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Pepperdine University
Graduate School of Education and Psychology

DOES PROFESSIONAL DEVELOPMENT IN A LOS ANGELES CHARTER
SCHOOL PRODUCE TEACHER LEADERS?

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Nykia Smith

July, 2015

Reyna Garcia-Ramos, Ph.D. – Dissertation Chairperson.

This dissertation, written by

Nykia K. Smith

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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TABLE OF CONTENTS

LIST OF TABLES	vi
LIST OF FIGURES	viii
ACKNOWLEDGEMENTS	ix
VITA	x
ABSTRACT	xi
Chapter 1: Introduction.....	1
Overview.....	1
Background.....	2
Problem Statement.....	4
Context for Research	6
Statement of Purpose.....	9
Research Questions.....	9
Significance of Topic.....	10
Key Assumptions.....	10
Definitions of Terms.....	11
Limitations.....	13
Summary.....	14
Chapter 2: Literature Review.....	15
Overview.....	15
Historical Context: Academia in America.....	17
Defining Student Success	21
High Quality Teaching	27
Defining Teacher Leadership	30
The Birth of Professional Development	33
Leadership Theories Associated with Developing Teachers	39
Teacher Leadership Models	43
Professional Development and Reformation of Teacher Leadership.....	52
Professional Development and Teacher Leadership Used District Wide	57
Historical Look at Charter School	60
Conclusions.....	62
Chapter 3: Methodology	66
Overview	66
Sociological Case Study Approach	67
Rationale for this Approach.....	69
Rationale for Focus Group Interview.....	70

Research Questions	71
Description of Population	72
Procedures	73
Data Collections Instruments	75
Reliability and Validity	76
Human Subjects Protection	77
Positionality	78
Conclusions	79
 Chapter 4: Results and Analysis.....	 81
Introduction.....	81
Research Site	81
Findings from the Research.....	85
Findings from Professional Development Observations.....	86
Findings from Focus Group Interviews	92
Professional Development Artifacts.....	116
Triangulation Revisited	118
Analysis of Research Question One.....	119
Analysis of Research Question Two.....	121
Analysis of Research Question Three.....	122
Conclusion.....	124
 Chapter 5: Conclusions and Recommendations	 125
Introduction.....	125
Summation of Research.....	125
Limitations.....	128
Recommendations.....	130
Conclusions.....	131
 REFERENCES.....	 133
 APPENDIX A: Observation Protocol	 142
 APPENDIX B: Interview Protocol	 143
 APPENDIX C: Letter to the Principal.....	 145
 APPENDIX D: Permission Letter	 146
 APPENDIX E: Informed Consent Form	 147
 APPENDIX F: Announcement	 149
 APPENDIX G: Observation Notes PD-1	 150

APPENDIX H: Observation Notes PD-2	151
APPENDIX I: Observation Notes PD-3	152
APPENDIX J: Observation Notes PD-4	154
APPENDIX K: Observation Notes PD-5	155
APPENDIX L: Observation Notes PD-6	157
APPENDIX M: Observation Notes PD-7	158
APPENDIX N: Objectives That Students Understand by Roberto Marzano	159
APPENDIX O: Initial Analysis	160
APPENDIX P: Initial Professional Development Artifacts	172
APPENDIX Q: IRB Approval Letter	175
APPENDIX R: Inter-Reliability	177

LIST OF TABLES

Table 1: standardized tests that effect California students	23
Table 2: adaptation of Quinn, Haggard, and Ford’s four cell model of teacher leadership.....	45
Table 3: teacher leader model standards and connections	47
Table 4: school reform and teacher leadership as remedy.....	58
Table 5: what the agenda?	87
Table 6: what are the teacher skill-based activities?	89
Table 7: what are the administrative elements?	90
Table 8: how did teacher collaborate or interact?	91
Table 9: responses and frequencies of interview question one.....	94
Table 10: responses and frequencies of interview question two.....	96
Table 11: responses and frequencies of interview follow-up of question two.....	97
Table 12: responses and frequencies of interview question three.....	99
Table 13: responses and frequencies of interview follow-up of question three	101
Table 14: responses and frequencies of interview follow-up two of question three.....	102
Table 15: responses and frequencies of interview question four.....	103
Table 16: responses and frequencies of interview question five.....	105
Table 17: responses and frequencies of interview question six.....	107
Table 18: responses and frequencies of interview follow-up of question six.....	109
Table: 19 responses and frequencies of interview question seven	110
Table 20: responses and frequencies of interview follow-up of question seven	111
Table 21: responses and frequencies of interview question eight.....	113
Table 22: responses and frequencies of interview follow-up of question eight.....	115

Table 23: teacher focused artifacts	117
Table 24: administrative focused artifacts	117

LIST OF FIGURES

Figure 1: US high school drop-out rates 1972-2008	19
Figure 2: 2008 dropout rate pie chart	20
Figure 3: ESEA to NCLB timeline	26
Figure 4: responsibilities of quality teachers	28
Figure 5: rotating duties of teacher leaders	33
Figure 6: leadership models associated with developing teacher leaders	42
Figure 7: triangulation of sociological case study methodology	77
Figure 8: student demographics.....	82
Figure 9: staff demographics	83
Figure 10: skill-based activities	88
Figure 11: triangulation of data collection	118

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ABSTRACT

Do professional development sessions in charter schools produce teacher leaders? This is the main question examined in this study. Professional development was established to help with the leadership process and increase teachers' capacities overall. Teacher leaders have been deemed as incredibly important to student success and school reformation. Knowing these facts, the researcher sought to probe the utility of professional development in terms of teacher leadership at a charter school whose main intent was reformation. Through a review of the literature, the defining factors for complicated matter such as professional development and teacher leadership were outlined. The literature review helped the researcher look into the parameters of professional development and teacher leadership at what has been given the pseudonym Variety High School. A sociological case study was carried out at Variety High School during the second semester of the 2013-2014 school year. Analysis of focus group interviews, case study observations, and archival documentation were used to examine the impact of professional development on teacher leadership at Variety High School. While there were instances where professional development and teacher leadership were defined and linked to student success, the absence of teacher leadership opportunities was also linked to professional development practices governed by administrative principles. Ultimately, professional development was seen as a powerful tool to increase or decrease more than just leadership for a teacher but quality and skill in general.

Chapter 1: Introduction

Overview

Academia is a complicated subject with many different topics. From student discipline to administrators' leadership styles, there are multiple areas within the field of education that qualify for research. While personal relationships and professional mechanisms predominate, there are other facets that make education a very intricate realm. Some scholars have looked at dynamics of the overall system (Shook, 2000), while others have focused on particular populations within various school settings (Eagly & Carli, 2007). Whereas some scholars have used quantitative methodology to analyze the schools' progress via standardized student assessment data (Metropolitan Life Insurance Company, 2010), others have applied qualitative measures to understand the root of the challenges in public education (Onwuegbuzie & Collins, 2007). Evidently, many pastures of this didactic domain have already been cultivated. However, these ideas impelled several scholars to focus on work which represents distinct factors and seemingly new perspectives in education.

In recent years, two important areas of study deemed as distinct and critical to the field of education are *professional development* and *teacher leadership*. Professional development has to do with the courses, skills, and techniques provided to educators in an adult learning setting (Reese, 2010). Teacher leadership, on the other hand, was recently classified in terms of mechanisms of authoritative and directive factors teachers employ in and outside of the classroom (Loeb, Elfers, & Plecki, (2010). Additionally, information about how these two topics affect academia amongst K-12 schools in large metropolitan school districts needs clarification. The following pages will look at the functionality of professional development and how it may or may not foster teacher leadership qualities. While there are a variety of ways to examine both

teacher leadership and professional development, this study will look at how these two areas intersect in an urban charter high school in the greater Southern California region. From the use of research and qualitative methodology, operative accounts of professional development and teacher leadership will be analyzed. Furthermore, this study will examine if professional development sessions engender teacher leadership capabilities in a charter school in Southern California through the analysis of a sociological case study.

Background

Professional development and teacher leadership are two newly established concepts in the academic world that have been deemed critical to educational progression and advancement (Coleman & Earley, 2004; Harris, 2005; Leithwood, Jantzi, Earl, Watson, Levin & Fullan, 2004). Professional development was initiated to account for the training procedures of academics and/or educators, while teacher leadership identifies governance styles of instructors (Quinn, Haggard, & Ford, 2006). Both have unique parameters that help to define their individual characteristics. However, both are also characterized by principles that overlap in ways some deemed as critical to student success. Overall, although these are two different approaches, professional development and teacher leadership was connected to academic mandates.

While some may think of the mandated teaching credential and/or district clear credential programs as sufficient for creating professional educators, other operant modalities have been analyzed as well (Center for Teacher Quality, 2014). In particular, the professional development program was looked at as a source of teacher improvement. Introduced as a collaborative training of school districts and teaching credential programs at various universities, professional development protocols was designed to ameliorate the skills of educators (Sparks and Loucks,

1999). According to multiple school districts, educators were required to participate in certain amounts of professional development hours yearly (California Department of Education, 2014). These hours were divided into weekly segments of one to two hours. During these hours, teachers were supposed to receive information and training in order to improve skills and operations on a school campus (Los Angeles Unified School District, 2014). Hence, although meeting times have always been mandated for instructional agents, the newly designed *development* hours have become critical components to academic improvement on a school campus. All in all, while professional development is not necessarily a *new* occurrence for schools, other nuances of teacher development also emerged.

Within the past 30 years, education theorists introduced teacher leadership principles into the recipe for student success on an academic campus. Numerous educators employed teacher leadership practices for years; however, theorists like Devaney (1987) and Little (1988) were deemed as pioneers who identified specific ways in which teachers were to become leaders. The basic tenets of their theories recognized six main principles of teacher leadership. These principles admonished teachers to participate in development opportunities, facilitate and lead peer review of teacher practices and curriculum development, share decision making with school officials, and collaborate with other teacher leaders in terms of action research (Quinn et al., 2006). All these factors were used as the bases for updated theories and models which emphasize how teacher leadership could foster student success.

Teacher leadership was first established to remedy negative assumptions about classroom teachers and accountability requirements. During the past 30 years, the mandates and protocols of teacher roles changed within the classroom as higher levels of accountability were associated with teacher effectiveness (Coleman & Ealey, 2004; Harris, 2005). While some argued about

what types of skills were optimal to truly make a student succeed, teacher leadership principles were closely scrutinized for the same outcome. Teacher leadership research was correlated with high student success rates and some even looked at this recently defined leadership as pivotal for student success. Looking at this research, one question resonates amongst several theorists: How is the training of teacher leaders designed and carried out?

Problem Statement

Though there are many roads that lead to a discussion about information dissemination and training procedures, discussing the road less traveled in terms of professional development and teacher leadership in a large urban school setting is necessary. This less frequented road demonstrates disparities, yet presents positive resolutions. Resolving student achievement is at one end, increasing teacher authority is along the same continuum and professional development is in the center. Professional development and teacher leadership have been studied independently, yet one of the most common benefits of both has been student success. Thus, studying possible connections of both and if they contribute to student success can be beneficial to multiple areas in education.

Theorists looked at the success of a school in relation to teacher leadership (DeFleur, Kurpius, Osborne, & Hamilton, 2010; Scribner and Bradley-Levine, 2010). This data yielded positive results in terms of student success in schools where teachers frequent leadership positions (Scribner and Bradley-Levine, 2010). These studies also probed lead-teachers and instructional agents who affected change at their campuses without holding administrative positions (DeFleur et al., 2010). Operational in the classroom, and effective in leadership positions, these teachers were thought of as the main ingredient in student achievement recipe. Feeling more valued and empowered, these teachers interacted with their pupils in ways that

optimized success. Hence, the current study will explore the validity of claims such as these in Variety High School (or VHS - Please note, this name will serve as a pseudonym to protect the identity of all employees, students, and stakeholders) located within the greater Los Angeles area.

Variety High School is an educational institution under the umbrella of Metropolitan School District (pseudonym) and all of its cynicisms. Metropolitan Unified School District (MSUD) experiences disparaging test scores and student achievement was at an all-time low (Center for Teacher Quality, 2014). The low scores and dismal results led to speculations about teacher accountability and professional development. Some said that standards-based instruction should be increased and teacher autonomy decreased (Thompson, 2009); however, the data in regards to increasing teacher leadership indicated different measures should, perhaps, be considered. In an attempt to counter such suggestions, theorists claimed that schools needed to embrace more shared decision making policies between teachers and administrators to decrease tensions and failure rates in education (Loeb, Elfers, & Plecki, 2010). Formulating a rebuttal for research that highlighted negative factors of teachers, this particular study questioned whether Variety High School used professional development to employ and enforce teacher leadership. Studies like this are the foundation for teacher leadership dissertations and research aimed at informing professional development within school districts.

In terms of professional development at and teacher leadership in Variety High School, there were numerous factors that surfaced as investigation worthy. First, one had to probe the utility of professional development hours at this school site. Second, one also had to probe teacher leadership in conjunction with professional development and ask whether professional development led to higher leadership aptitudes for teaching professionals. Taking these two

factors into consideration, the main objective of this research was to investigate the effects of professional development on teacher leadership at this urban charter school in the greater metropolitan city of Los Angeles in Southern California. For this particular study, we will look at Variety High School.

Context for Research

The context for this study created a need to examine how teachers were being continually updated and ‘developed’ given their working environments or Metropolitan Unified School District. Thus, before the logistics of professional development and teacher leadership could be examined, statistics and important data were examined first. The demographics of teachers from Variety High School and the Metropolitan Unified School District were reviewed in order to define the setting for this research. MUSD was founded in 1853 and is one of the oldest districts in the nation. One of the largest districts in the United States, this institution had over 1000 schools (public and charter) attempting to educate about 650,000 students in kindergarten grades through 12 (California Department of Education, 2014). MUSD accepted various charter petitions in the late 1990s as a means of expanding educational opportunities for all students. This led to the initiation of charter funding for various academic institutions like Variety High School.

Variety High School, was one of the first charter petitions written by Inclusive Charter Educational Foundation (This is another pseudonym). Inclusive Charter consists of 18 entrepreneurs, educators, and politicians who wrote several charters all with the same goal: change academia in urban environments. Variety High School petitioned to begin as an elementary school in 1993, expanded with a middle school campus in 2002, and opened its high school doors in 2003 (ICEF, 2014). Interestingly, Variety High School is one of the most

successful charters funded by Metropolitan School District (ICEF, 2014). This institution is one of the only high schools within the area to have an Academic Performance Index (API) over 800 (EdSource, 2014). API scores will be explained later. However, this score represented high rankings in terms of academia. VHS was a part of ICEF at the time of this study. Variety High School was a public high school with 650 students, 96% African American and 3% Latino. Males made up 51% of the student body, while female students made up 49% of the total population. Fifty-five percent of the student body qualified for free and reduced lunch according to the National School Lunch Program. In terms of the academic bases of VHS, their graduation requirements were identical to all California public schools. Students were, thus, required to take A-G courses. A-G courses are prerequisites for college which include Math, English, Science, Social Studies, Physical Education, and Art requirements. Numerous time frame and operational mandates were associated with each subject. This helped support the mission of Variety High School as they illuminated that “every child deserve[d] a college education” (ICEF, 2014, “Mission and School History,” para. 1). They also promised “to prepare all students to attend and compete at the top colleges and universities in the nation” (ICEF, 2014, “Mission and School History,” para. 3). These creeds were similar to the six neighboring high schools within a five mile radius of Variety Charter all with API scores between 550 and 650. With a composition similar to adjacent schools, yet higher success rates, VHS was a prime candidate for exploration on the topic of professional development and its connection to teacher leadership.

Variety High School (VHS) was recognized for incredible feats over an 11 year time span. From 2003, Variety High School was documented for having high Academic Performance Index (API) scores which demonstrated that most students at this high school were successful in terms of standardized testing, grades, and college acceptance. Competing with several high

schools in the city, VHS provided what was deemed *high quality instruction* to a predominantly African American student population (California Department of Education, 2014). As of 06/2013, 100% of the seniors passed the California High School Exit Exam. Ninety-two percent were accepted to colleges and/or universities and all had a grade point average of 2.3 or better. These facts were illuminated by several academic authorities as an *impressive academic accomplishment* that other high schools around the area failed to duplicate (Keizer, 2014).

Although this study will be completed in a new school year with new students, and teachers, as well as a larger student body, the demographics of the teachers from the 2013-2014 school year should be discussed as well. There were 25 teachers employed at Variety High School who were all mandated to attend professional development sessions. Of those 25 educators, 19 were women and six were males. Most of these educators were 24- 35 years old (72% or 18 out of 22). These educators taught all subjects, however, most male employees taught electives (67% or four out of six). All educators were required to meet together with the principals during professional developments as well as with departments at designated times. Consequentially, during this study, we examined professional development at this location in order to access the effects on teacher leadership and success.

All schools had professional developments with their own mode of operations, yet this research focused on a particular school deemed successful according to state and education officials. One can probe whether or not this school system yielded its results based on any dynamic of professional development and teacher leadership ventures. Thus, since Variety High School was deemed successful, we attempted to explore if the professional development practices and teacher leadership opportunities had anything to do with those results. Hence, with the demographics stated, the purpose of this study can be unveiled as well.

Statement of Purpose

The purpose of this study was to better understand professional development, teacher leadership, and any connections between the two concepts. Firstly, this study hoped to uncover a working definition of professional development from teachers at Variety High School. The following research used a case study methodological approach to understand this school site and its approach to professional developments. The research also hoped to probe teacher leadership and how it is manifested by teachers at this school site. Furthermore, this study aimed at understanding the connection or tension between the concept of teacher leadership and the concept of professional development. During this study, the researcher interviewed all teachers at the school using the focused group approach. In addition, we collected and examined all professional development curriculum and materials that were shared with teachers during professional development sessions. Ultimately, the researcher was a participant observer in ongoing professional development sessions at VHS. The type of methodology was utilized to answer the research questions guiding this study.

Research Questions

Using qualitative measures, this study had three research questions. Therefore, the following research questions are at the core of this study.

- 1) What is professional development?
 - a) How is 'professional development' defined by teachers?
- 2) What is teacher leadership?
 - a) How is 'teacher leadership' defined by teachers?
- 3) Is there a tension between professional development and teacher leadership?

Significance of Topic

The current research was very significant. Probing the different teacher leadership practices and professional developments of a single charter school provided insight into factors necessary for student success. Ultimately, school districts can also use the data collected as a means to increase resources and allocation of funds to schools that are in dire need of professional development improvement. This could lead to increased numbers of teacher leaders who are more adept as measured through higher scores for students, quality teaching, and all-around success for schools within MUSD and beyond. With improved professional development practicum from various schools within Los Angeles County, the results can be generalized to school districts with similar demographics. Lastly, and most important in this season of fiscal crisis, this investigation has important implications in terms of the money spent on professional development (PD) and efficacy in terms of how teachers are internalizing data approaches and methods of professional development. Overall, a study of this magnitude carries incredible significance for the field of education.

Key Assumptions

Assumptions are also a significant part of this study. Several assumptions about the contents of this study were made.

1. Professional Developments were the best ways to improve teacher leadership capacity as well as the overall prowess of highly qualified teachers.
2. Teacher leadership was a positive tool within the education system that can had numerous benefits on the overall culture of a school.
3. Teacher leadership was a mechanism of highly effective teaching.

4. Districts should spend less time with accountability mandates and more time allocating resources which increases teacher leadership during professional development.

While these assumptions have not been proven true or false as of yet, they provide thematic shaping and tone for this dissertation. While this information can be seen as positive, these themes can be considered biased to some scholars. Listing these suppositions helped to properly contextualize all the forthcoming research and address the previously stated research questions. Additionally, educational jargon and vocabulary are also critical to the context of this study.

Definitions of Terms

There are multiple acronyms and vocabulary critical to understanding the parameters of this dissertation:

Academic Performance Indicator (API): Introduced as a part of California's Public Schools Accountability Act of 1999. API appraises the academic performance and growth of a school using collective scores on standardized tests across various subjects. (California Department of Education, 2014)

Academic Yearly Progress (AYP): Progress and/or tally of schools calculated every year in order to decipher if students are improving in various areas pertinent to academic growth. Each year school districts give schools goals to reach as a part of their academic yearly progress. (U.S. Department of Education, 2014).

California Standards Test (CST): Standards-based test specific to California which measure student aptitude in math, science, history/social science and English Language Arts (ELA) according to grade level(Standardized Testing and Reporting Program, 2014).

Connecting Learning Assures Successful Students model (C.L.A.S.S.) is a teacher leadership model and framework/philosophy aligned with academic mastery, character building, and

positive social interactions for student preparation in the workforce introduced by Barbara Pedersen in 1989 (Pedersen, Yager, & Yager 2010).

Professional Development (PD): Allocated advancement hours which are designated for educators to obtain information and functions imperative to the daily operations at school campuses to be further discussed in the following work.

Professional Learning Community (PLC): Organized set of educators who collaborate with one another in order to discuss, create, and utilize strategies that are geared towards improving student learning. Educators use data, set measurable goals, and work together to organize tools for improving student academic success (DuFour, DuFour, Eaker, & Many, 2006).

Program Improvement (PI): Rating used for a school that does not meet the requirements identified in the Annual Yearly Progress Report (U.S. Department of Education, 2014).

Small Learning Community (SLC): Smaller school housed on largely populated institution as a subsector of education. Small learning communities have a different set of educational and learning professionals that are directly linked and responsible for student progress and growth. These schools function like miniature schools on one campus because they usually have their own administrative team, teachers, theme, and focus on learning (U.S. Department of Education, 2014).

Teacher Leadership: The participation of leadership responsibilities and duties carried out by instructional staff members at a school. First introduced by Devaney in 1987, teacher leadership but further explained within the work.

These definitions help to denote important concepts, yet various connotations associated with the meanings behind these words create limitations as well.

Limitations

Some limitations may exist in the premise that this study looks at professional development and teacher leadership in conjunction with one another. Both professional development and teacher leadership are multidimensional and full of some factors which are correlated and others which are not. While teachers inspiring towards more leadership opportunities may view professional development as critical, others may have alternative feelings. Some theorists noted role confusion and time barriers associated with teachers committing to jobs outside of the classroom (Bryk & Scheider, 2003). Teachers with administrative duties who were being paid *teacher* salaries were highlighted in regards to role confusion. Additionally, the fact that teachers grade papers, prepare, and lesson plan after the work day and on weekends have been explicated in terms of time constraints. Along the same lines of time constraints, research illuminated limitations of professional development due to school business and information dissemination policies which govern most professional development sessions (Cangelosi, 2009). Thus, some wonder, when does a teacher have time to ameliorate skills or when does teacher leadership become a component of professional development (Collay, 2010)?

In a paper entitled “Retracing the Roots of Teacher Activism in Urban School,” Michelle Collay (2010) looked at the reasons why teacher leadership protocols were attributed to professional development practicum in certain institutions. As employees of the residents of impoverished neighborhoods, some teachers from this study viewed leadership as a continued commitment towards excellence within their communities. However, others saw it as a waste of time. It was also suggested that reasons why teacher leadership becomes an option for some teachers must be investigated. Hence, factors such as these could be further examined but are not

an element of this study. Overall, limitations and research suggestions, such these barricading components, should be investigated in future research on teacher leadership and/or professional development.

Summary

To summate, this dissertation demonstrates mechanisms of professional development and teacher leadership at Variety High School in Los Angeles. Overall, the intent and purpose of this study involved trying to discern if professional development has an impact, either positive or negative, on teacher leadership at this school site. There were concrete steps used to compile the data in order to answer the research questions obtained within the lines of this study. First, the parameters of professional developments were established based on the research. Second, the literature review helped to create a research-based definition of teacher leadership. Third, the researcher observed and overviewed how to expand the information about professional development and teacher leadership. Finally, an analysis of all of the data gathered from the focus group interview, observations, and professional development materials transpired. All in all, teacher leadership theories and their existence was expanded through analysis of Variety High School and its professional development protocols.

Chapter 2: Literature Review

Overview

For decades, people from different walks of life questioned the public education system in the United States (Chapman, Laird, and Kewal-Ramani, 2010). From Congress to researchers, the maladies of civic academia were discussed, probed, and prodded (National Center for Educational Statistics, 2014). While there were many areas examined, a few stood out more than others. In particular, low graduation numbers, college acceptance rates, science majors, and/or overall intellectual prowess were pivotal in this discussion. These areas were documented as national deficits that threatened to cripple student development, the job market, and the economy (U.S. Department of Education, 2014). Although this was not a new phenomenon, the staggering effects debilitated business and scientific sectors important to the vitality and well-being of this country (National Center of Educational Statistics, 2014). Hence, with all these negativities surrounding the education system in America, one question resonated amongst various educators across this country: What measures could be utilized in order to ameliorate education?

Scholars set out to answer this question. Some looked to the political system and the effects of constitutional duties to mandate education reform in America (Conger, Blanco, Crowe, Kuh, Lingenfelter, Longanecker, & Venezia, 2007). In particular, many government officials and academic advocates attempted to eradicate the education system with policies, laws, and ordinances. On the other side of the spectrum, others looked at students' intellectual and motivational capacities towards learning for responses (Lawrence, 2007). A few of these studies demonstrated how intelligence, impetus, and resilience all worked together to create aspirations for learning. Consequentially, a large amount of research focused on the education system and its staff as mechanisms for initiating positive change in education. In particular, educational leaders

were identified as key influencers of public school institutions (Beach, 2006; Leech & Fulton, 2008; Michie, 2005).

Research about educational leaders included analysis of both the administrative personnel and instructional authorities as factors of success. Interestingly, while salaries and bureaucracy caused some to think of the administrative body as the most important factor in turning around education in America, a large body of research identified the teacher as the most important aspect of academic alteration (e.g. Berry, Daughtrey, & Weider, 2010; Coleman & Earley, 2004; Harris, 2003). Once these sources identified the teacher as the most important factor in the academic arena, professionalism issues and skills were also brought into question. This questioning led to accountability inquiries as well as professional development protocols. Fast forwarding to present day, the logistics of professional development for teachers were deemed as critical to school success. With all of this in mind, many scholars analyzed professional developments and the overall functionality of such programs for teachers. Adding to this line of research, the point of this study was to investigate the professional development resources for teaching professionals and to determine if the leadership/professional capacities of the participants were truly related to school administered development sessions.

Some researchers, yet to be discussed, looked at benefits of teacher professional development and advancement within education as a method to increase student success in America. Professional development was noted as one of the most beneficial methods for school improvement. Hence, this literature review will outline how professional development was carried out. Using the parameters of professional development, the extrapolation of teacher leadership from professional development theories will be outlined later in this chapter as well. While literature about professional development and the overall effects of teacher leadership will

be discussed, the particular consequences of teacher accountability mandates will be infused.

With Variety High School as the research site, this work will next probe whether professional development in particular school districts promoted or stifled teacher leadership.

Consequentially, the parameters of a school system similar to VHS will be expounded upon later on in this work. The examination of charter schools will explicate why teacher leadership is critical, positive, and should be implemented into professional development components aimed at reformation. Overall, several factors of both professional development and teacher leadership must be explicated to constitute a thorough literature review.

This literature review will conclude with a description of professional development; however, several components must be examined first. The discussion of low student achievement will initiate this review and lead to a conversation about political mandates. The discussion of political mandates established to increase student attainment will led to dialogue about teacher requirements and professional protocols. Once the door has been opened to allow professional requirements and teacher leadership designs to be expounded upon, a review of the literature will conclude with the banter of professional development in particular school settings and charter schools. Hence, from the historical context of education in America, to an overview of a few charters schools, professional development and teacher leadership will be examined in the following pages.

Historical Context: Academia in America

From a historical summary of academia in America to professional requirements of teachers, this literature review overviews academic success in education system. As a whole, the American student population showed dismal academic standing for many scores and decades (U.S. Department of Education, 2014). Literacy rates and math/science skills were of incredible

concern as students in America demonstrated poor scholastic aptitude in these very areas when being compared to inhabitants of other developed countries (Grayson & Frontiers, 2005).

Additionally, along with the progress within schools, graduation and dropout rates were also bleak for a several decades (National Center for Education Statistics, 2014). College acceptance, graduation rates in various majors and fields, and even academic proficiency suffered (Rutenberg, 2009). As far back as 1960, some economically disadvantaged areas and schools populated by large numbers of racial minorities were prone to having low academic success, while others only produced minimal scholars (NCES, 2014). These historical accounts of student success led to many precedents and circumspect ploys by various leaders of this country.

In 1983, the National Commission on Excellence in Education (1983) published an infamous open letter to the American people. This letter was entitled *A Nation at Risk: The Imperative for Education Reform*. The contents of this civic memo described travesties in the United States associated with low academic accomplishments and success. The researchers stated:

Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them. This report, the result of 18 months of study, seeks to generate reform of our educational system in fundamental ways and to renew the Nation's commitment to schools and colleges of high quality throughout the length and breadth of our land. (p 2)

Furthering this public decree by providing descriptions of academic problems in regards to college preparation and math/science competency, the commission called for solutions for the American nation. This was one of the first of many political responses to the cries for public education reformation and governmental assistance in regards to increasing student success within public academic institutions.

The National Center for Educational Statistics also documented despairing results of public education through historic analyses. In a compendium report released in the 12th month of 2010, Chris Chapman, Jennifer Laird, and Angelina Kewal-Ramani compiled statistical reports based on public school education. This report noted trends of student success in American public high school completion that spanned over three decades. Using quantitative data, this account provided the public with details about problematic statistics in terms of high school completion and drop-out rates. An average of 10% of the overall student population dropped out of high school from 1972-2008, and represented an average of 500,000 students annually (see Figure 1).

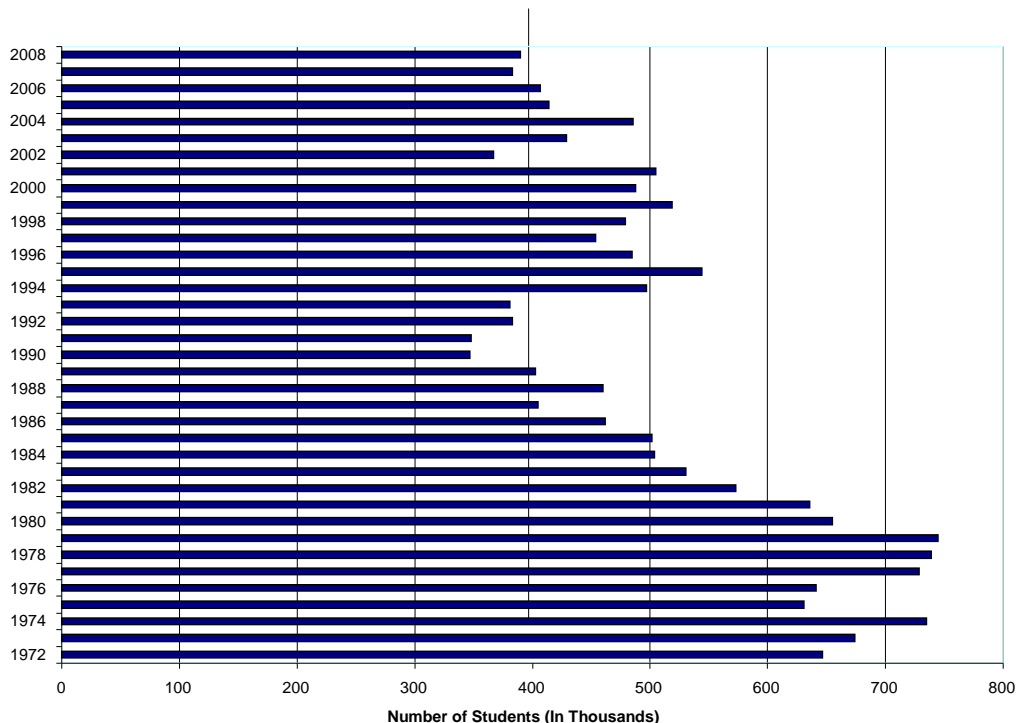


Figure 1. US high school drop-out rates for 1972-2008. The data in this table is based on information obtained from the National Center for Educational Statistics (2015). Copyright in 2015 by NCES. Adapted with permission.

Additionally, some racial and socioeconomic groups, such as Latinos, African Americans, and those who lived in households with an average annual income below the poverty

line, demonstrated larger amounts of drop-out rates (Young & Hoffman, 2002). In compliance with the National Center for Educational Statistics (NCES), Young and Hoffman (2002) noted “Two of the most important indicators of the educational system's success are the number of [all] young people who complete high school and the number who drop out of school each year” (Young & Hoffman, 2002, p.18). Thus, for large numbers of racial and social class minorities these two indicators were highly imperative in terms of students’ success in the United States. Importantly, these rates averaged about 30% for more than 30 years and accounted for millions of students who did not succeed in school during that time period (NCES, 2010; Please see Figure 2). Thus, studying and finding solutions for districts which educate large groups of minority and poverty stricken students were very critical components. With all these discussions about unsuccessful academic results, more comprehensive factors of student success required elucidation.

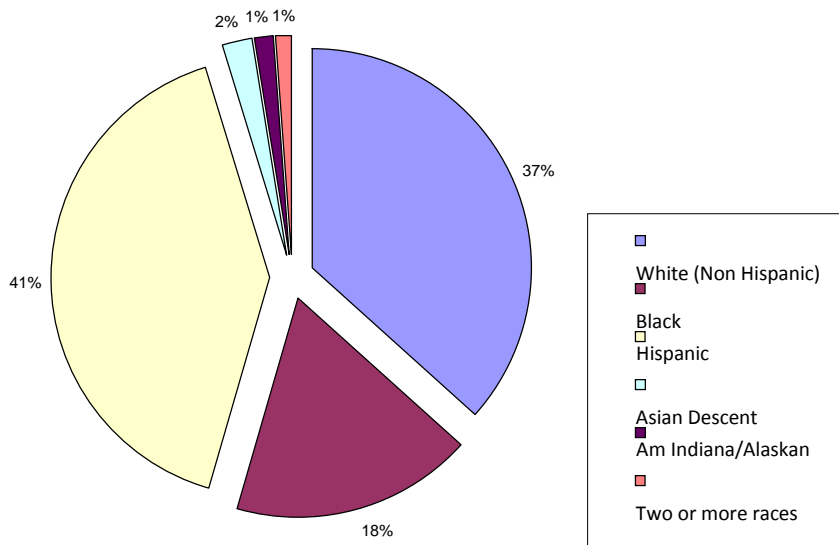


Figure 2. 2008 dropout rate pie chart. Information obtained from various charts and graphs from the National Center for Education (2010) and a report entitled Public High School Dropouts and Completers from Common Core of Data: School Years 1991-92 through 1997-98 compiled by Young and Hoffman. Copyright 2010 by NCES. Adapted with permission.

Defining Student Success

Various methods have been used to define student success. Traditionally grades, graduation, and college acceptance rates were at the forefront of the discussion about academic amelioration (Dantley, 2010; Muraski, 1995). However, the recent interest in standard based instruction created another dimension of success (Standardized Testing and Reporting Program, 2014). Scores on standardized tests and acceleration of standard-based instruction were common determinants of student success in America. While some feel that tests fail to convey the whole story of education for any child, many scholars included a child's ability to meet academic standards as an indicator of success at some level (MetLife, 2010; Savitz-Romer, Jager-Hyman, & Coles, 2009; U.S. Department of Education, 2014). Ideas such as these led many to shape/define student success in more concrete terms.

In a paper written for the *Pathways of College Network*, Savitz-Romer et al. (2009) defined success in terms of the abilities of students to rise to the numerous challenges of high academic rigor. Challenges included grades, graduation, and standard-based tests. Thus, while the traditional identifiers of success were present, the new standard-based indicator was deemed just as prevalent. These scholars also took their ideologies a step further and looked at both the academic and social support that students required in order to excel. Interestingly, the primary contributor of this support system was considered to be the teacher who helps his/her student overcome difficulties in the academic arena. Other researchers also used the criteria of the teacher-student relationship to define success (MetLife, 2010).

A survey of the American teacher by MetLife (2010) specified key areas to be used in order to categorize student success. MetLife conducted national surveys of

1, 003 kindergarten (K) to 12th grade public school teachers, 500 K-12th grade public school principals, and even 1,018 3rd -12th grade students to identify parameters of student success. Accordingly, increasing graduation rates, college readiness through passage of college preparation and Advance Placement courses, college acceptance rates, and advanced or proficient scores on standardized tests were deemed as indicators of student success. The researchers concluded that all four factors were simultaneously indicative of student success. Hence, while there are many ways to determine whether student success exists, standards-based instruction frequents these discussions.

Another interesting report conducted by NCES (2013) measured the success of individual educators and gave teachers a grade based on students' scores on standardized exams in 2002. This report yielded low scores for 4th, 8th, and 12th grade students across America. Most students scored in accordance with average totals of 150/300 or below and standardized results were categorized on a five scale spectrum. Advanced, proficient, basic, below basic, and far below basic are common performance indicators for standardized tests and thus were used in this report as well (U.S. Department of Education, 2014). Interestingly, the same racial and social-economic groups, previously mentioned, scored lower than proficient on average for these tests (NCES, 2013). Thus, the researchers conducting this study concluded that several teachers failed to do their job, ultimately teaching their students.

Due to the inflow of information about standardized tests, these highly structured assessments seemed imperative to success of students worldwide. California as a whole and Los Angeles in particular were remotely affected by this dynamic. In California, students were responsible for taking an average of three standardized tests in a year. Interestingly, as culminating activities approached, standardized testing requirements also increased (Please see

Table 1 for a detailed outline of the standardized tests that effect California students). Overall, while there were several requirements that a high school student had to comply with in order to succeed, standardized tests intensified this process.

From the reports of how success is measured in America, to the description of the standardized tests, the remedies for academic achievement were outlined. Though there were over three high stakes tests that all California secondary students took within the course of a year, with adequate resources, some educators felt these assessments were extremely surmountable. Graduation rates are and were low, college readiness is and were dismal, and students are and were failing standardized tests; however, some academics were still hopeful about the outcome for education (California Department of Education, 2014). This hope was deeply imbedded in the rhetoric of various political leaders since these factors directly affected the student population. Thus, public officials and commissioners of learning charged educators with finding solutions.

Table 1

Standardized tests that effect California students

Standardized Test	Acronym Or Nickname	Definition/Description
California State Test	CST	Set of exams that cover Language Arts, math, physical sciences, and social sciences given to all students in grades 2-11 in California schools
California High School Exit Exam	CASHEE	Exam given to all 10 th grade students in California that must be complete as a graduation requirement from high school
California English Language Development Test	CELDT	Exam given to all California students whose primary language is not English
* Advanced Placement Exam	AP Exam	Exam given to students nationally who take Advanced Placement Courses which comply with college modules

(Continued)

Table 1 Continued

Standardized Test	Acronym Or Nickname	Definition/Description
Periodic Assessment	None	Set of 3 exams given to all California students in secondary grades that cover Language Arts, math, physical sciences, and social sciences.
*General Education Development Test	GED	Exam given to students as an alternative to high school (Candidates must meet certain high school credit and age criteria in for this test)
*Scholastic Aptitude Test (I,II)	SAT	Exam given to students to assess Language Arts, math, physical sciences, social sciences and/or performing arts skill in order to measure college competency
*America College Test	ACT	Exam given to students to assess Language Arts, math, physical sciences, social sciences and/or performing arts skill in order to measure college competency
*Smarter Balance		Nationally assessed test looking at Math and English Language Arts skills using Common Core standards.

* *Test affects more than just California students.*

Elementary and Secondary Education Act to NCLB. For about five decades, political figures have demanded that the leaders within the public education system account for dismal results in terms of student success. Many political candidates have focused on mandates to improve education in America (U.S. Department of Education, 2014). According to the Elementary and Secondary Education Act of 1965, appropriate funding was needed to ensure that schools met adequate yearly progress (AYP) protocols set up by government officials (Scott, 2011). Befittingly, this decree was signed and Title I, III, V, and VII were edicts within the act. These ordinances delineated fund allocation for low income populations in need of assistance. For several years, these edicts seemed promising, yet other presidents felt additional support was needed. While it was indicated that these acts were imperative to school reform, Improving America's School Act (IASA) of 1994 was implemented by the Clinton administration as a method for ameliorating academia in America by endorsing higher quality bilingual education. Recently, No Child Left Behind (NCLB) was passed in 2001 by George W. Bush and enlisted as

a means to improve educational outcomes through standard based reform. The edicts attached to NCLB encompassed various requirements which increased teacher accountability, performance of schools, and student success requirements (Mangin & Stoelinga, 2010). Hence, there was a long history of political administrations responding to public dissatisfaction over school function, results, and outcomes (Scott, 2011).

Although these acts affected the nation globally, local mandates were set in order to ensure educational rights. Between Clintons' IASA and Bush's NCLB provisions, California established the Public Schools Accountability Act (PSAA) of 1999. California's Public Schools Accountability Act of 1999 included various objectives to ensure improved academic performance from students, schools, and districts. Students, schools, and districts were given stricter measures of accountability to abide by in order to alter the negativity surrounding California schools previously mentioned. Along with this act, numerous measures of school performance were implemented as a means to ameliorating education. Amongst these, the Academic Performance Index (API) was introduced as one of the main components and standardized tools for *grading* public schools across the state. Presented as a means of determining which schools in California were rising to the educational standards and which needed assistance, California's PSAA elicited school's API ranking and associated them with students' scores on various standardized tests (Table 1). Overall, this standardized accountability grading tool was used to compute pedagogy across the golden state and inform all stakeholders of potential educational opportunities (or not). (Figure 3 provides a comprehensive timeline of the previously discussed ordinances.) Additionally, other educational mandates such as these were also examined as a means to increasing student success of learning standards as identified by state systems (Sloan, 2006).

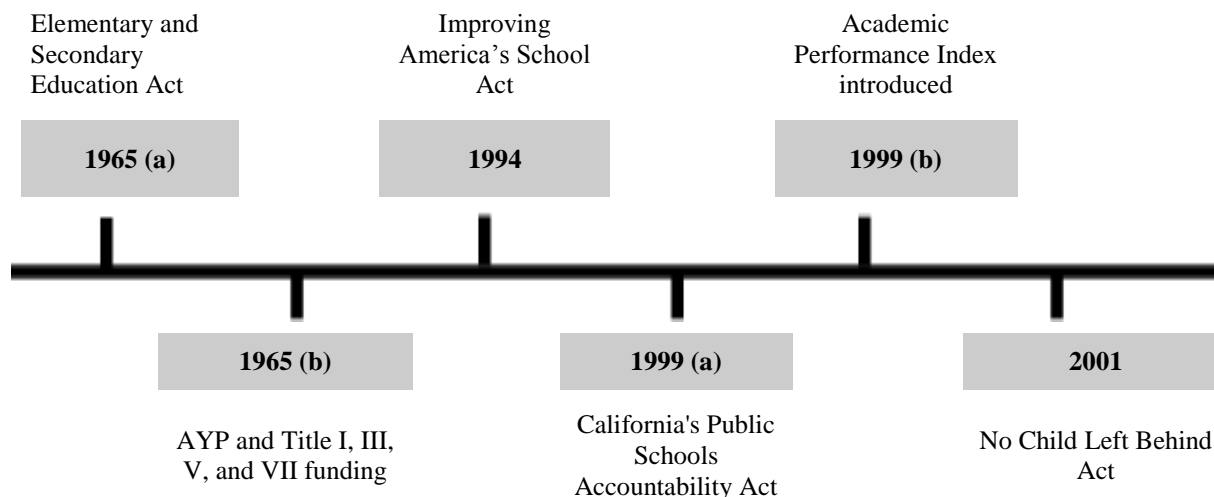


Figure 3. ESEA to NCLB timeline. Information obtained from U.S. Department of Education (2014). Adapted with permission.

Accountability Issues. From all of the previously mentioned political intervening, some scholars emphasized how negativity in relation to teacher accountability issues increased after the implementation of political edicts like NCLB (Mangin & Stoelinga 2010). Recently, President Obama explained his methods for making all educators responsible for improving student success in an overview of his program Race to the Top:

We call it Race to the Top, and it's basically a challenge to states and school districts, to prove to us that you're serious about reform. We've said to all 50 states, if you show us the most innovative plans for improving teacher quality and improving student achievement, then we'll show you the money. And for less than 1 percent of what America spends on education each year, Race to the Top has led over 40 states to raise their standards for teaching and learning -- standards, by the way, that were developed not in Washington but by Republican and Democratic governors all across the country. So at the grassroots level, at the state level, standards were developed. And we said, show us how you're going to meet these standards. The more innovative you are, the more money you can get for your schools. And that's the kind of bottom-up approach that we need to follow. This year we're going to have to work with Congress to fix No Child Left Behind, and we're going to have to replace it with a law that does a better job focusing on responsibility and reform and, most of all, results. (Obama, 2011)

After reviewing similar presidential speeches and more judicial ordinances, educational theorists asked questions like: Are teachers truly responsible for the academic shortcomings of their students (Levine, 2006)? While some logicians believed that teachers were not primarily responsible for how much a student excelled in a classroom, many saw education as incredibly impacted by teacher-student relations (Darling-Hammond, 2006b). Whereas, it was agreed upon that many factors altered a student's interest in learning, theorists suggested that the teacher encompassed the bulk of the encumbrance (Lesley, Gee, & Matthews, 2010). The teacher was deemed as the primary grade giver, merit authority, and all around success allocator. Moreover, while numerous studies showed that teachers felt that they were doing the best that they could and their students were succeeding, the new parameters of success created tension for the identification of success (Lesley et al., 2010). Overall, though many solutions to the success problem were provided, ideals of high quality teaching stood out as important components in terms of increasing student success and learning (Jackson, 2010).

High Quality Teaching

Though Webster's dictionary defined a teacher as a person who instructs by profession, no definition of a high quality teacher existed. While the definition of a teacher was fairly concrete, abstract descriptions of a *good* teacher were outlined by various theorists (Center for Quality Teaching, 2014; Darling-Hammond, 2006a; hooks, 2003; Kleinfield, 1975; Ladson-Billings, 1994, 1995; Michie, 2005; Ravitch, 2010; Weingarten, 2010). Some theorists looked at a teacher's overall ability to create change in the classroom and others looked at the duties the teacher was able to successfully carry out (Darling-Hammond, 2006a; Michie, 2005). All in all, high quality teaching had many definitions (Figure 4).



Figure 4. Responsibilities of quality teachers. This information is based on the teacher quality literature. Adapted with permission.

Some scholars contended that educational leaders must go beyond test scores and facilitate teaching as an empowering entity for communities (hooks, 2003; Ravitch, 2010). Social scientists who studied how cultural relations were associated with positive student outcomes attempted to define high quality instruction (Kleinfield, 1975; Ladson-Billings, 1994; hooks, 2003; Michie, 2005). These theorists saw high quality teaching as a set of tools used within the classroom that led to positive effects outside of the classroom. In the 1975, Judith Kleinfield

discussed *warm demanders* who use stern communication patterns to make genial requests that pertained to high quality education. These teachers had a *warm and sensitive* way of demanding success of their students. Nearly 20 years later, Gloria Ladson-Billings (1994, 1995) wrote about *dream keepers* who worked in impoverished communities helping marginalized groups realize their full potential. These teachers helped students realize and reach their dreams in academia in unique ways. Bell hooks (2003) also disseminated similar theories about culturally responsive edification and high quality teaching in her book *Teaching Community: A Pedagogy of Hope*. Hooks highlighted how quality teachers created hope for success in the classrooms through communal practices and development. Recently, Gregory Michie (2005) demonstrated similar anecdotes as he followed his first book *Holler If You Hear Me* with *See You When You Get There: Teaching for Change in Urban Schools*. In both books, this theorist described quality teaching as changing the mindsets of students towards pursuing knowledge. Overall, these authors discussed high quality teaching in regards to instructors changing the mindset and motivation of a child.

The Center for Teacher Quality (2014) also has a rich history dedicated to defining quality teaching and how educators change the mindsets of students in American schools. From articles about teachers helping children successfully pass standardized test, to teachers simply developing working relationships with parents, there are many factors identified as effective classroom protocol. Interestingly, a teacher being able to surmount all the bureaucratic challenges of his/her institution while positively affecting children are the most essential definers of teacher quality recognized by this organization. In concordance, Randi Weingarten (2010) stated that quality educators “routinely go above and beyond the call of duty: they meet with students before and after school, reach out to students’ families in the evenings and on the

weekends, and strive to increase their knowledge and skills” (p. 36). Thus, going beyond the *call of duty* sometimes requires stepping up to leadership roles.

The Center for Teacher Quality (CTQ) also illuminated why creating teacher leadership was imperative to quality teaching. In fact, in order to advance the teaching profession, one of CTQ’s main objectives described cultivation of teacher leadership. As a mechanism of superiority, quality teaching and teacher leadership went hand and hand. The better a teacher was at producing successful outcomes within the classroom, the better he/she was at positively leading change at their institutions. Hence, teacher leadership was identified as a classroom dynamic of effectiveness that trickled down to the school culture, decision making, and policy effecting. Overall, quality teachers were designated as teacher leaders who created positive effects in education.

Defining Teacher Leadership

In order to study high quality teaching, leadership discussions were necessary in order to establish a substantial definition of teacher leadership. Some of the first definitions of teacher leadership were introduced in the 1980s (Deveney, 1987; Little, 1988). Deveney (1987) described how instructional and decision-making authority increased the leadership capacity of an instructor. About a year later, Little (1988) reinforced these ideologies when explicating why increased authoritative roles of classroom teachers were highlighted as effective. These positions helped to define teacher leadership and to determine that this type of professionalism around a campus and within a classroom were equally important to student success within the educational system (Deveney, 1987; Little, 1988; Wasley, 1991).

Researchers looked at the administrative team as definitive sources of teacher authority within a school (Hornig & Loeb, 2010; Houchens & Keedy, 2009; Jackson, 2010; Jorissen,

Salazar, Morrison, & Foster, 2008; Reeves, 2008). Some scholarly work pointed to the principal as the leadership director, as he/she increased leadership opportunities for teachers in ways that encouraged development and empowerment (Jackson 2010; Muijs & Harris 2003). Other research and thinking suggested that in order for teachers to flourish as leaders and truly get involved in their schools, leadership should go beyond the administrative team (Jorissen et al., 2008). Hence, leadership within a school was not simply a function of hierarchy but rather the utilization of networks (Reeves, 2008). From this perspective, teachers were viewed as actual leaders of education and administrators as managers (Horng & Loeb, 2010; Jorissen et al., 2008).

Other scholars examined similar ideologies and asked: What type of principal (school) employed teacher leaders (Horng & Loeb, 2010; Houchens & Keedy, 2009; Scriber & Bradley-Levine, 2010)? Horng and Loeb (2010) proposed new ideologies in terms of educational leadership in which principals were identified as organization managers who hired effective teacher leaders. Scriber and Bradley-Levine (2010) described a school with high degrees of teacher leadership to be a place where team teaching and/or high levels of teacher involvement in curricular, pedagogical, and other organizational decision making practices were evident. Houchens and Keedy (2009) contended that principals who employed teacher leaders served as the foundation of educational leadership at their school sites. From all perspectives, teacher leaders were *directors* unique from the administrative staff, although sometimes defined by or promoted to the administrative team because of their leadership abilities.

In a thought provoking book, Douglas Reeves (2008) discussed ideals of teacher authority in terms of both management and leadership dichotomies. Once again, teacher leadership was seen as a combination of successful management and authoritative acts of classroom instructors. Teachers managed curricular design, organized grades, and communicated

with parents. They also led the direction of the educational outcomes within their classrooms. This book further discussed changing the framework of teacher leadership. Contributing to policies that effected educational practices and working in conditions where teachers felt free to express their opinion, teacher leadership initiatives were demonstrated in respect to the ability to produce superior academic results on multiple levels.

To further these objectives, Mihans (2009) offered four recommendations for increasing effective teacher leadership at school sites. Mihans provided defining principles for these recommendations. All four recommendations admonished teachers to seek higher positions of authority in areas important to their effectiveness as classroom leaders. Per Mihans, (a) actively participating in professional teacher organizations, (b) joining the principal's leadership team to voice concerns of instruction, (c) writing educational grants, and (d) creating mentorships with other teachers were ways that authority increased for a classroom professional. Overall, teacher leadership was looked at from several perspectives.

A plethora of principles have been used in the composition of standards that explicate teacher leadership (Harris, 2003; Muijs & Harris, 2003). Teacher leadership was defined as a teacher having decision making rights in and outside of the classroom (Harris, 2003). Smith and Lovat (2004) seconded these theories by contending that increasing the involvement of teachers in curricular design and academic decisions were imperative for enhancing teacher leadership within a school. Thus, teacher leadership was defined by more than increased administrative duties; it also denoted recognition of the leadership dexterity demonstrated during classroom instruction (Wa Ho, 2010). Figure 5 explains the rotating duties of teacher leaders according to these theorists.

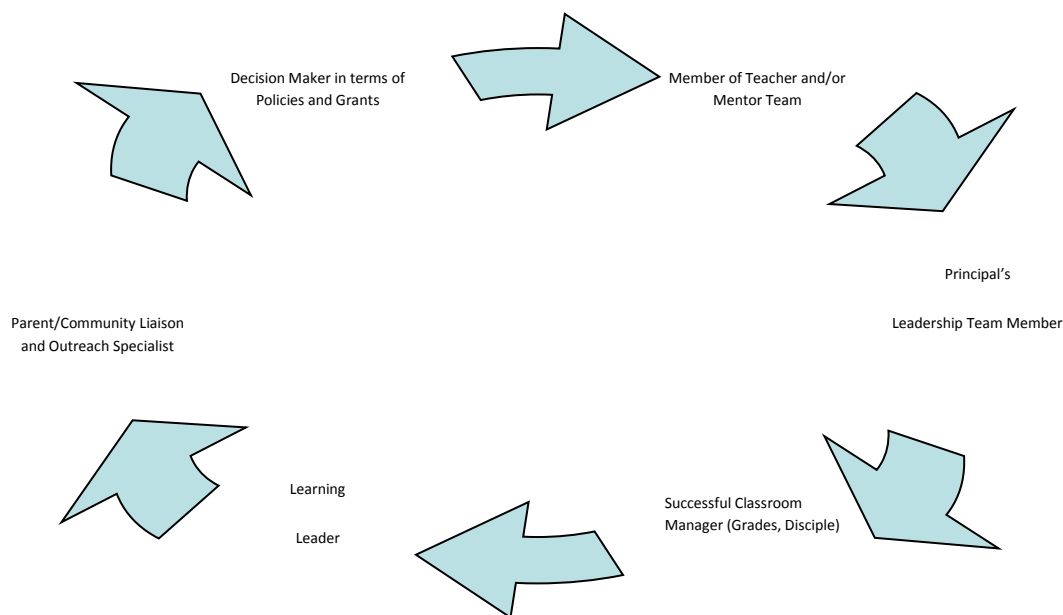


Figure 5. Rotating duties of teacher leaders. This information was obtained and consolidated from theories presented by Harris (2003), Muijs and Harris (2003), Smith and Lovat (2004), and Wa Ho (2010). Adapted with permission.

The Birth of Professional Development

Some scholars have also put all the tenets of teacher leadership into comprehensive theories that coincide with educators collaborating to effect change. These elements of collaboration were important to defining teacher leadership (Akopoff, 2010; DuFour, DuFour, Eaker, & Many, 2006; Gemo, Meskel, & Rieckhoff, 2009). Some theorists noted the importance of collaboration in order to increase professional learning communities (PLC). On school campuses, PLCs increased teacher leadership (Akopoff, 2010; DuFour et al., 2006). These examples of collaboration and PLCs at various school sites were related to theories of teacher leadership.

Gemo et al. (2009) pointed out, professional learning communities and professional development derived from teacher leadership models. In the late 1980s and early 1990s, professional development programs were introduced as a means of increasing the leadership

paradigm of teachers (Boles & Troen, 1994; Levine, 1992). Some of these institutions were actual schools where teachers collaborated with personnel outside of the campus (Boles & Troen, 1994). These schools were housed at primary and secondary campuses, yet operated under the tenets of increasing the professional aptitude of classroom instructors. In 1994, Boles and Troen examined the Professional Development School system of the Learning/Teaching Collaborative (L/TC) in Brookline and Boston, Massachusetts. Initiated by classroom teachers, L/TC was an institution that connected local colleges to various elementary school teachers in the Brookline and Boston areas. The connections served as professional development opportunities for team teaching, school/university collaboration, special education inclusion, and alternative professional teaching time. These factors made up all four components of the development program aimed at increasing the ratio of professional teachers in these Massachusetts' areas. Other professional development programs began to offer the same services within a school in terms of increasing teacher leadership (M. Levine, 1992). Hence, this systematic approach was noted as optimal for improving teacher leadership at a school site and adopted as school reform methodology for various school districts.

With ideologies of teacher leadership in mind, other correspondents noted collaboration as a key component of a leader (Day, 2003; Gemo et al., 2009; Hinkle & Kinney, 2008). Hinkle and Kinney (2008) postulated that lead teachers were natural collaborators who were extremely willing to work with others and particularly concerned about mobilizing and building consensus within their institutions. Some theorists also looked at the importance of university collaboration in terms of producing and reproducing teacher leaders (Day, 2003; Gemo et al., 2009). These authors highlighted universities that collaborated with schools in ways that increased positive school climates and environments where teachers flourished as leaders. Mechanisms for

proposing ideas, time for collaboration, and opportunities for skills acquisition were determinate factors for teacher leadership as designed and enforced by university and school relationships. Hence, from this perspective, it was emphasized that a school must work with universities in order to make sure that teacher leadership flourished. Based on these same theories, it was assumed that most professional development initiatives should help teachers grow in subject expertise and leadership capacity (Taylor, Yates, Meyer, & Kinsella, 2010). In fact, a few studies also linked teacher empowerment to positive pedagogical quality of the teacher and academic performance of the student. Conclusively, professional development was a prominent factor in terms of theoretical perspectives about how teachers develop practical expertise.

A large amount of schools employ the professional development model to alter negative factors on a school campus (Reese, 2010; Sparks & Loucks 1989). Professional developments were designed by school or districts and weekly hours were designated for educators as a means to enhance their skills (MetLife, 2010). While districts and schools had different ways of structuring these sessions, most educators contended that professional development was necessary for change to be implemented in a scholarly arena (MetLife, 2010; Quint, 2011; Reese, 2010; Sparks & Loucks 1989). According to a report produced by the Manpower Demonstration Research Corporation (Quint, 2011), “New thinking emphasizes not just formal ‘professional development’ activities but a broader conception of ‘professional learning’ that includes not only externally provided activities but also ones that arise in the school context, where teachers are part of a community of learners” (p.109). Thus, the professional development model was effective in instances where teachers were given adequate tools to develop. Overall, when teachers can plan, organize, and enhance their skills, professional development can be an effective tool for transformation (Quint, 2011). There is an immense body of research which also

pointed to the combination of both professional development and teacher leadership as a necessary blend for success.

Professional developments that seek to increase teacher leadership skills have been noted for effectiveness. Taylor et al. (2010) noted that providing leadership opportunities for teachers during professional development helped support the academic gains at any school during a period of educational reform. These theorists also claimed that increasing a teacher's prowess can only happen during adequate professional development. Thus, by increasing the leadership capacity of a teacher, the professional development helped the school flourish, advance, and was deemed as one of the most viable mechanisms for success during a transformation period (Anderson, 2008).

Some scholars, illuminated a direct pathway for school improvement from the teacher leadership trail, and also suggested professional development as one of the most successful tools for this process (Mujis & Harris, 2003). Mujis and Harris (2003) discussed the importance for teachers to participate in professional developments that ultimately grows into professional learning communities. As these teachers meet for development, professional learning communities should be established as information, skills, tools, and all other *best practices* of the teaching professional are disseminated. Thus, these theories suggested that professional development and learning communities were quintessential to sustaining positive changes in the academic arena.

Research also suggested that as teachers participate in professional development, a working community of scholars is created (Hinkle, and Kinney, 2008). This unity was noted to create teacher empowerment where teacher confidence and dedication increased in such a positive manner that students attainment was long lasting (Fullan, 2006). In this sense, teachers

created substantially long-lived results during professional development and learning community sessions. While this overview discussed the ways professional development was indirectly linked to teacher leadership and student success, other research demonstrated direct associations.

Waldron and McLeskey (2010) contended comprehensive school reform could only take place when professional development opportunities contributed to increasing the leadership capacity of the teacher. Accordingly, these scholars advocated for professional development to occur in which teacher “leadership and decision making [led] to increased teacher trust and buy-in for change initiatives as well as increased student achievement” (p.66). In this sense, professional development based on the provision of more authoritative roles for teachers, increased the overall mood and culture of a school. Like other scholars, this point validated the research and pointed to teachers feeling empowered during professional experiences in which they orchestrated, facilitated, and/or coordinated.

In particular, some theorists believed that the teacher should not only be the focus of professional development but also the facilitator (Casale, 2011). In a thought provoking dissertation, Mary Anne Casale (2011) examined teachers’ perspectives of professional developments. From a research based survey, it was postulated and proved that the most effective professional development, according to the 1, 000 teachers probed from a Rhode Island school district, was planned, designed, and administered by teachers. According to the results, educational peers knew more about teacher needs and addressed them more efficiently than administrators during professional development. These teachers also highlighted the importance of teacher leaders directing professional development mandates as a means of increasing the professionalism of all teachers. Other scholars provided substantial reasons for infusing professional development with teacher leadership.

Consequentially, the importance of teacher leadership and professional development in urban schools characterized by bleak academic factors has been noted (Taymans, Tindle, Freund, Ortiz, & Harris, 2012; Yost & Vogel, 2007). While some illuminated the hardships that come with teaching in urban environments, these same professionals pointed to the ways that effective development enabled teachers to become more than classroom behavior modifiers but campus leaders as well (Taymans, Tindle, Freund, Ortiz, & Harris, 2012). Yost and Vogel (2007) identified teacher empowering professional development as critical in terms of increasing the success rate of students in urban environments. These two idealists argued that professional development must increase teacher expertise in various areas in order to not only empower but also ameliorate the academic standing of the students. It was also suggested that as the teachers grew as leaders, they ultimately helped their students grow as well. Thus, the professional development model was extremely important in urban arenas where academic success was rare. Overall, the research confirmed that a collaborative culture was emphasized during a professional development where teachers were given leadership roles, responsibilities, and shared decision making authority. These factors were fused with various leadership theories and thus imperative to understanding how professional development fostered leadership attributes in teachers.

Leadership Theories Associated with Developing Teachers

Philosophical theories of leadership were used to classify professional development and teacher authority at a school site. Some theorists looked at ideologies of leadership and how they related to professionalism in education (Giles & Morrison, 2010; Middlehurst, 2008; Northouse, 2010). Others took this one step further and analyzed the development of teacher leadership in conjunction with leadership theories (Hickman, Moore, & Torek, 2008; Phelps, 2008). Servant,

transformational, and distributed or shared leadership were common theoretical perspectives that corroborated philosophies behind teacher leadership.

Servant leadership. Some theorists connected ideologies of servant leadership with teacher leadership mechanisms (Hickman et al., 2008; Nwokorie-Anajemba, 2010; Phelps, 2008). Coined by Robert Greenleaf in the 1970s, “servant leadership claim[ed] that some leaders attend to, empathize with, and nurture the concerns of followers or students” (as cited in Northouse, 2010, p. 386). A component of Ethical Leadership, Servant leaders were said to respect, serve, act justly/honestly and build communities (Northouse, 2010). Hence, teachers were recognized for actions that encapsulated similar traits. These characteristics were used to describe teachers as leaders.

Servant leadership was discussed as the base for the teaching profession by several scholars because of a teacher’s inclination to *serve* his/her students (Nwokorie-Anajemba, 2010; Phelps, 2008). In *Helping Teachers Become Better Leaders*, Phelps (2008) suggested that numerous teachers seek to serve the student population in whatever means necessary for successful student outcomes. Some theorists also found that teachers often volunteer for various leadership duties within an institution without requiring payment as a means of serving the student population at their institutions (Hickman et al., 2008). Servant leadership theories were also used to describe teacher leadership within a school and why particular educators participated in duties acting as leaders without recognition (Hickman et al., 2008; Phelps, 2008). Teachers were discussed as servant leaders in a sufficient amount of research (Hickman et al., 2008; Nwokorie-Anajemba, 2010; Phelps, 2008) yet transformational theories were also connected to teacher leadership.

Transformational leadership. Some scholars associated essential teacher leadership principles with principles dictated by transformational leadership theories (Beach, 2006; Leech & Fulton, 2008). Developed by Bass and Avolio (1994), there are four principles of transformational leadership that connect with teacher leadership: (a) modeling charismatic roles, (b) communicating a dynamic change, (c) promoting creativity and innovation, and (d) coaching/mentoring are the four areas in which transformational leaders inspire change. These four factors were connected in other research as well. As Northouse (2010) explained, “Transformational leadership is a process that changes and transforms people [which] involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them” (p.171). Thus, some felt that teacher leaders automatically demonstrated these same characteristics (Anderson, 2008; Beach, 2006; Leech & Fulton, 2008; Pounder, 2006).

Conclusively, transformational leadership and teacher leadership was compared for similarities. Anderson (2008) postulated, “teacher leaders [were] a source of creativity and development of unique forms of leadership” (p.8) and thus the base of transformational leadership at a school. Some theories went even further by expounding that classroom teachers embodied transformational leadership skills for years, yet didn’t know it (Pounder, 2006). The teacher was recognized as a change leader who helped his/her student body to transform into intellectual beings (Beach, 2006). Overall, a substantial amount of research connected the teacher and transformational leadership together (Anderson, 2008; Beach, 2006; Leech & Fulton, 2008; Pounder, 2006). Other theoretical research about leadership was more commonly associated with teacher empowerment.

Shared/Distributed leadership. Distributed or shared leadership was another component amongst developmental education and teacher leadership theories (Hartley, 2009; Pedersen et al.,

2010; Timperley, 2005). This type of leadership was considered a function of team leadership, whereby shared members, “learn[ed] to be open and objective in understanding and diagnosing team problems and skill[ed] in selecting the most appropriate actions (or inactions) to help achieve team goals” (Kogler-Hill, 2010, p.251). With shared/distributive leadership, authoritative roles and responsibilities were disseminated amongst team members (Dryer, Dryer, & Dryer, 2007). In regards to the education system, shared/distributed leadership was described as shared with team members at a school site including teachers (Hartley, 2009; Timperley, 2005). Specifically, some researchers viewed teacher leadership as more than participation in administrative duties and introduced ideals of shared autonomy within a school (Gronn, 2003; Lindahl, 2006).

Going beyond the hierarchical arrangement of principal leaders and teacher managers, leadership was described as effective when authority was shared amongst multiple staff members at a school (Coleman & Earley, 2004; Harris, 2005; Leithwood et al., 2004). Some theorists contended that sharing leadership between principals and teachers led to heightened student success (Crowther, Kaagan, Ferguson, & Hann, 2002). In this sense, when leading moved away from being solely centered around headship, all members felt more involved and empowered (Gronn, 2003; Muijs & Harris 2003). All in all, shared/distributive leadership was linked to institutional practices and procedures that distributed leadership amongst both the teaching and administrative body at a school (Coleman & Earley, 2004; Hartley, 2009; Leithwood et al., 2004; Pedersen et al., 2010; Timperley, 2005).

Overall, while it has been difficult to construct professional development and define teacher leadership, existing theories assisted with creating a structure (Please see Figure 6). Particular teacher leadership models were derived from past teacher leadership definitions and

the previously mentioned leadership theories. Servant, transformational, and shared or distributed leadership provided promise for identifying this type of leadership within a school, addressing professional development measures to take, and how they all can lead to increased student success (Lindahl, 2006). Ultimately, definitions about teacher leaders and mechanisms of collaboration merged with various leadership theories to help create models of teacher leadership that can be observed for this dissertation.

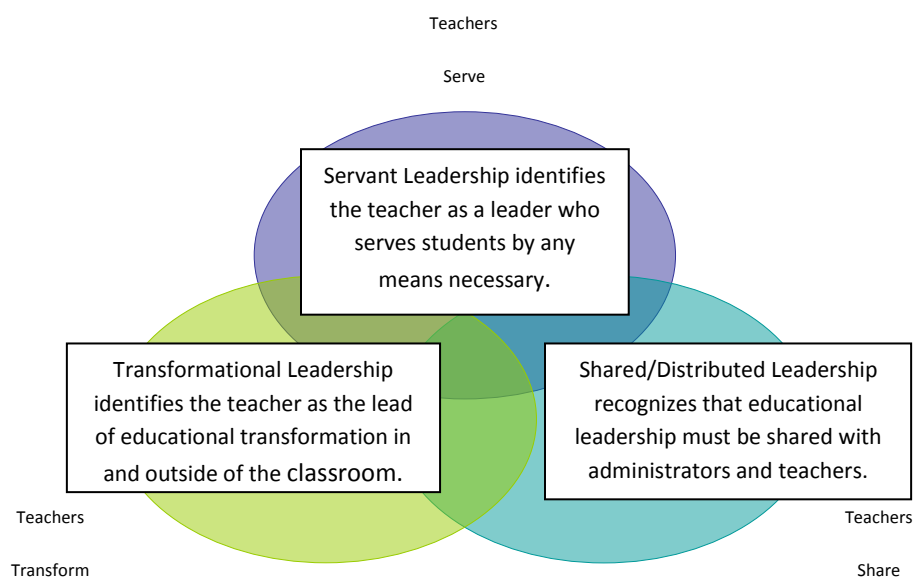


Figure 6. Leadership models associated with developing teacher leaders. This information was adapted from various leadership theories. Adapted with permission.

Teacher Leadership Models

Some theologians worked to put the ideologies of various leadership theories into more consolidated models as a means to creating better professional development outcomes. For example, Pedersen et al. (2010) looked at the Connecting Learning Assures Student Success (C.L.A.S.S.) model which suggested that socialization and team building were bases of teacher

leadership. Initiated by Barbara Pedersen in 1989, the C.L.A.S.S. model was one of the first programs that incorporated research based theories about teacher leadership into practice. Initially geared towards disseminating effective teaching strategies amongst teachers in Indiana public school, C.L.A.S.S. was recognized for adopting professional development and school improvement programs across the United States. According to Pedersen et al. (2010), “the C.L.A.S.S. Model [was] a framework and philosophy aligned with academic mastery, character building, and positive social interactions for student preparations in the workforce” (Academic Leadership, 2014, p.3). Schools that used this model were “identified as utilizing shared decision-making where school leadership responsibilities were shared amongst various school employees” (Academic Leadership, 2014, p.5). Here the distribution of leadership to the teachers through community building and professional development were highlighted as very effective. Advocates of this model underscored theology consistent with a decision-making teacher leadership teams being a critical component for any school improvement plan. All-in-all, C.L.A.S.S implied that teacher leadership models must encompass shared decision making practices.

In 2008, Phelps also presented a model for teacher leadership that emphasized shared authority reasoning. This model solidified teacher leadership in a framework where instructors had power over visions, outcomes, and provisions over influence. In this model, teachers were given the opportunity to define their vision for coursework and professional development within an institution as early as possible. Teachers organized and served on curriculum design and professional development teams. Teachers were also encouraged to voice their opinions openly, present their ideals to staff members, and mentor in ways that helped new teachers develop as educators. From this model, it is important to note how essential it was that teachers felt that

their visions were valuable and plausible within that particular institution. According to the research, as leaders, “Once motivated to extend one’s influence beyond the classroom, a teacher needs to know about possible outlets for impact” (Phelps, 2008, p. 2). From this, a comprehensive teacher leadership model was further developed and discussed.

Quinn et al. (2006) divided all of the previously discussed information about teacher leadership into a four category model: (a) classroom leadership, (b) leadership amongst peer and professional communities, (c) mentor/tutorial leadership, and (d) leadership that affect change (please see Table 2 below). From Phelps and Quinn, it was concluded that being a classroom leader entailed effective utilization of classroom strategies in terms of managing the instructional dynamics inside a classroom. It was also suggested that leading students in terms of “curriculum content, materials, space, time and assessment” was incredibly important (Quinn et al., 2006 p. 59). With Quinn and colleague’s model, these instructional dynamics first established what classroom leadership was measured by according to studies and research. Secondly, the teacher was seen as a practitioner who participates in “problem-finding, solution-generating, assessing and implementing” (p. 62) for school wide professional development. This detailed leadership protocols amongst peer and professional communities. Thirdly, teachers who catered to the professional needs of new and pre-service instructors were noted as leaders. Catering to professional needs was what Quinn et al. considered mentor/tutorial leadership. Lastly, decision making and systematic involvement in groups who hold authorities were amongst important tasks for teacher leaders according to Quinn and colleagues. Overall this four part description specified leadership that affected change. The four phases of this model for teacher leadership included dynamics of “cooperative, extended, mentoring and global leadership” (p.57) and has

been defined in the table below. Overall, this model can be used to identify teacher leadership within a school site and analyze the effects.

Table 2

Adaptation of Quinn, Haggard, and Ford's (2006) four cell model of teacher leadership

Cooperative	Extended	Mentor	Global
Teacher leaders effectively utilize classroom strategies in terms of managing the instructional dynamics of students inside a classroom. Teachers also participate in opportunities that increase sharing these practices amongst other teacher leaders.	Teacher leaders participate in problem-finding, solution-generating, assessing and implementing of best practices for school wide professional development.	Teacher leaders cater to the professional needs of new and pre-service instructors in ways that help them develop as leaders.	Teacher leaders are decision makers who affect the system. Their involvement in groups affects change in terms of policies and procedures around schools, districts, etc. Teachers are basically empowered beyond the parameters of their classrooms.

While all of these models are critical and play a key role in determining teacher leadership, The Teacher Leader Model Standards bridge all of these ideals together in one comprehensive model to use for measurement purposes. Acknowledged by Arne Duncan, former U.S. Secretary of Education, as critical to bettering education, Teacher Leader Model Standards have been deemed as the most effective tool to reform schools in the United States. With this in mind, a group of educators formed an association dedicated to continuously critiquing, altering, and updating the parameters of teacher leadership. The results of these collaborative efforts resulted in the Teacher Leader Model Standards (2013). These seven standards demonstrate a

superior identification system to measure teacher efficacy and are imperative to identifying teacher leadership and professional development.

Most important, these seven standards are the base for this study and have been described and linked to the previously discussed teacher leadership models in Table 3. From the first to the last standard, the parameters of effective teacher leadership were outlined. The first standard entails the collaboration and decision making protocols that have been highlighted as critical to teacher leadership models. The factors of this domain required that a teacher leader successfully interacts with his/her colleagues in ways that ameliorate student outcomes. The next standard takes into account the access of research applied to curriculum design by teaching professionals. Through this teacher leadership province, the professional's ability to explore alternative academic avenues is imperative. Thirdly, and essential to this research is the professional development standard. This standard requires teacher leaders to actually participate in development opportunities. The fourth domain requires that teacher leaders facilitate improvements that will affect student learning and improvement which can be demonstrated by the educational leader's abilities to utilize data. This ideal of using data to develop and determine academic needs is at the core of the fifth standard. The next standard deals with a teacher's ability to stay connected to the parents and community that affect the student population. This outreach standard connects with the seventh and final standard since both require the teacher leader to build relations with other people important to the education realm. Consequentially, the final standard takes into account teacher leaders' advocacy of and for political agencies that are a part of the educational governance. This standard requires that teacher leaders act as political channels for students to contact, connect with, and change administrative edicts inside and outside the school.

Positive Effects. When using teacher leadership models to design the structures of professional development and academic research, one must look at both the positive and negative factors surrounding the research variables. Therefore, we must first point out the positive effects of teacher leadership and teacher leadership models according to the research. Interestingly, the Table 3

Teacher leader model standards and connections

Model Standard	Description/Definition	Link to Previously Discussed Models
One	The teacher fosters a collaborative culture to support educator development (or adult learning) and student learning.	Similar to the C.L.A.S.S.'s model of shared decision making principles and Phelps' model of mentorship. Quinn, Haggard, and Ford's Cooperative and Mentor cells.
Two	Teacher leaders access and use research to improve practice and student learning.	Similar Phelps' model which teachers construct operative curriculum designs based on research.
Three	Teachers promote and participate in professional learning and development for continuous improvement.	Similar to the C.L.A.S.S.'s Model of professional development principles.
Four	Teacher leaders facilitate improvements in instruction and student learning.	Similar Phelps' model which teachers facilitate operative curriculum designs based on improving student outcomes.
Five	Teachers promote and use assessment data for school and district improvement.	Quinn, Haggard, and Ford's Extended cell of their teacher leadership model.
Six	Teacher leaders improve outreach and collaboration efforts with families and communities.	Quinn, Haggard, and Ford's Global cell of their teacher leadership model.
Seven	Teachers advocate for student learning and the profession in terms of policies and educational politics	Quinn, Haggard, and Ford's Global cell of their teacher leadership model.

positive effects of teacher leadership often resonate with ideologies of high quality teaching. As previously noted, some scholars feel that both components of teaching and high quality go hand in hand. This has led some scholars to attempt to define and categorize teacher leadership in school settings as a means to discussing plans for improvement. Thus, this next section will both

identify the positive effects of teacher leadership plans and discuss how they relate to the literature previously discussed.

Scholars looked at the effectiveness of teacher empowerment from two sides of the spectrum: from instructional leadership capabilities to decision making abilities amongst the staff at a school site (Berry et al., 2010; Cangelosi, 2009). Berry et al. (2010) reported research of The Teacher Network in conjunction with the Ford Foundation. Their study, with interviews of 1,210 teacher leaders, revealed that along with the benefits to the students and culture of a school, teachers' leadership benefited the professional development of teachers as well. Over 50% of the teachers interviewed "won teaching awards, [were] involved with leading teachers' unions or associations, or participated in education research themselves" (Berry et al., 2010, p. 4). Most importantly, the survey results yielded data that supported notions about teachers who were empowered to lead, stayed in the profession longer and thus, created more positive benefits at their school sites (Cangelosi, 2009). Cangelosi, (2009) further explained how using teacher leadership models could change the school culture in a positive direction. This researcher noted that shared leadership between the administrative team at a school and the teaching staff, changed a school's dynamics in terms of academic success. According to proponents of this research, improving the learning culture improved the overall system of learning at the organization (Rosenberg, 2008).

Other researchers also looked at teacher leadership in relation to self-efficacy, classroom management, and academic achievement (Hart, 2010; Wolf, Foster, & Birkenholz, 2009). These same theorists noted that as the leadership experiences of teachers increased, self-efficacy, and beliefs about student achievement also ameliorated and improved (Wolf et al., 2009). This amelioration had a positive effect on teachers, students, and cultural dynamics (Cangelosi 2009;

hooks, 2003; Michie, 2005). The setting of the classroom changed, and changes in multiple classrooms by teachers leaders, collectively changed the school as a whole (Wolf et al., 2009). These positive changes within the institution were directly attributed to teacher leadership. Respectively, theoretical evidence also described the positive impact on student academic attainment by teachers who were able to surmount various barriers within the educational culture and lead other staff along similar paths (Hart, 2010). In summation, from the student attainment to the culture, teacher leadership research demonstrated more than high quality teaching. Researchers contended that teacher leadership contributed to an overall positive school atmosphere as a result of professional mechanisms.

Advocates of high quality teaching saw implementing stronger teacher leadership roles as essential to assisting administration with the overall functioning of a school (Jorissen et al., 2008). Hence, in order to assist principals with operations at a school, Jorissen et al. (2008) saw increasing the dynamics of teacher leadership as beneficial. In this sense, principals delegating various curricula, department, and instructional responsibilities to teachers were providing benefits far more effective than teacher empowerment. Sharing leadership with teachers was deemed as “a critical competency for achieving and sustaining high performance” (Cangelosi, 2009, p. 20). Hence, students and administrators represented in these works benefited from the autocracy of teachers as instructional leaders.

A research report organized by the Consortium on Chicago School of Research (2010) provided more examples of the benefits of teacher leadership. This report revealed that in order for school improvement to increase, teacher leadership had to flourish and teacher retention should be targeted. Schools that retained their teachers increased teacher leadership and

ultimately created positive avenues for learning to thrive. As Davis and Leon (2009) summarized:

When teachers share responsibility for the larger purposes of schooling and for the functions of school operations and participate in them as members of a professional community, a school is more likely to function with unity of purpose and strategic focus. (p. 268)

Overall, while some theorists identified the positive effects of teacher leadership within a school, the efficacious benefits to the administrative body and overall school culture were undeniable. In contrast, while there is a large amount of research that looks at how to improve teacher effectiveness with teacher leadership, some literature noted the impediments to and/or limitations of teacher leadership.

Teacher Leadership Limitations. The impediments to teacher leadership were noted in various ways by several scholars. Zimmerman (2006) noted how administrative expectations and ideologies, that oppose or neglect to recognize teachers as leaders, were problematic. Some theorists went even further and noted that teachers were rarely given authority over issues affecting their profession and administrators seem to have more control (Katzenmeyer & Moller, 2001). This caused teachers to lose motivation to teach and/or lead. This loss of motivation led to a negative attitude towards leadership that hindered teachers from aspiring to higher levels of authority (Crowther et al., 2002). Barth (2001) further explicated this point by noting that teachers showed negative attitudes to teacher leadership by being unenthusiastic to change, opposing new ideas, avoiding problem solving, and disregarding discussions about issues related to policy making (Nwokorie-Anajemba, 2010). These and other negative notions about teacher leadership and the capacity to lead were factors typically classified as reasons why teachers did not aspire to authoritative roles. Mindsets such as acted as barriers which decreased teachers' leadership desires (Phelps, 2008).

Crowther et al. (2002) listed several barriers to professionally developing teacher leaders and ways to overcome them. Some of these ways demonstrated increased professional development knowledge, yet further explained teacher leadership. Others required practicing authoritative teacher leadership. These barriers and ways to overcome them were listed as follows:

1. Some teachers have the mindset that they are only meant to be in the classroom. Thus, school systems have to reward teacher leadership in order to counter this problem.
2. In terms of a lack of confidence and feelings of inability to lead, teacher leaders have to be encouraged to lead and allow others to step into positions of authority.
3. Some teachers do not understand teacher leadership, why it is important and ways to participate in such roles. Crowther et al. posed mentoring and networks of teacher leadership as ways to surpass this challenge.
4. Lack of time was another barrier discussed to impede teacher leadership. Schools are thus encouraged to increase opportunities for professional development that assist teacher leaders with their duties, not create a long list of unattainable goals.
5. There are also discussions about the administrators being the *expected* leadership team. In this case, it is suggested that the identification of areas where teachers can lead be identified and actually disseminated amongst the teaching staff.
6. The language and systematic treatment that puts teachers into subordinate positions were also mentioned as inhibitors of more teachers wanting to lead. Personal development and occupational sensitivity are the mechanisms noted to handle these barriers.
7. The lack of rewards and recognitions of teacher leadership were also cited as factors that deterred more classroom instructors from pursuing leadership. The theorists pointed to

creating a reward system and/or way to recognize those who participate in such duties as methods to possibly changing these dynamics.

8. Lastly, teachers misusing their authority or failing to properly exercise their duties as leaders were looked at in terms of how leadership could be deterred as well. Clear definitions and discussions about why one ineffective leader doesn't take away from the positive effects of other effective or lead teachers were mentioned as a means to successfully handling these leadership barriers.

Overall, some hindrances to teacher leadership have been listed, yet ways to overcome these impediments also surfaced in the literature. These factors and the other aspects about the positive effects of teacher leadership help explain why some educators contend that the teacher leadership model should be included in professional development opportunities in order to lever school reform. Importantly, teacher leadership literature also alluded to how this authority allocation could be optimal for professional development reformation and is focused upon in the next section.

Professional Development and Reformation of Teacher Leadership

The solutions to improving education in America have been debated by many scholars. Some looked at motivation and resilience as ways to improve internal factors at a school site. Others looked at ways to improve external factors of education like personnel, technology, and curriculums. From grades to student motivation, some scholars have provided theoretical solutions for increasing success in America. All of these factors show how important the professional development of teacher leaders is to the reformation process of schools and educational attainment interest for students.

The GRAD program, introduced in Texas during the 1993 school year, was implemented as another method for increasing student graduation rates in Houston. GRAD is an acronym for Graduation Really Achieves Dreams. This project operated out of Houston and had two main objectives: “(a) to ensure that 80 percent of all entering ninth-graders in its high schools graduate and (b) to ensure that 50 percent of Project GRAD high school graduates go to college” (Snipes, Holton, Doolittle & Szejnberg, 2006, p. 29). Scholarships, summer institutes, classroom management, social services, parental involvement initiatives, and research based literacy and math programs were tools used to improve student achievement. Ultimately, the GRAD project was beneficial to student graduation rates, college acceptance, and eventually led to similar program implementation within other districts. Some theorists categorized such program improvement plans as vital to schools world-wide (Conger et. al, 2007).

More Student Success: A Systematic Solution provided six ways to resolve the nation’s problems of student success by developing teachers as leaders (Conger et. al., 2007). The first axiom involved the initiation and maintenance of early outreach programs that introduce potential applicants to the dynamics of postsecondary education. Secondly, using curricular lesson and assessment systems which allowed students to monitor individual progress were a part of the next principle. Thirdly, the researchers depicted high quality teaching at every level of education as the most important tenet of this resolution. Financing and providing monetary assistance to encourage applicants with low funds was the fourth resolution. Data systems that monitor and chart skills or needs for improvements were amongst the fifth resolve. Finally, policies, programs, and practices of postsecondary institutions that were directly related to pre-collegiate education were encapsulated in the last set. In this report, Conger et al. (2007) listed all six properties as solutions to success.

In California there are specific Program Improvement Plans that are used to help schools ameliorate student success in academia (California Department of Education, 2014). According to California's Department of Education (2014) there were several areas which are of importance and paraphrased below.

1. Schools must utilize scores on standardized tests as tools to alter educational outcomes along a more successful continuum. This means that standardized tests are used to employ standard-based curriculum and lessons.
2. Research based methodology must be used for curriculum design and lesson planning in core academic classes.
3. Schools must use at least 10% of Title One funds for professional development of staff members.
4. Parent Outreach must be amongst the top priorities.
5. Technical Utilization Plans where districts and school agree to various protocols of technology within the school have to be established.
6. Teachers must create extended day programs and tutorials for student enhancement.
7. Schools and administrators must increase teacher mentoring opportunities.
8. All stakeholders must identify, plan to address, and effectively handle academic issues at the school through various policies and practices annually.

Schools who did not meet these academic obligations were deemed program improvement (PI) schools and had to adhere to the objectives of a Program Improvement Plan. These plans encompassed 5 years with various focuses. The first 2 years entailed school improvement, the

third year encompasses corrective action, and the final year consisted of restructuring. All factors were meshed together into one comprehensive plan.

All of these plans and programs take into account many determinants. Monetary and resource allocation are two such factors. Funding and supplying of material have governmental implications in regards to public education. Public schools get funds and resources from government offices and are thus under governmental control. Consequentially, these policies and their coexisting politics play a huge part in the discussion of student success.

Other scholars looked at the conventions of professional development or teacher leadership and examined these components for the effects on school reform (Please see Table 4). Few theorists even called for a revival of the basic principles of education (Hinkle and Kinney, 2008; Mayo, 2010; Ravitch, 2010). These same theorists highlighted how teachers can lead this process (Hinkle & Kinney, 2008; Ravitch, 2010). In an article printed in the *American Educator* in the summer of 2010, Diana Ravitch presented an argument which inferred that the best way to ameliorate education is to “improve the conditions in which teachers work and students learn” (p. 13). Proponents of teacher leadership asserted this same view by arguing that cultivating teachers as leaders is the only way to maintain positive transformation within an educational institution (Hinkle & Kinney, 2008).

According to researchers at Stanford University, the University of California Berkeley, and the University of Southern California, the retention of high quality teachers employed reformed education (as cited in Mayo, 2010). Mayo (2010) reported that

Teachers are the single most important influence on the education of students... Without additional financial and policy support to attract highly-qualified teachers and leaders to high-need schools, achievement gaps will persist and disadvantaged students will be less likely to receive the high-quality teaching they need to succeed. (pp. 4-6)

Thus, teachers were seen as the most important factor in reformation. The research also noted that decreasing the statistics of teacher retention and turnover rates could positively change an institution. Mayo (2010) took this one step further emphasizing

By creating new opportunities for experienced teachers to mentor novices, perform peer reviews and influence decisions, and by providing additional resources to reward teachers for assuming these duties, local districts can create a career ladder within the teaching profession, which may help schools to retain their best and most experienced teachers. (p. 5)

Mayo postulated that the retention of and leadership opportunities provided for high quality teachers explicates theories of successful reformation. Scholars also looked at the administrative head and his/her provisions of teacher leadership as important to the reform process (Hart 2010; Toll 2010; Wolf et al., 2009). Cathy Toll (2010) emphasized the importance of principals to recognize teachers in a way that encourages professional growth and development as an instructional leader in the classroom. Thus, Toll provided a six step process to improve the teacher-principal relations within the school as a way to increase overall achievement within the classroom. These areas included (a) the principals attending to his/her expectations, (b) observing how learning is demonstrated, (c) being hospitable to teachers, (d) inquiring about all aspects in the classroom, (e) recognizing the teacher as a whole learner, and (f) facilitating change. Ultimately, Toll saw that school reformation flourished through teachers feeling valued and empowered at a school site.

Professional Development and Teacher Leadership District Wide

Consequentially, the effects of professional development and teacher leadership amongst public schools were examined at in great detail (Coryelle, 2010; Kim, 2010; Nwokorie-Anajemba, 2010; Sledge & Moorehead, 2006). Some theorists looked at the urban school environment for connections with reform, professional development, and teacher leadership

(Nwokorie-Anajemba, 2010; Sledge & Moorehead, 2006). Urban environments were defined by multiple factors including large amounts of deprived conditions, low academic scores, and similar factors demonstrating needs for education reformation. As Sledge and Moorehead (2006) emphasized, “Improving teacher quality is critical to low-income, urban schools” (p.3). They also noted, “Developing a community of learners [with teacher leadership in particular] holds great promise for urban schools to improve professional practice and ultimately increases student achievement” (p.3). Their article entitled “Tolerated Failure or Missed Opportunities and Potentials for Teacher Leadership in Urban Schools?” discussed why effective professional development and teacher leadership in the urban environment were critical components to reformation. From this research, it was postulated that teacher leadership within urban areas can be very beneficial for school reform and improvement. Accordingly, if schools within large urban districts employed teacher leadership practices, then more successful student outcomes might be observed.

Nwokorie-Anajemba (2010) seconded this opinion by documenting professional development and teacher leadership in Christian schools within urban areas of Los Angeles. The Christian schools studied during this dissertation were probed in terms of teacher leadership practices. This scholar asked if teachers directed curriculum dynamics, and had decision making abilities at their institution. While there were a wide range of results from this study, benefits of increased teacher leadership were amongst the recommendations. Thus, while Nwokorie-Anajemba (2010) only studied Christian schools in Los Angeles, she found that urban schools, regardless of their religious affiliation, could benefit from more pronounced teacher leadership models within the professional development constitution.

Table 4

School reform and teacher leadership as remedy

The following chart connects theories presented in this paper and various proponents of these ideologies with school reforms issues.

School Reform Issue	Teacher Leadership Remedy
Students not graduating	Teachers working with school staff members to find solutions for increasing graduation rates (Akopoff, 2010; Berry, Daughtrey, Weider, & Cangelosi, 2009, Chapman et al., 2010, & others)
Students not passing standardized test	Teachers working with school staff members to find solutions for increasing scores on standardized tests (AFT, 2009; Coryelle, 2010; Coleman & Earley, 2004; Crowther, et al., 2002; Day, 2003)
Students exhibiting behavioral and classroom management issues	Teachers working with school staff members to find solutions for discipline problems (Hinkle and Kinney, 2008, 2010; Jackson, 2010, Jorissen et al, 2010; Pounder, 2006, & others)
Teachers not using best practices to effectively teach, manage, and lead students to higher educational pursuits	Teachers collaborate with one another to find best practices and strategies to utilize in the classroom (MetLife, 2010; Michie, 2005; Mihans, 2009; Muijs & Harris, 2003 & others)
Teachers are not collaborating	Teachers are given professional development time and training by teacher leaders who know the importance of collaboration (Mayo, 2010, Pedersen et al., 2010; Toll, 2010; & others)
Teaching staff has negative feelings toward administration	Teachers and staff members share leadership responsibilities and decision making roles (Bryk & Scheider, 2003; Lesley et al., 2010; Levine, 1992 & others)
Administrative staff has negative feelings toward teaching staff	Administrative staff select teacher leaders, properly train and trust them as authorities (Leithwood et al., 2004; Lesley et al., 2010 & others)
Administrators bombarded with too many responsibilities	Administrators share leadership responsibilities and decision making roles with teachers (Michie, 2005; Smith & Lovat, 2004; Sledge & Morehead 2006; Ravitch, 2010 & others)
School exhibits low API scores and rankings	Increased leadership, collaboration, and positive educational culture (Averso, 2004; Beach, 2006; Anderson, 2008; Giles & Morrison, 2010 & others)

Using this type of ideology, Coryelle (2010) looked at the importance of teacher leadership for school reform within small schools and schools who adopted the small learning

community models. The small learning community model takes a large school and segments the student population into smaller learning communities. Each small learning community has a specific area of concern. For instance, in one school with a population of 3000, six small communities would be responsible for about 500 students. Each small learning community would have a different focus such as a math and science academy, business magnet, social justice, global learning, performing arts and linguistics (U.S. Department of Education). From Coryelle's perspective, schools that used the small learning community design, also used tenets of both professional development and teacher leadership models. Consequentially, these schools flourished due to the combination of leadership practices and professional development.

Additional aspects of pedagogy at large urban schools were examined in terms of leadership (Berry et al., 2010; Dantley, 2010; Kim, 2010; Leech & Fulton, 2008). Leech and Fulton (2008) emphasized the need for schools within larger districts to be "rich in experimentation and risk taking" (p. 641) practices for teachers to experience optimal levels of growth in their field. In order to retain teachers as employees for school sites in large urban institutions, some theorists contended that providing leadership experiences was essential (Berry et al., 2010). This retention of teachers was cited as the most essential component of increasing teacher leadership, and reforming the overall school culture of such large entities (Berry et al., 2010).

Grace Kim (2010) took this one step further and looked at professional development practices and teacher leadership within two charter schools and noted effectiveness in terms of student achievement and positive effects of the school culture. According to Kim, teachers were hired according to various skill levels and expertise critical to school success. After being hired teachers were then provided with several different types of professional development

opportunities that fostered growth. During these professional development session, charter school teachers were given certain roles and responsibilities. Kim called these professional responsibilities “empowering” and critical to the creation of teacher leadership within schools beyond the charter setting.

Through this theoretical analysis of professional development at urban schools and the theories associated with teacher leadership that have circumvented the literature, benefits were discussed. All of this information can be assessed when studying schools that fit into any category. Urban environments, such as Los Angeles, house some of the largest school districts in America like Metropolitan Unified School District. Consequentially, the dissection of charter schools and their professional practices require deeper analysis (U.S. Department of Education, 2014).

Historical Look at Charter Schools

Similar to the history of education in America, charter schools have very complex origins (EdSource, 2013; Weil, 2009). In 1974 Ray Budde wrote Education by Charter, a research based paper that emphasized structuring of the public education system. Budde (1974) implied that schools required reconstitution such that teachers were the primary leaders of instruction as well as obtained administrative duties (EdSource, 2013). By 1988, this paper was published and distributed. Finding Budde’s paper more than just entertaining, Albert Shanker demonstrated support for new teacher led schools separate from district mandates, yet focused on educational improvement (Weil, 2007). As the American Federal Teacher Association president, Shanker poised the idea that charter schools operate in the same setting as established schools yet functioned as distinct *tokens*. These ideas were personified as the Citizen League initiated a charter school proposal entitled Chartered Schools = Choices for Educators + Quality for All

Students. In 1991, Minnesota passed the first charter school bill which mandated a certain amount of schools and school districts as sole proprietors. Within the same year, the Public School Redefinition Act was passed which called for financial support for approved charter petitions. Thus, as the pioneers of the charter school venture, Minnesota inspired several states to enact legislation to create charters.

In 1992, California began charter school initiatives (EdSource, 2013 & Crane and Edwards, 2007). The California Charter School Act of 1992 stated that charter schools could function if several factors were recognized. First, a need for the particular charter had to be established. Secondly, there had to be a list of willing participants where at least half of the parents of the total expected student population signed a charter school petition. Lastly, there had to be a physical location for the school to operate. Once all of these requirements were met, and local districts agreed to provide funding for approved petitions, California charters school petitions were approved. Once granted with the proper legal provisions, several charter schools began to emerge. In fact, with these legislative mandates about five charter schools operated yet there are almost 800 currently open in California.

With the intended purpose of restructuring, charter school have followed the same mandates as public schools in California since the early 2000's (Crane and Edwards 2007). These schools have to abide by the legal parameters of public education. They also have the similar rules in terms of teacher accountability and school success. These schools still require API measures and assessment protocols. However, it is important to note that there may be more stringent rules added to charter schools as parent outreach and higher rigor are promised. Thus, the advents of professional development and teacher leadership are imperative for research purposes.

Conclusions

In conclusion, when school leadership is thought of, the administrative, principal, and/or superintendent roles are usually considered subjects; however, this research looks at the development of primary and secondary school professionals and leaders from a different angle. While a substantial amount of information helped researchers to understand educational authorities, there are other areas like teacher leadership and professional development that are essential for analysis. Teacher leadership presents a vast supply of didactic matter for educational purposes, professional development, and better understanding student success. Thus, professional development and teacher leadership are quintessential concepts to be further developed in the present study.

Professional development and teacher leadership were looked at from many different angles critical to formulating hypothetical analysis. For years, student outcomes were scrutinized in America. Grades were low, students were failing, and many scholars set out to alter these negative effects. Ploys to change the academic standings of students pointed to the teacher. Once American teachers were studied, teacher quality was called into question and deemed ineffective according to numerous scales. With the weight of the students' failures on their backs, districts eventually began to employ various principles like high quality teaching and leadership protocols to develop teachers as professionals. These instances resulted in numerous protocols and mandates being established by school districts. Hence, professional development sessions were conceived, and structured to fit all school models, including charters. Thus, while the relationship between teacher leadership and professional development seems to demonstrate cause-effect associations, this relationship requires further examination.

The indirect associations, definitions, models, and positive data about student success help define what types of studies about both professional development and teacher leadership could expand the field. According to theorists like Mangin and Stoelinga (2010), “increased opportunities to learn about teacher leadership may facilitate the implementation and institutionalization of instructional teacher leader roles” (p. 49). Here teacher leadership and quality teaching open the door to fully research professional development. In fact, most of the theorists presented in this literature review promoted credential and certification programs that enhanced teacher skills and leadership capacities as keys to positively affecting school reform and professional development. From this line of research, credential programs, teacher leadership, and professional development can further this field. Though theorists like Hart (2010) discussed the limitations of teachers who attempted leadership but dealt with conflict-based and fragmented roles under bureaucratic districts, it was also noted that some teachers found it easy to navigate through districts like Metropolitan Unified School in order to occupy leadership positions. However, others found the responsibilities of a teacher tedious and impacted by themselves. Thus, teacher leadership opportunities versus bureaucratic rules could also expand the field. Inherently, some theorists contended that all teachers should be viewed as classroom leaders and facilitators who direct successful outcomes in the classroom (Schultz, 2001). Interestingly, this is where the research about professional and small learning communities yielded data about the implementation of professional development services. Therefore, the ways in which all teachers employ leadership inside a classroom and develop as a professional should be further examined. Ultimately, there are many directions this research could take; however, one must look at the study with the most beneficial effects. Thus, this specific work will focus on professional development at Variety High School and if teacher leadership is connected.

The educational components of the schools used in this study will be dissected in terms of professional development and teacher leadership in literature. While there are a few charter schools in Los Angeles County that have been deemed superior due to the Academic Performance Index, there are several that have been given opposing ranks. Thus, we will look at professional development within the charter school setting and ask teachers if these sessions helped leadership capacities increase or decrease.

Professional development mandates have been established by district leaders and superintendents during the past couple of decades. All schools are thus required to give professional development time to their teachers. The question for many educators is: How effective are those professional development models? Along the same lines, Small Learning Community models have been implemented. In 2010, seventeen percent of the 28 school districts awarded funding by the government to utilize SLC's within their institutions were from California (U.S. Department of Education, 2013). Although Metropolitan Unified was not on this list, over 80% of schools within this district exercised the small learning community model. As stated earlier in the research, programs such as these were implemented to increase teacher leadership and shared decision making principles at school sites and structure professional development. Hence, the effects of SLC and professional development programs such as these must also be looked at in conjunction to leadership.

All in all, professional development and its correlation to teacher leader capacity will be analyzed in the following pages. First, the researcher will ask the participants to define professional development practices and teacher leadership. Next, we will probe if connections between professional development and teacher leadership actually exists through observations and document analysis. Lastly, we will ask teachers to explain professional development and its

effectiveness. In this sense, this study should reveal what the professional development sessions at Variety High look like and if they produce teacher leadership.

Per the previously stated research, professional development is supposed to help teachers become better educators and to exhibit similar qualities as outlined by teacher leadership theories and models. Ultimately, this development was established and mandated to help students succeed academically. If this is the case, teachers at Variety High School should report favorable perspectives about professional development. Teachers should also be able to connect these professional development experiences with teacher leadership experiences. On the other hand, if professional development experiences are lacking, then teacher leadership and student success should demonstrate detrimental and/or unfavorable outcomes. Giving all the research previously overviewed, and all of these suppositions about professional development and teacher leadership, the next chapter will explain the most practical ways to study professional development and teacher leadership within the charter school setting at Variety High School.

Chapter 3: Methodology

Overview

Professional development and teacher leadership are two separate entities within the academic atmosphere. In order to truly measure the efficiency of both factors in an individual setting school, individual components were dismembered. To fully breakdown both concepts thoroughly, a case study approach was used. Sociological case study methodology helps to define abstract concepts being observed in a particular context. The initial analysis of professional development and teacher leadership definitions, characteristics, and operative functions at one particular location were analyzed and served as the sociological case for this particular research. Overall, in order to fully grasp the breadth of these complicated subject matters, qualitative analysis was employed at Variety High School in Los Angeles.

Professional development and teacher leadership were evaluated with numerous tools. Firstly, professional development and its complimentary material were analyzed. Interviews with teachers, teacher leaders, and additional professional development documentation were used to accurately assess ideologies that govern the aforementioned research. The use of methods such as these for one particular research helped to legitimize this work as a *Sociological Case Study*. Thus, this chapter is divided by the evaluation of professional developments in the school setting and the examination of how those developments for teaching professionals impact leadership capacities through case study methodologies. Ultimately, this method section illuminated how the researchers evaluated the dynamics of professional development and teacher leadership as well as demonstrated the connections between the two concepts. The following chapter is segmented into five sections: a) The research purpose and design, b) Instrumentation, c) Sources

of Data, d) Procedures and data collection strategies and e) the data analysis used to investigate research questions of this study.

Sociological Case Study Approach

As we explored professional development and teacher leadership, a sociological case study approach was imperial. A sociological case study is “grounded in the structure, development, interaction, and collective behavior of groups or individuals” (Hancock & Algozzine, 2011, p. 93). Consequentially, qualitative methodologies constitute a sociological case study. The qualitative methods used in this study were content analysis of professional development session information, focus group interviews of teachers in this particular charter school system, and observations and/or reflections of professional development sessions at Variety High School. The research methodologies used in this chapter were assembled, collected, analyzed, and theorized based on all of these qualitative procedures. The use of multiple qualitative procedures helped to uncover the mechanisms of a sociological case study (Hancock et. al., 2011). Ultimately, these sociological case study strategies increased the validity of the answers to the research questions and legitimized research (Creswell, 2009).

The first qualitative data tool used in the present study is observation in the actual setting where the *phenomenon* occurred. Theorists consider *phenomenon* specific to time and space necessary for the bases of case study (Baxter & Jack, 2008; Hancock et al, 2011). The *phenomenon* or occurrences that take place in one particular setting create, specific operational procedures that can either be generalized due to commonalities with similar institutions or differentiated because of specific operations (Baxter & Jack, 2003). The operations and procedures at Variety High School were specific, thus requiring in-depth analysis of all factors which comprise the professional development, and teacher leadership entities. Research experts

contend that the use of an observation list is helpful to shape the research and give the observer a guide (Hancock et al., 2011). (Please see Appendix A for observation protocol used as a starting point for the principal investigator.) The observation protocol guided the investigation; however, it was not used as the sole base of the entire study.

A focus group interview and content analysis were the next qualitative data collection tools used in this sociological case study (please see Appendix B). These two methods constitute vigorous non-numeric data collection processes. Firstly, focus group interviews with open-ended questions were conducted. Secondly, themes and patterns were interpreted to fully answer the research questions. Thirdly, the collection and analysis of multiple professional development paperwork were expounded upon for contents correlations. All of these concepts will be enhanced later; however, they helped to shape the definitions and in-depth understanding of professional development and possible connections with teacher leadership through qualitative methodology.

The qualitative methodology of a sociological case study was used to define complex perceptions. This type of research design was pertinent because according to Creswell (2001), “qualitative research is a means for exploring and understanding the meanings individuals or groups ascribe to a social or human problem” (p.232). Conclusively, focus group interview tools define concepts and any plausible effects of a phenomenon. Taking this one step further, Creswell stated that qualitative research “involves emerging questions and procedures; collecting the data in the participants settings, analyzing data inductively, building from particular to general themes; and making interpretations of the meaning of the data” (p. 232). Thus, the research had to be carried out in the teachers’ settings; the data had to be analyzed based on observation of professional development and teacher leaders; and the researcher could only fully

assess the effects of professional development on teacher leadership from the interviews.

Yanchar, South, Williams, Allen, and Wilson (2010) contended that qualitative measures are essential when the conceptual components of instructional features are to be defined. Thus, while these were reasons why a sociological case study was imperative, there were other reasons why this type of design was needed to produce generalizability and validation.

Rationale for this Approach

A case study is an in-depth qualitative research method known to produce precise products (Onwuegbuzie & Collins, 2007; Powell, Mihalas, Onwuegbuzie, Suldo, & Daley, 2008; Taber, 2012). According Onwuegbuzie et al. (2007) qualitative research designs produce highly generalizable and valid results especially when used collectively. The use of more than one qualitative research tool helps to provide different definitions for singular concepts (Powell et. al. 2008). As Taber (2012) contended, qualitative methods are important in terms of the in-depth and clarifying nature of the research itself. According to these theorists, the unique parameters of the education system, various stakeholders, and the inquiry process itself, requires that multiple methods of research be utilized. Thus, the use of a sociological case study was the most appropriate methodology to thoroughly explain professional development and teacher leadership at Variety High School.

Ultimately, the methods were used to convey teacher feelings towards the professional development at their school site. This work focused on the creation and amelioration leadership opportunities in charter school districts. However, while feelings can be misconstrued, analyses were crucial in regards to understanding educators' attitudes about this complex subject matter. Overall, the main objective of this research was to probe whether professional development sessions at Variety High School, created teacher leadership opportunities and/or tensions.

However, using one qualitative approach could not grasp the full scope of all the topics. Thus, multiple measures were used to design this research.

Rationale for Focus Group Interview

Focus groups were interviewed in order to truly capture the opinions and thoughts about professional development at Variety High School in Los Angeles. Focus group interviews consist of open-ended and closed questions being asked to a target population for research and analysis purposes (Krueger, 2002). Krueger delineated critical factors in focus group interview design. These factors are participant selection, moderator skill level, environment control, and research analysis. In terms of participant selection, Krueger called for careful consideration of the representative sample used to conduct the focus group interview. Accordingly, the participants had to be a representative sample of the target population across gender, sex, age, and race. Thus, with the teaching population at Variety High School being small, all of the teachers were notified about the focus group interviews. Though skills for picking the sample were critical, how the interviewer or moderator addressed the participants were also important. In this instance, the principal investigator had to act as a mediator and facilitator of all the concepts uncovered during the interview. Thus, note-taking, and audio records were essential tools needed for this process. The environment for the focus group was just as imperative and thus had to be comfortable and controlled according to the participants' needs. Therefore, conducting the focus group at Variety High School was optimal for this specific research. Lastly, the research had to be reported thoroughly and in ways which accurately depict the data revealed during the research. Hence, transcriptions of the interview were coded and looked at in a very punctilious manner. Although these were the parameters for the focus group interview, advantages of this qualitative tool explicate why this method was plausible.

According to Public Agenda (2008), there are four main reasons that focus group interviews were optimal for research such as this. First, concepts could be unveiled and built upon in ways that captured the consensus of the group. This helped to add depth to the conversations that might not happen with one-on-one interviews. Secondly, focus group interviews usually provide *the why* behind an actual belief. Teachers feeling about professional development and teacher leadership might have varied. Therefore, *the why* behind feelings were important to actually categorizing and correlating responses. Third, collective information about specific jargon and work dialect were demonstrated with the use of a focus group. Teachers have their own academic language and *work talk* which may differ from level to level (primary versus secondary) as well as from school to school. In this sense, the focus group interviews helped to irradiate this lingo and connect it to the research. Lastly, focus groups create a sense of ownership amongst participants, in which participants feel a heightened sense of responsibility for the outcomes of the research. This last concept was important in terms of validity parameters (Creswell, 2009; Lincoln & Guba, 1985).

Research Questions

With both qualitative measures of a singular case, this study had to answer several research questions. Therefore, the following research questions were at the core of this dissertation:

- 1) What is professional development?
 - a) How is ‘professional development’ defined by teachers?
- 2) What is teacher leadership?
 - a) How is ‘teacher leadership’ defined by teachers?
- 3) Is there a tension between professional development and teacher leadership?

Description of Population

All educators at Variety High School were included in the population for this dissertation. Variety is a charter school within a very large and complex urban school district in Southern California. One of the oldest school districts in California, MUSD was founded in 1853. The second largest district in the United States, this school district has over 1000 schools (public and charter) attempting to educate about 650,000 students in kindergarten grades through 12 (California Department of Education, 2014). MUSD accepted various charter petitions in the late 1990s as a means of expanding educational opportunities for all students. Variety High School was one of the first charter petitions written by Inclusive Charter Educational Foundation.

All of the teachers at Variety High School were included in the population for this research. There were 25 teachers employed at Variety High School and mandated to attend professional development sessions during the 2013-2014 school year. Of those 25 educators, 19 were women and six were males. All educators were required to meet with the whole group during professional development sessions as well as with departments. During professional development sessions, the principal investigator recorded the objective of each session, tasks, and various responses of this population in hopes of unearthing how teachers at Variety High School develop as professionals and leaders.

Our educator population was defined as classified employees with teaching experience and/or credentials. While current teachers were looked at directly, educators with administrative credentials had to function as a classroom teacher for at least three years before they can be considered employable in terms of school administration. Thus, all educators who work at Variety High School were included in the population for this study, however only *active* teachers were utilized. From this population, a condensed sample group of educators who functioned as a

classroom teacher were selected for the focus group interview portion. Being a case study, the information obtained in this research attempted to go beyond generalization and uncover the complexities of a *developing phenomena* in the education field (Creswell, 2008). The main objective of this research was to probe perceptions about teacher leadership within Variety High School. The researcher also wanted to know how the professional development procedures, which were utilized in Metropolitan Unified schools, fostered or encumbered teacher leadership. Hence, through this research, the advantages of teacher leadership could only be unveiled by talking to as many educators as possible working at this particular school site. Hence, all teachers were asked to volunteer to be a part of the focus group interview.

Procedures

Sampling procedures for the current study consisted of gathering information about teacher leadership and professional development from all teachers at Variety High School. Firstly, an email announcement was sent to the principal of Variety High School asking for permission to conduct this research at this specific location (Appendix C). The principal investigator then waited for a written statement from the principal granting the researchers access to the campus and professional development sessions (Appendix D). Next, upon approval from Pepperdine University and IRB, the principal investigator began to observe multiple professional development sessions over the course of a semester (Please see Appendix Q for the IRB Approval Letter). Next, teachers were invited to participate in focus group interviews to gather deeper insight about the mechanisms of professional developments and its emphasis on teacher leadership (Please see Appendix B for interview protocol). After the interview, professional development documentation from the school site was analyzed and compared to the

observations, and interviews. Professional development documentation from school sites was collected to examine and analyze a) frequency, b) topics, and c) role of teachers.

Overall, the operational elements of this study consisted of several factors: (a) The initial email being sent to the principal of Variety High School (Appendix C), (b) The principal granting permission to conduct research through a written statement or letter (Appendix D), (c) Observations and note-taking at Variety High School, (d) Volunteer focus interview with teachers (Appendix B), and (e) All the documentation from the professional development sessions and workshops gathered and analyzed.

The observation procedures attempted to be non-evasive. The principal investigator observed seven professional development sessions from the back of the room. While in this location, the investigator took notes without talking or responding to any of the didactic material discussed or disturbed during the sessions. The notes were about the occurrences during the professional development session. The objectives, conversations, concepts, and all other mechanisms were included in the investigator's annotations. The principal investigator did not ask questions during the professional development sessions but did ask for clarity after the professional developments or during the focus group interview.

The focus group interview required specific procedures as well. Teachers were interviewed on dates, days, at times, and locations most convenient for the majority. The interview sessions were arranged and conducted by the principal investigator in order to demonstrate confidentiality parameters, as well as keep interviews consistent. Prior to conducting an interview, respondents were given consent forms to sign which informed them about the voluntary nature of the research, confidentiality precautions for information, and provided with a brief overview of the main purpose of the study. The focus group interview

consisted of seven open-ended questions. The answers to these questions were audio-recorded and later transcribed. The transcriptions were analyzed, coded, and interpreted according to queries about the research. These recording contained the interview which was scheduled to last approximately 30 minutes.

Professional development archival data was the final data source evaluated, coded, and interpreted according to questions within the research. Agendas, meeting minutes, presentations, and handouts were dissected in terms of professional development efficacy. All archival data shared with the teachers at PD sessions was collected. Consent forms were drafted detailing consent and confidentiality obligations of all parties (Appendix E). This document was first signed prior to professional development document analysis.

Data Collections Instruments

There were three types of data collection instruments used for this study. An observation protocol was used to gather information during professional development sessions (Appendix A). The researcher utilized an observation protocol to represent the participants' language, opinions, and the overall essence of the professional developments attended. The list was adapted from several sources. Firstly, the professional development checkpoints were used based on the Maryland Teacher Professional Development Evaluation Guide (Haslam, 2008). Secondly, the teacher leadership checkpoints were modeled after interviews designed by researchers at the Center for Teacher Leadership (2001). Some of the list is analogous to a research tool used by Ruby Fay Durias (2010). Durias wrote a dissertation that probed the efficacy of professional development on teacher leaders of color. All of these tools were fused together to frame the research questions for this study as well as the checklists. In addition, an interview which consisted of seven questions was developed to examine themes of professional development and

teacher leadership with participants of this study (Appendix B). These questions were designed from a similar interview constructed by Durias. Finally, the third source of data consisted of a compilation of documents, memos, handouts and agendas that were used at different school sites during professional development time over the course of a year. These documents were examined and connected to the rest of the research.

Reliability and Validity

The triangulation process was used to increase the reliability and validity of the answers to the research questions. Triangulation called for observation and evaluation of varied data sets in order to ensure accurate results (Creswell, 2009). The observations, focus group interview, and professional development documents were reviewed, compared, and contrasted to uncover trends, nuances, and ambiguities. Using these three methodologies and research instruments, different results all aimed at answering the same research questions were yielded (Figure 7). Thus, these tools substantiate the data collected and analyzed in this study. Similar answers to research questions across various data sets helped substantiate the results. The instruments used in this study were designed with or based upon experts in the field of education, professional development, and teacher leadership.

When discussing the validity of the instruments, one must take into account whether the test truly measures what it claims to measure, how these instruments answer the research questions, and lastly how biases are eliminated. Member checking was used to test whether the instruments assessed what it was actually supposed to assess: professional development efficacy and teacher leadership. Member checking was initiated in 1985 by Lincoln and Guba. This system called for participants to confirm answers to interviews and corroborate reports by the researcher. Once the respondent said if the results accurately reflected their ideals, this data was

then used in the research. Hence, all responders were asked if the instrument reports were accurate. As much of the research suggests that teacher leadership can be a plausible reform tool employed by struggling districts, some biases might be predetermined when trying to develop or enhance data collection instruments. Thus, member checking was a necessity for this study in order to account for biases. Consequentially, there are other requirements of this study.

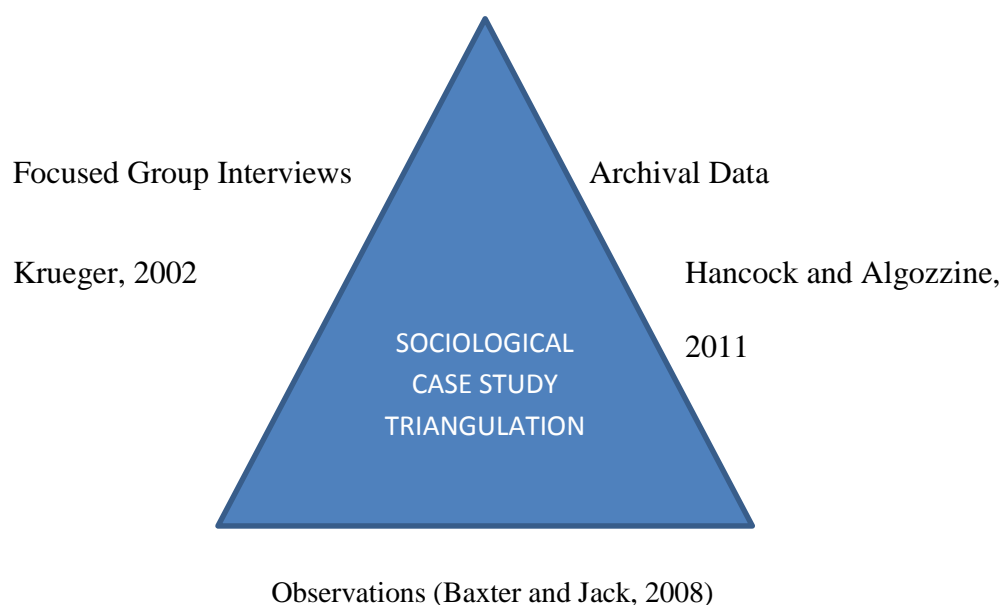


Figure 7. Triangulation of sociological case study methodology. This figure is a summation of the case study methodology used in this study. Adapted with permission.

Human Subjects Protection

All the parameters of Interview Review Board (IRB) were followed in order to ensure participants of this study were protected (Appendix Q). Upon the initiation of this process, the researcher participated in the Human Participant Protections Education for Research Teams Training and Certificate Program. This process required the principal investigator to fill out various forms about the research and have them reviewed by a committee dedicated to protecting human subjects. As a requirement of IRB at Pepperdine University's Graduate School of

Education and Psychology, as assigned by the committee, consent and confidentiality parameters were followed. Reports for participants will remain anonymous as the names of participants were coded and assigned numbers for protection purposes. The protection of the teachers as participants was essential for the Variety High School administration as well. The principal required that the integrity of the district and its employees were protected. Thus, the observations and interviews did not interrupt the educational atmosphere in any way unacceptable to the principal and complied with all legal and ethical parameters outlined by the district.

Additionally, the research material was stored in private locations off school grounds and secured by passwords for computers and locks for documentation. The principal investigator and dissertation chair are the only ones who have access to this material. Three years after the publication of this research, all data will be shredded and discarded. Overall, all the IRB requirements necessary for this research design have been and will be carried out.

Positionality

There are additional positions held by the researcher imperative to this study: parental role, professional role and educational role. All three of these factors work together in terms of shaping the perceptions about the current research. The researcher was a parent of a student at Variety High School at the time of this study and this might have shaped the perception of this school. The researcher's daughter was a member of the Variety High School student body since the fall of 2013 as a freshman. She was a ninth grader and in the charter system that was a feeder school to VHS since the fall of 2009. Hence, there are entities and occurrences particular to this educational institution which I am aware of and familiar with due to my role as a parent. Ultimately, this view has previously been as a parent or from the perspective of a frequent or valued customer. Additionally, observing the professional development occurrences as a

researcher provided a more in-depth view or behind the scenes view of VHS. This connected with my professional experiences as well.

As a member of the teaching profession since 2004, I attended numerous professional development sessions that also contributed to my perspective. Some of these professional developments and trainings were similar to those at Variety High School, while others were unique to this institution. I have also led a few professional development sessions. The facilitation of these sessions happened at other institutions however, this knowledge may have affected my perception of professional development sessions as well. Overall, I came to the table with certain ideas about *good* and *bad* professional development.

Hence, my personal perceptions of professional development may be evident in the evaluations and what I may view as an effective/ineffective. These perceptions work together to provide what has been termed an “insider view” (Ganga and Scott, 2006). These views, both personal and professional, combine into an educational context which shapes the following research. The following section simply reports the findings from the professional development observations, focus group interviews, and professional development artifacts. However, the interpretations and analysis is fused with the perceptions from the past. Ultimately, triangulation procedures work to alter this educational context and report the actual occurrences. (Ganga, and Scott, 2006)

Conclusions

Overall, there were multiple requirements necessary to make this research valid and credible. In order to define the effects of professional development on teacher leadership, multiple qualitative methodologies were utilized. The qualitative instruments were observations,

focus group interviews, and professional development material analysis. These three methods were used to clarify professional development and teacher leadership at Variety High School. The qualitative instruments used in one specific location, in order to uncover social relations, make this a sociological case study. Overall, case study methodology helped to increase the validity of this research about professional development and teacher leadership at Variety High School. The next section will provide the results of the aforementioned research.

Chapter 4: Results and Analysis

Introduction

The following section details findings, synthesis, and analysis from research pertinent to understanding professional development and teacher leadership at Variety High School (VHS). This chapter opens with an overview of VHS and unique elements important to encapsulating this academic setting. The findings from the research methods are detailed next. The methodological approaches used to complete this research were observations of professional developments, focus group interviews, and professional development artifacts. Each section denotes the results as well as provides charts with details of thematic elements. After the synthesis of information, the final section provides analysis of the findings which is organized according to the three research questions.

Research Site

Variety High School is an institution in the heart of Los Angeles, California. In the middle of three very different, yet popular high schools, Variety High School stands as a beacon of hope for parents, students, and staff alike due to promises of educational prowess. Within 25 miles of Serra High School, a private institution known for producing students able to compete both athletically and academically at the collegiate level, VHS promises the same without the high tuition of \$7800-12000 a year (Los Angeles Serra, 2014). Within walking distance from Colton (pseudonym) and a five-mile distance from Donley High (pseudonym), VHS services a similar student population as both schools (99% African-American and Latino demographics). All of these schools service 58% African American and 35.3 foreign-born residents who make

\$56,241 on average annually and 17.1% who live under the poverty level (United States Census, 2014) in this area.

At the time of this study, Variety High School had 650 students in attendance. Of that 650, 51% were male and 49% were females. Ninety-six percent were listed as African-American and three percent were Latino (Please see figure 8). There were 46 staff members employed at Variety High School during this same school year. These employees consisted of four administrators (one director/principal, 2 assistant directors/principals, and one dean), 3 members of office personnel (one office manager and two office assistants), three campus aides, one parent liaison, and 25 teachers. Of those 25 educators, 19 were women and six were males (Please see figure 9). Most of these educators were 24- 35 years old (72% or 18 out of 22). These educators taught all subjects, however most male employees taught electives (67% or four out of six). These demographics are similar to the three schools mentioned above as all three service students with similar ethnic compositions. With an aerial overview such as this, one might ask, how is Variety High School different? This question can be summed up in one line taken from their mission statement: “[Variety High School] promises private education at a public school price” (ICEF, 2014, About Us, para. 1).

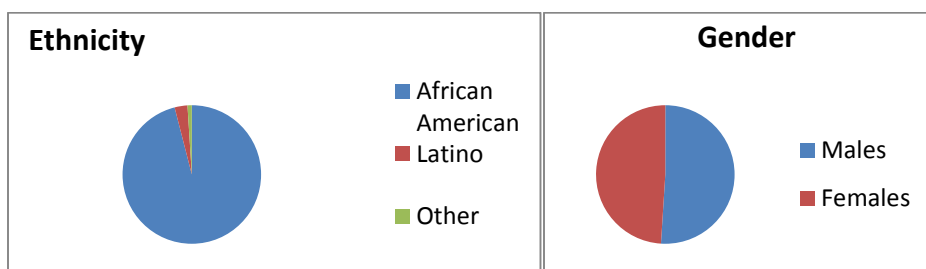


Figure 8. Student demographics. The preceding figure graphs the student demographic information from the research site.

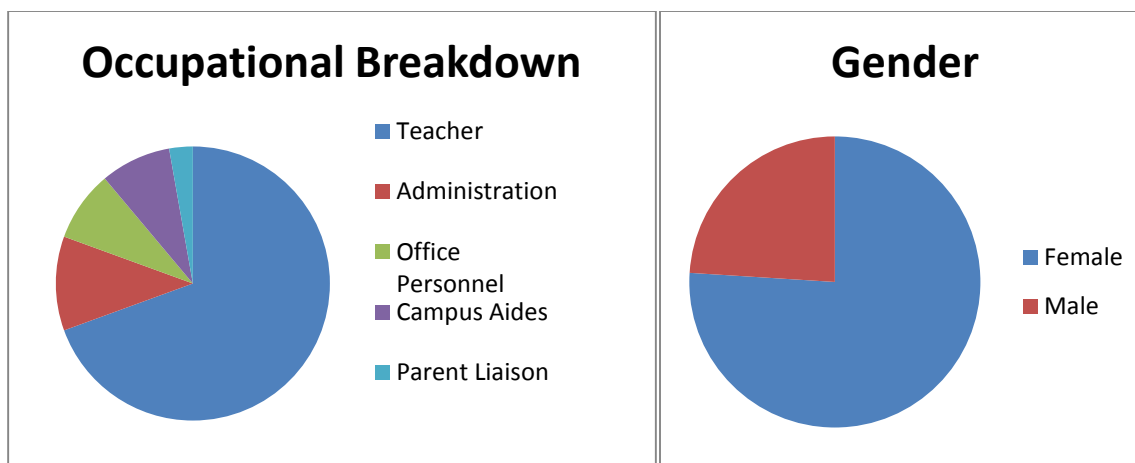


Figure 9. Staff demographics. The preceding figure graphs the staff demographic information from the research site.

The dynamics of a public charter school, promoting ambitious goals associated with a private school, can equate to cumbersome tasks for students, parents, and staff alike. During the time of this research, students at VHS were given 8 classes a semester. Students were mandated to succeed in these courses with at least a 2.0 grade point average or they would face academic probation (ICEF, 2014). The school also went beyond the typical A-G college requirements and mandates for English, Math, and Science (as opposed to the lower recommended numbers by the College Board). While these tasks were geared toward cumbersome skills due to the elevated requirements, parents had weighty obligations as well.

Hours and volunteer services were obligatory for parents/guardians with student who attended Variety High School. The parents were required to do at least 40 hours of volunteer time throughout the school year. These hours could be met by going to meetings, chaperoning events, and even donating items for various activities. Some teachers even required that parents sign homework and reading logs as academic grading requirements. According to the Department of Education (2014), parents/guardians of Variety High School students had mandates that were more tedious than neighboring schools. These requirements had to be met

before students culminated to the next level. While these requirements were impacted, teachers and other staff members had to adhere to similar protocols.

As for the staff members, Variety High School required a commitment in and outside of the classroom (ICEF, 2014). Teachers were required to work from 7:30-4:30 daily, create and maintain class websites, as well as online communication systems with parents. Additionally, all teachers had to provide tutoring for at least five hours weekly. Staff members were also required to participate in at least 40 hours of extracurricular activities throughout the school year. Hence, dances, plays, sports events, and similar activities required attendance parameters for staff members. Thus, staff members at this charter school were required to complete various roles in and outside the classroom.

One leadership type remotely unique to Variety High School was the *Cadre Leader*. Cadre Leaders were teachers who took leadership in certain areas around the campus depending on training and levels of expertise. For example, if a teacher was trained in a certain on-line course being offered to the students, then he/she could volunteer to be the Cadre leader. As the leader, he/she committed to doing research and additional training on this course, as well as, led other teachers. Overall, many of these facets were the obligations that transcend beyond the regular school day and educators' mandated hours. Hence, the attitudes in regards to professional development and teacher leadership were interesting and unique to Variety High School due to many of these responsibilities. Moving forward, all of these factors were examined in conjunction with the methodology used to research professional development and teacher leadership.

Findings From the Research

Professional development and teacher leadership have unique ideologies. Yet, the purpose of this study was to examine these two entities according to a charter school in Southern California. In particular, the point of this research was to understand professional development and teacher leadership at Variety High School and to see if these factors impacted one another. For the unique reasons described in the previous overview, Variety High School fit the criterion perfectly. A sociological case study of Variety High School was the most logical way to examine teacher leadership and professional development. Thus, the theoretical framework for this case study of VHS was developed from the teacher model standards described in chapters two and three. Research questions were also explored using the guiding mechanisms associated with chapters two and three. These questions were

- 1) What is professional development?
 - a) How is ‘professional development’ defined by teachers?
- 2) What is teacher leadership?
 - a) How is ‘teacher leadership’ defined by teachers?
- 3) Is there a tension between professional development and teacher leadership?

In order to get both a glimpse of how teachers viewed professional development and teacher leadership, as well as how the school site defined these terms, three factors were studied. These factors were professional development sessions, the perceptions of teachers working at the school site with focus group interviews, and professional development artifacts. Professional development sessions were observed every other Wednesday starting on 02/26/2014 – 05/28/14

from 1:30-3:30 pm. Two focus group interviews were conducted with over 40% of teachers each time, for a combined total of 88% (22 out of 25 teachers). Additionally, professional development artifacts were collected during the course of the semester. The findings from each are detailed below starting with the professional development observations.

Findings from Professional Development Observations

The following section details professional development sessions that transpired at Variety High School during the months of February through May of 2014. On professional development days, Variety High School ended at 12:50 in order to allow all teachers to participate in professional development from 1:30 until 3:30. Most professional development sessions were held in the English department chairperson's classroom (5/7). This classroom was located on the first floor of the main building and was also the biggest classroom on the campus. Additionally, two of the following observations were held on off-campus sites due to fumigation mandates (2/7). The following results are disseminated using the observation protocol described in chapter three and located in Appendix A. As mentioned earlier this protocol was constructed using factors from Baxter and Jack (2008) and checklist from Teacher Professional Development Evaluation Guide (Haslam, 2008). Additional notes taken during the session have been transcribed and are located in the corresponding Appendix noted.

Observation Protocol 1-6. The findings from the observations are reported using the observation protocol as designated in Appendix A. The findings have been divided into several sections to account for the inquiries noted on the observation protocol. The first section relates to the agendas from the seven professional developments that were observed. Agendas ranged from administrative directed to teacher focused. The following table (Table 5) provides a visual

representation of all of the agendas for the professional development sessions that were observed for the present study.

Table 5

What is the agenda?

2/26	3/12	3/26	4/9	4/23	5/14	5/28
1. Introductions and welcome by the Director/Principal 2. Introduction of the principal investigator 3. Discussion of rules and policies by administrators 4. Small group work using “Objective Which Students Understand” 5. Closing by Director/Principal	1. Opening and Announcements by the Director/Principal 2. Updates about Testing by Assistant Principal 3. Teacher Presentation: Infusing Nonfiction into Fictional Readings During Class time (and vice versa) 4. Closing by Director/Principal	1. College Counselor Presentation 2. Teacher Presentation on Accountability 3. Closing and Information by the Principal	1. Principal opening and discussion about upcoming parent meeting and intent to rehire teacher letters 2. College Counselor Presentation about Online Access to Webpage 3. Teacher Presentation on Using Rigorous Vocabulary in the Classroom 4. Information and closing by the Vice Principal in terms of testing	1. Call to Order and Overview by Department Chair 2. Local Control Funding Formula and Local Control and Accountability Plan Videos 3. Discussion of Video 4. Plan Revision 5. Closing by administrators	1. Principal updates about Teacher concerns 2. Office Assistant Informational about prom sign-ups Office Assistant and textbook return information 3. Teacher Presentation entitled “Depth of Knowledge.” 4. Closing by the administrators	1. Closing responsibilities by the administrators 2. Teacher presentation: Stepping Up the Classroom with Domain Specific Vocabulary 3. Thanks and reminders by the director

Hence, professional development sessions were segmented into both administrative and teacher directed information dissemination according to the agendas. Additionally, the next two

questions asked if the activities carried out during professional developments were skill based and/or demonstrated tasks that could be used in the classroom. These questions were

- Are the activities skill- based? (Yes or No)
- Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

These questions referred to activities that could be carried out by a teacher during instructional times. The questions did not take into account whether teachers were already familiar with the activity. Hence, the questions were either marked yes or no. The following figure demonstrates the findings from these inquiries. The blue portion of the pie chart pertains to the professional developments that did incorporate teacher based skills into the sessions (6/7 or 86%). The red portion demonstrates the one time the professional development did not incorporate teacher based skills (1/7 or 14%). This session exhibits the occurrences for 04/23/14 in which teachers worked on a school budget.

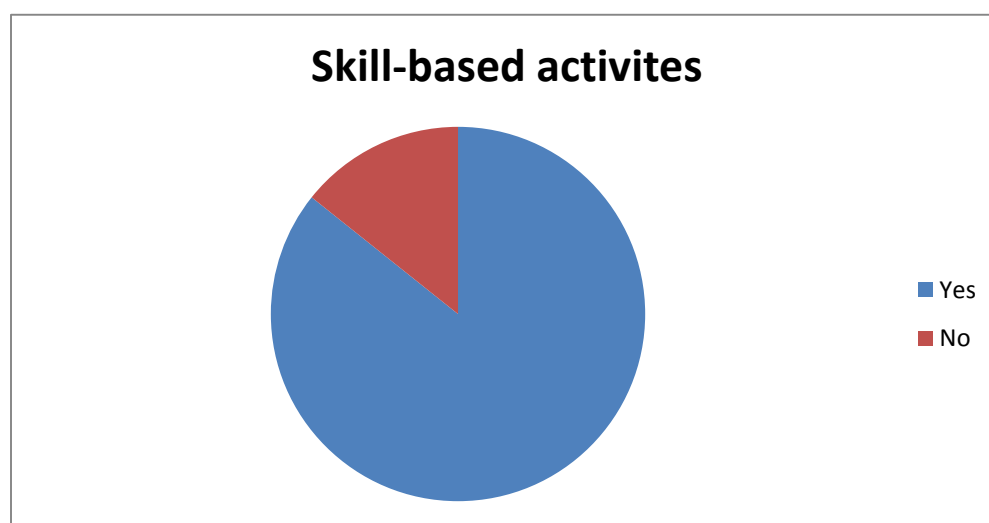


Figure 10. Skill-based activities. This figure represents the times the observations included activities important to ameliorating teachers' skills.

The fourth question from the observation protocol prompted that these skill-based activities be listed. The following table lists these activities according to professional development sessions.

Table 6

What are the teacher skill-based activities?

2/26	3/12	3/26	4/9	4/23	5/14	5/28
Teachers created objectives for the classroom after reading and reviewing “Objectives Which Students Understand” by Roberto Marzano. Teachers showed examples to each other and presented to the whole group.	Teachers were asked to think about and list both nonfiction and fictional text that could possibly be used to impact classroom curricula.	The teacher led presentations depicted ways to account for student learning in the classroom.	The teacher led presentations depicted ways to incorporate vocabulary lessons across the curriculum	THIS SESSION WAS NOT BASED ON A TEACHING SKILL	The teacher presentations were based on teachers creating questions aimed at deeper understanding for students. Bloom’s taxonomy was a system of questioning with a similar agenda. However, “Depth of Knowledge” has been designed to get the students to acquire information and eventually use this information to create their own projects.	Teachers are able to design activities based on vocabulary and ways to help students remember certain academic language across the curriculum.

Skill based activities were governed by teachers for teachers. During the six times that teachers participated in activities that could be used in the classroom, teachers were leading, and modeling these skills.

The next set of questions inquired whether professional development sessions encompassed administrative skills or not and if so what were those administrative elements. These skills pertained to tasks important to the running and functionality of the school system itself. Seven out of seven of the professional development sessions included skill-based portions geared towards helping the school operate or improve in some kind of way. These administrative elements include, but are not limited to the following:

1. The principal welcomed, gave introductions, and made announcements. (Appendix G)
2. The vice-principal updated teachers about testing protocol and closing procedures. (Appendices H and M)
3. Dean talked about discipline. (Appendix I)
4. The College Counselor discussed important dates and online tools. (Appendix H)

The following table demonstrates the results from this inquiry and all of the administrative elements of the observed professional developments.

Table 7

What are the administrative elements?

2/26	3/12	3/26	4/9	4/23	5/14	5/28
Principal/director led introduction, welcome, and closing sections of the professional development providing teachers with administrative information.	The principal/director and the assistant principal led administrative conversations about discipline, UCLA partnerships, Parent Conferences, and testing.	The principal led discussions about the presentation and ways teachers can be more accountable in and out of the classroom.	Principal talked about the requirements for parent meetings and the notifications about rehiring teachers that would go out soon. The vice-principal discussed upcoming testing dates and protocols.	Teachers watched and discussed budget plans. The budget plans are typically handled by the administrators, however, teachers were included in the composition of this plan.	Administrative team made announcements and gave teachers information about upcoming events including prom, textbook returns, and changing tardy policies.	Teachers given information about the closing responsibilities by the administrators. Director reminded teachers about "Project Based Assignments" thanked certain teachers for participating in the spring musical.

Observation Protocol 7-11. Looking at these findings, numbers 7-11 from the observation protocol are the most important in terms of professional development and teacher leadership. Question seven asked about teachers leading the professional development. During six out of seven of the professional development sessions (85.7%) teachers led a portion of the sessions. Most of these teacher presenters (17/25 or 68%) were not paid teacher leadership (department chair or cadre leader). Question eight asked about teacher-led activities. Seven out of seven sessions (100%) involved teachers interacting with one another. Finally, questions 10 and 11 asked about teacher interactions and activities in collaborated groups. In seven out of seven of the sessions (100%) teachers interacted and collaborated with one another by doing various activities that were to be utilized in the classroom. Table 8 demonstrates these findings for this section. The methodology of professional development observations demonstrated findings about professional development and teacher leadership to be analyzed later in this chapter. Additionally, the focus group interviews were the second method of data collection tools that provided insight into teachers' perceptions about professional development and teacher leadership.

Table 8

How did teachers collaborate or interact?

2/26	3/12	3/26	4/9	4/23	5/14	5/28
Teachers collaborated with one another in terms of objectives and skills to be acquired in the classrooms. Teachers looked at Marzano's methods for creating	Teachers collaborated with one another in terms of reading, and dissecting the material. Teachers were also required to participate during the presentations.	Teachers collaborated and participated in the presentation portion in a "think-pair-share" activity. In this activity, teachers thought about	Teachers collaborated and participated in the presentation portion in a "think-pair-share" activity. In this activity, teachers thought about	Teachers collaborated and participated in making the budget for VHS's 2014-2015 school year. Teachers submitted ideas and created goals as a team.	Teachers were asked to create questions that ranged from mere memory recall to higher-level thinking. Then teachers were asked to partner up	Teachers were asked to look at current vocabulary list and think of ways to teach words important to other courses as well.

(Continued)

Table 8 Continued

2/26	3/12	3/26	4/9	4/23	5/14
objectives. They then create their own objectives and shared them with small groups of teachers.		questions on their own, discussed with partners, then shared out to the whole group.	questions on their own, discussed with partners, and then shared out to the whole group.		

These results show teachers interacting with one another in collaborative efforts. These collaborations include paired-activities, small groups, and whole groups. These groups constitute the shared learning principles to be expanded upon later. Overall, these results were initially formatted according to the observation protocol and are located in Appendix O.

Findings from Focus Group Interviews

A total of two focus group interviews took place in the months of February and March during the spring 2014 semester. In February, 14 teachers participated in the focus group interview. The researcher then asked the remaining teachers to participate in the focus group interview. Eight teachers met during the next and final focus group interview. The following section reports the results of the data sets that include an interview protocol of eight questions (Appendix B). As mentioned earlier, the interview protocol was constructed based on research from Durias (2010), and the Center for Teacher Leadership (2001). The responses are listed in order of occurrence and are direct quotes from the interviewees. The responses have been put in sentence format. After each listing of responses, a frequency chart has been created. The frequency charts tabulate responses to present data outcomes. The frequency charts have been compared with the categories set by a second-party reporter to ensure inter-rater reliability (Appendix R). Inter-rater reliability has been defined as, “A measure of reliability used to assess

the degree to which different judges or raters agree in their assessment decisions. Inter-rater reliability is useful because human observers will not necessarily interpret answers the same way; raters may disagree as to how well certain responses or material demonstrate knowledge of the construct or skill being assessed” (Phelan and Wren, 2006). Hence, a third party looked at the responses from the focus group interviews and charted the responses. This chart was compared to the one constructed by the researcher in order confirm that measurements were as reliable as possible. Ninety point two percent of the categories matched (78/84). Thus, the upcoming frequency charts detailing the responses to the interview questions are deemed reliable and the findings have been listed by question.

Question 1: How is professional development defined by the school? The first research question asked teachers to define professional development. This question was written to probe whether the “professional development definition” was similar for teachers at the same school site. Specifically, the first question asked participants “How is professional development defined by the school?” While some teachers could not think of concrete answers to this specific question, the teachers who did respond seemed to comment on both development opportunities as well as meeting requirements in ways that all staff seemed to agree with. For example,

- Teacher one commented, “I have no idea. Every Wednesday a meeting is called “Professional development” regardless of the content.
- Teacher two then said: “We meet as a team once a week to keep updates/news and to develop curriculum and to teach each other.”
- Teacher three followed up and called school defined professional development “meetings and outside conferences to improve teaching.”

Focus group interview two. The second focus group interview yielded different, yet similar ideals from the participants.

- Teacher one said, “I don’t know.”
- The next teacher commented that the professional developments took place, “every Wednesday after school” and were mostly “informational but they should apparently develop the teaching profession.”
- Another response that stood out with this question came from teacher three who affirmed that professional development was defined by the school as “working, growing, and developing plans as a staff.”
- Teacher four said: “Developing teachers as professional leaders.”

The following table charts all of the frequencies of responses to the question one. Some of the items have been combined due to similarities (See Table 9).

Table 9

Responses and frequencies of interview question one

Response	Frequency of Response
Uncertainty (I have no idea, I don’t know, etc.)	2/7
Every Wednesday (once a week)	3/7
Teacher/Staff Collaboration (meet as a team, teach each other, etc.)	5/7
Updates and news (including informational)	2/7
Outside conferences	1/7
Developing teachers as professionals	2/7

There were seven responses used to define professional development. One respondent said that outside conferences were important. At least two respondents pointed to updates and news, developing teachers as professionals, or uncertainty as defining factors. Three teachers pointed out that PD's were every Wednesday yet 71% (5/7) of teacher respondents said that professional development involved teacher collaboration. Hence, teacher collaboration was the most frequent answer.

Question 2: How do you define professional development? This next question asked teachers to define professional development in their own terms.

Focus group interview one. Teacher one said that he defined professional development as, "Opportunities for leadership, support, and growth."

- Teacher two commented that professional development sessions were "anything that aids in you developing professionally."
- Teacher three followed this up and said that she personally felt that professional development was "anything that improved teaching and interactions with colleagues"
- Teacher four said, "Mentoring, developing, and supporting teachers."

Focus group interview two. Teacher one said professional development was, "a systematic approach to helping teachers develop as professionals and stay[ing] abreast to all the scientific and research based [novelties] that emerge as education changes."

- Teacher two affirmed that professional development consisted of "collaborating with other teachers to share best practices."
- Teacher three mentioned, "professional development is any kind of training that I can take with me to the classroom in order to become a more effective teacher."

The following table charts all of the frequencies of responses to question two. Some of the items have been combined due to similarities (See Table 10).

Table 10

Responses and frequencies of interview question two

Response	Frequency of Response
Leadership	1/7
Support	2/7
Development/Growth (Improving teaching)	5/7
Improving teacher interactions (collaboration)	2/7
Mentoring	1/7

Overall, there were seven responses in terms of teacher personal definitions of professional development. At least one teacher commented about leadership or mentoring. At least two teachers pointed to support and improving teacher interactions or collaboration as personal definitions of professional development. Development, growth and/or improving teaching were the most frequent responses in terms of professional development 71% (5/7).

Follow up: Describe a perfect professional development at your school site. Teachers were then asked to describe an ideal professional development session at their school site. Their responses from focus group one and two vary but are listed next.

Focus group interview one. Teacher One: “One in which the math department can collaborate on lesson plans. If we have an issue, all teachers can collaborate and decide the best way to solve it, open door policy, and teacher voice.”

- Teacher Two: “Relevant info that I can take and immediately use in the classroom.”
- Teacher Three: “Things to implement in the classroom.”

Focus group interview two. Teacher One remarked, “An outside company from the common core institute came and presented information on the shift to common core and how we will see it play-out in our classrooms, this was ideal and helped us.”

- Teacher Two: “When activities are interesting and relevant.”
- Teacher three described a perfect professional development as “teacher- led discussion of current needs, sharing of strategies, and work-time by content and grade level.”

The following table charts the all the frequencies of responses to the follow-up to question two. Some of the items have been combined due to similarities (See Table 11).

Table 11

Responses and frequencies of interview follow-up to question two

Response	Frequency of Response
Collaboration	1/7
Informational	3/7
Classroom Implementation	2/7
Interesting	1/7
Relevant	2/7
Teacher-led Discussions	1/7

The teacher respondents had seven ways of describing an *ideal* professional development session. One teacher commented that collaboration made sessions ideal. Another teacher

interjected, *ideal* sessions should be interesting. Another respondent pointed to teacher-led discussions. Forty-three percent of the teacher respondents for this question pointed to professional development sessions that were informational as the most ideal.

Question 3: How would you define teacher leadership? During the focus group interview, participants defined teacher leadership in nine ways.

Focus group interview one. The first teacher defined teacher leadership as “the ability of teachers to become the director of academic affairs with their students as well as around a campus.”

- The second teacher affirmed this supposition by stating that teacher leadership was “any form of headship in and outside the classroom.”
- The third teacher defined teacher leadership as “teachers taking on roles like Department Chair, Instructional Coaches, etc. and managing activities.” This same respondent commented that teacher leadership was “basically teacher and administrator communication.”
- The fourth teacher said teacher leadership is “a teacher who committed to bettering their practices and leading others through example.”

Focus group interview two. Teacher one reported that teacher leadership was “taking initiative inside and outside of the classroom.”

- The next two teachers had similar responses as the second one said, “teacher leadership is teachers mentoring each other.”
- The third teacher followed up by saying, “this type of leadership entails teachers acting as guides for one another.”

- Teacher four said, “Where teachers are leaders inside and outside the classroom; we can make school-wide policies or decisions and are the main advocates for the students.”
- The final teacher respondent deemed teacher leadership as “leadership from a teacher where the roles of him/her and the administrator are shared.”

The following table charts all of the frequencies of responses to question three. Some of the items have been combined due to similarities (See Table 12).

Table 12

Responses and frequencies of interview question three

Response	Frequency of Response
Director of Academic Affairs	1/9
Leader Outside the Classroom	6/9
Classroom Leader	3/9
Taking-On (or sharing) Administrative Responsibilities	4/9
Bettering yourself	1/9
Leading Others (Mentoring)	4/9
Student Advocate	1/9

Respondents had seven ways to define teacher leadership. Nine respondents answered this question. One teacher respondent said that the director of academic affairs was a teacher leader. Another participant said that a person constantly working at “bettering” themselves was a teacher leader while being a student advocate was highlighted by another respondent. Forty-four percent of the teachers who responded to this question pointed to being a “classroom leader” as

being associated with being a teacher leader. However, 67% of the teacher participants said “leading/mentoring others” and “leading outside of the classroom” were defining characteristics for teacher leadership.

Follow up question: What are characteristics of teacher leadership? The next question inquired about characteristics of teacher leadership.

Focus group interview one. The first teacher said, “Sharing, support, and cooperative.” When asked to elaborate, this respondent simply stated, “A teacher who decides to be in the leadership capacity should embody all three of these characteristics.”

- The next teacher said a characteristic of a teacher leader meant, “taking on more than what’s required.”
- The third teacher said, “When teachers have a voice and are heard.”

Focus group interview two. The first teacher said that characteristics of teacher leadership included being, “organized, busy, helpful, a role-model, and effective communicator.”

- The second teacher said, “Teachers being in power to actually affect change.”

The following table charts all of the frequencies of responses to the first follow-up for question three. Some of the items have been combined due to similarities (See Table 13). Nine characteristics were associated with teacher leadership. These characteristics range from sharing knowledge, to being organized. While there were many qualities that came up in the responses, 40% involved support and help (See Table 13).

Table 13

Responses and frequencies of follow-up to interview question three

Response	Frequency of Response
Sharing	1/5
Supporting (Helping)	2/5
Cooperating	1/5
Taking on additional responsibilities	1/5
Teacher's Voice	1/5
Being organized	1/5
Being a role-model	1/5
Being an effective communicator	1/5
Being in power to change	1/5

Follow up: Describe examples of teacher leadership. When asked to describe examples of teacher leadership at the school, teachers gave answers that ranged from names to positions.

Focus group one interview. Teacher one listed, “department chairs, cadre leaders, and leadership team members” as examples of teacher leadership at the VHS site.

- Another teacher noted that the student government teacher was a great example of teacher leadership because she “takes the lead on most school activities.”

Focus group two interview. During the second interview, one teacher commented, examples of teacher leadership included, “the cadre teacher position, department chairs, teachers on school site councils, and teachers who serve as athletic coaches.”

The following table charts all of the frequencies of responses to the second follow-up for question three. Some of the items have been combined due to similarities (See Table 14).

Table 14

Responses and frequencies of follow-up two to question three

Response	Frequency of Response
Department chair	2/3
Cadre Leaders	2/3
Leadership (Student Government) team members	2/3
School Site Council Member	1/3
Coaches	1/3

There were five types of positions that could be defined as *teacher leaders* according to teachers at Variety High School. One teacher pointed to coaches. Another teacher pointed to teachers who were a part of the school site council. At least two teachers acknowledged department chairs, cadre leaders, and leadership teachers as great examples of teacher leadership.

Question 4: How is teacher leadership defined by schools? The next question asked teachers to explain how school sites perceived teacher leadership.

Focus group interview one. One teacher commented, “This school defines teacher leadership as the leadership of teachers who take responsibility and lead co-workers into steps of effective teaching.”

- Another teacher simply explained, “Teachers helping with activities, and helping run things effectively in the classroom” were considered teacher leadership according to Variety High School.

Focus group interview two. Teacher One: “I don’t know.”

- Teacher Two: “Teachers who help with out of the classroom responsibilities and manage the inside of the classroom well.”

The following table charts all of the frequencies of responses to question four. Some of the items have been combined due to similarities (See Table 15).

Table 15

Responses and frequencies of interview question four

Response	Frequency of Response
Taking responsibility	1/4
Leading (Helping) Others	3/4
Unsure	1/4
Leading outside the classroom	1/4
Leading inside the classroom	2/4

The next question inquired about how teacher leadership is defined by schools. Seventy five percent of teacher respondents concurred that leading or helping others was imperative to how schools defined teacher leaders. Fifty percent of teachers said that leading inside the classroom was a part of how schools defined teacher leadership. Additionally, 25% defined taking responsibility, leading outside of the classroom, and other factors that they were unsure about as important to how schools defined teacher leadership.

Question five and its follow-up. Question five probes the connection between professional development and teacher leadership. This question was geared at answering the third research question. The initial question asked: Is there a connection between professional development and teacher leadership? The follow-up question provided additional information related to connections between professional development and teacher leadership. The follow-up question stated: In your opinion, why do you believe that there is a connection between professional development and teacher leadership? Participants who answered this question submitted various responses.

Focus group interview one. In the first interview, the first teacher respondent commented, “Yes there is a connection between professional development and teacher leadership depending on if teachers want to become leaders or not. Some teachers aspire to leadership roles, while others don’t necessarily want to go down that path.”

- The second teacher respondent said, “Yes definitely, I find inspiration from other teacher leaders when I see what incredible things they have done during professional development.”
- A third teacher commented, “There should be.”
- The fourth teacher said, “Yes, there is.”

Second focus group interview. During the second focus group interview the first teacher simply stated “professional development increased teacher leadership.”

- The next teacher elaborated on this point as he pointed out, “There is a connection between teacher leadership and professional development because teachers need

examples and on-going training and this usually happens during professional development.”

Two teacher respondents had answers that contradicted the above suppositions.

- One teacher said that professional development and teacher leadership “should be connected but was not.”
- Another teacher commented, professional development should foster teacher leadership and teacher leadership should guide professional development.

The following table charts the frequencies of responses to question five. Some of the items have been combined due to similarities (See Table 16).

Table 16

Responses and frequencies of interview question five

Response	Frequency of Response
Yes	4/4
Depends on the teachers	1/4
When teachers provide inspiration/models	2/4
There should be	3/4

Question five asked about the connections between professional development and teacher leadership. One hundred percent of teachers admitted that yes, there should be a connection between professional development and teacher leadership. However, all of the respondents for this question commented that the connection depended on the teachers or professional development. These *dependent* criteria are examined later.

Question 6: What is the Impact of professional development on teacher practice?

The next question asked to teachers to infer the effects of professional development on their practice.

Focus group interview one. The first teacher in the first interview commented that teacher practices were impacted by professional development when, “the sessions are informative and actually help the teacher stay in the “know” regardless if that is in terms of school policies or best practices.”

- The next teacher commented, “I believe that when teachers dedicate themselves to professional development, they improve their teaching and lesson planning.”
- A third teacher simply commented that “in terms of the impact of professional development on teacher leadership, it “improves it.”

Focus Group Interview Two. In the second interview, the first teacher respondent commented that professional development impacted teacher leadership by “providing on-going training.”

- A second teacher seconded this thought by saying, “professional development impacts teacher leadership by demonstrating “new strategies and opportunities for sharing.”
- The fourth teacher said, “Here at [VPP], it’s very minimal. However, this is the only place that I’ve worked though, so maybe this is how it is supposed to be.”
- The final respondent commented, “Professional development should influence the strategies and techniques used to teach content.”

The following table charts the frequencies of responses to question six. Some of the items have been combined due to similarities (See Table 17).

Table 17

Responses and frequencies of interview question six

Response	Frequency of Response
Informative	1/7
Helpful	3/7
Training (strategies and skills)	4/7
Dependent on teachers	1/7
Improves	2/7

When asked if professional development effected teacher practices, seven answers surfaced. One teacher said that informative dynamics surfaced from professional development. Another teacher said that the effects of professional development depended on the teachers. Twenty-nine percent pointed to teacher practice being improved by PDs, while helpful trainings (strategies and skills) were deemed as most effective in terms of teacher practice with 57% agreeing to this (4/7).

Follow-up: Are there any skills/practices that you attribute to professional development? This question probed the skills and practices that the respondents attributed to professional development.

Focus group interview one. The first teacher answered, “My skills have definitely been strengthened. I’ve gotten better at close reading and effectively using text.”

- The next teacher respondent said, “school-wide procedures and lesson planning strategies.”

- Along these same lines the teachers in the second interview most reported that their teaching practices were “strengthened.”
- One teacher simply commented, “Nope.”

Focus group interview two. One teacher respondent elaborated by commenting on the effectiveness of her “lesson planning and teaching practices” as a result of the professional development procedures at VHS.

- Two teachers commented that “it depends of the type of professional development and the teacher” and, “it also depends on who is delivering the professional development” independently.

The following table charts the frequencies of responses to the follow-up to question six. Some of the items have been combined due to similarities (See Table 18).

Table 18

Responses and frequencies of the follow-up to interview question six

Response	Frequency of Response
Teacher practices (Close-reading and using text)	3/4
School-wide strategies	1/4
Lesson Planning	2/4
Depends on other factors	1/4

Teachers attributed a few skills and practices to professional development. School wide strategies were mentioned by at least one of the teacher respondents. Two teachers attributed improved ability to lesson plan to professional development. Lastly, skills associated with the

text have also been attributed to professional development. Hence, 75% of respondents for this question confirmed that their practices were improved at some level.

Question 7: Is there an impact on teacher leadership based on what transpires in professional development sessions? The next question probed the impact of professional development on teacher leadership aspirations.

Focus group interview one. During the first focus group interview one teacher commented, “Yes there is an impact. Those who share similar motivation and dedication lead others through modeling and sharing knowledge.”

- Another teacher commented that professional development impacted teacher leadership “if effective tools are provided.”
- Expanding upon this, a third teacher commented, “There is an impact on teacher leadership based on what transpires in professional development sessions when agreed upon strategies and procedures are developed and grown by teacher leaders.”

Focus group interview two. Teacher One: There usually is, but this place doesn’t get that concept.

- Teacher Two remarked, “Nope.”
- Teacher three said, “Yes, agreed upon strategies and practices are often developed and grown by teachers.”
- Teacher four commented, “Yes.”

The following table charts all of the frequencies of responses to question seven. Some of the items have been combined due to similarities (See Table 19).

Table 19

Responses and frequencies of interview question seven

Response	Frequency of Response
Yes	5/7
Possibly	1/7
No	1/7

Teacher respondents ascribed beneficial rating to teacher leadership due to professional development. Seven teachers responded to this question. Seventy-one percent of the teachers gave affirmative responses about teacher leadership increasing due to professional development. Fourteen percent (2/7) either said “no” or “possibly.”

Follow-up: In your opinion do PD sessions strengthen or weaken teacher leadership capacity? Here teachers were asked about the strengths and weaknesses of PD.

Focus group interview one. Teacher One said, “Neither.”

- The teacher respondent said, “It depends on the professional development session.”
- The third teacher said, “It should strengthen but not here.”
- Teacher four said, “Yes, if effective tools are provided then teacher leadership is strengthened”
- Teacher five reported, “Professional development stagnates leadership, which I guess is weakening it.”

Focus group interview two. Teacher one commented, “Leadership and class routine skills are strengthened.”

- The second teacher commented, “Teachers lead other teachers and this increases everyone’s skills in multiple ways. So I think PD’s strengthen skills.”
- The third teacher declared, “Leadership capacities increase by teachers interacting with one another.
- Teacher four said, “Well it depends and the professional development and the teachers.”

The following table charts the frequencies of responses to the follow-up for question seven.

Some of the items have been combined due to similarities (See Table 20).

Table 20

Responses and frequencies to the follow-up of interview question seven

Responses	Frequency of Response
Neither	1/9
Possibly (Depending on other factors)	3/9
Strengthen	4/9
Weaken	2/9

This question asked whether or not teacher leadership capacities were strengthened or weakened with professional development. Answers to this question varied. One teacher said that professional development neither strengthened nor weakened leadership capacity. Two teachers said that professional development weakened teacher leadership capacity. Three teachers said that ameliorations versus denigrations depended on the professional development itself. Interestingly the most common answer was that professional development helped to strengthen teacher leadership capacity (44.4%).

Question 8: What is the impact of professional development on student success?

Teachers gave various suppositions about the practicality of professional development on student success.

Focus group interview one. The first teacher respondent commented that professional development “strategies and tools have to be implemented well in order to greatly increase student success.”

- Another teacher said as teachers they should be “implementing the strategies and practices described by teachers as best practices during PD to become a more effective teacher who helps ensure student success.”
- The third teacher said, “Huge, if the development is offering skills/tools that can be directly used in the classroom.”
- The last teacher in this group said, “All relative information can be transferred into the classroom.”

Focus group interview two. The teacher respondents in the second focus group had similar responses.

- Teacher one said, “The impact of professional development on student success is positive especially when teachers get to collaborate to improve student success.”
- The second teacher respondent said, “I think professional development improves teaching which improves student success.”
- The final teacher said, “There is a huge, but negative impact. If I am not developing, neither are my students so to speak.”

The following table charts the frequencies of responses to question eight. Some of the items have been combined due to similarities (See Table 21).

Table 21

Responses and frequencies of interview question eight

Responses	Frequency of Response
Increase student success	1/7
Demonstrates best practices	1/7
Effective (huge, positive, improves)	3/7
When tools (relevant information) can be used in the classroom	2/7
Collaborative	1/7
Negative	1/7

Question eight inquired about student success based on professional development. The most common answer was that professional development was *effective* in terms of improving student success (43%). However, answers varied. Some teachers said only when the tools from professional development “can be used in the classroom” are they effective (2/7). At least fourteen percent of the respondents gave one of the following responses: professional development increases student success, demonstrates best practices, helps with collaboration, or are negative. These results yield mixed feelings about professional development and its impact on student success.

Follow-up question: How do professional development sessions create teachers who inspire students to be successful?” The next question asked about the efficacy of teacher leadership and professional development in terms of student success.

Focus Group Interview One. The first teacher in the first group said, “Professional development helps some teachers alter their practice.”

- The second teacher commented, “When a teacher is successful in their career and are well-prepared, students are inspired to succeed and maintain an equivalent work-ethic.”
- The third teacher argued that student success from professional development “only happen is a sense of community is fostered.”
- The forth teacher said, “By giving support and tools.”
- The final teacher respondent in this first interview commented, “I wouldn’t know.”

Second Focus Group Interview. During the second interview the first teacher respondent asserted that professional development helped to create teacher leaders who inspire success through, “collaboration and constant improvement which is being a reflective teacher mastering your craft.”

- The next teacher said, “Teachers are inspired by experts or leaders who teach, lead, and provide instruments needed to execute what is sought in professional development. This level of excellence inspires student success.”
- The final participant in this section summed up everything by stating, “We should be inspired and motivated by the things discussed in professional development. We should in turn, share these techniques/practices with students in order to help them be successful.”

The following table charts the frequencies of responses to question eight. Some of the items have been combined due to similarities (See Table 22).

Table 22

Responses and frequencies to the follow-up of interview question eight

Responses	Frequency of Response
Alter (Change practices)	1/8
Career Success	1/8
Student Inspiration/Success	5/8
Creating Community	1/8
Giving Support	1/8
Giving tool (instruments)	2/8
Unsure (wouldn't know)	1/8
Collaboration	2/8
Teacher Improvement	2/8

This question asked teachers to try to verbalize how professional development could lead to inspirational teacher leadership. The answers for this question varied tremendously. Once again, teachers noted that collaboration, tools, and improvement are factors that can be attributed to professional development. At least 13% of the respondents noted how their practice was altered, led to career success, or gave support in order to inspire student success. Most of the respondents (65%) said that professional development helped inspired teacher leadership in a way which increased student success.

Overall, these questions were geared toward teacher perceptions about professional development, teacher leadership, and any tension between the two concepts. The questions allowed teachers to give their own opinions. During two focus group interviews, teachers gave opinions about the professional development sessions, teacher leadership, and any tensions in the answers to the interview questions. The answers to the questions will be analyzed in accordance to the research questions later in this chapter. However, in order to fully grasp the dynamics of these two concepts at Variety High School, one more part requires clarification: professional development artifacts.

Professional Development Artifacts

Over the course of four months, the principal investigator collected professional development artifacts. Agendas were distributed weekly whereas the contents of each meeting were discussed. Meeting protocols also listed measurable outcomes of teachers due at the end of the meetings. Along with all of the agendas, materials needed were distributed as well. These items have been charted and summated below.

Additionally, the director provided the researcher with two additional forms:

1. Teacher presentation sign-up sheets that detailed the order of teacher-lead professional development sessions.
2. Printouts of the school profile and teacher listings.

These forms, along with all the professional development artifacts, help to fully understand and analyze professional development, teacher leadership, and the connections (or tensions).

Professional developments observations, focus group interviews, and professional development artifacts are all separate entities but the overlapping factors are essential for the current study

(Please see table 23 demonstrated below). The following section provides a detailed analysis of all of the research findings in accordance with the research questions.

Table 23

Teacher focused artifacts

TEACHER FOCUSED		
Date	Origination	Artifact
2/26	Director	Research article on learning VHS Lesson Plan Template Common Core Standards PowerPoint
3/12	Director	Research article on power struggles in class
3/12	Teacher	Power Point print out about nonfiction and fictional text in class
5/28	Teacher	Research on language socialization

Table 24

Administrative focused artifacts

ADMINISTRATIVE FOCUSED		
Date	Origination	Artifact
3/12	Assistant Principal	VHS testing schedule and room designations Performance task sheets
3/26	Director	ICEF Nomination Forms (Teacher and Parent Versions) ICEF Accountability Metric and Rubric
4/9	Director	ICEF Nomination Forms (Student Version)
4/23	English Department Chair	Local Control Accountability Plan
4/23	Director	Summer School Intent Form
5/28	Director	Closing Bulletin Finals Bell Schedule Teacher Clearance Form Certification Pages

Eighteen items were collected (Seven VHS Protocols & Procedures, three ICEF Protocol & Procedures, two research articles, two power points, Local Control Accountability Plan, and one anonymous handout). The administrative portion involved directors, assistant principals, college advisors, and/or office personnel providing teachers with imperative information in terms

of school operation. Handouts and professional development documentation fit into these administrative or teacher-based categories. Handouts were mostly administrative (12/18 or 67%). Of professional development artifacts that were distributed, more came from administrators (15/18 or 83%). These results demonstrate more administrative dissemination of information.

Triangulation Revisited

The next section revisits triangulation and the areas where all the data collected overlaps for analysis purposes (Please see Figure 11). As described earlier, triangulation constitutes multiple data sets compared and contrasted for similarities and differences. These similarities and differences create the scientific bases imperative to research. For this particular research, one had to examine Variety High School as a case and use the triangulated data to analyze professional development and teacher leadership. Ultimately, three research questions were examined yet all three data sources (professional development observations, focus group interviews, and professional development artifacts) contributed to the analysis.

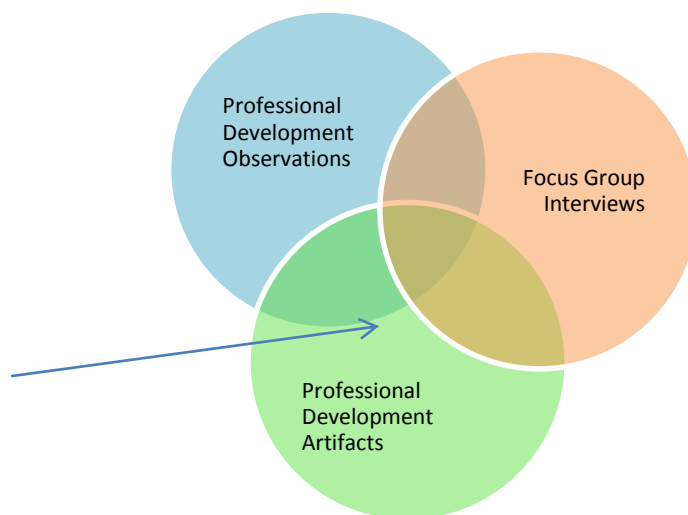


Figure 11. Triangulation of data collected. This figure emphasizes the intersection of data collected for the present study and where the elements of triangulated data overlap. Adapted with permission.

Analysis of Research Question One

This first research question asked: What is professional development? It also had a follow-up that asked: How is 'professional development' defined by teachers? Professional development observations, focus group interviews and the analysis of professional development artifacts were used to answer this research question. The observations and artifacts were imperative to understanding how schools (and administrators) defined professional development, teacher leadership, and any connections between the two entities. However, the focus group interview was used to understand the teachers' perceptions of professional development, teacher leadership and possible connections of both concepts. The answers associated with the focus group interview vary. However, theories of collaboration and getting better as a professional emerged in over 50 % of the responses (Tables 9-11). Hence, collaboration and development are two main factors of professional development at Variety High School.

During the professional development, observations fit into two sections administrative or those based on teacher improvement. The administrative portion involved directors, assistant principals, college advisors, and/or office personnel providing teachers with imperative information in terms of school operation. Handouts and professional development documentation fit into these categories as well. Handouts were mostly administrative (12/18 or 67%), yet presentation leaders gave out all relevant information to assist participants in engagement during presentations. Administrative information and protocols are necessary for teachers to understand routines and procedures (Taymans, Tindle, Freund, Ortiz, & Harris, 2012). Thus, most routines and procedures have to be presented so that schools can operate effectively (Reese, 2010). Seven out of seven (100%) of the professional development sessions involved teachers leading and/or presenting. Scholars deem these types of interactions as the most important factors for

increasing teacher-leadership (Reeves, 2008). This type of teacher inclusivity helps teachers to feel like they are more than a part of the school (Katzenmeyer, & Moller, 2001). Teachers ultimately feel like they are a part of a larger “community” (Lesley, Gee, & Mathews, 2010). Hence, some teachers at Variety High School felt like professional development made them feel like they were leaders, a part of a growing community of professionals (Table 19).

During the focus-group interview, professional development and teacher leadership were defined with numerous definitions and ideologies according to the teachers at Variety High School (Tables 9-13). Some of the suppositions overlap and can be accounted for in regards to the frequencies. Other responses came up once and can account for individual or singular ideals. There were certain frequencies that emerged when teachers were asked how the school defined professional development. The most prominent definition revolved around teachers and/or staff collaborating (Tables 9 and 21). Teachers either said that the schools defined professional development as “working as teams” or people “stepping up” to teach one another (Table 10). Research revealed that collaboration was one of the most effective tools for teacher development in terms of leadership and professionalism (Boles & Troen, 1994; Quint, 2011). Accordingly, in these instances, teachers learn successful attributes from one another (Quint, 2011).

When asked to define professional development themselves, other frequencies were yielded. Variety High School respondents defined professional development as growing and developing a teacher (Table 10). Thus, teachers seemed to feel that *getting better* as a professional was important to a professional development. However, in terms of a follow-up to that question in which teachers were asked to describe a perfect professional development at their school site, teachers pointed to informational sessions (Table 11). One would have to note

that *information* was applicable to any material teachers felt was relevant in terms of classroom skill and/or operational tools (Table 17).

Analysis of Research Question Two

The next research question asked, "What is teacher leadership?" And had a follow-up, "How is 'teacher leadership' defined by teachers?" The definitions seem to be similar in terms of the observations, focus group interviews, and professional development artifacts, and some were unique. During the professional development sessions, teachers lead 1/3 of the total professional development time. Teachers presented on various topics each week. After the administrative team opened and presented information, teachers facilitated sessions around various topics that ranged from nonfiction text to vocabulary. This was a time for teachers to lead colleagues and provide them with skills important to teacher development (Cangelosi, 2009). During some professional development sessions, the teachers even led more than the administrative team. Hence, the responsibility of facilitating professional development was "shared" between the administrator and the teachers. This increased the *idea* of community amongst few teachers at VHS (Bryk & Scheider, 2003; Casale, 2011). Interestingly, in one professional development, the teachers worked on an administrative task without an administrator (04/26/14's Professional Development). Through the task of budget planning and allocating measures for funds, teachers constructed operational elements imperative to aspiring the leadership discussed in the research. Though observations such as these demonstrate how schools viewed teacher leadership, teachers' perceptions differed.

Teachers had unique ways of defining teacher leadership during the focus group interview (Tables 12-14). These denotations ranged from effectively managing classrooms to

being a department chair. Interestingly, the ideal of taking leadership roles outside of the classroom came up the most (Table 12). Hence, most of the teachers interviewed felt that taking on various roles and responsibilities outside of the normal workday, deemed someone a teacher leader (Table 13). Thus, it is plausible that in a follow-up inquiry asking teachers about examples of teacher leaders at VHS, department chairs, cadre leaders, and the leadership teachers were acknowledged (Table 13). All of these hold those *out of classroom* jobs associated with teacher leaders. On the contrary, when teachers were asked how their school defined teacher leadership most of them replied along the lines of teachers *helping* each other (Table 14). Similarly, ideals of collaboration came up multiple times when probed about teacher leadership as well (Table 13). Hence, collaborations and teachers helping others develop as professionals seemed imperative in regards to how Variety High School defined teacher leadership (Donaldson, 2007).

Analysis of Research Question Three

The last research question asked: Is there a tension between professional development and teacher leadership? During professional development observations tensions between professional development and teacher leadership were difficult to measure. During these sessions teachers participated similarly for all presenters regardless if that was an administrator or a teacher presenter. In terms of the professional development artifacts that were distributed, more came from administrators (15/18 or 83%). However, teachers had opportunities to distribute handouts during their presentations, yet few did so. While these two methods don't truly capture the tensions between professional development and teacher leadership, teacher responses during the focus group interviews seem to capture the tensions.

Teachers reported positive ideologies about teacher leadership being connected to professional development (Tables 16-19). Although some said it depended on the professional development session or people in attendance, all respondents of this question agreed that professional development could definitely alter teacher leadership (Table 16). When asked if teacher leadership was affected by professional development, 100% (4/4) of the teachers at VHS said *yes* (Table 16). In fact, frequency rates showed 78% (7/9) respondents said that professional development could positively alter teacher leadership (Table 20). Additionally, 33% of respondents said that the alteration of teacher leadership was *dependent* on professional development sessions. Interestingly, when asked about the impact of professional development on teacher leadership, respondents pointed to the increased training, which includes elevated skills and strategies (Table 21). These answers represent a minimal tension between professional development and teacher leadership.

Student success is the most important factor impacted by tensions between professional development and teacher success. Thus, when asked if professional development impacted teachers in such a way that this led to student success, respondents had very different answers (Tables 21 and 22). Some respondents said that there wasn't an impact on student success by teacher leadership and others reported a *huge* or incredible impact (Table 21). The most important factors to note in this section are the instances of what has been deemed negative responses. Most of the teachers reported positively when asked questions, however, few teachers seemed jaded and discouraged about teacher leadership, professional development, and the positive impact of these two ideals. When asked if professional development influenced teacher leadership, *it should* came up multiple times (Table 16). When asked if the impact of professional development lead to student success some teachers responded with negative

answers and one person even stated that teacher leadership is denigrated which in turn *negatively* impacted students (Tables 20 and 21). Thus, one can assume that tension do exist, however, not enough to sufficiently alter student success (Jackson, 2010).

Conclusion

Overall, research gathered to better understand professional development and teacher leadership were described in this chapter. Perceptions and realities of both concepts were probed using three methodologies imperative to studying Variety High School as a case. This case study utilized professional development observations, focus group interviews and professional development documentation/artifacts. During the professional development observations, the principal investigator was able to look at the occurrences that transpired during these sessions. Viewing both administrative duties and teacher-led presentations, a sense of a *shared community* was established. However, when discussing the advents of teacher leadership and professional development with teachers during focus groups, different ideas surfaced. Most teachers seemed to gauge the importance of professional development and even pointed to connections with teacher leadership. However, some negative answers were reported. Professional development was defined as a mixture of administrative responsibilities and tools to help teachers become better. Teacher leadership extended beyond classroom management and relocated where teachers were leaders *outside* of the classroom. Additionally, a tension amongst teacher leadership was demonstrated in spite of teachers admitting that effective professional development inspired both teacher leadership and student success. Ultimately, this research was very informative. The concluding pages of this document, sets the parameters up for future research.

Chapter 5: Conclusions and Recommendations

Introduction

This upcoming chapter will summate the following research about professional development and teacher leadership. Professional development and its intersections with teacher leadership will come to a halt, yet leave the door open for future research. As this study concludes, we will discuss limitations of the current research model, and explicate recommendations for future research.

Summation of Research

The aforementioned research probed professional development, teacher leadership, and the connections or impacts of these two concepts on various factors including teacher leadership and student success. According to much of the research, professional development was established to help teachers grow and become better as teachers (Hart, 2010; Taylor, Yates, Meyer, & Kinsella, 2010). This happened in the wake of much political discourse and edicts like the Elementary and Secondary Act of 1965 and No Child Left Behind (Mangin & Stoelinga, 2010). The discourse and edicts such as these led to teachers aspiring to higher qualities of academia including principles of leadership (Center for Quality Teaching, 2014). As previously noted, some teachers aspired to manage the classroom more effectively, and others aspired to leadership (Sparks, & Loucks-Horsley, 1999).

Variety High School entails a culture and educational climate full of stakeholders aspiring to higher levels of academia. As mentioned earlier, the students, parents, and teachers are obligated to fulfill various educational responsibilities (ICEF, 2014). These requirements include administrative rules and regulations, academic obligations, volunteer requirements.

These requirements help establish what Variety notes as a “college-bound” culture and one in which all students are directed to pursue learning at the collegiate level. Although the researcher is a teacher with professional related to professional development and teacher leadership, my position as a parent assisted with perceptions of VHS as well.

During the course of this study, professional development and teacher leadership factors were observed and analyzed in accordance with the information above information and position of the researcher. At Variety High School teachers acted in leadership roles and carried out administrative duties. Many teachers connected these roles and responsibilities with the professional development meetings. However, others demonstrated negative opinions about professional development and whether or not teacher leadership was a direct result of this session.

Since the perceptions of the teacher population at Variety High School were the most important parts of this case-study, one can only conclude that their perceptions are relevant, valid, and mirror those of other teachers across the country (Metropolitan Life Insurance Company, 2010). This is not to say that these perceptions are the only definitions that exist in the country or even at Variety High School. The fact that all teachers at this charter school were not interviewed and vocal participants may have heavily driven the conversations. Hence, all the teachers were not given “voices” as all the teachers were not interviewed individually. However, one can only assume that the teachers who did actively participate set the tone (Krueger, 2002; Leech, & Fulton, 2008). The principal investigator visited the campus ten times and attempted to interact with the teachers as a *participant-observer*. This interaction type is key to a case study yet may require longer observation periods or intervals (Akopoff, 2010; Creswell, 2009; Krueger, 2002).

In the case of Variety High School several implications surfaced:

1. Professional development involved both administrative and teacher focused elements that some teachers felt were beneficial, some teachers thought did not affect them in any way and few felt were denigrating. These ideals speak to the mixed perceptions about professional development and the need for administrators to work with teachers to create the most effective ways to disseminate information and produce teacher growth (DuFour, DuFour, Eaker, & Many, 2006).
2. Teacher leadership was defined in numerous ways by the participants of this study, however most definitions encompassed going beyond classroom management. Teacher leaders can be defined by roles teacher participate in outside of the classroom (Hart, 2010).
3. Professional development and teacher leadership are connected. Most teachers interviewed felt professional development could create leadership principles. The interviews and observations showed teacher leaders engaging in professional development on many levels. Hence, while the two are interrelated, the specifics need to be studied further (Katzenmeyer & Moller, 2001).

Additionally, professional development is different at every school site and experienced different for every individual (DuFour, DuFour, Eaker, & Many, 2006). As we saw in the methods section, results differ. People differ. Some people need the professional development because they are currently working in their first professional teaching experience (Muijs, & Harris, 2003). Others feel that professional development sessions increase their teaching capacity yet not their leadership abilities (Mujis, et al., 2003). On the contrary, some teachers don't think professional development is effective, while others feel PD's help them become more adept

leaders. One of the respondents summated these positions perfectly when he/she said *it depends on the person and the professional development*. Thus, in order to accurately effect teacher leadership one must take a diagnosis of teachers' perceptions before, during, and after a professional development has taken place (Metlife, 2010). When an appropriate percent of the staff seem to be growing and developing as a professional, then the true impact can be ascribed.

Limitations

As hinted to earlier, there are several limitations to this research. First, as with all abstract concepts, defining factors are difficult to quantify and interpret (Cresewell, 2009). Teacher's perceptions about professional development and leadership capacities cannot be defined in words. Concepts such as these have many different roots. Some teachers may be familiar with these roots, while others may not. Thus, teacher leadership and professional development had various definitions from Variety High School teachers. These definitions are similar to the literature, however different for every individual.

Secondly, more time may be needed to research the case of professional development and teacher leadership at Variety High School (Onwuegbuzie, 2000). The time frame for this research was three months. However, more time may be needed to accurately describe the professional development, teacher leadership and the connection between the two. The original assumption that professional development equated to teacher leadership has not been demonstrated at this high school. In order to account for what contributes to teacher leadership here or any high school, teacher leaders may need to be interviewed independently.

Thirdly, a case study can only yield results for one unique situation (Akopoff, 2010 & Averso, 2004). This may be problematic in terms of generalization (Cresewell, 2009). The

insider-view or *positionality* of the researcher as a parent of a VHS educator and teaching professional could have altered analyses. Future research may need to look at schools across America in terms of teacher perceptions. It may also require a person who is not a parent or member of the education profession. Additionally, perceptions of teacher leadership and professional development might also need to be segmented according to primary teachers' opinions and secondary teachers' opinions. Teachers at the high school level have different requirements, roles, and duties than primary school educators. Thus, concepts may differ according to level of students taught. Hence, it might be very beneficial to compare the perceptions of professional development and teacher leadership amongst primary and secondary teachers.

All in all, one must wonder if only one person is developing as a leader, does this mean that a professional development is successful. Also, if professional development is only linked to teacher skills and teachers becoming better teachers, does this mean that it is effective? With questions such as these one might wonder: How important is teacher leadership? As the research from the second chapter encapsulated, professional developments should help teachers aspire to be leaders which should lead to student success (Crowther, Kaagan, Ferguson, & Hann, 2002). While Variety High School is unique in many ways, the fact that teachers led portions of all the professional development sessions attended by the principal investigator, seems very positive in terms of teacher leadership. The investigator watched teachers lead professional development sessions 33% of the time. Teachers also reported positive connections between professional development, teacher leadership, and student success. Hence, though tension may exist, professional developments that involved high amounts of teacher-led presentations seem to positively alter teacher leadership and student success.

Recommendations

Future research could take many directions. Firstly, there needs to be an assessment created to gauge teacher perceptions about professional development and teacher leadership. This assessment should be taken before professional development and/or teacher leadership experiences, and after. Ultimately, researchers could adequately postulate whether professional development is helping to change teacher skill levels and/or if it is inspiring leadership. Aside from initial and summative assessments, one must look at each professional development and allow participants to reflect. This would create weekly assessments of teacher leadership, professional development, and any connections between the two. This would also help facilitators know which professional developments are successful and which ones are not. In addition to weekly opinion polls, teachers should also be given some form of survey to help guide professional development. With more influence into each session, teachers will be more willing to participate. This increase in participation could increase success ratings and even encourage more teacher leadership desires.

Moving beyond the assessments themselves, professional development and teacher leadership should be looked at under different parameters. Teachers' perceptions about both factors across America should be conducted. For studies of this magnitude to happen, future research might include a mixed methods study of teachers across the United States. By creating and distributing an open-ended survey, larger quantities of opinions can be provided and compared for statistical significance. Teachers from charter schools can be compared to teachers from both private and public schools. This analysis could even result in regional comparisons of teachers' perceptions about professional development and teacher leadership. Overall, ideals

about professional development and teacher leadership should be studied at a larger scale to better understand their role in education.

To bring the current research full circle, one must consider the student success scales and political edicts that initiated a higher quality of teaching, teacher leadership, and professional development (Center for Quality Teaching, 2011; Scott, 2013). These edicts include but are not limited to the Elementary and Secondary Act of 1965, NCLB, and Race to the Top (Mangin & Stoelinga, 2010). While higher levels of accountability have been infused into education, teachers are required to go above and beyond the call of duty. Aside from the numerous responsibilities inside the classroom, teachers are required to participate in professional development. Facts such as these cause some scholars to feel that professional development should primarily help teachers manage classroom duties (Darling-Hammond, 2006a and 2006b; Jackson, 2010). This ideology could be further explored as quality teaching in light of political mandates is explored.

Conclusions

Professional development and teacher leadership are unique factors in the field of education. In light of all the parameters for accountability and measures for teachers to abide by, it is no wonder that these two concepts have been associated with student success. Student success has been linked with various reformation processes and the creation of charter schools is one of them. Charter schools like Variety High School have been established to provide very unique educational supports to students. Hence, professional development and teacher leadership practices at a school like Variety High School were studied for distinctiveness.

The professional development and teacher leadership perceptions at Variety High school were researched for several months. Teachers defined both professional development and teacher leadership, as well as discussed connections between both. It became obvious that professional development and teacher leadership have been connected in terms of positive effects on student success at this charter school as pointed to in the literature review. Yet, the direct connections were difficult to postulate.

Overall, this research has helped add to the body of work imperative to understanding professional development, teacher leadership, and any connections between the two concepts. This case study provided a unique glimpse into the perceptions of teachers currently employed at Variety High School. Further research could explore other factors of professional development, teacher leadership, and the connections in the near future. Research of this sort could assist with the creation of both professional development and teacher leaders. It could also create more effective practices to elevate teacher quality or leadership. Thus, while this research is merely a step toward better understanding professional development and teacher leadership, it leaves the door open for additional research to add to it.

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APPENDIX A

Observation Protocol

This sheet constitutes a checklist of questions and items for the investigator to probe, and/or observe during each professional development session

1. What's the agenda? (Teacher selected or Administrator selected) -- Investigator will write down the agenda items planed or covered during each professional development session.

2. Are the activities skill- based? (Yes or No)
3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)
4. If so, what are these activities?

5. Are there any administrative elements of this professional development? (Yes or No)
6. If so, what are these elements?

7. Are the teachers leading or facilitating any part of this professional development? (Yes or No)
8. If so, what activities did the teachers lead?

9. Who lead these sessions (department chair, lead teacher etc.?)

10. Do the teachers interact in groups? (Yes or No)
11. If so, what activities take place during these interactions?
12. Where are the professional developments held (in terms of location of the school)?
13. How long are the professional development sessions?
14. What is the meeting time, day, date?

APPENDIX B

Interview Protocol

Script for Interviewer: You have read the consent forms associated with this study, and for this interview. However, before we start, I would like to review the purpose of this study and steps of this process. I want to understand your perceptions on professional development and teacher leadership. This study is for volunteers at your school site, yet confidentiality will be assured to the fullest extent possible by the principal investigator. All responses are for the use of this research study, entitled Does Professional Development at Charter Schools Produce Teacher Leaders? For the purpose of data collection, I also ask if I can audiotape this session. (Pause and wait for response. If teachers refuse, set up different interview times and parameters.) Please know that there are no correct answers. Do you have any questions, comments, or concerns before we begin?

Section 1:

What is professional development?

1. How is Professional Development defined by the school?
2. How do you define Professional Development?

Follow-up:

- Describe a perfect professional development session at your site.

Section 2:

What is teacher leadership?

3. How would you define teacher leadership?

Follow ups:

- What are characteristics of teacher leadership?
- Describe examples of teacher leadership at your school site.

4. How is Teacher Leadership defined by schools?

Section 3:

Is there a connection between professional development and teacher leadership?

5. Is there a connection between professional development and teacher leadership?

Follow up:

- In your opinion, why do you believe that is the connection between professional development and teacher leadership?

Section 4:

What is the impact of professional development on teacher practice?

6. What is the impact of professional development on teacher practice?

Follow up:

- Are there skills/practice that you attribute to professional development?

7. Is there an impact on teacher leadership based on what transpires in professional development sessions?

Follow up:

- In your opinion, do PD sessions strengthen or weaken teacher leadership capacity?

8. What is the impact of professional development on student success?

Follow up:

- How do professional development sessions create teachers who inspire students to be successful?

APPENDIX C

Letter to Principal

Dear Director [REDACTED],

This is [REDACTED]'s mother Nykia Smith. Although the contents of this letter do not directly relate to Ms. [REDACTED], I wanted to start off by saying thank you for all of your wisdom during May's meeting. The purpose of this email is to inform you about an amazing opportunity for high school educators which I hope will include [REDACTED].

This next school year, I will have an opportunity to research best practices, teacher leaders, and professional development sessions at various high schools across Greater Los Angeles. The research simply consists of me (the principal investigator) observing professional development sessions and possibly interviewing selected teachers. Once the data is collected, it will be analyzed and reported within the lines of my doctoral dissertation. The observations and interviews will be as non-invasive as possible and only take place at times most convenient for you and your staff. The results will also be confidential as anonymity is ensured with aliases used for both the school and participants. The final report will be available to you at any time before, after, or even during the publication phase, depending on your preference.

Overall, this is a wonderful opportunity for high schools in the Greater Los Angeles area. Although there are multiple schools one could utilize for information so critical to academia, I am sure that [REDACTED] is the most highly qualified school to collect such influential data. Please say that you are interested in participating.

Best,

Nykia

APPENDIX D

Permission Letter



[Redacted] High
[Redacted] Los Angeles, CA
[Redacted] 881

September 13, 2013

To whom it may concern:

I hereby grant Nykia Smith permission and support to conduct research at View Park Preparatory Accelerated Charter High School during the 2013-2014 school year. I [Redacted] entitled *Does Professional Development in a Los Angeles Charter School Produce Teacher Leaders* and consists of several elements. These elements are 1) professional development session observation, 2) focus group interviews with teachers and 3) professional development analysis. I grant Ms. Smith permission to perform the previously stated actions in conjunction with all the rules and regulations for research at View Park Preparatory Accelerated Charter High School. [Redacted]

Research documentation is required to be approved by our offices, the Institutional Review Board, Pepperdine University affiliates and void of all identification breeches of all previously stated parties. Ms. Smith has agreed to these requirements and will provide our offices with appropriate approval letters before the initiation of research. I also confirm that I have the authority to grant such permission on behalf of View Park Preparatory Accelerated Charter High School. Thus, research activities [Redacted] approval by Pepperdine University's Institutional Review Board and has provided our office personnel with the approval letter.

Additionally, Nykia Smith has agreed to provide our office with a copy of her findings before publication.

In conclusion, we accept and agree to all the terms previously mentioned and once again state that Nykia Smith has permission to conduct research at View Park Preparatory Accelerated Charter School. [Redacted]

Best,

[Redacted] Sznajder

All students will be prepared to attend and compete academically at the top 100 colleges and universities in the nation.

APPENDIX E

Informed Consent Form

Please read the following information. Initial each statement that you agree with and sign at the end.

Thank you.

1. I _____, agree to participate in a dissertation research study entitled Does Professional Development in a Los Angeles Charter School Produce Teacher Leaders? This research is being conducted by Nykia K. Smith under the direction of Dr. Reyna García Ramos at Pepperdine University's Graduate School of Education and Psychology.

The purpose of this research study is to explore what teachers in the field perceive are the effects of professional development. Furthermore, this works seeks to understand if there may be a connection between professional development and teacher leadership.

2. I understand participation will involve one or more the following:
 - Collection of professional development materials that are presented during the development sessions.
 - Observations during professional development sessions by the principal investigator of this study.
 - As a volunteer subject in this study, I may be asked to speak about this topic in a focus group setting. I understand that if I am selected to participate in additional interviews, I will set up an interview time with the researcher that is most convenient for me and will last 45 minutes in length.
3. My participation in the study will take place during January 2014 to March of 2014.
4. I understand that the possible benefits to me or society from this research are: 1) for myself—the opportunity to learn more about professional development and teacher leadership 2) for society—school districts to examine the role of professional development sessions and teacher leadership.
5. I understand that there may be risks associated with the participation of this study as professional development observations could become uncomfortable.
6. I understand that I may choose not to participate in this research or discontinue participation without risk to my status, position, or pay.
7. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.
8. I understand that the researcher will take all necessary and reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this study. The confidentiality of my records will be maintained in accordance with the applicable state and federal laws. There are expectations to confidentiality, including

suspicion that a child, elder, or dependent adult is involved, or if an individual discloses an intent to harm him/herself or others.

9. I understand that the researcher is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Reyna García Ramos if I have other questions or concerns about this project. As a research participant, if I have questions about my rights I can contact Dr. Doug Leigh, Chair of the Graduate School of Education and Psychology, Pepperdine University, 6100 Center Drive 5th Floor, Los Angeles, CA 90045.
10. I will be informed of any significant findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.
11. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent which I have read and understand. I hereby consent to participate in the research described above.
12. I agree to the audiotape recording of the focus group interview if I so choose to participate.

Participant Signature

Date

I have explained and defined in detail the research procedures in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person's consent.

Principal Researcher's Signature

Date

APPENDIX F

Announcement



Fellow Educators...

Volunteer to participate in dissertation research examining teacher leadership and professional development.



How: Sign and participate in focus group interviews. Focus group interviews will be conducted to probe teacher leadership, and professional developments, and your opinions about both facets.



When: Selected times and dates January 1st, 2014 – March 31st, 2014.

Who: Nykia K. Smith, a doctoral student in the organizational leadership program at Pepperdine University and fellow teaching professional



Interested? Please contact Nykia Smith at nks2758@lausd.net or nykiasmith@gmail.com or [REDACTED]

You may also contact the supervising chairperson for this dissertation Dr. Reyna Garcia-Ramos at rgramos@pepperdine.edu or [REDACTED].



APPENDIX G

Observation Notes – PD1

Notes for Professional Development Session 1: February 26th, 2014

During the first observations, the researcher introduced herself to the entire staff as an observer writing a dissertation on professional development sessions and teacher leadership. Some teachers were already familiar with the research based on a personal relationship with the child of the researcher or professional communities such as Pepperdine University's Master's in Education and Teaching Credential. The researcher sat in the back of the classroom and quietly took notes on the occurrences that transpired during the session.

1. Director of the school called the professional development session to order.
2. Next the administration discussed tardy slips policies and procedures. Teachers asked questions about the validity of certain excuses particularly by seniors who have "college business."
3. Teachers then broke into small groups in which Objectives Which Students Understand by Roberto J. Marzano was discussed. Teachers then attempted to create measurable objectives to measure student success. SWBAT (students will be able to...) model was used.
4. Overview of Common Core:
 - Common Core is a new way to measure learning
 - Common Core Standards will replace the state standards
 - There will also be new testing parameters such as Smarter Balance and even the replacing of the CST.

APPENDIX H

Observation Notes – PD 2

Notes from Professional Development Session 2: March 12, 2014

The professional development began in a similar fashion. Firstly, the principal called the professional development session to order. Next, the principal facilitated kudos and shout outs to teachers. During this section teachers highlighted acts/deeds that they felt were “honor-worthy” carried out by fellow teaching professionals. Several teachers were honored by their colleagues. The science teacher was honored due to her role in the science fair and ability to organize such “an incredible event.” Another teacher was honored for being outstanding in the class including during advisory time. The principal then discussed other administrative ideals and mandates. These factors are listed below along with a brief description.

1. How to combat springtime “craziness” with classroom management, being consistent, knowing and understanding the students, and building report
2. The STEP program – a discipline program that attempts to decrease suspension and/or expulsion rates by going through graduated “step” before a student is actually left with a permanent suspension/expulsion indicator on his/her transcripts.
3. Saturday School Detention
4. Announcement of Advisory Assembly
5. UCLA and Common Core mandates- the school is in a partnership with UCLA to train teachers on Common Core standards and how to use them in the classroom.
6. April 17 Parent Conferences from 4-8 for students who are in danger of failing or frequently exhibit behavior problems
7. Teacher effectiveness rubrics- The school mandates that 50% of the wall be covered with student work and content based posters. However, the insurance company wants this reduced to 10%.

Next the Vice Principal discussed testing dates and responsibilities with the staff. Teachers were informed that within the next two weeks all grades would be tested at some level. Ninth, 11, and 12 would be taking performance task assessments. Tenth, 11, and 12 would be taking the California High School Exit Exam. Additionally, all 11th grade students would be taking the Smarter Balance Assessments March 24-28. Handouts were distributed.

After this informational about the testing protocol, teacher presentations began. During the next hour, two teachers presented on ways to infuse nonfiction and fictional readings. Guided by a Power Point, two teachers facilitated how nonfiction can be used to support the learning associated with fiction. The first teacher demonstrated the use of a KWL chart to engage students during the initial part of the lesson. This particular KWL chart asked teachers to chart what they knew about Baseball in the US in the 1930-1950’s. The teachers were then led in a reading about Satchel Paige, an African American

APPENDIX I

Observation Notes – PD 3

Notes for Professional Development March 26, 2014

Attendance:

1 Principal/AP/Dean

2 college advisors

18 Teachers in attendance, 1 tardy

1:30 – 2:00

Presentation by the college center in terms of a-g requirements, college needs, SAT, ACT and how teachers can provide in class preparation, College center website, 2 fee waivers are given

- Workshops were provided all summer for resumes, letters of recommendation, SATs, ACTs, etc.

2:00

Ms. [REDACTED] and Ms. [REDACTED] (Teacher Presentations - accountability)

- Green Belt: Lesson #4 Nonfiction choices in secondary/putting nonfiction in the school day
- Based on the “National Pathway” we should be more like coach and instructional leaders
- Implementation: why are we doing this? Perks, advancements,
- Learning objectives: curricula driven
Integrated curriculum (merge of all subjects—kind of like PBL – project based learning)
supported by
- Constructivist Learning Theory – Give them the problems first and ask that they seek the answer.
- Let science and history to be explored with other topics
- Characters should be like the students
Interdisciplinary Units = all of the core classes how a common theme vs. Intra= Traditional
- Common theme/common problem
Theme based:
Problem based
Case Study based

2:30

Principal’s Questions (open conversations with the teachers)

1. How do you reduce student anxiety?
 2. How can teachers co-plan together and what ways can VPP move toward that?
 3. How are you supporting other disciplines inside the classroom?
- Across curricular instruction can be demonstrated in a lot of the documentation.
 - Writing style (Toulmin model and close reading = non-negotiable)

- As teachers we are working wayyyy too hard, sooo how do we question them to find a solution?
Work on scaffolding questions.

25 minutes- Grade level groups where a discussion what's going to happen until Spring break--- this is helpful for the teachers in terms of cross-curricular planning and allowing them an opportunity to map out the next two weeks if this wasn't already done-

Intro to Romeo and Juliet in the English (conflict)

Discussion of heroine

Draft carbon dioxide

Money and gun control

Science and Chemistry merging

3:00

Notes from the Dean

1. Drills and Emergency Information
2. Standing at the door
3. Sending a student out of the class—not sending them out if they do something that we can “live” with.
4. Learning Center is for the SPED team... (Where is the detention room?)
5. Winning battles inside the classroom
6. Using Power School and keeping your lesson going
7. Using positive language

APPENDIX J

Observation Notes – PD 4

Notes for Professional Development Session 5 on April 9th, 2014

Time- 1:30-3:30 (with food/refreshments)

- Principal: Updates, Announcement about intent forms and rehire possibility

Announcement of the PIM 4/28

Evaluations of teachers, students, and parents in terms of CORE values

- College and Career Counselor (Mr. ■■■): Google-View Park Preparatory high School. How do we increase the students' ability and desire to access the web page. This section was based on the counselors demonstrating how the children can navigate through the contents of the website in order to inspire the teachers to use this tool.
- Teacher presentations: Using Rigorous Vocabulary Lessons in the Classroom
 1. Pre-lesson reflection: organization with patterns—categorize it (Teaching the difference between tier 1, 2, 3 vocabulary words)
 2. Teaching tier 2 words helps them to be “scaffolded” to the last tier
 3. Learning Objectives were given
 4. Teaching words that can be used in different contexts
 5. Teaching connotation versus denotation
 6. Tier 1- Everyday Words, Tier 2: Academic Vocabulary, Tier 3: Domain Specific Words— Not really used outside of the classroom
 7. 517 words kids should be able to recognized based on both connotations and denotations (based on grades and content specific)
 8. Kids should not only rely on definitions—they should be able to cross-apply vocabulary words
 9. Vocabulary Notebooks and the Frayer Model or Modified Frayer Model.
 10. Using context-clue words to figure out definitions and creating Semantic Maps (Concept Map)
 11. Tools: Read variety of texts with the same vocabulary words, find words and apply them, give them the proper, comprehensible words, integrate across contents, making things applicable in more than one way.
 12. Vocabulary Assessment vs. Depth (Formative vs. Summative)
- Vice-Principal
 1. Smarter Balance Assessments postponed to May 16th, 2014 or on schedule
 2. CST Life Science (10th grade only)
 3. AP Exams (first two week in May)
 4. Laptops will go into the English classes in preparation for the tests

APPENDIX K

Observation Notes - PD5

Notes for Professional Development Session 5 on April 23rd, 2014

Note: The principal sent out emails to all teachers requiring them to hold professional development sessions off campus at agreed upon locations. The researcher went to the department with the most teachers. This session consisted of a combination of English and Social Science teachers (9 were in attendance).

- Location: VPP Middle School Campus, Conference Room
- 1:35- Meeting called to order by the English Department Chair, The Principal's Required list was distributed and reviewed
- 1: 40 Local Control Funding Formula and Local Control and Accountability Plan Video – Teachers watched videos and took notes

VIDEO 1: Overview of the Local Control and Accountability Plan

1. This video was about how the department of education will distribute funds and approve budgets for schools.
2. The LCAP = approved plans that seem to appropriately discuss how educational agencies plan to increase and/improve student success
3. Goals, service plans for specific groups must be specified
4. 8 priorities = 8 modified plans over three years
5. State holder development, progress, actions and services
6. Needs and approaches to needs
7. LCAP= action based plan to engage stakeholder and everyone on an accountable level
8. Consider each party and what commitment level is at hand

VIDEO 2: Developing a Quality LCAP Webinars Section 1 and 2 (started at 28:03)

- Creating your plan
 1. Identify needs based on data and stakeholder meeting (however you measured progress at your school site)
 2. Keep goals broad (wide range of activities and services may already fulfill this requirement)
 3. Districts and state priorities which charter schools can modify, goals may be met in one year or less although this is a 3 year plan of ongoing requirements
 4. Charter schools have to provide grade level plans. Charters have to describe their goals and how they will align themselves with the state
 5. Goals and Progress indicators- Identify the metric and how you will go about making progress toward that specific goal. You may create checklist
 6. Look at data and listen to stakeholder and then identify the needs based on the metric. Column 1 becomes measurable goals however you can use the information from past plans.
 7. Create goal that align to the state metrics but this is to create local acceptance

8. Goals are not “time bound” or restricted to certain time limits.
9. The 8 factors are student achievement, student engagement, student measurable outcomes, School Climate, Parental Involvement, Basic Services, Implementation of Common Core and State Standards, Course Access
10. Questions and answers from teachers on the webinar
11. For more information: lcff.wested.org or www.cde.ca.gov

- 2:30 Teachers discussed the contents of the video and what needs to happen in order to create a comprehensive plan for VPP associated with Departments in attendance
- 2:40 Teachers reviewed VPP’s drafted plan and created addendum items

- a. Goal 1 Teachers will actively work toward increasing test (CAHSEE, Smarter Balance, AP) scores by 5%. This includes but is not limited to offering up to three tutorial services after school in corresponding subjects, providing test preparation classes and curriculums, and hosting awareness and celebratory events surrounding assessments.
- b. Goal 2: Increase parental involvement. Host fairs and conferences that go beyond Back-to-School Night

3:15 Teachers filled out teacher-surveys

3:30 Teachers were dismissed

APPENDIX L

Observation Notes – PD6

Professional Development for May 14, 2014 (Notes)

1. Principal's Updates (Administrative)

- Lakeco will be visiting- LAKECO is attempting to create a charter called ICEF vista
 - Senior Finals Week- Grades due by May 22, Friday 23rd = verifications, Get grades done early, during regular school time
 - June finals June 2-5 M-Thursday School Ends 12:45 each day
 - Make-Up Testing (Smarter Balance)
 - Cadre Leader Applications (There's a stipend attached to this job)
 - Common Core Professional development in Carson (optional)
2. Teachers Issues: Tardiness
3. Office Assistant
- Prom Chaperon Sign-Ups
 - Ted-Ex Sign-Ups (Breakfast/Lunch provided)—OMG Cameras everywhere = Nonprofit

4. Ms. [REDACTED]: Textbook return forms

Sports Banquet is this Friday at the Embassy Suite on Imperial= Dinner starts at 7

Teacher Presentations: Common Core "Depth of Knowledge" (Basically a revised form of Bloom's Taxonomy)

- How we ask questions in class to actually have the students "think critically"
- Define cognitive rigor: (Think-pair-Share)—Bloom's taxonomy
- Basic/Rigorous Question (Think about in pair and then share out as a group as the teacher charts them)
- Route/Memory vs. Skill/Cognitive Processes
- Video about what is the Depth of knowledge (DoK)
 - DoK 1- Recall and Memory/Reproduction
 - DoK 2- Connection with what was recalled Skills and Concepts
 - DoK 3- Justification and Explanation of reason, Analysis(Strategic Thinking)
 - DoK4-Extended Thinking and In-depth analysis (synthesis, research papers, analysis and synthesize from various sources) - usually comes with extended time
- Questions about previous lesson models and what DoK level the assignment required
- What comes after the verb is the most important factor of DoK
- DoK- Increased level of cognitive complexity
- HOTS – Higher Order Thinking Skills
- We should start developing questions that lead the students to a level 4.
- Brief Discussion about how rigorous teacher generated questions were
- 2:15- 3:30 Teachers update virtual grade books and making phone call homes (with logs)

APPENDIX M

Observation Notes – PD7

Professional Development Notes for May 28, 2014

- Closing responsibilities – Ms. [REDACTED] and Mr. [REDACTED]
Room changes will take place by the next year
Grade verification sheets, final, roll books etc., maintenance corruption forms, and communications with the parents,
Kids walking around need to still follow protocol. Students should not be left in rooms unattended.
Movies need to be cleared by the administrators.
Graduation as well

Teacher presentation: Stepping into the classroom with domain specific vocabulary

- [REDACTED] and [REDACTED]
- Retention of words
- Strategies across the curricula
- Video of a teaching strategy: use of vocabulary words in daily routines of students. For example, instead of saying “shut-up,” say, “stop being so gregarious”
- Playing games inside the classroom, making videos and spoken presentations, graphic organizers (Frayer-model), word maps, use the same way across the curriculum

Thanks to teachers for participating in the “Spring Musical”

Reminders to think about “Project Based Assignment”

APPENDIX N

Objectives That Students Understand by Roberto Marzano

May 2011 | Volume 68 | Number 8 Schools, Families, Communities Pages 86-87

Although hundreds of studies have shown that clearly communicating instructional objectives has a positive effect on student achievement, not all techniques for doing so have the same beneficial effects. In a series of studies we conducted at Marzano Research Laboratory, we found that some approaches had no effect on student achievement and that others actually produced negative results—that is, students would have been better off if the teacher had not provided an objective.

The following approaches can either hinder or help teachers as they design and communicate instructional objectives.

Ineffective Approaches

Writing the instructional objective on the board and assuming students will pay attention to it. All too often, a teacher will simply write an objective on the whiteboard, call students' attention to it at the beginning of class, and never return to it after that. An instructional objective should frame a class period; discussing it should be one of the first orders of business. The teacher should help students understand what the objective requires of them and why it's important—how it fits into the broader standard. The lesson should end with a return to the objective. The teacher might ask students to reflect on their progress in meeting the objective and to indicate content they're still having difficulty with.

Confusing instructional objectives with instructional activities. Instructional objectives go hand in glove with instructional activities, but sometimes teachers confuse the two. For example, "Students will practice solving 10 equations in cooperative groups" is an instructional activity. Conversely, "Students will be able to solve equations with one variable" is an instructional objective. Teachers assign an activity to help students meet an objective; practicing 10 equations in cooperative groups is a means to an end. When teachers present instructional activities as objectives, they send the message that learning is about completing activities and assignments instead of understanding information or acquiring skills.

Writing instructional objectives that are too broad. Instructional objectives must be specific enough for students to understand exactly what the teacher expects of them. For example, the following objective is too broad: "Students will be able to write effective persuasive essays." Because this requires so many important skills, the objective offers little guidance. The teacher should break it down into more focused objectives that are at the right level of specificity. The following objective is much more focused: "While writing persuasive essays, students will be able to generate effective transitions between paragraphs."

Effective Approaches

Having students translate the instructional objective into their own words. This clarifies for students what the teacher expects them to know or be able to do. For example, if a teacher gives the following objective—"Students will be able to write effective transitions between paragraphs"—a student might paraphrase this to read, "I have to make sure that each paragraph is related to the one before it and the one after it. I need to write sentences that link my paragraphs together." This restatement helps the student translate the objective into specific actions.

Writing objectives at multiple levels. A common convention is to present students with a single objective for a lesson or set of lessons. For example, a social studies teacher might write the following instructional objective for a unit on Napoleon: "Students will be able to create a time line that depicts Napoleon's rise and fall." This would be the target objective. However, the teacher could, in addition, write two other objectives, one that's simpler and one that's more complex. A simpler objective might be, "Students will recall accurate information about the rise and fall of Napoleon, such as his nationality at birth, how well he spoke French, his first significant military position, and his imprisonment and exile." A more complex objective is, "Students will compare and contrast the rise and fall of Napoleon with that of other military leaders."

These three types of objectives provide students with a scaffold for different levels of understanding. Instead of perceiving attainment of a target instructional objective as an all-or-nothing proposition, students can observe their progress over time. In the beginning of the unit, some students may have difficulty with the target objective but may be able to experience success with the simpler objective. At the end of the unit, many students may have attained the target objective but may still be challenged by the more complex objective.

Straightforward but Not Simple

Even seemingly straightforward classroom strategies like providing students with instructional objectives can be executed more or less effectively. By avoiding common pitfalls and implementing effective approaches, teachers can more clearly communicate their instructional objectives and promote greater student understanding.

Robert J. Marzano is cofounder and CEO of Marzano Research Laboratory in Denver, Colorado. He is the author of *The Art and Science of Teaching* (ASCD, 2007) and coauthor, with Mark W. Haystead, of *Making Standards Useful in the Classroom* (ASCD, 2008). To contact Marzano or participate in a study regarding a specific instructional strategy, visit www.marzanoresearch.com.

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APPENDIX O

Initial Analysis

February 26th 2014's Professional Development

1. What's the agenda?

-Introductions and Welcome by the Director/Principal

-Introduction of the principal investigator

-Discussion of rules and policies by administrators

- Small group work using "Objective Which Students Understand"

-Closing by Director/Principal

2. Are the activities skill- based? (Yes or No)

Yes

3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

Yes

4. If so, what are these activities?

Teachers created objectives for the classroom after reading and reviewing "Objectives Which Students Understand" by Roberto Marzano. Teachers showed examples to each other and presented to the whole group.

5. Are there any administrative elements of this professional development? (Yes or No)

Yes

6. If so, what are these elements?

The principal/director led the introduction, welcome, and the closing sections of the professional development providing teachers with administrative information

7. Are the teachers leading or facilitating any part of this professional development? (Yes or No)

No

8. If so, what activities did the teachers lead?

Not Applicable

9. Who lead these sessions (department chair, lead teacher etc.)?

Not Applicable

10. Do the teachers interact in groups? (Yes or No)

Yes

11. If so, what activities take place during these interactions?

Teachers collaborated with one another in terms of objectives and skills to be acquired in the classrooms. Teachers looked at Marzano's methods for creating objectives. They then create their own objectives and shared them with small groups of teachers.

12. Where are the professional developments held (in terms of location of the school)?

This professional development was held in the department chair's classroom.

March 12th, 2014's Professional Development

1. What's the agenda?

-Opening and Announcements by the Director/Principal

-Updates about Testing by Assistant Principal

-Teacher Presentation: Infusing Nonfiction into Fictional Readings During Class time (and vice versa)

-Closing by Director/Principal

2. Are the activities skill- based? (Yes or No)

Yes

3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

Yes

4. If so, what are these activities?

Teachers were asked to think about and list both nonfiction and fictional text that could possibly be used to impact classroom curricula.

5. Are there any administrative elements of this professional development? (Yes or No)

Yes

6. If so, what are these elements?

The principal/director and the assistant principal led administrative conversations about discipline, UCLA partnerships, Parent Conferences, and testing

7. Are the teachers leading or facilitating any part of this professional development? (Yes or No)

Yes

8. If so, what activities did the teachers lead?

Two teachers led presentations about ways to infuse nonfiction and fiction reading into the content

9. Who lead these sessions (department chair, lead teacher etc.)?

Two teachers (one cadre leader and one without a title) lead these discussions.

10. Do the teachers interact in groups? (Yes or No)

Yes

11. If so, what activities take place during these interactions?

Teachers collaborated with one another in terms of reading, and dissecting the material. Teachers were also required to participate during the presentations.

12. Where are the professional developments held (in terms of location of the school)?

This professional development was held in the department chair's classroom.

March 26, 2014's Professional Development

1. What's the agenda?

- College Counselor Presentation
- Teacher Presentation on Accountability
- Information by the Principal

2. Are the activities skill- based? (Yes or No)

Yes

3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

Yes

4. If so, what are these activities?

The teacher led presentations depicted ways to account for student learning in the classroom.

5. Are there any administrative elements of this professional development? (Yes or No)

Yes

6. If so, what are these elements?

The principal led discussions about the presentation and ways teachers can be more accountable in and out of the classroom.

7. Are the teachers leading or facilitating any part of this professional development? (Yes or No)

Yes

8. If so, what activities did the teachers lead?

The presentation on accountability were led by three teachers

9. Who lead these sessions (department chair, lead teacher etc.)?

Teachers formed groups based on interests and skills. None of the facilitating teachers were department leads.

10. Do the teachers interact in groups? (Yes or No)

Yes

11. If so, what activities take place during these interactions?

Teachers collaborated and participated in the presentation portion in a “think-pair-share” activity.

In this activity, teachers thought about questions on their own, discussed with partners, then shared out to the whole group.

12. Where are the professional developments held (in terms of location of the school)?

This professional development was held off campus in the ICEF meeting room in Culver City.

April 9th, 2014's Professional Development

1. What's the agenda?

- Principal/Director opening and discussion about upcoming parent meeting and intent to rehire teacher letters
- College Counselor Presentation about Online Access to Webpage
- Teacher Presentation on Using Rigorous Vocabulary in the Classroom
- Information by the Vice Principal in terms of testing

2. Are the activities skill- based? (Yes or No)

Yes

3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

Yes

4. If so, what are these activities?

The teacher led presentations depicted ways to incorporate vocabulary lessons across the curriculum

5. Are there any administrative elements of this professional development? (Yes or No)

Yes

6. If so, what are these elements?

The principal talked about the requirements for parent meetings and the notifications about rehiring teachers that would go out soon. The vice-principal discussed upcoming testing dates and protocols.

7. Are the teachers leading or facilitating any part of this professional development? (Yes or No)

Yes

8. If so, what activities did the teachers lead?

The presentation on vocabulary was led by two teachers.

9. Who lead these sessions (department chair, lead teacher etc.?)

Teachers formed groups based on interests and interests. One of the facilitating teachers was a department lead and the other one was a teacher without a title.

10. Do the teachers interact in groups? (Yes or No)

Yes

11. If so, what activities take place during these interactions?

Teachers collaborated and participated in the presentation portion in a “think-pair-share” activity. In this activity, teachers thought about questions on their own, discussed with partners, and then shared out to the whole group.

12. Where are the professional developments held (in terms of location of the school)?

This professional development was held in the English department chair’s classroom.

April 23rd, 2014’s Professional Development

1. What’s the agenda?

- Call to Order and Overview by Department Chair
- Local Control Funding Formula and Local Control and Accountability Plan Videos
- Discussion of Video
- Plan Revision
- Closing

2. Are the activities skill- based? (Yes or No)

No

3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

Not Applicable

4. If so, what are these activities?

Not Applicable

5. Are there any administrative elements of this professional development? (Yes or No)

Yes

6. If so, what are these elements?

Teachers watched and discussed budget plans. The budget plans are typically handled by the administrators, however, teachers were included in the composition of this plan.

7. Are the teachers leading or facilitating any part of this professional development? (Yes or No)

Yes

8. If so, what activities did the teachers lead?

The discussions were facilitated by teachers.

9. Who lead these sessions (department chair, lead teacher etc.)?

The department chair facilitated the PD and lead whole discussions as well as kept the other teachers on-task.

10. Do the teachers interact in groups? (Yes or No)

Yes

11. If so, what activities take place during these interactions?

Teachers collaborated and participated in making the budget for VHS's 2014-2015 school year.

Teachers submitted ideas and created goals as a team.

12. Where are the professional developments held (in terms of location of the school)?

This professional development was held off campus in the ICEF meeting room in Culver City.

May 14, 2014's Professional Development

1. What's the agenda?

-Principal/Director updates about

- Teacher concerns

-Office Assistant Informational about prom sign-ups

-Office Assistant and textbook return information

- Teacher Presentation entitled "Depth of Knowledge."

2. Are the activities skill- based? (Yes or No)

Yes

3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

Yes

4. If so, what are these activities?

The teacher presentations were based on teachers creating questions aimed at deeper understanding for students. Bloom's taxonomy was a system of questioning with a similar agenda. However, "Depth of Knowledge" has been designed to get the students to acquire information and eventually use this information to create their own projects.

5. Are there any administrative elements of this professional development? (Yes or No)

Yes

6. If so, what are these elements?

The administrative team made various announcements and gave teachers information about upcoming events including prom, textbook returns, and changing tardy policies.

7. Are the teachers leading or facilitating any part of this professional development? (Yes or No)

Yes

8. If so, what activities did the teachers lead?

Three teachers lead the teacher presentation portion.

9. Who lead these sessions (department chair, lead teacher etc.?)

A cadre leader and two additional teachers lead the presentation portion of this professional development.

10. Do the teachers interact in groups? (Yes or No)

Yes

11. If so, what activities take place during these interactions?

Teachers were asked to create questions that ranged from mere memory recall to higher-level thinking. Then teachers were asked to partner up with other teachers to compare questions. Finally, teachers were asked to chart and share these questions aloud with the entire group.

12. Where are the professional developments held (in terms of location of the school)?

This professional development was in the English- Department chair's classroom.

May 28, 2014's Professional Development

1. What's the agenda?

- Closing responsibilities by the administrators, Teacher presentation: Stepping Up the Classroom with Domain Specific Vocabulary, and Thanks and reminders by the director

2. Are the activities skill- based? (Yes or No)

Yes

3. Do the activities help teacher's practice and/or perfect a skill important to teaching? (Yes or No)

Yes

4. If so, what are these activities?

Teachers are able to design activities based on vocabulary and ways to help students remember certain academic language across the curriculum.

5. Are there any administrative elements of this professional development? (Yes or No)

Yes

6. If so, what are these elements?

Teachers were given information about the closing responsibilities by the administrative team. The director reminded the teachers to work on “Project Based Assignments” and he also thanked certain teachers for participating in the spring musical.

7. Are the teachers leading or facilitating any part of this professional development? (Yes or

No)

Yes

8. If so, what activities did the teachers lead?

The presentation on vocabulary was facilitated by two teachers.

9. Who lead these sessions (department chair, lead teacher etc.?)

Two teachers without titles directed this presentation.

10. Do the teachers interact in groups? (Yes or No)

Yes

11. If so, what activities take place during these interactions?

Teachers were asked to look at current vocabulary list and think of ways to teach words important to other courses as well.

12. Where are the professional developments held (in terms of location of the school)?

This professional development was in the English department chair’s classroom.

APPENDIX P

Initial Professional Development Artifacts

Date	Professional Development Material	Distributed By	Summary of Contents	Admin- Based	Teacher Skill
Feb. 26 th , 2014	Article by Roberto J. Marzano “Objectives that Students Understand” (Appendix N)	Director	This article discussed the ineffective and effective ways to create learning objectives for students based on research based data.		X
Feb. 26 th , 2014	VHS Lesson Template	Director	This article outlined the format all teachers were to use to create lesson plans for submission every week to the assistant director.		X
Feb. 26 th , 2014	Common Core Standards Power Point Print Out	Director	This power point overviews common core standards and the need for them in all school in the United States		X
March 12 th , 2014	Defusing Statements that Avoid Power Struggles	Director	This handout provides teachers with 13 statements can utilize to prevent or minimize power struggles in the classroom.		X
March 12 th , 2014	Nonfiction Choices in the Secondary Grades: Meeting Nonfiction Requirements Across the School Day Power Point Print Out	Teacher Presenters	This power point discussed ways teachers can increase non-fiction use in the classroom yet actively engage students.		X
March 12 th , 2014	VHS Performance Task Teacher and Room Assignment Sheets	Assistant Principal	This document informed teachers about room locations for upcoming testing at the high school.	X	
March 12 th , 2014	Performance Task Schedule	Assistant Principal	This handout informed teachers about dates for upcoming testing at the high school.	X	

March 12 th , 2014	CAHSEE and EAP Schedule	Assistant Principal	This document informed teachers about the dates and room locations for 10 th and 12 th grade students taking the CAHSEE and 11 th grade students taking the EAP Examination.	X	
March 26 th , 2014	ICEF Core Values Nomination Form	Director	This handout asked teachers to nominate up to four teachers, one staff member, and one parent to be rewarded for effectively communicating, collaborating, building community, honoring diversity, empowering students, and upholding accountability and safety.	X	
April 9 th , 2014	ICEF Accountability Metric and Rubric	Director	This document discussed the professional and parent, family, and community responsibilities of the teachers and how administrators were to “grade” teachers in terms of these measures.	X	
April 9 th , 2014	ICEF Core Values Nominations	Director	This form asked teachers to nominate one student of the semester who positively demonstrated CORE values. It also asked teachers to nominate four students who successfully demonstrated one of the seven other CORE factors.	X	
April 23 rd , 2014	LCAP Drafted plan	Department Chair	This was a draft of the Local Control Accountability Plan for VHS	X	
April 23 rd , 2014	VHS Summer School Intent Form	Director	This was an application for teachers interested in teaching summer school during the 2014 break.	X	
May 28, 2014	Language Socialization in Ethnic Minority Communities by Cindy Pease-	Teacher Presenters	This was an article aimed at informing teachers about the dynamics of language in		X

	Alvarez and Olga Vasquez		communities heavily populated by racial minorities.		
May 28, 2014	Closing Bulletin	Director	This document informed teachers about the closing procedures for VHS. The final exam schedule, grade reporting procedures, and summer school cleaning and security procedures were explained to teachers.	X	
May 28 th , 2014	Semester Two Finals Bell Schedule	Director	This document provided teachers with information about the bell schedule for finals during June 2 nd - June 6 th , 2014.	X	
May 28 th , 2014	VHS Teacher Clearance Form	Assistant Principal	This document informed teachers about all the items that needed to be turned in or carried out before the close of the school year.	X	
May 28 th , 2014	VHS Certification Page	Assistant Principal	This document was to be placed in roll books and signed by teachers when roll books were turned in.	X	

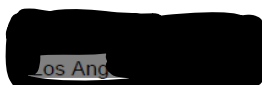
APPENDIX Q

IRB Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

January 22, 2014



Protocol #: E1113D03

Project Title: Does Professional Development in a Los Angeles Charter School Produce Teacher Leaders?

Dear Ms. Smith:

Thank you for submitting your application, *Does Professional Development in a Los Angeles Charter School Produce Teacher Leaders?*, for expedited review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your advisor, Dr. Garcia-Ramos, completed on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 (Research Category 7) of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

I am pleased to inform you that your application for your study was granted **Full Approval**. The IRB approval begins today, **January 22, 2014**, and terminates on **January 22, 2015**.

Your final consent form has been stamped by the IRB to indicate the expiration date of study approval. One copy of the consent form is enclosed with this letter and one copy will be retained for our records. **You can only use copies of the consent that have been stamped with the GPS IRB January 22, 2015 expiration date to obtain consent from your participants.**

Please note that your research must be conducted according to the proposal that was submitted to the GPS 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. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and require submission of a new IRB application or other materials to the GPS IRB. If contact with subjects will extend beyond **January 22, 2015**, a **Continuation or Completion of Review Form** must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

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,



Thema Bryant-Davis, Ph.D.
Chair, Graduate and Professional Schools IRB
Pepperdine University

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives
Mr. Brett Leach, Compliance Attorney
Dr. Reyna Garcia-Ramos, Faculty Advisor



APPENDIX R

Inter-Rater Reliability Charts

What is professional development?

Question 1

Response	Frequency
Uncertainty	2
Meeting Every Wednesday	3
Informational	2
Outside Conferences	1
Developing staff	2
Teach each other /Develop Curriculum	3

Teacher's Definition of professional development

Question 2

Response	Frequency
Training	1
Professional Development (Growth)	5
Leadership Support	1
Collaboration	2
Mentoring	1

Perfect Professional Development

Question 2 Follow up

Response	Frequency
Collaboration	1
Peer Led Training/ Problem Solving	2
Relevant Training	3
Outside professional training	1
Interesting	1

Definition of Teacher Leadership

Question 3

Response	Frequency
Authoritative Control /Leadership	3
Outside Classroom Leadership	4
Teacher Mentorship / Guidance	3
Voice for Students	1
Shared Leadership (w/Administrators)	1
Initiative (To better oneself/ set examples	2

Teacher Leadership Characteristics

Question 3 Follow Up

Response	Frequency
Effective Communicator (Sharing)	2
Supportive /Helpful	2
Cooperative	1
Organized	1
Busy (Additional Responsibilities)	2
Empowered (Voice)	2

Examples of Teacher Leadership

Question 3 F/Up 2

Response	Frequency
Department Chairs	2
Cadres Leaders	2
Leadership team members	2
School Site Council members	1
Athletic Coaches	1

Teacher leadership defined by schools

Question 4

Response	Frequency
Leadership outside of classroom	2
Leadership inside the classroom	2
Teacher Leaders	1

Professional Development/Teacher Leadership connection

Question 5

Response	Frequency
Yes	3
Yes, if leadership roles are desired	1
Provides role models / inspiration	2
No, but there should be	3

Impact of professional development on teacher practice

Question 6

Response	Frequency
Informational (Best Practices)	2
Improved teaching /lesson planning	2
On-going training	1
Minimal	1

Skills/Practices attribute to professional development

Question 6 Follow Up

Response	Frequency
School wide procedures	1
Lesson Planning	2
Teaching Practices	2
None	1
Dependent on professional development	1

Impact on Teacher Leadership based on professional development sessions

Question 7

Response	Frequency
Yes	6
No	1

Does PD strengthen or weaken teacher leadership capacity? Question 7 Follow Up

Response	Frequency
Yes	3
Neither	1
Depends	3
Weakens	2

Question 8

Response	Frequency
Increases (Positive)	4
Increases if strategies are implemented	2
Negative	1