questions

I am meeting with you today because of your participation in professional learning communities. As part of my dissertation study, I would like to ask you several questions about your leadership role in properly implementing and sustaining professional learning communities. These questions are based on Hord's (2007) five dimensions of professional learning communities: 1) shared beliefs, values and vision; 2) shared and supportive leadership; 3) collective learning and its application; 4) supportive conditions; 5) shared personal practice by asking for evidence of specific components comprising the five dimensions.

Shared beliefs, values and vision:

1. Tell me about the Mission, Vision, school goals and school values for your school.
 - a. How were these developed?
 - b. In what ways are these included into the school's daily life?
 - i. How do you contribute to this?

Shared and supportive leadership:

2. Describe the leadership opportunities that exist for teachers in your school.
3. What do you do to encourage teachers to be leaders in the school?

Collective learning and its application:

4. Please describe the professional learning in your school.
5. What do you do to encourage professional development?
6. Describe the process used for making instructional decisions based upon data.
7. What do you do to encourage a focus on results?

Supportive conditions:

8. How do you create supportive conditions to build relationships?
9. What structures have you established to encourage your PLC to work collaboratively to plan, solve problems and to learn from one another?

Shared personal practice:

10. Describe changes in practice that have resulted from the implementation of the professional learning community concept in your school.
11. How are these opportunities supported?
 - b. What do you do to encourage improved practice?

General questions:

12. Please describe your leadership style. Some examples of leadership styles include but are not limited to those listed below. You may indicate one of these or any other leadership style you prefer to describe yourself.
Transactional leadership which is a managerial style in which the principal is the dominant leader who either rewards or disciplines the teachers who are the followers (Boberg & Bourgeois, 2016).

Transformational leadership which is a shared leadership style in which all staff members are considered to have leadership qualities, and the principal cultivates them (Burns, 1978).

Laissez-faire leadership is a style in which principals seem to be reluctant to make decisions and solve problems (Aas & Brandmo, 2016).

13. How do you perceive this leadership style impacts the effective implementation of PLCs?
14. If you were asked by another principal how professional learning communities should be implemented, how would you answer?
15. What do you perceive is needed to further refine the implementation PLCs on your campus?
16. Is there anything else you would like to share that we haven't discussed?