DISSERTATION

DISPOSITIONS OF TEACHER LEADERS IN HIGH IMPACT ROLES

Submitted by

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ABSTRACT

DISPOSITIONS OF TEACHER LEADERS IN HIGH IMPACT ROLES

This study aims to illustrate the dispositions of Teacher Leaders in High Impact Roles. This dissertation is motivated by overarching research questions: What themes emerge from analyzing Grant's *Zones* and *Roles (2008)* with Katzenmeyer's *dispositions (2009)* amongst and between teacher leaders in one school district? A convergent parallel mixed methods study design was used to determine the dispositions of high impact teacher leaders. Qualitative survey questions were coded for the Zones and Roles that teacher leaders were acting in as well as the themes around the dispositions were explored. Quantitative survey questions were examined using both descriptive statistics as well as a correlation coefficient to identify if there were any relationships between the Zones and Roles that teacher leaders were in and the dispositions. The study found that teacher leaders demonstrated the dispositions of communication, self-assessment, and instructional knowledge. The research underlined a need to identify how to support teacher leaders who are working closer to classrooms.

ACKNOWLEDGEMENTS

I believe it takes a village to complete a dissertation. I am a first-generation college graduate. I was the first in my family to earn a bachelor's degree. I was the first to earn a Master's degree and I am the first to earn a PhD. I come from a community where college degrees are rare. By most calculations, I graduated from the lowest performing high school in the state of Colorado. So, to complete this paper was a monumental task both personally and professionally. My greatest hope is that children from my community understand that a zip code does not define you. I dream they return to our community to ensure that it thrives. My greatest expectation is that they take on the roles of teacher leadership and redefine education in our community.

I would like to first thank Dr. Heidi Frederickson for her unwavering dedication. I will be eternally grateful that she stuck with me. I am grateful for the members of my committee, including Dr. Sebald who took me on at the last minute and pushed me to the finish line. I would like to thank my parents, Dottie and Tony for all of the things that I cannot list. To my husband, you believe in me; that is the greatest love that someone can give to another. I will forever remember our drives to Fort Collins and our afternoons working in coffee shops. Finally, I want to dedicate my work to my children. Through this process our family grew by three and their lives are forever entwined in this research.

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DEFINITION OF TERMS

Distributed leadership. Leadership roles, duties, or tasks traditionally attributed to principals are dispersed among other leaders. Distributed leadership is the framework to describe a system where instructional expertise is collectively held.

Teacher leadership. The formal roles teachers acquire beyond their traditional duties in their classrooms. Teacher leaders impact the instructional practices of their peers, and they have a broader impact on student learning outside of the classroom.

Dispositions. The skills, knowledge, and talents of those in a teacher leadership position.

Effective. The expected benefits are met.

Impact. Teacher leaders influence the instruction of other teachers. Impact seeks to measure the effect of instructional practice on other teachers.

In-field experience. A teacher's area of expertise which is identified through course work or exams.

CHAPTER I: INTRODUCTION

Educators in the United States have the responsibility of preparing our youth to be productive citizens and leaders in the 21st century. In a world of rapidly changing technology and unknown future job requirements, schools must be staffed with effective teachers, rigorous curriculum, and strong leaders in order to meet these demands and ensure that students are college and career ready. In *The New School: How the Information Age Will Save American Education from Itself*, Reynolds (2013) discussed how the organization of schools created workers prepared for the assembly lines, which revolutionized the auto industry in the 19th century, yet Reynolds questioned, "How many 19th-century business models do you see flourishing, here in the 21st?" (p. 78). In 2013, U.S. Secretary of Education Arne Duncan recognized that U.S. schools are doing work to shift into preparing students for the 21st century (p. 4). Duncan further remarked that schools:

> face a more difficult task than ever before: equipping students to succeed in a competitive global economy, a knowledge-based society, and a hyper-connected digital age. . . . 21st-century workers need the knowledge, flexibility, and ingenuity to thrive in jobs that haven't been invented yet. (p. 4)

Duncan acknowledged that U.S. educators have a moral imperative and urgency to scrutinize how they educate students, yet, traditional education systems do not equip students with the creative thinking necessary to thrive in the new market of changing technology and unknown job futures. Duncan said, "Teaching and learning must change, in part, because the very nature of work has changed," (p.10).

As schools attempt to break free from the patterns of the past to better prepare students for an uncertain future, they continue to do so with limited resources and often a single school leader, the principal.

With the never-ending responsibilities weighing on a single school leader, it remains challenging to stay the course and achieve Duncan's (2013) "collective mission" (p. 3). Duncan underscored the need for change:

> These new realities—both the challenges and the amazing opportunities—are among the main reasons we're all working so hard to transform education in the United States. Teaching and learning must change, in part, because the nature of work has changed. (Duncan, 2013, p. 10)

Background and Context of the Problem

The operations of the school often consume school leaders' work as they typically take on the day-to-day activities of schools:

> Our principals today, I think, are absolutely CEOs. They have to manage people. They have to be first and foremost instructional leaders. They have to manage multi-million dollar budgets. They have to manage facilities. They have to work with the community. The demands and the stresses on principals have never been greater. (Duncan, 2009. p. 20)

In addition to their "CEO" responsibilities, principals want to prepare students for the 21st century, they must be ready to lead schools through a significant transformation. However, a single person cannot transform a school. Leadership must be distributed across the organization and provide other educators, such as teachers, with time and support to meet the demands of a changing landscape of education forced by the changing nature of careers that Secretary Duncan illustrated.

In his book *Change Leader*, Fullan (2012) underscored the importance of distributed leadership by empowering teachers as professionals across the school, asserting that "extending the circle of leaders throughout the organization who act with common purpose is the key to system wide success" (Fullan, 2012, p. 37) . Giving teachers instructional leadership roles in schools ensures the responsibility of change in the system and it ensures that the culture is not assumed only by one sole leader who already oversees and manages. In their book, Professional

Capital, Hargreaves and Fullan (2013) discussed the potential of "decisional capital," which is the idea that teachers develop through their experience to become professionals trusted to make effective choices and sound judgments, able to make in-the-moment decisions (p. 58). Finally, with distributed leaders, principals provide these professionals with instructional experiences in order for the professionals to make individual decisions for their classrooms and the school.

> Research by Crowther (2002) further supported this alternate model of leadership:
>
> A new paradigm of the teaching profession is needed, one that recognizes both the capacity of the profession to provide desperately needed school revitalization and the striking potential of teachers to provide new forms of leadership in schools and communities (p. 52).

Giving teachers, who have the day-to-day experiences in the classroom, the ability to oversee instruction and take on leadership roles encourages an equal commitment to shared goals across the school.

Transformational ideas regarding what the 21st century students need in school cannot be limited to leadership systems and structures. The systems and structures that leadership can create will lead to a deeper, transformation that needs to occur. The transformation that school leadership is taking on is creating systems that will allow all students to thrive.

The education system in the United States perpetuates the disparity in achievement among boththe wealthy and poor and white and non-white students. Duncan-Andrade (2010), a leader in the field of culturally responsive education in California, extensively examined student achievement in relation to poverty and race. Duncan-Andrade's research showed that minority children consistently performed lower than their white peers. Additionally, growth data between the groups illustrated that minority children lag behind their poor, white counterparts (Duncan-Andrade & Morrell, 2008). Duncan-Andrade concluded that the point of change for these

children was in the classroom where teachers must incorporate relationships, relevancy, and rigor of instruction.

The Center for Public Education (CPE) identified two studies in Tennessee and Texas (2005) which linked key characteristics of teachers to student achievement. These components included content knowledge, teaching experience, teacher training and certifications, and teachers' overall academic ability. Though the CPE also acknowledged these characteristics do not provide a better understanding of teacher quality, they did, however, underscore the disparity between performing school districts and underperforming districts:

> Data from the U.S. Department of Education's national Schools and Staffing Survey (SASS) showed that students in high-poverty secondary schools were 77 percent more likely to be taught by teachers without degrees in the subject they were teaching than were their affluent counterparts. Students in high-minority schools were 40 percent more likely to be taught by out-of-field teachers. The problem is especially acute in middle schools. (Jerald & Ingersoll, 2002)

The gap becomes even larger when looking at minority students: A 1996 study in Tennessee found that African American students had the least experienced teachers, (Sanders & Rivers, 1996) validating that the abilities and qualifications of teachers do impact student achievement. RAND Education further supports the importance of quality instructors: "Teachers matter more to student achievement than any other aspect of schooling" (RAND, 2012).

Since the beginning of No Child Left Behind Act in 2004, schools and researchers have been trying to determine what "teacher quality" actually means. The Measures of Effective Teaching, funded by the Bill and Melinda Gates Foundation, identified effective teaching practices and guidance on how to observe and provide feedback for teachers. Additionally, states across the country, including Colorado, have created rubrics and metrics defining teacher quality as part of teacher evaluation systems. Teacher effectiveness in the classroom is measured through rubrics and lesson observation. Teacher impact is measured through state tests.

However, a teacher's effectiveness and impact often correlates to decisions made outside their classrooms. The curriculum, teaching expectations, use of student data, bell schedules, and various student supports all happen sometimes out of the teacher's control. This symbiotic relationship of things that a teacher directly controls and those they do not is fostered by teacher leaders who create the conduit between these two spaces.

In the past decade, many researchers have examined the benefits of utilizing teachers' strengths outside of their traditional instructional role. Stegall and Linton (2012) identified a body of research which demonstrated teachers playing key roles in instructional decisions, building a positive climate, and creating collaborative structures in schools. York-Barr and Duke (2004) contributed to a greater understanding of the specific roles and definitions of teacher leadership. York-Barr and Duke conducted a meta-analysis examining teacher leaders' specific roles across the country, and they offered a distinction between formal and informal leadership roles (p. 257). Formal teacher leadership roles included curriculum coordinators and instructional coaches who might play a dual function as they served at the district level and the school level. Informal teacher leadership roles were educators in the school who primarily provided informal support to colleagues in the area of instruction and content. This took on many forms, from teachers running across the hallway to borrow a lesson plan, to a veteran instructor talking through classroom management with a first-year teacher at the end of the school day. Informal teacher leaders often become the first point of contact for peers and quite often for school leaders, too (p. 261).

Purpose of the Study

The current research and literature about teacher leadership's correlation to student achievement has not offered the characteristics of effective teacher leaders. A need exists to

examine the dispositions of teachers in leadership positions and teachers' impact on students and their schools so that schools can better identify and support teacher leaders.

Formal teacher leadership is a by-product of the current research on distributed leadership. Research related to distributed leadership and school improvement initiatives have described teacher leadership by identifying teachers who take on new roles to ensure a program or change in school is executed successfully (York-Barr & Duke, p.261). In the past decade, other research has offered theories on how teacher leaders impact student achievement (York-Barr & Duke, 2004). The meta-analysis conducted by York –Barr and Duke on teacher leadership examined the impact of teacher leadership on student achievement. They presented definitions to help in understanding teacher leadership and the roles that teacher leaders take. They also attempted to create a conceptual framework that outlines how teacher leaders impact student learning. From the meta-analysis and the conceptual framework, York-Barr and Duke (2004) identified a need for specialized professional learning for those in teacher leadership roles, yet their research did not offer information on the teacher leaders' characteristics or dispositions.

Before this study identifies the key traits and qualities of impactful teacher leaders, the dispositions of successful teacher leaders will be discussed in order to understand how to best prepare and support teacher leaders. This study will use Grant's (2008) framework on the Zones of teacher leadership to understand teacher leader impact. This framework will help clarify who teacher leaders are based on the roles they take on, the influence they have, the impact they have based on the work they do in schools, and how this work supports student learning throughout the school. The framework set forth by York-Barr and Duke (2004) was used in this study to set the purpose and need to understand impact of teacher leadership on student achievement. The

body of research examined in the meta-analysis by York-Barr and Duke identified the importance of understanding the professional learning teacher leaders need; however, they did not offer a glimpse into teacher leaders' innate dispositions or characteristics. Therefore, additional frameworks will be used to understand the impact of teacher leaders. The first is Grant's (2008) framework. This framework presents the "Zones" and "roles" of teacher leadership.

Grant's (2008) research focused on the different levels of impact teacher leaders can have in schools. Grant referred to these levels as "Zones" (Grant, 2004, 2005, p. 1), which demonstrate how teacher leaders affect change in their own classroom, in other classrooms, in the wider school, and at the district level. Grant also shed light on the degree of impact teacher leaders have on student achievement. For example, a teacher leader engaging in curriculum work at the district level might have lower, or indirect, impact on the performance of students compared to a teacher leader who mentors a colleague and has a more direct impact on student achievement based on interactions. In this study, Grant's Zones establish a connection between the work teacher leaders do, the impact of their work, and the dispositions the teacher possesses.

The strengths, or dispositions, a teacher uses in the teacher leader role can be measured using the Teacher Leader Self-Assessment (TLSA). This instrument initially appeared in a book called *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders* by Katzenmeyer and Moller (2009). The self-assessment measures teacher leaders in seven areas: self-awareness, leading change, communication, diversity, instructional proficiency and leadership, continuous leadership, and self-organization. The instrument was developed as a self-reflection tool to allow teacher leaders to examine areas of strength and areas for future professional development. "As teacher leaders move into roles of influence in their schools, they are more likely to be successful

impacting reaching and ultimately student outcomes only if continuous learning is provided" (Katzenmeyer & Moller, 2009, p. 51). Research exists about teacher leader impact and teacher leader dispositions; however, there is no research linking the two.

The purpose of this mixed methods study is to explore dispositions related to the impact of current teacher leaders to help in the selection, support, and effectiveness of teacher leaders in an ever-changing and demanding educational system. A mixed methods approach was selected because it allows for a comprehensive profile of teacher leader qualities (Creswell & Clark, 2011).

Research Questions

This researcher is interested in understanding the themes that emerge when teacher leader dispositions and teacher leaders' roles in a school system are analyzed. Are there specific dispositions demonstrated by teacher leaders in high impact roles? The following research questions will inform this research to define the dispositions and impact of teacher leaders and to delineate how dispositions contribute to developing teacher leaders in distributed leadership:

1. What themes emerge from analyzing Grant's *Zones* and *Roles (2008)* with Katzenmeyer's *dispositions (2009)* amongst and between teacher leaders in one school district?
2. What dispositional themes emerge as teacher leaders describe their roles, and do these dispositions relate to those perceived on the TLSA?

Background

In the large urban school district where the research took place, teacher leaders were assigned roles and provided with targeted professional learning to build leadership capacity. Formally identifying teacher leadership in this school district began in 2013. Teacher leadership

in the district grew from about 250 participants in 2013 to over 1,000 teacher leaders in 2015. The driving force behind utilizing teacher leadership was to provide professional learning experiences to teachers acquiring additional responsibilities.

During the 2013-2014 school year, the focus of teacher leadership revolved around the adoption and understanding of Common Core State Standards (CCSS). Schools were required to have teacher leaders attend professional learning to prepare them for integrating Common Core State Standards in their instruction. The following school year, principals were asked to identify teacher leaders for their schools. The teachers recognized as leaders were required to attend professional learning to provide them with knowledge and skills on leading small teams at their schools and lead the planning of instruction with CCSS. From 2014-2015, the district identified teacher leadership as a key strategy in their standards implementation plan and continued with a teacher leadership model, aligning financial and human resources to guarantee their model of teacher leadership was present in all district schools by school year 2017-2018.

The researcher of this study is public educator and has served in several roles within districts from teacher to district-level administrator. While teacher leadership was initially implemented in this metropolitan area in 2013, the researcher served as a district level administrator overseeing professional learning of teacher leaders. The researcher then served as a building-level administrator in a Title I school. She used teacher leadership to support the professional learning communities and support teacher empowerment within the school. She currently serves as a district-level administrator overseeing the English Language Development programming for a small district.

Significance of the Study

Results from this study are intended to describe teacher leadership and to offer clarity on the dispositions of teachers in leadership roles, particularly those in large urban school districts who engage in daily, dynamic interactions with a sole purpose of impacting student achievement. This research will inform how to define the dispositions associated with teacher leaders who have high impact. Also, findings from this study may contribute to a better understanding of effective teacher leadership in the field of education. The research of dispositions of teacher leaders may add to a body of knowledge on teacher leadership. Understanding teacher leaders' dispositions (is essential in understanding effective teacher leadership and elements necessary to support and sustain teacher leaders. Additionally, findings from this research intend to inform school leaders and district leaders in three areas: the nature of work teacher leaders can execute, the development of a process for identifying teacher leaders, and the structures implemented to provide continued support..

Statement of Problem

York-Barr and Duke (2004) identified a need to understand how to support teacher leaders. They called for future research to determine correlations between teacher leadership and student achievement to inform school districts on the nature of the support teacher leaders will need to sustain their effectiveness. As teacher leadership roles emerge, schools and districts need guidance on how they select and support the teachers in these new positions. However, before understanding the nature of the support teacher leaders need to fulfill their roles, it is vital to identify the personal and professional dispositions of educators in teacher leader positions. The dispositions effective teacher leaders share will impact how teachers are selected. This shared

understanding will also affect the support school and district leaders provide to those in teacher leadership positions.

Study Limitations and Delimitations

The sample procedures used in this study limit to only those who have responded to the survey. Therefore, the results are not generalizable because a convenience sample was used. The results were restricted to the people who chose to answer the survey. Study participants represented a subset of teacher leaders who felt compelled to respond to the survey. The personality factors driving participants to participate in the survey may have impacted the survey results related to dispositions. The timing of the survey may also have posed a limitation as the survey was only available for a specific amount of time: two weeks during the spring semester of 2018. The timing of the school year may have impacted the results of the survey. For example, teacher leaders new to their role at the beginning of the year may have answered the survey differently after they had been in their position for a few months.

Delimitations of the study included the participants chosen for the study and the theoretical frameworks used to evaluate the responses of the participants. This study relied on previous research by Grant (2004), York-Barr and Duke (2004), and Katzenmeyer and Moller (2009) to understand the data collected. Data were examined within the parameters used in these research theories only.

The survey responses were explored using previous research on teacher leadership. The first is Grant's (2004) Zones of teacher leadership. This framework was used to examine the impact teacher leaders have beyond their classroom. The second framework presented by Katenzmeyer and Moller in the TLSA-Assessment (2009) was used to consider teacher leaders' dispositions. These theoretical frameworks were used together in a mixed methods study to

understand the dispositions as presented by Katzenmeyer and Moller (2009) of teacher leaders who have an impact beyond their classroom, as measured by Grant's Zones of teacher leadership (2004; 2005). This study only focused on the impact of teacher leaders and the dispositions of teacher leaders. Personal and professional backgrounds, the level of education, or the time teachers have been in the profession of teaching may have impacted the survey; however, this research did not reference these factors.

CHAPTER II: REVIEW OF THE LITERATURE

State assessments and measures of student achievement have indicated U.S. schools are underperforming; therefore, so school leaders have been under pressure to find an effective solution for school improvement. School leaders have focused specifically on teaching and learning. The age of accountability for student achievement began thirty years ago after *A Nation at Risk* (1983) was published by the U.S. Department of Education under Ronald Reagan. In the 1990s, politicians focused on measuring the progress of schools through standardized tests and sought to hold schools accountable with those measurements. Legislation like No Child Left Behind forced U.S. schools to examine the achievement gaps between minority students who did not perform as well as white students and achievement gaps amongst students living in different income levels. In the 2000s, the U.S. Department of Education, under the leadership of Secretary Arne Duncan, identified several initiatives schools must undertake to transform education and prepare students for the 21st century. Since the publishing of *A Nation at Risk*, politicians are still concerned with the performance of U.S. schools and how well schools prepare children for the ever-evolving job market.

According to reports published by the Department of Education under Arne Duncan(Duncan, 2009), educational institutions in the United States must be thoughtful about the educational programming offered to students, especially those from lower socio-economic backgrounds and English Language Learners for whom English is not the primary language of the home, to address the achievement gap. Schools and school leadership consisting of district administrators, school principals, and teachers have had to intervene and implement change in schools to address these gaps in achievement.

School principals take on many roles inside their buildings. They manage the day-to-day operations of their building, the human resources of their building, and the instruction of the school. However, principals cannot impact student achievement or make lasting change in schools on their own. Change happens in the classroom.

To understand how teacher leaders are used in schools, this literature review examines how school leaders use their human capital resources to introduce change that creates improvement in student achievement. Modern teacher leadership has emerged to support school improvement efforts (Bennett, Wise, Woods, & Harvey, 2003). It has grown from roles like curriculum coordinators and coaches into formal teacher leader roles where teachers serve in a leadership capacity in their schools while staying in the classroom. To better understand the work of teacher leaders, this literature review first looks at research related to distributed leadership in change initiatives, then how school leaders impact student achievement and create systems to support distributed leadership, and finally, the roles of teacher leaders and how they impact achievement through change initiatives.

Change Through Distributed Leadership

"Local school principals, together with the teachers, are responsible for school improvement and for creating conditions for teaching and learning" (Liljenberg, 2015, p. 38). School improvement is the process schools engage in to address achievement issues. The focus on school achievement puts pressure on schools to make changes to either curriculum or instruction or both. These changes are often referred to as school improvement initiatives. By looking at change initiatives in schools through the lens of distributed leadership, the existing literature presented a picture of the work teacher leaders do within their organizations. The research on school improvement indicated that distributed leadership was a fundamental

component in implementing programs used to drive school improvement. The research on school change initiatives suggested both explicitly and implicitly that distributed leadership was a part of effective change initiatives.

Distributed Leadership and Teacher Leadership

Distributed leadership, as a framework, can be used to define a type of leadership within schools, particularly, how principals organize and structure the roles and work within a school. One type of distributed leadership is teacher leadership. The term distributed leadership is used to describe the structures within a school; whereas the term teacher leadership refers to the role within the structures of distributed leadership. It is important to note, the formal roles of teacher leadership are only available as a byproduct of distributed leadership.

Stegall and Jayme (2012) reflected on teachers who participated in teacher leadership: "We have teachers who have taken on leadership roles and strengthened the school, who in another school setting may not have been utilized as a leader" (p. 63). Teacher leadership is a product of distributed leadership because the school leader creates the climate for teacher leadership to thrive.

Distributed leadership creates structures for teacher leaders to support the teaching and learning across the building, not just in their own classrooms. Even though teacher leaders may not work directly with students, they can impact student achievement. Mulford and Silins (2005) described teacher leadership as being "indirectly related to student outcomes" (p182). York-Barr and Duke (2004) presented a framework to conceptualize how the actions of a teacher leader can impact the success of children throughout the school. The framework illustrates the interactions teacher leaders have with their colleagues. Those interactions indirectly impact students of whom the teacher leader may not interact. The theory presented in the analysis created a theory to

explain how teacher leadership and the principal affect school change. This literature review will examine school improvement and distributed leadership to better understand how school leadership, including teacher leadership and the school principal, can impact the achievement of all children in a school.

School Improvement & Distributed Leadership in the Literature

Distributed leadership can be used to view the many facets leadership has within organizations. This type of leadership acts as a source of change that can be external, top-down, or bottom-up (Bennett et al., 2003). Distributed leadership often serves as a framework that contains all three. It can describe as an organizational structure to understand shared leadership in a school (Spillane & Healey, 2010). Distributed leadership in a school setting is the practice of empowering teachers to make instructional decisions, build school climate, and lead opportunities for collaboration (Stegall & Linton, 2012). Gunter (2005) described distributed leadership as "authorized, dispersed, and democratic" (p. 51). York-Barr and Duke (2004) explained distributed leadership as "the view that leadership is not vested in one person who is high up in the hierarchy and assigned to a formal position of power and authority" (p. 262). This literature review examined six empirical studies interested in school improvement efforts (Bryant & Khatiashvili, 2011; Camburn, Rowan, & Taylor, 2003; Gates & Robinson, 2009; Hopkins et al., 2013; Naicker & Mestry, 2013; Stegall & Jayme, 2012) to understand the emerging roles of teacher leaders and how leadership was distributed in schools. The studies observed distributed leadership to understand teachers who took on these roles. Seven of these studies (Bryant & Khatiashvili, 2011; Camburn et al., 2003; Gates & Robinson, 2009)Hopkins et al., 2013; Naicker & Mestry, 2013; Stegall & Jayme, 2012), written between 2003 and 2013, focused on change

management, and one focused on distributed leadership in the republic of Georgia (Bryant & Khatiashvili, 2011). All of the studies were concerned with instruction.

The research reviewed provided insight into successful change initiatives. Table 2.1 summarizes the change initiative, the role of the teacher leader in the initiative, and the success of the initiative. In successful initiatives, teacher leaders were seen as experts in both their instruction and their content. They were also able to analyze situations and problem solve.

Table 2.1
Descriptions of Teachers Taking Leadership Roles in Distributed Leadership Research

	Focus	Roles	Description of Teacher Leaders
Stegall & Jayme (2012)	Empowerment and increasing efficacy of teacher leaders by having teachers lead professional learning communities.	Led "goal teams" (p. 63) comprised of teachers working through school improvement goals.	• Professionals • Experts in strategies for "at-risk" students
Naicker & Mestry (2013)	Distributed leadership in primary schools in South Africa.	Teachers leaders did not have formal roles except for a sports committee.	• Low morale • Closed communication • Isolation in lesson planning
Camburn et al. (2003)	The use of teacher leadership in school reform initiatives. Strategies and programs worked because of distributed leadership structures.	Informal through social networks. Formal as instructional coaches and program facilitators.	• Instructional leaders • High content expertise
Hopkins et al. (2013)	Improving elementary math instruction by supporting teacher leaders	Lead collaborative teams.	• University coursework in subject area • Engaged in professional development • Engaged in reflective practices
Gates & Robinson (2009)	Examined teacher leadership in two urban secondary schools.	Despite being mandated, distributed leadership was not instituted.	• Analyzed problems to identify solutions
Bryant & Khatiashvili (2011)	Reviews how well the government has done in instituting distributed leadership in its 2400 schools.	No leadership roles identified	

Stegall and Jamye's (2012) study took place in Newton-Conover City Schools in North Carolina. Stegall and Jamye sought to "describe the conditions" (p. 63) in place in the school district as the district adopted professional learning communities (PLC). The researchers'

analysis of the PLC structures looked at the structures put into place to support shared decision making. Schools that used teacher leaders to focus on data, school improvement, and academic growth increased their graduation rates by 20% over four years (Stegall & Jamye, 2012, p. 65).

Naicker and Mestry's (2013) study took place in Soweto near Johannesburg, South Africa. Naicker and Mestry examined public primary schools to determine the level of distributed leadership exercised in the schools. The researchers used interviews with school personnel and coded them using Tesch's method. Coding was completed by first identifying and coding topics then by developing conceptual categories, and finally, by formulating themes and subthemes. After conducting the interviews and coding them, the researchers found "classical leadership practices" still in place (Naicker & Mestry, 2013, p. 11). There were not distributed practices.

Camburn et al. (2003) studied the formal structures put into schools during school reform initiatives. They hypothesisezed teacher leader roles were successful when schools "activate those roles by defining expectations for and socisializing role incuments" (Camburn et al., 2003, p. 1). The researches used two tools, a school characteristics inventory and a school leader questionnaire. The school characteristics inventory was completed by the school principal who listed the number of full time employees in both formal and informal leadership roles and in what type of work those roles were engaged. The school leader questionnaire asked principals about the amount of time spent in various leadership activities: building management, instructional leadership, and boundry spanning. The questionnaire also asked about the number of days principals took part in their own professional development. Camburn et al. found there was a positive relationship between the number of days a school leader took part in professional development and the success of of implementing structures to support distributed leadership. The

more professional development a school leader took part in, the better able they were to create systems and structures for teacher leadership.

Hopkins et al. (2013) looked at at how mathematics instruction was improved through "transforming its organizational infrastructure to support teacher leadership" (p. 1). The study used social network sureys and inverviews from 12 elementary school, in one school district. The social network survey asked, "Whom have you turned to for advice and or information about curriculum, teaching and student learning" (Hopkins et al., 2013, p. 9). Respondents provided 12 nominations. Hopkins et al. used network centrality measures, degree centrality, and betweeenenss centrality to measure the relationships between teachers. The researchers then conducted interviews in five of the elementary schools to learn more about how and why teachers interacted with other teachers about math instruction (Hopkins et al., 2013).

Gates and Robinson (2009) provided "description and interpretation" (p. 145) of leadership within teacher collaboration in their study. The research was conducted in two high schools with similar demographics. One high school had created structures for teacher collaboration, like the use of instructional coaches, and had set aside time during the day to meet in teams. Gates and Robinson completed observations of weekly collaborative sessions and interviews of school leadership and teachers. The observations and interviews were coded using Miles and Huberman's (1994 modified induction, and Gates and Robinson used Heiftz's (1994) typology for administrators as a framework for their analysis. They found school reform initiatives from the state or the district added even more complication to the work teachers undertook. Teachers implementing collaborative leadership needed to consist of both technical and adaptive work (Gates & Robinson, 2009, p. 148). Additionally, teachers needed to know when each type of work was required: "Some issues in education can be resolved with current or

slightly adjusted practice, whereas other problems require learning new skills, developing understanding, and/or amending beliefs" (Gates & Robinson, 2009, p. 160).

Bryant and Khatiashvili (2011) looked at the level of distributed leadership used in the schools in the Republic of Georgia. The reseachers reviewed government reports, government surveys, and conducted their own interviews. Through their examination, Bryant and Khatiashvili found, despite the government mandatess, leadership in schools remained the same and did not provide opportunities for distributed leadership.

School Leaders

School leadership is multifaceted, and school leadership leading a change initiative becomes even more complicated; however, schools undergoing change initiatives that see a positive impact on school improvement and change attribute their success to greater teacher empowerment and the spreading of positive practices throughout the building (Harris & Mujis, 2004; Murphy, 2005). School leaders directly impact the achievement of students in their schools. Robinson, Lloyd, and Rowe's (2008) meta-analysis showed school leaders who were directly involved in teaching and learning or who were instructional leaders led higher performing schools. Robinson et al. found that school leaders who engaged in instructional leadership had student outcomes effect sizes at least three times higher than school leaders engaged in transformational leadership. Robinson et al. identified five dimensions of school leadership: "establishing goals and expectations, resourcing strategically, planning and coordinating, evaluating teaching and the curriculum, and ensuring an orderly and supportive environment" (p.148). Of the five dimensions, the researchers found strong average effect sizes in the planning and coordinating teacher learning dimension. They also found a moderate effect

size when school leaders were involved with goal setting and evaluating teaching and the curriculum

"Leadership is a process that works through movement and change in an organization" (Grant 2008, p. 2). When schools have the resources and opportunities to distribute leadership to other professionals in the building they successfully implement change initiatives, (Camburn et al., 2003; Hopkins et al., 2013). One way school principals distribute leadership is through instructional coaches. In these two studies, teacher leaders took on the role of coaches to implement new programs. Camburn et al.'s (2003) study and Hopkins et al.'s (2013) study focused on math or literacy coaches in teacher leadership roles who took on instructional leadership functions and supported the implementation of programs. The success of the programs depended on effective implementation at the school and classroom levels. Implementation of the program was contingent on the degree the school leader supported the change and how they utilized the teacher leaders, in the role of instructional coaches, tasked with supporting the programming (Camburn et al., 2003; Hopkins et al., 2013). "Leadership is a central factor for the quality of a school" (Huber, 2014, p. 1). Change cannot take hold or find its route without strong leadership.

Professional Capital

School leaders manage people, and the success of the school leader is indicative in how they manage the needs of the people in their building and how they deploy those people. They manage the human capital in their buildings. Hargreaves and Fullan (2013) refer to the human capital in the building as professional capital. They described the importance of investing in the professional capital in schools. In their work, Hargreaves and Fullan juxtaposed two types of

capital used to improve schools in the United States: the business capital approach and the human capital approach. Hargreaves and Fullan explained:

> In the business capital view, teaching is technically simple. Education doesn't require rigorous training, hard work in universities, or extensive practice in schools. In this view, teaching can be learned over six weeks in the summer, as long as you are passionate and enthusiastic. (p. 36)

Hargreaves and Fullan asserted the professional capital approach regards teaching as a profession which requires "technical knowledge, high levels of education, strong practice within schools, and continuous improvement over time that is undertaken collaboratively, and that calls for the development of wise judgment" (p. 37). Distributed leadership allows professional capital to flourish by assuming teachers can and should make decisions about instruction and should take on instructional leadership roles. Liljenberg (2015) suggested distributed leadership was a result of "principal support, [and] the legitimization of leadership and a professional attitude towards collaboration and development within the organization" (p. 154).

Systems and Structures for Teacher Leadership

In their 2009 study about professional learning communities in secondary schools, Gates and Robinson explored the conditions needed in schools so teachers can tackle the work associated with change in schools. "Reform itself encouraged teachers to attend to the technical aspects of their work as a state regulations and district policy delivered, defined, and a dealt with these aspects of educational practice. The point is that if adaptive learning and change are desired, then encouraging, enabling and protecting teachers to legitimately question problems, solutions, or both are what are needed in education," (Gates & Robinson 2009, pg. 160). Teachers working in a system that values distributed leadership are empowered and have increased teacher efficacy (Stegall & Linton, 2012). A distributed leadership framework "recognizes the leadership capability of all organizational members and supports leadership as a

form of agency" (Harris & Muijs, 2003, p. 28). Distributed leadership also aims to empower those who have the instructional expertise to take a leadership role in supporting the instructional structure within a school. Schools implementing change sometimes create new positions to support the instruction in the building. An example of the creation of the roles is using instructional coaches to implement new programs like the math and literacy programs explored in Camburn et al., 2003; Hopkins et al., 2013. These roles are not administrative and often take the form of coaching and facilitating (Camburn et al., 2003). These specific roles allow teacher leaders in these roles to focus on instructional leadership while principals remain generalists within the school (Camburn et al., 2003).

When thinking about the structures school leaders construct to support distributed leadership, many factors must be evaluated, one of which is autonomy. In a 2007 analysis of school improvement, Scheerans (2015) found,

> stimulating autonomy and decentralization, exploiting and optimizing composition effects, providing space for spontaneous interaction and grouping, and, in the case of externally induced reform, a keen eye for an enactment (or mutual adaption) perspective on implantation and "ownership." (p. 26)

Scheerans' study examined the degree of control and autonomy placed within the hierarchy in the system. The amount of autonomy was about the degree of participative decision making, or distributed leadership. It is important to understand the systems and structures in which teacher leadership emerges, as well as the interplay between school improvement and teacher leadership, including how school leadership supports teacher leadership.

School Climate and Culture

Hopkins et al. (2013) proposed strategies and programs only work because of the structures schools' design to support them. Distributed leadership not only attempts to build a culture in a school, it is bound by it. Bryant and Khatiashvili (2011) looked at teacher leadership

in the Republic of Georgia, and thereby, provided a strong empirical example of the cultural implications of a school. The Republic of Georgia has legally required all their schools to employ distributed leadership. This decentralization of power has been part of an attempt by the government of Georgia to break with the Soviet Union (Bryant & Khatiashvili, 2011); therefore, teacher leadership has been used in Georgia to nurture democracy in the greater community. Though this literature review has included research in the United States, Bryant and Khatiashvili's study demonstrated an example of how school culture can impact the larger culture of a community.

Distributed leadership and School Culture. Distributed leadership can create a school culture built upon trust, commitment, and inquiry (Bennett et al., 2003). Creating distributed leadership structures in schools give instructional autonomy and voice to teachers. Bennett et al. (2003) proposed the social and cultural context is a feature of distributed leadership. Distributed leadership frames informal roles to support change while teachers use their existing social network. At the same time, distributed leadership focuses on expertise over position and is inclusive of formal roles of leadership. Additionally, Camburn et al. (2003) suggested the reliance on both formal and informal leadership supports schools in creating positive cultures; whereas, Naicker and Mestry (2013) contended that limited collaboration among teachers is synonymous with a negative school climate and authoritarian or managerial leadership styles. Distributed leadership, in the form of teacher leadership can positively impact the culture of a school.

Distributed leadership systems provide opportunities for teachers to collaborate. Teacher leaders are given time to work with peers once they are recognized as having content expertise (Hopkins et al., 2013). Naicker & Mestry (2013) identified four obstacles to teacher leadership:

inadequate opportunities, isolation in lesson planning, power relations, and lack of leadership skills (p. 8). All four barriers impact teacher collaboration. Part of understanding the work of teacher leaders and distributed leadership is acknowledging the obstacles. Because teacher leaders are leaders of instruction, teacher leadership does not work if they do not have opportunities or skills to collaborate on instruction. Naiker & Mestry demonstrate that opportunities for collaboration across the organization are necessary to sustain these efforts. Distributed leadership overcomes these four barriers to collaboration by empowering teachers to work together to improve issues of the school.

Whether through formal (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004) or informal roles, the instruction of the school is the primary focus of teacher leader roles (Camburn et al., 2003; Gates & Robinson, 2009; Hopkins et al., 2013; Stegall & Linton, 2012). Fairman and Mackenzie (2015) proposed teacher leaders operate in more than one "sphere" simultaneously (p. 232). These spheres "depict the non-linear, non-continuous activity of teacher leaders" (Fairman & Mackenzie, 2015, p. 232). Grant's (2008) analysis of the roles of teacher leaders was very similar to the roles presented by York-Barr and Duke (2004). York-Barr and Duke (2004) offered a summary of the roles teacher leaders take on, either formal or informal. They also put forth a theory that outlined how to measure the impact of teacher leaders by evaluating their impact on individuals, teams, or the organization to improve teaching, and ultimately, impact student learning (York-Barr & Duke, 2004). They propose student learning is the only way to measure the success of teacher leadership. Therefore, York-Barr & Duke, 2004, present a roadmap to student learning and highlights teaching practice as an intermediary outcome, it does not define what it means to be an effective leader. York-Barr and Duke's

framework identified the activities that can be measured to understand how teacher leaders impact student achievement.

Teacher Leadership

Teacher leader roles have shifted to more formal roles that are directly impacting the instruction in a building as instructional leaders (Katzenmeyer and Moller, 2009, p. 120). When teachers are empowered to lead teaching and learning, the environment of the schools improved and the implementation of change initiatives in their buildings improved. Stegall and Linton (2012) and Gates and Robinson (2009) described the role teacher leaders take in leading professional learning communities or other small teams. Stegall and Linton described teacher leaders as professionals and experts in their field of study. In both studies, teacher leaders led small teams of teachers through analyzing instructional problems (Gates & Robinson, 2009; Stegall & Linton, 2012). Gates and Robinson examined two secondary schools: one school was successful in implementing their change initiative and the other one was unsuccessful. The unsuccessful school practiced "top-down" leadership and practiced "incompatible policies" (Gates & Robinson, 2009, p.162); whereas, the successful school promoted teacher collaboration, inquiry, and shared decision-making (Gates & Robinson, 2009, p.162). Gates and Robinson described the work of teacher leaders who led small teams of other teachers who collaborated on analyzing and solving instructional problems. The Gates and Robinson study was the only study focused on successful implementation of distributed leadership in secondary schools.

When opportunities are given to teachers to work through an inquiry lens, they often find success in their role which leads to success of the school. Grant (2005) suggested, "If adaptive learning and change are needed, then encouraging, enabling and protecting teachers to

legitimately question, problems, solutions or both are needed in education" (p. 145). Teacher leaders have a high capacity to be instructional or content experts (Camburn et al., 2003; Hopkins et al., 2013). Hopkins et al. (2013) examined the use of teacher leaders in school improvement initiatives attempting to improve mathematics instruction. Not only did Hopkins et al. identify formal teacher leadership roles in the form of math coaches and program facilitators, they also recognized informal teacher leadership that emerged through teacher networks (Hopkins et al., 2013). Informal teacher networks refer to the relationships teachers create with each other by relying on other teachers in the building for support. These networks emerge organically. One informal network Hopkins et al. noted was one teacher in the building being sought out by their colleagues for content or instructional support. Both formal and informal teacher leaders had extensive knowledge and course work and strong pedagogy and reflective practices (Hopkins et al., 2013).

Camburn et al. (2003) examined the effectiveness of schools undergoing whole school reform using the Comprehensive School Reform (CSR) model. The study focused on how CSR efforts impacted leadership in a school after the creation of several new positions. It also looked at how schools using CSR distributed leadership (Camburn et al., 2003). Camburn et al. found school leaders became generalists; whereas, instructional coaches "develop[ed] instructional capacity" (p. 357). Teacher leaders as instructional coaches had high level of content expertise. Camburn et al. (2003) found "associations between leaders' professional learning experiences and their tendency to engage in particular leadership practices" (p. 19).

Impact of Teacher Leaders

For many schools, distributed leadership in the form of teacher leadership has become a tool implemented to enact change initiatives related to student achievement (Crowther 2009; Graetz 2000). The meta-analysis conducted by York-Barr and Duke (2004) identified five ways

teacher leaders impact student achievement: (a) student learning goals must be clear and resources should be allocated to meet those goals, (b) schools define how teachers can lead those efforts, (c) the work of teacher leaders must be matched to their skills and background, (d) expectations of the work expected of teacher leaders is discussed and clear to everyone, and (e) school must identify how they will support teacher leaders by finding ways to restructure time and expectations (p. 285). York-Barr and Duke found teacher leadership first impacted the efficacy of the teacher leader and then impacted their colleagues. The researcher reviewed by York-Barr and Duke indicated that due to the case study approach, the literature discussing the impact of teacher leadership on student achievement was mixed; however, one study found student achievement was higher in schools that behaved more democratically (York-Barr and Duke 2004, p. 285). The three other studies examined by York-Barr and Duke linked teacher leadership to student achievement did so by identifying the relationships between colleagues, identifying when teachers were empowered to make instructional decisions within the school, and identifying when the school was organized into professional learning communities (2004). All studies indicated that teacher leaders influenced those around them and had a positive impact in the community of their school.

Successful school improvement initiatives have a system of support. Grant (2008) utilized a concentric circle to describe the "impact" of teacher leaders (p. 6). This initial work represented where teacher leaders do their work: in their classroom, collaborating with other colleagues, in a whole-school development, or interacting with teachers in other schools. In addition to *what* teacher leaders are doing Grant provided a description of *how* teachers do their work. The six roles of teacher leadership define how teacher leaders do their work, and it categorizes the work within the four Zones (Table 2.2).

Table 2.2
Zones and Roles Model of Teacher Leadership (Grant 2005)

First Level of Analysis: Four Zones	**Second Level of Analysis: Six Roles**
Zone one: In the classroom	**1:** Continuing to teach and improve one's own teaching
Zone two: Working with other teachers and learners outside the classroom in curricular and extra-curricular activities	**2:** Providing curriculum development knowledge **3:** Leading in-service education assisting other teachers **4:** Participating in performance evaluation of teachers
Zone three: Outside the classroom in whole school development	**5:** Organizing and leading peer reviews of school practice **6:** Participating in school level decision-making
Zone four: Between neighboring schools in the community	**2:** Providing curriculum development knowledge **3:** Leading in-service education and assisting other teachers

The descriptions of the Zones more accurately describe the teacher leaders' impact. York-Barr and Duke (2004) provided three areas of influence for teacher leaders: "individuals," "groups," and "organizational capacity" (p.265). Grant's six roles build upon York-Barr and Duke's three areas of influence by expanding teacher leaders' reach to include their classroom and neighboring schools.

Grant (2005) studied two disadvantaged urban schools to understand how schools distributed leadership and how teacher leadership emerged. The participants at these schools did not have a shared understanding of the concept of teacher leadership (Grant, 2009). Grant identified four Zones, or areas, in which teachers lead ranging from their classroom to beyond the school. The four Zones include: in the classroom, working with other teachers, whole school development, and beyond the school (see Figure 2.1).

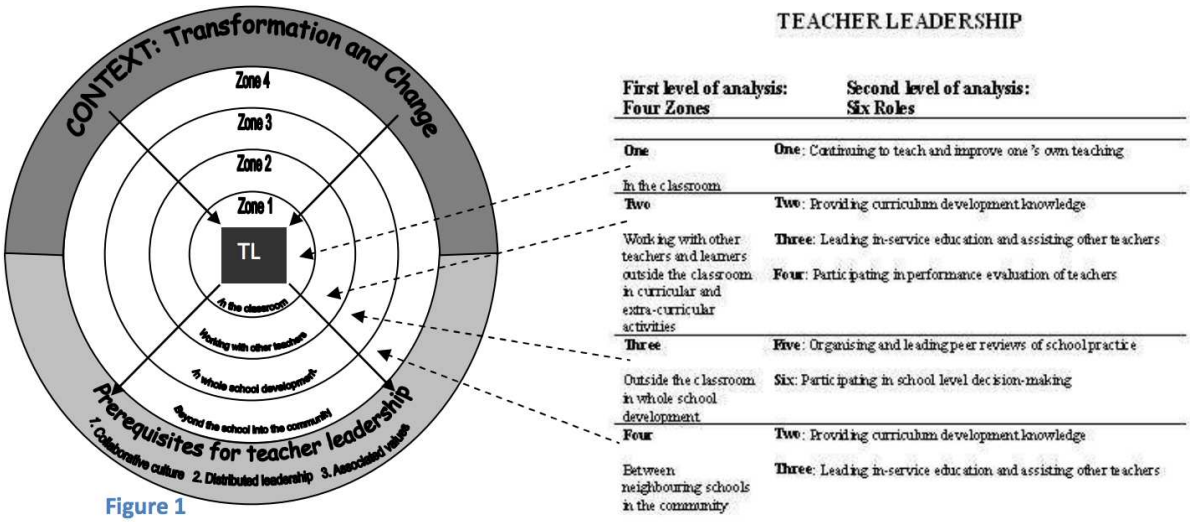

Figure 2.1. Zones of teacher leadership. From "Passing the buck: this is not teacher leadership!" by Grant & Singh, 2009, Perspective in Education 27(3), page 6

The Zones and Roles model also provided more information on what teacher leaders do beyond their roles (Grant, 2009). Teacher Leaders, according to the framework presented by Grant (2009) focused on instruction, led instructional work for their buildings and districts, or called on other teacher leaders to lead instructional work by providing support to colleagues in formal or informal means or channels. Formal channels include instructional coaching or leading small teams. The roles identified through the research explored in this literature review on distributed leadership aligned with the meta-research presented by York-Barr and Duke (2004) and Grant (2009). Grant (2009) described the roles as "transformation and change" in "Zones of teacher leadership" (p. 6).

Grant (2009) then examined the roles teachers embodied as leaders and performed the second level of analysis, identifying six roles of leadership, defining the work teachers do. Table 2.2 looks at the Zones and Roles side-by-side, placing the roles teachers take on into the zone of

impact. Table 2.2 illustrates what teacher leaders are doing, where they are doing it, and the impact teachers are having outside of their classrooms.

Table 2.3 compares the roles of teacher leadership presented by York-Barr and Duke (2004), Grant's (2008) theories on the Zones of teacher leadership, and the roles that surfaced in the research on distributed leadership as part of school improvement initiatives. Although alignment exists within the research and presented theories, there were three gaps. York-Barr and Duke (2004) did not identify informal roles of teacher leadership. They did discuss the informal roles; however, they did not name or formally identify them (York-Barr & Duke, 2004). Grant (2005) did not present Zones including roles contributing to the teaching profession. Additionally, the literature reviewed for this study did not include roles contributing to the profession or the larger community between schools. The omission makes sense as the literature reviewed was on school change initiatives. None of these studies examined for this review discussed how teachers in the schools contributed to the profession. Examination of the theories and literature together identify a need to understand teacher leadership roles within the classroom. These informal roles have not been reviewed nor has their impact been determined. Grant's (2008) Zones break down the roles by distinguishing teachers' impact in the classroom and with their colleagues.

Table 2.3
Comparison of Teacher Leadership Roles throughout the Theories of Leadership

York-Barr & Duke Roles of Teacher Leadership	Distributed Leadership Research	Grant's Zones
	Informal instructional experts.	In the classroom
	Leading a professional development Learning community or collaborative teams	Working with other teachers and learners outside the classroom in curricular and extracurricular activities
Coordination, management Professional development of colleagues Participation in school change/improvement Parent community involvement	Instructional coaches Program facilitators	Outside the classroom in whole school development
School or district curriculum work Contributions to the profession Pre-service teacher education		Between neighboring schools in the community

Teacher Leadership Dispositions

The National Council for Accreditation of Teacher Education (NCATE) defined professional dispositions as,

> Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (NCATE, 2008, p. 89-90)

Despite the research and work completed by states and researchers have done since No Child Left Behind was signed into office, the dispositions of effective teachers and principals have

remained unmeasured by most states, including Colorado. The law focuses on the observable skills of teaching and leading a building. This focus on observable skills misses part of the picture. Hargreaves and Fullan (1996) said, "teaching is bound up in [teacher's] lives, biographies, with the kind of people they will become" (p. 25). School leaders, or principals, must understand those biographies create a filter through which teachers see the world. School leaders should be thoughtful of the filters so they can create a school climate that is understanding of the experiences of both teachers and students. A teachers' attitude, perception, and beliefs about what they are teaching and *who* their students are impacts *how* they teach and how students learn.

Combs (1974) defined an effective teacher as "a unique human being who has learned to use him/herself effectively and efficiently to carry out his/her own and society's purpose in the education of others." Combs found the perceptions of the educator has more impact on instruction than any other factor. Similarly, Taylor and Wasicsko (2000) found that "being effective as a teacher means not only being proficient with teaching processes (methods, strategies, and behaviors) that lead to student products (knowledge, achievement, etc.), but also being a person who can facilitate positive change in people's lives" (p.9).

The theory of the importance of dispositions is taken one step further when what it means to be an effective principal or school leader is considered. "Being effective as a leader means not only being proficient in leadership performances that lead to effective teaching and learning in schools, but also being a leader who can positively transform education," (Melton, Mallory, & Green, 2011, p. 40). This research on leadership and dispositions underlines the importance of measuring and supporting positive dispositions. Dispositions guide behaviors. School leaders must be aware of their own dispositions and strive to develop positive dispositions. A research

study by Cunningham & Cordeiro (2006) theorized that the role of a school leader is to develop the members of the school so they can move towards a common goal. To be an effective teacher or school leader, it is important to have a specific set of dispositions, alongside understanding and delivering good instruction.

In the book *Awakening the Sleeping Giant* (2009), the TLSA-Assessment published seven dispositions of teacher leaders: self-awareness, leading change, communication, diversity, instructional proficiency, continuous improvement, and self-organization. The measurement tool is based on a teachers' self-assessment. Teachers identified their own beliefs, values, and attitudes in each of the seven areas by answering questions related to each of disposition being measured. Katzenmeyer and Moller (2009) created the survey with a group of experts in the field. The survey allows teacher leaders "a way for them to make judgments about the extent to which they currently meet the teacher leadership standards and to identify areas in which they may wish to develop new behaviors and skills," (Kazenmeyer & Moller, 2009, p. 51).

CHAPTER III: METHODOLOGY

The purpose of this study is to understand the dispositions of teacher leaders who are perceived to be effective. The study is based on the hypothesis that teacher leadership is a by-product of school change initiatives. The research will explore the roles teacher leaders take on, how those roles impact student achievement and finally the dispositions associated with those roles. The research questions guiding the study were:

> **R1:** What themes emerge from analyzing Grant's *Zones* and *Roles (2008)* with Katzenmeyer's *dispositions* (2009) amongst and between teacher leaders in one school district?)?
>
> **R2:** What dispositional themes emerge as teacher leaders describe their roles, and do those dispositions relate to those perceived on the TLSA?

Research Design

A mixed methods study was conducted to determine the dispositions of teacher leaders in high impact roles. Both qualitative and quantitative data were collected from a single instrument distributed in a survey, and results were analyzed using a parallel-convergent method. Parallel-convergent methods means the qualitative data and the quantitative data were analyzed separately, and then brought together to answer the research question. Qualitative data was analyzed by coding open responses on a survey. Quantitative data was analyzed using descriptive statistics to understand if there are any themes that emerged when roles teacher leaders take on and the dispositions they report were analyzed.

Parallel-convergent mixed methods (Creswell, 2011) procedures were used to evaluate the collected data and answer the research questions. The parallel-convergent method was presented by Creswell (2011) in the book *Designing and Conducting Mixed Methods Research*

where Creswell described it as a method used in educational research. Parallel Convergent mixed methodology uses two data streams that are "compared" and then used together when interpreting and answering the research questions (p. 70). Creswell explained, "the convergent design occurs when the researcher collects and analyzes both quantitative and qualitative data during the same phase of the research process and then merges the two sets of results into an overall interpretation," (Creswell, 2011, p. 77). With the parallel-convergent method, this researcher first analyzed the qualitative and quantitative data separately, and then examined together to better understand the connections between teacher leader dispositions and teacher leader roles. The parallel-convergent method is often used as either a means to triangulate qualitative data or to use qualitative data to illustrate quantitative data. In this study, the qualitative data were used to validate the quantitative data and to describe the quantitative data.

Questions where participants reported the amount of time they spend in each Zone and Role (see appendix A) in the survey produced the quantitative data for this study. Data were analyzed using descriptive statistics to illustrate specific leadership activities and their reported dispositions. The qualitative data came from open-ended questions. These questions were coded for the Zone of work teachers were doing, their dispositions, and any other themes emerging themes. The two sets of data and analysis were used together to answer each of the questions (see Figure 3.1).

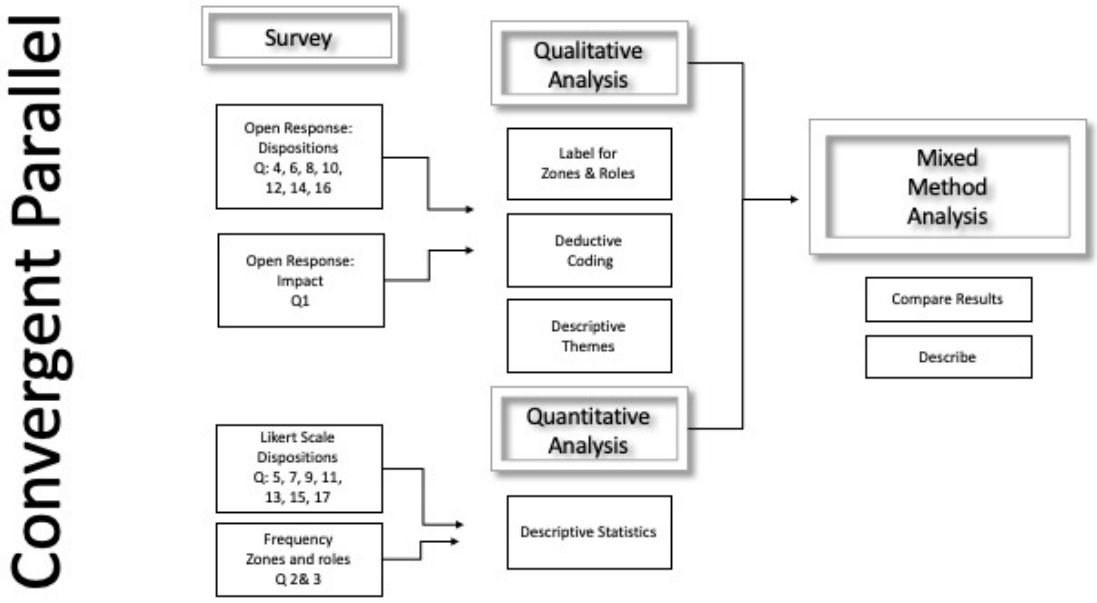

Figure 3.1. Convergent parallel design. This figure illustrates how convergent mixed methods design was implanted in this study.

Participants

The primary site of the study was a large urban school district with over 87,000 students in Colorado consisting of schools ranging from early childhood education centers to high schools. At the time of the study, the district consisted of 14,792 employees, 5,254 of whom were teachers. During the 2014-2015 school year, there were 1,027 identified teacher leaders whose diverse roles ranged from leading data teams to leading small teams within their buildings. Every school was expected to identify teacher leaders and school leaders selected, and each school nominated their team facilitators. Team facilitators consisted of teacher leaders leading data teams while another teacher leader role, a teacher team lead, coached and evaluated teams of teachers.

Consent for research participants was obtained through the landing page of the survey, which informed the participants about the known risks in participating in the task (there are no known risks or benefits). Participants were given the option to acknowledge the risks by clicking

"accept" and beginning the survey or to decline by leaving the page. Data were collected and stored on password protected files and backed up on an external hard drive.

Sample Procedures

The survey used in this study was emailed in a district newsletter to all designated teacher leaders. The researcher followed up with two additional emails to encourage participation. Participation in the study was based on convenience sampling, and the data was collected from those who chose to respond.

Data Collection

Data for this study was collected through an online survey that included questions related to both the quantitative evaluation and the qualitative evaluation. The qualitative questions were open-ended questions related to teacher leader dispositions. One qualitative question was related to the role of the teacher leader: "Talk about your role as a teacher leader. Discuss how instruction improves based on the things you do in your role." The quantitative questions were Likert scale questions related to the perceived dispositions of the teacher leader and questions asking about the time teacher leaders spend in Roles and Zones (see appendix A).

Procedures

Participants took part in the survey by following a link emailed to them in a district newsletter, directing them to a landing page the described the study. Seven Likert scale questions and one open-ended question relating to the roles of teacher leaders: "Talk about your role as a teacher leader. Discuss how instruction improves based on the things you do in your role."

To measure the Zones and Roles in which they worked, participants were asked to share the percentage of time they engaged in each of the roles: "With what frequency have you participated in the following activities in the past school year?" The roles were presented in a

matrix and the responses were scaled daily, weekly, monthly, a few times a year, and never. Participants were also asked the percentage of time they spent in each of the Zones: "As a teacher leader, what percentage of your time do you spend in the following areas?"

Measures

The survey was composed of two instruments. The "Teacher Leader Self-Assessment" (Kazenmeyer and Moller, 2009) provided quantitative data about the dispositions of teacher leaders. The Zones and Roles framework completed by Grant was used in the qualitative data analysis to understand the roles teacher leaders took on as well as the impact of those roles.

Instruments

The survey used in this study was based on the Teacher Leader Self-Assessment (TLSA) created by Katzenmeyer and Moller (2009) and Grant's (2008) research on teacher leader Zones and Roles of influence. The survey included several Likert scale questions to identify the teacher leader dispositions which were identified by Katzenmeyer and Moller's (2009) teacher leader self-assessment. The survey included one open-ended question to determine the role of the teacher leaders and the zone in which their work occurred, which was based on Grant's framework on the Zones and Roles of teacher leadership. The survey also included seven additional open-ended linked to the work associated with a specific disposition.

Teacher Leader Self-Assessment. The TLSA was published by the Professional Development Center, Inc., which consisted of a panel of teacher leader experts. The assessment was sent to 45 experts in the field of teacher leadership. This process established content validity for the scale (Katzenmeyer and Moller, 2009). The assessment consisted of 42 questions. The survey identified seven dispositions: self-awareness, leading change, communication, diversity, instructional proficiency and leadership, continuous improvement, and self-organization. Each

disposition had six questions answered by participants using a Likert scale with levels of never, rarely, sometimes, often, and always. The scale was coded zero for never, one for rarely, three for sometimes, four for often, and five for always. The scales for each disposition were added and each disposition was given a total. The total ranged from 0 to 30. Participants were then given a total for each disposition.

Grant's Zones and Roles. Grant's (2008) frameworks related to the Zones and Roles of teacher leaders were used to code the open response questions. The first open-ended question: "Talk about your role as a teacher leader. Discuss how instruction improves based on the things you do in your role" was coded for both the zone and the role described in the response. The remaining open-ended questions were also coded for the role and zone and emerged as respondents further discussed the work they were doing.

The four Zones categorized the following characteristics of teacher leader roles: in the classroom, working with other teachers, whole school-development, and beyond the school. The four Zones identified specific teacher leader roles and their impact on the achievement of students with whom they do not directly interact.

The six roles aligned to the Zones of teacher leadership created further categories to explain the work of teacher leaders in the following ways: continuing to teach and improve one's own teaching, developing curriculum, leading in-service, participating in peer reviews, organizing and leading peer reviews of school practice, and participating in school-level decision making. These six roles were used to categorize the work and influence of the teacher leaders who participated in the study.

Piloted instrument. This study used a piloted instrument. The TLSA was modified after a pilot was conducted to limit the number of questions in the survey. The piloted survey

included the TLSA survey, seven open-ended questions on the dispositions measured in the TLSA, and two open-ended questions based on Grant's (2008) Zones and Roles framework. The TLSA survey contained seven questions for each disposition, totaling 42 Likert scale questions. After piloting the survey with a convenience sample of teacher leaders in districts within the metropolitan region, this researcher discovered the original survey was too long, as about two-thirds of the participants who clicked to start the survey did not complete the survey. The survey was analyzed using a factor analysis which revealed most of the survey questions overlapped. The researcher kept one question for each disposition for the instrument used in this study. These remaining questions were included in the final survey instrument used in this study.

The final instrument used in this study contained seven Likert scale questions to measure dispositions, seven open-ended questions to measure dispositions, one open-ended question asking teachers about their impact in their school, one question asking participants about the amount of time they spend in the six Roles, and one question asking them the percentage of time spent in each of the Zones.

Data Analysis

To answer the research questions, ". What themes emerge from analyzing Grant's *Zones* and *Roles (2008)* with Katzenmeyer's *dispositions (2009)* amongst and between teacher leaders in one school district??" and "What dispositional themes emerge as teacher leaders describe their roles, and do these dispositions relate to those perceived on the TLSA?" the survey was analyzed using both qualitative and quantitative methods.

Qualitative Data Analysis

To answer the research questions, "What themes emerge from analyzing Grant's *Zones* and *Roles (2008)* with Katzenmeyer's *dispositions (2009)* amongst and between teacher leaders in one school district?" and "What dispositional themes emerge as teacher leaders describe their roles, and do these dispositions relate to those perceived on the TLSA?" the researcher coded each open response question for the Zones of teacher leadership (Grant, 2008) and the dispositions of teacher leadership (Katzenmeyer and Moll, 2009). The researcher examined the eight open-ended questions in the survey to complete the qualitative data analysis. Questions were analyzed to understand the roles teacher leaders had in their schools, the level of impact of that role, and the dispositions of the teacher engaged in the work. Additionally, the researcher analyzed the data for any other trends or themes that emerged.

To organize the qualitative responses, the researcher created a table with two columns for each question. One column contained the participants' response to the question. The second column was space used for the researcher's notes and recorded codes. The responses to each question was printed out and then examined separately. The researcher first read through the responses to each of the questions, coding for Grant's Zones. Then the codes were examined together to understand the relationships and experiences of teacher leaders. The researcher kept a field notebook to capture the themes and descriptions that emerged during coding.

The qualitative data was analyzed to gain a better understanding of how teacher leaders impact student achievement and how teacher leaders demonstrated each of the dispositions. The codes and categories the researcher created for this study were deductive and were based on the Zone and Roles framework (2009) and the dispositions framework (2008). In subsequent analysis of the participant responses themes were captured as they emerged during the analysis

(Crabtree and Miller, 1999). These codes and categories created descriptions of the work teacher leaders engaged in at their schools as well as descriptions of each of the dispositions. The analysis relied on Social Phenomenology (Schutz, 1967). Social Phenomenology is the "descriptive and interpretive theory of social action." This theory seeks to interpret the everyday world and then describe the everyday world. Since schools are grounded in the interactions between people and teacher leadership is grounded in the interactions between teachers and leadership, this study relied on Schutz (1967) Social Phenomenology theory to explain the interactions within the school.

The qualitative data set was analyzed several times to create categories. This process is referred to as "constant comparative analysis" (Willig, 2013, p. 71). The responses to the questions were analyzed first line by line and then low-level categories were identified. The categories were examined as themes emerged and codes were created. This method of analysis created conditions for the researcher to discover the social constructs in schools in which teacher leadership operated.

The researcher began with survey question 1: "Talk about your role as a teacher leader. Discuss how instruction improves based on the things you do in your role." The researcher first identified the teacher leader's zone and role. The question was labeled using Grant's (2008) Zones and Roles theory. There were eight total possible labels: zone 1/role 1, zone 2/role 2, zone 2/role 3, zone 2/role 4, zone 3/role 5, zone3/role 6, zone 4/role2, or zone 4/role 3. After examining all the responses, the researcher read through the participant responses again and identified trends regarding teacher leaders' work and the structures in place for them to do their work.

The researcher examined the rest of the qualitative questions: 4, 6, 8, 10, 12,14, 16. Each of the open-ended questions was related to a different disposition. First, the researcher labeled the responses for the Zones and Roles. Then the researcher identified themes in the dispositions between the participants. In subsequent readings, themes about the disposition were coded using different color pens. The researcher kept notes about trends in the teacher leader responses to dispositions. The researcher captured the characteristics of the disposition as codes. Each code helped to create a description of the disposition based on the work the teacher leaders were engaged in.

Quantitative Data Analysis

The researcher wanted to describe the the Zones and Roles a teacher took part in and the dispositions that they reported. Question 2 sought to find the Roles in which teacher leaders were spending their time. The roles teacher leaders were asked about were based on the Roles presented by Grant (2008). Question 2 asked: "With what frequency have you participated in the following activities in the past school year?" The roles were listed as continuing to improve my own teaching, providing curriculum development knowledge, leading in service education/assisting other teachers, participating in the performance evaluation of other teachers, participating in school level decision making, and organizing and leading peer reviews of school practice. Participants indicated how often they participated in each type of activity. The frequency was listed as: daily, weekly, monthly, a few times a year, or never. The responses to question two are related to time spent in a specific task. The responses to this question provide information as to the different roles that teacher leaders are taking on. It also reveals the approximate amount of time they report doing work related to the Role. Therefore, this data is considered ordinal data.

The responses to the questions related to disposition asked teachers to report their agreement to statements on a Likert scale. This data is considered ordinal. Teacher leaders chose from the following response when answering this question: never, rarely, sometimes, often or always.

To describe the connections between the responses related to the dispositions (questions 5,7, 9, 11, 13, 15,17) the researcher analyzed the frequency and mean of teacher leaders reporting to work in each role.

Mixed-Methods Analysis

After the qualitative data and quantitative data were analyzed separately, the researcher looked at both sets of data together to answer the research questions in accordance with the Convergent-Parallel methodology (Cresswell, 2008). The researcher looked at the field notes containing themes and codes alongside the descriptive data. The researcher first compared the Zones and Roles teachers indicated on the quantitative questions to the qualitative questions of the Zones and Roles. The researcher used the qualitative data to describe the work teacher leaders were engaged in.

The researcher then looked at the dispositions and the themes from the written responses. The researcher compared the themes to the dispositions appearing to be connected to Zones and Roles of higher impact. Finally, the researcher described the themes that emerged after examining the qualitative data and how those themes compared to the results from the quantitative data. The researcher used the trending themes from each of the dispositions to describe the disposition.

Limitations

The results of the study are limited to the population included in this study. It represents teacher leaders in this specific setting with the specific roles in the district. The study is limited by the number of participants that participated in the study, including the number that completed the survey in its entirety. Part of the research is qualitative and relies on reporting of the participants. The results are limited to self-reporting of the participants. The study is limited to the period of time that the data was collected. Participants responded to the survey in the spring. The attitudes and reflections of the participants are based on a single point of time during the school year. Finally, this study looked at the social interactions in schools and the data is bound to the context that the teachers were in.

CHAPTER IV: FINDINGS

The purpose of this study was to understand the dispositions and roles of teacher leaders based on two sets of previously developed frameworks by Grant (2009) and Katzenmeyer and Moller, (2009). The following research question guided the study: "What themes emerge from analyzing Grant's *Zones* and *Roles (2008)* with Katzenmeyer's *dispositions (2009)* amongst and between teacher leaders in one school district?" The second question was: "What dispositional themes emerge as teacher leaders describe their roles, and do these dispositions relate to those perceived on the TLSA?"

Both qualitative and quantitative data were analyzed for this parallel-convergent, mixed methods study. The qualitative and quantitative data were collected together from one survey instrument. Once the data were collected, the quantitative datum was analyzed and then the qualitative datum was analyzed. Then the data were analyzed together to answer the research questions.

Quantitative Datum Analysis

There are teacher leaders in approximately 71 schools across the metropolitan area that this study was situated. There are an estimated 200 teacher leaders in that area. This survey had an estimated response rate of fifteen percent response rate. Thirty-one teacher leaders responded to the survey and were included in the data analysis. Of the thirty-one teacher leaders who responded to portions of the survey, twenty-six participants completed the survey. All the participants were included in the analysis for the questions they answered. The survey was completed using a web-based survey tool. The survey was distributed to teachers through a district mail.

Descriptive Analysis of Zones and Roles

Question three asked participants to report the percentage of time they spent in any of the six roles:

1. Continuing to improve my own teaching.
2. Providing curriculum development knowledge.
3. Leading in-service assisting other teachers.
4. Participating in the performance evaluation of other teachers.
5. Participating in school decision making.
6. Organizing and leading peer reviews of school practice.

The question asked, "With what frequency have you participated in the following activities in the past school year?" The question was presented in a table 4.1 and participants could choose either daily, weekly, monthly, a few times a year, or never for each of the six roles. Of the teacher leaders that responded, 64.86% (*n*=31) spent time either daily or weekly "continuing to improve [their] own teaching." They also spent 48.38% (*n*=31) of their time "providing curriculum development knowledge" either daily or weekly. Figure 4.1 displays how much time teacher leaders spend working in the roles of teacher leadership as presented by Grant (2009).

Table 4.1
Reported Time Spent in Each Role

	Daily	Weekly	Monthly	A Few Times a Year	Never
Continuing to improve my own teaching	18 58.06%	6 19.35%	2 6.45%	4 12.90%	1 3.23%
Providing curriculum development knowledge	4 12.90%	11 35.48%	6 19.35%	8 25.81%	8 25.81%
Leading in-service education assisting other teachers	2 6.45%	6 19.35%	8 25.81%	8 25.8%	7 22.58%
Participating in the performance evaluation of other teachers	1 3.23%	3 9.68%	4 12.90%	2 6.45%	21 67.74%
Participating in school level decision making	1 3.23%	11 35.48%	10 32.26%	5 16.13%	4 12.90%
Organizing and leading peer reviews of school practice	1 3.23%	2 6.45%	7 22.58%	10 32.26%	11 35.48%

Participants were then asked to provide the percentage of time they spent in each zone of teacher leadership. The four-part question asked for the percentage of time they spent in (a) “my classroom,” (b) “working with other teachers and learners outside the classroom in curricular and extra-curricular activities,” (c) “outside the classroom in whole school development,” and (d) “between neighboring schools in the community.” Teacher leaders reported spending an average

of 55% (*n*=31) of their time in their classrooms. On average, they reported spending 25.72% of their time working with other teachers outside the classroom, 12% of their time working in whole school development and 6.7% of their time working between neighboring schools in the community. Table 4.2 shows the percent of time teacher leaders reported in each zone and the average time that teacher leaders spent either daily or weekly in each role.

Table 4.2
Average Time Spent in Zones and Roles

Zone	Average Percent time in Zone	Role	Average time spent in role
In My Classroom	55%	Continuing to improve one's own teaching	64.86% daily or weekly
Working with other teachers outside of the classroom	25.7%	Providing Curriculum Development knowledge	48.38% daily or weekly
		Leading in-service education	12.90% daily or weekly
		Participating in performance evacuation of other teachers	25.80% daily or weekly
Outside of the classroom in whole school development	12.0%	Organizing and leading reviews of school practice	.96% daily or weekly
		Participating in school-level decision making	32.35% daily or weekly
Between neighboring schools and in the community	5.69%	Providing curriculum development knowledge	48.38% daily or weekly
		Leading in-service education	12.90% Daily or weekly

Teacher leaders reported spending more than half of their time in the zone "in my own classroom. Within this zone, 64.86% (n=31) reported spending time in the role "continuing to

improve one's own teacher either daily or weekly. Additionally, 48.38% (n=31) reported working in the role, "providing curriculum development knowledge" either daily or weekly. Providing curriculum knowledge falls within two Zones, "working with others outside of the classroom," and "between neighboring schools." On average, teacher leaders reported spending the least amount of time, 5.69% (n=31) in the Zone "between neighboring schools. Teacher leaders spent the third highest amount of time daily or weekly, 32.35% (n=31) either daily, in the role, "participating in school level decision making

Analysis of Dispositions

The dispositions measured in this study were based on the survey crated by Katzenmeyer and Moller and presented in the book *Awakening the Sleeping Giant* (2009). The seven dispositions presented by Kazenmeyer and Moller were: self-awareness, leading change, communication, diversity, instruction, continuous improvement, and self-organization. On the survey, participants reported how often they engaged in activities related to the seven dispositions. The response options were: never, rarely, sometimes, often, and always. When teacher leaders rated their participation each of the disposition constructs, there was no noticeable difference between the levels of perceived participation among the dispositions (see Table 4.2).

Table 4.2

Percent Participant Participation with Dispositions

	Never	Rarely	Sometimes	Often	Always	Positive Reporting
Instruction		0	0	54	42	96
Diversity		0	4	50	42	92
Communication		4	0	26	63	89
Self-Organization	4	0	4	54	31	85
Leading Change		0	11	52	33	83
Self-Awareness		4	11	50	32	82
Continuous Improvement	4	0	15	62	15	77

"Instruction" was the highest reported disposition teacher leaders reported: ninety-six percent (*n*=26) of participants reported either "often" or "always." The second highest reported disposition was "leading change" with 83% of participants reporting either "often" or "always." On average, between 82–89% participants rated themselves positively on the final dispositions. The lowest positive reporting was "continuous improvement" with 77% (*n*=26) of participants reporting they either "often" or "always" engaging in actions related to "self-organization." Table 4.2 shows the percentage of teacher leader agreement with dispositions.

Analysis of Zones, Roles and Dispositions

Zone 4, based on Grant's framework (2009), includes roles two (curriculum development knowledge) and three (leading in-service and assisting others) as "high impact." Sixteen participants reported taking part in these "high impact" roles either daily or weekly. The responses to the disposition questions for the teacher leaders with "high impact" we examined. "Self-awareness" was the highest rated disposition for participants who worked either daily or weekly in high impact roles, with an average of 88% of participants reporting they agreed with the disposition either "often" or "always" (*n*=16). "Instruction" was the lowest rated disposition

by those who reported performing in high impact roles. Sixty-three percent of these participants reported taking part in activities related to instruction either "often" or "always." Table 4.3 shows how teacher leaders with high impact roles agreed with the statements about the dispositions.

Table 4.3
Dispositions of Teacher Leaders with High Impact Roles

	Often	Always	Total percent positive
Self-Awareness	50%	38%	88%
Continuous Improvement	50%	31%	81%
Self-Organization	62%	15%	77%
Communication	19%	56%	75%
Diversity	56%	19%	75%
Leading Change	25%	50%	75%
Instruction	38%	25%	63%

Most teachers reported that they spent the most amount of time working on their own teaching. Fourteen teachers responded to all questions and reported that they spent most their time working in their own classroom. Of those teachers, over fifty percent of them reported always or often spending time in activities related to the dispositions Leading Change (85% n=14), Communication (78% n=14), Diversity (50% n=14), Instruction (50% n=14), Self-Organization n=14). Table 4.4 demonstrates the percent of teachers reporting positively to each disposition by role that they take part in daily.

Table 4.4
Comparing Roles and Dispositions

	Improving Own Teaching	Curriculum Development	Leading In-service	Evaluation of others	School-Level Decision Making	Peer Reviews of Practice
Self-Awareness	28% (n=14)	50% (n=4)	0% (n=2)	0% (n=1)	0% (n=1)	0% (n=1)
Leading Change	57% (n=14)	75% (n=4)	50% (n=2)	0% (n=1)	0% (n=1)	0% (n=1)
Communication	78% (n=14)	100% (n=4)	100% (n=2)	100% (n=1)	100% (n=1)	100% (n=1)
Diversity	50% (n=14)	100% (n=4)	100% (n=2)	100% (n=1)	100% (n=1)	100% (n=1)
Continuous Improvement	31% (n=14)	50% (n=4)	50% (n=2)	100% (n=1)	100% (n=1)	100% (n=1)
Self-Organization	50% (n=14)	75% (n=1)	100% (n=2)	100% (n=1)	100% (n=1)	100% (n=1)

Qualitative Data Analysis

Eight questions were analyzed using qualitative methods. This method included deductive coding. Questions were analyzed initially using codes described by Grant's Zones and Roles (2009) and the dispositions from Katzenmeyer and Moller's (2009) TLSA. The first question asked teachers to describe their work of improving instruction. This question was coded for the zone and roles described by the participant. Each question was then coded for dispositions. Finally, on a third reading, each question was evaluated for any emerging themes.

Qualitative Data Analysis of Zones and Roles

The first question on the survey instrument asked the following question: "Talk about your role as a teacher leader. Discuss how instruction improves based on the things you do in your role." With this survey question, participants were asked to describe the work they do to

impact student achievement. Each response was coded first for the Zone and Role described in the open-ended question.

Based on the qualitative analysis of survey question one, 18 out of 25 teacher leaders engaged in work outside of their own classroom; however, this work did not pertain to leading whole school development or doing work that reached far beyond their buildings. Instead, 13 of the 18 who were engaged outside of their classrooms reported being engaged in leading small teams or one-on-one coaching. Survey question one asked teachers to describe the work they do. This data was qualitatively analyzed. Four teachers reported work aligned to zone 4 (outside of the school) or zone 3 (working with the whole school). Of these teachers working in roles in high impact Zones, three teacher leaders served as University Affiliate Faculty, one described their role on the school's Instructional Leadership Team, and one fulfilled a position as a district-level ELD resource teacher. Of the teacher leaders working in zone 4, two described the disposition of instruction, two described the disposition of leading change, and one described the disposition of communication. Sixteen teacher leaders described their roles as being in zone 1 or zone 2.

Qualitative Analysis of Dispositions

Survey question one was an open-ended question and asked the participants to "Talk about your role as teacher leader. Discuss how instruction improves based on the things you do in your role." Thirty participants responded to this question. Question one was coded for the four Zones of teacher leadership and the seven teacher leader dispositions. Thirteen participant responses were coded for work within zone two, working with others, and three responses were coded for zone one, in the classroom. Three dispositions surfaced upon a qualitative analysis of survey question one. Four teacher leaders described leading change, five described

communication, and thirteen described instruction. After coding survey question one for the Zones and dispositions of teacher leaders, a second reading of the responses revealed the following trends: seven responses trended emotive, nine teachers describe working on a committee or team, eight teacher leaders described planning with others in their role, nine described their role as either communicating with peers or with school leadership, five described the instructional coaching they provide to other teachers, and three talked about looking at data with others. Though the question directly asked teacher leaders to describe how they impacted instruction in their roles, instruction was more implied than explicitly discussed. Most of the teacher leaders engaged in roles leading small teams or one-on-one coaching. For example, one teacher leader described the impact of the role in the following way:

> I coach teams of teachers through learning cycles around best practices, curriculum, implementation, data driven instruction, and standards implementation. I provide observation/feedback to teachers and instruction improves by teachers reflecting on their practice and implementing bite sized action steps in their classrooms.

After reviewing the participants' answers and specifically coding for teachers who elaborated on instruction, this researcher found they addressed 15 structures that supported their work. These structures fell into two categories: meetings and resources (see Table 4.5). The meeting structures described formal times teacher leaders met with other teachers and the elements supporting those sessions. Resource structures described the materials or processes teacher leaders used when they met with other teachers. For example, participants described using data to support teachers in planning through team meetings, co-planning, and observation and feedback. One participant explained leading teams: "My participation in the MTSS team has helped our staff become better aligned and more able to focus on student needs and outcomes."

Another participant described planning by stating, “The majority of my time as a teacher leader is spent co-planning and co-teaching. After planning instruction together, I work with teachers to hone their instruction by modeling, or observing and providing feedback.”

Table 4.5
Resource Structures for Leading Teams

Meetings	Resources
Set meetings	Data
Learning cycles	Providing materials
Common planning time	Evaluation framework
Vertical team	WIDA descriptors
Run team meetings	Modeling and observing
Instructional leadership team	Instructional leadership team
	Time and space
	Adjust and refine practice
	Agendas

Coding Zones within Responses to Dispositions

The questions related to dispositions were analyzed and coded for their appropriate Zones (table 4.6). As teachers reflected on their work, trends about where and with whom work took place emerged. Overall, participants reported working with teams of teachers or with other teachers one-on-one. When coding for the Zones of teacher leadership, only four dispositions had Zones revealed. The disposition questions able to be coded for Zones of teacher leadership were: self-awareness, leading change, communication, and instructional proficiency were coded for Zones. Responses were clear about where and with whom work took place. Self-awareness was split between two Zones.

Table 4.6
Zones and Themes Coded in Disposition Questions

Disposition	Zone	Themes
Self-Awareness	Zone 2 = 11 Zone 1= 9 n=20	Reflection, leading teams, culture, ownership of school, coaching, mentoring, instruction
Leading Change	Zone 2 = 25 n=25	Planning, culture, evaluating / tracking data, team learning
Communication	Zone 2 = 24 n=25	
Diversity	*Not measurable*	privilege, reflective, growth mindset, relationship oriented
Instruction	Zone 2 = 17 n=19	Relationships, differentiation, personal growth, classroom management, pedagogy
Continuous Improvement	*Not measurable*	Reflection, attending PD, seeking feedback, resources, collaborate
Self-Organization	*Not measurable*	lists, calendar, planning, prioritization

Thirteen responses took place in Zone 1 and 13 took place in Zone 2. A teacher leader whose response fell into Zone 1 described self-awareness by reflecting on actions within the classroom: "I remember getting upset in class with students for 'bad' behavior. I remember how I decided to not do that anymore." A teacher leader responding to a question related to the disposition self-awareness fell into zone 2 said, "While leading data team meetings I made a choice to do less of the talking and empower the classroom teachers to more of the talking, to be able to turn the learning over to them."

All responses to the leading change questions were coded into Zone 2. When teachers responded to the disposition leading change, teachers working in Zone 2 described working with team mates through planning for instruction, discussing school systems or values, or mediating

communication. A teacher who participated in zone 2 while engaging in the disposition leading change described how to lead vertical team meetings:

> I believe that each time we have vertical planning session [*sic*] I am able to motivate the team to work toward a common outcome. Specifically, we've decided to adopt specific unit goals, end of year goals, scaled grading and, grade level outcomes.

Of the questions related to instructional proficiency, seventeen responses were coded into zone 1. Table 4.7 displays the number of participants describing the Zones of teacher leadership when they responded to open ended questions related to dispositions.

Table 4.7
Number of Teacher Leaders Describing a Zone When Responding to Dispositions

	Zone 1	Zone 2	Zone 3	Zone 4
Self-Awareness	13	13	0	0
Leading Change	1	26	0	0
Communication	0	24	0	0
Diversity	0	0	0	0
Instructional Proficiency	17	0	0	0
Continuous Improvement	0	0	0	0
Self-Organization	0	0	0	0

Themes Emerging Through Dispositions

Each disposition had a related open-ended question. The seven dispositions were: self-awareness, leading change, communication, diversity, instruction, continuous improvement, and self-organization. The questions required participants to describe or reflect on work related to each disposition. The open-ended questions related to the dispositions were coded deductively for Zones and Roles, emerging themes were recorded and analyzed. Then, upon further readings, the responses were coded inductively to further explain what work teacher leaders were doing and how they were doing it. Once all the dispositions were coded the codes were examined collectively. The themes from the collective dispositions were: climate and culture, personal

growth or reflection, instruction and pedagogy, and leading teams. These themes helped this researcher better understand what teacher leaders were doing and how they were doing it.

Self-Awareness. The open-ended survey question, question 4, related to self-awareness asked: "Describe a time in the last school year that you reflected on your actions and made a deliberate change of behavior based on your reflection. This researcher coded the response first for the Zones of teacher leadership. Then the researcher coded the responses for themes using an inductive method. Six themes emerged when teacher leaders answered the open-ended question about self-awareness: reflection, leading teams, culture and climate, ownership of school change, coaching/mentoring, and instruction.

When they answered the question related to the disposition self-awareness, teacher leaders explained changed in either their own practice or their group practice based on a perceived need. Six teacher leaders described their work leading to changes in instructional practices. Two concluded that changes were made in their teams. Four discussed changes in the individual classrooms of the teacher leaders. An example of teacher leaders making changes in their own classroom because of decisions made in a group was when one participant reflected on changes in their own classroom: "The Instructional Leadership Team at my school discussed the importance of reading and writing across the curriculum. Since I have joined the team this year, I feel like I have stressed this more in my classroom."

Seven teacher leaders talked about promoting teacher ownership of instructional decisions in the school, and six of these participants described creating structures where staff voice was being used to implement change. Examples of these changes were designing professional learning experiences, looking at student data, creating substitute coverage systems, and making sure all voices were heard in team meetings.

Leading change. Survey question six was related to the disposition of leading change. The survey questions asked participants, "Describe a time that you motivated your colleagues to work toward a common goal." The following five themes surfaced when teacher leaders answered the open-ended question related to leading change: planning, staff climate, student culture, evaluating data, and team learning. Two of the themes, planning and team learning, related to dispositions from the TLSA, as planning was part of the instruction construct and team learning was part of the in-service construct. Nine teacher leaders communicated with and motivated colleagues to work toward a common goal through the vehicle of planning for instruction. Four teacher leaders tracked student data or evaluated progress. Fifteen of the participants illustrated their impact on staff climate, describing how they worked together as a team and looked at success in student learning as a team. One participant reported, "I spoke with the art teacher almost daily about the kids and the school. Many times, he was inspired by those conversations. Another described their team setting and monitoring goals: "As a SPED team, we were really motivated by equity data on state tests, we set goals as a team to monitor our growth." Seven of the 15 participants described working toward a common goal.

Communication. Survey question eight asked participants to reflect on communication by asking teacher leaders how they worked with others. The survey question asked, "in what ways do you model effective communication in your building?" The following four themes emerged when they addressed communication: challenges, business, in-person, and electronic. Most of the communication described was through one-on-one communication or with teams. Only one discussed communication with administrators or their role as being a conduit within a building. "I try to keep colleagues informed about information I gather by way of committee." Sixteen teacher leaders described in-person communication addressing challenges or conflict and

described the ways they effectively communicated in person, such as informally in the hallways, talking directly to people involved in a situation, and using active listening.

Eight participants described carrying out business either for their team or school by using meetings or email to keep everyone informed. One participant shared how they encourage communication,

> I summarize what I 'hear' other people say to make sure I understand I use specific examples avoid metaphor, hyperbole, and sarcasm. I also invite others to speak, especially those that rarely contribute. When attempting to reach consensus, I assure that everyone has a voice in the suggestions, and that [sic] everyone can live with the group decisions being made.

Six used electronic means, like email or voicemail, to recap meetings or conversations. Participants described avoiding email to discuss issues that could be misconstrued. No one reported using email to address conflict.

Diversity. Question ten asked participants, "In what ways does your background, including culture, race, religion or socioeconomic status, impact your interactions with your colleagues?" When responding to this question about background and cultural differences, teachers most often referred to how they worked with peers. Teachers used words like "bias" or "privilege" when describing their interactions with colleagues. The four themes surfaced from the question on diversity, they were: privilege, reflective, growth mindset, and relationship oriented. Two teacher leaders discussed how their diversity work with peers impacted their interactions with students. One teacher leader said,

> Most of my colleagues have the same culture, race, religion, gender and sexual preference as myself. As a public-school student, I was of low socioeconomic status. I

currently teach in a school impacted by poverty and attempt to keep colleagues always mindful of the impacts poverty has on a student, and in a classroom.

Two teacher leaders, from diverse backgrounds, elaborated on how they interacted with colleagues who came from different cultures or who spoke different languages. One said, "I work to connect with them on this." One teacher made an inference about understanding families and students. Seven teacher leaders pointed out how hard it was to work with colleagues who did not have a growth mindset. Many times, they claimed it was difficult to work teachers who did not have a growth mindset about their own practice. One teacher noted the difficulty of "teachers talk[in] down about student because of cultural differences." Six participants described relationships with colleagues as a means to interact in a positive way, especially if colleagues came from different backgrounds. Five reflected on how their background and culture impacted their interactions with either students or colleagues. Five teacher leaders discussed how their own privilege affected their collaboration with colleagues and how understanding their own bias might impact their relationship with the people they work. Three talked about their own positive "growth mindset" in terms of "being open minded" and "checking their privilege."

Instruction. Question twelve asked teachers to reflect on their own instruction: "What qualities do you possess that make you an effective educator?" Five themes surfaced for instruction: relationships, differentiation, personal growth, classroom management, and pedagogy. Most participants addressed "building relationships" as a quality that made them an effective educator, and fewer participants discussed pedagogy or how they approached instruction. Regarding pedagogy, teacher leaders spoke about "plan[ning] engaging lessons," quickly assessing a teaching situation to "utilize instructional strategies that are appropriate for

the students and the situation." Most teacher leaders elaborated on their personal growth as a result of either seeing new ways of teaching or by seeking feedback.

Continuous Improvement. Question fourteen asked, "What steps do you take to continually improve as a professional?" The six themes arose for continuous improvement: reflecting, attending professional learning, seeking feedback, seeking resources, collaboration, and leading learning. Twelve teacher leaders attended professional learning opportunities either offered through the district or via their own initiatives, such as off-site conferences. Teacher leaders described reflecting on continuous improvement alone, yet sometimes with peers. As part of reflection, they assessed their lessons using data. Ten teacher leaders used other resources such as books, literature, the teachers' association, advanced degrees, student data, and websites or blogs to further their learning. Eight developed their own person continuous improvement through collaboration and learning by listening to others.

Self-Organization. Question sixteen was, "Define the process you use to organize your tasks and your day." Twenty-one participants answered the question. The responses to this question were brief, averaging two sentences for each response. A lengthier response was,

> I use a bullet journal –on Friday, I lay out each day of the week and record upcoming events and things I know I need to get done that day. As the week goes on, I add to that and mark which tasks I've taken care of. That works well in conjunction with my Outlook calendar, most of the time.

When describing how they prepared themselves to do their work, teacher leaders talked about organizing all their obligations. They described how they checked in with their colleagues, students, and supervisors.

Mixed-Methods Analysis

After analyzing the quantitative data and the qualitative data separately, this researcher brought the data together for a final analysis. In both analyses, three dispositions trended in both the qualitative data and the quantitative data. The dispositions of communication, self-awareness, and leading change were the emergent themes from the analysis of the open ended, qualitative questions. As teacher leaders reflected on each of the questions related to the dispositions, they revealed what their work is and how it's done. Communication, self-awareness and leading change were not only part of the work teacher leaders did they also described how teacher leaders did their work. The three dispositions were also connected when Grant's (2009) roles were analyzed.

Communication

When teacher leaders reflected on the disposition of communication themes around business, challenges, in-person, and electronic. After examining all the dispositions the theme around climate, culture, and collaboration is most related to the disposition communication. Most participants described using communication to collaborate with peers in team settings. For example, when responding to the question about change management one participant said:

> I have struggled to connect with a certain teacher that I work with. Earlier this school year, I sensed that were heading for the same challenges we had had in the past. To work to head these off, I reflected with another Teacher Leader and my Principal on my own actions that contributed to the challenge. I the hosted a conversation with the teacher to directly discuss these challenges and work toward guiding her through reflection as well. Since that conversation, I have

better learned how to work with her (she needs a lot more positive praise than I default to.

Communication was connected to Grant's Role leading peer reviews of practice was analyzed using descriptive statistics.

Communication, as part of the theme climate, culture, and collaboration, was part of responses related to the dispositions, leading change, diversity, continuous change, and self-awareness. Communication emerged as theme when school-level decision making was analyzed.

Self-awareness

Self-awareness was a theme that emerged when the roles curriculum development and improving one's own teaching was analyzed. After coding the dispositions and analyzing them together, the emergent theme most related to self-awareness is the theme personal growth and reflection. This theme emerged in the responses to the dispositions diversity, continuous improvement, instruction, and leading change.

Leading Change

Leading change was a dispositional theme that surfaced when the role of leading in-service. After examining the dispositions collective codes, leading change is the most related to the theme leading teams. This theme is evident in the responses to open-ended disposition questions related to self-awareness and continuous improvement. After reading the responses of the respondents, six themes emerged: planning, staff climate, student culture, evaluating and tracking data, and team learning.

Zones and Roles of teacher leadership

Grant's (2009) theory of the Zones and Roles of teacher leadership categorizes where the work teachers do takes place and what they do. When teacher leaders described their work, as they answered question one, the teacher leader roles they described fell within teacher leadership zone 1 and zone 2. The work they described was representative of two roles, improving one's own teaching and leading in-service. Leading small groups was not a role presented by Grant (2009). However, all teacher leaders responding to this survey indicated working either one-on-one or with small groups.

The What and How

Based on Grant's (2009) Zones and Roles of teacher leadership teachers were working in the roles: improve one's own teaching or leading in-service. However, based on the responses from the teacher leaders, teachers were also leading small teams. The role leading in-service falls within Grant's (2009) zone related to whole-school development and the role of improving one's own teaching was related to the zone including the teacher's own classroom. The teachers responding to this survey were engaged in work outside of their own classroom, only three talked about their work confined to their own classroom. However, thirteen of the participants reported their work is related to working with others. Teachers described work related to planning, committees, examining data, and acting as a communication hub as they were working in zone two, working with others. However, while there is a Zone labeled, Working with Others, there is not a role related to leading teams. The in-service teachers described was done in small teams. No participant described leading whole-school professional development and only twelve percent reported leading whole-school development on the quantitative section of the survey.

Even participants working in college settings teaching college courses were working with small groups of teachers at a time.

Teachers described doing their work in small groups or one-on-one. The quantitative data revealed participants spent fifty-five percent of their time in their own classroom and nearly twenty five percent of their time with others. According to both the qualitative analysis and the quantitative analysis, they are engaged in communicating, leading change, and managing their own practice a teachers and leaders through self-awareness.

CHAPTER FIVE: DISCUSSION

This study aimed to identify the who of teacher leadership and the what of teacher leadership. This study reviewed the dispositions teacher leaders have when they encounter their work. It also clarifies the work teacher leaders are doing. Teacher leader responses to the open-ended questions also described how teacher leaders do their work. Additional information surfaced about how teacher leaders do their work surfaced in the gaps that emerged when they described their work, especially how it is connected to a larger context. The gaps in how they do their work shed some light on what schools can do to organize systems and structures to ensure the work they do is meaningfully connected to student achievement and the work is supported. The research questions guiding the study were:

R1: . What themes emerge from analyzing Grant's *Zones* and *Roles (2008)* with Katzenmeyer's *dispositions (2009)* amongst and between teacher leaders in one school district??

R2: What dispositional themes emerge as teacher leaders describe their roles, and do those dispositions relate to those perceived on the TLSA?

Discussion

The dispositions, communication, self-organization, and instructional knowledge surfaced as themes when the qualitative and quantitative datum were analyzed. There were several levels of analysis. The data was reviewed quantitatively by looking at descriptive data showing the frequency teacher leaders worked in each of the Zones and Roles as well as how positively they responded to each of the dispositions. The data was analyzed qualitatively by looking for the zone, roles and dispositions when teacher leaders answered open-ended survey question about the work they do. Zones and Roles were also coded when teacher leaders

described their approach to each of the dispositions in open-ended survey questions. Common qualitative themes were analyzed collectively and compared to the datum presented through the quantitative data analysis.

Zones and Dispositions

When examining the open-ended responses to the question asking teacher leaders to describe their work with in the dispositions, three dispositions emerged through coding: communication, self-awareness, and leading change. Additionally, these dispositions were also evident when the disposition data and the Zones data was analyzed using descriptive statistics. Teacher leaders are demonstrating the dispositions of communication, self-organization, and instruction. They are leading roles either one-on-one or in small groups with teachers. More than half are also working on their own instruction. There was evidence they have membership in school leadership teams and teacher teams planning for instruction. Participants connected their work to student achievement through working one-on-one with others, working in small teams, and serving on school leadership teams.

Based on the work teacher leaders reported, Grant's Zones seem to be disorganized, especially when held against the framework presented by York-Barr and Duke (2004). York-Barr and Duke identified conditions for teacher leaders to impact student achievement. "Conditions known to support the work of teacher leaders include active support of their principals and colleagues, the availability of time and resources necessary to carry out the work, and opportunities to learn and develop in ways that directly support their leadership work. Teacher leaders lead by maintaining a focus on teaching and learning and by establishing trusting constructive relationships" (York-Barr and Duke, 2004, p. 291) In this study, when teacher leaders described how they impact student achievement they did not describe work one-on-one,

nor did they lead whole-school development. Most of them were working in their own classrooms and with one or more other teachers. The highest impact role, according to Grant's (2008) Zones and Roles Theory was one where teacher leaders worked with and facilitated the whole school or worked between school groups to foster positive changes in instruction. However, in this study, the teacher leaders worked mostly in zone one, within their classroom, and zone two, with others.

Literature. The structures teacher leaders reported like leadership teams, grade-level teams, vertical teams and common planning time that support their work align to the framework presented by York-Barr and Duke (2004), Grant (2009) and Katzenmeyer and Moller (2009). These structures fill in the gaps in the framework presented by York-Barr and Duke (2004) which connects teacher leadership to student achievement. Communication, self-organization, and instructional knowledge surfaced as the dispositions most aligned to Zones considered "high impact" (Grant, 2009, p. 2009). Most respondents did not fulfill roles considered "high impact," according to Grant's (2009) Framework of Zones and Roles. High impact Zones are Zones three and four. These Zones include the roles leading in-service, evaluation of peers, reviewing school practice, and making school decisions. Six of the participants reported doing work related to these roles when they answered question one and described how their work impacts student achievement. However, after reviewing the Likert scale data on the survey as well as reviewing the dispositional themes that emerged through the qualitative data analysis, the dispositions, communication, self-awareness, and leading change were dispositions surfacing when teacher leaders described how they impact student achievement in question one and how they described their work in relation to each disposition. These classroom-level dispositions mirror elements of the framework created by York-Barr and Duke (2004). York-Barr and Duke's meta-analysis of

research in the field of teacher leadership identified seven key steps in linking the work of teacher leaders to student learning, one of the most critical being the "targets of leadership influence" (p. 189), where teacher leaders do the leading. "A major implication for the practice of teacher leadership, then, is to link such efforts to student-focused learning and school improvement goals" (York-Barr & Duke, 2004, p.290). Essentially, the work of the teacher leader must align to student achievement to be considered effective.

Implications. Teacher leadership work linked to "student-focused learning and school improvement goals" (York-Barr & Duke, 2004, p.290) is work focused on supporting instruction directly in roles like leading small teams or coaching instruction. In these roles teacher leaders relied on the dispositions of communication, self-awareness, and instructional knowledge. To support teacher leaders so they can support student achievement, structures in schools must support teacher leaders in leading small teams or working one-on-one and must ensure communication, self-awareness, and instructional knowledge are fostered and enhanced.

Next Steps. The structures teacher leaders described to support their work included leadership teams, grade-level teams, vertical teams, and common planning times. How these structures are created, the role of those structures, and the purpose of the teams they served on did not surface. These four structures should be examined in further research. The following themes should be examined to identify structures to support their work, (1) communication, (2) educator development and learning, (3) team structures for student focused planning, (4) climate and culture.

Teacher Leader Description of the Roles

Teacher leaders were asked to describe the work they do and how it relates to student achievement. Data was then coded for Zones and the dispositions from the TLSA. Teacher leaders were also asked questions related to each of the dispositions. Teacher leaders described their approach to the disposition. After examining all the coding for the questions three dispositions stood out. When teacher leaders described their work and how it links to student achievement, the dispositions, communication, self-awareness and instructional knowledge surfaced. These dispositions are directly related to the themes on the Teacher Leader Self-Assessment (Katzenmeyer and Moller, 2009). While all dispositions were equally rated when looking at the descriptive data, these dispositions were related to the Zones (Grant 2009) when they were examined using the descriptive statistics. They also were evident in the qualitative data.

Communication. Communication emerged as a disposition in both the qualitative and quantitative data analyses. In teacher leadership roles, teachers become a communication hub as they act as a conduit for communication on their teams. In this same capacity, teacher leaders also address conflict. They demonstrate the disposition of leading change regularly by having daily, face-to-face conversations with their peers about their classroom instruction. Teacher leaders described how they interacted with school leaders and on school leadership teams. They also talked about either formal communication on teams or through email or informal communication in the hallway.

Self-awareness. Teacher leaders demonstrate the disposition self-aware by understanding their own personal strengths and weaknesses. When teacher leaders responded to questions regarding self-awareness in the survey, they noted their work in leading change and the need for

reflection and collaboration. They also talked about self-awareness when they reflected on the professional learning they encountered. As most of the professional learning they took was self-initiated, teachers had to seek out learning on their own. Teacher leaders also described their own learning was put into practice only after reflecting on their learning either alone or with a peer. The learning teacher leaders had was important to their continued success as a leader. The learning was also reliant on the reflection and collaboration teacher leaders had with other teachers.

Instructional knowledge. Instructional knowledge was another disposition from the analyses. Teacher leaders discussed the instructional changes happening in their peers' classrooms due to their leadership roles of leading teacher teams. However, the role of leading teams was not a role or zone presented in Grant's framework (2008).

Literature. This researcher first looked at six research studies related to distributed leadership in schools. Only half of the studies had positive outcomes. The teacher leaders in the studies with positive outcomes were described as having instructional knowledge and as having qualities related to self-awareness. The teacher leaders in Stegall & Jayme (2012) were described as professionals and experts in strategies for at-risk students. The teacher leaders in Camburn et al. (2003) were described as instructional leaders with high content expertise. Finally, the teacher leaders in Hopkins et al. (2013) described the teacher leaders as experts in a subject area, engaged in professional development and engaged in reflective practices.

Distributed leadership in a school setting is the practice of empowering teachers to make instructional decisions, build school climate, and lead opportunities for collaboration (Stegall & Linton, 2012). When school leaders were successful in school change, they created systems and structures in their schools. Robinson et al. (2015) identified five dimensions of school leadership:

"establishing goals and expectations, resourcing strategically, planning and coordinating, evaluating teaching and the curriculum, and ensuring an orderly and supportive environment" (p.148). These five structures support the dispositions related of effective teacher leadership.

Implications. Understanding how teacher leaders maneuver within their building and within their own learning helps us to understand the structures we can put into place to support teacher leaders. If these are dispositions are key to the work teacher leaders do to impact student achievement, school leaders should use these dispositions to: (1) identify potential teacher leaders, (2) provide foci for professional learning, (3) create structures in buildings to support teacher leadership.

Next Steps. Examining the structures schools can put into place to support teacher leaders is needed to understand how to best support teacher leaders. If the goal of teacher leadership is to ensure the academic achievement of students (York-Barr & Duke 2004) then further research must be done to understand the structures to support the three key dispositions this study found. It is not enough to give a teacher the tile of "teacher leader" and define roles. Schools must make sure the systems and structures in the school support distributed leadership.

Conclusion

J. C. Maxwell (2006) said, "Leadership is not about titles, positions, or flowcharts. It is about one life influencing another." When teachers own their work and the changes in a school, the changes schools face do not seem as daunting. Teacher leadership is a powerful, underrated tool. To rely on a principal to manage teachers and expect them to be an effective instructional leader is an ineffective leadership model. Those who influence and impact the field of education need to rethink and reimagine how schools could (and should) be run.

> In order to succeed, education must commit to excellence and innovation to better meet the needs of individual students. Defenders of our current system have regularly been resistant to any meaningful change. In resisting, these 'flat-earthers' have chilled creativity and stopped American kids from competing at the highest levels. Our current framework is a closed system that relies on one-size-fits-all solutions. We need an open system that envelopes choices and embraces the future. (DeVos, 2017)

Though our current Secretary of Education believes school choice is the lever to reform our education system, teachers encourage reform in their own schools one classroom at a time. Wide-spread use of teacher leaders leading teams with the correct supports and systems in a building will affect more significant change. Secretary DeVos believes providing choice to communities will improve our educational system, yet the choice we should consider is how we create structures to better empower the existing human capital in our buildings.

Implications for Practice

Table 5.1 illustrates the connection to these four structures that support teacher leadership alongside the frameworks from York-Barr and Duke (2004), Grant (2009), and Katzenmeyer and Moller (2009). Schools need to consider the structures needed to support change and improve student achievement. Teacher leaders can be a lever for this change, but schools should also consider the structures needed in schools to use teacher leaders as a lever. Moreover, this study found the work of teacher leaders is integrated into four structures within a school: (a) analyzing data to plan for instruction, (b) shared decision making and communication, (c) school culture and climates, and (d) growth focused professional learning opportunities. These structures support teacher leaders and empower them to make change so they can have the most impact on students. Analyzing these structures on top of York-Barr and Duke's (2004) framework creates a

roadmap for schools to design their systems so teacher leaders can take the load of school change.

Table 5.1
Descriptions of School Structures to Support Teacher Leadership

Description of the structures for school change	York-Barr and Duke (2004) conditions that influence teacher leadership	Related Dispositions	Related Zones
Analyzing data to plan for instruction. There are structures, space, and time for teachers to collaborate around student work and plan for instruction.	Access to time and space "Maintain a focus on teaching and learning" (York-Barr and Duke, 2004, p. 290). "Link to student-focused learning and school improvement goals" (York-Barr and Duke, 2004, p. 290).	Instructional knowledge	Zone 1 (classroom) Zone 2
Shared decision making and communication. There are clear roles and opportunities for teachers to take part in the decisions of the school. There are clear channels to share the decisions of the school.	"Maintain high levels of communication focused on student learning" (York-Barr and Duke, 2004, p. 290).	Leading change Communication	Zone 3
Growth focused professional learning Teachers have opportunities to engage in professional learning that are relevant to them and the goals of the school. Professional learning allows for opportunities of reflection and practice.	"Opportunities to learn and develop" (York-Barr and Duke, 2004, p. 290).	Self-awareness	Zone 1 (classroom)
School Culture and Climate.	"As leaders they influence the development of individuals, collaborative	Communication Diversity Leading change	Zone 3

Teachers have efficacy around change in their buildings. The unique backgrounds of staff and students are honored.	teams and groups, and organizational capacities" York-Barr and Duke, 2004, p. 189)

Analyzing Student Data to Plan for Instruction.

In this study, teacher leaders indicated they analyzed data and planned for instruction either individually, in pairs, or with groups. They used course goals, unit plans, lesson plans, and multi-tiered systems of support to ensure student performance was used to move instruction forward. In the areas of communication and decision making, teacher leaders described their work through informal communication networks, through implementing school or district initiatives, or by sitting on teams making instructional decisions for the school. Additionally, Hattie's (2016) meta-analyses of the effect sizes of research impacting student achievement indicated collective teacher efficacy had an effect size of 1.57 (Hattie, 2015). When teacher leaders described changes in instruction or student achievement data due to their work in the building, they initially reflected upon their practice or approach before making adjustments. Their refection on their approach was based on student performance. Teacher leaders' interactions with others and self-assessment on their own practice impacted not only instruction, but the culture of the school as well, moving the ownership of instructional decisions to teachers. Reflective teacher leaders led change by empowering their peers to modify their practices in response to student data. Teacher leaders in this study had more influence in creating change with individual teachers or teams leading to a culture shift than leading change with an instructional focus.

Shared Decision Making and Communication

Supporting the communication of teacher leaders should be an area of focus when selecting and providing training for them as teacher leaders serving as the connection between

the administration and the classroom. Teacher leaders can also create the connection between all of the classrooms on the team. Consideration of the communication style and methods of teacher leaders remains vital when navigating the multiple personalities and beliefs present in teams. Lastly, Communication not only describes the methods teacher leaders use to share a message, but also the ways in which teacher leaders help their teams navigate change and confront issues. Training and support for teacher leaders in these areas should be a considerable priority.

Growth Focused Professional Learning

Finally, the more asked of educators, the more support they need. However, teacher leaders described their own professional growth and continuous improvement happening outside of any formal channels in the school. They sought out their own learning and reflected either on their own or with colleagues. Because of this, the disposition of self-awareness in teacher leaders needs to be addressed. Teacher leaders continually reflect on their practice, acutely aware of their impact in the classroom. This leads them to make connections in their work in order to inspire, support, and motivate their team from an authentic place. Teacher leaders lead by example. Additionally, when teachers described how they engage in continuous improvement during the survey, collaboration emerged as a major theme when the question was coded. Providing teacher leaders opportunities to learn from each other is an essential structure schools and districts should consider when planning support for them. Reflection, a theme that surfaced through qualitative analysis, shows an awareness of their own need for growth.

Culture and Climate

Findings found teacher impact on culture and climate involved teacher leaders pushing their colleagues to make change or teacher leaders even acting as a conduit between administration and teachers. Teacher leaders supported culture change in a school when they

collaborated with their peers and reflected on their practice. A positive shift in school culture will provide members of their teams with the tenacity and empowerment they need to take risks and make meaningful changes in their classrooms. A research study found a significant positive relationship between school culture, teacher job satisfaction, and student achievement (Duan, Du, & Yu, 2018). We need to look more deeply at how teacher leaders can pivot these cultural changes into long-lasting instructional shifts.

Recommendations for Research

More research is needed regarding the structures schools need to create so school teams and teacher leaders can initiate change. Further research should uncover the connections between the school improvement initiatives and distributed leadership. Hallinger's (2003) work in transformational leadership led to an instructional management framework identified three key areas of work in leading schools: defining the school mission, managing the instructional program, and creating a positive school climate (p. 339). Hallinger stated:

> Transformational leadership focuses on developing the organization's capacity to innovate. Rather than focusing specifically on direct coordination, control, and supervision of curriculum and instruction, transformational leadership seeks to build the organizations capacity to select its purposes and to support the development of changes to practices of teaching and learning. (p. 339)

Hallinger's research suggests building capacity within the school will impact things like school culture, which can positively shift a school.

Related to school culture are the ways in which teachers understand and navigate colleagues and students who have backgrounds different than their own. One of the most compelling reasons for addressing leadership structures in American schools is the undeniable

achievement gap between white and non-white students. Respondents did not speak confidently about areas related to diversity. Teachers were not able to provide feedback or lead conversations about deficit-based thinking. Inadequately equipped to address all the needed instructional shifts, they need more experience and training in leading conversations to push the thinking of their colleagues around issues related to race and its impact on student achievement.

Finally, additional research should focus on the support structures provided to teacher leaders. A series of appropriate metrics need to be provided to school principals who evaluate the systems and structures they have in place in the effort to support distributed leadership in their schools. These areas include the following: using data to plan for instruction, sharing decision making and communication, and focusing on school culture and climate. It would be compelling to understand how teacher leaders can navigate these structures and be deployed in such a way that they impact student success.

Researcher's Implementation

Iresearcher implemented these findings in several ways as a district-level administrator: teacher leaders serving a district role between schools, supporting principals in planning using the identified support structures and by using mixed methods analysis to make proposals to the local school board.

According to Grant (2008) high impact teacher leaders serve outside of a school and support instruction and program implementation between schools. This study did not identify teachers that were doing this work. In planning to support schools in the coming year, I restructured my district resources so that district coaches will support the implementation of programming through instructional coaching at the school level. I used the four implementation

structures in this study to support the work of coaches. The implementation structures guided the coaching handbook developed by my team.

Each school in the district I serve has teacher leaders that supports the work of my department. I planned for implementing teacher leadership using the four implementation structures provided in this research. Additionally, I supported schools in thinking through their use of the teacher leader using the four implementation structures.

I gathered data related to each of implementation structures about each elementary school. Using this information, I was able to identify the school's readiness to implement programming based on the implementation structures laid out in this study. I presented the data about implementation readiness, using a mixed methods approach, to the local school board. This method of presentation removed emotion about the topic and boiled the information down into useable and actionable information.

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APPENDIX

Teacher Leader Survey

My name is Tonia Lopez and I am a graduate student under the supervision of Heidi Frederickson, Ph.D. at Colorado State University in the School of Education. I am conducting a research study on the dispositions of teacher leaders in high impact roles.

We would like you to take an anonymous online survey. Participation will take approximately eight minutes of your time. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

We will not collect your name or personal identifiers. When we report, and share the data with others, we will combine the data from all participants. While there are no direct benefits to you, we hope to gain more knowledge on your own dispositions and impact as a teacher leader.

There are no known risks in participating. It is not possible to identify all potential risks in research procedures, but the researcher(s) have taken reasonable safeguards to minimize any known and potential (but unknown) risks.

To indicate your consent to participate in this research and to continue to the survey, please click the green arrow at the bottom of the page.

If you have any questions about the research, please contact Tonia Lopez at toniajlopez@gmail.com

If you have any questions about your rights as a volunteer in this research, contact the CSU IRB at: RICRO_IRB@mail.colostate.edu; 970-491-1553.

Q1 Talk about your role as a teacher leader. Discuss how instruction improves based on the things you do in your role.

_____

_____

_____

_____

_____

Q2 With what frequency have you participated in the following activities in the past school year?

	Daily (1)	Weekly (2)	Monthly (3)	A few times this year (4)	Never (5)
Continuing to improve my own teaching (1)	○	○	○	○	○
Providing curriculum development knowledge (2)	○	○	○	○	○
Leading in-service education assisting other teachers (3)	○	○	○	○	○
Participating in the performance evaluation of other teachers (4)	○	○	○	○	○
Participating in school level decision making (5)	○	○	○	○	○
Organizing and leading peer reviews of school practice (6)	○	○	○	○	○

Q3 As a teacher leader, what percentage of your time do you spend in the following areas?

In my classroom : _____ (1)

Working with other teachers and learners outside the classroom in curricular and extra-curricular actviites : _____ (2)

Outside the classroom in whole school development : _____ (3)

Between neighboring schools in the community : _____ (4)

Total : _____

Q4 Describe a time in the last school year that you reflected on your actions and made a deliberate change of behavior based on your reflection.

_____

_____

_____

_____

_____

Q5 I understand how my strengths and needs for development will impact my new role as a leader in my school

- Never (1)
- Rarely (2)
- Sometimes (3)
- Often (4)
- Always (5)

Q6 Describe a time that you motivated your colleagues to work toward a common goal.

_____

_____

_____

_____

_____

Q7 I work toward improving the culture of the school.

- ○ Never (1)
- ○ Rarely (2)
- ○ Sometimes (3)
- ○ Often (4)
- ○ Always (5) Q8 In what ways do you model effective communication in your building?

_____

_____

_____

_____

_____

Q9 I understand that different points of view may be based on an individuals's culture, religion, race or socioeconomic status.

- ○ Never (1)
- ○ Rarely (2)
- ○ Sometimes (3)
- ○ Often (4)
- ○ Always (5)

Q10 In what ways does your background, including culture, race, religion or socioeconomic status, impact your interactions with your colleagues?

_____

_____

Q11 I make special efforts to understand the beliefs and values of others

- Never (1)
- Rarely (2)
- Sometimes (3)
- Often (4)
- Always (5)

Q12 What qualities do you possess that make you an effective educator?

_____

_____

_____

_____

_____

Q13 I use research-based instructional practices

- Never (1)
- Rarely (2)
- Sometimes (3)
- Often (4)
- Always (5)

Q14 What steps do you take to continually improve as a professional?

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_____

Q15 I seek out all pertinent information from many sources before making a decision or taking action.

- ○ Never (1)
- ○ Rarely (2)
- ○ Sometimes (3)
- ○ Often (4)
- ○ Always (5)

Q16 Define the process you use to organize your tasks and your day.

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_____

Q17 I work effectively as a team member

- ○ Never (1)
- ○ Rarely (2)
- ○ Sometimes (3)
- ○ Often (4)
- ○ Always (5)