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Transformational Leadership of Principals in Middle Schools employing the Teaming Model

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Walden University

College of Education

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Brian P. Plichta

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2018

Abstract

Transformational Leadership of Principals in
Middle Schools employing the Teaming Model

by

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MS, Duquesne University, 2002

BA, Washington & Jefferson College, 1998

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

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December 2018

Abstract

Some Southwestern Pennsylvania middle school (MS) principals who employ the teaming model, an aspect of transformational leadership (TL), are meeting the state proficiency standards. There are schools in the same geographic region whose principals employ the teaming model but are failing to meet the state proficiency standards. The purpose of this study was to obtain principals' and teachers' perceptions on aspects of TL as demonstrated by principals in MSs meeting the state proficiency standards. Using Burns' (1978) conceptual framework of TL, specific characteristics such as idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation, were explored using a collective case study. The criteria for selection of 3 MS sample sites were (a) employed the teaming model, (b) met the state proficiency standards, and (c) reflected similar demographic variables to the local MS target school. Thirteen teacher and 2 principal interviews were conducted using 3 sample sites. Data from the interviews were coded, analyzed, and categorized. Themes emerging from the categorization were: supportive leadership, mutual respect, trust, concern, collaboration, and encouragement. Teachers perceived that leaders understood the teacher's perspective, helped create value in roles and modeled collegial equality with staff. Principals perceived that leaders encouraged collaboration and communicated with staff to build relationships and professional confidence. The resulting project was a professional development (PD) workshop for school leaders to improve understanding of aspects of TL; thereby, improving student learning, providing expanded educational opportunities, and creating positive social change.

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Dedication

To my wife, I could never have completed this without your love, support, and understanding as I worked tirelessly to achieve this goal. You supported me in overcoming the obstacles and challenges of this journey. I am forever grateful for your love. To my sons, I hope that my accomplishment will always remind you of the power of never giving up as you work towards achieving your goals. You can achieve anything if you believe and are strongly determined to succeed. I know that you will be successful in whatever you both choose to do. To my parents, you have instilled in me the value of education and hard work. I am forever grateful for what you have taught me and will model this work ethic for my boys so that they will value education and possess an undeniable effort to succeed.

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Section 1: The Problem

Background

Across the United States, school leaders strive to meet the federal accountability standards initially brought on by No Child Left Behind (2002). In 2013, Pennsylvania transitioned from the federal mandates of No Child Left Behind (NCLB) to state accountability standards, specifically, the Pennsylvania School Performance Profile [PSPP] (2018). The PSPP gives an indication of student achievement in each school district in Pennsylvania. The PSPP is comprised of multiple data points for each school. The data points consist of the following: English, science, and math assessment scores on the Pennsylvania System of School Assessment (PSSA); progress in closing achievement gaps between subgroups of student populations; and individual student academic growth over time. Graduation rates, promotion rates, and attendance rates are also important data points that factor into the school performance profile. Schools may earn bonus points for students who score advanced on the English, science, and math state assessment exams (School Performance Profile, 2016). To meet the standards set by the PSPP, schools across Southwestern Pennsylvania have implemented various educational models designed to improve student performance. One of the models that many schools have implemented is the teaming model, which is a small learning community within a school (Carnegie Council on Adolescent Development, 1989).

In 1989, the Carnegie Council on Adolescent Development recommended creating small communities for learning in MSs. The small learning community is a school within a school or a team of students and teachers. The team allows for close,

mutually respectful relationships between teachers and students with critical elements for MS students' intellectual development and personal growth discussed and addressed by the team (Carnegie Council on Adolescent Development, 1989). Teaming can be vertical, where students stay together on a team for multiple years or horizontal, where the team spans a grade level and students are scheduled each year randomly. In both formats, teacher teams consist of one English, science, math, and social studies teacher. While there are several variations of the team model, each team typically has one core teacher for each subject with collaboration time for each subject teacher on the team (Teaming, 2013). For example, in a seventh-grade class of 200 students, 100 belong to Team A and have a specific team of teachers, while the remaining 100 students belong to Team B and have a different group of teachers. A small school, such as one with approximately 100 students per grade level, may still employ a teaming model by having a specific grade level team of teachers for each grade. In this variation, the team meets the needs of the children as in a larger school; however, the specific grade level teachers function as a team (Teaming, 2013).

In the MS teaming model, students and teachers have the potential to develop better relationships which helps to improve student achievement (Gale & Bishop, 2014). Ellerbrock and Kiefer (2013) explored the various schedule structures employed with the teaming model and found that the teaming model helps teachers meet developmental needs of the MS child and improves middle-level education. The teaming model provides for shared leadership amongst teachers and school leaders (Brown & Knowles, 2014). To

meet the proficiency standards set by the PSPP, many MSs in Southwestern Pennsylvania employ a teaming model.

The Local Problem

In a Southwestern Pennsylvania school district, according to personal communication with school leaders, May 11, 2018 there was concern that poor student performance and the resulting failure to meet the state proficiency standards at the target MS has persisted for more than 5 years, despite the implementation of a teaming model. According to personal conversation with another school leader, May 11, 2018, as well as state records, this local problem extends to other MSs in Southwestern Pennsylvania that implement the teaming model and have failed to meet the state proficiency standards (Pennsylvania School Performance Profile, 2018). During the personal conversations on May 11, 2018, District and campus leadership staff indicated a desire to more deeply understand leadership models used at other MSs with similar backgrounds as the target school to address the gap in practice. A symptom of the gap in local practice is that student achievement has remained stagnant since 2012 at the MS level as described in Table 1.

Table 1

PSPP Scores from Select Western Pennsylvania Middle Schools

School	School Year				% ED
	12-13	13-14	15-16	16-17	
A MS	88.0	81.4	78.3	78.3	41.27
C MS	80.9	81.1	78.1	73.6	73.73
D MS	75.0	78.7	67.6	73.9	53.23
B MS	80.8	76.0	71.6	78.4	40.91
E MS	73.8	74.3	69.9	78.6	37.76
F MS	73.4	72.5	63.0	54.3	63.44
G MS	81.8	67.8	66.5	70.2	38.35
H MS	69.3	67.4	51.1	50.7	54.83
I MS	66.1	66.9	50.4	67.2	55.89
J MS	55.7	54.2	42.0	50.1	72.11

Note. ED = economically disadvantaged. Data from Pennsylvania School Performance Profile, 2018. Retrieved from www.paschoolperformance.org

Local school leaders are concerned that the failure to meet the state proficiency standards may be associated with leadership practices being employed in the school (personal communication, May 12, 2018). Hitt and Tucker (2016) found that leadership practices have had a significant effect on student achievement. According to Act 82 of 2012, Pennsylvania school leaders are held accountable for student performance under the Pennsylvania leadership evaluation framework (Pennsylvania System of School Leader Effectiveness, 2012). In the target school, the school leader employs a teaming model. One aspect of the teaming model is shared leadership between teachers and principals (Grenda, & Hackman, 2014). Knox and Anfara (2013) noted that middle level teaming has specific outcomes that are important to improving middle-level education: shared leadership, common planning time for teachers, parental involvement, improved work climate, higher job satisfaction, and higher student achievement results.

In Pennsylvania, students in grades three through eight are required to take the Pennsylvania System of School Assessment Exam (PSSA). The PSSA is an annual standardized test that measures Pennsylvania students' knowledge of English, math, and science (Pennsylvania System of School Assessment, 2017). PSSA scores are included in the PSPP ranking as an indicator of student achievement within the school. Between 2012 and 2017, the scores in Southwestern Pennsylvania ranged from near 100% to as low as 50%, with 70% being a successful passing score. The PSPP scores among the regional schools, noted with a pseudonym to ensure confidentiality, ranged from a high score of 88% in 2012-2013 at A MS to a low score of 55.7% in 2012-2013 at J MS. In 2013-2014, there was a similar range of scores with a high score of 81.4% at A MS and a low score of 54.2% at J MS (Pennsylvania School Performance Profile, 2018). The discrepancy in scores at the demographically similar schools served as evidence of the poor student performance found in some schools using the teaming model. Day, Gu, and Sammons (2016) found that leadership and student outcomes are directly correlated with each other. In this study, I analyzed the aspects of TL of principals currently serving in MSs with the teaming model that have met the state proficiency standards.

Researchers have found that there are multiple factors that affect student achievement (Marzano, 2003; Sable, 2016). Allen, Grigsby, and Peters (2016) found that school leadership affects student achievement. Day et al. (2016) found that transformational leadership (TL) and student achievement outcomes were correlated with each other. TL includes aspects of shared leadership, exemplified through teaming, and has shown to be a successful leadership strategy in the educational field (Day et al.,

2016). By analyzing the PSPP scores from schools in the Southwestern Pennsylvania region see Table 1, the gap in practice is evident as all schools in Table 1 employ the teaming model and have a range of high to low PSPP scores. Therefore, this exploratory collective case study examined aspects of TL in principals at three MSs whose leaders employ the teaming model and have met the state proficiency standards with similar demographics as the target school, to discern the gap in local practice related to leadership, and student performance. Corey (2015) found that school leaders directly affected the success of teams in a school with the level of support and control they offer to teams and teachers to make decisions. According to personal communication, May 12, 2018, local school leaders are concerned that the poor student performance and the failure to meet the state proficiency standards may be associated with leadership practices used in the school.

Rationale

Pennsylvania state leaders define a proficient score on the PSPP as 70% (Pennsylvania School Performance Profile, 2018). Pennsylvania used the PSPP to measure school performance in the 2012-2013, 2013-2014, 2015-2016, and 2016-2017 school years. Pennsylvania did not record a PSPP for 2014-2015 due to the change to the state mandated Pennsylvania Common Core curriculum (Pennsylvania School Performance Profile, 2018).

The PSPP scores are a combined school performance score that reflects student achievement in each grade level on the PSSA state assessment exam in English, math, and science. Pennsylvania state administrators oversee that the PSSA is implemented

with English and math to students in grades three through eight and science students in grades four and eight. The PSSP score is a combination of all students' PSSA scores as well as attendance rates, graduation/promotion rates, evidence of closing the achievement gap, growth of historically underperforming subgroups of students, and individual student growth as measured by a value-added measure of the PSSA (Pennsylvania System of School Assessment, 2017).

The data in Table 1 display the results of PSPP scores across the region of MSs employing the teaming model. It is important to only include MSs with the teaming model as this characteristic is employed at the target school. Table 1 contains the 2012-2013, 2013-2014, 2015-2016, and 2016-2017 PSPP results for some Southwestern Pennsylvania, MSs. As demonstrated in Table 1, there are multiple MSs with a similar, high economically disadvantaged rate, that employ the teaming model, a form of shared leadership. The data in Table 1 demonstrate the varying levels of performance on the PSSP for the years 2012 through 2017 and the corresponding economically disadvantaged rate. A review of Table 1 PSSA data revealed that there are some MSs that scored at a higher proficiency level compared to MSs with similar economically disadvantaged levels that scored at a lower proficiency level. For example, A MS scored an 81.4% in 2013-2014 with a 41.27% economically disadvantaged rate while G MS scored a 67.8% in 2013-2014 with a 38.35% economically disadvantaged rate. Another example that occurred over both years is the C MS and the J MS schools. In 2012-2013, C MS scored an 80.9% and an 81.1% in 2013-2014 with a 73% economically disadvantaged rate while J MS scored a 55.7% and a 54.2% with a similar 72.11%

economically disadvantaged rate. This range of scores amongst similar schools demonstrates a local problem for some Southwestern Pennsylvania school districts, which employ the teaming model and are struggling to meet the minimum proficiency standards of the PSPP.

Marzano (2003) found that there are multiple factors that affect student achievement. Teaming has been an integral component of the MS concept since the inception of MSs (Rogers, 2002). From being a school administrator in the area for nine years and attending the bimonthly regional administrative meetings over that time, I am very familiar with the leaders of the area schools. As a principal in the small region in which I work, the tight network of administrators has allowed me to bond closely with the leadership from other schools and districts. The professional roles already established facilitated my access to other administrators in the region regarding the local and geographic problem being experienced in several MSs. According to personal communication on May 23, 2018 with other principals in the local region are also concerned about meeting the proficiency standards in their schools. Flowers, Begum, Carpenter, and Mulhall (2017) explored middle level leadership and found that the shared leadership is critical for teacher teams and students to flourish. Corey (2015) found that numerous factors, such as principal support for the team and principal support for individual teachers' needs and goals can promote or hinder the development of the team and the individual teacher and student achievement. The PSPP scores reflect varying levels of proficiency on the PSPP despite similar economically disadvantaged rates (Pennsylvania School Performance Profile, 2018).

Regardless of the grade level, researchers have demonstrated that school leaders have a strong influence on the success of students in the school (Hitt, & Tucker, 2016; Waters, Marzano, & McNulty, 2003). Gale and Bishop (2014) discovered a gap in middle-level leadership research and explored the role of the principal in the MS setting. The researchers used a qualitative approach so that they could learn about the values, views, and facts about leadership in a MS. By investigating aspects of TL of principals in MSs whose leaders employ the teaming model and have met the state proficiency standards, the information in this study has helped to fill a gap in local practice by providing teacher and principal perception data regarding principal behaviors related to TL and student success as measured by the PSPP. The collective case study included three sample MSs from Southwestern Pennsylvania with similar demographics to the target school. The target school could not be employed as I am an employee of the target school. The target school is the only MS in the school district. Therefore, the study included MSs in the region who met the sample criteria: (a) employed the teaming model, (b) met the state proficiency standards, and reflected similar demographic variables to the local MS target school. The purpose of this study was to investigate aspects of TL of principals in MSs whose leaders employ the teaming model, have met state proficiency standards, and are comprised of similar demographics to the target school. By studying aspects of TL practices, I gained insight into the local problem of failing to meet the state proficiency standards of the PSPP.

Definition of Terms

Capacity: The ability of the individual or group of individuals to process knowledge, information, and experiences to construct new knowledge and strategies so that improvement can occur (Marsh & Farrell, 2015).

Economically disadvantaged: A group of students that qualify as a special subsection of student enrollment in the school district. Pennsylvania allows school districts to determine who qualifies as economically disadvantaged; however, most school districts use the status of qualifying for free/reduced lunch or any other type of poverty government assistance (Pennsylvania School Performance Profile, 2018).

Idealized influence: One of four components of TL in which the leader acts as a role model and demonstrates high levels of ethical and moral conduct (Lee & Lee, 2015). The leader is respected, trusted, admired, and emulated by followers because of the behavior that the leader exhibits (Avolio & Bass, 2002; Bass, 1998; Jung & Avolio, 2000; Stone, Russell, & Patterson, 2004).

Individualized consideration: One of four components of TL in which the leader addresses the professional needs of followers for achievement, growth, and development through personal attention, coaching, and mentoring (Avolio & Bass, 2002; Lee & Lee, 2015). Followers are challenged and empowered to take on new tasks but supported by the leader through two-way communication and additional support if necessary (Lee & Lee, 2015; Avolio & Bass, 2002; Bass, 1998).

Inspirational motivation: One of four components of TL in which the leader communicates a vision which is meaningful, inspiring, and motivating to others (Lee &

Lee, 2015; Stone et al., 2004). The vision provides meaning and value for the followers who are optimistic and devoted to attaining the leader's vision (Bass, 1998; Lee & Lee, 2015).

Intellectual stimulation: One of four components of TL in which the leader encourages innovative ideas and solutions to problems. The leader supports questioning the current system so that new, more effective strategies could result (Lee & Lee, 2015; Stone et al., 2004).

Pennsylvania School Performance Profile: A rating given to each school in Pennsylvania to summarize the academic performance of students. The PSPP provides a building level academic score based on multiple factors associated with student performance on the state's math, English, and science exams. A school score of 70% or higher is considered a proficient passing score. The PSPP is part of the part of the Educator Effectiveness System as required by 24 P.S. § 11-1123, Act 82 of 2012 (Pennsylvania School Performance Profile, 2018).

Teaming model: A type of MS scheduling design with students in each grade level scheduled into small groups or teams. The students on the team share the same teachers. The teaming model allows for teacher collaboration and opportunities to work with a small group of students. Typically, a team is comprised of the core teachers of science, social studies, English, and math, all working with a designated group of students in the same grade level (Flowers, Mertens, & Mulhall, 1999).

Transformational leadership: A leadership concept built upon understanding individual needs and building capacity among followers to achieve desired goals and

exceed expectations (Burns, 1978; Lee & Lee, 2015; Hallinger & Heck, 2003). TL has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Burns, 1978).

Significance of the Study

This investigation of TL practices was significant as it provided data to support the discernment of teacher and principal perceptions related to aspects of TL, including shared leadership and student achievement. As the local district MS PSPP scores did not improve between 2012 and 2017, the district leadership needed to discern the role of the principal and leadership, and the influence leadership had on student learning. Gale and Bishop (2014) found that relatively little research focused on middle-level school leaders. This study focused on middle level leadership and provided data to stakeholders to address the local problem of poor student performance and the resulting failure to meet the state proficiency standards among Pennsylvania MSs, despite the implementation of the teaming model.

The findings of this study will benefit MS principals by informing them of specific aspects of TL used by principals in MSs who employ the teaming model and have met the state proficiency standards. Local MS principals specifically, will benefit from this study by providing information that can support the implementation of aspects of TL, which were perceived to influence student performance. With the field of education always changing and with the emphasis placed on accountability for student learning, it is vital for principals to improve student achievement results (Pennsylvania System for Principal Effectiveness, 2012). The study provided insight and valuable

information that will help middle-level principals enhance their role as educational leaders and improve student learning; thereby, improving achievement and positive social change.

Guiding/Research Questions

TL has shown to be a successful leadership strategy in the educational field (Day et al., 2016). The conceptual framework for this study lies within Burns' (1978) concept of TL. With the lack of middle level research, the concept provided a unique framework to study the leadership aspects of the principal in the MS team setting (Gale & Bishop, 2014). According to Burns (1978) TL consists of four main components: idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation. This study focused on aspects of TL demonstrated by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards. The study was guided by the following CRQ (CRQ): What aspects of TL are displayed by principals leading the teaming model in MSs meeting the state proficiency standards? The study also included four subquestions based on the Burns' (1978) TL components.

Subquestion 1: How does the MS principal display idealized influence in MSs meeting the state proficiency standards?

Subquestion 2: How does the MS principal display individualized consideration in MSs meeting the state proficiency standards?

Subquestion 3: How does the MS principal display intellectual stimulation in MSs meeting the state proficiency standards?

Subquestion 4: How does the MS principal display inspirational motivation in MSs meeting the state proficiency standards?

Review of the Literature

Conceptual Framework

To investigate how principals and teachers perceive aspects of TL, the concept of TL, Burns' (1978), was chosen as the framework of this study. The Burns' (1978) conceptual framework holds that leaders induce followers to act for certain goals and to produce results beyond expectations of the leader and follower. Later work with TL reinforced and extended upon some of the original ideas of Burns (1978).

Transformational leaders foster supportive relationships and engage staff by encouraging and inspiring others to explore new strategies and achieve great things (Bass & Riggio, 2008; McCarley, Peters, & Decman, 2016). Avolio and Yammarino (2013) described transformational leaders as charismatic and able to foster performance levels that exceed expectations. Avolio and Yammarino (2013) described the transformational leader as having an ability to form an emotional bond with the individuals while working together to achieve organizational goals. By forming an authentic bond with coworkers, the collective team worked toward the goals or vision developed through shared leadership (McCarley et al., 2016). It is through this commonality of shared leadership that I explored the aspects of TL of principals in MSs whose leaders employ the teaming model and have met the state proficiency standards.

TL consists of four main components: idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation (Burns, 1978). The

components connect to the investigation of leadership in the MS team setting as shared leadership is prevalent in the concept of the middle team (Flowers et al., 2017). Shared leadership is related to the concept of TL as leaders encourage followers to take an active role in creating progress towards the vision (Day et al., 2016). By investigating aspects of TL as perceived by teachers and principals in the sample schools, a logical connection is made to the conceptual framework.

Lee and Lee (2015) described the components of TL as they apply to education and any organization. Idealized influence is leadership that models appropriate conduct. The leader demonstrates high standards of ethical and moral conduct, which create greater influence and respect from the followers. The leader also models charismatic personality traits that inspire others to become leaders and to emulate their actions (Day et al., 2016). Individualized consideration focuses on how the leader respects the followers and supports them through coaching, mentoring, and other developmental activities as they work towards the vision (McCarley et al., 2016). The researchers described intellectual stimulation as the leader acting to encourage creativity, innovation, and risk towards the vision. In this conceptual model, the leader supports new ideas and encourages followers to adapt ideas if they are not working. Inspirational motivation focused on the leaders' ability to promote a common vision that the leader and followers find appealing. The leader makes the members optimistic and excited about working towards the vision (Lee & Lee, 2015). To sum up the goal of TL, the followers believe that the work that they do is exceptional and is appreciated as a part of the larger objective (Burns, 1978). McCarley et al. (2016) described the transformational leader as

having characteristics that produce long-lasting results with highly satisfied individual capacity and distributive power. The emphasis of the transformational leader is to develop capacity so that long-lasting change and improvement within the organization may take place.

The Burns' (1978) TL concept provided a unique framework to study the aspects of leadership demonstrated by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards. The four components of TL, specifically, idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation (Burns, 1978) were appropriate constructs to frame a discussion of leadership in middle level education. MS teams and MS leaders practice a shared leadership strategy in the teaming model (Day et al., 2016). The concept of TL also uses aspects of shared leadership throughout its leadership components (Moolenaar & Slegers, 2015). Ultimately, through all the connections previously described, the Burns' (1978) concept of TL served as a unique framework for the investigation of the aspects of TL of principals in MSs whose leaders employ the teaming model and have met the state proficiency standards.

Review of the Broader Problem

This literature review is a thorough analysis of topics that surround the PSPP results that teamed MSs in Southwestern Pennsylvania have experienced (Pennsylvania School Performance Profile, 2018). To compile the literature review, I searched numerous educational databases, most from the Walden University Library website but also Google Scholar. Within the Walden Library, I used the ERIC database, Education

Source, and Education Research Complete. To search, I used keywords: *capacity building, TL, MS leadership, shared leadership, parental involvement, data-driven instruction, student success, MS teaming, teaming outcomes, effective MS teaming, teacher collaboration, student achievement, school leadership, and MS education*. I also combined some of the searches to see if different results would appear, such as *MS student achievement*. The topics of the literature review are as follows: school leadership, TL, shared leadership, capacity, MS teaming, teacher collaboration, principal leadership in teaming, effective teaming, student achievement, teaching practices, data-driven instruction, and parental involvement. All the topics in this literature review played an important role in the daily aspects of the MS educator and educational leader.

School leadership. Leadership is proven to play a significant role in the success of students in the classroom (Hitt, & Tucker, 2016; Louis, Dretzke, & Wahlstrom, 2010). One factor that has strongly affects student achievement is the leadership of a school (Branch, Hanushek, & Rivkin, 2013; Sebastian & Allensworth, 2012; Waters et al., 2003). Successful school leaders display personal characteristics, develop positive relationships, and display morally responsible yet courageous behavior (Garza, Drysdale, Gurr, Jacobson, & Merchant, 2014). Wang, Gurr, and Drysdale (2016) found that successful school leaders demonstrated numerous qualities such as high standards for their own behavior and values, the ability to create a collaborative culture, and the willingness to provide a program that meets all learners' needs to be successful in and out of the classroom.

Branch et al. (2013) described the potential of the school leader to affect both school level and nonschool level factors that affect student achievement. The school-level factors revolve around teacher quality, curriculum, goals, feedback, assessment, parent/community involvement, a safe environment, and collegiality/professionalism (Branch et al., 2013; Sable, 2016). These components are aspects that can be controlled by the school leader and the teaching staff. The nonschool-level factors revolve around the student and their individual motivation, the home life of the student, and the background knowledge of the child (Branch et al., 2013; Sable, 2016). In a quantitative study by Branch et al. (2013), the researchers analyzed archival data of over 7,000 principals over a 6-year time span. The researchers focused on the effectiveness of the principal by analyzing whether the math achievement scores were higher or lower than the scores were projected to be that year. Branch et al. (2013) described the importance of the school leader establishing a vision to help educators make connections to students and offer support to children who are at-risk of experiencing negative nonschool level factors.

School leaders should work to create a vision for the school to guide learning and instruction (Klar, Huggins, Hammonds, & Buskey, 2016; Marcellus, Flores, & Craig, 2012). Wang et al. (2016) found that successful school leaders created a vision for the school by working collectively with teachers, parents, and community stakeholders. By incorporating the collective thoughts of the team to create the vision, the leaders were more successful in getting team members to buy in and take ownership of the success of the students in the school. Mayfield, Mayfield, and Sharbrough (2015) found that leaders who communicate the vision clearly will have more success with the vision. The

researchers also noted that leaders who solicit and incorporate feedback from staff regarding the vision will motivate the staff to meet the expectations of the leader.

Transformational leadership in education. Day et al. (2016) completed a mixed-methods study involving 20 schools where the researchers studied the work of the principal and the student outcomes. An analysis of the findings demonstrated that successful principals integrated transformational and instructional leadership practices. By understanding the school's needs, shared vision and goals, and providing the appropriate training and support, principals were able to improve student achievement (Day, Gu, & Sammons, 2016). Day et al. (2016) followed up on findings performed a decade earlier by Marks and Printy (2003). Marks and Printy (2003) employed a mixed-methods study of 24 schools and determined instructional leadership coupled with TL can make a substantial positive impact on school performance. These researchers argued that the principal as an instructional leader is not enough to make a substantial change; however, the principal who acts as an instructional leader through a TL lens can lead schools to positive change.

McCarley et al. (2016) performed a quantitative study in which they surveyed 399 teachers' perceptions to examine the depth of TL characteristics principals displayed. The results indicated a correlation between TL and specific elements of school climate with the principal affecting the level of positive school climate. The specific elements correlated by McCarley et al. (2016) were supportive leaders, engaged teachers and frustration levels of teachers. The results of McCarley et al. (2016) are consistent with Yang (2014) who found that transformation leaders use their leadership role to promote a

shared leadership environment where all stakeholders feel as though they can contribute to the collective success of team while solving problems together and improving the school environment.

To determine the leadership practices needed to generate a positive change and improve student achievement, Quin, Deris, Bischoff, and Johnson (2015) employed a quantitative study in which 92 teachers were surveyed in both low and high performing schools. The researchers found that principals in high performing buildings demonstrated more TL characteristics than those in low performing buildings. The characteristics demonstrated most by principals in high performing schools were creating a shared vision and challenging the current process. The two common characteristics are hallmarks of Burns' (1978) concept of TL.

Shared leadership and building capacity in teachers. In the teaming model, the principal encourages teams of teachers to take on leadership roles towards improving student achievement (Brown & Knowles, 2014). By encouraging teachers to take on leadership roles, the principal is taking an initial step towards sharing leadership and building capacity. Capacity is the ability of the individual or group of individuals to process knowledge, information, and experiences to construct new knowledge and strategies so that improvement can occur (Marsh & Farrell, 2015).

Marsh and Farrell (2015) described the importance of building capacity of the individual or group so that the improvement can occur within the organization. Capacity building is a vital component to the MS teaming concept. By building capacity, teachers are encouraged to realize that they have control over the expected outcomes (Boberg &

Bourgeois, 2016). School leaders in the teaming model empower teachers to make decisions and positively influence the potential outcomes of students' learning experiences (Gale & Bishop, 2014). Shared leadership strategies have had a positive effect on the team and are successful when leaders provide safety for risks, diversity roles, and promote the team environment (Kukenberger & D'Innocenzo, 2017).

In a mixed-methods research design with 20 schools from different geographical regions, Yakavets, Frost, and Khoroshash (2015) found that school culture can limit or promote capacity building based on preestablished relationships with colleagues and administrators. Yakavets et al. (2015) also found that leadership capacity-building strategies are necessary for successful implementation as this will help to maintain the effectiveness of the changes. The researchers determined that principals must employ specific PD aimed at creating the opportunity to build leadership capacity.

The findings of Yakavets et al. (2015) are consistent with a research review by Anfara and Mertens (2012) whose analysis focused on school leaders' ability to develop capacity among teachers before student achievement can improve. According to Anfara and Mertens (2012), there are five aspects that school leaders must employ if they are going to create capacity amongst staff. The first aspect is quality teaching. Teachers must acquire the skills, knowledge, and disposition for success. Quality pedagogy includes knowledge of curriculum, instructional strategies, and assessment which are critical to improving student achievement. The principal must ensure that teachers are meeting this standard as component one (Anfara & Mertens, 2012). Aspect two of capacity building requires that school leaders create professional learning communities. The professional

learning communities promote ongoing collaboration between teachers and if implemented according to best practice design also provide PD opportunities towards a common objective (Anfara & Mertens, 2012). Aspect three is overall program coherence. The school administrator must ensure alignment of the school's curriculum, assessment, PD, and the resources associated with each (Anfara & Mertens, 2012). The fourth aspect is the technical resources that each teacher or team of teachers need to be successful in their classroom. The fifth aspect of building capacity amongst the teaching staff is the shared leadership component of the principal. The principal must help to set goals and expectations; while empowering the teachers to lead without fear of negative repercussion. With these five aspects in place, the capacity framework is ready for the teams of teachers and administrators to work together to improve student achievement (Anfara & Mertens, 2012).

In a study designed to investigate the strategies principals employed to build leadership capacity in teachers, Marsh and Farrell (2015) found that principals must act to ensure that teachers have the skills and understanding needed to build capacity. The researchers completed a qualitative study employing four schools with similar demographics with the goal of understanding teachers' ability to use data in the classroom. The researchers found that there were interpersonal, intrapersonal, structural, and environmental factors that contributed to the teachers' ability to use data in the classroom. Marsh and Farrell (2015) concluded that the principal must consider all these factors and develop specific developmental support for the teachers to be successful with a shared leadership model.

Middle school teaming. The MS teaming model allows for teacher collaboration with the core teachers of science, social studies, English, and math working with a designated group of students in the grade level (Hitt & Tucker, 2016). The teaming model has been found to be successful in improving student achievement (Corey, 2015; Hutchinson, 2012; Ronfeldt, Farmer, McQueen, & Grissom, 2015). In this section, I will explore the topics of teacher collaboration in the teaming model, the principal's role of leadership in the teaming model, and aspects of effective teaming.

Teacher collaboration in the teaming model. In the MS teaming model, teachers collaborate or work together to help a group of students (Main, 2012; Ronfeldt et al., 2015). A central component of the teaming model is the common plan period for teacher teams to develop instructional strategies, and to create instructional goals (Dever & Lash, 2013). A common plan period for teacher teams is a critical element that leads to improved achievement scores (Lawrence & Jefferson, 2015). Dever and Lash (2013) described the MS teaming model with an emphasis on common planning time as a vital component for professional growth and development. Most PD is seldom used after the initial training session; however, in the teaming model with common planning time, the team can focus on the PD and work together to improve pedagogy (Dever & Lash, 2013).

Day et al. (2016) employed a mixed-methods approach to successful school leadership strategies and found that principals who created environments which contained a high-level of trusted collaboration and dialogue were more likely to have success as a team and improve student achievement. The strategies employed by these successful principals combined traits of instructional leadership and TL. Teacher collaboration has

proven to be a critical element in high performing schools (Flowers et al., 1999; Hallam, Smith, Hite, Hite, & Wilcox, 2015; Moolenaar, Slegers & Daly, 2012; Reynolds, 2012; Ronfeldt et al., 2015; Vangrieken, Dochy, Raes, & Kyndt, 2015).

Wilcox and Angelis (2012) analyzed research regarding the role of educational leaders building collaboration capacity so that collaboration leads to positive results. The authors found that leaders need to establish clear processes that enable teachers to feel as though they have the power to build meaningful change during the collaboration. This time should be supported by administrators so that faculty can discuss strengths, weaknesses, problems, obstacles, and successes (Wilcox & Angelis, 2012).

L'Esperance, Lenker, Bullock, Lockamy and Mason (2013) employed a collective case study to analyze current beliefs about MS education and the teaming process, with an emphasis on the teacher and student performance, self-efficacy, and PD. The authors found that collaborative teacher leadership can help the team by setting standards and working together to ensure quality teaching that focuses on academic and developmental needs and use of assessment data with appropriate interventions. By working together, the team saw improvement in student achievement. Hutchinson (2012) using evaluative research found that the teaming model is enough for school reform because of the emphasis on the students' developmental needs and the teachers' collaborative style of meeting the child's needs.

Lawrence and Jefferson (2015) reviewed studies regarding common planning time and teacher collaboration for improving adolescent literacy development. In the review, the authors found that literacy rates increased when teachers worked together to

analyze student data and develop instructional plans. Moolenaar et al. (2012) examined the role of teacher collaboration networks and the effect on student achievement through a quantitative study employing surveys of 775 teachers. With collaboration, teachers reported higher collective efficacy and improved student performance. Ning, Lee, and Lee (2015) employed a quantitative study with 207 learning teams from 95 schools in Singapore which focused on the factors related to effective collaborative practices within teacher learning teams. The researchers found that team collegiality made a significant difference in how the team functioned and the effect that it had on students. The team functioned more effectively when there was an established layer of trust and harmony within the group. In a qualitative case study employing two MS teams from a high socio-economic community, Szczesiul and Huizenga (2015) sought to understand how teachers' informal action and interaction influenced their colleagues' self-efficacy and desire to engage in collaborative work. By having a stronger sense of trust, the members felt more confident about pursuing collaborative work with their team.

Haverback and Mee (2013) employed a quantitative study to survey 50 teachers' perceptions of the benefits and barriers to common planning time and collaboration. The researchers found that one of the main advantages of teacher collaboration was the similar high expectations for student achievement. One of the barriers to a common plan period was the group dynamic and possible resistance to team ideas. Vangrieken et al. (2015) employed a systematic review of teacher collaboration using a narrative review approach that included 82 studies. The researchers learned that collaboration can also

have negative factors such as teachers' resistance to collaborate and teachers' conflict with other members.

As described above, the research revolving around teacher collaboration seems to largely include components of the principal setting the expectation for collaboration. This research plays into the Burns' (1978) concept of TL by discussing the role of the principal and ensuring that teachers understand the vision of the leader. Burns (1978) described one of the components of TL, inspirational motivation, as followers working toward the vision. In this scenario, the vision for proper collaboration is shared with the team so that all can work together appropriately to improve educational outcomes.

Principal leadership in the teaming model. Szczesiul and Huizenga (2014) examined how teachers' experiences of principal leadership influence their capacity to engage in meaningful collegial interactions during structured collaboration. Using qualitative data from a six-month period in which they interviewed teachers and observed team processes during common planning time in a MS that employed the teaming model, the researchers found that each team expected the school principal to establish direction for the team. The principal gave directives for team members such as designing common assessments and comparing data; however, the team yearned for opportunities to work together to promote educational practices. Ultimately, the study's findings indicated that principals must do more than give time to collaborate with mandatory directives. Principals must help teams establish adequate procedures, goals and remove barriers to collaboration.

The findings of Szczesiul and Huizenga (2014) are consistent with Kuusisaari (2014) who found that the group functioned more positively when the group had established norms and communication with expectations in place from school leaders. Kuusisaari (2014) employed a qualitative study that analyzed the role of teams during PD activities. In the study, the principals ensured that teams created and implemented their own expectations. However, regarding group success in collaboration, Kuusisaari (2014) found that when there was too much agreement for new ideas, teams were not as successful in implementing the idea. Teams that presented ideas to members and then thoroughly discussed the idea demonstrated the most success in implementing the plan.

Corey (2015) employed descriptive study surveying 215 New York MS principals with the purpose of discovering the extent to which principals employed collaboration and common planning time in the teachers' schedule. Corey (2015) found that teams function effectively when the MS principal developed a schedule that encouraged team development and collaboration. The researcher studied various MS scheduling structures, their implementation, and the effect each had on students. Corey (2015) also found that most urban MS principals believed that teaming was more critical to the success of students from economically disadvantaged areas as this group presents additional challenges that the team must work together to address. However, regardless of the population served, the schedule structure is critical to providing the time for teachers to collaborate. Ellerbrock and Kiefer (2013) explained the positive effect that teaming, and the structure have on students and how high school faculties can replicate this structure in the freshmen year to improve achievement results. The researchers employed a collective

case study to interview educators and administrators to determine the effect of the teaming structure on the success of the school. Ellerbrock and Kiefer (2013) found that the scheduling structure allows for teachers to work together to understand and deal with obstacles that confront the developmental needs of the child in the MS age bracket, as well as the beginning stages of high school where many students are struggling emotionally and academically.

Effective teaming. Multiple factors can contribute to successful MS teacher team functioning. Some researchers found that team meetings with an agenda and meeting facilitator were keys to the success of teams, while those teams that strayed from the topic were less successful in meeting goals (Corey, 2015; Main, 2012). Erickson, Noonan, Carter, McGurn, and Purifoy (2015) quantitatively examined the characteristics of effective teams within a MS setting. The researchers found that there are many dimensions to effective team functioning, including communication, coordination, and cohesiveness. The researchers developed an online survey to measure the functions of teams at the MS level. The researchers found common characteristics of effective teams across working contexts such as education and business. Based on an analysis of the findings, the researchers suggested that effective teams used data to make decisions, kept to a predeveloped agenda with clear action items, addressed conflict in a timely and safe manner, and included highly engaged members with specific roles and responsibilities where members valued each other's roles and contributions to the group.

Ellerbrock and Kiefer (2013) found that effective MS teams had to take on specific roles that met the developmental needs of MS children in an adolescent-centered

environment. The authors discovered that some adolescent-centered learning community developed children better when the staff met the children's needs for care and fun. The researchers used an exploratory collective case study approach to analyze factors that affected the adolescent-centered environment. Adolescent-centered environments that consisted of flexible scheduling, advisor/advisee meetings, team events, and other aspects designed to promote a positive school environment led to a significant positive effect on student perceptions towards school.

Student achievement, teaching practices and leadership. In the previous research of this literature review I focused on shared leadership aspects of the teaming model. These shared leadership aspects of the teaming model have a direct and indirect connection to student achievement (Day et al., 2016). This section revolves around educational strategies that have direct and indirect effects on student achievement; specifically, the sub-topics of teaching practices, data-driven instruction, and parental involvement. These themes are prevalent in educational literature and, as described by the research below, have been demonstrated to improve student achievement.

Teaching practices. Identifying and employing best practices in instructional delivery are critical to improving student achievement (DuFour, 2002). Differentiated instructional techniques to meet the learner's specific needs are a target of many best practice initiatives in high-achieving schools while driving school reform efforts (McCommons, 2014). Through a qualitative approach interviewing 24 teachers, administrators, and students from a low socio-economic MS, Kiefer, Ellerbrock, and Alley (2014) found that instruction was best for MS aged children when students' basic

developmental needs were satisfied by factors in the school environment and supportive relationships for children were formed. By meeting developmental needs and creating a supportive relationship, student motivation to succeed improved (Kiefer et al., 2014).

Griner and Stewart (2013) employed a mixed-methods case study to investigate the strategies successful teachers use to meet all learners' needs and promote culturally responsive teaching methods. The researcher found that responsive teaching must also be culturally responsive teaching as it helps to meet the needs of culturally diverse students in the classroom. Griner and Stewart (2013) defined culturally responsive teaching as using cultural references, past experiences, and performance styles as successful strategies in making the material more relevant and meaningful for a diverse group of students. To successfully employ strategies to meet learners' needs, the principals must ensure that PD is available for staff. School principals are critical in acquiring the necessary PD that allows teachers to learn best practices to engage learners in the classroom (Klar et al., 2016; Sebastian & Allensworth, 2012).

Data-driven instruction. The school principal must work with the teachers to ensure that the proper data are being analyzed and used effectively (Levin & Datnow, 2012; Marsh & Farrell, 2015). Schwanenberger and Ahearn (2013) employed a mixed-methods study using focus groups and surveys to investigate the effect of a data team on student achievement. The researchers found that teachers analyzing data as a team, rather than as individuals, helped teachers to plan more confidently in the learning goals and objectives set for individual students. By providing a team to analyze the data, all

stakeholders were significantly involved and worked together to address the needs of the students (Schwanenberger & Ahearn, 2013)

Data analysis can be used to help address the reading or math difficulty students are facing. When Marrapodi and Beard (2013) performed a case study to analyze a principal's work that resulted in dramatic gains in math and reading achievement, the principal cited data analysis as the difference in how school personnel guided instruction to meet students' needs. Fletcher, Grimley, Greenwood, and Parkhill (2013) employed a case study approach to investigate a school that made significant gains in reading achievement. School personnel credited the gains to appropriate data analysis and the use of a school-wide action plan based on the data from assessments. The researchers found that data analysis was a significant factor in how the principal and teaching staff planned instruction to improve reading scores.

Parental involvement. In MS education, parental involvement is still a critical aspect and has a significant effect on creating the culture of academic success that a middle-level child needs to thrive (Karbach, Gottschling, Spengler, Hegewald, & Spinath, 2013). Effective MS teams have found unique ways to incorporate parental involvement strategies as part of their team meetings (Karbach et al., 2013). Conley, Fauske, and Pounder (2004) posited that the main purpose of MS teams is to communicate and engage with parents while developing and implementing a curriculum based on middle-level children's needs. Robbins and Searby (2013) employed a multiple case study approach with three different MSs with varying demographics to investigate parental engagement strategies employed by MS teams to help adolescents develop and

achieve success in MS. Through the study, the researchers found that MS teams must take advantage of any opportunity to engage MS parents as this engagement will build a relationship and help the children succeed. The authors noted that many MS parents, despite active involvement in the elementary years, do not feel as welcome at school during the MS years. This type of negative feeling is what the authors caution against as it can be damaging to the MS child who still needs parental support. The researchers found that teams should develop parental engagement strategies that work for their school and community. By taking advantage of this opportunity, positive school relationships will develop and promote success for all stakeholders. Karbach et al. (2013) studied parental involvement with a sample of 334 adolescents with a mean age of 12 and found that parents help to build self-efficacy in the child and a sense of initiative in their academic mindset; both qualities are conducive to academic success (Karbach et al., 2013). Because of these findings, the researchers stress the importance of parental involvement with the MS child.

In this literature review of the broader problem, I have analyzed studies surrounding middle level research, leadership research, and student achievement. These topics play a role in the daily lives of the middle level educator. Understanding these topics helps to inform the middle level leader of the foundation of information surrounding the broader problem. By reviewing this information, the leader has a better understanding of the local problem.

Implications

Possible project directions based on the findings of the data collection and analysis include various models of PD for current MS principals. The data collected focused on the aspects of TL in the MS teaming model. The findings can provide other MS principals an opportunity to learn leadership strategies that may lead to improved achievement results in their schools. PD training in the form of face-to-face sessions, online opportunities, ongoing mentoring, or other models could have been developed to focus on the core components of TL as they pertain to a MS principal in the teaming model. The project developed for this study emerged from the findings of the data collection and analysis of the results to guide the project deliverable: a multiple-day PD training for MS principals (Appendix A).

Summary

MSs across the country have implemented the teaming model in various forms and with different levels of success (Corey, & Babo, 2016). In Southwestern Pennsylvania, school districts are working to meet the standards of the PSPP (personal communication, May 12, 2018). Community members, real estate agents, parents, and school officials can use the PSPP to make decisions about policy, programs, where to live, land value, and many other factors that are directly related to the success of the school. According to personal communication with administrators, May 12, 2018 and the Pennsylvania School Performance Profile (2018), schools that have employed the MS teaming model have experienced a variety of student achievement levels. Studies have been performed to determine what makes an effective MS team (Erickson et al., 2015);

however, the results on the PSPP indicate a gap in practice. From personal communication, May 12, 2018, local school leaders are concerned that the poor student performance and resulting failure to meet the state proficiency standards may be associated with current leadership practices being employed in the school. To help with the local problem, this research study focused on the aspects of TL demonstrated by principals in MSs that employ the teaming model and have met the state proficiency standards.

Burns' (1978) concept of TL was employed as the conceptual framework in this study, to investigate aspects of TL demonstrated by principals in the sample schools. The CRQ of this study was: What aspects of TL are displayed by principals leading the teaming model in MSs meeting the state proficiency standards? The literature review demonstrated the importance of leadership in the school setting and the significant effect that leadership has on student achievement. The review also focused on the MS teaming model and shared leadership in the teaming model. Evidence from this study's literature review demonstrated that shared leadership and the teaming process can have a significant positive effect on student achievement (Flowers, et al., 1999; Hitt & Tucker, 2016). MS leaders may benefit from this research in improving the educational climate within their school buildings. In Section 2, I provide a discussion of the methodology and findings of the study.

Section 2: The Methodology

Introduction

This study was guided by the CRQ: What aspects of TL are displayed by principals leading the teaming model in MSs meeting the state proficiency standards? The subquestions for this study, developed according to the four components of TL (Burns, 1978) were designed to explore and gain insight into the aspects of TL displayed by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards:

Subquestion 1: How does the MS principal display idealized influence in MSs meeting the state proficiency standards?

Subquestion 2: How does the MS principal display individualized consideration in MSs meeting the state proficiency standards?

Subquestion 3: How does the MS principal display intellectual stimulation in MSs meeting the state proficiency standards?

Subquestion 4: How does the MS principal display inspirational motivation in MSs meeting the state proficiency standards?

This research study provided data to educational leaders regarding aspects of TL strategies that leaders demonstrated in MSs with the teaming model that have met the state proficiency standards. The research design and approach supported the exploration of this problem and provided critical information which can be used to help school leaders in the target school as well as other school leaders looking to enrich their

leadership potential while improving the educational environment and promoting positive social change.

Qualitative Research Design and Approach

Yin (2017) described the collective case study as ideal for exploring the differences between and among cases. Three schools were selected for participation in this study so that I could explore the similarities and differences between the leaders of the three sample MSs. The three sample schools all have met the selection criteria: (a) employed the teaming model, (b) met the state proficiency standards, and reflected similar demographic variables to the local MS target site. According to Yin (2017), one of the goals of exploratory collective case studies is to draw comparisons. By exploring three cases, the design allowed for the within case analysis and cross-case analysis of the results.

The research design and approach were important in terms of selection and must be considered carefully in relationship to the problem, purpose, and research questions used in this study with the identified problem. Creswell and Creswell (2018) described qualitative research as best suited for research questions that require an exploration of the phenomenon when little information is available. Merriam and Tisdell (2016) described qualitative research as being focused on how people interpret life experiences, develop constructs, and attribute meaning to their experiences, while quantitative research focused on questions of *how much* or *how many* with results presented in numerical form. The problem explored in this study was the schools in the same geographic region of Southwestern Pennsylvania where principals who employ the teaming model but are

failing to meet the state proficiency standards. The purpose of this study was to obtain principal and teachers' perceptions to investigate aspects of TL as demonstrated by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards. The study was carried out through an exploratory, collective case study design.

According to Yin (2017), a case study, often guided by a conceptual framework, provides an in-depth understanding of groups or individuals in a setting. In this study, the framework is Burns' (1978) TL framework. Yin (2017) also described a case study as useful for investigating a central phenomenon that requires multiple data sources. In this study, data was collected from principal and teacher interviews from three different schools. An exploratory collective case study allows for data collection from multiple cases (Yin, 2017). Through the collective case study method, I triangulated the data between the schools and made comparisons with the school participants' responses.

Exploratory studies are often used when researchers desire a better understanding of a phenomenon (Burkholder, Cox, & Crawford, 2016). The inclusion of multiple cases helps to enhance the external validity or generalization of the findings (Merriam, 2009). Burkholder et al. (2016) also noted that one of the shortcomings of exploratory research is sometimes the lack of generalization of the findings; however, by employing an exploratory collective case study design, the results tend to be more representative of the population (Merriam & Tisdell, 2016). The benefit to collective case studies lies in the analysis as the researcher can analyze the data within each case and between cases by completing a cross-case analysis, which helps the researcher build abstractions across the

cases (Merriam & Tisdell, 2016). Through this analysis, the research design for this study provided insight into the aspects of TL demonstrated by principals in the sample MSs.

Creswell and Creswell (2018) described case studies as the exploration of a question through a case or multiple case in a bounded system. In this study, the three sample schools provided the bounded system. Yin (2017) described the researcher as the primary data collector and analyst for most case studies. Because of the exploratory nature of this collective case study, I was the data collector and analyst. In these roles, I not only collected all the data but also executed an in-depth analysis of the data.

Justification of Research Design

Local school leaders are concerned about stagnant achievement in the target school district (personal conversation, May 23, 2018). The local problem for some Southwestern Pennsylvania school districts is the poor student performance and the resulting failure to meet the state proficiency standards. The purpose of this study was to obtain principal and teachers' perceptions related to aspects of principal's TL at three sample MSs comparable to the target school. Exploring the aspects of TL through a qualitative method allowed for in-depth understanding and analysis of the CRQ and subquestions. To explore the phenomenon, aspects of TL and MS performance on the PSPP, a qualitative research design was used to more deeply understand the local problem.

Other research designs were considered but not deemed appropriate or enough to address the research question. A quantitative design was not selected for this study as the nature of the quantitative approach involves uncovering patterns from data, testing the

relationship among variables, and forming conclusions (Creswell, 2012). Quantitative processes are primarily seeking to explain rather than explore. Quantitative research questions were designed to analyze narrow issues that obtain measurable and observable data on specific variables for analysis (Creswell & Creswell, 2018). A quantitative design would not allow the research question for this study to be explored in a thorough and in-depth style in which participants' perspectives and experiences could be obtained as they would in a qualitative method (Creswell & Creswell, 2018).

A mixed-methods approach was also considered; however, the rationale for using a mixed methods approach would be that collecting both quantitative and qualitative data provided a better understanding of the research problem than either method alone (Creswell & Creswell, 2018). In this study, I focused on aspects of TL of the principal in three sample schools with demographics comparable to the target school, that met the state proficiency standards and whose leaders employed the teaming model. The research questions of this study required an in-depth analysis of the participants and their experiences. As a result, the need for quantitative data analysis was unnecessary in analyzing the aspects of TL as demonstrated by the principal in the MS team setting.

Other qualitative approaches were also considered, for example, grounded theory. The goal of grounded theory is to develop a theory from the observations of the social phenomenon that can apply to a situation (Glaser & Strauss, 1967). Creswell (2012) described grounded theory design as a qualitative process that is used to explain a process, action, or interaction among the participants. The explanation is formed from the participant data and used to make predictive statements about the participants'

experiences. The purpose of this study was to explore the aspects of TL of the principal rather than explain the aspects of TL of the principal; therefore, the grounded theory design would not apply to this study. To explore the aspects of TL of the principal in the MS team model, the collective case study allowed the researcher to develop a detailed understanding of the central phenomenon by exploring the phenomenon with a variety of data sources (Yin, 2017).

Another form of qualitative study, phenomenological design, was considered but rejected. A phenomenological study focuses on human experiences and how the experiences develop into perceptions (Creswell & Creswell, 2018). At first, this design seemed as though it would help answer the research questions; however, after further review, it was rejected as Merriam (2009) noted that the phenomenological design was often used to describe the experiences that develop human emotions. This study focused on the aspects of TL as demonstrated by the school leader. TL encompasses more than the emotional aspect of the school leader; therefore, I chose not to use the phenomenological design.

An ethnographic design is also a qualitative design that I considered but decided not to employ. An ethnography study can be used to describe and interpret a culture-sharing group (Creswell, 2012). Creswell (2012) also noted that a real ethnographic study requires an intense commitment over time to understand the culture. School researchers often reference culture and are defined by the learning culture that is created by the principal in the school setting (L'Esperance et al., 2013). This study was not focused on

the culture created by the leader but rather the aspects of TL demonstrated by the leader; therefore, this design was also rejected.

An exploratory collective case study employs multiple cases to learn of the unique and shared aspects of each case and provide insight into the central phenomenon (Yin, 2017). I employed the collective case study to learn about the aspects of TL demonstrated by principals in multiple MSs whose leaders employ the team model and have met the state proficiency standards. Merriam and Tisdell (2016) described the qualitative case study as a search for meaning and understanding. In this study, I focused on the aspects of TL of the principal in the sample MSs in search of insight into the local problem of poor student performance and the resulting failure to meet the state proficiency standards. In the following section, I will detail the selected schools and participants in this study.

Participants

Population, Sampling, and Participant Selection

The demographic characteristics were important for this study and the schools selected were comparable to the target demographic profile with exception of meeting the state proficiency standards. To qualify for the study, a sample school had to meet the following criteria: (a) employed the teaming model, (b) met the state proficiency standards, and reflected similar demographic variables to the local MS target school. By studying these sample schools, this study provided information to support administrative leaders in solving the local problem of MSs poor student performance and the resulting failure to meet the state proficiency standards. Table 2 includes demographics describing each of the three sample schools. For this study, an economically disadvantaged school

was defined as a school that had at least a 40% economically disadvantaged rate, which was comparable to the target school. To meet the state proficiency standards, a school had to score at least a 70% on the PSPP during the school years of 2012-2013, 2013-2014, 2015-2016, and 2016-2017. Pennsylvania did not record scores for 2014-2015 due to the switch to Common Core Curriculum (Pennsylvania School Performance Profile, 2018). The minimum proficient score as defined by the Pennsylvania Department of Education is a 70% (Pennsylvania School Performance Profile, 2018). All the selected schools met the sample criteria by scoring over 70% on the PSPP during the years that Pennsylvania recorded a PSPP score, employed a teaming model, and had an economically disadvantaged rate over 40%.

Table 2

Demographics of Three Middle Schools Selected for the Study

Enrollment	School A	School B	School C
All Students	515(100%)	363(100%)	254(100%)
Economically Disadvantaged	215 (41%)	161 (44%)	174 (74%)
Special Education	81 (16%)	55 (15%)	50 (21%)
Gifted	44 (9%)	4 (1%)	5 (2%)
White	320 (62%)	344 (95%)	170 (67%)
Hispanic	13 (3%)	4 (1%)	21 (8%)
African-American	126 (25%)	4 (1%)	32 (13%)
Asian	35 (6%)	0 (0%)	0 (0%)
Multi-racial	21 (4%)	11 (3%)	31 (12%)

Note. Data from Pennsylvania School Performance Profile, 2018.
Retrieved from www.paschoolperformance.org.

The demographics included in Table 2 are displayed to describe the similarities and differences in the selected schools. As demonstrated in Table 3, Schools A, B, and C

have achieved high levels of success while using the teaming model. Table 3 includes the specific PSPP scores for each school.

Table 3

PSPP Scores from Sample Schools: A, B, and C

School	2012-2013	2013-2014	2015-2016	2016-2017
A	88.0	81.4	78.3	78.3
B	80.8	76.0	71.6	78.4
C	80.9	81.1	78.1	73.6

Note. Data from Pennsylvania School Performance Profile, 2018. Retrieved from www.paschoolperformance.org.

The PSPP scores included in Table 3 display similarities in academic performance at the three sample schools. Between the years 2012 to 2017 when the state of Pennsylvania recorded the PSPP results, the three-sample schools all scored over 70% proficient on the PSPP (Pennsylvania System of School Assessment, 2017). Not only have each of the three schools passed each year, the overall annual average score for each sample site is within eight percentage points of each of each of the sample schools. I will explain further how the schools were selected in the following section.

Sampling method. The sample for this study was purposeful, in that I intentionally selected individuals and schools that allowed for exploration of the central phenomenon. In this study, the principals and teachers all participated in the teaming model in a MS that met the state proficiency standards and consisted of similar demographics to the target school. The commonality in the sample allowed for the exploration of the aspects of TL of principals in the MS team setting.

The participants included both building principals and teachers. Three principals were invited to participate in one-on-one interviews, one principal from each sample school. I also invited four teachers from each building to complete a one-on-one interview, for a total of twelve teachers. With most team settings, a team is comprised of one teacher for each core subject: English, math, social studies, and science (Teaming, 2013). Teachers and principals were selected from each of the three campuses varying by content and grade level. This strategy was designed to gain multiple perspectives from a homogeneous group of teachers and principals.

Criteria for Participant Selection. Each school had to meet the following criteria to be considered for the school sample: (a) employed the teaming model, (b) met the state proficiency standards, and reflected similar demographic variables to the local MS target school. Through personal communication, school administrators at each campus verified that each building had implemented a form of teaming model in grades 7 and 8 during the last three years (personal communication, June 2, 2016; June 3, 2016; May 23, 2018). Using the Pennsylvania Department of Education website and personal communication with administrators, I identified three schools in the region that met these three characteristics. The principal and teacher participants were required to be currently working as a principal or teacher for at least one school year, where the team model was present. By requiring at least one year in the teaming model, I eliminated any potential issues resulting from a participant with little experience.

Justification of number of participants. The principal and teacher participant recruitment effort were successful and yielded 15 participants. After multiple email

invitations over several months, I recruited two principals. I was also able to successfully recruit five teachers from School A, seven teachers from School B, and one teacher from School C, leading to 15 participants total. Saunders and Townsend (2016) describe fifteen participants as a minimum number required to reach data saturation in a qualitative study.

With qualitative research, a specific number of cases does not apply; data saturation can only be reached when there are no new data, no new codes or themes, and the study can be replicated (Fusch & Ness, 2015). Burmeister and Aitken (2012) described data saturation in qualitative research as only possible when the data are rich, emphasizing that richness refers to the quality of the data rather than the quantity. The authors added that large sample size does not imply saturation; only the quality of data can lead to saturation. Boddy (2016) described saturation in qualitative research as only being answered by the specific paradigm being studied, with even a single example being highly constructive. Based on the research guidelines, it was not possible to predict saturation levels with the sample selected for this study. I interviewed 13 teachers and two administrators for a total of 15 participants. By attaining 15 participants, I met the minimum number of participants for potential data saturations as described by Saunders and Townsend (2016). The number of participants also helped allow time for the in-depth engagement of the interviewee with probing questions leading to in-depth analysis of the interview transcripts.

Access to participants. To gain access to participants, I first received approval from each of the three school district superintendents where the three MSs are located to conduct research procedures within the school district. To gain approval, a letter of

request to conduct research was sent to each school district. I received signed letters of cooperation from all three school districts. Upon approval of the study by the University, I then sought approval from the Walden University Institutional Review Board (IRB). The formal request detailed the purpose of the study, the procedures, and confirmed that all responses from district employees would remain confidential throughout the study and publication of results.

Upon IRB approval, I emailed the principals and teachers an invitation to participate. I received all email addresses from each school district website. In the invitation, I introduced myself and communicated that both the school district superintendent and the Walden IRB had granted permission to conduct the study. I explained the purpose of the study and how participant interview data would help to explore the TL characteristics of principals leading a successful MS. I reminded participants that all the information gained from their responses would be kept confidential. I attached an invitation to participate document that summarized the study. To increase confidentiality, I asked each participant to respond via a personal email address.

Once the initial positive response was obtained, I emailed each participant, via their personal email address an informed consent document that outlined their rights throughout the study. Participants had five days to sign and return the informed consent document to me via email. After the informed consent document was returned, we discussed a meeting time and place. I allowed each participant to decide a convenient time and place for the interview.

Researcher-participant relationship. To establish a positive researcher-participant relationship, I worked to create an environment where the participant felt safe and protected. All participants were given an informed consent form before they participated. The informed consent form confirmed confidentiality and guaranteed participants certain rights, such as the right to withdraw, voluntary participation, and the right to obtain the results (Creswell, 2012). By including the informed consent form, I helped to ensure the participants' safety, comfort, and knowledge of their rights to confidentiality as protected in the reporting of results. In reporting the findings of the study, I assigned pseudonyms to the schools, principals, and teachers to ensure confidentiality. I do not work for any of the selected school districts. However, I am familiar with many people in the area. This familiarity has been established by participating in regional meetings where educators network and exchange ideas. Fortunately, I was not familiar with any principals or teachers from the selected schools.

I asked to interview participants in a location that placed them at ease, such as their office, classroom, or a public place. I reminded each participant that they had the right to withdraw at any time, without penalty if they were uncomfortable and wanted to stop. I also asked each participant for permission to audio record the interview to aide in transcribing the responses. All participants agreed to allow the audio recording. I reaffirmed that I was the only person to hear the recordings. I confirmed to each principal and teacher that he or she would have the opportunity to review their responses after I transcribed the audio recording. Each participant also had a second opportunity to member check the accuracy of the interpretation after data themes were established. The

member checking process enhanced the validity of the study by verifying accuracy of the responses (Morse, 2015). After each interview was transcribed, I emailed the transcription to each participant for verification. All email communications were performed via personal email addresses to ensure confidentiality. After the initial data analysis report, I also emailed the report to each participant to verify and confirm their anonymous, and confidential identity in the report. By following the above procedures, validity of participant responses was maximized. With these measures in place, a safe and secure environment was established for all participants.

Protection of participant rights. The participation of the principal and teacher participants was completely voluntary. For confidentiality, each school was identified with a pseudonym, specifically, School A, School B, and School C. Each participant was also identified with a pseudonym, such as AT1. Because of the safety measures in place, the risk level to participants was minimal. Approval to conduct the study was received by the school district superintendents, and the Walden University IRB. I also confirmed with each participant, that the identities of each individual participant and school would remain confidential throughout the research procedures and publication of results.

The principal and teacher interviews required personal interaction with me, as the researcher; however, participant responses could not be linked to individual participants in the report due to the use of pseudonyms. To assist in the data collection and analysis processes, I assigned a confidential identifier to each participant; I am the only individual with access to the identifiers. This project study was completed according to all the Walden University recommended procedures. First, letters of cooperation were solicited

from each school district superintendent, verifying permission to conduct the study within the selected school district. Walden IRB approval was then attained and verified to all participants so that they understood the procedures were ethical and appropriate to the school setting. I emailed the letter of invitation to the teachers at the sample schools and to the principals. In the invitation, I asked participants to respond from a personal email address to increase confidentiality. If a participant responded, “yes, I am interested,” then I emailed the informed consent documents to the participants at their personal email addresses for all participants. The informed consent document contained the purpose of the study, the procedures conducted within the study, the voluntary nature of the study, the risks associated with the study, the right to privacy, and confidentiality throughout the study, all appropriate contact information, Walden University, and the IRB approval information. By providing these assurances, the participants may have perceived their responses would be confidential and data was protected; participants were also notified that they were free to withdraw from the study at any time without penalty. Participants were to scan the signed informed consent document and email it to me so that we could set up a mutually convenient place and time for the interview.

Interviews could also lead to unintended risks that the researcher did not expect (Merriam & Tisdell, 2016). Developing questions that did not violate the privacy of the individuals was a key task as privacy is a vital aspect of participants giving honest and valued answers (Bogdan & Biklen, 2007). The interview questions for both principals and teachers were enough to answer the research questions. Since each participant had the opportunity to review each transcript and participate in the member checking process

through a review of the data study including the summary of findings, reassurance of confidentiality was provided to participants.

Data Collection Methods

Merriam and Tisdell (2016) described qualitative data as data that are conveyed through words. In this study, the data collected were conveyed through words of the participants. To answer the research questions, I gathered participants' perceptions and expressions of their knowledge of the leadership at their school. Qualitative data consists of direct quotations from people about their experiences, opinions, and knowledge, usually obtained through interviews with participants (Merriam & Tisdell, 2016). The data collected for this study were collected via interviews with principals and individual teachers in three sample MSs, which met the selection criteria. The principal and teacher interviews served as the sole source of data collection.

Data Collection Instruments and Sources

In the field of education, the most common form of qualitative data collection is an interview (Merriam & Tisdell, 2016). Brinkman (2014) described the main purpose of an interview as obtaining information about a participant's experiences with and perceptions of a topic. In this study, interviews served as the sole source provider of data. For principal interviews, I designed questions to gain information directly from principals as to how they described their TL experiences in the teaming model. Similarly, for the teacher interviews, I designed a series of questions to gain information from teachers about their perceptions of how their principal displayed aspects of TL.

According to Fink (2013), reliability and validity of the instruments used to collect data are critical elements to producing accurate results without bias. The interview instrument for both principals and teachers was designed to collect data regarding the CRQ and the subquestions. Reliability produces consistent results while validity produces accurate results (Fink, 2013). To improve reliability and validity of the principal and teacher interview questions created for this study, the questions were reviewed by a panel of three administrative colleagues with MS teaming experience. The serving administrators were not members of the participating school districts in the study and were not among the participants in this study. This panel worked with me to clarify questions and align them to the research questions.

To provide an effective review of the questions, I met with each panel administrator as they reviewed the questions. Each administrator helped to focus the questions and improve the wording for clarity and comprehension. The reviewers also worked from the interviewees' perspective of being asked the questions and if they could thoroughly understand what was being asked. From their input, I eliminated a few questions that I could not justify in relation to the research questions and adapted others to focus on a clear and concise point of discussion. The interview process for both principals and teachers followed the same protocol of questions designed to gather information about the research questions with the opportunity for to ask probing questions based off participants' responses.

Sufficiency of Data Collection Instruments

The principal and teacher interviews provided opportunities to collect detailed information about the research questions in a manageable timeframe. Data saturation was reached when responses became repetitive and no new responses were being obtained from the participants, thus indicating, further coding was no longer appropriate (Merriam & Tisdell, 2016). Saunders and Townsend (2016) described predicting data saturation in qualitative studies as challenging; however, these researchers also noted that 15-60 participants are usually enough for data saturation. In this study, there were a total of 15 participants and repetitive responses from the participants.

Throughout all the interviews, I sought to ensure that I understood the response and looked for opportunities to probe the participant with sample probes such as: what do you mean, give me an example, or tell me about how you felt (Bogdan & Biklen, 2007). Interviews as the sole data collection instrument provided sufficiency of data collection as the interviews served to provide rich response form participants with the research questions. Surveys with multiple choice answers could not provide the rich, personal experiences that people can provide when discussing their feelings and experiences. In the next section, I will describe the details of the principal and teacher interview process.

Data Collection Processes

The data collection process took place through interviews of principal and teacher participants. In the principal and teacher interview protocols, the questions were designed to provide insight into the CRQ guiding the study. In Table 4, I provided a summary of the interview question alignment. The first three questions of the principal interview were

designed to gather information about the principal participant and prepare the participant for the subquestions which specifically targeted the four components of TL. Questions 4-5 targeted the first subquestion examining the level of idealized influence that the principal demonstrates. Questions 6-9 examined the degree of individualized consideration that the principal engages in with the staff. Responses to questions 10-13 provided data on the intellectual stimulation subquestion. Finally, responses to questions 14-15 provided data on the subquestion of inspirational motivation.

Table 4

Research Questions Related to Interview Protocol Questions

Research Question	Principal Interview	Teacher Interview
CRQ: Principal's role as a transformational leader	Questions: 1-3	Questions: 1-2
SQ1: Principal demonstrating Idealized influence	Questions: 4-5	Questions: 3-5
SQ2: Principal demonstrating individualized consideration	Questions: 6-9	Questions: 6-12
SQ3: Principal demonstrating intellectual stimulation	Questions: 10-13	Questions: 13-15
SQ4: Principal demonstrating inspirational motivation	Questions: 14-15	Questions: 16-18

The teacher interview questions pertained to the teacher's perceptions of their principal's TL characteristics. Questions 1-2 provided a general description of the teachers' perceptions of the leadership exhibited by their principal. The answers gave feedback for the central question guiding the study. Questions 3-5 targeted the idealized

influence component from the teachers' perspective regarding the principal's leadership. Questions 6-12 addressed the individualized consideration component. Questions 13-15 examined the teacher's perception of the intellectual stimulation component of the principal's leadership. The final component of inspirational motivation was assessed through questions 16-18.

The interviews that I conducted were designed with a semistructured format. Merriam and Tisdell (2016) described the semistructured format as an interview with a mix of structured and unstructured questions, with the largest part of the interview containing questions that explored the issue. Each interview lasted approximately one hour per participant. Since this was an exploratory case study, this type of interview structure was necessary for a thorough exploration (Merriam & Tisdell, 2016). The semistructured interview was most beneficial to the study as it addressed the research questions but also met the needs of the interviewer who preferred to respond to the participant responses. Therefore, the time involved was justified for rich data collection.

After receiving permission to conduct the study from each superintendent, a general email was sent to all staff with an invitation to participate. If a participant was interested, I then emailed a consent form to be completed and returned. All emails were then sent via a personal email address to increase confidentiality. Interviews were scheduled at a time and place that was convenient for the participant. I advised participants that no interview would last longer than an hour, with 40 minutes being the expected time frame for our conversation. With permission of each participant, the interview was audio recorded for accurate data analysis. I reaffirmed that the interview

would only be audio recorded if they gave permission. The recordings were saved on a flash drive, which will be stored in a locked safe inside of my home for five years.

During the interviews, I also took notes; however, this was only to pace the interview and provide a backup in case of equipment failure (Merriam & Tisdell, 2016). The notes later became part of the reflection with each interview log.

Keeping Track of the Data

I prepared the data by transcribing the audio recordings of the principal and teacher interviews. Transcription is the process of converting the audio recordings into text (Creswell, 2012). I considered a digital transcription service but rejected the idea. By transcribing the material, I had an opportunity to learn the material as I transcribed. The interviews were typed into a Microsoft Word document verbatim. Any names that were used were given a pseudonym to protect confidentiality. While transcribing, I made anecdotal notes about each interview question and answer for each participant. The notes were kept in research logs on Microsoft Excel for easy comparison.

After the transcription of the data and the participant transcript review, I explored and coded the data. Creswell and Creswell (2018) suggested exploring the data before beginning the coding process. This exploration helps to gain familiarity with the data. I explored the data by reading through each transcript and each research log. After the initial reading, I made annotations and highlighted elements of the discussion. Bogdan and Biklen (2007) described coding as organizing the data according to trends and topics. I coded the data by highlighting the text using different colors for each code. Each color represented a comment associated with TL characteristics or perceptions of those

characteristics. The comments were typed into a Microsoft Excel spreadsheet with the transcription notes for sorting and analysis. The comments and research logs served as categories of specific information.

Role of the Researcher

I was the primary researcher in this study. I currently serve as a MS principal at a MS using the teaming model in Southwestern Pennsylvania. I do not work in any of the selected school districts involved with this study. Creswell and Creswell (2018) described the importance of respecting the site and the participants by having permission to pursue the research and conduct the study with as minimal of a disruption as possible. My only purpose for contacting participants was to learn about the aspects of TL that the principals may demonstrate. I used the information to grow professionally and share with others so that they may grow professionally. I informed all candidates that this study was a requirement of my doctoral study and would allow me to grow professionally and personally. Since I am a current MS principal, I was able to use this information to help me become a better educational leader.

Current and past roles. Over the course of my career, I have served in various roles in the MS setting. As a teacher, I worked in a MS environment. At that time, we did not have a teaming model at the MS. However, as a school administrator, I have served in a teaming model in multiple buildings. I have worked very closely with MS and high school core teachers as they have served on a team. The experience as both a teacher in a nonteamed environment and as an administrator in a teamed environment has naturally given me opinions on what the principal should do in a teaming model. Overall, my view

of teaming is very positive; however, despite having experience in the teaming model and a favorable opinion of the design, I have not allowed my biases to interfere with this study. There was much to gain by entering this study with an open mind. The focus of this study was on the aspects of TL of principals in schools that have met the state proficiency standards. The teaming model provides specific points of dialogue between principals and teachers that may not be available in nonteamed MSs. MSs whose leaders do not employ the teaming model but have similar demographics to the sample schools were not chosen to participate since they do not meet the selection criteria. Their inclusion would potentially dilute the focus of the study from aspects of TL of principals in MSs that have met the state proficiency standards with the teaming model. For this study, all schools were required to have met the selection criteria: (a) employed the teaming model, (b) met the state proficiency standards, and reflected similar demographic variables to the local target MS.

Data Analysis

Merriam and Tisdell (2016) described the process of data analysis as consolidating, reducing, and interpreting what the participants have said to make sense of the data; making sense of the data is the process of answering the research questions. Due to the nature of this exploratory collective case study, I performed two types of data analysis: within-case analysis and cross-case analysis. Yin (2017) described the analysis of an exploratory collective case study as consisting of these two stages so that the researcher can build abstractions across the cases. The with-in case analysis allows the researcher to learn as much as possible about each case and then proceed to the cross-

case analysis which allows the researcher to develop themes that conceptualize the data from all the cases. In the cross-case analysis, the researcher attempts to build a general explanation that fits the individual cases (Yin, 2017).

In this exploratory collective case study, both forms of data analysis were used to learn as much knowledge as possible about the aspects of TL demonstrated by principals in the MS team setting. First, the individual interview transcripts were analyzed and coded. The coding process took place with anecdotal notes, research logs, and sorting the notes in an Excel spreadsheet to form categories. The categories contained common information from the transcripts, notes, and research logs. The categories were as follows: leadership, capacity, teaming, instruction, guidance, support, and charisma. The entries were marked with A, B, or C so that I could maintain accuracy for within case and cross case analysis of the data.

The categories were then analyzed for commonalities within and across the cases. This analysis provided insight as to the individual aspects of TL of the principal within each school. From this analysis, I was able to learn individual aspects of TL that each principal demonstrated. After individual analysis, I analyzed across the cases. With cross-case analysis, I was able to combine specific codes that demonstrated the shared TL aspects of the principals' leadership. These commonalities were color coded on the spreadsheet. Through this cross-case analysis, I found that the principals shared numerous aspects. The shared aspects, due to their abundant nature became the themes of the data analysis.

Evidence of Quality

Data were gathered from the principals and teachers within three MSs whose leaders employ the teaming model and have met the state proficiency standards. Accuracy and validity of the data collection were verified through the process of transcript review with the participants. In this process, the participants reviewed the initial transcription to ensure their comments were correctly understood (Yin, 2011). Twelve of the 15 participants responded to the request. Of the 12, all were satisfied with the transcription and gave their permission to move forward. The remaining participants who did not respond were contacted again; however, they never responded to the transcription review. At that point, I moved forward with their information as transcribed. The transcript review was critical to ensure participants guarantee of confidentiality as they were able to observe the anonymity of how the information was transcribed. Ultimately, the information was deemed accurate by the participants' point of view and eligible to use for the narrative discussion.

A narrative discussion was developed to report the themes that emerged from this study. The narrative discussion is a written summary that reports the findings as they relate to the research questions in a qualitative study (Creswell, 2012). The findings were interpreted with comparisons to literature, personal reflection, and the limitations of the study. After compiling the initial narrative discussion, I emailed all participants, via their personal email for confidentiality, for a member check review of the information. Out of the 15 participants, the same twelve responded to the member check request. As with the

transcription review, all 12 respondents deemed the accurate and were satisfied with how the information was presented and the confidentiality of the report.

Discrepant Cases

Through the data analysis, the researcher must prepare for a situation in which the data do not all conform. Data that oppose the themes are discrepant cases. Identifying and analyzing discrepant data are important aspects of validity testing in qualitative research (Maxwell, 2013). In this study, information was carefully reviewed for discrepancies. After analysis of the transcripts, I formed codes with the information. After analyzing the codes, to create order, I sorted the codes into categories. After analyzing the categories of codes, I created themes. If data was contrary to the themes the result was noted as discrepant. This data analysis process yielded one discrepant case that will be described in the data analysis results section.

Data Analysis Results

The purpose of this study was to obtain principals' and teachers' perceptions to investigate aspects of TL as demonstrated by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards. To investigate these aspects, a qualitative, collective case study was employed. After permission to collect data was obtained from each of the three school district superintendents, I emailed principals and teachers in all three school districts, an invitation to participate. I obtained participant email addresses from each school district's website. Upon receiving a positive response from the participant indicating they were interested in volunteering for the study, I emailed a consent form to a personal email address. Personal email addresses were used

to increase confidentiality within each school district. Participants were directed to scan and return the signed consent form so that we could proceed. Upon receipt of the signed consent form, we discussed and agreed upon a mutually convenient location to complete an interview. In each interview, I asked participants a series of specifically designed questions pertaining to their perception of the aspects of TL demonstrated by the school leader.

The principal and teacher interview questions were designed to gain information about individual participant perceptions of the aspects of TL in each principal's actions. The principal and teacher interview questions were the same for all principal and teacher participants, with the opportunity to ask probing questions. The questions were developed with a team of administrators who worked with me to ensure the validity of the questions. Findings for this study were presented with findings for the principal and teacher perspective.

In this study, each interviewee gave permission for the interviews to be recorded. After recording, each interview was completely transcribed. The transcription was sent to the participant's personal email account to review the transcript for accuracy and report any discrepancies. I did not receive any questions or concerns from the participants. Twelve of the 15 participants responded with permission to proceed as transcribed while three did not respond. Field notes were used to aid in the interview process but were also used to compare thoughts both during the interview and during each analysis. Field notes are a common tool used in qualitative research to help describe participants' emotions and perceived responses to questions (Merriam & Tisdell, 2016). Interview transcripts

were used to code the information and triangulate research themes amongst the three sample schools.

Findings

By investigating the aspects of TL of principals in sample MSs with demographics comparable to the target school, the goal was to identify information that can be used to solve the local problem. The local problem for some Southwestern Pennsylvania school district MSs, which employ the teaming model was the failure to meet the state proficiency standards. In this study, I focused on the aspects of TL of principals in the sample MSs which met the sample criteria: (a) employed the teaming model, (b) met the state proficiency standards, and (c) reflected similar demographic variables to the target MS. A qualitative collective case study approach was used to answer the research questions which were modeled after Burns' (1978) concept of TL: The research questions were as follows: What aspects of TL are displayed by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards?

Subquestion 1: How does the MS principal display idealized influence in MSs meeting the state proficiency standards?

Subquestion 2: How does the MS principal display individualized consideration in MSs meeting the state proficiency standards?

Subquestion 3: How does the MS principal display intellectual stimulation in MSs meeting the state proficiency standards?

Subquestion 4: How does the MS principal display inspirational motivation in MSs meeting the state proficiency standards?

Findings from this study were drawn from the teachers' perceptions of aspects of TL in principals in MSs whose leaders employ the teaming model and have met the state proficiency standards and from principals' perception of aspects of TL that they demonstrate in serving in MSs where they employ the teaming model and have met the state proficiency standards. Principals perceived that leaders communicated with staff to build professional relationships and confidence to work together to meet common goals. Teachers perceived that leaders understood the teacher's perspective, helped create value in roles and modeled collegial equality with staff. The perceptions that both principals and teachers described work hand in hand with the purpose of purpose of TL as described by Burns" (1978), to improve the team with higher levels of motivation with leadership strategies that help the team and personnel to perform better in their daily work.

Patterns, Relationships, and Themes

By exploring the research questions in this study, I gained information that could help school leaders solve the local problem of MSs whose leaders employ the teaming model and have failed to meet the state proficiency standards. Throughout the data analysis, there were many patterns and relationships that I formed into categories: specifically, leadership, capacity, support, and charisma. Upon further review of the relationships, patterns, and categories, six themes were developed. In Table 5, I listed a summary of the themes in this study.

Table 5

Summary of Themes by Research Question

Research Question	Major Themes
CRQ: Principal's role as a transformational leader	Theme 1: Supportive leadership
SQ1: Principal demonstrating Idealized influence	Theme 2: Mutual respect Theme 3: Trust
SQ2: Principal demonstrating individualized consideration	Theme 4: Concern: Professional concern and personal concern
SQ3: Principal demonstrating intellectual stimulation	Theme 5: Collaboration
SQ4: Principal demonstrating inspirational motivation	Theme 6: Encouragement

Evidence from the participants in this report is given using pseudonyms which encompass the school (A, B, or C), the participant role of teacher or principal (T or P), and a number for the specific participant (1 through 7). For example, T3 from school A was given the pseudonym AT3. The two principals were also given a pseudonym and are designated as AP and BP. All pseudonyms were created to protect the confidentiality of the participants.

CRQ: Principal's role as a transformational leader. The CRQ for the study was: what aspects of TL are displayed by principals leading the teaming model in MSs meeting the state proficiency standards? Leaders in the sample MSs demonstrated the capacity to support staff and work with them to overcome challenges and take risks. The pattern of data surrounded the theme of supportive leadership. The pattern of data

consisted of words or terms, such as: never alone, comfortable, work together, respect, having a chance to speak, and patience. This pattern existed in all three sample schools.

Theme 1: Supportive leadership. Numerous times throughout the teachers' responses to the first two interview questions was that the leader was very supportive. Principal responses also confirmed the theme of supportive leadership. In the teacher responses, the leader supported the staff in numerous endeavors, challenges, and initiatives. By the specific answers, the teachers demonstrated confidence in their leaders' desire or ability to support them and their team overcoming obstacles impeding their path to success for children. McKinney, Labat, and Labat (2015) reported that principal support of teachers is a critical element to sustaining a positive school culture.

The teachers did not feel alone; they had the support of the team encouraged by the principal and the support of the principal when the team needed additional backing. AT3 described the principal as one who wants the teams to foster an identity that solves problems and works with the team if they need support. AT4 stated, "We are comfortable talking to him if things are not going as planned." This type of comfort described by AT4 demonstrates an open relationship where people can talk freely and help each other when faced with challenges. The openness is a clear signal of the trust that the leader has established. BT6 described the principal/teacher relationship in terms of support as, "Our principal will back us even if our decisions are not going as planned. Our principal trusts that we are trying to do the right thing for each child." AT2 stated, "Our principal is very supportive in tough situations." BT4 continued with that level of principal support, "He has our back in tough situations."

Teachers described one of the biggest challenges lies within working with parents. The supportive leader also was described by the teachers as not only supporting them with student challenges or educational obstacles but also as supporting them with challenging parents. CT1 responded to question 2 with this statement, “He trusts that we care and want to help the child. He is great with supporting us with difficult parents.” The teachers at each school demonstrated through their responses that they are confident in taking risks, starting new initiatives, and in facing difficult parents because of the supportive leader.

Principal participants also described supporting the team as a leadership strategy. BP focused on the ability of a leader to empower people to take ownership in their school. BP stated, “People will perform better when they have a say in what is going on. We have a lot of challenges here with parents and students and it is important that we all work together to overcome those challenges.” In response to describing some of the challenges BP explained, “Our team tries to address challenges for every student and teacher. We have to work together to have success.”

A critical leadership aspect for principals is the aspect of listening to team members. AP and BP described listening as a critical aspect of support to teachers. AP described listening as one of the most critical aspects of supportive leadership as it helps the principal figure out how to help the teacher. Specifically, AP described listening as, “Something that every principal needs to take time to do; otherwise, you don’t really understand the challenges people face.” School culture is improved when teachers and

principals work together to help each other overcome challenges in the school environment (McKinney et al., 2015).

In the supportive leadership theme, BT1 stated in response to a question about the principal's leadership style that "He doesn't listen to anything we have to say." This comment is being labeled as discrepant as it contrasts with the other teachers interviewed. BT3 responded with the exact opposite, "When you talk to him, you are able to offer your opinion as well. It's nice being able to communicate like that." The responses from the other teachers in School B parallel this comment; therefore, the contrasting comment from BT1 is being labeled discrepant in the data analysis.

Questions 1 and 2 on both the principal and teacher interview questions were designed to assess leadership style broadly, without a connection to a specific component of TL. However, in response to questions 1 and 2, the theme of supportive leadership emerged. Support is a critical element of a leader in the individualized consideration component of Burns' (1978) concept of TL. McCarley et al. (2016) have found that transformational leaders can improve school climate by demonstrating support for staff with parents, students, and stakeholders. The teachers seemed to really appreciate the support that the principals have shown. The positive responses regarding the principals being there in tough times was very common and uplifting to the teachers. The principals also seemed to be very aware of being there to support teachers and the positive effect it had on their staff. Ultimately, a very positive work environment was established by the principals supporting teachers through the difficult challenges of their daily responsibilities.

Subquestion 1: Perceptions of idealized influence. In respect to the components of Burns' (1978) TL, the first subquestion of the research study was as follows: How does the MS principal demonstrate idealized influence in MSs meeting the state proficiency standards? The pattern of data with both teachers and principals from all sample schools reflected the importance of being able to trust each other. Teachers described times when they were with former principals that they could not trust which led to fear and negative feelings in the relationship. From the data analysis, two themes developed from the participants' answers to the interview questions regarding idealized influence: mutual respect and trust. Based on the pattern of responses in this study, mutual respect and trust were developed as themes for this subquestion.

Theme 2: Mutual respect. In each school, teachers reported that their principal has the type of positive relationships with staff which foster mutual respect. The positive relationships were developed by the interactions of the principal with staff. By modeling respect, staff members felt valued and acted respectfully in return, creating a positive environment for everyone. The information presented and the direct quotes from the interviews reflect the exact types of interactions Burns (1978) described in defining idealized influence. Idealized influence presents interactions that can be modeled or emulated by followers (Bass, 1998).

About emulation, AT1 described the interactions that the principal demonstrates as interactions that people should try to copy. AT1 specifically stated: "I try to act with the students the way that he interacts with us because it is a great feeling of camaraderie." Another teacher, AT3 described the principal/teacher interactions as focusing on value

and importance. The participant also mentioned, “He listens very well. You won’t always agree with him; but you will always respect him because of how he is.” CT1 echoed the same type of positive interaction, “He is very respectful to us. He always says thank you. This just makes you want to respect him.” Each response from teachers focused on the positive, respectful nature of the principal. For example, BT1 stated, “He has very positive interactions with us as a team and as individuals.”

Many responses in this component also focused on mutual respect being created through equality and empowerment. BT5 responded with a description of how the principal interacts with staff: “He makes people feel comfortable. This feeling has created a high level of respect for him.” Faculty members at each school described their principal as very respectful in their interactions and in demonstrating respect for staff members equally. Because of style in which the principal interacts with people, BT1 reported, “He is very well respected around the building.” In the same question, question 3, BT2 described a respectful environment because of how the principal works with the team. BT2 stated: “He respects the team a lot and gives us a ton of leeway to solve problems and work together.” BT3 described team meetings as a time of mutual respect and a sense of trust for their performance. BT3 stated: “When there is mutual respect, there is better morale.” In this teacher’s opinion, this type of environment breeds success for the teacher team.

When asking administrators questions 3 and 4 regarding idealized influence, their responses were also aligned to the theme of mutual respect. AP mentioned being mindful of the teacher’s contract and not asking for specific requests that violate the contract

without compensation. This has helped to create a level of respect and trust from the staff. BP believed that by empowering the teachers, he has created a respectful environment, saying, “I treat people as leaders.” By treating people as leaders, the principal has worked to build ownership and positive interactions with staff. BP stated: “Teachers are leaders. Their input is important, and it helps to build a great environment.”

Mutual respect was very important to the teachers and principals. Each principal deliberately chose to use the word respect in many of their responses. The principals spoke about ensuring that the teachers were treated as equals who are working for the same goals. Teachers responded very favorably and displayed very positive emotions about their school leaders being respectful and treating them as if they mattered. Many responses from teachers emphasized how good they felt in meetings and discussions because they knew their principals wanted to hear what they had to say and would potentially act upon it or give them a very fair answer as to why they couldn't. Overall, again, the work environment seemed very pleasant and conducive to satisfaction due to the high levels of respect demonstrated by the leader.

Theme 3: Trust. Teachers at each school also responded to questions 3,4, and 5 with common responses about trust. Patterns of responses were intertwined with respect, which made it difficult to separate; however, the theme was prevalent enough to include as a second theme in the idealized influence component. Teacher responses were common from all schools with numerous statements regarding opportunities to talk, share opinions, feelings, and concerns. Teachers credited these opportunities with helping them

become better teachers. BT7 stated: “We trust our principal because of the way he handles people. The principal will say good things at meetings to praise people. He will never bring them down in front of anyone.” AT3 stated: “He has a great ability to get people to talk to him. He is also very personable.” AT3 also described the atmosphere for free discussion, which has helped to build trust and success for the teacher and the team. AT4 described the relationship with the principal as one in which, “You can tell him anything. You can tell he is not judging you.” AT4 was confident that this helped to build positive relationships, because “you can trust him.” The idealized influence component can be summarized with a quote from BT5: “We are successful because of the trust that our principal places in us to get the job done. We respect that level of trust and work hard to make good things happen.” Responses such as these supported the theme of trust related to the first subquestion.

The principal responses to interview questions 3 and 4 of the idealized influence component integrated the themes of mutual respect and trust. In the answers to questions 3 and 4, the terms, mutual respect and trust, were used simultaneously. Like the teachers in the mutual respect finding, the principals described an environment where they respect the staff. AP stressed that by being mindful of the well-being of the teacher union contract helped to create a level of respect and trust within the building. AP described informal requests that violate the contract, such as staying past the required hours for meetings or asking staff to cover classes during their lunch without offering some explanation or form of compensation, leads to distrust and negative feelings in the

building. AP described teachers as being more comfortable because these violations were avoided.

BP also described consistently implementing meetings for teachers to have an opportunity to discuss issues in the building. This has helped to build trust and confidence amongst the staff because they openly work together to improve building conditions. BP stated: “With the leadership meetings, they have the ability and opportunity for their voice to be heard while taking ownership in the school as we develop solutions together.” By fostering an open environment for communication without fear of retribution, the principals have created a level of trust that breeds better communication and positive results.

Overall, the theme of trust was an essential aspect of leadership that principals and teachers were very eager to discuss. It is noteworthy that the participants from all three sample schools included these terms in the idealized influence component. Idealized influence revolves around the leader acting as a role model for others (Lee & Lee, 2015). Brown and Treviño (2014) found that ethical leaders as career role models shape subordinates into ethical leaders as well. In these schools, the principals deliberately modeled respect and worked to build trust. The teachers noticed and responded with high levels of respect and trust in return. By being a trusting leader, teachers conveyed more honest feelings; as a result, principals and teachers built better relationships and flourished in their educational environment.

Subquestion 2: Perceptions of individualized consideration. In respect to the components of Burns’ (1978) TL, the second subquestion of the research study was as

follows: How does the MS principal demonstrate individualized consideration in MSs meeting the state proficiency standards? The theme for this subquestion that developed from the patterns of teacher and principal responses was: concern. Teachers and principals voiced evidence of concern and value in their responses described below.

Theme 4: Concern. Concern for the needs of the teachers was described by both teachers and principals in response to questions 6 through 12 on the teacher interview protocol and questions 5 through 8 on the principal interview protocol. The responses from teachers and principals led to the theme of concern with two sub-parts: professional and personal concern. Patterns for both professional and personal concern were commonly described by teachers in all the three schools. Teachers valued working for a principal who showed concern for their well-being.

Professional concerns. Teachers in all the sample schools responded with numerous comments about the principal caring about them and showing a vested interest in taking steps to help them succeed. Neither teachers nor principals discussed negative or adversarial relationships in this study. As in the CRQ, teachers commented about being encouraged to work together to solve problems and improve the school environment. AT1 described the principal as being able to listen to issues and as one who encouraged them to collaboratively solve problems. AT2 described the principal with this statement: “His daily actions demonstrate that he really wants to see kids and teachers succeed.” Principals echoed this concern as well, both describing instances where they purposely met with staff to ask what they needed to accomplish their goals. BP described the importance of the team and how they purposely encourage teachers to pursue PD

opportunities specific to their grade level or department. To address professional concerns in the building, both principals described soliciting feedback to plan specific PD when they were afforded the opportunity by the district.

Teachers from each school described being purposely placed in positions where they can succeed. They felt that the principal knew their strengths and weaknesses and helped them to succeed. BT4 stated: “Our principal will always ask, what I can do to help you?” Teachers in all three sample schools described numerous PD opportunities to grow professionally. BT1 stated: Our principal is very alert to professional needs and offers PD for teachers to pursue.” BT4 felt confident in saying, “If you need it; he will get it.” This comment was in response to a resource or PD need for teachers. By responding positively, the principals helped to create an environment of success and confidence for staff members.

Teacher responses also included the approachability of the principal. The feeling of being able to talk openly was discussed in the responses to the central question regarding the principal’s leadership style; additionally, it was emphasized here with concern for individual success. The responses focused on the caring nature of the administrator as well as the style of communication. Multiple teachers from School B discussed the collaborative effort towards improving the master schedule. During the schedule meetings, teachers described the principal as very attentive and interested in implementing the new faculty ideas. BT5 described the principal as always showing concern to help the team.

Personal concerns. In this description of the theme, it is important to note that in

all three schools, teachers and principals also discussed the leaders' priority to help address personal needs as well as professional needs. Many of the teachers and principals felt as though they had very positive personal relationships with each other. This is not describing friendship, but rather a feeling of caring concern that each could be honest with each other about aspects outside of school that were affecting them at school. AT1 stated: "He seems to take a very personal interest in your well-being at school and in your home-life." BT3 noted: "He is always very concerned with your family and personal life. It is nice knowing that he values family." AT6 described the principal as an open-minded person that you could talk to about any issues. At meetings, he will remind us of his priorities: "family first." Teachers from each sample school described the principal as an open communicator. AT1 noted, "He's always able to listen if you need to talk to him about something." AT3 was more specific in the response to interview question 5:

Whatever he wants us to do, people will do because they know that he cares about each one of them. There is always a follow-up to conversations. You know that he is not just putting you off because a couple days/weeks later, he will ask about it.

This inspires people to try because they know he cares.

Both teachers and principals provided responses to support the principals' efforts to create an environment of personal care.

From the principals' perspective, both principal's responses to questions 5 through 8 supported the subtheme of personal concern as well. BP described the importance of demonstrating concern for people when they have problems or obstacles outside of their teaching duties. BP described this concern as showing a "human side" to

your interactions with people and stated that “Genuine concern for people goes a long way in building trust.” AP also described the importance of working with people to meet their needs both in school and out of school. This principal mentioned how hard it is to balance professional and personal lives. AP felt that it was in the best interest of everyone to try to work together in creating a balance.

The responses from both teachers and principals emphasized how professional and personal concerns play an important role in the educational environment. Patterns in this subquestion demonstrate that principals in the sample MSs take an active role in supporting teachers professionally and personally as they work towards common goals. With principals stressing the importance of both professional and personal needs, the principals felt as though they were creating a positive work environment that enabled staff to reach success. The teachers described a very genuine leader who cared about their well-being both in and out of the classroom. As a result, both teachers and principals felt very comfortable and worked hard to reach success. Lee and Lee (2015) described individualized consideration as a component of TL in which the leader demonstrates respect for followers and supports them as they work towards the vision. With this theme that has emerged, the principals and teachers demonstrated that individualized consideration played a major role in how comfortable they felt in the educational environment. Overall, the fact that people cared, helped staff members to endure the challenges and work to do their best in the family type environment established by the principals.

Subquestion 3: Perceptions of intellectual stimulation. The third component of

Burns' (1978) concept of TL, intellectual stimulation, is the foundation for the third subquestion of this research study: How does the MS principal demonstrate intellectual stimulation in MSs meeting the state proficiency standards? Intellectual stimulation is described as the leader supporting employees questioning the current system so that new, more effective strategies could result (Lee & Lee, 2015; Stone et al., 2004).

Administrators' and teachers' patterns of responses revolved around the collaboration of the team to inspire intellectual stimulation. Common terms from participants in all sample schools were as follows: new ideas, strategies, team work, and team decisions. The theme that emerged from the research question for intellectual stimulation: collaboration.

Theme 5: Collaboration. In each of the three sample schools, teacher and principal answers to questions regarding intellectual stimulation supported the theme of collaboration. The teacher questions pertaining to intellectual stimulation were questions 13 through 15; while, the principal questions pertaining to intellectual stimulation, were questions 9 through 12. Typically, teachers described collaboration as being encouraged and required by the principal. Principals described using teacher collaboration to improve student achievement and address problems. Through collaboration, the teachers were intellectually stimulated to work together to solve problems and improve student performance.

AT1 described the principal as creating a culture of collaboration. When addressed with concerns, multiple teachers reported that the principal directs them to take the problem to the team to address. Through cross-case analysis, this response was

common to teachers in the three sample schools. In each school, the teachers specifically commented in terms of the principal pushing the team to collaborate, and to working together to improve results. AT3 specifically stated: “Our principal generates new ideas from us by constantly encouraging the team to work together to motivate students and get results.”

An important aspect of collaboration that appeared in discussions with both teachers and principals was the ability of the principal to understand the strengths and weakness of the individual and of the team. The principals described the importance of knowing which teachers work well together. BT5 stressed, “Our principal knows our strengths and encourages us to focus on our strengths as a team.” CT1 described a similar situation where the principal directed teachers with specific weaknesses to work with others who are strong in that specific area; thereby, creating collaboration opportunities for team members to learn and grow from one another.

With a focus on collaboration from the teacher responses, the responses from the administrators were very similar. The focus from administrators lied within the principal and team working together. In each sample school, teachers and principals echoed collaboration; specifically, principals and teachers working together to find solutions. AT4 responded to question 15 as, “It never feels like he is out front of us. It feels like he is standing there right next to us.” AT5 responded in a similar fashion: “If we are doing something that we are really worried about, he will say; come on, we’ll do it together.”

BT1 described the principal as one who listens to their ideas and helps to implement them. As a group, the teachers of School B agreed their current school-wide

positive behavior support program was not working. As a result, through collaboration, they created a new program. In the revision stage of the program, the team felt very encouraged and supported by the principal. The teachers attributed the success of the new program to the leadership decision to accept new ideas from staff and the flexibility provided to enable positive change.

Principal responses to questions regarding intellectual stimulation also focused on collaboration. The administrator described the importance of supporting the team and providing positive reinforcement for following collaboration directives. BP described an example from a recent best practice initiative within the district. During a recent PD session regarding best practices, administrators were encouraging team members to work together, to collaborate, and to share lessons. During this time, they closely worked with faculty to gain a better understanding and demonstrated that they were willing to learn too. BP, stated, “For complete understanding, it is important for the principal to build trust by collaborating with staff; while fully supporting the risk of new ideas.”

Ultimately, in response to questions regarding intellectual stimulation, both principals and teachers stressed the importance of collaboration in the teaming model. Collaboration served as part of almost every answer in this domain. Because of the common pattern in responses regarding collaboration from teachers and principals, collaboration emerged as a theme for the intellectual stimulation component of TL. Principals and teachers discussed a higher level of satisfaction and achievement where they were able to collaborate on issues with the team and principal.

Subquestion 4: Perceptions of inspirational motivation. The fourth and final

component of Burns' (1978) concept of TL, inspirational motivation, served as the foundation for the fourth subquestion of this research study: How does the MS principal demonstrate inspirational motivation in MSs meeting the state proficiency standards? Inspirational motivation is described as the leader communicating a vision that is meaningful, inspiring, and motivating to others (Lee & Lee, 2015; Stone et al., 2004). Common patterns of responses focused on terms such as: praise, positive reinforcement, grateful, complimentary, positive criticism, and happiness. As a result, the theme that emerged from the data analysis for this component: encouragement.

Theme 6: Encouragement. In response to questions regarding inspirational motivation, teachers discussed the high expectations and beliefs from administration for students and teachers. For example, AT1 described the unwritten vision with a common phrase from the principal, "Let's try to leave this place a little better than we found it." AT1 stated that this phrase was used consistently in meetings and in general conversation. The team used it as a goal for instruction by deciding they will do whatever they can to do to help children grow from year to year. AT2 simply said that they do not have a vision but would guess, based on conversations with the principal, just to help everyone do a little better. AT4 felt that the principal created an environment for success because people seem to flourish under him. AT4 commented. "His way of dealing with people is just very easy and respectful. He makes people want to do more." AT5 stated, "He is supportive and encouraging. He just makes you feel as though you can do it."

BT1 reported that the principal is always encouraging people to try new strategies to get better results. BT1 stated, "He is good at giving you support with the new strategy

as well.” BT3 felt that by including the team members in decisions and by giving people a voice, they performed better and felt better prepared to address issues with students. BT4 felt that new ideas were encouraged by the principal; however, they do not have a vision, but stated, if they did, “It would revolve around getting results for kids.” BT5 stated, “He is always asking, what we can do to take our success a little farther?” BT6 described the positive reinforcement that the team receives for trying new strategies or succeeding in something, encourages him to do more. BT6 also believes it encourages others as most people like recognition for their work. CT1 responded, “Our principal is very personable, concerned, and respectful. This inspires people to want to do a good job.” The teacher described the principal as being a positive influence and one who is always recognizing those for Doing good things.

Principal participants also offered perspective on inspirational motivation. AP stated, “We monitor work so that we know what is going on in our school. We offer supportive and encouraging feedback.” BP focused responses on “one child at a time.” Their school is very small, and one child makes a large difference in the overall success rate. By focusing on growth for a child and collaborating on strategies to use for that child, the team is experiencing success. The principal acknowledges those successes at meetings and individually. BP stated, “By acknowledging the success and providing positive reinforcement, people feel valued. As a result, they work harder to reach success for that child.”

In the analysis of the fourth subquestion focused on inspirational motivation, both principals and teachers stressed the value of an encouraging environment. Principal

responses focused on the value of encouraging the teachers to work together and to try new strategies, with a goal of improvement for each child. Teacher responses focused on the importance of positive reinforcement, support and encouragement from the principal in taking on new challenges and adapting as a team. As a result, from the encouragement of both the team of teachers and the principal in supporting the team, to work together, the teams have reached success for students in the teaming model. While the team members may not have followed a formal vision, each team member informally followed the common vision of the principal to work together and implement effective strategies to improve education. This type of support and leadership follows the exact principals of Burns' (1978) concept of TL, specifically, the component of inspirational motivation as defined by Lee & Lee (2015) in which, inspirational motivation requires the leader to implement a common vision that is appealing to followers. In this case, encouragement to work together to overcome obstacles and reach success is appealing to all stakeholders. Ultimately, by encouraging others the leader modeled behavior that worked through the teams. Teachers and principals reported complimentary comments when discussing how the team works together so that everyone can succeed.

Analysis of Findings

The problem explored in this study was the poor student performance resulting in the MSs failure to meet the state proficiency standards. According to personal conversation, May 23, 2018, with local school leaders, they are concerned about the poor performance of students despite the implementation of the teaming model. The purpose of this study was to obtain principals' and teachers' perceptions on aspects of TL as

demonstrated by principals leading the teaming model in MSs meeting the state proficiency standards. The findings of this study are summarized in Table 6.

Table 6

Summary of Findings

Principals' Perception	Teacher' Perception
Worked to build professional relationships with staff through communication. Worked to build confidence as team and worked towards meeting common goals.	Leaders understood the teacher's perspective, helped create leadership opportunities and value in team roles. Leaders encouraged others and modeled collegial equality through interactions with staff.

In response to the CRQ: What aspects of TL are displayed by principals leading the teaming model in MSs meeting the state proficiency standards? The participant responses regarding the supportive principal parallel the components of TL with the principal offering support to staff to overcome challenges. The principal's perceived the importance of having the patience to listen to teachers and take time to understand the situation; thereby, supporting staff in the endeavor. Without taking time to hear what the teachers need to say; the principal does not know how to help the teacher. Teachers perceived the principal as one who cares to take time to work with them, listen to them and support them in the daily challenges that they encounter.

Regarding the first subquestion: How does the MS principal display idealized influence in MSs meeting the state proficiency standards? Findings from this study indicated that when principals display mutual respect towards teachers and staff, the result is that the staff perceive greater trust from the principal builds better relationships.

The teachers described the awareness that they have in observing how people are treated and the trust that can result in professional courtesy, kindness, and fairness. Principals perceived that they are always being observed by staff and their behavior sets the standard for the respect and trust level between colleagues. Both teachers and principals described the importance of a respectful environment where colleagues trusted each other and worked to help each other succeed.

With respect to the second subquestion: How does the MS principal display individualized consideration in MSs meeting the state proficiency standards? Findings from this study indicated similar perceptions from both teachers and principals. Teacher perceptions answer this question by describing principals as having the ability to make people feel valued. Interactions are demonstrated with a high level of concern, both professionally and personally for all staff members. Principal perceptions were like the teacher perceptions in the sense that people matter and helping them to feel a part of the program was critical in building capacity and ownership in their school. Both principal and teacher perceptions placed an emphasis on the value of the principal demonstrating the desire to help staff with PD to improve their pedagogy as well as support with personal concerns that may affect their ability to do their job.

With respect to the third subquestion: How does the MS principal display intellectual stimulation in MSs meeting the state proficiency standards? Findings from this study answer this question with teacher and principal perceptions that were focused on collaboration. Teachers perceived principals as someone who made team members collaborate; but also encouraged them with the freedom to take risks and inspire initiative

with the collaboration. Principals perceptions were similar with the requirement for teachers to collaborate with team members when solving problems, discussing best practices, and in working to help children. Because of the required collaboration, new ideas emerged with collaboration playing a critical role of intellectual stimulation in the MS teaming model.

With the final subquestion: How does the MS principal display inspirational motivation in MSs meeting state proficiency standards? Findings from this study answer the research question with perceptions of encouragement and communication. Teachers perceived the principal's ability to encourage team members to try new strategies, to work together, and to overcome obstacles as an important part of each administrator's leadership style. Principals perceived that encouragement was an integral part of the mindset of the principal and a welcome sign to the teachers to keep doing their best. Principals also perceived that the communication style that they employed would help build better relationships with team members and positively encourage them to succeed. Encouraging and consistent communication was a common response in the perceptions of both teachers and principals with inspirational motivation.

Evidence of Quality and Discrepant Cases

The data in this study were triangulated to ensure accuracy and validity of the responses. Triangulation helps to increase the quality of data (Merriam & Tisdell, 2016). With employing three sample schools, data were triangulated amongst the three sample schools and with the perspectives of both the teachers and principals Quality was also provided through transcription review for each participant and member checks with each

participant with a review of the narrative report of data categorization. Personal emails were employed with each participant to increase confidentiality with the transmission of information. Pseudonyms were also given to all participants and schools to increase confidentiality. Through the analysis, I employed bracketing procedures to analyze the data in a fair and ethical manner. Tufford and Newman (2012) describe bracketing as a procedure in which the researcher sets aside all previous knowledge, assumptions, and predispositions to data when analyzing.

The analysis of data also yielded one discrepant response from a teacher, BT3, who commented that the “leader does not listen to anything we have to say.” This comment contradicted the other teachers in the sample as well as other comments from BT3 in the interview. BT3 did not respond to the transcript review process to clarify the comment. Due to the contrasting nature of this single comment and the thorough bracketing and triangulation methods employed in this analysis, this comment was labeled as discrepant. This was the only discrepant case in the analysis.

Summary

The local problem for some Southwestern Pennsylvania school district MSs is the poor student performance and the resulting failure to meet the state proficiency standards. There is a positive correlation between TL and student success with higher levels of teacher job satisfaction and overall team performance (Braun, Peus, Weisweiler, & Frey, 2013). This research study focused on analyzing aspects of TL of principals in MSs whose leaders employ the teaming model and have met the state proficiency standards with demographics comparable to the target school. The purpose of this study was to

obtain principals' and teachers' perceptions related to aspects of TL of the principal at three sample schools comparable to the target school that have met the state proficiency standards. The findings indicated that principals in the sample MSs demonstrate numerous aspects of TL.

Because of the consistency and alignment of the themes to the components of TL, the themes in this study demonstrate that principals in the sample MSs whose leaders employ the teaming model and have met the state proficiency standards display numerous aspects of TL. Due to the collective case study design and to the consistent nature of the responses from teachers and principals, the results are not isolated to just one case. The findings of this study are significant for principals who serve in a MS teaming model and wish to improve their school achievement levels and meet or exceed the state proficiency standards.

Project Deliverable

Based on the findings in this study, the project deliverable will be a PD training session for MS principals. The PD session will be a three-day training module for current MS administrators or those pursuing middle level employment. Since the study focused on aspects of TL within school leaders at MSs whose leaders employ the teaming model and have met the proficiency standards, this PD will focus on the development of aspects of TL of MS principals within the teaming model. The project deliverable is a compilation of the results of this study with a goal of helping middle level principals improve academic achievement for students. Section 3 will include a complete

description of the PD project, including a rationale of why the project genre was chosen, and a review of the literature surrounding PD and the findings of the study.

Section 3: The Project

Introduction

The local problem explored in this study is the MSs in the same geographic region of Southwestern Pennsylvania whose principals employ the teaming model and are failing to meet the state proficiency standards. The purpose of this study was to obtain principals' and teachers' perceptions on aspects of TL as demonstrated by principals leading the teaming model in MSs meeting the state proficiency standards. This study was guided by the CRQ: What aspects of TL are displayed by principals leading the teaming model in MSs meeting the state proficiency standards? The study included four subquestions, designed according to Burns' (1978) four components of TL: idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation. The themes for the CRQ and subquestions were derived from the responses to the interview questions of both principals and teachers. Upon collection and analysis of the data, six themes were generated; specifically, supportive leadership, mutual respect, trust, concern, collaboration, and encouragement. Findings were gathered from principals and teachers who described their perceptions regarding aspects of TL demonstrated by the principal. Principals perceived that leaders encouraged collaboration and communicated with staff to build relationships and professional confidence as they worked towards meeting common goals. Teachers perceived that leaders understood the teacher's perspective, helped create value in roles and modeled collegial equality with staff. The findings are consistent within each sample school and across the three sample schools. The findings are beneficial to principals currently serving in a MS or those

aspiring to serve in a MS. When combined properly, the use of these aspects of TL plays a critical role in the success of principals, teachers, and students.

Based on the findings of this study, the project will be a multiple-day PD workshop targeted towards MS principals or those aspiring to be MS principals. The framework of this PD will lie within both Burns' (1978) concept of TL and the findings of this study. The purpose of the PD is to provide participants the opportunity to learn, analyze, and employ the aspects of TL demonstrated by principals leading the teaming model in MSs that have met the state proficiency standards. Participants will engage in research-based PD strategies to learn essential leadership concepts. The learning strategies that participants will engage in are as follows: reflective journaling, small and large group sharing, pairing and sharing, reviewing peer-reviewed research, role-play, scenario development, and application and synthesis of aspects of TL. The engaging activities are designed to help participants effectively lead their schools to success on the PSPP. Participants will analyze information from their school setting to work towards meeting or exceeding the state proficiency standards. Thus, a driving force behind this PD is to build capacity for TL in the district and specifically at the target MS. Participants will specifically study the topics of TL, effective MS teaming, shared leadership, accountability standards of the PSPP, and how the findings of this study can help participants build upon their leadership repertoire. Ultimately, by participating in this PD, participants will learn how to incorporate aspects of TL into their leadership style to improve the performance of their teams. By improving performance of the teams, student achievement will also improve (Ning et al., 2015). Lawmakers, superintendents, and

university education faculty may also find the study useful in preparing principal training programs.

The goals of the PD are integrated with the findings of this study and how they relate to the components of Burns' (1978) concept of TL. Goals for the PD are as follows:

Goal 1: The participants of this PD will understand TL and its core components.

Goal 2: The participants of this PD will gain a deeper understanding of effective teaming and shared leadership.

Goal 3: The participants of this PD will gain an understanding of the findings of this study and how they relate to TL.

Goal 4: The participants of this PD will apply the findings of this study to their current position to improve their leadership skills.

Goal 5: The participants of this PD will apply the findings of this study to their leadership style so that they can work to meet or exceed the state proficiency standards.

Goal 6: The participants will understand the PSPP to ensure compliance and accountability to the proficiency standards.

Rationale

A multiple-day PD workshop for MS principals was chosen as the project for this study. After reviewing the findings of the study, I selected the PD genre because PD will provide specific training to current MS principals and aspiring MS principals by working to develop specific aspects of TL associated with the MS principals leading the teaming model in MSs that have met the state proficiency standards. The goals of the PD are

focused on participants developing an understanding of the aspects of TL, shared leadership, effective teaming, the findings of the study, and the accountability standards of the PSPP so that participants can rethink how they approach the school year and their interactions with teams to meet or exceed the state proficiency standards. PD sessions have shown to be pivotal in building participant's self-efficacy and confidence to successfully advance their career (Naizer, Sinclair, & Szabo, 2017).

Ahuja (2015) described PD as the skills and knowledge obtained for career advancement and personal knowledge. Students, teachers, and principals must continuously engage in the process of learning. Zepeda (2012) emphasized that PD must take place often as educators must continuously learn and evolve. PD sessions help to keep educators in the learning environment and hone skills (Zepeda, 2012). PD is important for educators to maintain up-to-date information and to employ the best pedagogical practices (Stewart, 2014). In this study and project deliverable, PD, refers to the PD workshop designed to help participants learn the leadership characteristics displayed by principals in this study. PD augments the depth of understanding and leads to change in practice (Stewart, 2014). The multiple-day training module will allow for a variety of research-based modalities to be used in teaching the material to the participants. Main, Pendergast, and Virtue (2015) described effective PD as both context-specific and targeted. Based on the findings of this study, the project will comprise of multiple research-based PD strategies to engage principals in learning and applying the themes and findings of this study to enhance their leadership development. Through this PD, participants will also build their professional network. Huggins, Klar, Hammonds,

and Buskey (2015) found that building a professional network helps to enhance individual confidence and leadership skills.

The design of this project will be targeted to a specific audience of MS principals and aspiring MS principals and context-specific in terms of aspects of TL that lead to a targeted outcome of improved achievement for students and improved team performance. By targeting the outcomes of the PD towards improved team performance and student achievement, this PD session will also address the local problem of MSs failing to meet the state proficiency standards. The findings of this study demonstrated that principals who have had success in MSs with demographics comparable to the target school, have displayed the following characteristics: supportive leadership, mutual respect, trust, concern, collaboration, and encouragement. The project serves as a potential solution to the local problem: the failure of some MSs to meet the state proficiency standards.

Participants will specifically engage in activities that pertain to their specific school, their individual leadership characteristics, and their professional goals. In the PD, participants will have the opportunity to use data specific to their own building. Activities will include school test scores, schedule structure, and staff data to help participants relate to the PD. By using personal information, the participants will experience the leadership aspects as they relate to their own personal context. Relating material to a personal context will help to make PD more effective (El-Deghaidy, Mansour, Aldahmash & Alshamrani, 2015). Concurrently, the participants will be able to build their leadership skills and enhance their overall effectiveness as a principal.

In the PD, participants will reflect upon their current leadership aspects and compare their previous knowledge of school leadership to the aspects of TL demonstrated by leaders in the sample schools. The PD will allow the participants to collaborate with other school leaders as they explore the leadership aspects. By collaborating with others, the participants will have the opportunity to build not only their own personal knowledge of the topic but also to build their social network by getting to know other school leaders.

Building social networks is another critical element described by educators in making PD programs effective for adult learners (Shantal, Halttunen, & Pekka, 2014). By tailoring this PD into a personal learning environment, the participants will get the most benefit out of their committed time (Rigby, 2016). Because of the goals of PD and how they apply to the individual participant, PD was selected as the genre of choice for this project. The other genre options, specifically; evaluation report, curriculum plan, and policy recommendation, do not target the individual growth opportunity for the participant. By targeting the growth of school leaders, we may help to solve the local problem of the failure of some MSs to meet the state proficiency standards.

Review of the Literature

This literature review is a thorough analysis of topics that surround the project component of this study. The project is PD for principals in the MS team setting. The project is based off the findings of this study which relates to Burns' (1978) concept of TL. The review will include information pertaining to the project genre of PD and information specifically applying to the content of the PD which consists of the findings

of this study involving the aspects of TL of principals in MSs whose leaders employ the teaming model and have met the state proficiency standards.

To compile the literature review, I used the Google Scholar search engine with the settings linked to the Walden University Library. This allowed the search to compile articles that are available through Walden University. I also performed multiple searches through the specific educational databases available through Walden University's Library, specifically: ERIC, Education Source, and Education Research Complete. The literature review contained two components: project genre of PD and PD content. To search the databases for PD, I used the following keywords: *PD, education PD, principal PD, and effective PD*. To search the databases for PD content, I used the following keywords: *supportive principal leadership, supportive leadership, leadership trust, leadership respect, leadership concern, educational collaboration, teacher collaboration, principal collaboration, and leadership encouragement*. The review will first explore the literature surrounding effective PD with a specific focus on principal PD to follow. The second component of the literature review will focus on the content of this study's findings. This section will begin with supportive leadership, and include the following topics respectively: mutual respect, trust, concern, collaboration, and encouragement. Ultimately, the findings of this study were reviewed to develop a complete understanding of the current literature surrounding the content of the PD project.

Project Genre of Professional Development

PD of educators is critical to equipping educators with the tools necessary for success of students (Bayar, 2014). Whether the teacher is just starting out or a veteran

teacher with experience, PD is vital to staying current in the field. By staying current, educators may employ more effective strategies that have been proven to have success in the pedagogical arena (Williams & Welsh, 2017). Teacher's ability to positively affect student achievement is linked to the level of preparation that the teacher possesses and their ability to provide the best instructional practices (Stanton, Cawthon, & Dawson, 2018).

Designing effective PD can be a challenge as many educators complain that precious time is wasted in PD workshops that are not important, too shallow, or just non-engaging (Matherson & Windle, 2017). Effective PD allows teachers to build upon their existing knowledge and refine their expertise (Main et al., 2015). However, designing effective PD has been a challenge. Since the passage of numerous educational policy mandates aimed at improving the quality of education, PD has been examined to discover if it is making a difference in terms of teacher satisfaction and student achievement (Main et al., 2015). Over a decade has passed since Guskey (2003) analyzed the lists of characteristics that comprise effective PD. After reviewing 13 of the most known characteristic lists, Guskey found that there were large inconsistencies in the lists and the characteristics varied widely in their inclusion in each list. Guskey (2003) even found that some of the research supporting certain characteristics was inconsistent across various studies. While the results of the Guskey (2003) study yielded conflicting results, one of the positives that came from the study revolved around the needs of the PD and the opportunity to examine PD characteristics so that each participant or designer could their intended goals of the PD.

More recently, Bayar (2014) performed a qualitative study with 16 teachers and found that effective PD met teacher and school needs, gave multiple opportunities for participants to actively get involved, employed follow-up after the session, used high-quality instructors, and used teacher input to develop some of the components. PD that provides content focus training, active learning, and follow-up training has been demonstrated to have a positive effect on educators (Ingvarson, Meiers, & Beavis, 2005). By employing these characteristics, the teachers made a personal investment in the PD (Bayar, 2014; Ingvarson et al., 2005). Schools are limited with the time that can be used for PD; therefore, it is vital to make the time count towards successfully improving education.

One of the critical aspects of PD is sustainability (Naizer et al., 2017; Wells, 2014). Naizer et al. (2017) sought to see the lasting effect on teachers after they attended summer workshops to improve pedagogy. The researchers employed a survey to assess teachers' perspectives on the success of the workshop, the knowledge gained, the use of activities learned, and their desire to continue teaching. Many of the teachers who attended more than one workshop and those who participated in the follow-up sessions offered by the instructors reported higher rates of sustainability of the knowledge. In addition to the higher rates of sustainability, the participants also reported more confidence in their ability to succeed in the classroom as well as leadership roles within the school. By offering follow-up, PD instructors will improve the success and the effectiveness of the PD (Kennedy, 2016; Naizer et al., 2017).

The role of the principal has changed significantly over the last twenty years; principals are now seen as both building managers and instructional leaders. The principal is charged with the responsibility of successfully equipping students and teachers with the knowledge and skills required to be successful in modern society (Hernandez-Amoros & Martinez-Ruiz, 2017). Federal and state policies, such as Every Student Succeeds Act (ESSA), have been created to hold principals accountable for the academic success of their students (Williams & Welsh, 2017). Because of the ever-changing role of the principal, there is a need for principals to continuously engage in PD that is aimed toward successfully fulfilling the new, ever-evolving responsibilities of the principal (Retna, 2015). Wright and Costa (2016) performed a collective case study to address the need for more evidence of PD that addresses principals' needs. The researchers found that there are specific aspects of support that make training for principals more effective. The findings demonstrate that an effective principal PD program is one that supports on-going open communication, aligns to individual, school, and organizational needs, provides meaningful collaboration with respect and professionalism, and contains reasonable expectations and goals (Wright & Costa, 2016). When these components are present, PD programs are more meaningful and effective for principals.

Adult learning theory. Knowles (1973) pioneered adult learning theory over four decades ago. Knowles described adult learning theory as focusing on characteristics of learning that are more effective for adults. Specifically, adults want control and immediate use of their learning. They also desire to learn about issues that specifically concern them in a collaborative environment with appropriate information. Moreover,

adult learners desire relevant material, clear expectations of performance improvement, and the use of available resources.

Adult learning theory also affects PD. Zepeda, Parylo, and Bengston (2014) performed a qualitative study to analyze the role of adult learning theory in current principal PD activities. The researchers found that PD that parallels the characteristics of adult learning; specifically, aligning needs of the learner and the activity, as well as providing activities that are job-embedded and aligned to desired goals are more effective for adults. The study findings verified the work of Knowles' adult learning theory (1973) and how it applies to principal PD. The adult learning theory characteristics helped to ensure appropriate PD activities for principals (Zepeda et al., 2014).

Principal networking. Principal networking was a predominant component of the literature surrounding principal PD. Rigby (2016) described social networks as playing a powerful role in the development of principals and how they act and react to their institutional environment. Rigby performed a qualitative case study incorporating six principals to discover how the principals encountered their beliefs about instructional leadership. The results indicated that the principals' beliefs and positions toward instructional leadership stemmed from their social networks. The social networks played a major factor in how they interpreted and acted upon instructional leadership opportunities within their school. The work of Rigby (2016) solidified the results of Zepeda, Jiminez, and Lanoue (2015) that performed a qualitative study involving administrators over a four-year period where they interviewed and observed the administrators functioning in their current educational environments. The study yielded

several results about effective PD for principals, specifically that principals need support. Ultimately, the researchers found that it was important for principals to have opportunities to collaborate and learn from one another for professional growth (Rigby, 2016; Zepeda et al., 2015).

The importance of principal networking were key findings by Shantal et al. (2014) who performed a multiple case study approach to explore the areas of principals' self-assessed leadership practices to identify principal leadership areas for more emphasis. The researchers found that course work, field work, and networking were major sources of principal leadership practices. The researchers also found that PD was also critical to keeping principals relevant and confident in their professional responsibilities. Participants in the study described the need for PD as essential and the importance for keeping up with current trends and challenges facing administrators. Participants also described difficulties that they faced on the job and the need for having a professional forum to discuss challenges and issues as they searched for potential solutions that would be beneficial to principals on the job (Rigby, 2016; Shantal et al., 2014; Zepeda et al., 2015).

Principal training. Principal PD is a critical aspect in helping principals understand the current challenges in education (Shantal et al., 2014). A five-year quantitative study by Miller et al. (2016) analyzed the effectiveness of a principal PD program known as McREL International's Balanced Leadership PD (BLPD). The authors studied the program to determine if the PD program influenced the principals and their beliefs toward their effectiveness. For two years, a treatment group participated in a

series of workshops focused on 21st century educational leadership skills and responsibilities. After analyzing data (pretraining, during training, and posttraining) for both the treatment group and the control group, the researchers found that the treatment group reported higher self-efficacy with instructional leadership, improved understanding of teacher collaboration, differentiated instruction, and individual strengthened abilities to manage change. The findings demonstrated a significant gain in participants' knowledge of these topics and their ability to engage in these practices in the school setting. Based on the findings, the researchers concluded that principal PD can provide a significant benefit to overcoming the challenges facing educational leaders.

Hernandez-Amoros and Martinez-Ruiz (2017) discovered similar results as Miller et al. (2016) when the researchers found that principals experience confusion in the roles that they must fulfill and struggle to meet all those roles effectively, which then creates a very negative disposition towards their leadership role. The researchers performed a metaphorical narrative study to analyze the representational expressions used by principals in 68 different schools. The findings demonstrated the need for principals to participate in PD that allowed them to transform their perceptions of leadership and to work with other principals to develop principal learning communities that fostered new perceptions of individual leadership abilities. By recognizing their attributes and competencies in leadership, they could actively work to improve educational achievement in their respective schools. This type of professional collaboration will help them positively identify the characteristics that principals associated with leadership and

their performance will improve (Hernandez-Amoros, & Martinez-Ruiz, 2017; Miller et al., 2016).

Professional Development Content

The findings of this study yielded six themes: supportive leadership, mutual respect, trust, concern, collaboration, and encouragement. The themes are representative of the aspects of TL demonstrated by the principals in the three sample schools as perceived by principals and teachers. The findings of this study are the basis of the content of the PD project of this study. This portion of the literature review will analyze the research surrounding these themes.

Supportive leadership. Throughout responses to the CRQ: What aspects of TL are displayed by principals leading the teaming model in MSs meeting the state proficiency standards? Participants responded by describing the principal as very supportive; therefore, supportive leadership arose as a theme in the data analysis. In this study, supportive leadership is defined as a leader who supports teachers through challenges and school initiatives. Researchers have shown that principal support is vital to the success and stability of teachers in challenging schools (Hughes, Matt, & O'Reilly, 2015). Hughes et al. (2015) performed a non-experimental correlation design to determine if principal support led to higher teacher retention in difficult schools. They examined perceived level of support for teachers and how this related to teacher retention in schools that typically had high turnover rates. The results demonstrated that a teacher's decision to stay in a school was directly related to emotional, instructional, and environmental support provided by principals. Hughes et al. (2015) found that principal

support was essential in the retention of teachers serving in challenging school buildings. The support of the principal helped to foster both professional growth and the emotional stability to deal with very challenging student behaviors, which led to higher teacher retention rates.

Principal support was reported as a finding in Steyn (2015) in which the researcher studied the actions of a principal determined to create a collaborative environment for teachers in a school where collaboration among staff members did not formally exist. Steyn (2015) analyzed the principal's role in creating a collaborative environment. Ultimately, the staff depended on the principal to create the conditions for collaboration and to support the staff in creating an environment of trust and cohesion for collaborative practices. The principal supported the staff by creating the physical conditions for collaboration as well as offering PD on successful collaboration. Throughout the initial collaboration meetings, the principal supported the faculty as they learned to trust each other, work together, and overcome challenges. Without principal support, the teachers would not have been able to overcome the challenges that they face in the school (Hughes et al., 2015; Steyn, 2015).

Working toward a common vision is a component of Burns' (1978) concept of TL. According to Burns:

We must see power- and leadership- as not things but as relationships. We must analyze power in a context of human motives and physical constraints. If we can come to grips with these aspects of power, we can hope to comprehend the true

nature of leadership- a venture far more intellectually daunting than the study of naked power. (p.11)

Many recent studies of principal leadership have been rooted in Burns' original concept of TL. Brezicha, Bergmark, and Mitra (2015) employed a longitudinal case study design to illuminate the relationship between principal support and teachers' ability to take on new educational initiatives. They employed a TL framework as the principal in this study strived to encourage teachers to meet the leader's vision. The findings supported the idea that principals must support teachers in the reform endeavors initiated within the school. With principal support, the teachers were more prone to fulfilling their duty to work with and accept the changes. Additionally, the findings indicated that the principal may need to offer support in a variety of components to specific teachers. The principal must work to support individual teacher's needs just as a teacher works to meet individual student needs.

Mutual respect and trust. The second and third themes that emerged from the analysis of the data in this study were mutual respect and trust. These two themes emerged from the questions regarding the first sub-research question: How does the MS principal display idealized influence in MSs meeting the state proficiency standards? Idealized influence is the leader being trusted, admired, and emulated by followers because of the behavior that the leader demonstrates (Avolio & Bass, 2002; Bass, 1998; Jung & Avolio, 2000; Lee & Lee, 2015; Stone et al., 2004). In this study, mutual respect was defined as both parties holding each other in high regard. Trust was defined as the firm belief in the honesty of a person. Both mutual respect and trust share many

commonalities. In this study, mutual respect and trust emerged as themes from the same sub-research question.

Klein (2017) employed a quantitative study to determine the level of openness between teacher and principal communication. The researcher used a questionnaire to survey 445 teachers in 89 different schools in Israel to measure the level of openness in communication to principals. The researcher found that 44% of the communication was not fully open; meaning the teachers or the principals held back from telling everything about a situation or their true feelings. The researcher reported that the findings indicated that most of the withholding of information was a result of lack of trust in the relationship. The author reported that principals must take measures to ensure trust in dialogue to improve communication within the school system. Moolenaar and Slegers (2015) found that principals with strong TL qualities can build trust within the school. The researchers sought to investigate the extent to which principals participate in the social network of teachers and principals both within the school and the school district. The researchers employed social network analysis and correlational and regression analysis in 46 elementary schools that consisted of a total of 708 educators from the same school district. The researchers also measured the level of TL characteristics that these leaders displayed and found that the leaders with a large social network also displayed more TL qualities than others. The results of this study indicated that principals who practiced a TL style built stronger social networks because of the respect and trust that they displayed in their interactions with colleagues.

Demir (2015) employed a causal-comparative design to determine the effect of organizational trust on the teacher-leadership culture within schools. The participants consisted of 378 teachers in 21 different schools. The findings yielded that trust in teacher colleagues and their principal served as a major factor in how much people were willing to communicate and/or take on leadership roles within the educational environment. By having a level of respect and trust for one another, the teachers and principal fostered a more positive and collaborative environment (Demir, 2015; Klein, 2017). Hallam et al. (2015) performed a qualitative study to examine the effects of trust on teacher team collaboration in professional learning communities. Specifically, the researchers wanted to learn the effect principals had on the level of trust amongst team members. Hallam et al. (2015) found that teachers attributed a large amount of the trust development to the principals for their role in creating an environment of trust and respectful interactions both within and outside of the team. By involving teachers in the process of setting goals and establishing the plan to pursue these goals, trust was developed. The findings also demonstrated that trust was developed on the team by everyone who respected the teams' goals and worked to complete their assignments or duties to the team while showing mutual kindness and patience toward other team members. Ultimately, the principal must set the tone for trust development and work with colleagues to ensure a mutually respectful environment for all (Hallam et al., 2015). However, if the organization is to succeed in developing collaborative relationships where teams work together for student success, then a respectful and trusting

environment must be a part of the organizational culture (Demir, 2015; Hallam et al., 2015; McKinney et al., 2015).

Concern. The fourth theme that emerged from the data collection and analysis was concern. In the findings, concern was separated into professional concern and personal concern, as the results indicated a need to discuss both aspects individually. In this study, concern was defined as showing interest in the person's needs. The theme of concern rose from participant's answers to the second subresearch question: How does the MS principal display individualized consideration in MSs meeting the state proficiency standards? Individualized consideration is perceived to be present when the leader addresses the professional needs of the followers for achievement, growth, and development through coaching and mentoring (Avolio & Bass, 2002; Lee & Lee, 2015). In this study, teachers perceived the leader to be attentive to the professional and personal needs of teachers. Principals perceived that it was very important for them to be attentive to the needs of their staff. Therefore, findings in this study, reinforced the findings of Avolio and Bass (2002) and Lee and Lee (2015) regarding the principal displaying aspects of individualized consideration.

Research findings from Louis, Murphy, and Smylie (2016) suggested a significant positive relationship between caring principal leadership and teachers' sense of collective responsibility to foster student achievement. The characteristic of caring was described as attentiveness and authentic acknowledgement and concern for others' well-being. The researchers surveyed teachers in 13 different schools and their results suggested the

importance of caring school leadership to help teachers and students strive for higher academic achievement.

Caring principals created higher levels of teacher morale and higher levels of job satisfaction for teachers (Roffey, 2007). Van der Vyer, Van der Westhuizen, and Meyer (2014) used a quantitative design to survey teachers and principals to determine if there were any discrepancies between how principals rated themselves as care-givers and how teachers perceived their leaders as care givers. The results indicated that principals rated themselves much higher as care-givers than teachers rated them. Based on the findings of Van der Vyer et al. (2014), the researchers recommended that a strategy that principals should work to understand how their actions are being perceived by others. In Doing so, the teachers will experience a better quality of care from the principals and, as a result, workplace satisfaction and collective efficacy will also improve (Van der Vyer et al., 2014).

Collaboration. The fifth theme that emerged from the data collection and analysis was collaboration. In this study, collaboration was defined as educators working together with a common purpose. This theme emerged from the answers to the third subresearch question: How does the MS principal display intellectual stimulation in MSs meeting the state proficiency standards? Intellectual stimulation is described as the leader supporting employees questioning the system so that new and more effective strategies could result (Lee & Lee, 2015; Stone et al., 2004). This literature review component regarding collaboration will focused on the role of the principal in teacher collaboration.

Berebitsky, Goddard, and Carlisle (2014) examined whether principal leadership affected how well teachers collaborated with content material. The researchers performed a quantitative study in which they surveyed 1,738 teachers from 165 different schools. The surveys focused on principals' support for change and collaboration around making change. The researchers found that teachers' willingness to collaborate was significantly related to principal support for collaboration and change. Goddard et al. (2015) also found that the principal had a direct effect on the effectiveness of the teachers' collaboration. Principals must support teachers in collaboration around specific content area and in taking educational risks without fear of reprimand (Berebitsky et al., 2014; Goddard et al., 2015). For positive changes, it is vital for teachers and principals to work together to achieve a common goal (McKinney et al., 2015).

Encouragement. The final theme, encouragement, emerged from the fourth and final subresearch question: How does the MS principal display inspirational motivation in MSs meeting the state proficiency standards? Encouragement is used in this study as it is used in everyday language: to give hope or confidence to others (Schmid, Jarczok, Sonntag, Herr, Fischer, & Schmidt, 2017). In the findings, the participants pointed to the effective leader as one who encouraged them to do better and overcome obstacles as they collectively worked toward success for all students. Encouragement is a product of many of the research findings already described in this literature review, specifically, as a part of supportive leadership. For example, in the Steyn (2015) study, the researcher created a culture of teacher collaboration within the school. The researcher described numerous

instances of principal encouragement helping teachers to overcome obstacles and confront new challenges.

Encouragement from the principal can lead to success for teachers and students (Shatzer, Caldarella, Hallam, & Brown, 2014). Garza et al. (2014) performed a multiple school case study to explore the role of the principal in sustaining school success. The researchers found that the principal was critical to sustaining school success. The vision that each principal had for the staff, how he or she helped with PD, the way that the principal influenced teaching and learning, and most importantly, how the principals were resilient and overcame obstacles with staff and students were described by Garza et al. (2014) as critical to the student and school success rates. This resilience and effort came through encouraging each other to work together for success for all students. When the teams encountered challenges, they will need support and encouragement from the principal to collaborate and overcome (Garza et al., 2014; Soini, Pietarinen, & Pyhalto, 2016). Teams will also encounter negative emotions if the obstacles are too challenging or if their strategies to overcome the obstacles are failing. Principals who work to help the team deal with the negative events using encouragement will help the team to resolve frustrations (Soini et al., 2016).

Project Description

Based on the findings of this study, the project is a multiple-day PD workshop for principals. The PD was designed to engage principals who serve in the MS team model or would like to serve in the MS team model in the future. The framework of this project lies within both Burns' (1978) concept of TL and the findings of this study. The purpose

of the PD is to train MS principals in the application of aspects of TL demonstrated by principals in the sample schools. MS principals and those who aspire to be a MS principal will serve as the target audience.

Resources, Supports, Barriers, and Timetable

To deliver a quality data-rich project; the project will be comprised of numerous educational resources. Most of the resources will be peer-reviewed literature regarding the findings which were cited in this study. Students may wish to purchase the book, Leadership, by Burns (2010). The book was originally published in 1978; however, Harper Collins republished the book in 2010. The book serves to provide a clear understanding of Burns (1978) concept of TL which served as the framework of this study. Excerpts from Burns' (2010) book will be used to explain the components of TL, Burns (1978).

While working with the literature resources, the participants will attend the PD in a professional office setting in a convenient regional location. The regional Intermediate Unit (IU) has served as a host for numerous PD opportunities for educators. The IU is free, easily accessible, and allows the participants to access wi-fi, a white board, an overhead projector, and table arrangements for a collaborative environment. Participants will need to bring a laptop for data analysis and project completion. Laptops are available at the IU for those who do not have one. Educators may use the IU for PD collaborative purposes with prior arrangements. By offering the IU as a site, the location is central to many school districts in the area.

As with any PD for educators, a common barrier to success is finding the time that fits into the school year without conflict (Feist, 2003). For this project, attracting administrators during the school year will present a significant challenge due to the time required by the PD. Attracting administrators during the summer months may be less of a challenge as administrators are still working but do not have the day to day responsibilities as presented in the school year. The timeline for the PD and the respective daily goals are outlined in Table 6.

Table 6

Timeline for PD

Session Details	Summary Outline of Goals
June 2019 Session One-8:00-4:00	Goal 1: Understand TL Goal 2: Understand effective teaming and shared leadership
June 2019 Session Two-8:00-4:00	Goal 3: Understand the findings of this study relative to TL Goal 4: Apply aspects of TL to their current position Goal 5: Analyze school to meet proficiency standards
November 2019 Session Three-8:00-12:00	Goal 6: Understand accountability standards of PSPP
January 2020 Session Four-8:00-12:00	Goals 1-6 will be assessed

To potentially overcome the barrier of time conflicts, the PD sessions will be split into multiple days with short sessions as opposed to three, eight-hour days. The multiple sessions will help to provide flexibility for the staff participating in the PD; therefore, minimizing the consecutive day requirement and providing more opportunities to re-visit the information. The first two sessions will be two days in early June with each session lasting eight hours. The first session will serve as an introduction with background

information on TL, effective teaming, and shared leadership. The second session will focus on the findings of the study and the application of the critical components of TL in the MS team setting. The third and fourth sessions will be two four-hour sessions and will be provided throughout the school year, specifically, in November, January to equal the minimum twenty-four-hour total required by Walden University for the project deliverable. During the third session in November, the participants will apply aspects of TL and the findings of the study to their current position and learn the accountability aspects of the PSPP. During the fourth and final session in January, the participants will analyze their school setting and apply aspects of TL and the findings of the study in an authentic assessment activity designed to encompass all aspects of the workshop. The fourth session marks the final day of the PD; however, an optional follow-up session at the end of the school year will be offered in June. The goal of the optional fifth session will be to help participants build a stronger network and discuss their progress and goals in relaxed, informal setting.

By extending the PD, I can provide follow-up to the initial training. Follow-up training has been noted a critical component to successful PD (Naizer et al., 2017). While the time offerings may still run into conflicts, the smaller sessions will provide a worthy follow-up benefit to participants. The follow-up sessions will provide support to participants as they learn the material. Through the multiple sessions, initial topics will be reviewed, while new topics are introduced. The multiple follow-up sessions will also provide more opportunities for participants to develop administrative social networks. Professional social networks play a powerful role in building administrators' knowledge

and leadership beliefs (Moolenaar & Slegers, 2015; Rigby, 2016). The social network created by this training will also support participants as they engage in professional conversations with colleagues outside of the training session. Therefore, by extending the training throughout the school year, I believe the multiple benefits of networking and follow-up discussions will help to entice interested candidates and open their minds to prioritizing this PD opportunity.

Another potential barrier to the PD sessions is the ability to attract participants to the program. There are many PD offerings in the school year and in the summer for school administrators. Administrators may be wary about spending their valuable time in another PD session that does little to improve their professional knowledge. Stewart (2014) described most PD as too passive and ineffective for building professional learning. Therefore, this PD will include numerous research-based engagement activities such as: pair share, small and large group discussion, role-play, scenario challenges, and reflective engagement. This PD will be offered in a collaborative format for participants to work together in discussing leadership qualities but also offer a personalized approach to using their building's data. By offering the collaborative time to analyze the information and engage the learners in professional small group discussion, the PD provides another critical component of successful PD, professional collaboration (Main et al., 2015; Naizer et al., 2017).

The literature surrounding the findings will also offer a content-rich environment for the professional collaboration. Providing content-rich information related to individual leadership and school needs is also critical to successful PD (Bayar, 2014;

Ingvarson et al., 2005). The PD is based on aspects of TL of MS principals whose schools have met the state proficiency standards and employ the teaming model. The information presented to the participants will focus on the aspects that may help other principals learn the new strategies or develop new qualities that lead to success in their school. This should help to attract participants seeking ways to meet or exceed the state proficiency standards as well as those who want to improve their personal leadership aspects.

To recruit participants, I will send an email invitation via the regional network of principals in Southwestern Pennsylvania. The invitation will describe the purpose of the PD, the goals, and the potential benefit to participants. The regional network meets quarterly as a cohort to discuss educational law updates, share strategies, and discuss challenges. The regional network is a voluntary organization comprised of MS principals in the Southwestern Pennsylvania region. The group is organized by a lead principal in charge of establishing meeting times and agendas. There are usually 25-40 administrators present at the regional meetings. The PD session can function with at least five participants. Through the email invitation as well as a personal introduction and invitation at an upcoming regional meeting, I believe that I can recruit at least five participants. If not, I will extend the invitation to local educational forums in the Southwestern Pennsylvania area.

Roles and Responsibilities of the PD Participant

Participant's roles and responsibility throughout the PD sessions will be designed to help participants achieve the learning outcomes without pressure to complete assigned

work outside of the PD sessions. Students will have the option of purchasing the book, Leadership, by Burns (2010); however, they will not be required. The book is available to those who want to learn more about Burns' concept of TL (1978). Participants may prefer to bring their own laptop; however, if they cannot, a laptop will be provided by the IU. Participants will be responsible for preparing background information of their school building: number of staff members, roles/positions of each staff member, recent PSPP information, and teaching schedules for core team and special teachers. This information can be kept anonymous but will be helpful for participation in some of the leadership discussions. The participants may want to use authentic data in the collaborative discussions as it may help to inspire ideas from other school leaders in similar situations. However, if they do not wish to share their information in the discussion, they may use other data. To inspire more authentic dialogue, participants will also be responsible for maintaining confidentiality with the participants. Trust will help to build the social network of the participants and lead to more authentic dialogue (Klein, 2017). Authentic dialogue will lead to more active discussions and to more potential benefit for the participants (Main et al., 2015). Lastly, students will be responsible for being an active participant during the sessions.

Project Evaluation Plan

Evaluation Plan and Justification

The project deliverable will be evaluated using an outcomes-based evaluation. In an outcomes-based evaluation, the program will be evaluated based on the program's attainment of the stated objectives and if the program has produced the intended effect on

its participants (Nugent, 2013). By providing an outcomes-based evaluation system, the evaluation will be designed to ensure that all participants have an opportunity to reflect upon their current level of success and self-perceived preparedness in leadership. Self-reflection helps to improve the outcomes of effective PD as the reflection helps the participant realize what aspects of the PD, they can use to improve their personal level of knowledge or awareness (Rhode, Richter, & Miller, 2017). The participants will analyze their personal understanding and use of TL in their position upon completion of the PD. Through learning the aspects of TL, the participants will have experienced PD designed to improve their level of leadership.

Outcome Measures and Plan

The PD was designed to analyze and discuss the aspects of TL of principals in the sample schools that have met the state proficiency standards. The outcomes-based evaluation system matches the PD in that each aspect of TL can be assessed from the demonstrated knowledge of the TL aspect. To determine if participants have met the goals of the PD. The PD will be evaluated using the following learning outcomes:

Outcome measure 1: The participant will synthesize the concepts of TL, shared leadership, and MS teaming into a leadership strategy that can be used in a daily MS educational setting and demonstrated in the role-play of a fictional scenario.

Outcome measure 2: The participant will be able to synthesize and apply the aspects of supportive leadership, mutual respect, trust, concern, collaboration, and encouragement into their leadership strategy that can be used in a daily MS educational setting and demonstrated in the role-play of a fictional scenario.

Outcome measure 3: The participant will reflect upon their level of growth and application of the aspects of TL in their current position.

Overall, the PD will be evaluated with three outcome measures. The first measure is a small group presentation in which the participants will describe a TL strength and how they plan to use that strength to overcome challenges. In the second outcome measure, participants will work in small groups to synthesize and apply their knowledge of the aspects of TL, shared leadership, effective teaming, and the findings of the study to create a Utopian MS with a team schedule, teacher's contract, and design to demonstrate a complete understanding of the PD workshop information. The PD Evaluation form will serve as the final feedback from the participant. The Evaluation form contains a series of questions which the participants will answer and rate themselves regarding their growth and application in leadership. The self-assessment will be completed post PD training. The assessment is designed to measure gain an understanding of the level of knowledge gained from the PD. Participants will be asked to answer honestly and provided the assurance that their answers will be kept confidential with the presenter.

The authentic assessment outcome measures used to evaluate the PD are aligned to the findings of this study. The six themes that emerged from the data collection were as follows: supportive leadership, mutual respect, trust, concern, collaboration, and encouragement. The PD will be evaluated upon each participant's understanding of the six themes and how the participant can demonstrate the aspects through the authentic assessment scenarios. With a thorough understanding each aspect, the participants will be able to enhance their leadership abilities. Ultimately, the PD will be a success if the

participant can then integrate a personal understanding of the aspects of TL that MS principals leading the teaming model have demonstrated to meet the state proficiency standards into their leadership repertoire. The outcomes-based evaluation system described in this section, assesses whether the project deliverable and its instructor have successfully shared the knowledge and positively affected school leaders.

Stakeholders

For this PD, it is important that the participants maximize their leadership potential in this session. There are many educational stakeholders directly and indirectly involved in this PD session. School leaders and those aspiring to be school leaders will be directly involved. Indirectly, teachers are involved as the school leaders will use the learned leadership strategies with their staff after completing the PD session. The practices learned will be used with staff to work towards meeting or exceeding the state proficiency standards of the PSPP.

Project Implications

Possible social change implications based on the project deliverable include various forms of change within the MS team setting. Social change can be provided by administrators and teachers of local schools from participating in this PD. Administrators can learn to interact with faculty in a way that enhances their confidence resulting in higher achievement and success for children as they complete school and enter higher education or the workforce. This project can help MS leaders transform their schools to meet or exceed the state proficiency standards which may increase the confidence, pride, and self-efficacy of students, families, and community members. Increasing self-efficacy

can help individuals accomplish their goals (Bandura, 1995). The PD will also increase the self-efficacy of the participant. By participating in PD, the school leader will build upon his or her leadership skills and enter the school building with more confidence and belief in their ability to positively impact the school, staff, and students (Stanton, Cawthorn & Dawson, 2018).

The principal's level of self-efficacy can also improve the collective efficacy of the entire school building and higher achievement (Versland & Erickson, 2017). However, higher achievement levels can improve the lives of the community members and various other stakeholders. Higher achievement can lead to positive social change through more students entering college, military, or technical schools. With more students competing for advanced positions, we will improve the livelihood of more citizens. Local businesses may be able to employ more local students; thus, improving the local economy. With more schools meeting the state proficiency standards, the local real estate value will improve and entice more families to move into the school district, thereby, creating more social and economic opportunities for the area.

Summary

School leaders across Pennsylvania are striving to meet the demands of the PSPP. As noted in Table 1, MS principals that have employed the teaming model have experienced a wide range of scores on the PSPP in Southwestern Pennsylvania. In this study, I analyzed aspects of TL of MS principals that have met the state proficiency standards with demographics comparable to the target school. Section 3 included a literature review including PD and specifically, principal PD. Section 3 also included a

description of the project deliverable, describing the purpose of the project and how the project will be evaluated.

The PD literature review focused on what makes PD effective. By reviewing the essential components of PD, I then reviewed the specifics of effective principal PD. I presented on adult learning theory, social networking, developing self-efficacy, and principal training. These topics are related to PD and how to help adult learners, in this case, principals, learn and improve their abilities to promote change. Ultimately, the information in the literature review was implemented in the development of the PD.

The principal PD is a multiple-day workshop that will span an entire school year. By spanning the school year, the instructor can provide follow-up support in terms of training and build an effective social network for the principal participants. One of the goals of the PD is for participants to complete the PD and be able to describe and apply each aspect of TL; thereby, allowing each participant to improve their capacity and to strengthen their leadership repertoire. The PD will be evaluated using an outcomes-based evaluation that allows participants to self-reflect upon their personal knowledge and ability to apply aspects of TL after participating in the PD. Positive social change may result from participants improving their leadership ability; thereby, improving the school system that they lead. Principal leaders will have the potential to be more effective at guiding teachers and students; thus, leading to more confident teachers and higher student achievement.

Section 4: Reflections and Conclusions

The problem explored in this study was relative to failing schools in the same geographic region whose Principals employed the teaming model and were failing to meet the state proficiency standards. The purpose of this study was to obtain principals' and teachers' perceptions on aspects of TL as demonstrated by principals leading the teaming model in MSs meeting the state proficiency standards. The sample schools in this study provided information for data collection. The sample schools' demographics were comparable to the target school. The target school could not be employed in the study as I am the principal in that school and it is the only MS in the target school district. In the project deliverable, I used the findings from this study to create PD for MS principals and aspiring MS principals to address the problem in the target school district.

The findings of this study demonstrated that principals in the sample schools have demonstrated aspects of TL as part of their leadership strategy manifested in six distinct behaviors. The six themes of this study are the six distinct behaviors that principals in the sample schools have demonstrated, which are supportive leadership, mutual respect, trust, concern, collaboration, and encouragement. The themes served as the foundation for the content of the PD.

The project deliverable was PD for MS principals and aspiring MS principals to learn and employ aspects of TL so that they can help their teachers and students improve their performance. The PD was designed for participants to work with colleagues from other districts, to build network opportunities, to analyze and respond to data within their own school, and to allow each participant to gain self-awareness of their understanding

and implementation of aspects of TL. By gaining knowledge of what other strategies MS principals are employing to be successful, the participant would be able to refine and enrich their leadership strategies.

This final section, Section 4 will include information regarding the current study. I will start with strengths and limitations of the project. I will then discuss alternative approaches to the study including reflective analyses of what I have learned about the processes, and myself as a scholar, practitioner, and project developer. I will also reflect upon the importance of the work; concluding with implications, applications, and directions for future research.

Project Strengths

Due to the increasing amount of new knowledge and rapidly changing technological systems, there is a justifiable need for lifelong learning in society (Hüseyin, Emrullah, & Cetin, 2017). The PD developed for the findings of this study requires the desire for participants to be life-long learners. With the ever-pressing needs for schools to remain competitive and meet the state proficiency standards, school leaders are continuously searching for new strategies to employ to improve (Personal Communication, May 23, 2018). The primary strength of this PD is that it will assist principals in developing leadership strategies that have worked in other MSs. Another strength of the project is the ability to collaborate with other principals with authentic discussions surrounding data, leadership, and staff challenges. Finally, the amount of self-reflection regarding the personal leadership characteristics of the participant sets the stage for personal growth and development. Hourani, and Stringer (2015) described

effective PD as including reflection of personal experiences. Honingh and Hooge (2014) discussed the lack of research surrounding middle level leaders in education. This project will help fill the gap in practice regarding TL and MS principals.

Project Limitations

The PD was created based on the findings of this study and has the potential to enrich the leadership strategies of each participant. However, one of the limitations of the PD lies within the fact that principals or any participant will need to miss school to attend. Two of the four trainings will be held on school days and require the participant to miss time from work. Most dedicated educators do not want to miss school. However, to help participants attend, two of the sessions will occur in June when school is not in session. The summer sessions are full day sessions and will lead to more one-on-one time with the instructor. Since the summer sessions are full day sessions, the duration may lend more opportunities to build stronger bonds with professional colleagues.

Another limitation of the PD is that it is based on findings from a study that focused on administrators in the teaming model. There are MSs whose leaders do not employ the teaming model. While these types of MSs are the minority in Southwestern Pennsylvania, this may limit the target audience. The PD was designed to focus on aspects of TL demonstrated by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards; however, the results can be related to MS principals in any setting as grade levels can also function with the same characteristics of a team (Teaming, 2013). In this study, I employed multiple schools outside of the target school district as the target school is the only MS within the target

school district. If there were at least one other MS within the target school district, this would have been beneficial as I could have worked with that specific school.

Recommendations for Alternative Approaches

The problem explored in this study is some MSs in Southwestern Pennsylvania despite employing the teaming model, are failing to meet the state proficiency standards. An alternative approach to addressing the problem may have been to employ a quantitative methodology incorporating surveys of teachers regarding their perceptions of TL within each participant's principal. This approach was a worthy consideration as it would include more schools, and more teacher participants; however, it would not include the in-depth responses yielded by a qualitative study. Another potential approach may have been to employ a single school case study. This approach would yield the in-depth responses from teacher participants; however, with only one school, the data would be isolated to a single case. While it is difficult to generalize qualitative data, cross-case analysis can yield more information for solving the problem (Merriam & Tisdell, 2016).

There are additional ways to define the problem in this study. The problem could have been defined as the ineffectiveness of principals leading schools with the teaming that have not met the proficiency standards. The problem could also have been defined as schools struggling to improve student achievement. In either study, the problem could be addressed through a position paper, PD, or curriculum plan. However, the definition that I chose matches the concern of administrators not achieving success and allows for a project that meets the direct needs of principals who are not meeting the state proficiency standards.

Scholarship, Project Development, and Leadership and Change

Throughout this study, I have learned many of the nuances of research. As a lifelong learner, I appreciate the aspects of research, which includes learning new information, seeing different perspectives on findings, and discovering how people use the information to implement new ideas and strategies. For this study, I set out to discover how research affected the MS principal. At first, I was amazed to see the plethora of studies pertaining to school leadership. As I scaled the focus of my goal to leadership aspects that I wanted to define, I found it much more difficult to isolate specific studies related to leadership in the MS setting. Educational databases were imploding with studies concerning educational leadership, middle school teaming, but not specifically MS leadership. Over time I realized my study may provide value to the educational field as it may help to fill the gap in educational leadership at the MS level.

I also learned that research was important not only for providing a base for this study but also for the project pertaining to the findings of this study. The research base for developing the project also potentially filled a gap in literature as I found it very difficult to isolate studies that pertained to TL at the MS level. Similarly, I found a plethora of articles about TL in education, but not specifically TL in MSs. By creating a project that employed findings from this avenue, I was able to develop a project that was unique to MS leaders, or those aspiring to be MS leaders. Researching the foundations of effective professional development for educational leaders proved to be a valuable aspect in developing a successful project. The research guided the project development. At the initial creation, of the project, I thought the project would be solely based on this study's

findings; however, by including research surrounding effective PD, a more scholarly based and a potentially more effective project was developed.

Upon conclusion of the findings of this study, the research process continued for project development. Engaging in a literature search with a goal of helping others was extremely motivating to me. As an educator, I have a passion for wanting to help others. Researching aspects of the project was primarily associated with how to help other school leaders. Discovering successful PD initiatives and then merging information with my personal ideas for how to successfully present the information helped me as a lifelong learner, not only develop my personal knowledge of educational leadership but also how to extend that knowledge to others.

Reflection on the Importance of the Work

As I reflect upon the importance of the work overall, I am very pleased with the contribution that I can make to educational leadership. Educational leadership has had a significant effect on student achievement (Hitt & Tucker, 2016). With the study's findings and the PD, I can help school leaders improve their leadership skills with strategies that MS principals leading the teaming model have employed in meeting the state proficiency standards. The PD was developed so that participants can learn, reflect, network, and grow professionally. Not only has this study provided an opportunity for me to contribute to the research surrounding educational leadership, it has also allowed me to grow as a school leader.

After completing this study, I have learned the effect that my personal leadership behavior has on my teaching staff. I have already worked to incorporate the six themes

that I have discovered into my leadership practice. I am convinced that employing these strategies will help me enrich the educational environment that I serve. Through the qualitative method I employed, I heard the positive comments, I felt the positive emotion as teachers described their principal. Through the qualitative nature of the study, I was able to feel the positive emotion displayed by participants when describing their school leader and experiences. I employed this emotion as part of the PD to help educate the participant on the intrinsic value of these aspects of leadership.

I work hard to support my staff and offer support to overcoming challenges. As with the findings of this study, I have learned to work with people in a far more compassionate manner. I find myself listening to people, and, as I listen, I am hoping to help them find a solution, or at least offer an opportunity for them to discuss issues. When asking people to work together, I am much less involved in directing my opinion, and much more involved in letting others help find a positive direction. I have already experienced much more meaningful interactions with my staff because of implementing these aspects into my daily leadership role. Ultimately, I have learned these findings may help any leader to become a better leader in not only the MS but also may support the leader in elementary and high school settings.

Implications, Applications, and Directions for Future Research

This study has the potential to create positive social change at numerous levels. The findings are applicable to individual school leaders, school districts, and university level principal preparation programs. Positive social change can develop as principals will be equipped to lead staff and students in an effective manner. The PD provides

structure for participants to learn the strategies to create a positive environment that allows teacher and student performance to flourish.

The individual participant in the PD will develop leadership strategies that promote a cohesive environment where staff work together and lead their team. The principal will learn the importance of placing staff members first in which to garner trust and respect. By learning to support teachers in overcoming obstacles, the principal will also build trust and respect while creating an environment where people want to work together to help inspire others to reach success.

School districts can benefit from this research as they strive to employ principals who demonstrate these aspects of TL. Potential candidates for job openings or trainings for employees could be a strategy used by districts to ensure that school leaders are using research-based leadership strategies that have shown to provide effective results in schools. University level principal preparation programs can implement these aspects of leadership into their current training programs also. By equipping potential principal candidates with aspects of TL as a foundation, these candidates will be better prepared to deal with staff in a positive professional manner that has led to positive success for students.

The implications are within reach of the study boundaries. The PD is a research-based PD designed with instructional strategies proven to be effective with adult learners. The findings of the study are specific aspects of leadership that can be developed in each person who is willing to learn and grow professionally. By participating in the PD,

participants will gain real-world knowledge that can be applied to their leadership role instantly.

The study has implications rooted in methodological, theoretical, and empirical roots. Methodologically, the PD was designed to provide participants with an understanding of how to employ methods of leadership practice that have been demonstrated by leaders in schools that have met the proficiency standards. Theoretically, the findings of this study support Burns' (1978) concept of TL. The six themes; specifically, supportive leadership, mutual respect, trust, concern, collaboration, and encouragement, are rooted in the four components of Burns' (1978) concept of TL: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. Finally, empirical implications were also found in the PD as the findings have shown to be guided by practical experiences that can be observed in the principal. The principals in this study found success using aspects of TL in their current roles.

This study contributes to closing the gap in educational research regarding middle level principals as transformational leaders. A future direction to build upon this research would be to study the instructional strategies used by teams and transformational leaders in an MS team model to specifically improve test scores. By focusing on the specific strategies that teams use to improve test scores a potential benefit to middle level leaders may be developed as school leaders pursue specific instructional strategies that teams can employ to improve student performance on standardized tests.

Conclusion

In section 4, I reflected upon my research and discussed numerous implications of the PD associated with the findings of this study. The study was designed to explore the local problem of some MSs whose leaders employ the teaming model but have poor student performance resulting in the failure to meet the state proficiency standards. The purpose of this study was to obtain principals' and teachers' perceptions on aspects of TL as demonstrated by principals leading the teaming model in MSs meeting the state proficiency standards. The sample schools were required to meet the specific sampling criteria: (a) employed the teaming model, (b) met the state proficiency standards, and reflected similar demographic variables to the local MS target school. The major difference between the sample schools and the target school was that the target school has not achieved success on the PSPP. To explore the aspects of TL in MSs whose leaders employ the teaming model and have met the state proficiency standards, I used a collective case study approach to study principals' and teachers' perceptions of leadership in the three sample schools.

After interviewing 15 participants, two principals and 13 teachers, I analyzed data from each school and across the three schools. The data analysis yielding six themes: supportive leadership, mutual respect, trust, concern, collaboration, and encouragement. Findings indicated that principals' perceptions and teachers' perceptions of leadership in the three sample schools demonstrated aspects of TL. Findings were described from principal perceptions and teacher perceptions regarding aspects of TL demonstrated by the principal. Principals perceived that leaders encouraged collaboration and

communicated with staff to build relationships and professional confidence. Teachers perceived that leaders understood the teacher's perspective, helped create value in roles and modeled collegial equality with staff.

The PD was designed from the findings of this study. The PD is applicable to MS principals and those aspiring to be MS principals. The PD was created using research-based principles of effective professional development for adult learners. The overarching goal of the PD is to provide a PD session that can help school leaders improve the quality of leadership exhibited by the participant to lead the school in meeting or exceeding the state proficiency standards. The practices employed in the PD have been demonstrated to be effective by principals in MSs whose leaders employ the teaming model and have met the state proficiency standards. Ultimately, the findings of this study contribute to the gap in practice surrounding MS principals and contribute to positive social change achieved by creating better environments for teaching and learning in MSs.

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[Administrators/Educator%20Effectiveness/Principals%20and%20CTC%20Directors/Principal%20Effectiveness%20Framework%20for%20Leadership.pdf](https://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Principals%20and%20CTC%20Directors/Principal%20Effectiveness%20Framework%20for%20Leadership.pdf)

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Appendix A: The Project

Purpose

The problem explored in this study is schools in the same geographic region whose Principals employ the teaming model and are failing to meet the state proficiency standards. The study was designed to address the local problem of MSs failing to meet the state proficiency standards. The purpose of this study was to obtain principals' and teachers' perceptions on aspects of TL as demonstrated by principals in MSs meeting the state proficiency standards. The study's findings serve as the foundation for the PD. Six themes emerged from the analysis of data: supportive leadership, trust, mutual respect, concern, collaboration, and encouragement.

The purpose of the PD is to provide participants the opportunity to learn, analyze, and employ the aspects of TL demonstrated by principals leading the teaming model in MSs that have met the state proficiency standards. Participants will engage in research-based PD strategies to learn essential leadership concepts. The learning strategies that participants will engage in are as follows: reflective journaling, small and large group sharing, pairing and sharing, reviewing peer-reviewed research, role-play, scenario development, and application and synthesis of aspects of TL. The engaging activities are designed to help participants effectively lead their schools to success on the PSPP.

Goals

The overarching goal of the PD is for participants to improve the quality of leadership that they demonstrate to help their schools meet or exceed the state proficiency standards. The specific goals of the PD are as follows:

Goal 1: The participants of this PD will understand TL and its core components.

Goal 2: The participants of this PD will gain a deeper understanding of effective teaming and shared leadership.

Goal 3: The participants of this PD will gain an understanding of the findings of this study and how they relate to TL.

Goal 4: The participants of this PD will apply the findings of this study to their current position to improve their leadership skills.

Goal 5: The participants of this PD will apply the findings of this study to their leadership style so that they can work to meet or exceed the state proficiency standards.

Goal 6: The participants will understand the PSPP to ensure compliance and accountability to the proficiency standards.

By participating in this PD and working to meet the goals, participants will enjoy a PD workshop designed to improve their knowledge of leadership, their ability to lead, increase their professional network, and stay-up to date with the mandates of the PSPP. By understanding the recent updates to the PSPP, school leaders will ensure that they can design or refine programs to ensure accountability to meet the proficiency standards.

Learning Outcomes

To determine if participants have met the goals of the PD. The PD will be evaluated using the following learning outcomes:

Outcome measure 1: The participant will synthesize the concepts of TL, shared leadership, and MS teaming into a leadership strategy that can be used in a daily MS educational setting and demonstrated in the role-play of a fictional scenario.

Outcome measure 2: The participant will be able to synthesize and apply the aspects of supportive leadership, mutual respect, trust, concern, collaboration, and encouragement into their leadership strategy that can be used in a daily MS educational setting and demonstrated in the role-play of a fictional scenario.

Outcome measure 3: The participant will reflect upon their level of growth and application of the aspects of TL in their current position.

Overall, the PD will be evaluated with three outcome measures. The first measure is a small group presentation in which the participants will describe an aspect that they are strong in and how they plan to use that strength to improve upon a weakness. In the second outcome measure, participants will work in small groups to apply their knowledge of the aspects of TL to demonstrate a fictional scenario in which the TL principal successfully used their TL skills to overcome the challenge. The PD Evaluation form will serve as the final feedback from the participant. The Evaluation form contains a series of questions which the participants will answer and rate themselves regarding their growth and application in leadership. If participants note that the PD was worth their time and they attained professional growth, the PD was a success.

Target Audience

The target audience of the PD session is current middle school principals and/or educators who aspire to be middle school principals. The study was designed to investigate a gap in practice of MS principals leading the teaming model which are not meeting the state proficiency standards. The PD was designed as a compliment to the findings of the study so that local MS principals can learn the aspects of TL demonstrated

by principals leading the teaming model in MSs that have met the state proficiency standards. While the PD session can be applicable to any principal who works with teams, the PD is targeted towards MS principals or those aspiring to be MS principals.

Components, Timeline, Activities

In this section, I will detail the components of the PD, the timeline of the PD, and the activities employed to help participants meet the learning outcomes. The first session will occur in mid to late June of 2019. The first session will be a full day from 8:00 a.m.-4:00 p.m. with a break for lunch. The PD session will be held at the local Intermediate Unit (IU).

Session One-8:00 a.m.-4:00 p.m., Mid-June

Goal 1: The participants of this PD will understand TL and its core components.

Goal 2: The participants of this PD will gain a deeper understanding of effective teaming and shared leadership.

In the morning half of session one, we will work to accomplish Goal 1. Participants will engage in a variety of educational activities to meet this goal. To get to know each other, an introductory icebreaker will be used after the presenter's introduction. The icebreaker was designed to acquaint participants and help them ease into small group presentations, which will be a staple engagement activity throughout the PD. Following the icebreaker, the instructor will teach Burns' (1978) concept of TL and the four components that make up TL. The group will discuss information in large group and small group forums and read peer-reviewed articles. Small groups will present information to the large group. The presentations will be followed by a gallery walk of

the TL components with participants marking their strengths and weaknesses. After a large group discussion of the responses, participants will complete the morning session with a reflective journal activity to self-assess their level of understanding.

8:00 a.m.-8:30 a.m.

Overview of goals, activities, and introductions with participants and presenter.



- ▶ Brian Plichta
- ▶ Doctoral Candidate at Walden University
- ▶ School Administrator for 15 years
 - ▶ Middle School Principal for 12 years
 - ▶ Middle School teacher for 8 years
- ▶ Father of two boys, Husband, and Coach
- ▶ M.S. Ed. School Psychology
- ▶ B.A. Psychology, Minor: Education

THE PRESENTER

- ▶ Goal 1: The participants of this PD will understand TL and its core components.
- ▶ Goal 2: The participants of this PD will gain a deeper understanding of effective teaming and shared leadership.
- ▶ Goal 3: The participants of this PD will gain an understanding of the findings of this study and how they relate to TL.
- ▶ Goal 4: The participants of this PD will apply the findings of this study to their current position to improve their leadership skills.
- ▶ Goal 5: The participants of this PD will apply the findings of this study to their leadership style so that they can work to meet or exceed the state proficiency standards.
- ▶ Goal 6: The participants will understand the PSPP to ensure compliance and accountability to the proficiency standards.

PD GOALS

- ▶ Small and Large Group Discussion
- ▶ Review of Peer-Reviewed Articles
- ▶ Role-Play
- ▶ Scenario Challenges
- ▶ Applying content to create the Utopian MS
- ▶ Synthesizing information to improve your leadership

ENGAGEMENT ACTIVITIES

Icebreaker Activity

- ▶ Interview someone at another table
- ▶ Report out information about their background, professional experience, and passions

INTRODUCTION INTERVIEWS

8:30 a.m.-12:00 p.m.

Goal 1: The participants of this PD will understand TL and its core components.

Introduce Burns (1978) concept of TL and its components.

- ▶ A leadership concept built upon understanding individual needs and building capacity among followers to achieve desired goals and exceed expectations (Burns, 1978; Lee & Lee, 2015; Hallinger & Heck, 2003). TL has four components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Burns, 1978).

TRANSFORMATIONAL LEADERSHIP (TL)

- ▶ One of four components of TL in which the leader acts as a role model and demonstrates high levels of ethical and moral conduct (Lee & Lee, 2015). The leader is respected, trusted, admired, and emulated by followers because of the behavior that the leader exhibits (Avolio & Bass, 2002; Bass, 1998; Jung & Avolio, 2000; Stone, Russell, & Patterson, 2004).

IDEALIZED INFLUENCE

- ▶ One of four components of TL in which the leader communicates a vision which is meaningful, inspiring, and motivating to others (Lee & Lee, 2015; Stone et al., 2004). The vision provides meaning and value for the followers who are optimistic and devoted to attaining the leader's vision (Bass, 1998; Lee & Lee, 2015).

INSPIRATIONAL MOTIVATION

- ▶ One of four components of TL in which the leader encourages innovative ideas and solutions to problems. The leader supports questioning the current system so that new, more effective strategies could result (Lee & Lee, 2015; Stone et al., 2004).

INTELLECTUAL STIMULATION

- ▶ One of four components of TL in which the leader addresses the professional needs of followers for achievement, growth, and development through personal attention, coaching, and mentoring (Avolio & Bass, 2002; Lee & Lee, 2015). Followers are challenged and empowered to take on new tasks but supported by the leader through two-way communication and additional support if necessary (Lee & Lee, 2015; Avolio & Bass, 2002; Bass, 1998).

INDIVIDUALIZED CONSIDERATION

- Give personal examples from my career that shows the real-world perspective of each component.

Participants will be given copies of Lee and Lee (2015) to read. Lee and Lee (2015) described the components of TL in the study. Participants will annotate the reading to aide in their understanding of each component. Following the annotation activity, participants will work in small groups to discuss the components and the important information regarding each component. After small group discussion of each component, the small groups will be given a specific component of Burns (1978) concept of TL and will present the component to the large group. The presentation will include the following items: definition, a scenario of a principal using the component in a positive manner, and an activity designed to build a candidate's level of knowledge and use of the component. The activity will be detailed as to how a principal can use this activity to improve their

personal skill in this component. The activity will be outlined on poster paper and hung on the wall in a gallery fashion. After all small groups complete the presentation, all participants will walk the gallery and place a yellow sticker on each component/activity that they consider a weakness and a green sticker on each component/activity that they consider a strength. The presenter will summarize the stickers and bring attention to groups strengths and weaknesses overall. This activity will conclude with a reflective journal entry.

Reflective Journal #1

Name:

The journal is to be used as a tool for personal reflection and growth throughout the PD session. You will have an option to discuss your answers if you wish. The discussion will help individual growth and understanding.

- Entry One: Personal Reflection on the aspects of TL.

12:00 p.m.-1:00 p.m.-Lunch Break

1:00 p.m.-4:00 p.m.

Goal 2: The participants of this PD will gain a deeper understanding of effective teaming and shared leadership.

The afternoon half of Session One is designed to meet Goal 2. To meet Goal 2, the instructor will present information from the study regarding effective MS teaming and shared leadership. Information will first be presented in summary form via a power point presentation. Afterwards, participants will read peer-reviewed articles regarding effective teaming, leadership, and building leadership capacity. Each small group will be assigned

a different article in which they are to annotate the reading and summarize the key points to prepare for a small group presentation. The small group presentation will be comprised of the following components: definition, personal definition as to what it means in your own words and how it can be observed, how it can help a principal, and an activity designed to improve a principal's skill with this aspect. The activity will be outlined on poster paper and hung as part of a second gallery wall. After the small group presentations, all participants will place a yellow sticker on each component that they find is a personal weakness and a green sticker on each component that they feel is a personal strength. After the gallery walk, the instructor will summarize the stickers and lead a large group discussion regarding the results. Following the large group discussion, individual participants will complete the second entry in the reflection journal regarding these aspects in their own school. Following the reflection, there will be a small group discussion with participants sharing information/thoughts regarding their school situation. Small groups will share on participants' strength and weakness to report out to the large group. This activity will conclude the session. Participants will complete the Feedback form before leaving.

- ▶ **Teacher collaboration:** teachers work together to help a group of students (Main, 2012).

TEAMING CONCEPT

- ▶ **Collaborative teacher leadership** can help the team by setting standards and working together to ensure quality teaching that focuses on academic and developmental needs and use of assessment data with appropriate interventions (Hutchinson, 2012).

EFFECTIVE TEAMING

- ▶ Szczesiul and Huizenga (2014) describe the principal as one who must do more than just give time on a schedule for teachers to collaborate.

TEAMING MODEL

- ▶ **Shared Leadership:** In the teaming model the principal encourages teams of teachers to take on leadership roles towards improving student achievement (Brown & Knowles, 2014).

TEAMING CONCEPT

- ▶ Leadership capacity: teachers are encouraged to realize that they have control over the expected outcomes and are given opportunities to learn how to take control (Boberg & Bourgeois, 2016)

TEAMING CONCEPT

- ▶ Encouraging teachers to take on leadership roles, the principal is taking an initial step towards sharing leadership and improving teams (Brown & Knowles, 2014).

SHARED LEADERSHIP

- ▶ Leaders need to establish clear processes that enable teachers to feel as though they have the power to build meaningful change (Wilcox, & Angelis, 2012).

SHARED LEADERSHIP

Reflective Journal #2

Name:

The journal is to be used as a tool for personal reflection and growth throughout the PD session. You will have an option to discuss your answers if you wish. Discussion will help growth and understanding.

Entry Two: Personal reflection about what each topic looks like in your school.

Shared Leadership:

What does this look like in your school?

Who is engaging in leadership roles?

What are they Doing each time?

How do they collaborate?

What can you do to change this or improve this in your school?

Capacity Building:

What does this look like in your school?

Who is engaging in leadership roles?

What are they Doing each time?

How do they collaborate?

What can you do to change this or improve this in your school?

Collaboration:

What does this look like in your school?

Who is engaging in leadership roles?

What are they Doing each time?

How do they collaborate?

What can you do to change this or improve this in your school?

Principal Leadership:

What does this look like in your school?

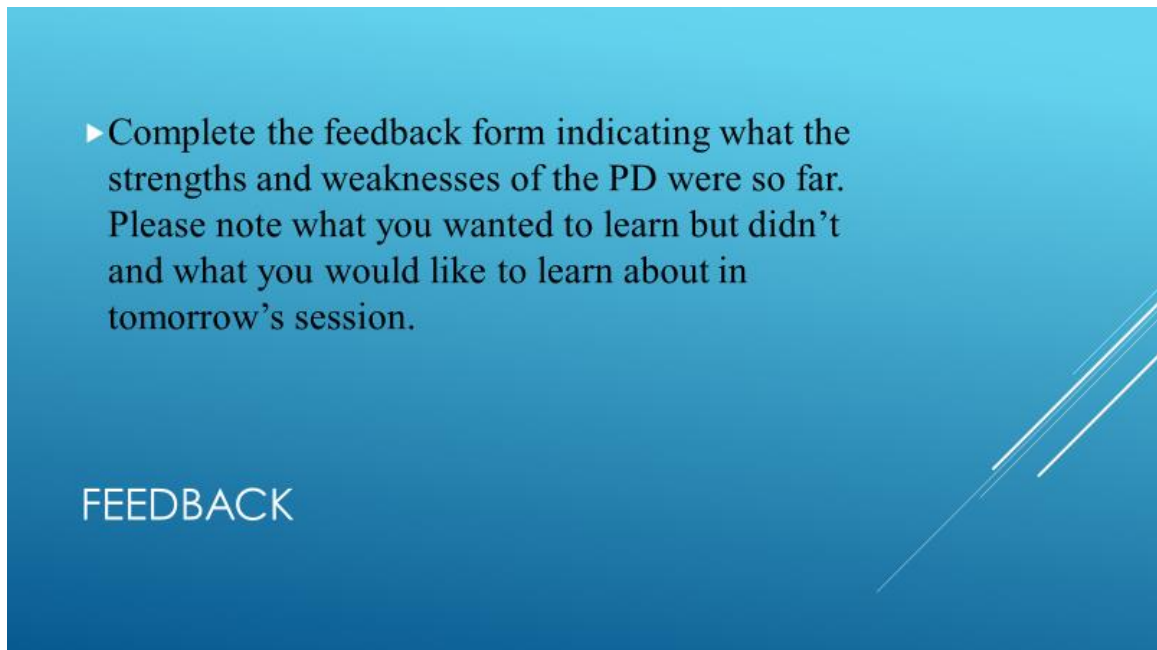
Who is engaging in leadership roles?

What are they Doing each time?

How do they collaborate?

What can you do to change this or improve this in your school?

3:30 p.m.-4:00 p.m.-Feedback



▶ Complete the feedback form indicating what the strengths and weaknesses of the PD were so far. Please note what you wanted to learn but didn't and what you would like to learn about in tomorrow's session.

FEEDBACK

Feedback #1

Name:

Please describe the strengths and weaknesses of the PD from Session One. Please note if there are any items that you want to learn more about, what you do not understand, and what you would like to learn in an upcoming session.

Strengths-Session One:

Weaknesses-Session One:

I would like to learn more about:

I do not understand:

I thought I would learn about this topic, but we didn't, can we learn it in an upcoming session?

Session Two: 8:00 a.m.-4:00 p.m., Mid-June (Second consecutive session)

Goal 3: The participants of this PD will gain an understanding of the findings of this study and how they relate to TL.

Goal 4: The participants of this PD will apply the findings of this study to their current position to improve their leadership skills.

Goal 5: The participants of this PD will apply the findings of this study to their leadership style so that they can work to meet or exceed the state proficiency standards.

In the morning half of Session Two, we will work to accomplish Goal 3.

Participants will engage in a variety of educational activities to meet these goals. The session will begin with a review of the TL and the instructor answering all questions comments from the Session One feedback form. Following the review and discussion, the instructor will teach the findings of the study. During the instruction, examples will be shared from the instructor's career, both positive and negative, to help participants relate to and understand the findings. The participants will discuss information in large group and small group forums and read the information presented in Section 2 of this study regarding each finding. The information will be the comments from interviewees and the analysis of the finding. Small groups will present information to the large group. The presentations will be followed by a gallery walk of the TL components with participants marking their strengths and weaknesses. After a large group discussion of the responses, participants will complete the morning session with a reflective journal activity to self-assess their level of understanding.

8:00 a.m.-8:30 a.m.

- Review conversation from yesterday regarding TL
- Answer questions from the feedback form

8:30-a.m.-12:00-p.m.

Goal 3: The participants of this PD will gain an understanding of the findings of this study and how they relate to TL.

- ▶ Supportive Leadership
- ▶ Mutual Respect
- ▶ Trust
- ▶ Concern: Professional and Personal
- ▶ Collaboration
- ▶ Encouragement

THE FINDINGS

- Note: Instructor will provide real-world examples of each theme with a specific story from his educational experience.

Participants will discuss in small groups the findings of the study giving personal examples of each topic from a work experience.

- ▶ 1: Describe the aspect of **supportive leadership** through personal interactions with teams.
- ▶ 2: Describe the aspect of **mutual respect** through personal interactions with teams.
- ▶ 3: Describe the aspect of **trust** through personal interactions with teams.
- ▶ 4: Describe the aspect of **concern**, both professional concern and personal concern through personal interactions with teams.
- ▶ 5: Describe the aspect of **collaboration** through personal interactions with teams.
- ▶ 6: Describe the aspect of **encouragement** through personal interactions with teams.

ACTIVITY

Participants will be divided into small groups and assigned one of the findings. Participants will be given the summary of interview comments and analysis for each finding from Section 2 to read. Participants will annotate the reading to aide in their understanding of the topic. The corresponding pages of Section 2, Findings, that will be used are as follows: supportive leadership, pages, 65-67; mutual respect, pages, 68-70; trust, pages, 70-72; concern, pages, 73-76; collaboration, pages, 77-79; encouragement, pages, 80-81. Following the annotation activity, participants will work in their small groups to discuss the article and the important information regarding the topic. After small group discussion, the small groups present the finding to the large group. The presentation will include the following items: definition, a scenario of a principal using the component in a positive manner and an example of a principal not using the component which results in a negative situation. The presentation will conclude with an activity designed to build a candidate's level of knowledge and use of the component. The activity will be detailed as to how a principal can use this activity to improve their personal skill in this component. The activity details will be outlined on poster paper and hung on the wall in a gallery fashion. After all small groups complete the presentation, all participants will walk the gallery and place a yellow sticker on each component/activity that they consider a weakness and a green sticker on each component/activity that they consider a strength. The presenter will summarize the stickers and bring attention to groups strengths and weaknesses overall. This activity will conclude with a reflective journal entry.

Reflective Journal #3

Name:

The journal is to be used as a tool for personal reflection and growth throughout the PD session. You will have an option to discuss your answers if you wish. The discussion will help individual growth and understanding.

- Entry Three: Personal Reflection on your level of understanding of the findings and your level of implementation during your regular school day.

12:00 p.m.-1:00 p.m.-Lunch Break

1:00 p.m.-4:00 p.m.

Goal 4: The participants of this PD will apply the findings of this study to their current position to improve their leadership skills.

Goal 5: The participants of this PD will apply the findings of this study to their leadership style so that they can work to meet or exceed the state proficiency standards.

In the afternoon of Session Two, participants will work to meet Goals 2 and 3. Participants will begin the afternoon session with a return to the poster galleries in the room. We have two galleries, one with TL components, shared leadership, and teaming. We have a second gallery with findings from the study. Participants will individually review the posters, with the yellow dots which signifies a weakness, and the green dots which signifies a strength. Upon completion of the Gallery walk, participants will complete the third entry of the Reflective Journal, asking them to reflect up on their current position and school. A small group discussion will follow the reflection, where

participants will talk with group members regarding some of their challenges and support each other with strategies to overcome the challenges. Small groups will report out some of the challenges and potential solutions. This is an opportunity for the small groups to work together to help each participant discuss their personal school/situation and get non-biased help from outside their school district towards improving the situation. Following the small group presentations, a large group discussion will follow led by the instructor covering the main ideas of each presentations. The strategies implemented from the gallery will be recognized to provide further reinforcement of the group's progress in finding TL strategies that can be used to improve leadership and performance. Following the discussion, the participants will complete an Evaluation Form for Session 2.

Reflective Journal #4

Name:

The journal is to be used as a tool for personal reflection and growth throughout the PD session. You will have an option to discuss your answers if you wish. The discussion will help individual growth and understanding.

Entry Four: Personal reflection with the findings and how they fit into your position and current school setting. Where would current opportunities lie to demonstrate supportive leadership to faculty? In which ways could you improve upon those opportunities?

Finding	Whole Staff	Team(s)	Stakeholders
Supportive Leadership			
Mutual Respect			

Trust			
Concern			

Collaboration			
Encouragement			

Evaluation Form #2

Name:

Please describe the strengths and weaknesses of the PD from Session Two. Please note if there are any items that you want to learn more about, what you do not understand, and what you would like to learn in an upcoming session.

Strengths-Session Two:

Weaknesses-Session Two:

I would like to learn more about:

I do not understand:

I thought I would learn about this topic, but we didn't, can we learn it in an upcoming session?

Session Three: Early November, 8:00 a.m.-12:00 p.m.

8:00 a.m.-8:30 a.m.

- Review conversation from Session Two
- Answer questions from the feedback form

8:30-a.m.-12:00-p.m.

Goal 1: The participants of this PD will understand TL and its core components.

Goal 2: The participants of this PD will gain a deeper understanding of effective teaming and shared leadership.

Goal 3: The participants of this PD will gain an understanding of the findings of this study and how they relate to TL.

Goal 4: The participants of this PD will apply the findings of this study to their current position to improve their leadership skills.

Goal 5: The participants of this PD will apply the findings of this study to their leadership style so that they can work to meet or exceed the state proficiency standards.

Goal 6: The participants will understand the PSPP to ensure compliance and accountability to the proficiency standards.

Session three will begin with participants reflecting upon the start of the school year. In this activity, we will work to meet goals 1-5. The activity will direct participants to focus on how they have used TL aspects and the findings of the study in their daily interactions with staff. Afterwards, participants will engage in small group discussion to share challenges and successes with aspects of TL and the findings. Small groups will report out to the large group one success story and one challenge. The facilitator will try to encourage discussion around group ideas to work with the challenges presented.

The next activity of Session three will be a very engaging activity for participants entitled: "To TL or Not to TL?" Participants will receive multiple scenarios from a middle school setting to determine the best course of action. Small groups will discuss each scenario and provide solutions as to how to solve the problem with TL aspects and without TL aspects. Each small group will have an opportunity to share ideas with the large group after completion. Participants will complete a reflection journal entry to self-assess their understanding of the scenarios and how the aspects of TL helped them to

create a positive solution. By engaging in this reflection, participants will gain a better self-awareness of how much they understand and what they still need to learn.

Participants will then discuss amongst the small group.

Upon completion of the TL scenarios, the instructor will present the accountability standards of the PSPP. This activity will allow participants to meet Goal 6. Information will be presented directly from the Pennsylvania School Performance website, paschoolperformance.org to give participants the facts surrounding the PSPP. Participants will also be able to review their school data on the webpage. Participants will then discuss in small groups how the findings of the study can support teachers and principals working with the accountability standards of the PSPP. Discussion will revolve around the challenges and the supports that can be integrated from the findings of this study into working with the team to achieve success with the standards of the PSPP. Small groups will report out to the large group the following: one challenge presented by the PSPP, potential barriers hidden within the challenge, and a description of which findings can be used and how to develop strategies to promote success with the team in overcoming this PSPP challenge. After the large group summary discussion, participants will complete Evaluation Form #3.

Participants will reflect on how the start of the year has been in terms of the aspects of leadership/findings of this study.

Describe opportunities:

- ▶ Have they existed as planned or not?
- ▶ What can be done differently?
- ▶ If comfortable, share with group some of your concerns and accomplishments.

REFLECTIVE JOURNAL #5

Reflective Journal #5

Name:

The journal is to be used as a tool for personal reflection and growth throughout the PD session. You will have an option to discuss your answers if you wish. Discussion will help individual growth and understanding.

Entry Number 5: Personal reflection regarding the start of the school year and your implementation of the findings/aspects of TL.

- ▶ Participants will lead a mock team meeting with the principal sitting in. Participants will play the role of teachers, principal and assistant principal if necessary. Teams will be given a scenario with certain mandatory topics that must be covered. Each team will then role-play in front of the large group how the principal and team should handle the event both as a transformational leader and an example of a non-transformational leader.

TO TL OR NOT TO TL?

- Note to Instructor: The scenarios will involve the six findings. Observing group members will have to describe the strengths and weaknesses of the principal in the fictional skit.
- Scenarios:
 - Teacher is late to school for three consecutive days.
 - Teacher yells at a student at a very high level to the point, where other teachers reported this person to the principal.
 - Cafeteria duty teacher takes a free breakfast every morning for self.
 - A parent reports that the 7th grade science teacher will not accept late work without a massive penalty, the tests are too hard, and all the parents are ready to go the school board because everyone is failing.

- The 8th grade English teacher shows a non-educational video every Friday as a reward during the entire period.
- A teacher complains that there are embarrassing pictures of staff members without their knowledge or approval in the faculty lounge.
- A school board member reports to the superintendent that the gym teacher let's kids fight in the wrestling room. Students also confirm the story but lie for the teacher and say that they were just having fun.
- A parent calls and reports the bus driver for slamming on the brakes constantly when the kids are just sitting there nicely. This action gives her son, who would never do anything wrong, a terrible headache and is now afraid to ride the bus. The driver denies the accusation and the bus video was not working.
- A 7th grade Science teacher in an IEP making states that the child is lazy and not trying. During the meeting, the case manager pulls the principal out of the meeting as she pretends to be making extra copies of the IEP and secretly reports to the principal that the science teacher is not making appropriate adaptations to the material. The child is failing the course and the parent wants a new teacher immediately. All of this is occurring at the same time and all unknown to the principal until they sat in the meeting.

Reflective Journal #6

Name:

The journal is to be used as a tool for personal reflection and growth throughout the PD session. You will have an option to discuss your answers if you wish. Discussion will help individual growth and understanding.

Entry Six: Personal reflection regarding the findings and the specific scenarios. How did the scenario help you realize value to the findings and information presented with TL?

- ▶ The building level data are used to develop the school academic performance score displayed as part of the Pennsylvania School Performance Profile.

THE PSPP

- ▶ **Indicators of Academic Achievement** - Include PSSA/Keystone performance, industry standards-based competency assessments, grade three reading proficiency, and SAT/ACT college ready benchmarks.
- ▶ **Indicators of Closing the Achievement Gap** - All student scores are used to define how well a school is making progress toward proficiency of all students.
- ▶ **Indicators of Closing the Achievement Gap** - Historically Underperforming Students' scores are used to define how well a school is making progress toward proficiency. The high needs students are students who have historically not demonstrated proficiency.

BUILDING LEVEL DATA-50% OF SCORE

- ▶ **Indicators of Academic Growth/PVAAS** - Measures the school's impact on the academic progress of groups of students from year-to-year.

BUILDING LEVEL DATA-40% OF SCORE

- ▶ **Other Academic Indicators** - Assesses factors that contribute to student achievement (e.g., graduation rate, promotion rate, attendance rate).

BUILDING LEVEL DATA-10% OF SCORE

- ▶ All PSPP information was retrieved from paschoolperformance.org/

- ▶ Review of School Data

PSPP

Participants will discuss in small groups how the findings of the study can support teachers and principals working with the accountability standards of the PSPP.

Discussion will revolve around the challenges and the supports that can be integrated from the findings of this study into working with the team to achieve success with the

standards of the PSPP. Small groups will report out to the large group the following: one challenge presented by the PSPP, potential barriers hidden within the challenge, and a description of which findings can be used and how to develop strategies to promote success with the team in overcoming this PSPP challenge.

Evaluation Form #3

Name:

Please describe the strengths and weaknesses of the PD from Session Three. Please note if there are any items that you want to learn more about, what you do not understand, and what you would like to learn in an upcoming session.

Strengths-Session Three:

Weaknesses-Session Three:

I would like to learn more about:

I do not understand:

I thought I would learn about this topic, but we didn't, can we learn it in an upcoming session?

Session Four: Mid-January, 8:00 a.m.-12:00 p.m.

8:00 a.m.-8:30 a.m.

- Review conversation from Session three
- Answer questions from the feedback form

8:30-a.m.-12:00-p.m.

Goal 1: The participants of this PD will understand TL and its core components.

Goal 2: The participants of this PD will gain a deeper understanding of effective teaming and shared leadership.

Goal 3: The participants of this PD will gain an understanding of the findings of this study and how they relate to TL.

Goal 4: The participants of this PD will apply the findings of this study to their current position to improve their leadership skills.

Goal 5: The participants of this PD will apply the findings of this study to their leadership style so that they can work to meet or exceed the state proficiency standards.

Goal 6: The participants will understand the PSPP to ensure compliance and accountability to the proficiency standards.

Session four will begin with a video review of TL. The video is a change of pace review from the routine in this PD. To build camaraderie and engage group members in discussion, small groups will perform a post-it-note activity in which they will post a term describing the individual component of TL and the findings on a poster hanging on

our gallery wall. The term must be something that the group thinks of when first seeing the component. Each small group will discuss and justify the terms that were posted. The instructor will lead a large group discussion of the terms. The activity will serve as a nice review that gets the participants thinking freely and engaging in the material.

Afterwards, the participants will be sorted into groups for an authentic assessment challenge that allows participants to synthesize and apply all the essential ideas from the PD sessions. The small groups will design the ideal school leader and school in Middle School Utopia. The Utopians school will be a synthesized creation that allows the group to incorporate all aspects of TL, the findings of the study, shared leadership, and effective teaming. The Utopian school will represent the ideal learning environment. The small groups will present their projects to the large group in a power point format. Participants will then reflect upon and discuss if any of the Utopian concepts could be applied with modifications to their current setting. The transfer of the Utopian concepts will be realized as potential opportunities to implement in the actual school setting. Afterwards, the instructor will wrap up the presentations with a large group discussion of the key points and comments that arose from the presentations. Following the discussion, all participants will complete the Final Evaluation form which will also serve as the final outcomes' measurement tool.

- Video Summary of TL
 - <https://www.bing.com/videos/search?q=video+about+transformational+leadership&view=detail&mid=C16DFCECADF16FAFA0E7C16DFCECADF16FAFA0E7&FORM=VIRE>

Note to instructor: small groups will be made by counting off numbers 1-6 to ensure a different variety of people working together than before.

- ▶ Each group will be given one of six different colored post it pads. Around the room are large posters with one of the six findings written on each poster. The small group will write a term that is associated with each finding and post it on the poster.
 - ▶ Example: Finding-Supportive leadership. A term that could be written may be -helpful.

SMALL GROUP BREAK-OUT

- ▶ Group members from each post-it color will justify their selection of terms for each finding. The small group must also cite an example with the term. Large group discussion will evolve from the conversation.

BREAK-OUT DISCUSSION

Final Authentic Assessment

- ▶ Small groups will use what they have learned to develop a school building, a master schedule, and teacher's contract that allows them to carry out the six leadership aspects to the best of their ability. Small groups will need to create Power Point presentation to present their Middle School Utopia. Summaries which feature the essential items of the contract and schedule will suffice.

MIDDLE SCHOOL UTOPIA

- Final PD Evaluation Form

Name:

All answers will be confidential with the instructor.

1. What level of supportive leadership do you display?
LOW-0-5 instances per week
MEDIUM-5-10 instances per week
HIGH-10 or more instances per week
What can you do to improve this aspect?

2. What level of mutual respect do you display?
LOW-0-5 instances per week
MEDIUM-5-10 instances per week
HIGH-10 or more instances per week
What can you do to improve this aspect?

3. What level of trust do you display?
LOW-0-5 instances per week
MEDIUM-5-10 instances per week
HIGH-10 or more instances per week
What can you do to improve this aspect?

4. What level of concern do you display with staff members?
LOW-0-5 instances per week
MEDIUM-5-10 instances per week
HIGH-10 or more instances per week
What can you do to improve this aspect?

5. What level of collaboration do you engage in?
LOW-0-5 instances per week
MEDIUM-5-10 instances per week
HIGH-10 or more instances per week
What can you do to improve this aspect?

6. What level of encouragement do you display?
LOW-0-5 instances per week
MEDIUM-5-10 instances per week
HIGH-10 or more instances per week
What can you do to improve this aspect?

7. Do you feel that you made professional growth as an administrator by attending?

Please describe your answer.

Session Five: Early June (optional)

4:00 p.m. -Meet at Starbucks or Panera to share in our post-year collaboration and discussion. The purpose is to continue our discussion in a more festive, friendly environment that will cater to building a stronger professional network.

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