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Current practices for teacher leadership development within Christian schools

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CURRENT PRACTICES FOR TEACHER LEADERSHIP DEVELOPMENT WITHIN

CHRISTIAN SCHOOLS

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DEDICATION

This dissertation is dedicated to my parents, Sir Dennis and Lady Hannah Nwokorie, who not only laid the foundation in my life to value education, but also sacrificed so much to ensure that my siblings and I received top-quality education.

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ABSTRACT

The purpose of this study was to determine the understanding of teachers and principals regarding teacher leadership in K-8 Christian schools in Southern California, U.S.A. The study further investigated practices for, and factors that enhance, or impede teacher leadership development. All schools were accredited by Association of Christian Schools International. This study examined the perceptions of 12 principals and 24 teachers, utilizing a semi-structured 9-question interview protocol. Each in-depth interview was conducted on site, averaging 45 minutes per person. Other data collection methods included a review of official school documents, and observational notes. Demographic data of respondents were also collected via a short survey.

Qualitative data analysis revealed 4 over-arching themes: acting on servant leadership qualities, purpose-driven work life, value for professional and spiritual growth, and community-building. These themes and the study's findings, support 6 conclusions: First, there were differences of opinion regarding the definition of teacher leadership. Twenty (55.6%) respondents defined teacher leadership as encompassing roles within and beyond the classroom, 12 (33.3%) respondents defined teacher leadership as implying officially assigned roles outside the classroom, while others (11.1%) perceived teacher leadership at 2 levels, formal and informal leadership. Second there were no noted differences between principals' and teachers' perceptions within each school, nor observed differences by age of respondent, teaching experience, or academic attainment. Third, Christian school principals and teachers share the belief that teaching is a "calling." They perceive that their role is to model the Christian life and take responsibility for the academic and spiritual development of students. Fourth, there is no

deliberate formal effort towards teacher leadership development at the schools. Most (91.7%) interviewees indicated that teacher leadership development is not formally addressed in their schools. Only 3 respondents indicated that teacher leadership development is specifically addressed in their professional development activities. Fifth, principals initiated informal teacher leadership development. All respondents indicated that teacher leadership development was heavily dependent on principals' actions, rather than teachers' initiatives. Principals encouraged teachers to develop their leadership skills, and provided opportunities for them to assume leader tasks. Sixth, the greatest challenges to teacher leadership development were time and funds.

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Introduction

The increasing demand for school improvement calls for on-going, sustainable innovations and practices within Christian schools, such that can ensure both the competitiveness and success of these schools as well as their continuous improvement. Frost (2008) believes that even though leadership may not be the only factor that can bring about organizational success, it is by far, the most important singular factor. Similarly, Sergiovanni (2005) stated that leadership is a singular factor that directly affects student achievement, and believes that teachers should not only be involved, but should be at the center of school leadership. Teacher involvement in school leadership can therefore be considered a critical factor in school improvement efforts, and a sure way to achieve any substantial improvement in American education (Buckner & McDowelle, 2000; Pellicer & Anderson, 1995). Thus, if Christian schools are to go from good to great, the issue of developing their teachers as leaders cannot be overlooked (Collins, 2001).

Danielson (2006) argued that the nurturing of teacher leadership will prove a powerful strategy for the improvement of Christian schools. These arguments are backed by research conducted by Pellicer and Anderson (1995), which indicated that schools in which both administrators and teachers were collaboratively involved in school leadership proved to be the most effective schools. Furthermore, this is consistent with Sergiovanni's (2005) conviction that the more teachers are empowered by extending school leadership to them, the more effective the teachers become, and the more successful the school is.

Sergiovanni (2005) pointed out that the idea of distributed leadership is detached from position, yet does not challenge the authority of the principal or other formal positions. It is important to note therefore, that officially delegating leadership roles to only select teachers will not suffice for the kind of progress that needs to be made in schools, rather, empowering all teachers by providing the opportunity and conducive environment for them to develop and exercise their leadership skills, will prove more effective in the pursuit of effective teaching and learning in schools (Katzenmeyer & Moller, 2001).

Apple and Beane (1995) identified the issue of creating democratic schools in which teachers take part in school leadership as they impact and influence their students through the myriad roles they play, as one of the biggest concerns in education. According to Apple and Beane, this is because the concept of democratic schools is not adequately understood in schools, and therefore disregarded when considerations for the adoption of school improvement strategies are being made. Apple and Beane further argued that in order for democratic schools to be created, provisions must be made for conditions that nurture democracy and that help build capacity, as well as the opportunity to learn to operate it. Among the factors identified by Fullan, Bertani, and Quinn (2004) as those that enhance school improvement is capacity building, which implies the development of many within the school community, who will be able to play leadership roles, thus enhancing schools' progress. Studies have shown positive results including a decrease in teacher absenteeism in schools where teacher leadership is promoted (Muijs & Harris, 2003). It becomes obvious therefore that one of the ways to significantly improve a school is to improve the teachers (Whitaker, 2003).

The Association of Christian Schools International understands and emphasizes the importance of cultivating strong leadership within its schools (Martin, 2004) and to that effect, organizes annual leadership conferences for school staff. The organization recognizes that due to the added responsibility of spiritual and moral development of its students, teacher leadership is particularly important for Christian schools. Christian school teachers are expected to serve as role models in the ministry to which they have been called by God, as they mold the spiritual lives of students who they expect in turn to ultimately play leadership roles in order to positively impact the society and achieve their divine purpose in life. Christian school teachers are therefore not only instructional leaders, but also spiritual leaders whose responsibility it is to minister to all aspects of the child's needs, and positively influence their growth and development on a daily basis (Black, 2003). Consequently, according to Black (2003), Christian teachers are called to develop their gifts and expand their understanding of how they can effectively serve as leaders.

Headley (2004) recognizing Christian school teachers as invaluable as far as the resources available to Christian schools is concerned, advised that these teachers be provided every support that will enable them to become more efficient, in order to help students attain God's purpose for their lives. Developing Christian school teachers to maximize their potential as leaders, however, requires the principals to provide appropriate conditions and an environment conducive for them to grow. These conditions include guidance, patience, and motivation (Ackerman & Mackenzie, 2006). Greenleaf (1995) reiterated that it is vital to provide these conditions, in order for the development, and manifestation of the distinctiveness of individual teachers, to occur.

Christian school principals, therefore, have an enormous role to play in developing their teachers as leaders, and those who have been successful in this role, understand that building an excellent school results from developing excellent teachers (Whitaker, 2003). The need exists for Christian school principals to ensure that their teachers not only continue to receive adequate training and the professional development they need in order to continue to make progress in their jobs, but also maintain a conducive Christian environment, and provide opportunities for teachers to exercise their strengths and leadership skills, as they work toward achieving both the short-term and long-term goals of their schools, and consequently, the purpose of Christian education. Teacher leadership development in Christian schools calls for principals who are willing to let go of any misconceptions that they might have about teacher leadership, embrace the fact that within every teacher lies the capability for leadership, and give their teachers the opportunity to lead (Ackerman & Mackenzie, 2006).

Statement of the Problem

Morehead and Sledge resounded the content of the report by the Carnegie Forum on Education and the Economy in 1986, which stipulated that in order for school reform to not only be successful, but also to be sustainable, teachers must be "empowered and supported as professionals" (Urbanski & Nickolaou, as cited in Salhi, 2006, p. 69). Similarly, Wynne (2001) posited that school success depends to a significant extent, on the role that teacher leaders play in schools (para. 1). This is also consistent with Sergiovanni's (2005) findings that empowering teachers to play leadership roles leads to school improvement. Yet, studies have shown that school leadership is one of the lowest

ranked, when factors contributing to student achievement is addressed in schools (Sergiovanni, 2005).

Furthermore, in spite of the importance of the contribution of teacher leaders in schools, leadership skills are seldom taught in teacher preparatory programs, thus, teacher leadership training becomes the responsibility of schools and professional associations (Buckner & McDowelle, 2000). However, oftentimes, staff development in schools focuses more on teaching practice and hardly on harnessing the leadership abilities possessed by teachers (Riley, 1993). Morehead and Sledge noted that this inadequacy of learning opportunities that will help to develop teachers as leaders within schools, has become detrimental to schools' progress, and is partially due to the fact that all teachers are not acknowledged as potential leaders (as cited in Salhi, 2006). This has resulted in the lack of teacher empowerment that is characteristic of schools (Birky, Shelton, & Headley, 2006; Crowther, Kaagan, Ferguson, & Hann, 2002; Katzenmeyer & Moller, 2001).

This could possibly be explained by the fact that neither principals nor teachers themselves appreciate the concept of teacher leadership, which they have misconstrued as operating in officially assigned positions, such as departmental chair, department coordinator, lead teacher, and master teacher (Ackerman & Mackenzie, 2006; Buckner & McDowelle, 2000; Katzenmeyer & Moller, 2001).

Public schools are accountable to the State, and therefore are mandated to take directives from the government as well as school districts, regarding staff development issues and school improvement efforts. Schools in the Los Angeles Unified School District for example, have been mandated to implement programs such as professional

learning communities, common planning time, mentoring programs, and the like, as efforts toward school improvement. However, Christian schools are independent, and therefore not accountable to the State, on how they develop their teachers in order to improve their schools. Rather, they have a different type of accountability, namely the school boards, Association of Christian Schools International (ACSI), as well as Western Association of Schools and Colleges (WASC), which also accredits public schools. Although the accreditation process of ACSI and WASC by their very nature, promote the collaborative idea of professional learning communities, researchers have not determined if programs and policies that Christian schools have in place ensure that their teachers effectively participate in school leadership.

The ACSI offers conferences, workshops, and seminars to its member schools, based on the conviction that developing and encouraging growth of leadership for Christian schools is critical (Association of Christian Schools International, n.d.); however, there is concern that these annual activities are sufficient to achieve this conviction. On the other hand, ACSI encourages, but does not demand, that its member schools establish procedures for developing their teachers as leaders. The process for teacher leadership development in the schools, therefore, needed to be examined.

Finally, there was at the time of this study limited research on the practices adopted by Christian schools to develop the leadership skills of their teachers. Thus, little had been written about the perspectives of Christian school principals and teachers on teacher leadership, and the role of principals in developing teachers as leaders. This knowledge is necessary in order to provide informed decisions regarding the best practices within Christian schools, to develop their teachers as leaders. This would

endorse the evolvement of the teaching profession into one in which teachers have both the ability and opportunity to perform a variety of leadership roles that have the capability of reviving schools (Crowther et al., 2002).

Statement of Purpose

This study explored current practices for the development of teacher leadership within Christian schools, by examining the perceptions of principals and teachers of ACSI accredited K-8 schools, about teacher leadership. In addition, principals' and teachers' perceptions about how principals nurture teacher leadership at their school sites were explored. Finally, the study investigated the factors that enhance the development of teacher leadership, as well as barriers that impede the development of teacher leaders in Christian schools.

Research Questions

1. How do principals and teachers in Christian schools perceive teacher leadership?

2. How do Christian school principals and teachers perceive that the principals nurture teacher leadership at their schools sites?

3. What current practices are being implemented in Christian schools to foster teacher leadership development?

4. What factors enhance the development of teacher leadership in Christian schools?

5. What barriers impede the development of teacher leadership in Christian schools?

Theoretical Perspective

The emerging concept of teacher leadership is distinct from positional leadership, and implies that all teachers within a school have the potential to play leadership roles and therefore be perceived as leaders (Katzenmeyer & Moller, 2001). Teaching in

Christian schools, first as a ministry, and then as a profession, lends itself to the opportunity for teachers to lead in several areas within their classrooms and beyond. The theoretical perception of this study is based on the three aspects of teacher leadership identified by Katzenmeyer and Moller (2001) in the course of their work, as depicted in Figure 1.
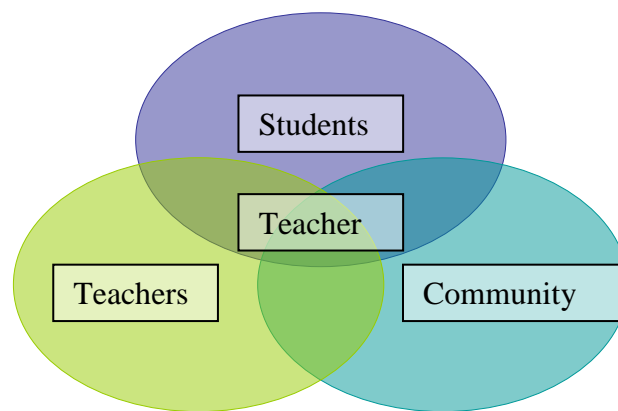
Figure 1. Teacher leadership model.

These aspects of teacher leadership include work within and beyond the classroom, whereby the teacher leader first and foremost displays instructional competence, and also engages in helping other teachers progress in their profession. The second aspect involves participation with a community of learners and leaders, whereby teacher leaders collaborate with members of the school community to achieve common goals, and finally, influence others through relationship building and personal power (Katzenmeyer & Moller, 2001). This study was approached from the concept that principals' awareness of these areas of teacher leadership would enable them to provide

their teachers with more opportunities, both to develop and to apply their leadership skills effectively, within and outside their classrooms, in order to enhance school success.

Significance of the Study

Results of this study provide objective information for Christian school board members upon which to make decisions regarding (a) principal and teacher decision making roles and (b) professional development of both. This is expected in turn to make a positive impact on student outcome, with regards to both academic performance and spiritual advancement.

It is intended that this study will be useful to ACSI in reviewing its training programs and conferences, to include teacher leadership needs, thereby providing direction for developing the entire body of teachers as leaders in its member schools. This will create aspiration among teachers to collaboratively lead successful school reform.

Insight gained through this study provides a deeper understanding of teacher leadership for school boards, principals, administrators, and teachers, and also informs them on the best practices in developing and nurturing teacher leaders. Teachers will therefore be able to receive adequate support that will encourage them to participate in leadership roles at their school sites and within their communities. School principals will be able to make use of the research findings to develop consciousness about their role in providing opportunities for the emergence of teacher leaders in their schools, and tailor their staff development activities toward building leadership skills, which is essential for positive school results.

Results from this study revealed some of the emerging teacher leadership roles, which have scarcely been addressed in teacher preparatory programs. This will hopefully

guide the restructuring of teacher education programs, in order to address these new roles, and equip teachers to more effectively meet the diverse and ever increasing school challenges of the 21st century, thereby bringing about greater school success. Finally, findings from this study added to the limited body of research on teacher leadership development in Christian schools and teacher leadership in general.

Definition of Terms

- Teacher: A full-time employee "whose professional activity involves the transmission of knowledge, attitudes, and skills" (Organization for Economic Co-operation and Development, 2005, p. 25) geared towards both academic and spiritual development, as stipulated for students enrolled in ACSI K- 8 schools.

- Leadership: "A process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2004, p. 6).

- Teacher leaders: Teachers who "lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice" (Katzenmeyer & Moller, 2001, p. 5).

- Principal: The overall head at K-8 ACSI accredited school sites.

- Christian school: For the purpose of this study, Christian schools are schools whose operation is based on Christian principles and are ACSI members.

- School community: A group of stakeholders, including students, parents, teachers, administrators, and board members of a particular school.

- ACSI: Association of Christian Schools International is a Christian school accrediting organization whose mission is "to enable Christian schools and

educators worldwide to effectively prepare students for life" (Association of

Christian Schools International, n.d.).

Limitations and Assumptions

Only the perceptions of principals and teachers of ACSI accredited K-8 schools

were considered in the study. The generalizability of the findings of the study is limited

to only schools accredited by ACSI.

The study made the assumption that participants would be open and

comprehensive in their answers during interview sessions. It was also assumed that the

responses given by participants would be truthful and to the best of their knowledge. This

assumption was made, based on the possibility that school principals may be tempted to

play down situations that did not promote the most positive image of their schools, in

order to portray their schools as efficient.

Chapter Two: Review of Literature

Chapter Overview

As Christian schools continue to seek avenues to improve the academic and spiritual quality of the students they are turning out, the perspectives of the adults who work directly with these students for extended periods, and almost on a daily basis, need to be considered. The decisions that these adults, namely teachers, make within and beyond their classrooms on a daily basis, and the extent to which they are empowered to do so will have an enormous impact on the quality of students produced by these Christian schools. The review of literature that follows examined the following topics: Christian education, leadership in Christian schools, teachers as leaders, the rationale for teacher leadership in Christian schools, benefits of teacher leadership, developing teachers as leaders, the role of school principals in teacher leadership development, and threats to teacher leadership.

Christian Education

The incorporation of Christian principles in the education curriculum of students in the United States is not new. From the onset of public education, the Bible had always been part of the public school education curriculum. Not only were lessons based on scriptures, but even literature adopted in schools was scripturally based (Parsons, 1987). The separation that exists today between public and Christian schooling began over a century ago, when the Roman Catholics broke away from public school system based on their perception that the reading of the Bible in schools, without proper interpretation, was inappropriate, coupled with their opposition of the use of the King James Version of the Bible, referred to as the Protestant Bible, in schools. Then followed the disaffiliation

of the present day Christian School Movement, which based on certain beliefs, viewed the public school system as being too secular (Parsons, 1987).

Peterson (2001) pointed out that certain fundamental beliefs underlie educational practices. The beliefs that drive Christian education today are basically divergent from the reasoning that guides the public school system (Parsons, 1987). Parsons (1987) outlined five principles that constitute the foundation for education in Christian schools as follows: (a) an absolute truth exists and can be known, (b) all of education must be based on this truth, (c) education involves learning truth, not searching for it, (d) since no search is needed, education is authority centered, and (e) the motive for learning is to bring glory to God.

Gaebelein similarly outlined the following as the six essential elements to an ideal Christian school (as cited in Van Alstine, 1982):

- The school must be established on a meticulous Christian philosophy of education;
- Employ a faculty that is totally committed to its distinctive philosophy;
- The whole curriculum must be Christ-centered;
- The student body must actively support its philosophy and goals;
- The school must acknowledge the two facets of Christian education, the required and the voluntary;
- The school must employ Christian ethics in its relationships.

A seventh element addressing the active involvement of parents in the life of the school was added by Bayly (as cited in Van Alstine, 1982).

It is requisite that these underlying principles of Christian education pervade every aspect of the curriculum offered to students (Gangel & Benson, 1983; Marique, 1970). It is therefore erroneous to assume that Christian schools are those that in addition to teaching all other subjects, simply teach bible knowledge, or at the other extreme, offer students Bible study and nothing more (Parsons, 1987). On the contrary, Christian education portrays no dichotomy between academics and religion, since the ultimate goal is to develop the whole person, intellectual capacity and otherwise, based on biblical principles. Christian schools in America have a short-term purpose of giving the youth a moral as well as an academic education, and a long-term purpose of ultimately changing the situation and health of the nation, with the intent for these children returning one day to society's basic institutions and transforming the country, according to Parsons (1987).

Sparks (2009) noted that the overarching moral goal of education is for students to maximize their potential in order to positively impact their world, which is similar to the aims of Christian education that lays emphasis on moral conduct. This is consistent with the goal of Dr. Walter Barge Sr., founder of Grace Heritage School in Research Triangle Park, North Carolina, to turn out youngsters who not only know what they stand for, but are also able to boldly but lovingly confront their colleagues regarding their wrong conducts (Parsons, 1987). In order to achieve this goal, the inculcation of the standards of Christianity needs to commence early enough in the lives of students, a concept that the Christian Movement considers its primary mission (Parsons, 1987).

Johnson (1962) summarizing the expressions at the first Kent seminar on the Christian Idea of Education in 1955, made the point that Christian education involves developing man as a whole entity, to his maximum capacity, as opposed to merely

enabling him attain academic heights (as cited in Gangel and Benson, 1983). Based on the foregoing argument, Gangel and Benson (1983) concluded that the general educational objective of Christian schools is "to search for and communicate truth" (p. 357).

The tenacity with which the principles of Christian education is held even to date, is depicted in a self-evaluation of member schools conducted by Association of Christian Schools International, which revealed that personal integrity, providence, self-respect, social respect, stewardship, oral communication, social justice, written communication, social responsibility, and persistence, where identified as the top 10 goal categories in order of priorities and needs for the future, while career awareness and the learning of a foreign language ranked among the lowest (Gangel & Benson, 1983). Similarly, among the concepts stressed by other Christian schools are honesty, punctuality, cleanliness, truthfulness, respect for adults, respect for property, and responsibility (Parsons, 1987).

Leadership in Christian Schools

Definitions of leadership abound. Maxwell (2001) defined leadership as being nothing more, and nothing less, than influence. Similarly, Northouse (2004) summarized leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p. 3). Barth (2001) on the other hand, defined leadership as the ability to make what one believes in to happen. These definitions point to the fact that leadership involves individuals, a vision, an understanding of a direction, and a people's willingness to follow. The idea of leadership is to develop people both as individuals and as groups, to become effective in themselves, as well as in the bid to achieve a common purpose that transcends personal gains of either the members of the group or the leader.

Leadership in Christian schools, as Frost (2009) pointed out, is selfless in the sense that leaders place great value in striving to become the best they can be while at the same time, denying themselves privileges in order to be of service to others to help them maximize their potential. Christian leaders can therefore be rightly described as "servants with the credibility and capabilities to influence people in a particular context to pursue their God-given direction" (Malphurs, 2003, p. 10).

In his work on servant leadership, Greenleaf (1977) argued that the best test of servant leadership is whether the served are experiencing personal growth that will ultimately mature them to the point where they become servant leaders themselves. Greenleaf further enumerated the skills and capacities of a servant leader as identified by Greenleaf. These include listening, ethical use of power, seeking of consensus in group decisions, practice of foresight, and practice of acceptance and empathy. These skills and capacities are expected of Christian school leaders, who are expected as role models, to conduct their lives based on Christian principles.

Peterson (2001) characterized Christianity as having two dimensions: a cognitive dimension and an experiential dimension. The former he described as pertaining to the mind and what one believes, while he described the later as referring to living out the belief. Christianity demands that both be in place. Therefore Christian educators as true leaders not only profess their beliefs, but also walk the talk, so to speak (Townsend, 2006). Among the most important factors in school leadership is the expectation that principals model behaviors they expect of teachers and demonstrate transparency in their decision-making process in order to encourage teachers to perform more effectively (Gajda & Koliba, 2008).

Christian school leadership does not fall only on principals, but teachers as well, since Christian school teachers, by virtue of their ministry to serve in the transformation of their students lives, are inevitably burdened with leadership responsibilities. However, their roles as leaders have been downplayed. Crowther et al. (2002) point out the long-established misconception that teachers do not possess the wherewithal to be considered as part of school leadership. This perception according to them, is tainted by the concept of teacher leadership, since teachers as leaders are change agents within their schools and communities, and positively impact their students' academic and social lives. One of the ways that teacher leaders are able to attain this capacity is by expressing their convictions as well as collaborating with others in order to enlighten them on issues of concern (Ackerman & Mackenzie, 2006).

According to Van Brummelen (2005), some of the roles involving teachers in Christian schools which qualify them as leaders, include praying for the school, being involved in the school's every day operation, volunteering for tasks, collaborating with other teachers, serving on committees, promoting the school, supporting the school administration, and leading by example. In addition, teacher leaders in Christian schools have also been observed to demonstrate commitment to their schools' vision, render selfless service, maintain cordial relationship with schools' stakeholders, show compassion and forgiveness, easily accept fault, and to be supportive of others, according to Van Brummelen.

Teacher leadership suggests that the involvement and encouragement of many teachers to exhibit these behaviors and to exercise their talents in a variety of ways—as opposed to a selected few occupying assigned positions—is key to establishing effective

leadership among teachers in schools (Donaldson, 2007). This is particularly important for the Christian school in order to enable all teachers take advantage of the opportunities provided at their schools to fulfill their calling. The involvement of all teachers in this venture obviously does not apply to Christian schools only, but also to public schools. However, the added significance for Christian schools is derived from the different perceptions of the two systems of education.

The differences in the basic tenets of Christian and public education explains why public school teachers consider their work as merely what they have to do to make ends meet, while teachers in Christian schools perceive their work not just as a means of livelihood, but equally as a calling for which they are accountable to God (Parsons, 1987; Van Brummelen, 2005). This level of perception is fueled by the understanding, as Peterson (2001) pointed out, that there is a perpetual significance and reward in fulfilling one's calling by God.

Teachers as Leaders

The hierarchical structure that exists in Christian schools, which is typical of schools in general, has led to perceptions on the part of both principals and teachers that school leadership and decision-making rest solely on the shoulders of principals (Smylie, as cited by Muijs & Harris, 2003). Over the years, this top-down system of school leadership that is opposed to the idea of teacher leadership has not only been considered ineffective, but has also been challenged (Buckner & McDowelle, 2000; Wynne, 2001). Unfortunately, efforts to involve teachers in decision making and school leadership have continued to enjoy limited success, according to Buckner and McDowelle (2000).

Teacher leadership is often misconstrued as referring to official delegation; however, Alvaredo (1997) and Coyle (1997) observed the concurrence among most researchers that the conception of teachers as leaders is significantly different from the concept of administration or management, but rather encourages collaboration and shared decision-making (Wynne, 2001).

Teacher leadership has been defined by various authors in several ways. However, a common thread connects these definitions. First and foremost, they all point to the teachers' influence both within and beyond the classroom, over issues that border on school and school members (Frost, 2008). Secondly, they address advancement from the conventional practice of seclusion in the teaching profession to operating as community (Katzenmeyer & Moller, 2001).

Crowther et al. (2002) defined teacher leadership as "the facilitation of principled action to achieve whole-school success" (p. 10). Wasley (1991) defined teacher leadership as the ability to encourage colleagues to change and to do things they would not ordinarily consider without the influence of the leader. In their definition, Katzenmeyer and Moller (2001) stated that "teachers who are leaders lead within and beyond the class room identify with and contribute to the community of teacher learners and leaders and influence others towards improved educational practice" (p. 17). Troen and Boles (1994) stated that teacher leadership is collective leadership in which teachers develop expertise by working collaboratively. Suleiman and Moore (1996) stated that teacher leadership is a "transforming relationship between teachers, administrators, community, and concerned others who intend real educational reform grounded in shared consensus coupled with successful classroom application and research" (p. 7). All these

definitions indicate that teacher leadership is a collaborative process concerned with effecting change, rather than merely being appointment to designated positions (Danielson, 2006).

Zander and Zander (2000) in their book *The Art of Possibility* presented the idea of "leading from any chair" (p. 66) as an important leadership practice. Zander and Zander implied that one does not necessarily have to be in position of delegated authority to play leadership roles that can move one's organization forward, thereby establishing the point that all members of an organization have the capability of being leaders in their organization. This is the fundamental concern of teacher leadership (Muijs & Harris, 2003). This also supports Katzenmeyer and Moller's (2001) strong advocacy for the development of what they referred to as "a community of teacher leaders" (p. 29) by not just involving a hand-full of teachers, but all teachers, in leadership activities, in order to bring about the desired change in schools.

Findings from studies done by Leithwood and Jantzi (1998) indicated that active teacher participation in leadership activities directly correlates with teacher effectiveness and student engagement. This result therefore implies that teacher leadership impacts both school and classroom improvement (Muijs & Harris, 2003). Other factors directly correlating with teacher leadership in schools are teachers' self-esteem and job satisfaction which results in increased performance level (Katzenmeyer & Moller, 2001). Lieberman, Saxl, and Miles (2000) in their study of 17 teacher leaders, also found a direct correlation between teacher leadership and motivation. They reported that the teachers felt the experience had enhanced their self-confidence and increased their motivation level in addition to empowering them to motivate other teachers.

Formal Versus Informal Teacher Leadership

Formal teacher leadership. Formal teacher leadership implies the carrying out of formally delegated roles, whereas informal teacher leadership connotes an unfolding set of roles that teachers play voluntarily towards the achievement of school goals (Lieberman, 1992). There is no denying the existence of both formal and informal teacher leadership roles in schools (Gehrke, 1991). However, some of the researches that have been conducted in the area of teacher leadership show that both principals and teachers perceive teacher leadership as positional and therefore reserved for a privileged few, rather than as informal participation in leadership roles within and beyond the classroom, by the entire teacher body. Ash and Persall (2000) refuted the notion that leadership does not pertain to teachers since it cannot be exercised inside the classroom, arguing that the whole process of teaching, including planning, implementation, as well as collaboration with other teachers involves leadership roles.

Birky et al. (2006) referred to formal teacher leaders as serving in principals' designated positions, which are usually constrained and sometimes compensated. Similarly, Ash and Persall (2000) portrayed formal teacher leadership, which is also referred to as traditional approaches to leadership, as including operating in the position of head of department, grade-level lead teacher, mentor, facilitator of in-service training, and developer of curriculum.

Informal teacher leadership. Informal teacher leadership, on the other hand, involves teachers demonstrating leadership in areas where they have not necessarily been officially delegated by administrators to do so; rather they employ their skills and talents wherever and whenever they recognize a need (Bowman, 2004). Katzenmeyer and

Moller (2001) suggested that these leaders' sources of power are their expertise and passion for teaching. Furthermore, informal teacher leaders take responsibility for their own growth and are actively involved in supporting their fellow teachers in line with the same goal (Wasley, 1991).

The goal of teacher leadership development in schools is to nurture teachers to be able to collaboratively solve school problems and implement the best practices that will in turn improve the performance of the student population being served. This is implied by the concept of distributed leadership, which was defined by Sergiovanni (2005) as "a group of activities linked to a practice, rather than just an individual activity linked to a person" (p. 45). While informal teacher leadership has led to the motivation of teachers to continue to be more effective as teachers, it has been observed that formal teacher leadership has resulted in the aspiration of teachers to exit the classroom in pursuit of administrative positions, defeating the purpose of the idea (Livingston, 1992).

Characteristics of Teacher Leaders

Crowther et al. (2002) identified the following as common characteristics among teacher leaders: conveying conviction about a better world; striving for authenticity; facilitating communities of learning; confronting barriers; translating ideas into action; and nurturing a culture of success. Teachers as leaders develop confidence in what they do and are able to articulate and enroll others in the vision, not for personal gain, but in order to achieve schools where individuals genuinely work for the success of all as they indulge in mutual learning. These teachers have also been observed to value self development, professional competence, relationship building, and teamwork, according to Crowther et al.

Katzenmeyer and Moller (2001) observed that teacher leaders engage in self improvement, whether it be informally within the school context, through the enhancement of their professional association, or formal education. They realize that in order to effectively play leadership roles, they are required to exhibit both academic and professional competence (Wynne, 2001).

Bowman (2004) also stressed the importance of relationship building as a characteristic of teacher leaders, stating that teacher leaders "create and sustain a developmental culture for their students and themselves by building a range of relationships with colleagues, parents, students, administrators, and community leaders" (p. 188). Relationship building in turn helps to build effective teams that are essential for the success of teacher leadership. Teacher leaders cherish the contributions of other team members because they understand that each person possess unique abilities that can benefit the efforts of the entire group. Teacher leaders, therefore, give their members the opportunity to lead while at the same time recognizing their own weaknesses. They are willing to learn from others as well as through research (Buckner & McDowell, 2000).

Teacher Leader Roles

The tasks of informal teacher leaders focus more on learning and improvement of school, as well as student performance, than on the exercise of authority. However, some formal leadership roles may also be played simultaneously by teacher leaders (Birky et al., 2006). These teachers influence their colleagues by engaging in informal conversations, exchanging classroom visits, facilitating professional development and other meetings, and sharing ideas on issues ranging from academics to discipline (Katzenmeyer & Moller, 2001).

Dozier (1995) summarized the role of teacher leadership, noting that part of the responsibilities of teacher leaders in schools is to (a) boldly express their beliefs and convictions about their schools' progress, and (b) work hard towards achieving their vision rather than grumbling over their concerns. Teachers have allowed themselves to be muzzled for too long. Reform after reform designed sometimes by those who have limited knowledge in the teaching profession, have been imposed on them. What teacher leadership does is to mobilize teachers to challenge the status quo and bring about the changes that are desperately needed for school improvement. Several authors point out that in order to achieve this, teacher leaders need to play the roles of advocates, innovators, and stewards (Phelps, 2008). Phelps elaborated that *advocates* express concern for students' education and how best to meet these educational needs, while *innovators* seek to bring about school reform through playing the role of change agents in order to transform schools, and *stewards* focus on making positive impact on teaching as a profession (p. 120).

Four aspects of teacher leadership roles have also been presented by Day and Harris (2003). These they outlined as: (a) the translation of the principles of school improvement into the practices of individual classrooms; (b) participative leadership where all teachers feel part of the change or development and have a sense of ownership; (c) mediation, which addresses the essential contributions that teacher leaders make in terms of knowledge; as well as (d) forging close relationships with individual teachers through which mutual learning takes place.

These roles, which may or may not be simultaneously undertaken by teacher leaders, have been categorized into three functions. First, it may involve assisting both

teachers and students to achieve their goals. Secondly, the teacher leader may be required to participate in tasks within or outside the school. Thirdly, these teachers may be involved in various decision-making capacities for their schools (Katzenmeyer & Moller, 2001).

Rossman, Rallis, Phleger, & Abeille (1995) also identified responsibilities carried out by teacher leaders as follows:

1. Being a moral steward, by acting on the conviction that the intent of education is to ensure each child's right to reach his or her full potential.

2. As the constructor, making the subjects taught, meaningful to the learners, and the craft of teaching and development of children, significant.

3. Using professional commitment to structure the experience of schooling for children, as a philosopher.

4. Facilitating the learner-centered classroom, where children collaboratively participate in learning activities with their peers.

5. Making inquires regarding the situation of students, in terms of what they should learn and what they have already learned.

6. Bridging the gap between the classroom and the community, by blurring the boundaries that exist.

7. Acting as an agent of change, by advocating for members of the school community to embrace constructive change.

The Rationale for Teacher Leadership Development

It is crucial that teachers are empowered with the level of skills and knowledge they need in order to meet the growing demands on them as professionals in the 21st

century (Clemson-Ingram & Fessler, 1997). When teachers feel empowered, they are able to take on the responsibility of using the immense resources they possess, to work towards advancing their schools. Consequently, the desired significant school change can be achieved through the development of teacher leadership (Katzenmeyer & Moller, 2001).

There has been a strong endorsement of teacher leadership in recent times as a strategy to improve teacher efficiency. Katzenmeyer and Moller (2001), for example, stated that teacher leadership is of great essence if effective school reform is to be achieved, and student performance improved. This was validated by Phelps (2008) who warned that lack of teacher leadership development in schools will result in indifferent attitudes on the part of the teachers and consequently, perhaps, stagnation of school improvement. On the contrary, teacher leadership development will lead to teachers' higher level of self-confidence and competence, which will enhance school improvement (Lewandowski & Moller, 1997). There is therefore the need to establish schools where teachers take charge of their students' learning, rather than simply implement external directives which profit little in terms of students' performance (Clemson-Ingram & Fessler, 1997). This is essential, since by virtue of their strategic position that keeps them in direct contact with students and their learning experiences, teachers are able to collaboratively influence the learning of these students (Buckner & McDowelle, 2000). Buckner & McDowelle (2000) argued that teacher leadership as a collaborative process lends itself to bridging the gap in the flow of information and knowledge among teachers who have traditionally operated in isolation, thereby lacking opportunity to enhance each other's growth through the sharing of individual experiences and strategies in schools.

Benefits of Teacher Leadership

All school stake holders are impacted by the ultimate gain of teacher leadership, which consists of improved practice and increased student performance (Katzenmeyer & Moller, 2001). Sparks (2009) believes that teacher leadership builds relationships among teachers and provides opportunities for them to share best practices and strategies that enhance student outcome. Phelps (2008) on his part, argued that as teachers engage in open communication and support one another, they create a collegial culture that enhances school success.

In the atmosphere of collegiality, teachers experience greater satisfaction in their work, and the retention of talented teachers who will continue to be involved in accomplishing the vision for change in their schools becomes achievable. Other benefits of teacher leadership development include overcoming resistance to change, career enhancement, improvement of teacher leader's own performance, influence of other teachers, and accountability for results (Katzenmeyer & Moller, 2001). Research shows that these benefits have been experienced by school districts that have implemented school-centered decision-making and that the experience has equipped more teachers with both communication and conflict resolution skills, which have translated to higher level of teacher efficiency (Gehrke, 1991)

Developing Teachers as Leaders

Teacher leadership development entails change in what teachers believe, and therefore, the way they think and act on a daily basis. Literature suggests that in order to achieve this change, certain conditions must exist. The following paragraphs detail these conditions.

The experiences of teacher leaders in several cases studied by Crowther et al. (2002) were analyzed, and based on the findings, these authors proposed four conditions for teacher leadership development. They identified the first condition as the acceptance of the existence of teacher leaders in the teaching profession and in schools, followed by an active support by principals and system administrators, greater development of teachers' roles in school reform and revitalization, and finally, the acknowledgement that teacher leadership produces positive school outcomes. They also presented five premises to guide the development of teacher leadership. These premises are that teacher leadership is (a) real, (b) grounded in authoritative theory, (c) distinctive, (d) diverse, and (e) can be nurtured. With these premises in perspective, factors that can affect the development of teacher leadership can then be addressed. Katzenmeyer and Moller (2001) identified three of these factors. They include: (a) the relationships between adults in the school, (b) the actual organizational structure, and (c) the actions of the principal.

The essence of teacher leadership is to change the perception of teachers about their work and to equip them with the skills and knowledge to work more effectively. Edlin (2008) proposed five keys to achieving this change. These keys are: creating felt need, establishing empathetic and constructive relationships with the learners, using constructive teaching strategies, tapping into core values, and providing extrinsic incentives. These are in consonance with the three key drivers of leadership development identified by the Center for Creative Leadership, which include assessment, challenge, and support (Gray & Bishop, 2009).

Areas of skills development identified by Gray and Bishop (2009) as necessary for teacher leadership include leading change, focusing interventions, managing

resources, improving instruction, and analyzing results. Phelps (2008), also recognizing

the importance of skills acquisition in these areas, proposed a teacher leadership model

consisting of essential knowledge, skills, and dispositions for use in professional

development to organize courses, activities, meetings, and workshop sessions, as

presented in Table 1.

Table 1

Teacher Leadership Model of Essential Knowledge, Skills, and Dispositions

Knowledge	Skills	Dispositions
Change (process and principles)	Advocacy	Risk taking and persistence
School culture	Empathy	Challenge
Reform recommendations	Questioning	Service
Servant leadership	Vision creating	Efficacy
	Collaborating	Resiliency

The contents of this model may also be viewed through the lenses of Buckner and

McDowelle (2000), who categorized the skills for the achievement of teacher leadership

into the following: group leadership skills, interpersonal skills, and problem-solving

skills. These skills are consistent with the findings of a study conducted by Lieberman et

al. (2000), which showed skills that were important in teacher leadership development:

competence in rapport building, organizational diagnosis, dealing with the change

process, finding and using resources, managing the leadership work, and building skills

and confidence in others, all of which fall into Buckner and McDowelle's categories.

Teacher leadership development, as pointed out by Phelps (2008), also requires a definite plan. This is supported by Sparks' (2009) warning that teacher leadership development in schools requires deliberate and well-thought-out planning in order to achieve a sustainable result. Based on the foregoing, it is evident that a definite plan consisting of professional staff development including follow-up mechanisms such as mentoring, coaching, and working as small learning communities within a positive school culture, is necessary for transforming teachers into effective teacher leaders. Sparks and Hirsh (1994) argued that in order to achieve lasting results from professional development, various forms of job-integrated learning, follow-up to make certain that knowledge has been transferred, and application in the classroom setting with ongoing collaboration in a learning community with colleagues within and beyond the school, are inevitable.

Professional development. Meaningful, well planned and effectively implemented professional development has been promoted by many experts as an effective strategy for any school improvement effort including teacher leadership development (Boyer, as cited in Smith, 2008; Edlin, 2008; Fullan, 1990; Guskey & Yoon, 2009; Hill, 2009; Katzenmeyer & Moller, 2001; OECD, 2005; Sparks, 2009). The provision of opportunities for teachers to share their expertise and experiences is a major strategy for effective professional development (OECD, 2005). However, it is critical for teachers to understand the purpose and specific goals of staff development activities and that these goals align with the school vision and are directed towards school improvement, if indeed a change in the beliefs and practices of teachers is intended (DuFour & Berkey, 1995).

Fullan (1990) defined staff development as any course of action or practice geared toward the improvement of knowledge, skills, and attitudes, which will enable individuals to more effectively play their roles. The goal of staff development is to maximize efficiency in the workplace, and sometimes, has to involve change in values and beliefs (Hord, 1994). Edlin (2008), reiterating this point, stated that Christian school administrators recognize that achieving any significant change in the way teachers think and act, will require the use of professional development activities. For Christian schools, teaching is regarded as a calling, therefore, professional development for teachers, means continually improving God's assignment (Smitherman, 2008).

Professional development takes different forms in schools, ranging from courses or workshops, collaborative meetings among teachers, collaborative research, visits to institutions, conferences, a degree program, participation in professional networks, mentoring and/or peer observation and coaching, and observational visits to other schools. According to a research conducted by OECD, the most common form of professional development activity practiced on the average in schools across member countries, including the United States, was in-service courses or workshops, while the least practiced was observational visits to other schools. Other less commonly reported were mentoring and/or peer observation, coaching, and participation in professional networks (OECD, 2005).

No matter what forms are implemented in schools, effective staff development takes time, should address needs, must connect theory to practice, and should be a coherent program that is conducted over time (Wassermann, 2009). This argument is echoed by Feiler, Heritage, and Gallimore (2000) who stressed the importance of

continuous, frequent, and collaborative interactions that focus on school issues among

teachers. Professional development has not always encompassed these characteristics.

There has been a shift from the way that professional development has been conducted in

the past. Diaz-Maggioli (2004), comparing the characteristics of traditional professional

development with what she referred to as "visionary professional development for

teachers" (p. 34), came up with the model shown in Table 2.

Table 2

Characteristics of Traditional and Visionary Professional Development

Characteristics of Traditional Professional Development	Characteristics of Visionary Professional Development
• Top-down decision-making • A "fix-it" approach • Lack of program ownership among teachers • Prescriptive ideas • One-size-fits-all techniques • Fixed and untimely delivery methods • Little or no follow-up • Decontextualized programs • Lack of proper evaluation • Pedagogical (child-centered) instruction	• Collaborative decision-making • A growth-driven approach • Collective construction of programs • Inquiry-based ideas • Tailor-made techniques • Varied and timely delivery methods • Adequate support systems • Context-specific programs • Proactive assessment • Andragogical (adult-centered) instruction

Major differences based on the visionary professional development include collaboration,

decentralization of decision-making, focus on real needs, and sustainability.

Other considerations outlined by Boyd (1993) to be included in the planning of

professional development activities include:

- Activities should be in response to acknowledgement of an existing problem.

- Activities must be ensconced in a context that is impactful and humanistic (values, feelings, attitudes, degree of acceptance or rejection, and the inherent capacity and right of people to make choices and decisions).

- Administrators must transfer power, or at least share power, with teachers in order to manage and plan staff development most effectively.

- Staff development activities must be collegial and collaborative.

- The traditional "one-shot" in-services must be replaced with "a program that is continual and integrated with the day-to-day life of a teacher" (p. 11)

Effective professional development of teachers and administrators has also been proved to possess the following characteristics (Headley, 2004):

- Recognizes teachers' beliefs about teaching and learning and "focuses on educators' own inquiry as learners" (p. 13)

- Is planned with the desired results in mind, focusing on changes in teacher actions and on desired outcomes for students

- Is founded on a school's agreed-upon vision

- Depends on supportive administration and access to adequate resources

- Encourages collaboration, fosters collegiality, and helps to build consensus among faculty and staff

- Is coherent and school-wide, having continuity over a long term

According to Zepeda (1999) in order for adults to effectively learn the material they are being exposed to, the learning experience needs to be presented in a way that they can relate to the material. The professional development that promotes teacher

leadership therefore (a) addresses principles of adult learning and provides collaborative learning experiences for teachers, both within the context of the school and beyond, and also (b) takes into consideration the experiences and background of the learners (Katzenmeyer & Moller, 2001). Kaplan (1998) advocates the use of the 4MAT instructional model, which he claims is "effective for increasing learner motivation, retention, application, and extension of learning" (p. 83) for designing and facilitating adult learning in schools in order to increase leadership behaviors of educators. Kaplan stated that this model is based on the principle that people perceive and process information differently and therefore learn in four different but balancing ways including: connecting the concept under study to personal meaning; receiving expert information about the concept; practicing applying the information; and extending the information to real world problem solving. Findings at a school where this model was applied indicated that it (a) helped the leadership team better understand the recent changes in their school and how the changes affected them personally and (b) gave them ideas about how to help other teachers cope effectively with the changes.

Peer coaching. In the past 2 decades, coaching as a school-based learning opportunity has been promoted by advocates of continuing teacher education (Hill, 2009). Galbraith and Anstrom (1991) defined peer coaching as "…a confidential process through which teachers share their expertise and provide one another with feedback, support, and assistance for the purpose of refining present skills, learning new skills, and/or solving classroom-related problems…" (p. 1). This method of professional development involves the collaboration of colleagues working towards the improvement of their skills by observing and providing feedback to each other on a frequent basis (Hall

& McKeen, 1989). Consequently, peer coaching enhances collegiality, which is an important element in teacher leadership development. From research conducted by Hall and McKeen (1989) on the degree to which peer coaching operates to promote and support collegial communication and professional interactions among teachers in a large suburban school district in Virginia, results suggested that peer coaching decreased teacher isolation and increased job satisfaction level of teachers. Similarly, in a study on the effects of peer coaching in public schools of Ann Arbor, Michigan, findings indicated that teachers found peer coaching useful in "improving collegiality, experimentation, and student learning" (Sparks & Bruder, 1987, p. 57).

According to Galbraith and Anstrom (1991) a sustained coaching program in which accountability and specific feedback is incorporated, results in a significant desirable change in the behaviors of teachers. In a study conducted by Bush, 95% of participants transferred new skills learned during professional development into practice, when coaching was part of the staff development, as opposed to only 10% when participants only experienced a description of the new skill desired (as cited in Hord, 1994). Again, results obtained by Gilman and Miller (1988) in their investigation about the effects of peer coaching methods on public school educators' attitudes and beliefs, also support the effectiveness of peer coaching as a technique for enhancing positive educator attitudes and beliefs.

DuFour and Berkey (1995) advocate that principals must consider an effective peer coaching program as one of the first staff development initiatives that they should provide for their schools, considering that follow-up support is inevitable for the success of any improvement effort.

Mentoring. One of the conditions recommended by Gray and Bishop (2009) for a successful teacher leadership development program is the provision of mentoring opportunity for learners. Mentoring, as defined by Diaz-Maggioli (2004), is "a process of mutual growth, during which mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved" (p. 49). Gehrke (1991) supported the identification of experienced teachers to serve as mentors, providing good role modeling in addition to assisting other teachers meet their professional needs.

Teacher leadership development is enhanced when opportunity is provided for teachers to learn from one another through mentoring, observation, peer coaching and mutual reflection (Little, as cited in Muijs & Harris, 2003). Little warned however that mentoring may prove more effective if mentors are compensated for their work. Fletcher noted that "mentoring reflects the potential of a one-on-one professional relationship that can simultaneously empower and enhance practice" (as cited in Diaz-Maggioli, 2004, p. 48). Therefore, professional relationships that can help teachers develop self-confidence and gain competence in their work are possible through a well designed and sustainable mentoring experience.

Professional learning communities. Rasberry and Mahajan (2008) defined professional learning communities (PLCs) in the educational setting as "groups of individuals committed to continuous improvement through shared values and reflection" (p. 2). Correspondingly, DuFour, DuFour, Eaker, and Many (2006) described PLCs as being "composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all" (p. 3). Senge (1990), buttressing these views, stated that a learning community is "where people continually

expand their capacity to create the results they truly desire, where new and expansive

patterns of thinking are nurtured, where collective aspiration is set free, and where people

are continually learning how to learn together" (p. 3). To this effect, professional learning

communities, which are rare in our schools, have been referred to as the best form of staff

development (Schmoker, 2006) and a good move towards teacher leadership

development (Caine & Caine, 2000; Muijs & Harris, 2003).

Learning communities are characterized by inclusive environments, support for

change, collaboration, support for autonomy, fostering of connectedness among

members, and promotion of a common vision (Zepeda, 1999). However, in a study on

professional development needs and activities involving about 50 Christian school

educators and 60 ACSI schools, findings showed that these schools favored individual

professional growth more than activities supporting group growth (Headley, 2004). This

is characteristic of most schools. Teachers generally prefer to carry on their professional

work independent of each other unless forced by circumstances to engage in cooperative

work with other teachers (Buckner & McDowelle, 2000). This isolation has enabled

teachers to get away with sub standard practices in their classrooms (Schmoker, 2006)

accounting for some of the lack of success experienced by schools (Diaz-Maggioli,

2004).

Hall (2008) proposed five essential strategies that facilitate leadership

development in the context of professional learning communities. They include the

creation of a formal leadership development plan, the development of a succession plan,

lateral and vertical thinking (leading within and beyond the school), the distribution of

accountability through guiding coalitions, and making leaders responsible and

accountable for leadership development. The involvement of both formal leaders and the rest of the teaching staff in taking responsibility for school success as they collaborate in these team efforts, lies heavily on the shoulders of the school principals. McLaughlin and Talbert (2006) posit that strong learning communities develop when principals learn to relinquish a measure of control and help others participate in building leadership throughout the school.

There is ample research showing that collaboration has yielded positive results in terms of the development of leadership skills among teachers (Katzenmeyer & Moller, 2001; Rasberry & Mahajan, 2008). Husband and Short (1994) in their research, discovered that teachers felt empowered when they worked in interdisciplinary teams. Increased job satisfaction among teachers has also been found to result from the practice of professional learning communities (Johnson, as cited in Birky et al., 2006). Other benefits identified by Drennon and Foucar-Szocki (1996) that can be derived through the use of professional learning communities as a staff development strategy for developing teacher leaders include immediate feedback from peers, enriched learning resulting from teachers tapping into each others' strengths and experiences, and the shift of authority as teachers take charge of their own learning experiences.

Katzenmeyer and Moller (2001) argued that professional learning communities promote supportive and shared leadership, shared values and vision, collective learning and application of learning, supportive conditions, and shared personal practice, which in turn enhance teacher leadership development. Muijs and Harris (2003) therefore advocate the development of strong interpersonal skills and a school culture that that encourages

collaboration, as well as change and friendship from teachers, if teacher leadership is to flourish.

The Role of School Principals in Developing Teacher Leaders

Katzenmeyer and Moller (2001) identified the principal as the holder of power at school sites, and stated that he or she has the ability to create an environment where teacher leadership is nurtured, and where administrators and teachers can participate in leading their schools to the desired destination. In Christian schools, principals are in the position to influence the development of their teachers as leaders (Buckner & McDowelle, 2000). They achieve this through what they say and do, which have the ability to either motivate or demoralize teachers (Birky et al., 2006). Emerging themes from data collected by Birky et al. (2006) in their study on how administrators encouraged and discouraged teacher leadership include verbal support, appreciation, and thanks; a spirit of collaboration; and support for taking risks and embracing change. Their review of literature also revealed that the principal influences teacher leadership in the areas of articulating the school vision, creating a conducive environment, removing barriers that hinder teachers from participating in leadership roles, providing leadership opportunities, and also providing adequate learning opportunities for teachers.

Since the formulation of one's vision is the initial step towards becoming a leader (Phelps, 2008) and according to Barth (2001), a basic element for developing teachers as leaders, principals need to have a plan for clarifying and enrolling teachers in the schools' vision (Trinca, 2008). It is necessary for principals to be able to paint a clear and compelling picture of what the school intends to accomplish in order to gain the interest of the teachers, and also keep them focused (DuFour & Berkey, 1995).

DuFour and Berkey (1995) argued that the principal as a change facilitator must create conditions that encourage personal and professional development of teachers at their schools. Conditions that improve leadership skills include such that protect teachers' views and their ability to express these views and ideas, as well as challenge the status quo without causing teachers to feel threatened (Phelps, 2008). Katzenmeyer and Moller (2001) outlined specific strategies for the creation of the type of positive environment in which teacher leadership thrives. These include (a) operating an open door policy so that teachers gain easy access to principals and principals extend an invitation to them to share their thoughts, listen to them, support them, and remove barriers that hinder them from coming out of their shells to take on responsibilities; (b) offering teachers chances to develop professionally to prepare them for broader roles; (c) creating an awareness that they accept teachers as leaders in their schools in order to gain teachers' belief in the principal's expectations of them; and (d) providing incentives such as recognition of efforts and networking inside and outside of school for teachers to exhibit leadership behaviors.

According to Katzenmeyer and Moller (2001), when obstacles that prevent teachers from embracing change are removed, and teachers are afforded a listening ear, as well as provided with the resources that they need to operate in the new situation, the principal would have adequately created the necessary conditions for teacher leadership to thrive. Just as in any new venture, teachers may feel deficient and therefore reluctant to accept the challenge of playing leadership roles. Consequently, it is the responsibility of principals to recognize this challenge and help these teachers overcome their reluctance (Ash & Persall, 2000).

It is also the responsibility of the principal to provide learning opportunities that are both appropriate and adequate for teachers (Zepeda, 1999). With reference to the principal, Ash and Persall (2000) stated that if principals expect teachers to develop into effective leaders, then they must not overlook the provision of meaningful well planned learning opportunities for their teachers. In agreement with this, Patterson and Patterson (2004) stated that "school principals who value and support teachers in developing their skills…provide professional development opportunities to strengthen teachers' leadership skills. They create a professional learning community that encourages inquiry, reflection, and risk taking" (p. 78).

Hall (2008) similarly stated that principals must provide leadership opportunities for their teachers. Principals must be willing to share power with, as well as recognize the strengths of their staff and be willing to also learn from them, ways to support teacher leadership (Katzenmeyer & Moller, 2001). Therefore, in the quest to develop teachers as leaders, involving teachers in designing their own growth process is inevitable, as Diaz-Maggioli (2004) argued, stating that principals strip their teachers of power when they muzzle teachers and make unilateral decisions about these groups of individuals and the job that they do. This is consistent with Katzenmeyer and Moller's (2001) position that "decisions made without teacher representation, by an overzealous district supervisor, or principals who control school decisions, demean the professional role of teacher leaders" (p. 31).

Based on their studies, Leithwood, Tomlinson, & Genge (1996) highlighted roles that principals can play towards teacher leadership development as follows (p. 811):

- Distributing the responsibility and power for leadership widely throughout the school;

- Sharing decision-making power with staff;

- Allowing staff to manage their own decision-making committees;

- Taking staff opinion into account;

- Ensuring effective group problem solving during meetings of staff;

- Providing autonomy for teachers;

- Altering working conditions so that staff have collaborative planning time;

- Ensuring adequate involvement in decision-making related to new initiatives in the school;

- Creating opportunities for staff development

Threats to Teacher Leadership

Several factors have been suggested to hinder the process of teacher leadership development in schools. Some of these factors, such as administrative attitude, are external, while others, like teachers' self images, are internal (Dozier, 1995).

The hierarchical structure of schools, which influences the leadership approach of principals and administrators, may not support the contributions teacher leaders could make. At the same time, the failure to recognize the need for rethinking this mode of operation can constitute a huge hindrance to teachers becoming effective leaders in their schools (Zimmerman, 2006). Muijs and Harris (2003) noted that top-down management structures in schools impede the development of teacher leadership, since they fail to provide teachers the opportunity to participate in decision making regarding matters that affect their profession, their students, and the success of the school. Teachers are not

motivated therefore, to take on leadership roles at their schools. Forcing ideas down teachers' throats and being rigid about how these ideas should be implemented, does not encourage teacher leadership development, and what is more unfortunate is that these ideas are supervised by so-called experts who are unfamiliar with the teaching profession (Katzenmeyer & Moller, 2001). Not recognizing that teachers possess talents and skills that when tapped into could make meaningful contributions towards school improvement deprives schools of attaining their maximum potential.

Pellicer and Anderson (1995) argued that teachers sometimes feel incompetent when it comes to playing leadership roles and are therefore reluctant to engage in teacher leadership activities. Phelps (2008) concurred by pointing out that in addition to limited time and heavy responsibilities, lack of self-confidence on the part of teachers is an obstacle to teacher leadership development, but quickly suggested that this can be overcome by developing a clear vision and ensuring a supportive environment. Peterson and Barnes attributed this lack of self-confidence on the part of teachers, to the skepticism which they experience about their new responsibilities, and the new skills and knowledge that are required of them in order to effectively perform these roles (as cited in Katzenmeyer & Moller, 2001).

Table 3

Barriers to Leadership and Ways to Overcome the Barriers

Barriers to Leadership	Ways to Overcome the Barriers
"I'm just a teacher" mindset	Encourage and reward teacher leaders.
Lack of confidence, peer pressure	Step back and give others a chance.
Unclear understanding of the concept	Encourage mentoring from TL models.
"I just want to teach" mindset	Build network of TLs.
No time for development; not taught in preservice education	Prove TLs make a difference.
Expectation only principals lead	Give teachers real responsibilities.
Lack of principal support	Identify issues where teachers can lead.
Language that reinforces teachers as subordinates ("bosses" and "staff"); idea that too many cooks spoil the broth	Encourage personal development
No rewards for extra effort	Create time for professional dialogue.
Open to abuse by manipulators; might encourage rabble rousers	Create clear definitions for TL.
Previous failures with lead teachers	Dispel *authority = leadership notions.*

Note. Adapted from "Developing Teacher Leaders: How Teacher Leadership Enhances School Success," by F. Crowther, S. Kaagan, M. Ferguson, and L. Hann, 2002, p. 34. Copyright 2002 by Thousand Oaks, CA: Corwin Press.

It has also been opined that teachers themselves could hinder their own development as leaders. They do this in ways ranging from opposing new ideas, hampering enthusiasm, blocking discussions, and discouraging problem solving (Barth,

2001). Crowther et al. (2002) summarized the barriers to leadership and ways to overcome them, as shown in Table 3.

Summary

Teacher involvement in school leadership is a new trend and has been sparingly researched. However, it has been found that school principals who provide opportunities for teachers at their schools to engage in leadership activities, thereby promoting teacher leadership that is inclusive of all teachers, have achieved greater school success. In spite of this development, there has been limited research on the approach for teacher leadership development in schools. The researcher therefore focused on exploring the perceptions of principals and teachers about teacher leadership, and how teacher leadership is being nurtured specifically in Christian schools, which to an extent operate independently. The perceptions of school principals and teachers about teacher leadership will determine the extent to which the concept is developed and is operational at their schools. The topic therefore required investigation. The following chapter will describe the methodology used in order to gather data from Christian school principals and teachers, about the development of teachers as leaders within their schools.

Chapter Three: Research Design and Methodology

Overview

The primary aim of this study was to examine principals' and teachers' perceptions about teacher leadership within Christian schools. This study also explored teacher leadership development practices currently employed by Christian schools, as well as the perceived role of principals in fostering the emergence of teacher leadership at their schools. A qualitative approach was used in order to satisfy the purpose of this study since the researcher (a) relied on the perceptions of the subjects, derived from open-ended questions posed to respondents, and (b) collected textual data that was analyzed for categories of responses (Creswell, 2008). This study was also exploratory and descriptive in nature. Data for this study was gathered primarily through individual interviews and a review of school documents. Participants also responded to a short survey to enable the researcher collect demographic data of participants, which was quantitatively analyzed for deeper insight into the factors that may relate to the perceptions of school principals and teachers about teacher leadership. The researcher also kept observational notes.

Research Design

A qualitative research method was chosen for this study since the aim was to understand an area where little is known (Creswell, 2008). This study sought to create a thick, rich description of principals' and teachers' perceptions of teacher leadership within Christian schools, and the practices geared towards developing teachers as leaders at these schools.

This study was both descriptive and inductive in nature, since data was collected in form of words and aimed at understanding process rather than product. Again, the

researcher built abstractions by categorizing themes developed from data collected, rather than seeking through the collection of data or evidence, to prove or disprove a pre-determined hypothesis (Bogdan & Knopp-Biklen, 2003). The researcher sought to describe the situation as it already exists, therefore, this qualitative research employed a grounded theory design (Morse & Richards, 2002). According to these authors, the grounded theory design is "an appropriate method for the researcher wishing to learn from the participants how to understand a process or a situation" (p. 55).

The systematic procedure, a type of grounded theory design that involves three phases of coding for data analysis—open coding, axial coding, and selective coding—was utilized for the purposes of this study because of its attributes of detail and rigor (Creswell, 2008).

The following research questions guided the design of this study:

1. How do principals and teachers in Christian schools perceive teacher leadership?

2. How do Christian school principals and teachers perceive that the principals nurture teacher leadership at their schools sites?

3. What current practices are being implemented in Christian schools to foster teacher leadership development?

4. What factors enhance the development of teacher leadership in Christian schools?

5. What barriers impede the development of teacher leadership in Christian schools?

Description of Population

The population for this study constituted of principals and teachers of Association of Christian Schools International accredited K-8 schools within the Los Angeles and Orange County Districts, in the Southern California Region. ACSI was founded in 1978

with the goal to help Christian schools within the United States and beyond to effectively educate students based on the word of God. This organization offers services such as accreditation for elementary and secondary schools, teacher certification, and student assessment to over 5,500 member schools with a total enrollment of about 1.2 million students worldwide. The total number of K-8 accredited schools within the Los Angeles and Orange County Districts, at the time this study was conducted, was about 33.

As is the case for qualitative studies, the researcher did not intend to generalize to a population, but rather "to develop an in-depth exploration of a central phenomenon" (Creswell, 2008, p. 213). This study therefore did not seek to generalize the perceptions of these school principals and teachers to all Christian school principals and teachers, rather it explored the perceptions of, and practices within, outstanding ACSI accredited schools about teacher leadership. This was done in order to provide an in-depth understanding, and perhaps a resource for useful information, for other Christian and even non-Christian schools that seek to make improvements in their own practices.

Sample and Sampling Procedure

A small sample was chosen for this study in order for researcher to be able to provide an in-depth understanding of the phenomenon being studied, as opposed to the superficial perspective that might have resulted with a large sample (Creswell, 2008). The sample consisted of 12 K-8 school principals and 24 K-8 school teachers. The principals and teachers were those of Christian schools considered to be the most outstanding schools within Los Angeles and Orange County Districts, identified and intentionally selected by a team of ACSI officials, including the Director and the Associate Director of the Southern California Region, and an administrator of one of the

ACSI member schools (see Appendix A). The selection of schools was based on a combination of the officials' personal considerations, including school observations and studies conducted by them, as well as criteria provided by the researcher. These criteria included the following:

1. ACSI accredited schools

2. Schools that employ best teaching practices

3. Schools with highly motivated teachers

4. Schools recording high test scores

5. Schools where level of teacher involvement is high

6. Schools that have received some sort of recognition for their performance in the past

Creswell (2008) stated that in purposeful sampling procedures, persons or organizations that have been pointed out by others for their achievements or outstanding characteristics are adequate in terms of providing meaningful data in a study. Therefore, the principals in turn purposefully selected two teachers each, from their schools, to participate in the study. The principal was asked to select one teacher, considered by the principal as actively involved in playing leadership roles in the school and one that was not so involved, if applicable. The selection of these different categories of teachers was to enable the researcher gain further insight into factors that might be responsible for teachers' different dispositions toward playing leadership roles at their schools.

Procedures

The researcher contacted the office of ACSI, Southern California Region, to assist with the identification and selection of schools within the Los Angeles and Orange

County Districts. In order to effectively achieve the school selection, a three-member panel was constituted by the Associate Director of the Southern California Region of ACSI. This panel selected the schools, based on the fore-mentioned criteria. Out of 33 ACSI accredited K-8 schools within the two districts, members of the panel independently selected schools they considered the most outstanding. The selections from the panelists were then compared. A list of all schools that were selected by at least two of the three panelists was then compiled. Subsequent to the selection, the Associate Director of the Southern California region contacted the schools, requesting their permission to (a) be included in the study, and also to (b) release information to researcher. Each of the principals was then contacted by the researcher, officially introducing the study to them and notifying them of the study requirements (refer to Appendix B). At this time, they were informed of the need for them to purposefully select two teachers each, who will also participate in the study. The details regarding participation in the study, including the need for the researcher to review school documents—such as staff development notices and agendas, memos, minutes of meetings, and any other documentation regarding teacher activities in the school—was explained to them. Face-to-face interview appointments were later scheduled with the principals and teachers who participated in the study. Two of the schools that had earlier indicated interest in the study, later declined. The researcher then extended invitations to two other schools that were already in the pool of selected schools. Each of these schools accepted the invitation to participate.

Data was collected primarily by (a) conducting semi-structured individual face-to-face interviews comprised of open-ended questions, and (b) reviewing of school

documents. As Bogdan and Knopp-Biklen (2003) pointed out, interviews are effective

instruments for gathering descriptive data, since respondents are able to express their

perceptions in their own words, enabling the researcher to gain greater insight into

respondents' understanding of a particular issue or life experience.

Demographic data was also collected from principals and teachers (see

Appendices C and D). This data collected through a short survey was statistically

analyzed in order to further gain insight into (a) relationships that might exist between

principals' and teachers' perceptions of teacher leadership, and (b) other factors that

might emerge.

Data Collection Instrument and Procedures

In a qualitative research, the collection of data based on a small number of

respondents is adequate (Creswell, 2008). The primary data collection method was

individual face-to-face interviews. These interviews were scheduled and held with 12

school principals and 24 teachers, at locations, dates, and times convenient for

respondents. The interviews consisted of nine questions for principals and nine questions

for teachers. Interviews were audio recorded and transcribed. Interview questions (see

Appendices E and F) were open-ended, and addressed issues ranging from principals'

perceptions of teacher leadership to how teacher leadership is fostered or hindered at their

schools.

Other data collection methods included the review of schools' official documents

relating to staff development activities, meeting agendas, and minutes of meetings within

the past 2 years. These documents gave the researcher further insight into the official

perspective about the development of teachers as leaders, within the schools (Bogdan &

Knopp-Biklen, 2003). A short survey was administered prior to the interview, for the collection of participants' demographic data. Additionally, observational notes were taken by the researcher during visits to the schools.

The demographic survey and interview questions were developed by the researcher, based on information gathered through the review of literature, as well as on-going discussions between researcher and her dissertation chairperson. The researcher also received some input regarding the questions, from the other dissertation committee members. The questions were then revised and submitted for final approval.

Interview Procedures

The interviews lasted for approximately 45 minutes and were held on dates, locations, and times that were convenient for participants. Informed consent forms (see Appendices G, H, and I) were signed by each respondent prior to the interview that was designed to collect information on the perceptions of Christian school principals and teachers, about teacher leadership and the teacher leadership development practices at their schools.

Before each interview began, the researcher reiterated the purpose of the interview and assured respondents that information obtained during the interview would be treated confidentially (Bogdan & Knopp-Biklen, 2003). Semi-structured open-ended questions were posed to respondents, ranging from participants' definition of teacher leadership, and the role of principals in developing teacher leaders, to factors that enhanced, and those that hindered teacher leadership development at their schools. These questions were reviewed by the researcher's dissertation chairperson, and a panel of

experts (refer to Appendix J). The questions were then used in a pilot study, before being personally administered to respondents by the researcher.

The researcher made use of probes in order to get clarifications or gain deeper insight into responses from participants, as the need arose. The interviews were audio-recorded with the consent of participants. Participants' responses were, at a later time, transcribed, and the transcripts were content analyzed by trained analysts.

Panel of Experts and Pilot Study

Letters were sent to a panel of experts (see Appendix K) consisting of (a) a professor of education in a Christian University; (b) a Christian school founder and educator; and (c) a Christian school educator and pastor, requesting their participation in reviewing and making recommendations regarding the interview questions, in order to ensure both clarity and relevance. The reviewed interview questions were then used in a pilot study. Respondents in the pilot study included a principal and a teacher in a K-8 Christian school, accredited by ACSI and WASC. The principal and teacher were asked to assess the clarity of the interview questions, and based on their input, the researcher identified and refined ambiguous and confusing questions. The participants in the pilot study were not included as respondents in the actual study.

Instrument Reliability and Validity

A pilot study was conducted using the interview questions already reviewed by a panel of experts. Input from participants in the pilot study was used to modify the interview questions before it was presented to the actual respondents. The researcher made use of open-ended questions to elicit responses from respondents. All interviews were personally conducted by the researcher in order to ensure that respondents were

comfortable, interview procedures were uniform, and there was consistency in the manner in which responses were elicited.

Triangulation was used to ensure accuracy of data. The interview process, documents review, and researcher observation at the school sites, provided multiple sources of data. The multiple methods of data collection in this study allowed for triangulation, which helped to ensure reliability of data interpretation and to minimize threats to internal validity. Evidence from these sources was used to build a coherent justification of themes, and the researcher used rich, thick descriptions to present the findings of the study.

Member checking was used to ascertain accuracy of perceptions and interpretation of information obtained from both participants and school documents. The researcher asked respondents to verify interview responses recorded by her. Finally, external audits were conducted during and after the study. The auditor, a professor in the Graduate School of Education and Psychology, at Pepperdine University, reviewed the study and communicated an evaluation of the study throughout the research process (Creswell, 2008).

Protection of Human Subjects

All respondents in this study were adults over the age of 18 and participated on a voluntary basis. Interviews were conducted on dates, at times, and at locations that were convenient for respondents. No information that had the potential of exposing participants or the researcher to any form of harm or violation of privacy was obtained. Participants were informed of their rights to (a) refuse participation; (b) discontinue their participation, if for any reason they became uncomfortable at any time during the

interview; (c) stipulate that the information obtained from them should not be used for the study; and (d) refuse to answer any question. Furthermore, all data collected in the course of the study were treated with the highest level of confidentiality, and destroyed at the completion of the study.

The names and personal information gathered from participants were not released as part of this study. In order to minimize risk, participants' confidentiality was protected in a variety of ways. First, respondents' real names were not used in the presentation of data, rather, they were replaced with numbers, when the interviews were transcribed. Second, any information that anyone could use to identify participants was blacked out of the interview tapes and transcriptions. Third, the researcher was the only person who had full access to the audio tapes of the interview and the transcriptions. Fourth, the audio tapes and the interview transcriptions were kept in a locked file cabinet in the researcher's home. Fifth, the audio tapes were destroyed after the study was completed.

This study therefore posed minimal risk to participants and was conducted in accordance with regulations and guidelines established by the Internal Review Board of Pepperdine University, and the United States Code of Federal Regulations, DHHS (CFR), Title 45 Part 46 (45 CFR 46), titled "Protection of Human Subjects" and Parts 16 and 160. Since this study posed a minimal risk to participants, an application for a claim of exemption was submitted to, and approved by the IRB (see Appendix P).

Chapter Four: Analysis of Data and Findings

This study explored current practices for the development of teacher leadership in Christian schools, by examining the perceptions of principals and teachers of ACSI member K-8 schools, about teacher leadership. In addition, principals' and teachers' perceptions about how principals nurture teacher leadership at their school sites were examined. Finally, the study investigated the factors that enhance the development of teacher leadership, as well as barriers that impede the development of teacher leaders in Christian schools. This study employed a variety of methods in order to gather relevant information. These methods included individual semi-structured interviews, collection of demographic data through a short survey, review of school documents, and observational notes.

This chapter is divided into six sections, consisting of the results of the demographic survey; the results of school documents analysis; thematic findings based on the interview questions; a summary of observational notes; findings, based on the research questions; and a summary of findings.

Analysis of Demographic Data

A demographic survey (see Appendices C and D) was administered by the researcher to a total of 12 K-8 Christian school principals, and 24 K-8 Christian school teachers. Data from the demographic survey were organized into charts on Microsoft Excel Spreadsheet and were analyzed and presented using descriptive statistics. Responses were tallied for frequency counts and determination of mean and median, in order to derive relationships among factors that may relate to, or influence teacher

leadership development. The information that was analyzed quantitatively included: age and sex of participants, highest level of education, and number of years of service.

Gender. Responses from the demographic survey indicated that majority of the participants were females. Seven out of the 12 principals interviewed were females, while 5 were males, and 22 out of the 24 teachers interviewed were females, while only 2 were males. See Table 4.

Table 4

Gender of Respondents by Group

Gender	Principals	Teachers
Male	5	2
Female	7	22
Total number of respondents	12	24

Years of experience as Christian school principal. Principals were asked to indicate how many years in total they had been Christian school principals, and how many of those years they had served as principals in their current schools. Results showed that all 12 principals had a minimum of 3 years experience as Christian school principals and also a minimum of 3 years as principals at their current schools. Ten (83.3%) principals had had the total number of their experience as principals in their current school, while 2 (16.7%) principals had served as principals in other Christian schools prior to their current schools. Years of position as Christian school principal ranged from 3 years to 34 years. Only two principals had served for fewer than 6 years as Christian school principals, and as principals in their current school.
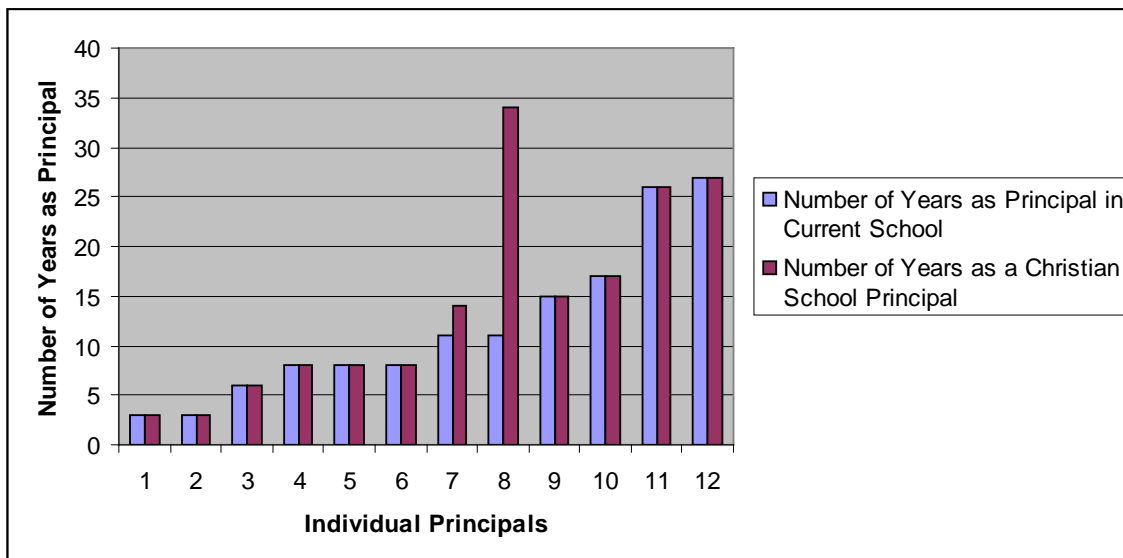
Figure 2. Number of years as Christian school principals and as principals in current school by individual principal.

Principals' level of education. Nine (75%) of the principals who participated in the survey had attained masters' degrees, while three (25%) attained bachelor's degrees. None of the principals had less than a bachelor's degree. See Table 5.

Table 5

Educational Level of Principals

Educational Level	Principals (*n*)	%
Bachelor's degree	3	25
Master's degree	9	75
Total number of principals	12	100

Years of experience as Christian school teacher. Teachers were asked to indicate how many years in total they had been Christian school teachers, and how many of those years they had served as teachers in their current schools. Results showed that all 24 teachers interviewed had at least 2 years experience both as Christian school teachers, and as teachers in their current schools. Out of the 24 teachers interviewed, 16 (66.7%)

teachers had the total number of years of experience as teachers in the same school, which was their current school, while 8 (33.3%) had served as teachers in other Christian schools prior to their current schools. Years of position as Christian school teachers ranged from 2 years to 33 years.
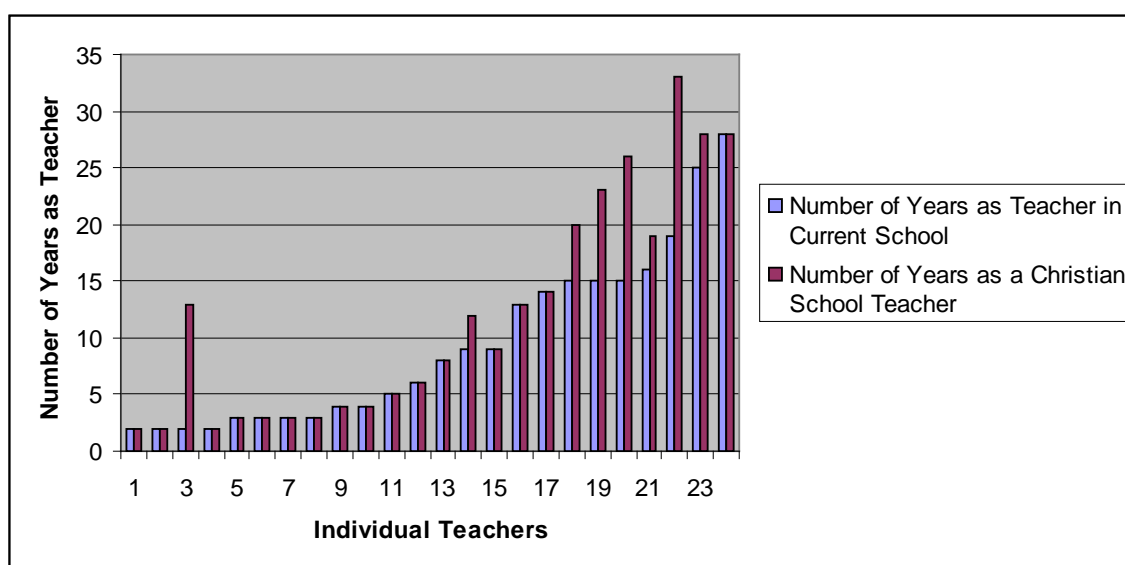
Figure 3. Number of years as Christian school teachers and as teachers in current school by individual teacher.

Teachers' level of education. Ten (41.7%) of the teachers who participated in the survey attained master's degrees, while 12 (50%) teachers attained bachelor's degrees. Two (8.3%) of the teachers had less than a bachelor's degree. See Table 6.

Table 6

Educational Level of Teachers

Educational Level	Teachers (*n*)	%
No degree	2	8.3
Bachelor's degree	12	50
Master's degree	10	41.7
Total number of teachers	24	100

Respondents' ages. The age range of both principals and teachers fell between 24 years and over 66 years. Six (50%) principals fell within the age range of 56 to 66 years, whereas most (83.3%) of the teachers fell within the age ranges between 26 years and 55 years. Out of all the participants, one teacher was under 26 years of age, and one teacher was more than 66 years of age.
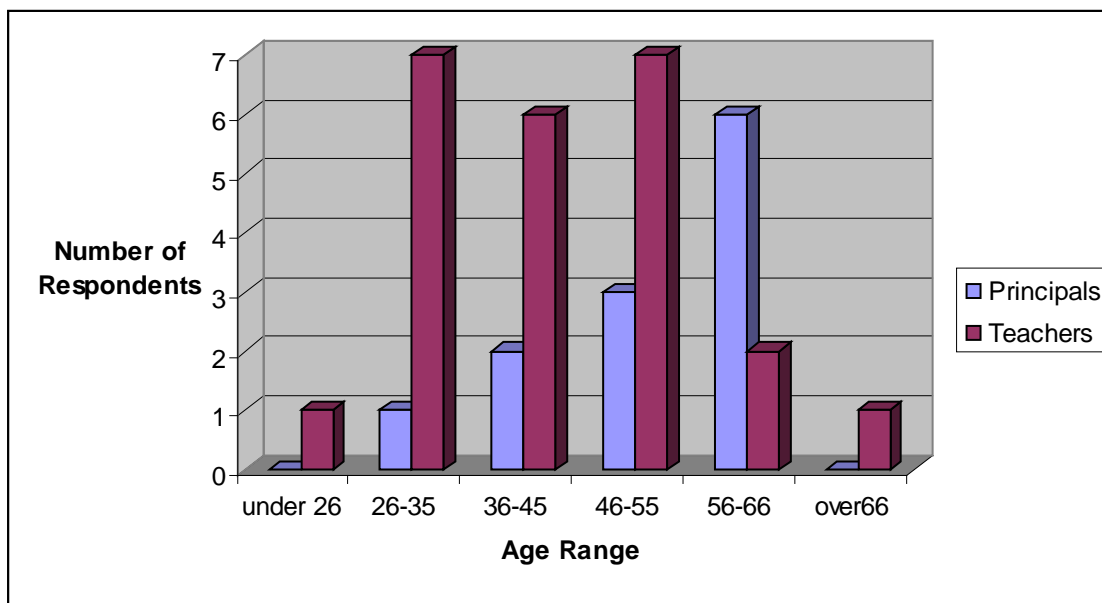
Figure 4. Age range of respondents.

Teacher and student population. The population of both teachers and students varied widely from school to school, ranging from 9 to 42 teachers, and 153 to 900 students. The ratio of teacher to student for each school also varied, with an average of 1 teacher to 16 students. Table 7 shows the population of students and teachers.

Table 7

Population of Teachers and Students

Schools	Number of Teachers	Number of Students	Ratio of Teacher to Students
1	40	600	1:15
2	27	354	01:13.1
3	27	506	01:18.7
4	30	400	01:13.3
5	32	540	01:16.9
6	42	900	01:21.4
7	25	320	01:12.8
8	30	402	01:13.4
9	18	450	01:25.0
10	18	268	01:14.8
11	33	370	01:11.2
12	9	153	1:17

Analysis of Interviews

Qualitative data analysis was accomplished at two levels. First was the analysis of school documents which was carried out by the researcher and two other trained coders. Second was the analysis of data collected through interviews. This was also carried out by the researcher and three other trained coders. Interviews were audio recorded and transcribed. The transcribed document was then organized and coded (refer to Appendix L). The coded data were examined for emergent topics, themes, and patterns related to the research questions for the study. This was then interpreted into a narrative text which highlighted major findings.

Three forms of coding were adopted. These included open coding using the comparative approach to generate initial categories (Corbin & Strauss, 2008). Axial coding was then used to form connections among the categories, and selective coding was used to develop a narrative that connected the categories (Creswell, 2008).

In order to achieve inter-coder reliability, the researcher and other trained coders, all doctoral students at Pepperdine University, independently reviewed and coded the transcripts of the interview, as well as the data collected through the review of school documents. Coders then collectively reviewed the coded data. In addition to being doctoral students at Pepperdine University, the coders consisted of one public school principal, two public school assistant principals, and two classroom teachers. The variety of coders involved in this coding process allowed for the interplay of different perspectives which made the study richer. The researcher assembled all of the data into relationship descriptions and patterns of recurring ideas in order to obtain a full representation of teacher leadership development perceptions and practices.

Analysis of School Documents

School documents were collected from the schools involved in the study, and content analyzed. Two out of the 12 schools did not provide documents for researcher. School documents collected included staff development schedules and agenda, staff development workshop agenda and manuals, list of professional development topics, mentor teacher guidelines, staff development goals, faculty orientation schedules, new teacher orientation schedules, agenda and handouts of different curriculum committees, memos from principals, schedules and manuals from teachers' in-service trainings, staff meeting agenda, accreditation meeting schedules and agenda, and teachers' weekly meeting schedules and agenda.

These documents were analyzed by the researcher and two trained coders, both doctoral students at Pepperdine University, who are also assistant principals in public schools. Both coders and the researcher independently examined the contents of the

documents to observe topics covered, as well as levels of teacher involvement.

Documents were examined by individual schools and also across schools, for the purpose

of identifying, categorizing, and describing emergent patterns. All coders then compared

notes, which gave rise to the following overall findings:

1. Principals articulate school goals based on input from staff.

2. Teachers are expected to be life-long learners, so that they can be better teachers, doing the work of God.

3. Professional development mostly focuses on data, curriculum and instruction, technology, class management, and biblical learning.

Thematic Findings

The responses of participants to the interview questions revealed four major

themes as discerned by the three coders and the researcher. The four emergent themes

are: servant leadership, purpose-driven work-life, value for professional and spiritual

growth, and community building.

Servant leadership. Acting on servant leadership (Greenleaf, 1977) qualities

pervaded the whole gamut of the responses given by both principals and teachers.

Oostinga (2008) argued that the idea of servant leadership originated from Jesus Christ,

who taught His disciples: "…whoever wants to become great among you must be your

servant, and whoever wants to be first must be slave of all. For even the Son of Man did

not come to be served, but to serve…" (Mark 10: 43-45). This is reiterated in Greenleaf's

(1977) position that "the servant leader is servant first….It begins with the natural feeling

that one wants to serve first. Then the conscious choice brings one to aspire to lead" (p.

13). The principals viewed their teachers as people who are both willing to learn and to serve, as opposed to lording it over those they are supposed to be leading.

> I think our teacher leaders are effective teacher leaders, for one, they're teachable, they are open to being learners themselves and servant leadership they are motivated to serve and not desiring to be served. They have the ability to interact with different kinds of personality styles and have qualities that reflect acceptance and compassion and love for other people. (Respondent 6P-E/M, personal communication, March 12, 2010)

Another noted, "…they've got to be willing to get in and share the work, not just tell people what to do" (Respondent 12P-E/M, personal communication, March 18, 2010). Still another noted, "teachers are expected in this school …to volunteer to willingly serve, to be a servant leader to their parent, to the students, and to their fellow teachers" (Respondent 2P-E/M, personal communication, March 10, 2010).

Teachers on their part believed that the purpose of their profession as teachers was serving the children that they taught, and helping meet their varied needs.

> I think that leaders have to picture themselves as servants, especially in a Christian community. It needs to come from an attitude of servanthood. That these kids, we're here to serve them. We're not here to lord over them or command things of them. But just to model and to serve them, and to see their needs and to do the best we can to meet them. I think you have to be humble to be an effective leader. You definitely have to have some humility. (Respondent 16(2)M, personal communication, March 10, 2010)

Servant leadership in essence does not require that one is officially appointed to a position, and then leads as a result of that, but translates to an individual perceiving an area of need, stepping up to the play in that area, and working toward meeting that need. Teachers also perceived their principals as leaders who not only lived out their lives of servant-hood by example, but also gave them the opportunity as teachers, to serve, irrespective of whether or not they have officially assigned positions.

He's the principal. Yet he'll do like the worst job in the school. I mean, he would like clean the bathroom. That's just the way he is. So it's not about being born that way. It's about willing to want to be, and then he'll do whatever he can to train you to make you a leader. (Respondent 32(10)M, personal communication, March 10, 2010)

Another teacher expressed with reference to her principal:

She's available to us, but she's always open to hearing our ideas and supporting us alongside that as well. For example, I have a really big passion for student government. And so when I came here, I said, "I really have some great ideas on how I want to teach art students to be leaders. And I have done it at previous schools." And so she said, "Great. If that's your passion, that's your area, then you can have full rein." And so I've taken the student government ASD program that when I first came in barely existed, and over 3 years have created something that I'm super proud of. And I feel like the kids are super excited and engaged and interested in leadership as well. (Respondent 16(2)M, personal communication, March 10, 2010)

Greenleaf (1977) further argued that material gain may drive the "leader first" but not one who is a "servant first," the servant leader (p. 13). One teacher pointed out that being a good leader requires that one aspires for no personal gain as a reason for leading.

You're willing to share everything and anything that you might do and not worry about getting the glory for it, but being interested in what the children are doing, what the children are learning and being willing to share everything or anything that we have and I think a good leader is not trying to set themselves up on a pedestal. (Respondent 21(5)E, personal communication, March 11, 2010)

Another teacher stated:

At a Christian school there's a lot of needs and to be a Christian school teacher you really have to have the heart, and all teachers here do have the heart to just step in and assist with a need. There's no bitterness, there's no justification of you saying I need this compensation, that sort of thing, they step in and they just assist with it. (Respondent 19(4)E, personal communication, March 11, 2010)

The interviews of both principals and teachers revealed that the focus of the principals and teachers as leaders in their schools was striving to be disciples and developing followers to eventually become effective leaders themselves. In his work on servant leadership, Greenleaf (1977) also argued that the best test of servant leadership is:

"Do those served grow as persons? Do they, *while being served,* become healthier, wiser,

freer, more autonomous, more likely themselves to become servants?" (p. 13). Some

principals explained:

> I work with them so that they, in that sense, feel empowered…Just checking in
> with them to see. Have feedback from them. Having an open door policy, where
> they can come in and ask questions. (Respondent 2P-E/M, personal
> communication, March 10, 2010)

> Often it's those teacher initiated proposals that lead to policy changes and lead to
> new practices and protocols at our school. (Respondent 3P-E/M, personal
> communication, March 10, 2010)

> We will talk with people about their strengths, and we will recognize potential
> leadership in people and sometimes that's where we bring in that coaching role…
> we will begin that coaching process of saying here's where I see your gifts.
> Here's where I see the potential for leadership in you. And we'll start to challenge
> people to go outside their comfort zone and lead a little bit more. We invite them
> to take on roles…We'll challenge teachers to step outside their comfort zone.
> We'll remind them how gifted they are, what we think of them so that they feel a
> little bit more confident sharing their expertise with others. I think we do have
> teachers who, like many of us think, "oh, I'm just an average Joe. But as we go
> through that evaluation process and we pinpoint areas where they really are
> successful, where they really are experts, they start to see that in themselves and
> are willing to share with others. (Respondent 3P-E/M, personal communication,
> March 10, 2010)

On the other hand, teachers generally attributed the effectiveness of their growth

process to principals who encouraged them and gave them a free hand, as well as the

needed guidance in what they did.

> For our middle school, I think it's the effectiveness of our boss to work with us.
> That he usually sees in us the stuff we don't see in ourselves. And he pushes us to
> just really take the lead on a lot of stuff.   That to me, we have a lot of say in
> things that we never would have a say in…he doesn't micro-manage us…I've had
> other bosses that will micro-manage everything that you'll do, where here we're
> given the opportunities to be leaders, where you may not in another work
> environment. I know that my friend teaches in public school and there's no way
> that she would be able to do what I do. (Respondent 32(10)M, personal
> communication, March 16, 2010)

> It does require a little more work and it often requires a diplomacy and the time spent with maybe a new teacher in that grade level…offering hope, maybe a quick suggestion or an offer to help with a load they are carrying. (Respondent 22 (5) E/M, personal communication, March 11, 2010)

"I think a big part of that is our principal and vice-principal themselves. Just how much of themselves they pour into all of us and into this school" (Respondent 18(3)E, personal communication, March 10, 2010).

Greenleaf (1977) identified the skills and capacities of a servant leader. These include listening, ethical use of power, seeking of consensus in group decisions, practice of foresight, and practice of acceptance and empathy. Principals demonstrated from the interview, that they practiced open-door policy by affording teachers the time and opportunity to express their thoughts, by listening to their concerns, empathizing with them, and working towards meeting their needs. They also expressed that they did not practice dictatorship, but rather worked collaboratively with their teachers, involved them in decision-making, and believed in them and in the fact that these teachers were capable of making meaningful contributions to the success of their schools.

> I sit down weekly with the teachers. Almost every week we meet together and I invite them to again share concerns, talk about things that are on their hearts and minds. And one of my favorite lines that I use often – so often, in fact, that I think they sometimes get tired of it. But I say to them, "What can I do to support you? Are there resources? Is there anything more than I can provide you with to support you?... As a former teacher myself, I remember times when I was frustrated because I felt like I didn't have some of the materials or some of the resources I needed, and I felt like I was trying to invest that. So I want to make sure now, as an administrator, that I'm saying to teachers, "Do you have those resources you need? And when they don't, I say, "Okay, let's look together and find something so I can provide that for you…I want to brainstorm with them to generate ideas. (Respondent 3P-E/M, personal communication, March 10, 2010)

When asked, "what do you perceive have contributed or will contribute to effective teacher-leadership development in your school?" (see Appendix D), one principal responded:

> A vision that we as a school we're not going to operate a top-down leadership model. We were not going to be a school where the principal makes decisions and those decisions are just walked out by all of the teachers and employees…I want the teachers, the staff to be driving the decisions. I want to hear what you have to say. I want to know what you want to do. I want to hear about the changes, what you think is good. What you think is bad. What do you want to do to our school?" And I think that was what has turned our school upside down and caused us to be a place where there are teachers willing to speak out. Teachers who are growing as leaders, where the school really itself is thriving because of that change…I think that the leadership we have in our school right now has said, "we're not going to continue to do things the way we've always done them. We're not going to pretend that we have all the answers, that we're smarter than everybody else, that we know better than everybody else. We're going to take all of these people who have fantastic heads on their shoulders, they've got great brains in great areas of expertise, and we're going to ask them what they think. We're not going to be afraid to throw every idea that we have on the table, and let the best one succeed. And the worst ones fall off. (Respondent 3P-E/M, personal communication, March 10, 2010).

Spares (2002), on his part, similarly identified 10 characteristics of servant leaders as: listening; empathy; healing; awareness; persuasion; conceptualization; foresight; stewardship; commitment to the growth of people; and building community. Principals expressed that they were careful to observe and identify the potential in their teachers, and focus on the strengths of these teachers, rather than on their weaknesses. They also took deliberate practical steps to see that these teachers develop those potentials, or to persuade them to do so. It was also revealed that both principals and teachers showed concern about the emotional and psychological needs of those that they led. One principal stated:

> There's a gal right now who is a current leader at our school…We saw some potential in her that she was just a very successful teacher and though not a great leader, we saw that she had some great gifts, and we wanted for her to be able to

share those with others…at the end of the year, we met with her, and we said, "You know, we haven't maybe been the support that you needed to be a leader this year. But let's sit down together and identify what a great leader looks like, and talk about some areas where there's room for growth for the future. Because we don't want you to stop being a leader…And she went home after that meeting and she compiled a list of personal goals for herself, and she came back to the administrative team the following day saying, 'Here's what I'm going to do next year'…I think through the years, we as an administrative team have very much improved in our coaching techniques. (Respondent 3P-E/M, personal communication, March 10, 2010)

Referring to her teachers, another principal stated:

They just are very careful with their words. They're thoughtful. They're concerned for others' feelings. And that helps them to be successful. Because they convey their love in the way that they relate to others. Even if they're sharing bad news or disappointing circumstances. They're able to do it with tact and with love and that helps others to appreciate what they have to say. (Respondent 3P-E/M, personal communication, March 10, 2010)

Another principal stated that "there also needs to be a real sensitivity to the feelings and the energy levels, and the skill levels, confidence levels of those they are leading" (Respondent 12P-E/M, personal communication, March 18, 2010).

Referring to her principal, one teacher stated:

He's in our classroom. He's very positive. He's very encouraging. He sends out emails. He writes cards to encourage our leadership and to tell us what a great job we're doing. If he sees us doing something in leadership, he's on it to acknowledge it. He established a Teacher of the Month program, where we have teacher staff meetings and acknowledges us in front of our peers. (Respondent 18(3)E, personal communication, March10, 2010)

Consistent with Greenleaf and Spare's positions, Sipe and Frick (2009) defined a servant leader as "a person of character who puts people first. He or she is a skilled communicator; a compassionate collaborator who has foresight, is a systems thinker; and leads with moral authority" (p. 6). Sipe and Frick, however, warned that servant leaders do not necessarily exhibit all these traits incessantly, but that the existence of, and amassing of traits such as these, help to strengthen individuals as servant leaders.

Concerning their teachers, principals stated that the teachers displayed positive character, collaboration, and humility in their leadership. Other qualities that principals found in their teachers included the ability to perceive their schools as whole systems, and also the show of concern for their students' progress. One principal stated that her teachers exhibited humility in the way that they worked with each other, and in their relationship with their students, rather than arrogantly imposing decisions on them (Respondent 2P-E/M, personal communication, March 10, 2010).

Another principal stated that her teachers were "leaders with each other through just collaboration. What is working in the classroom, what is not working in the classroom. How can my teaching methodologies be improved so that students are achieving at their highest potential" (Respondent 4P-E/M, personal communication, March 11, 2010).

One teacher stated:

> I do think it's thinking of the whole person as well as the whole school when making a decision because it can't be based on one child, one mother or one family and yet you don't want to forget that those are the ones that make the whole school. There has to be a strength of character" (Respondent 22(5)K, personal communication, March 11, 2010). Another teacher stated, "they want to do what is right, they ant to be fair and just. (Respondent 24(6)M, personal communication, March 12, 2010)

Purpose-driven work-life. Almost every participant directly or indirectly insinuated that what they believed, how they operated, and the goals they intended to achieve were influenced by the fact that their schools were Christian oriented. They identified the greater purpose for their existence as Christian schools as modeling Christ, and bringing glory to Him. One principal stated:

> Leaders tend to have high standards for themselves, and in a Christian school I think what really drives our leaders is that they have a passion for being excellent

for God. Doing all things to His glory. For being uncompromising because they're recognizing that they're representing something much bigger than themselves. They think of that version of Colossians that – let me see if I can say it correctly, 'That whatever you do, work at it with all your heart, as working for the Lord and not for men'. So in all things, they really are working with all their heart. And our leaders really reflect that. It makes me proud to work here because I see so many people who really desire to do things, not for recognition, although certainly we do want to recognize them. But they work because they want to be pleasing and honoring to their Father, who's given them talent. And blessed them with so many gifts. (Respondent 3P-E/M, personal communication, March 10, 2010)

Another principal stated:

In this Christian school context one of the qualities needs to be first of all the teachers' heart and mind are in tune with what God wants for them. That they seek God's will. That they're actively involved in listening and following direction from God. That's got to be number one. (Respondent 12P-E/M, personal communication, March 18, 2010)

The teachers interviewed also expressed that the ultimate goal of bringing glory to

God ought to reflect in all they did on a daily basis, whether in the area of carrying out

their daily assignments, in delivering academic materials to students, in relating with one

another and with school administration, or in relating with students, parents, and even the

outside community.

I believe that my responsibility is first of all – because I'm working as a Christian educator, would be to lead them into glorifying the Lord in whatever they choose to do in their life, and I think that that works across the board, whether I'm talking with my administrator, I'm talking with the student, and that as they learn, they learn to glorify the Lord in science and history and math and language arts. (Respondent 13(1)E, personal communication, March 18, 2010)

They need to be an example of someone who is humble, who wants to do everything to bring Glory to the Lord, and I think that's a very important role of a teacher leader. To be accountable to the students, to the parents, to all the teachers and even reaching out into the community. I would say the Christian school one of the roles I think would be basically to honor the Lord in everything we do and in honoring the Lord in everything that we do we're going to encourage good work ethic, we're going to encourage a good standard, we're going to encourage the bar to be kept high and I think that is a responsibility spiritually and

academically as a teacher. (Respondent 21(5)E, personal communication, March 11, 2010)

I believe that the role of the teacher leaders in our school in particular is as a role model more than just a trained position. I believe it's necessary because of number one, our position in Christ… Many who may not know the Lord are there watching us all the time and there's an opportunity to lead them in a particular walk down the path toward Christ. (Respondent 22(5)K, personal communication, March 11, 2010)

Well, I think as a leader, especially here at Christian school, we need to be leaders of, just to demonstrate what Christianity is all about and so in that perspective we should all be leaders in front of students, parents, teachers and community to basically demonstrate Godly characters. For example, with students I need to be a leader in showing them how should we act and how should we gain the Godly qualities through lesson, through biblical teachings and when they have conflicts with other peers, to kind of intervene in that situation to show them, you know, what would Jesus do and just help them to have the viewpoint of a good Christian. With parents, I would be a leader in just to help them to be the parent that God would want them to be. (Respondent 23(6)M, personal communication, March 12, 2010)

Well, first of all, I would say that we could not do anything in and of ourselves. God and his spirit must dwell in his people in order to do the work that we need to do effectively. There have been times where I felt I could do a much better job if I availed myself to meditation, prayer time, devotion to God… oftentimes we go out on our own, we go out on a limb because we're not going to God and asking God what is your will for my life? How would you want me to handle this problem? How would you want me to handle this parent? How would you want me to handle this student that's in my class and struggling? And just doing the best job we possibly can because we do have God, we do have all the spirit, exercising and making those decisions in our life…We must have a discerning spirit for doing what is right, what is true, what is noble, what is excellent and what is praiseworthy. And I know I'm using Philippians 6 and 8 but those words just come to mind when I think about a leader and those are the characteristics of Christ and at a Christian school, you don't want to just be a Christian school in name, you actually want to live out the traits and the characteristics of Jesus and if you're not doing that, then what are we here for? (Respondent 29(9)E, personal communication, March 16, 2010)

Value for professional and spiritual growth. From the responses of both

principals and teachers, it was evident that high value was placed on both professional

and spiritual growth of teachers. Principals discussed their strong commitment to giving

their teachers the opportunity and financial support to attend professional development

activities that would enhance their effectiveness as content and spiritual persons.

> We provide a lot of training opportunities for our faculty. We have a rather large budget that's been set aside to send them to seminars, conferences. I've sent teachers all over the country to participate in things. So we certainly do outside training. We also bring trainers in. We also encourage them to train each other when they come back with good ideas. (Respondent 1P-E/M, personal communication, March 9, 2010)

> Sometimes I, as an overseer of the curriculum, will say, "I'm looking to bring in this new program, and I want to provide training to my teachers." I have four teachers who just recently got smart boards. So I was on the look-out for smart board training opportunities for them. And so when I see professional development opportunities that I know will be great for them, I connect them with those. I help to use the school funds to pay for that so our teachers can continually grow as educators, that their leadership is enhanced because of their continued learning. I try to put them on a path that will help them as individuals to become more successful. (Respondent 3P-E/M, personal communication, March 10, 2010)

> We have not an unlimited budget, but we actually don't put a limit on the budget for professional development. We invest in all the professional development our teachers can absorb. All that they request. (Respondent 11P-M, personal communication, March 17, 2010)

Another way that principals showed their desire for their teachers to continue to

make professional progress was through individualized moral support which included

verbal encouragement and sourcing of different kinds of appropriate interventions for

them.

> You know, there's a gal right now who is a current leader at our school…We saw some potential in her that she was just a very successful teacher and though not a great leader…we met with her, and we said, "You know, we haven't maybe been the support that you needed to be a leader this year. But let's sit down together and identify what a great leader looks like, and talk about some areas where there's room for growth for the future. Because we don't want you to stop being a leader." (Respondent 3P-E/M, personal communication, March 10, 2010)

> We'll target areas of growth for individual teachers as well as for leadership. We'll often set up a professional development plan or pinpoint some areas for professional growth. Just some personal goals for individuals so that we can foster – I don't want to say foster teacher leadership but foster excellence and

growth in our individual teachers. And as teachers tend to grow in those areas, they tend to become natural leaders as a result. For example, I sometimes will have a teacher who is weak in a particular area, and at the moment I'm thinking of a teacher who needed a little bit of professional development in their writing. I came up with a professional development plan where we seek out some specific writing seminars that will help this teacher to grow and over the course of a couple of years, as they go to several different writing seminars, they learn a lot of ideas. They learn a lot of techniques. They're starting to apply them in classroom. And suddenly that teacher emerges as somebody who's a leader in the area of writing because they're fresh. They have up-to-date methods and techniques. They've got a lot of ideas. And I can send other teachers to that person as a resource to facilitate the spread of those ideas into the other classrooms. (Respondent 3P-E/M, personal communication, March 10, 2010)

One principal said that one of the ways that he supported teacher leadership development in his school was to lead the school in the examination of "what works," through the study and application of research, and taking the responsibility for evaluating the effectiveness of such research in his school. The principal stated: "We've studied books, and the teachers have reported on their findings. We've done that with a Marzano book before. Also out of that study we set out to use the different techniques that were discovered in that Marzano book…" (Respondent 10P-M, personal communication, March 16, 2010).

In addition to the previously discussed expressions by principals regarding the value of professional development, teachers expressed the kin support of their principals in providing them with information, funds, and other resources for professional development activities. They also identified spiritual development as an area of great investment at their schools.

My principal desires the best out of every single one of our teachers…She doesn't let finances hold us back…And during all of our staff meetings, she'll tell us about conferences that are available for us to go to. The school will pay for them. If she finds something interesting in an article or a journal – if she's reading an article that she finds interesting – she'll photocopy it and give it to us. And just to

promote our own learning and leadership. (Respondent 15(2)M, personal communication, March 10, 2010)

I think they're willing to give us what we need. If I feel like – I feel totally 100% confident that I can go to my principal and say, "I would love to go to the staff development. I feel that I really want to work on this area of my teaching or my leadership. I found this great program or in-service that's being offered," she would say, "Absolutely go." So I feel like there's never a doubt of them wanting to do that for us. Like I've been at other schools where there's either no money or they don't want you to leave, they don't want to provide a sub for that day. They want you to be at the classroom. So there's – "No, we don't need you to do that." (Respondent 16(2)M, personal communication, March 10, 2010)

She also encourages us to take classes outside of the school to be forever learning whether that is biblical studies, just curriculum studies, going back to school and getting some degrees and things like that. She always encourages us to do extra things as far as developing ourselves. She's very encouraging. She comes by and observes us and lets us know what we're doing, how we're doing it, should we make some improvements and just be very supportive. (Respondent 29(9)E, personal communication, March 16, 2010)

One teacher shared a personal experience of the moral support and verbal

encouragement she received from her principal who not only observed areas of strengths

in all his teachers, but took the further step of encouraging them to develop their

potential. The teacher commented thus:

We have great programs on campus to try to grow student leaders, but I think also … specifically while he sees a leadership ability in everyone, he tries to develop them also and he does great moments of encouragement to draw you into that ability level and I can say personally from me just the other day actually he was very encouraging to myself and telling me you have this gift in you, you need to exercise it and not be afraid to exercise it. (Respondent 20(4)M, personal communication, March 11, 2010)

Another teacher stated:

They do check in on us, are things okay. Are you doing okay in this area, so there's a lot of emotional support. I believe there is biblical support in terms of if we feel like we need counseling in a particular area to help us through an area or you know find a way that we can get help in that or to put us under the help of somebody else, but I see and feel a lot of emotional support, a lot of words of support. (Respondent 36(12)M, personal communication, March 18, 2010)

One teacher's comments showed that her principal valued the spiritual development of her teachers: "she's in the chapels making sure that we're presenting God's word and his truth. Some of the staff attend worship service with her" (Respondent 29(9)E, personal communication, March 16, 2010). Additionally, one teacher explained that "every teacher is required to keep up their ACSI credential, which requires getting biblical units and taking biblical units" (Respondent 19(4)E, personal communication, March 11, 2010).

It was evident from the comments of some of the teachers that their principals emphasized, and supported the idea of the development of their teachers, and that teachers themselves believed in life-long learning. One teacher stated, "…even though we might be a teacher leader, we still need to be teachable and never get to the point where we are above being taught even if we are a leader" (Respondent 21(5)E, personal communication, March 11, 2010). Another teacher supporting this idea also commented, "We want to learn, and as I mentioned before, that's been one of my prayers, just to go back to school" (Respondent 29(6)E, personal communication, March 16, 2010).

Community building. According to the responses of the principals, a large extent of their success as schools was attributed to the fact that they invested greatly in the area of building their schools as communities of learners, by building positive relationships among teachers, collaborating as team members, and believing in family, as well as adopting the spirit of working for common good, as opposed to personal gain.

> I love how our teachers relate to each other because we really have a great community where they're building one another up. They're the best encouragers for each other. But they learn together. They talk with each other about teaching techniques. They say, "How did you communicate this to your class? How did you help your students to learn?" And they inspire each other to be better. They share their ideas, they collaborate to be more effective, to help make the learning

more meaningful….They believe in family. (Respondent 3P-E/M, personal communication, March 10, 2010)

I believe that we have a tight knit faculty that work well together that encourages collaboration amongst the teachers. If one is taking on a specific role, for instance, as being in charge of the speech meet that's coming up, one that's done it for many years comes alongside and helps so we have a strong mentor program as well for things like that. (Respondent 9P-E/M, personal communication, March 16, 2010)

When asked "What leadership characteristics, qualities, and skills do you find in teacher leaders?" one principal responded "Probably first and foremost, I look for them to be a team player, to set the goals and the objectives and the mission that we have developed together above their own personal agenda" (Respondent 10P-E, personal communication, March 16, 2010).

I might be talking to a teacher in one of the primary grades who just did a fantastic lesson in science, and I'll say, "Oh my goodness, you know what? I know that they're teaching the same concept up in 6th grade. You should share what you just did with that teacher. Because you'll be able to give her some ideas. Let her see the ground work that you laid at your grade so that she can build on that in her grade." And we can facilitate collaboration because we see giftings of certain teachers in certain areas. (Respondent 3P-E/M, personal communication, March 10, 2010)

I think what's contributed to it is an awareness that the teacher of today cannot just be an instructional leader. They have to have other skill sets in order to function, at least in our kind of school. And the degree to which they are successful is often dependent on those additional skills. That the days of being able to walk in a room and close the door and say what happens between these four walls is the only thing that matters are gone. (Respondent 5P-E/M, personal communication, March 11, 2010)

Principal expressed the importance of building close relationship not only among teachers, but also with administrators, individual students, and parents. According to one principal, "the teacher leaders have an opportunity to get to know, depending on the event, get to know specific students a little more fully and understand their skill areas and

developments" (Respondent 8P-E/M, personal communication, March 15, 2010).

Another principal stated the following, referring to teachers:

> It's important for them to develop relationships with their parents and they need to develop relationships with their administrators because administrators are key constituents of theirs because we provide the support they need in order to be successful in the classroom. (Respondent 4P-E/M, personal communication, March 11, 2010)

Yet another principal commented "Because I have a close relationship with the teachers and the learning in the classroom, I can sometimes pinpoint areas where an individuals needs extra support. Sometimes we've collaborated and discussed how a teacher might have goals to improve" (Respondent 3P-E/M, personal communication, March 10, 2010).

Similar to the comments made by principals, teachers voiced the conviction that in their schools, team work, relationship building, and working collaboratively to achieve a common goal were not just espoused values, but were promoted and practiced. Personal relationship with, and support for students, as well as connectedness with parents were also important to members of the school communities.

> It's kind of more of a team aspect, more than a leadership aspect that I see more here, although sometimes a teacher will take a lead role in a particular issue or topic…There's not usually, we don't usually let anybody kind of slide off to the side because being such as small school it really takes all of us knowing, otherwise you will flounder, because I used to teach in public school for many years and so it's a whole different aspect in public school versus here. So here I look at it as more team, the team kind of working together to lead the school. (Respondent 36(12)M, personal communication, March 18, 2010)

> I see it more as a team other than someone leading, others following. We have our teacher who takes the lead in curriculum because she's been here for so long and has so much experience in it…I look more at it as a team. More than someone being a leader. Except in a particular area every once in a while. It's pretty much working together. (Respondent 36(12)M, personal communication, March 18, 2010)

In relation to students we have a very close relationship. I know I personally attend many baseball games and things like that. I think we tend to be more loving than when I was in public school so we have a much more connected relationship with students. With parents I think we're more open and more honest. I know I e-mail my parents more than once a day and have face to face contact with them throughout the day. There's a lot of parental involvement here. I think with other teachers, I think we interact well, I think we all take criticism and critique and suggestions easily from each other and we're all very quick to call someone for help and within the school community, that's hard because I feel like the students parents and teachers are our school community. (Respondent 25(7)E, personal communication, March 15, 2010)

Throughout our school, one of the things that we strive to do is actually connect with a student, first, and then from the students, the parents and of course, all of that involves the connection that as employees here we connect with one another. So we really try to encourage, we try to have that as a model so that all of us are connected together working for one common goal and that is the betterment of the children. We could not do it without the parents. We could not do it without other teachers, other workers alongside of us and everybody fits together that puzzle that brings it all together. (Respondent 29(97)E, personal communication, March 16, 2010)

I think there's a desire to grow. I think we all have the same mission. There's a goal here. I think it works well. Our teamwork here works really, really well… I think that everybody has a good heart, the goal, the mission has been established. Everybody's on the same page. (Respondent 16(2)M, personal communication, March 10, 2010)

Similar to what principals' responses revealed, encouragement and moral support from administration was evident in the comments of the teachers, but not just form the administrators, but also among teachers.

Ultimately, what I think has contributed to effective teacher leadership is encouragement and support by the administration, and a sense of uniformity of our vision and our goals. That we're all running the same race. I think that we are a family at this school. We really, truly care about each other. Not so much – we do care about what we're doing in the classroom, and how we're effectively reaching our students. But we care about one another and our own lives. Then if we are being fed spiritually and emotionally, we'll be effective leaders and teachers in the classroom. (Respondent 15(2)M, personal communication, March 10, 2010)

I think here there's also the philosophy that we are all one, and we work together, and we are not to compete with each other. Instead, we are to encourage each

other. We all have strengths and weaknesses. That's why we model for each other. Where someone else is strong, that's where we can learn. And where they're weak, that's where they can learn from us. So I think that's encouraged also. That we're all part of the body but we all have different roles. And that we can help each other and work with each other. I think that's an effective way to develop leaders also. And to have everyone become a leader. (Respondent 17(3)M, personal communication, March 10, 2010)

One of the factors that was also identified by both principals and teachers, as one that had helped their schools to grow as communities, was the open door policy employed by the principals. One principal and one teacher stated:

They have the flexibility to come to me and say, can I do this here and do that there, and change what they're doing in their classroom. And so they have some flexibility as far as that goes individually. And with my door open, if they have an idea, they can bring it up. They can come in and we can talk about it and hopefully be able to implement the ideas that they have. (Respondent 9P-E/M, personal communication, March 16, 2010)

If we have concerns, the administration is always open to listen to us if we come and talk to them. We're not just limited to that once-a-month meeting. We can go in at any other time and discuss situations that we think need to be changed or involve ourselves in decision-making. So I think that the administration is very open to listen to us in decision-making. (Respondent 17(3)M, personal communication, March 10, 2010)

One teacher attributed the feeling of community among members of her school to "love for the Lord." She stated as follows, "And as a leader at this school, every child that is in our classroom, every staff person, every coworker, we feel a connecting relationship because of our love for the Lord" (Respondent 29(9)E, personal communication, March 16, 2010).

Table 8 shows how the four emergent themes align with the content of the interview questions. Table 9 shows how the four emergent themes align with the content of the research questions.

Table 8

Themes Identified in the Data by Interview Question

Theme	IQ 1	IQ 2	IQ 3	IQ 4	IQ5	IQ 6	IQ 7	IQ 8	IQ 9
Servant leadership		X	X	X	X	X	X	X	
Purpose-driven work-life	X	X				X			X
Value for professional and spiritual growth			X	X		X	X	X	
Community building	X	X	X			X	X	X	

Table 9

Themes Identified in the Data by Research Question

Theme	IQ 1	IQ 2	IQ3	IQ 4	IQ 5
Servant leadership	X	X	X	X	
Purpose-driven work-life	X				X
Value for professional and spiritual growth	X	X	X	X	
Community building	X	X	X	X	

Summary of Observational Notes

The researcher was able to observe first hand, aspects of daily operations at the schools site where participants were interviewed. Observations made at the school sites coincided with the themes that emerged from interview data. The following is a presentation of the summary of the observational notes:

Principals were not only willing to provide their offices as the venue where the research interviews with teachers took place, but also stepped in to cover their teachers' classes in order for these teachers to participate in the interviews. Students were also observed organizing themselves to make the daily announcement over the school's public address system, unsupervised. This exhibition of independence demonstrated that students at these schools were also being given the opportunity to play leadership roles, and were able to handle responsibilities effectively. The selflessness, collaboration, and provision of opportunities for others to lead, depict the operation of servant leadership at these schools.

The researcher perceived a friendly atmosphere at the schools visited. The friendliness was not only observed among the members of the school community, but was extended to the researcher, and also observed with regards to parents that visited while the researcher was present. The researcher noticed the existence of cordial relationships between the principals and their staff. The researcher also overheard conversations between office staff and students who walked into the offices, in the schools. The staff was extremely patient with the students while attending to their needs. In one school where a parent had come into the office with his daughter, the office staff who attended to them took time not just to attend to their concerns, but also to inquire of their other personal issues and their welfare. The researcher also observed that in some of the schools, posters for upcoming weekend conferences were posted all over the school premises, and members of the school community were encouraged to attend. There were also fliers inviting parents and other school members to participate in specific school

activities. These observations demonstrated the value for community building at these schools.

In all the schools visited, the mission and vision statements were strategically displayed. Christian materials such as the bible, pamphlets, and other Christian literature were also displayed in the front office. In the schools that the researcher visited before the commencement of the school day, it was noted that the principals stood at the entrance to welcome parents and students. When the researcher commended one of the principals for doing that, he stated that he had a purpose for being there when the parents and his students came in. He wanted to speak into their lives because he believed that God could use him to touch somebody's life, or meet a specific need in their lives on any particular morning. These observations are consistent with the theme of "purpose-driven work-life" identified by the researcher.

The researcher observed Christian literature and scriptural inscriptions throughout the campuses. It was also observed that at the end of the daily announcements by the students, as earlier mentioned, a scriptural passage was read to the entire school. These observations relate to the theme on "value for professional and spiritual growth." However, the researcher did not have the opportunity to observe any professional development activity at any of the schools, nor interact at a level where she could have noted any themes relating to professional growth.

Findings by Research Question

Research question 1. How do principals and teachers of Christian schools perceive teacher leadership? The researcher posed several interview questions in order to gain full understanding of the perceptions of principals. One of the interview questions

was: "How would you define teacher leadership, and does teacher leadership in your

school include all teachers or just a selected few?" Table 10 shows a frequency count of

the response categories.

Table 10

Teacher Leadership Definition

Perceptions	Principals	Teachers	Total
Roles within and beyond the classroom	8 (66.7%)	12(50%)	20(55.6%)
Officially assigned roles	4 (33.3%)	8(33.3%)	12(33.3%)
Formal and informal roles	0	4(16.7%)	4(11.1%)

Eight (66.7%) of the principals who participated in the study believed that teacher

leadership encompassed roles played within and beyond the classroom, some of which

involve students, fellow teachers, and even parents, and therefore involves all teachers in

the school, while four (33.3%) principals believed that teacher leadership did not involve

all teachers in the school. These four principals perceived teacher leadership in terms of

officially assigned positions such as departmental chairs, grade level lead teachers, and

different team leaders. For example, two of them stated the following:

> We have defined teacher leadership roles in our school. We have them defined in
> various ways. At each grade, there is a lead teacher. Typically that lead teacher
> is the person who's been here the longest. Usually that's a seniority position,
> somebody who's little bit more comfortable. For example if we have two first
> grade teachers, and one of them as been here for 5 years and one of them is a new
> incoming teacher, we would say that the teacher who has been here for 5 years
> would be the lead teacher of the grade… what's wonderful at our school about the
> grade level leadership role is that it's on a rotating basis. (Respondent 3P-E/M,
> personal communication, March 10, 2010)

> we have recognized some of our teachers as leaders and asked them to be
> department chairmen and they serve on a team that sets a lot of our academic
> policies, sort of an academic senate, so we have about a dozen of our 30 or more
> teachers serve in, actually official leadership positions based on their wisdom and
> experience. (Respondent 11P-M, personal communication, March 17, 2010)

One principal referred to teacher leadership as implying leadership roles played by teachers outside the classroom, outside of their regular teaching activities (Respondent 8P-EM, personal communication, March 15, 2010).

The same question was posed to teachers. Out of 24 teachers interviewed, 12 (50%) stated that teacher leadership encompassed roles played within and beyond the classroom, and involved all teachers in the school. Seven of these teachers based their responses on their conviction that teaching in a Christian school is a call to ministry as opposed to simply a job. Eight teachers (33.3%) believed that teacher leadership within their school was positional and therefore included a select few. However, some of them added that any teacher can play leadership roles within their classrooms, but not necessarily beyond.

> I would define teacher leadership as the teacher who models to the other teachers. Also who relays the information from administration, is the middle person and relays it to the other teachers. And basically for the grade level, as we have here, we have teacher leadership for each grade level, is the leader for that grade level…A lot of it is being the middle person between maybe the teacher and the administration…I would say that we definitely have a hierarchy as far as teacher leaderships. We have what are called grade level leaders. Now, I believe that everyone has input as far as inputting decisions that are ultimately made, but the leadership is the ones who make sure those are carried out. (Respondent 17(3)M, personal communication, March 10, 2010)

Another teacher opined: "teacher leadership has to do with teaching any person responsible in a school how to oversee another person, whether it's a child or a peer. I would say it's a selected few (Respondent 33(11)M, personal communication, March 17, 2010).

> I think teacher-leadership is whenever a teacher was affect anything in the school outside of the classroom, that shows leadership which he or she is given opportunities to … in our school it may be design schedules or curriculum, field trips, fundraising, policies and rules and things like that. I think that's when a

teacher can … you can define teacher-leadership and we had some areas where there are a few teachers who do contribute to those decision making things as far as what is done outside the classroom. (Respondent 30(9)E, personal communication, March 16, 2010)

Four teachers (16.7%) perceived teacher leadership at two levels, formal and informal leadership, and stated that formal leadership implied officially assigned positions in which case, only some teachers are involved, whereas all other teachers are considered by them as leaders within their classrooms, as well as by their undertaking other unofficial roles. Out of the eight teachers interviewed at the schools where the principals viewed teacher leadership as positional, both teachers from two of the schools, and one of the two teachers from each of the other two schools also viewed teacher leadership as positional and commented that it did not include all teachers at their schools.

The next question posed was: "What is your perception about the role of teacher leaders in your school, in relation to students, parents, other teachers, and the school community?" One hundred percent of principals interviewed believed that the teacher leader shoulders the responsibility of developing positive relationships with students, parents, and fellow teachers. The teacher leader roles specifically identified with regard to students were instructional competence and effective role modeling for students. With regard to teachers, the specifically identified roles were collaboration, mentoring and coaching, facilitating professional development, and role modeling. With regard to parents, the roles identified were public relations, effective communication, and parent education. Finally, the identified roles with regard to school community were: driving school curriculum, leading extracurricular activities, involvement in decision-making, advocacy, initiative, management of school resources, and information dissemination.

Similar to the responses of the principals, 100% of the teachers believed that teacher leader roles included building relationships with students, teachers, parents, and the entire embers of the school community. Roles identified with regard to students included ensuring effective teaching and learning in the classroom, and being all round role models to them, with emphasis on spiritual role modeling. Teacher leader roles with regard to teachers included promoting collaboration, role modeling, and mentoring and coaching. Teacher leader roles with regard to parents were identified as parent education and support, communication, and role modeling. Within the school community, the roles were identified as leading extracurricular activities, articulation of goals articulation and vision, information dissemination, driving school curriculum, enforcement of rules and policies, and facilitation of conferences.

Another question posed was: "To what extent do you believe that teachers who lead are born leaders, become leaders by training or coaching, or by developing themselves as leaders?" One hundred percent of the principals believed that there are people who are born with some natural leadership abilities, which four of the principals referred to, specifically as God given. All principals interviewed also believed that training, as well as personal effort are of essence in order to develop these abilities. One principal stated:

> I believe teachers are born with a gift. Or at least have been gifted by the Lord. First and foremost. And I think that without that gift, all the training is really not worth its weight in gold. But on the other hand, I think everybody can grow and learn. And so I think you—the gift itself is not enough. You also need training. You need opportunity. You need chances to lead. And you need to step out and just be willing to give it a try. (Respondent 1P-E/M, personal communication, March 9, 2010)

A similar question was posed to teachers, asking them the extent to which they perceived that their principals believe that teachers who lead are born leaders, become leaders by training or coaching, or by developing themselves as leaders. One hundred per cent of the teachers stated that their principals supported training and coaching for emerging leaders. However, 19 (79.2%) opined that their principals believed that there are people who are naturally gifted with leadership abilities which need to be developed by training and coaching, as well as personal effort. Four out of these teachers specifically commented that these abilities are God given. Five (20.8%) teachers believed that their principals did not necessarily think that leaders are born, but were inclined to believe that leaders can simply emerge through training and coaching. One teacher stated:

> I think he believes definitely that leaders by training or coaching. I think that he thinks that everybody can be a leader because I see that with the students too. That anybody can do it. It's just a matter of – it comes down to what you want to do. If you want to do it, you don't have to be born that way. (Respondent 32(10)M, personal communication, March 16, 2010)

Another question was: "What leadership characteristics, qualities, and skills do you find in teacher leaders?" In response to this question, organization and interpersonal relationship were each mentioned by six (50%) of the principals. This was followed by communication, commitment, passion, and willingness, which were each identified by four (33.3%) of the principals. God consciousness, selflessness, and confidence were each mentioned by three (25%) of the principals. Systems thinking, collaboration, positive attitude, innovativeness, listening, and ability to learn were each mentioned by two (16.7%) of the principals. Finally, integrity, initiative, courage, and ability to follow-through were each mentioned by one (8.3%) principal. Table 11 shows a frequency count of the response categories.

Table 11

Characteristics and Skills of Teacher Leaders

Characteristics and Skills	Principals	Teachers	Total
Organization	6(50%)	10(41.7%)	16(44.4%)
Interpersonal relationship	6(50%)	10(41.7%)	16(44.4%)
Commitment	4(33.3%)	8(33.3%)	12(33.3%)
Confidence	3(25%)	8(33.3%)	11(30.6%)
God consciousness	3(25%)	7(29.2%)	10(27.8%)
Communication	4(33.3%)	5(20.8%)	9(25%)
Learning ability	2(16.7%)	6(25%)	8(22.2%)
Enthusiastic	4(33.3%)	2(8.3%)	6(16.7%)
Listening	2(16.7%)	4(16.7%)	6(16.7%
Goal-driven	0	6(25%)	6(16.7%)
Selflessness	3(25%)	2(8.3%)	5(13.9%)
Collaboration	2(16.7%)	3(12.5%)	5(13.9%)
Competence	0	5(20.8%)	5(13.9%)
Willingness	4(33.3%)	0	4(11.1%)
Positive attitude	2(16.7%)	2(8.3%)	4(11.1%)
Integrity	1(8.3%)	3(12.5%)	4(11.1%)
Initiative	1(8.3%)	3(12.5%)	4(11.1%)
Flexibility	0	3(12.5%)	3(8.3%)
Openness	0	3(12.5%)	3(8.3%)
Systems thinking	2(16.7%)	1(4.2%)	3(8.3%)
Follow through	1(8.3%)	1(4.2%)	2(5.6%)
Innovative	2(16.7%)	0	2(5.6%)
Courage	1(8.3%)	0	1(2.8%)
Patience	0	1(4.2%)	1(2.8%)
Humility	0	1(4.2%)	1(2.8%)
Risk taking	0	1(4.2%)	1(2.8%)
Technology skills	0	1(4.2%)	1(2.8%)

Responses from the teachers to this same question were similar to comments

made by principals. Organization and interpersonal relationship were most cited. These

were each cited by 10 (41.7%) teachers. Confidence and commitment were each

mentioned by eight (33.3%) teachers. Other qualities included godliness, which was cited

by seven (29.2%) teachers. Ability to learn, and to be goal driven were each cited by six

(25%) teachers. Competence and communication skills were each cited by five (20.8%) teachers, while four (16.7%) teachers each, cited listening skills. Collaboration, flexibility, initiative, and integrity were each cited by three (12.5%) teachers. Openness, enthusiasm, selflessness, and a positive attitude were each cited by two (8.3%) teachers. Patience, humility, systems thinking, risk taking, openness to change, ability to follow through, and possession of technology skills were each mentioned by one (4.2%) teacher.

Research question 2. How do Christian school principals and teachers perceive that principals nurture teacher leadership at their school sites? Two interview questions addressed this research question. The first question was: "How do you as a principal, support teacher leadership in your school?" Table 12 shows a frequency count of the response categories.

Table 12

Principals' Support for Teacher Leadership

Support	Principals	Teachers	Total
Verbal encouragement	7(58.3%)	15(62.5%)	22(61.1%)
Provision of opportunities to lead	8(66.7%)	8(33.3%)	16(44.4%)
Provision of resources	6(50.0%)	10(41.7%)	16(44.4%)
Professional development opportunities	5(41.7%)	11(45.8%)	16(44.4%)
Open door policy	0	6(25.0%)	6(16.7%)
Involvement in decision making	0	4(16.7%)	4(11.1%)
Effective communication	0	4(16.7%)	4(11.1%)
Sharing research findings	2(16.7)	0	2(5.6%)
Clear definition of roles	1(8.3%)	0	1(2.8%)
Role modeling	0	1(4.2%)	1(2.8%)
Sharing school's vision	0	1(4.2%)	1(2.8%)

Eight (66.7%) principals cited the provision of opportunities for shared leadership as one of the ways they supported teacher leadership in their schools. This they

accomplished by involving teachers in decision-making, as well as providing them with

ample opportunities to exercise their leadership skills. One principal stated:

> We take the recommendations of our lead teachers in this department chair
> organization we take those decisions seriously. You know, I would only ever
> very rarely overrule one of those decisions so pretty much what they say is law in
> our school. (Respondent 11P-M, personal communication, March 17, 2010)

Seven (58.3%) principals stated that they supported teacher leadership in their

schools by verbally encouraging their teachers to develop their skills, and to take on

leadership roles. Another practice, which was cited by six (50%) principals, was the

provision of resources such as time and funds for training. Provision of professional

development opportunities within and outside the school, and encouragement of teachers

to share what they learned from this type of training with other teachers was cited by five

(41.7%) principals. Sharing research findings with teachers was mentioned by two

(16.7%) principals, as a way of supporting teacher leadership at their schools. One

principal stated that clear definition of roles and demand for accountability, were some of

the ways he supported teacher leadership.

Teachers were asked a similar question: "How does your principal, support

teacher leadership in your school?" One hundred percent of the teachers agreed that their

principals supported teacher leadership at their schools. Fifteen (62.5%) teachers stated

that principals showed their support by encouraging teachers verbally, to develop their

skills, to play leadership roles at the schools, and also to appreciate their efforts. For

example, one teacher commented that her principal appreciated, and openly

acknowledged teachers by means of a teacher of the month program established by him.

> He's in our classroom. He's very positive. He's very encouraging. He sends out
> emails. He writes cards to encourage our leadership and to tell us what a great job
> we're doing. If he sees us doing something in leadership, he's on it to

acknowledge it. He established a Teacher of the Month program, where we have teacher staff meetings and acknowledges us in front of our peers. (Respondent 18(3)E, personal communication, March 10, 2010)

Another teacher stated:

We are always encouraged to excel...I think that one of the biggest ways that I'm encouraged in the mornings by our principal, I see him in the morning at 6:30 he's walking around the campus and he prays over every room and to know that I'm being prayed for and lifted up everyday it's a huge encouragement because that's usually right before I open up my e-mails, so that's always a good thing to know someone is praying. (Respondent 24(6)E, personal communication, March 12, 2010)

Eleven (45.8%) teachers stated that their principals supported teacher leadership at their schools by providing them with professional development opportunities both within and outside the school. Ten (41.7%) teachers mentioned the provision of resources, such as literature, funds, and time. Eight (33.3%) teachers cited the provision of opportunities for teachers to exercise their leadership skills, and six (25%) teachers cited operating an open-door policy. Involvement in decision-making and keeping teachers informed about school issues were each cited by four (16.7%) teachers. Role modeling by the principal, and sharing school vision were each mentioned by one teacher.

The second question stated: "Describe to me in what areas and in what ways teachers participate in decision-making process in your school." One hundred percent of the principals said that they operated an open door policy, and that any of their teachers could come in and discuss or make suggestions concerning school matters. They stated that teachers also had the opportunity to air their views at meetings, and that their input was always given serious consideration. Based on the comments of all the principals, it was understood that teachers were involved in all areas of decision-making that related to

school's operations. These included school policies, curriculum, extracurricular activities, accreditation process, school calendar, and scheduling. One principal indicated that he also involved teachers in the interviewing of prospective teachers. Another principal stated that teachers in his school were even involved in selecting the head of school. He commented:

> They participated in interview of our new Head of Schools. We have a new Chief Administrator who's going to be starting in July and several teachers got to interview the candidate and provide recommendations as to who they thought would be the best leader for the school. (Respondent 4P-E/M, personal communication, March 11, 2010)

However, one principal stated that the only area where teachers were not involved in decision-making was school's budget.

The same question was posed to teachers: "Describe to me, in what areas and in what ways teachers participate in decision-making process in your school." The general opinion that teachers had was that they had their fair share in the decision-making process at their schools. Teachers stated that they were given this opportunity through principals' open door policy, email communication, end of year activities, and at meetings, where they are able to give their input. One teacher stated:

> We have weekly teacher meetings every Wednesday, and it's more of a participatory thing. His style is more participatory kind of decision making. It's not like top down, he gives this and that's it, you have to follow it. It's more of like we participate, we have our input, we have our say and then we come up together with a solution or with a better output. So it's more participatory. (Respondent 35(12)E, personal communication, March 18, 2010)

Another teacher stated:

> We have staff meetings every other week and that's a time that he likes to collaborate with us in his decision making. He's a firm believer of staff coming to like a consensus on some of the issues rather than taking votes. He likes everybody to come to an agreement and so we do that. (Respondent 23(6)M, personal communication, March 12, 2010)

One hundred percent of the teachers believed that their input was highly valued in schools' decision making process, especially with regards to operational and curriculum issues. For example, one teacher stated:

Well, as far as grade level type decisions, they really leave a lot of that completely up to us. If there are changes that need to be made in the curriculum, we can recommend what needs to be changed. I suppose they could tell us no, but it's never happened. (Respondent 31(10)E, personal communication, March 16, 2010)

Another teacher commenting about daily operation, stated:

Teachers are very much involved with that and that doesn't need to necessarily go to the school board but teachers say this is how we're doing it. We're in the midst of it, school board can say what they want, but in the classroom we have to find something that is actually going to work and so that's kind of what we do and talk about it and so we have, I'd say we have a fair amount of weight in regards to those things we take care of everyday, but a lot of over arching things the board will pass a decision. (Respondent 24(6)E, personal communication, March 12, 2010)

Some teachers stated that even though teachers' input was valued, depending on the issue at stake, teachers were not responsible for making the ultimate decision. One teacher stated: "Well, I think it depends on the topic. I think sometimes it's very administration heavy and they've already made up their mind on certain issues" (Respondent 20(4)M, personal communication, March 11, 2010). An area where one teacher indicated that they were not really involved in when it came to decision making was staffing.

Research question 3. What current practices are being implemented in Christian schools to foster teacher leadership development? The interview question asked in order to elicit this information was: "What formal or informal strategies are being used to foster teacher leadership development in your school?" The responses from the principals

clearly showed two informal practices as the major means for teacher leadership

development at the participating schools. Responses are depicted in Table 13.

Table 13

Strategies for Teacher Leadership Development

Strategy	Principals	Teachers	Total
No formal strategy	9(75%)	19(79.2%)	28(77.8%)
Opportunities to lead	8(66.7%)	12(50%)	20(55.6%)
Verbal encouragement	8(66.7%)	10(41.7%)	18(50%)
Staff development activities	3(25%)	5(20.8%)	8(22.2%)
Teacher collaboration	2(16.7%)	3(12.5%)	5(13.9%)
Mentoring	1(8.3%)	4(16.6%)	5(13.9%)
Provision of resources	2(16.7%)	0	2(5.6%)
Coaching	1(8.3%)	1(4.2%)	2(5.6%)
Modeling leadership	0	2(8.3%)	2(5.6%)
Teacher evaluation	2(16.7%)	0	2(5.6%)

These practices, availing teachers of opportunities to lead, and verbally

encouraging teachers to both take on leadership roles and to develop areas of strength as

observed in teachers, by principals, were each cited by 8 (66.7%) out of the 12 principals

interviewed. Two (16.7%) principals cited teacher collaboration as a practice that fosters

teacher leadership development at their schools. Two (16.7%) principals also cited

provision of resources. One principal cited mentoring, and another principal cited

coaching. On the other hand, most principals (75%) reported that they did not have any

formal strategies for developing teacher leadership at their schools. One principal

responded, "I don't think I really have a formal plan for doing that" (Respondent 8P-E/M

personal communication, March 15, 2010). Another principal stated:

> Probably we are not doing as much with formal strategies to foster teacher
> leadership in our school system. I think most of what I see happening is more
> informal strategies that encourage teachers that we may see as potential leaders to
> develop those skills but I think there's probably less happening formally than
> should happen. We could do more. We could do more with formal strategies and

formal efforts to help foster teacher leadership development. (Respondent 6P-E/M, personal communication, March 12, 2010)

Although five (41.7%) principals commented that staff development activities was one of the strategies employed at their schools to develop teacher leadership, upon further prompting, two of them clarified that majority of these professional development activities did not focus directly on leadership. One of the principals commented: "They are mostly content areas…They might have certain things they are implementing in their classroom, and it may not be specific to developing leadership, but it is in their area of teaching expertise" (Respondent 4P-E/M, personal communication, March 11, 2010). The other principal stated:

> Formally, we do have professional development days that will highlight a variety of areas. The last 2 years we really focused on technology and equipping the teachers with the ability to use technology in their classroom as well as in other areas and so I would say that more on a formal just preparing them to be professional in their presentation styles has been something that we've done. (Respondent 9P-E/M, personal communication, March 16, 2010)

Two principals stated that evaluation was used in their schools to foster teacher leadership development, explaining that during this exercise it was pointed out to teachers, where they were excelling, and areas where they could make improvements.

The same question was posed to teachers. Responses from teachers also showed the two major practices for teacher leadership development in the participating schools as: provision of leadership opportunities for teachers, and verbal encouragement from principals as they observed areas of strengths in their teachers. Twelve (50%) teachers cited provision of opportunities, while 10 (41.7%) teachers cited verbal encouragement. Four (16.6%) teachers stated that mentoring was also helping to develop teacher leaders at their schools. Three (12.5%) teachers stated that collaboration among teachers fostered

teacher leadership at their schools. Two teachers believed that modeling leadership, on the part of the principal and teachers, fostered teacher leadership, and one teacher stated that coaching also helped to nurture teacher leadership at her school.

Nineteen (79.2%) teachers stated that there was no formal strategy by which teacher leadership was fostered in their schools. Although nine (37.5%) teachers identified professional development as a formal strategy for teacher leadership development at their schools, four of these teachers indicated that the professional development activities did not primarily focus on leadership. Some teachers pointed out that they did attend annual conventions organized by ACSI, where they have had opportunities sometimes to attend sessions that addressed leadership. One teacher commented that teacher evaluations conducted at her school also helped to foster teacher leadership development.

Research question 4. What factors enhance the development of teacher leadership in Christian schools? The interview question that addressed this question was: "What do you perceive has contributed to, or will contribute to, effective teacher leadership development in your school?" Providing teachers with opportunities to exercise leadership was mentioned by seven (58.3%) principals. Six (50%) principals mentioned the provision of more teacher leadership focused professional development for teachers. Six (50%) principals mentioned recognizing, and verbally encouraging the strengths possessed by teachers. Other factors mentioned by principals include teacher collaboration, which was identified by three (25%) principals. Coaching, mentoring, role modeling by principals, hiring the right people, open door policy, shared decision-making, and principals' awareness of the need to purposefully develop teachers as

leaders, were mentioned by one principal, each. One principal emphasized the need for a shift in the mental model of teachers, who basically see themselves as instructional leaders within the classroom only. Another principal explained that teacher leadership development could also be enhanced when teachers take responsibility for their own personal growth.

Teachers were also asked the same question: "What do you perceive has contributed to, or will contribute to, effective teacher leadership development in your school?" Table 14 shows a frequency count of the categories.

Table 14

Factors That Enhance Teacher Leadership Development

Factors	Principals	Teachers	Total
Opportunity to lead	7(58.3%)	8(33.3%)	15(41.7%)
Verbal encouragement	6(50%)	6(25%)	12(33.3%)
Leadership focused professional development	6(50%)	5(20.8%)	11(30.6%)
Teacher collaboration	3(25%)	8(33.3%)	11(30.6%)
Mentoring	1(8.3%)	2(8.3%)	3(8.3%)
Role modeling by principal	1(8.3%)	2(8.3%)	3(8.3%)
Hiring the right people	1(8.3%)	1(4.2%)	2(5.6%)
Open door policy	1(8.3%)	1(4.2%)	2(5.6%)
Principal's awareness of need	1(8.3%)	1(4.2%)	2(5.6%)
Shift in mental model of teachers	1(8.3%)	1(4.2%)	2(5.6%)
Teacher responsibility	1(8.3%)	1(4.2%)	2(5.6%)
Creation of shared vision	0	2(8.3%)	2(5.6%)
Provision of resources	0	2(8.3%)	2(5.6%)
Coaching	1(8.3%)	0	1(2.8%)
Shared decision making	1(8.3%)	0	1(2.8%)

Teachers identified four major contributors to teacher leadership development. These included teacher collaboration, which was cited by eight (33.3%) teachers, as well as the three major factors identified by the principals: providing opportunities for teachers

to exercise leadership, which was mentioned by eight (33.3%) teachers, recognizing and verbally encouraging the strengths in teachers, which was mentioned by six (25%) teachers, and provision of more teacher leadership focused professional development for teachers, which was mentioned by five (20.8%) teachers. Role modeling by principal, creation of a shared vision, provision of resources, and mentoring were each mentioned by two teachers. The willingness of principals to develop their teachers as leaders, teachers' understanding of teacher leadership beyond the classroom, teachers' personal desire to grow, open door policy, and hiring the right people were each mentioned by one teacher.

Research question 5. What barriers impede the development of teacher leadership in Christian schools? In order to elicit answers to this question, the following question was asked: "What challenges does your school face with regard to developing teachers as leaders?" Principals' responses showed five categories of challenges in developing teachers as leaders within Christian schools, as shown in Table 15.

Table 15

Challenges to Teacher Leadership Development

Challenges	Principals	Teachers	Total
Time	8(66.7%)	18(75%)	26(72.2%)
Funds	6(50%)	8(33.3%)	14(38.9%)
Teacher reluctance	5(41.7%)	7(29.2%)	12(33.3%)
Formal strategies	2(16.7%)	3(12.5%)	5(13.9%)
Resource information	3(25%)	2(8.3%)	5(13.9%)

Eight (66.7%) principals cited time constraint. Six (50%) principals cited limited availability of funds. Reluctance on the part of teachers to take on leadership roles was cited by five (41.7%) principals. Lack of information on appropriate training resources

were cited by three (25%) principals, and lack of a formal process for deliberately

developing teachers as leaders in the schools, was cited by two (16.7%) principals.

Among the reasons for the reluctance on the part of the teachers were: lack of self-

confidence, contentment with the status quo, complacency, and unwillingness to accept

extra responsibilities. Two principals stated that finance was not a challenge for their

schools. One of these principals commented that his school has a good financial

foundation (Respondent 1P-EM, personal communication, March 9, 2010). The other

principal stated, "You could mention budget, but I think if you are creative, budget won't

play a part in it. There are so many ways to do it without bringing in big financial

implications" (Respondent 12P-EM, personal communication, March 18, 2010).

Teachers were asked the same question: "What challenges does your school face

with regard to developing teachers as leaders?" The responses of teachers were similar to

those of the principals. Eighteen (75%) teachers cited time as a challenge. Eight (33.3%)

teachers cited funds as also a challenge. Reluctance on the part of teachers to take on

leadership roles was cited by seven (29.2%) teachers. Lack of a formal teacher leadership

training process was cited by three (12.5%) teachers, and two teachers cited lack of

information on appropriate training resources as a challenge faced by their schools in

developing teachers as leaders.

Summary

The findings of this study were derived from the analysis of qualitative data

collected via individual interviews, school documents review, and observational notes.

Emerging themes were drawn from responses to interview questions, and matched to

research questions. Interview questions were also matched to the five research questions

that guided this study, and analyzed using comparative coding by trained coders. This was done in order to arrive at the study's findings on how teacher leadership is being perceived by principals and teachers in Christian schools, how teacher leadership is being developed in these schools, as well as the challenges faced by these schools in developing their teachers as leaders.

There exists differences in perceptions of teacher leadership in the schools involved in this study, however, principals support, and do provide opportunities for the development of their teachers as leaders, through informal, rather than formal means. Respondents' statements also revealed that both principals and teachers viewed the provision of opportunities for teachers to exercise leadership, recognizing and verbally encouraging the strengths in teachers, and provision of more teacher leadership focused professional development for teachers, as major factors that enhance teacher leadership development. Additionally, teachers viewed teacher collaboration as a major factor. On the other hand, time was identified as the greatest challenge to teacher leadership development at the schools.

The following chapter presents the summary of findings, conclusions of the study, and recommendations based on the conclusions about teacher leadership development within Christian schools.

Chapter Five: Summary, Conclusions, and Recommendations

This chapter presents the summary, conclusions, and recommendations of this study. The problem and the purpose of this study, as well as the methodology are restated in the summary section. The summary section also presents the significant findings from this study. This is followed by the conclusion section. Finally, the researcher puts forward, recommendations based on the findings and conclusions of the study, and implications for future research.

Summary

Statement of the problem. Although teacher leadership has been identified as vital for school success (Wynne, 2001, para. 1; Urbanski & Nickolaou, as cited in Salhi, 2006, p. 69; Sergiovanni, 2005), there exists insufficient leadership development opportunities for teachers (Morehead & Sledge, as cited in Salhi, 2006). Leadership skills are seldom taught in teacher preparatory programs, therefore, teacher leadership development becomes the responsibility of schools (Buckner & McDowelle, 2000). However, staff development in schools often focuses on content delivery, rather than harnessing the leadership abilities possessed by teachers (Riley, 1993). ACSI encourages, but does not demand, that its member schools establish procedures for developing their teachers as leaders. There is, therefore, limited knowledge about teacher leadership perspectives among Christian school principals and teachers, as well as the strategies employed in order to develop teacher leadership within Christian schools.

Purpose of the study. This study explored current practices for the development of teacher leadership within Christian schools by examining the perceptions of Christian school principals and teachers, about teacher leadership. In addition, principals' and

teachers' perceptions of how principals nurture teacher leadership at their school sites were ascertained. Finally, the study investigated the factors that enhance the development of teacher leadership, as well as barriers that impede the development of teacher leaders in Christian schools.

Research methodology. A qualitative research method was used for this study which aimed at creating a thick, rich description of Christian schools principals' and teachers' perceptions of teacher leadership, and the practices within these schools, for developing teachers as leaders. The population for this study constituted of principals and teachers of Association of Christian Schools International accredited K-8 schools within the Los Angeles and Orange County Districts of the Southern California Region. The sample consisted of 12 K-8 school principals and two of their teachers respectively, totaling 24 K-8 school teachers, purposefully selected by the principals. The participants were principals and teachers at Christian schools identified by a team of ACSI administrators to be the most outstanding. Data was collected primarily by conducting semi-structured individual face-to-face interviews, comprising of open-ended questions, as well as a review of schools' official documents relating to staff development activities, meeting agendas, and schedules, within the last 2 years. Additionally, demographic data was collected from principals and teachers through a short survey that was analyzed using descriptive statistics in order to further gain insight into relationships that might exist between principals' and teachers' perspectives on teacher leadership and other factors. Observational notes were also kept by the researcher during visits to the schools.

Summary of Findings

Results obtained from the examination of data collected through interviews held with principals and teachers, and the review of school documents, provided insight into the development of teacher leadership in Christian schools. The results revealed similar findings among principals and teachers within individual schools. There were no notable differences in the responses of both principals and teachers based on demographics such as gender, age, level of education, years of experience on the job, and numerical strength of individual schools. The individual interviews and review of school documents yielded four themes for this study. These themes emerged as: servant leadership, purpose-driven work-life, value for professional and spiritual growth, and community building. A description of the qualitative analysis by research question is provided in the following section.

Research question 1. How do principals and teachers of Christian schools perceive teacher leadership? Eight (66.7%) of the principals believed that teacher leadership encompasses roles played within and beyond the classroom, and therefore involves all teachers in the school, while four (33.3%) principals perceived teacher leadership in terms of officially assigned positions, and therefore included a select few. Out of 24 teachers interviewed, 12 (50%) stated that teacher leadership encompassed roles played within and beyond the classroom, and included all teachers in the school. Eight (33.3%) teacher believed that teacher leadership is positional and therefore included a select few. Four (16.7%) teachers perceived teacher leadership at two levels, formal and informal leadership.

One hundred percent of respondents believed that the teacher leader shoulders the responsibility of developing positive relationships with students, parents, and fellow teachers alike. Both principals and teachers identified teacher leader roles as: competence in instructional delivery, effective role modeling, collaboration, mentoring and coaching, facilitating professional development, public relations, effective communication, parent education, driving school curriculum, leading extracurricular activities, involvement in decision-making, advocacy, initiative, management of school resources, and information dissemination. In addition, teachers identified: articulation of goals articulation and vision, information dissemination, and enforcement of rules and policies.

One hundred percent of the principals believed that there are people who are born with some natural leadership abilities, but that training, as well as personal effort are of the essence, in order to develop these abilities. One hundred per cent of the teachers stated that their principals supported training and coaching for emerging leaders. However, 19 (79.2%) teachers opined that their principals believed that there are people who are naturally gifted with leadership abilities which need to be developed by training and coaching, as well as personal effort, while 5 (20.8%) teachers believed that their principals did not think that leaders are born, but were inclined to believe that leaders can simply emerge through training and coaching.

Six (50%) principals identified organization and interpersonal relationship as skills they value in teacher leaders. Four (33.3%) principals identified communication, commitment, passion, and willingness. Three (25%) principals identified God consciousness, selflessness, and confidence. Two (16.7%) principals identified systems thinking, collaboration, positive attitude, innovativeness, listening, and ability to learn.

Integrity, initiative, courage, and ability to follow-through were each mentioned by one (8.3%) principal.

Responses from the teachers resounded similar comments made by principals, in terms of the characteristics and skills they value in teacher leaders. Organization and interpersonal relationship were most cited. These were followed by confidence, commitment, and ability to learn. Other prominent qualities included godliness, competence, visionary, collaboration, flexibility, initiative, openness, enthusiasm, as well as communication and listening skills. One teacher commented that technology skills were also important.

Research question 2. How do Christian school principals and teachers perceive that principals nurture teacher leadership at their school sites? Three of the most outstanding ways that principals supported teacher leadership in their schools were: provision of opportunities for shared leadership, provision of resources such as time and funds for training, and verbal encouragement. Principals also provided professional development opportunities within and outside the school, and encouraged teachers to share what they learned from trainings with other teachers. One hundred percent of the teachers stated that their principals supported teacher leadership at their schools. The most recurrent response was that principals showed their support by encouraging teachers verbally, and through their actions. Four other prevalent points made by teachers about how their principals supported teacher leadership at their schools were providing them with professional development opportunities both within and outside the school, making resources such as literature, funds, and time, available to them, providing them with opportunities to exercise their leadership skills, and operating an open-door policy.

Involvement in decision-making and keeping teachers informed about school issues were mentioned by a few teachers. Role modeling by principal, and sharing school vision were each mentioned by one teacher.

One hundred percent of the principals stated that they operated an open door policy. Principals also commented that teachers were involved in all areas of decision-making that related to school's daily operations. One hundred percent of the teachers believed that their input was highly valued in schools' decision making process, especially with regard to operational and curriculum issues.

Research question 3. What current practices are being implemented in Christian schools to foster teacher leadership development? The responses from both principals and teachers indicated two informal practices as the major practices for teacher leadership development at the participating schools. Twenty (55.6%) respondents cited the provision of opportunities to lead, and 18 (50%) respondents cited verbal encouragement. Other identified practices were teacher collaboration, provision of resources, informal mentoring, coaching, and evaluation. On the other hand, most principals and teachers (77.8%) reported that they did not have any formal strategies for developing teacher leadership at their schools, since their staff development activities did not regularly address teacher leadership.

Research question 4. What factors enhance the development of teacher leadership in Christian schools? Fifteen (41.7%) respondents, including principals and teachers stated that providing opportunities for teachers to exercise leadership enhanced teacher leadership development. Twelve (33.3%) respondents cited recognition and verbal encouragement of the strengths in their teachers. Provision of more focused

professional development on teacher leadership, and teacher collaboration were each cited by 11 (30.1%) respondents.

Research question 5. What barriers impede the development of teacher leadership in Christian schools? According to most (72.2%) principals and teachers, time constraint was the greatest challenge, followed by limited funds, which was mentioned by 14 (38.9%) respondents. Other constraints that were identified by individual respondents included: reluctance on the part of teachers, unawareness of appropriate training information and resources, and lack of formal process for deliberately developing teachers in the schools.

Conclusions

Six conclusions were drawn, based on the findings of this study. These are discussed in the following subsections.

Conclusion 1. There were differences of opinion regarding the definition of teacher leadership among the 36 interviewees. Twenty (55.6%) principals and teachers defined teacher leadership as encompassing roles played within and beyond the classroom. This definition included all teachers in the school and was based upon the conviction that teaching in a Christian school is a call to ministry as opposed to simply having a job. Twelve (33.3%) principals' and teachers' definition of teacher leadership encompassed assigned roles played outside the classroom. This definition does not involve all teachers in the school but includes teacher leaders as those who work in officially assigned positions such as departmental chairs, grade level lead teachers, different team leaders, and the like. Others (11.1%) perceived teacher leadership at two levels, formal and informal leadership. These respondents stated that formal leadership

implied officially assigned positions. However, they considered all teachers as leaders within their classrooms, with or without officially assigned roles. One teacher defined a teacher leader as any person responsible in a school for overseeing other people, whether they are children or peers, which also makes teacher leadership available to a selected few teachers (Respondent 33(11)M, personal communication, March 17, 2010). Another respondent opined that teachers are leaders just within the four walls of their classrooms and not beyond.

This study's findings are consistent with literature review, which indicated that neither principals nor teachers themselves recognize or share a mutual understanding of the concept of teacher leadership (Ackerman & Mackenzie, 2006; Katzenmeyer & Moller, 2001). Buckner and McDowelle (2000) stated that some principals and teachers have limited teacher leadership to officially assigned positions. Katzenmeyer and Moller (2001) noted that these official positions include department chair persons, department coordinators, lead teachers, and master teachers.

Conclusion 2. There were similar responses to the nine interview items among principals and teachers within the same schools. For example, six of the eight teachers interviewed at the four schools where the principals viewed teacher leadership as positional, also viewed teacher leadership as positional, and also commented that teacher leadership did not include all teachers at their schools. In the schools where the principals perceived teacher leadership as encompassing roles played by all teachers, within and beyond their classrooms, the teachers also expressed similar thoughts. This observed consensus within schools depicts the "community building" which is one of the study's

emerging themes. The following were the responses of one principal and one of her

teachers respectively:

> We have defined teacher leadership roles in our school. We have them defined in various ways. At each grade, there is a lead teacher. Typically that lead teacher is the person who's been here the longest. Usually that's a seniority position, somebody who's little bit more comfortable. (Respondent 3P-E/M, personal communication, March 10, 2010)

> I would define teacher leadership as the teacher who models to the other teachers. Also who relays the information from administration, is the middle person and relays it to the other teachers. And basically for the grade level, as we have here, we have teacher leadership for each grade level, is the leader for that grade level…I would say that we definitely have a hierarchy as far as teacher leaderships. We have what are called grade level leaders. Now, I believe that everyone has input as far as inputting decisions that are ultimately made, but the leadership is the ones who make sure those are carried out. (Respondent 17(3)M, personal communication, March 10, 2010)

Also, there were no noted differences between principals' and teachers' responses

to the nine interview items by age of respondent, work experience, or academic

attainment across schools. It was not evident based on the responses of principals and

teachers, whether they were new or tenured in their positions, and for the teachers,

whether they occupied officially assigned positions outside the classroom or not, except

for a few teachers who volunteered the information.

Conclusion 3. Christian school principals and teachers act upon teaching as a

calling. Their conviction is that teachers should lead the Christian life, be good role

models, take responsibility for both academic and spiritual development of students, and

do all things to ultimately glorify God (Parsons, 1987). The theme: purpose-driven work-

life was derived based on the indication by participants that they are accountable to God

for the fulfillment of the ministry to which they have been called. Their responses

evidenced a strong support for servant leadership as an approach to fulfilling their calling.

This is supported by Parsons (1987) and Van Brummelen (2005) who stated that teachers in Christian schools perceive their work not just as a means of livelihood, but equally as a calling for which they are accountable to God. They are expected to serve as role models in the ministry to which they have been called by God, as they mold the spiritual lives of students who they expect in turn to eventually play leadership roles in order to positively impact the society and achieve their divine purpose in life. Christian school teachers, therefore, are not only instructional leaders, but also spiritual leaders whose responsibility it is to positively influence their students' growth on a daily basis (Black, 2003). However, four (33.3%) principals and eight (33.3%) teachers did not recognize the teachers as servant leaders based on their approach to their work as a calling.

Conclusion 4. There is no deliberate formal strategy or program for teacher leadership development at the schools involved in this study. Teacher leadership development as pointed out by Phelps (2008) requires a definite plan. This is consistent with Sparks' (2009) warning that teacher leadership development in schools requires deliberate and well thought out planning in order to achieve a sustainable result. One principal echoed the responses of most (77.8%) of the 36 respondents to the question about what strategies were being implemented in his school to develop teachers as leaders, when he stated: "I don't think we have any formal strategies to say this is the path that we are going to follow…We don't have that" (Respondent 11P-M, personal communication, March 17, 2010). Other (13.9%) respondents stated that as far as their formal staff development activities were concerned, not much focus was directed on developing teachers as leaders. Only 8.3% of respondents indicated that teacher leadership development was specifically addressed in their professional development.

This is consistent with the finding that professional development activities that teachers are involved in have been geared more toward content areas and teaching strategies, and not toward leadership development directly (Riley, 1993).

Christian schools have mainly implemented informal strategies such as verbal support and appreciation, in the development of the leadership skills of their teachers. These strategies correspond with some of the themes that emerged from data collected by Birky et al. (2006) in their study on how administrators encouraged and discouraged teacher leadership. These themes include: verbal support, appreciation, and thanks; spirit of collaboration; and support for taking risks and embracing change. It was also revealed that principals of the participating schools implemented an open door policy which promotes teacher leadership (Katzenmeyer & Moller, 2001). As a result of this study, however, both principals and teachers seemed to have been sensitized to the need to consciously and strategically work toward teacher leadership development at their schools. Some of the principals' comments, when asked at the end of the interview if they would like to share any further comments, included the following: "Now, you're making me think we need to have more formal development and maybe ask our teachers too how they feel about it" (Respondent 7P-E/M, personal communication, March 15, 2010).

> I'm excited that you are engaged in this important work…hopefully the research you're doing will help us to identify some things that will help us to emerge those leaders…it's an important work and I think Christian schools have not been strategic or taken the initiative to really move in this direction. So, it's great. (Respondent 6P-E/M, personal communication, March 12, 2010)

> The following are some comments that were also made by teachers:

> I think it's a very important issue and I'm glad you're making your dissertation on it. I think people need to be looking at that more seriously to help teachers to become teacher leaders. To help each other, because I think it's a really hidden

treasure in the school that needs to come out. (Respondent 27(8)E, personal communication, March 15, 2010)

I think it would be good for us as a school to interact with other schools that are concerned with this, and bounce ideas off each other, and be able to work together as a network of Christian schools of how this area is critical to development of your school. (Respondent 33(11)M, personal communication, March 17, 2010)

Conclusion 5. In Christian schools, the principals initiated the development of their teachers' leadership skills. It was evident from participants' responses that more of the leadership conversations and efforts in the schools were being initiated and encouraged by principals. As indicated by both principals and teachers (100%), teacher leadership development was heavily dependent on the principals' actions, rather than the teachers' initiatives. Responses from both principals and teachers showed that principals discern the potential in their teachers, and verbally encourage them to cultivate and exercise their strengths, as well as provide them with the opportunities to do so. Katzenmeyer and Moller (2001) identified the principal as the holder of power at school sites and stated that he or she has the ability to create an environment where teacher leadership is nurtured, and where administrators and teachers can participate in leading their schools to achieve desired goals. In the Christian schools studied, it was evident that principals are in the position to greatly influence the development of their teachers as leaders (Buckner & McDowelle, 2000).

The theme of servant leadership that emerged from data collected from this study is addressed by the understanding that these principals as leaders themselves not only live out their lives of servant-hood through their actions, but also give teachers the opportunity to serve and to grow, irrespective of whether or not these teachers have officially assigned positions (Greenleaf, 1977, p. 13).

Conclusion 6. The greatest challenge to teacher leadership development within the schools is availability of time. Twenty-six (72.2%) respondents indicated that there is not enough time to invest in teacher leadership development, while 10 (27.8%) respondents made no comments regarding time. Principals and teachers alike, acknowledged that teachers are faced with so much responsibility that asking them to take on more roles, and finding the time within their already tight schedules to develop their leadership skills, seems too burdensome. The review of literature revealed that limited time and heavy responsibilities are obstacles to teacher leadership development (Crowther et al., 2002; Phelps, 2008). The next greatest challenge is funds. Fourteen (38.9%) respondents mentioned that they felt challenged by limited funds to carry out leadership development activities for teachers. Only two (5.6%) of the respondents commented that funds was not a challenge to teacher leadership development at their schools. Twenty (55.5%) respondents made no comments regarding funds.

Recommendations

Based on the conclusions that emerged from this study, the following recommendations are proposed by the researcher. It is hoped that these recommendations will contribute towards the promotion of teacher leadership development within and beyond Christian schools.

Recommendation 1. The regional conferences organized by ACSI should include a concerted effort to raise teacher leadership consciousness among its member schools, and also provide information and resources to assist these schools in developing their teachers as leaders. There is need for these schools to be directed to the emerging definition and a common understanding of teacher leadership, the emerging roles of

teacher leaders, the rationale for teacher leadership, as well as the benefits of teacher leadership in schools.

Recommendation 2. ACSI should continue to support principals to empower their teachers through conferences and workshops, and principals on their part should continue to promote distributed leadership and collaboration, as opposed to the top-down structure of school leadership. McLaughlin and Talbert (2006) posit that strong learning communities develop when principals learn to relinquish a measure of control and help others participate in building leadership throughout the school. Principals also need to continue to promote informal practices that enhance teacher leadership development, such as verbal support, appreciation, and thanks; spirit of collaboration; and support for taking risks and embracing change (Birky et al., 2006).

Recommendation 3. Schools should adopt or develop a concrete, deliberate plan for developing their teachers as leaders within their understanding of the purpose-driven work life. This could include embarking on establishing a leadership training program at their schools, or ongoing professional development activities including workshops, seminars, and other activities that directly address leadership for teachers, and that are conducted in a way that is meaningful to teachers. Such a plan could be a requirement by ACSI for accreditation of schools. This is because meaningful, well-planned, and well-implemented professional development has been promoted by many experts as an effective strategy for any school improvement effort including teacher leadership development (Edlin, 2008; Fullan, 1990; Guskey & Yoon, 2009; Hill, 2009; Katzenmeyer & Moller, 2001; OECD, 2005; Sparks, 2009).

Christian schools should also explore structures that can further empower teachers as they work in teams. These include arrangements such as "houses" within larger schools, and continuous-progress arrangements, both of which involve teams of teachers working with particular student cohorts (Katzenmeyer & Moller, 2001).

In addition, mentoring and peer coaching should be formally promoted as part of professional development in order to continue to improve collegiality which promotes teacher leadership. In a study conducted by Bush (as cited in Hord, 1994), 95% of participants transferred new skills learned during professional development into practice when coaching was part of the staff development as opposed to only 10% when participants only experienced a description of the new skill desired. Little similarly stated that teacher leadership development is enhanced when opportunity is provided for teachers to learn from one another through mentoring, observation, peer coaching, and mutual reflection (as cited in Muijs & Harris, 2003).

Recommendation 4. Although teacher leadership development within schools lies heavily on the principals' shoulders, efforts should also be made on the part of teachers and school boards towards teacher leadership development. Teacher leadership development efforts should not be the responsibility of principals alone, but all school stakeholders must contribute toward developing their teachers as leaders at their schools. As Katzenmeyer and Moller (2001) pointed out, teachers can promote teacher leadership at their schools by stepping up to play leadership roles, and by challenging their colleagues to do same, role modeling for their colleagues, initiating their own leadership skills development, and building relationships among themselves. On the other hand, school boards can set in motion, policies that support teacher leadership, as well as serve

as resource persons for teacher leadership development for their schools (Katzenmeyer & Moller, 2001).

Recommendation 5. Due to the unavailability of extra time to engage in formal activities that could foster teacher leadership development in schools, the already existing allocated time for professional development activities should be utilized in such a way as to accommodate the topic of teacher leadership development. Additionally, school schedules can be restructured to create more time to engage in leadership development activities. Schools also need to figure out creative ways of accomplishing this without the excessive financial burden that often goes with it. Partnering with higher level educational institutions, professors and students in leadership programs, as well as assessing online resources, conducting book reviews, the use of internal resource persons within the school or church affiliates and other Christian organizations, and government agencies, are some avenues that need to be explored by school leaders.

Recommendation 6. Teacher education programs should be revised to include leadership as a major component. This is based on the fact that leadership skills are seldom taught in teacher preparatory programs (Buckner & McDowelle, 2000). Teachers enter the teaching profession, therefore, ill equipped to perform as leaders or even perceive themselves as leaders. This conception affects the way that they do their work. Teachers need to gain the understanding that leadership is not just about what we do, but that equally important, is how we do what we do.

Recommendation 7. Further research is recommended for the exploration of practices for teacher leadership development within Christian high schools, as well as within public schools. This will enable educators and other stakeholders gain further

insight into factors and practices that promote, and those that hinder teacher leadership development. Further research is recommended in the following areas:

1. Future research should examine the scope of, and approach to staff development in schools, and how teacher leadership can be more effectively incorporated into staff development activities.

2. Further research is needed, to determine specific strategies or structures that can be employed to achieve a more effective use of time in schools, in order to afford all teachers, the time to acquire and develop the knowledge, skills, and attitudes, necessary to effectively perform as leaders.

3. Additionally, further research is required to explore approaches to creating school cultures that support teacher leadership.

Final Thoughts

After 9 years of teaching in a public school, I still had not conceived of myself as a leader in my school, within the context of my profession. It took the commencement of my studies in the Organizational Leadership doctoral program at Pepperdine University, for me to realize that as a teacher, my leadership roles did not begin and end within the four walls of my classroom for the mere fact that I held no officially assigned position outside the classroom. I neither learned that in my teacher preparatory program nor staff development activities at my school. Once I experienced that paradigm shift however, my attitude toward my job also took a positive turn. The realization that leadership is not merely 'what we do,' but 'how we do what we do,' also helped me to better appreciate my role as a leader. There is tremendous power to improve schools in unleashing the giant of leadership that resides in every teacher as Katzenmeyer and Moller (2001)

pointed out. It is a power that can transform the face of education for the better. It is my

hope that teachers will not have to learn that they are leaders both within, and beyond

their classrooms, only as a result of the quest for a doctoral degree, but that this research

work will sensitize educators to take the bold step of awakening the sleeping giant, the

teacher as leader (Katzenmeyer & Moller, 2001).

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APPENDIX A

Panel of Experts for Selection of Participating Schools

Jerry L. Haddock, Ed.D.
Director, Southern California Region
Association of Christian Schools International
Brea, CA

Kathy Ralston, M.A.
Administrator of Instruction
Friends Christian School
Yorba Linda, CA

William Walner, Ed.D.
Associate Director, Southern California Region
Association of Christian Schools International
Brea, CA

APPENDIX B

Introductory Conversation with Respondents

Hello. My name is Daisy Nwokorie-Anajemba. I am a doctoral student at Pepperdine University, West Los Angeles Campus. I am currently enrolled in the Organizational Leadership Program within the Graduate School of Education and Psychology and I am right now in the process of completing my dissertation. I intend to carry out my research work on current practices for teacher leadership development within Christian schools. As Dr. Walner informed you, your school has been selected as one of the schools that meet the criteria for this study. I therefore wish to request your participation in a one-on-one interview with me at a time, date, and location most convenient for you. Since my study requires that I interview two teachers from your school, I would also like to request that you select two teachers to be interviewed by me. One of the teachers should be someone who you consider a teacher leader, and the other, some

one who you do not consider a teacher leader. Please do understand that your participation in this study is absolutely voluntary, and be also assured that your name, the names of your teachers, the name of your school, and all other information relating to your identity will be treated with the highest level of confidentiality. I will highly appreciate your participation in this study.

APPENDIX C

Principal Demographic Survey

1. Male_____   Female_____

2. What is the total number of years you have been a Christian school principal?

3. How long have you been a school principal at your current school?

   _____

4. What is your highest level of education? _____

5. What is your age (Optional)?

   26 – 35 ___   36 – 45___   46 – 55___   56 – 66___   over 66___

6. What is the population of your school?

   Teachers_____   Students_____

7. Telephone number_____

8. E-mail address_____

APPENDIX D

Teacher Demographic Survey

1. Male_____   Female_____

2. What is the total number of years you have been a Christian school teacher?

3. How long have you been a school teacher at your current school?

   _____

4. What is your highest level of education? _____

5. What is your age (Optional)?

   26 – 35 ___   36 – 45___   46 – 55___   56 – 66___   over 66___

6. What is the population of your school?

   Teachers_____   Students_____

7. Telephone number_____

8. E-mail address_____

APPENDIX E

Principals' Interview Questions

1. How would you define teacher leadership, and does teacher leadership in your school include all teachers or just a selected few?

2. What is your perception about the role of teacher leaders in your school, in relation to students, parents, other teachers, and the school community?

3. How do you as a principal, support teacher leadership in your school?

4. To what extent do you believe that teachers who lead are born leaders, become leaders by training or coaching, or by developing themselves as leaders?

5. Describe to me in what areas, and in what ways teachers participate in decision-making process in your school.

6. What leadership characteristics, qualities, and skills do you find in teacher leaders?

7. What formal or informal strategies are being used to foster teacher leadership development in your school?

8. What do you perceive have contributed to, or will contribute to effective teacher leadership development in your school?

9. What challenges do you face as a school in developing your teachers as leaders?

APPENDIX F

Teachers' Interview Questions

1. How would you define teacher leadership, and does teacher leadership in your school include all teachers or just a selected few?

2. What is your perception about the role of teacher leaders in your school, in relation to students, parents, other teachers, and the school community?

3. How does your principal support teacher leadership in your school?

4. To what extent do you perceive that your principal believes that teachers who lead are born leaders, become leaders by training or coaching, or by developing themselves as leaders?

5. Describe to me in what areas, and in what ways teachers participate in decision-making process in your school.

6. What leadership characteristics, qualities, and skills do you find in teacher leaders?

7. What formal or informal strategies are being used to foster teacher leadership development in your school?

8. What do you perceive have contributed to, or will contribute to effective teacher leadership development in your school?

9. What challenges does your school face with regards to developing teachers as leaders?

APPENDIX G

Cover Letter for Informed Consent for Interview Participation

[Date]

Dear [Principal/ Teacher]

My dissertation will explore the issue of how school principals and teachers perceive teacher leadership and its development in Christian schools. The study intends also to examine the role played by principals, as well as the strategies being employed to ensure that teachers assume leadership roles. It further seeks to identify the factors that enhance, and those that pose challenges to developing teachers as leaders in Christian schools. Your assistance in this study by granting me a 45 minute interview is highly appreciated. Your name will be anonymous for this interview, and the information gathered will be strictly used for the purposes of this study only. All information relating to your identity will be held in confidence and destroyed at the conclusion of the study. Please, sign attached consent form as evidence of acceptance to participate in the interview.

Thank you for your assistance in this study.

Sincerely,

Daisy Nwokorie-Anajemba

Doctoral Candidate

Graduate School of Education and Psychology

Pepperdine University

APPENDIX H

Informed Consent for Interview Participation (Principals)

Research Title: Current Practices for Teacher Leadership Development within Christian

      Schools.

Investigator: Daisy U. Nwokorie-Anajemba

Participant: _____

I _____ consent to inclusion as a participant in the research

study on "Current Practices for Teacher Leadership Development within Christian

Schools" conducted by Daisy U. Nwokorie-Anajemba, a doctoral candidate under the

supervision of Dr. Diana Hiatt-Michael in the Graduate School of Education and

Psychology at Pepperdine University, in partial fulfillment of the requirements for

dissertation.

I understand that my participation in this study is strictly voluntary and will require me to

participate in a semi-structured interview that is designed to occupy approximately 45

minutes of my time. This interview will commence with a brief demographic survey, and

will take place on a date, at a time, and a location that is convenient for me. It will

involve answering questions about my perspectives on teacher leadership development at

my school.

I understand that I have been asked to participate in this study because I am a principal of an ACSI accredited school.

I understand that the risks of participating in this study are minimal, and constitute of encroachment into my time, and boredom I may experience in the course of the interview. I understand there are many benefits to being part of this study. Educators, Christian schools, and the Association of Christian Schools International will gain greater insight into the development of teachers as leaders in their schools, while principals will become more conscious of their own perceptions of teacher leadership and adopt the best practices that will enhance the participation of their teachers in leadership roles, thereby promoting school success. The results of this study will add to the growing body of literature on teacher leadership development as a school reform effort. Organizations concerned with the promotion of school success and education in general will be able to utilize the data from this study to move forward in their quest for improved school performance.

I understand that I have the right to refuse participation. Moreover, if I become uncomfortable at any time during the interview, I understand that I can discontinue my participation and the results will not be used for the study. I also have the right to refuse to answer any question.

I understand that there is no payment for participating in this study.

I understand that my name and relevant information gathered through my participation will not be released as part of this study. In order to minimize risk, my confidentiality will be protected in a variety of ways: my real name will only be used in this form when I sign it and as a recording when we audio-tape the interview; my name will be replaced with a number that will be used instead when the researcher transcribes the interviews; any information that anyone could use to identify me will be blacked out of the interview tapes and transcriptions; the researcher is the only person who will have full access to the audio-tapes of the interview and the transcriptions; the audio tapes and the interview transcriptions will be kept in a locked file cabinet in the researcher's home; the audio tapes will be destroyed after the study is completed.

I understand that if I have any questions regarding the study procedures, I may contact Daisy U. Nwokorie, ███████████ or via e-mail ██████████████████████). For further questions, I may contact Dr. Diana Hiatt-Michael at Pepperdine University (████ ████████). If I have questions about my rights as a research participant, I may contact Dr. Doug Leigh, chair person of the Pepperdine University Graduate and Professional School's Institutional Review Board (GSP IRB) at (310) 568- 2389.

The best time to contact me is _____ (Pacific Standard Time)

My best contact phone number is _____

I understand to my satisfaction the information in the consent form regarding my participation in the research project. All of my questions have been answered to my

satisfaction. I have received a copy of this informed consent form which I have read and fully understood. I hereby consent to participate in the research as described herein.

_____   _____

Participant's Signature   *Date*

I have explained and defined in detail the research procedure in which the subject has consented to participate. Haven explained this, I am cosigning this form and accepting this person's consent.

_____   _____

Researcher's Signature   *Date*

APPENDIX I

Informed Consent for Interview Participation (Teachers)

Research Title: Current Practices for Teacher Leadership Development within Christian

Schools.

Investigator: Daisy U. Nwokorie-Anajemba

Participant: _____

I _____ consent to inclusion as a participant in the research

study on "Current Practices for Teacher Leadership Development within Christian

Schools" conducted by Daisy U. Nwokorie-Anajemba, a doctoral candidate under the

supervision of Dr. Diana Hiatt-Michael in the Graduate School of Education and

Psychology at Pepperdine University, in partial fulfillment of the requirements for

dissertation.

I understand that my participation in this study is strictly voluntary and will require me to

participate in a semi-structured interview that is designed to occupy approximately 45

minutes of my time. This interview will commence with a brief demographic survey, and

will take place on a date, at a time, and a location that is convenient for me. It will

involve answering questions about my perspectives of teacher leadership development at

my school.

I understand that I have been asked to participate in this study because I am a teacher at an ACSI accredited school.

I understand that the risks of participating in this study are minimal, and constitute of encroachment into my time, and boredom I may experience in the course of the interview. I understand there are many benefits to being part of this study. Educators, Christian schools, and the Association of Christian Schools International will gain greater insight into the development of teachers as leaders in their schools, while principals will become more conscious of their own perceptions of teacher leadership and adopt the best practices that will enhance the participation of their teachers in leadership roles, thereby promoting school success. The results of this study will add to the growing body of literature on teacher leadership development as a school reform effort. Organizations concerned with the promotion of school success and education in general will be able to utilize the data from this study to move forward in their quest for improved school performance.

I understand that I have the right to refuse participation. Moreover, if I become uncomfortable at any time during the interview, I understand that I can discontinue my participation and the results will not be used for the study. I also have the right to refuse to answer any question.

I understand that there is no payment for participating in this study.

I understand that my name and relevant information gathered through my participation will not be released as part of this study. In order to minimize risk, my confidentiality will be protected in a variety of ways: my real name will only be used in this form when I sign it and as a recording when we tape the interview; my name will be replaced with a number that will be used instead when the researcher transcribes the interviews; any information that anyone could use to identify me will be blacked out of the interview tapes and transcriptions; the researcher is the only person who will have full access to the audio tapes of the interview and the transcriptions; the audio tapes and the interview transcriptions will be kept in a locked file cabinet in the researcher's home; the audio tapes will be destroyed after the study is completed.

I understand that if I have any questions regarding the study procedures, I may contact Daisy U. Nwokorie, ▉▉▉▉▉▉ or via e-mail ▉▉▉▉▉▉▉▉▉▉▉▉). For further questions, I may contact Dr. Diana Hiatt-Michael at Pepperdine University (▉▉▉ ▉▉▉▉). If I have questions about my rights as a research participant, I may contact Dr. Doug Leigh, chair person of the Pepperdine University Graduate and Professional School's Institutional Review Board (GSP IRB) at (310) 568-2389.

The best time to contact me is _____ (Pacific Standard Time)

My best contact phone number is _____

I understand to my satisfaction the information in the consent form regarding my participation in the research project. All of my questions have been answered to my

satisfaction. I have received a copy of this informed consent form which I have read and fully understood. I hereby consent to participate in the research as described herein.

_____   _____

Participant's Signature   *Date*

I have explained and defined in detail the research procedure in which the subject has consented to participate. Haven explained this, I am cosigning this form and accepting this person's consent.

_____   _____

Researcher's Signature   *Date*

APPENDIX J

Instrument Validity Panel Members

Chinaka S. DomNwachukwu, Ph.D.
Professor of Multicultural Education
Chair, Department of Teacher Education
School of Education
Azusa Pacific University

Vincent Nwankpa, Ph.D.
President, Eternal Word Communication Ministry,
Norwalk, California
Founder, Eternal Word Christian School,
Nigeria

Pastor Jack Littlefield, M.Div.
Chatsworth, California

APPENDIX K

Letter to Instrument Validity Panel Members

TO: Expert Panel Members

FROM: Daisy U. Nwokorie-Anajemba

           Doctoral Candidate

           Pepperdine University

           Graduate School of Education and Psychology

RE: Current Practices for Teacher Leadership Development within Christian

           Schools

Thank you for accepting to participate as an expert panel member to provide content validity for the instrument that I intend to use for data collection for my study on: Current Practices for Teacher Leadership Development in Christian Schools. My target is principals and teachers of Association of Christian Schools International accredited schools in Los Angeles and Orange County Districts. Participating principals and teachers will be asked to complete a short demographic survey, and will also be subjected to one-on-one interviews.

Based on your review of the research questions for this study; the problem statement; the statement of purpose; and the interview questions, please comment on the relevance and clarity of the proposed interview questions and indicate any changes of any

sort that you believe will bring about more clarity to the questions. Please return your comments and suggestions via e-mail to █████████████████████. If you have any questions, please contact me at ██████████.

Your signature below indicates your acceptance to participate as an expert panel member for this study.

_____   _____

Signature   *Date*
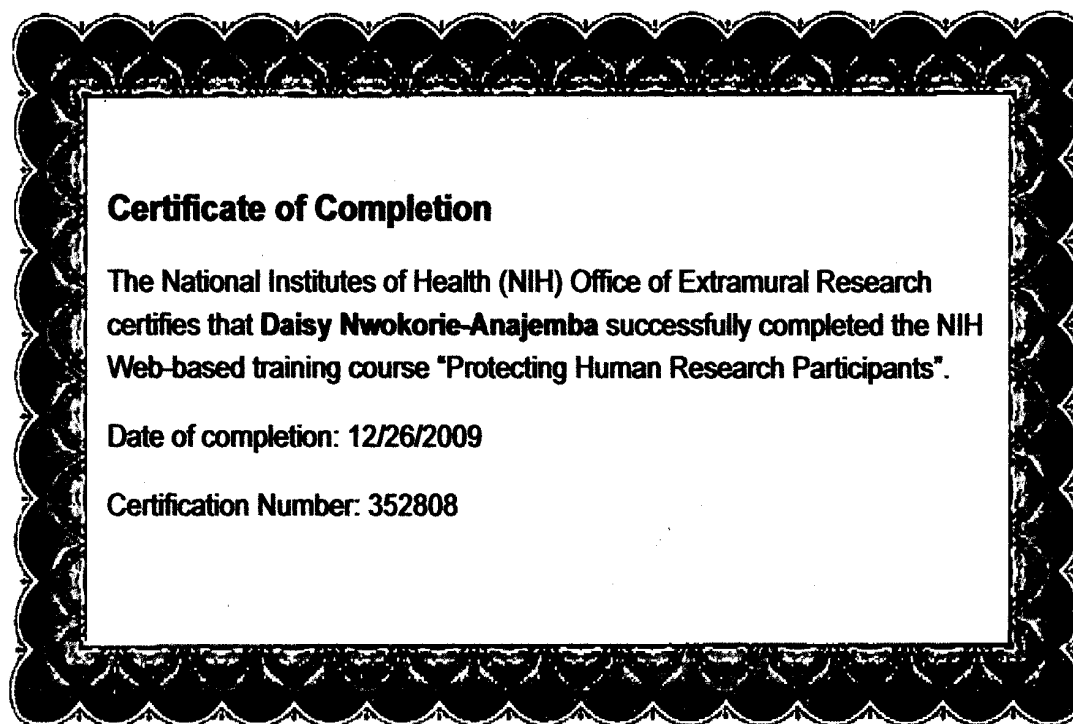
APPENDIX L

Coding Instructions

1. Read through the transcriptions.

2. Jot your thoughts in the margins.

3. Make a list of all topics that emerged, grouping similar codes.

4. With this list, go back to the data to check for new emerging codes.

5. Reduce the total number of categories to five to seven by grouping similar topics.

APPENDIX M

Human Participant Protections Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Daisy Nwokorie-Anajemba** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 12/26/2009

Certification Number: 352808

APPENDIX N

Institutional Review Board Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

March 5, 2010

Daisy Nwokorie-Anajemba

████████████████

Protocol #: E0110D14
Project Title: *Current Practices for Teacher Leadership Development within Christian Schools*

Dear Ms. Nwokorie-Anajemba:

Thank you for submitting the revisions requested by Pepperdine University's Graduate and Professional Schools IRB (GPS IRB) for your study, *Current Practices for Teacher Leadership Development within Christian Schools*. The IRB has reviewed your revisions and found them acceptable. You may proceed with your study. The IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(1) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
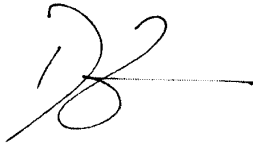
> **Category (1) of 45 CFR 46.101**, research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Doug Leigh, Ph.D.
Associate Professor of Education
Pepperdine University
Graduate School of Education and Psychology
6100 Center Dr. 5th Floor
Los Angeles, CA 90045
dleigh@pepperdine.edu
(310) 568-2389

cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
       Dr. Doug Leigh, Chair, Graduate and Professional Schools IRB
       Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
       Dr. Diana Hiatt-Michael

APPENDIX O

Permission to use Copyright Materials

Nwokorie-Anajemba, Daisy (student)

From:	Permissions [permissions@ascd.org]	**Sent:**	Tue 2/23/2010 6:46 AM
To:	Nwokorie-Anajemba, Daisy (student)		
Cc:	princessd1@juno.com		
Subject:	Re: permission (Thread:723844)		
Attachments:			

Dear Daisy,

In response to your request below, ASCD is pleased to grant you permission to include figure 1.1 from *Teacher-Centered Professional Development,* in your forthcoming dissertation. Please include a proper reference or citations with the excerpts. If you wish to publish your work for commercial purposes, you are required to contact us again to secure additional rights to do so.

Thank you for your interest in ASCD publications, and good luck with your dissertation!

Sincerely,

Anna Fodor
Rights & Permissions Coordinator

---- Original Message ----
From: Nwokorie-Anajemba, Daisy (student)
To: Permissions
Cc: princessd1@juno.com
Sent: Friday, February 19, 2010 4:05 PM
Subject: permission (Thread:723844)

I am a doctoral candidate at Pepperdine University, Malibu California, seeking permission to reproduce a table in one of your publications, in my Dissertation. I will appreciate it, if my request for permission is granted. Thank you.
Daisy Nwokorie-Anajemba
Pepperdine University
Graduate School of Education and Psychology

Author: Diaz-Maggioli, G.
Year: 2004
Type of Material: Book
Title: Teacher-centered Professional Development.
Page: 6
Title of table: Characteristics of Traditional and Visionary Professional Development.

Taylor & Francis
Taylor & Francis Group

US Ref No.: **P031910-05**
March 19, 2010

Daisy Nwokorie-Anajemba
Graduate School of Education and Psychology
Pepperdine University
Malibu, California 90263
Daisy.Nwokorie-Anajemba@pepperdine.edu

Dear Daisy

> Phelps, P. H "Helping Teachers Become Leaders ." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas.* 81.3 (2008):119-122

Thank you for your letter requesting permission to reproduce the table "Teacher Leadership model of Essential Knowledge, Skills, and Dispositions" from the above material in your forthcoming dissertation.

We will be pleased to grant you permission free of charge on the condition that:

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This permission does not cover any third party copyrighted work which may appear in the material requested.

No alterations may be made to our work without written consent.

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John R. Banionis
Journals Sales Executive, Central Region
Permissions Coordinator

JUNO Message Center

From: Diana Hiatt-Michael <hiattmichael@earthlink.net>

To: princessd1@juno.com

Sent: Wed, Apr 14, 2010 06:58 AM

Subject: Fw: Re: Permission to use model

FY records and dissertation!!!!!

-----Forwarded Message-----
>From: Patty Phelps <PattyP@uca.edu>
>Sent: Apr 7, 2010 12:42 PM
>To: Diana Hiatt-Michael <hiattmichael@earthlink.net>
>Subject: Re: Permission to use model
>
>Dr. Hiatt-Michael,
>Thank you for your email. I did not realize that Taylor & Francis had acquired
Clearing House journal and Heldref Publications (which was the organization with whom I
worked when the article was originally published). I learned today that was the case.
Nevertheless, your doctoral student has my permission as author to use my model of
teacher leadership in her dissertation.
>
>Thank you for your inquiry. I appreciate your asking permission and I would enjoy
having a copy of the section (not the whole chapter) where my ideas are incorporated.
>
>Best wishes...there is so much interest in teacher leadership now.
>Patty Phelps
>
>
>
>
>Patty H. Phelps, Ed.D.
>Professor
>Dept. of Teaching, Learning, & Technology
>Faculty Coordinator, IDC
>University of Central Arkansas
>Conway AR 72035
>(501) 450-5539
>
>
>>>> Diana Hiatt-Michael <hiattmichael@earthlink.net> 4/6/2010 8:20 PM
>>>
>Dear Dr. Phelps,
>My dissertation student Daisy Nwokorie-Anajemba (Nigerian student)
>would like your permission to include your model "Teacher Leadership
>Model of Essential Knowledge, Skills and Dispositions" as cited in the
>Clearinghouse Journal in her Chapter 2 of the dissertation. If
>willing, please reply with an e-mail to me stating your permission.
>Taylor & Francis have provided their permission as publisher but not
>as "author."
>Our deepest appreciation,
>Diana B. Hiatt-Michael
>Professor Emeritus
>Pepperdine University
>

Professor Emeritus
Pepperdine University
Los Angeles, CA

Nwokorie-Anajemba, Daisy (student)

From:	Hutchinson, Adele on behalf of permissions (US)	**Sent:**	Mon 2/22/2010 3:43 PM
To:	Nwokorie-Anajemba, Daisy (student)		
Cc:			
Subject:	RE: permission		
Attachments:			

Dear Daisy,

Thank you for your request. Please consider this written permission to use the material detailed below in your dissertation. Proper attribution to the original source should be included. The permission does not include any 3rd party material found within the work. Please contact us for any future usage or publication of your dissertation.

Best,

Adele

From: Nwokorie-Anajemba, Daisy (student) [mailto:Daisy.Nwokorie-Anajemba@pepperdine.edu]
Sent: Friday, February 19, 2010 1:24 PM
To: permissions (US)
Cc: order@sagepub.com
Subject: permission

I am a doctoral candidate at Pepperdine University, Malibu California, seeking permission to reproduce a table in one of your publications, in my Dissertation. I will appreciate it, if my request for permission is granted. Thank you.

Daisy Nwokorie-Anajemba

Pepperdine University

Graduate School of Education and Psychology

Author: Crowther, F., Kaagan, S. S., Ferguson, M., & Hann, L.

Year: 2002

Type of Material: Book

Title: Developing Teacher Leaders: How Teacher leadership enhances school success

Page:

Title of table: Barriers to leadership and ways to overcome the barriers.