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Principal Leadership and Complex Change: The Perceived Influence of the Principal on Teacher Implementation of Common Core State Standards

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Principal Leadership and Complex Change:

The Perceived Influence of the Principal on Teacher Implementation

of Common Core State Standards

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

in

Educational Leadership

by

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2015

The Dissertation of Susan Elaine Baumstark Ford is approved, and is acceptable in quality and form for publication on microfilm and electronically:

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                                                                    Chair

California State University, San Marcos

University of California, San Diego

2015

DEDICATION

I would like to dedicate this work to my parents, Louis and Nadine Kirk Baumstark. Through the example of their lives, I have learned the meaning of faith, hope, and love. My father's love of learning and my mother's loving care for others inspired me to be who I am. I am forever grateful to them for modeling Christian belief in action, and I can never adequately express my love and gratitude to them.

To my sons, David, Daniel, John, and Gabriel: I am in awe of your love for each other and your perseverance in pursuing your dreams. Thank you for always being proud of me and encouraging me. You are my heart.

Finally, to my best friend and husband, Ron. You have sharpened my intellect and given me the courage to go beyond what I believed about myself. My partner in joy, despair, hope, and adventure, I am forever grateful for God's gift to me in you.

EPIGRAPH

A leader is one who knows the way, goes the way, and shows the way.

- John C. Maxwell

Since it is so likely that children will meet cruel enemies,

let them at least have heard of brave knights and heroic courage.

- C.S. Lewis

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            The Perceived Influence of the Principal on Teacher Implementation

            of Common Core State Standards"

ABSTRACT OF THE DISSERTATION

Principal Leadership and Complex Change:

The Perceived Influence of the Principal on Teacher Implementation

of Common Core State Standards

by

Susan Elaine Baumstark Ford

Doctor of Education in Educational Leadership

University of California, San Diego, 2015

California State University, San Marcos, 2015

Professor Jennifer Jeffries, Chair

From the Effective Schools Movement in the 1980s to the recent adoption of

Common Core State Standards by most of the states in the United States, educational

leaders have sought to find ways to raise the achievement levels of all students.

Common Core State Standards are the most comprehensive school reform since the

beginning of the standards movement. The complex change required for

implementation of Common Core requires principal leaders to determine effective

strategies for dealing with implementation challenges and teacher resistance to change.

A growing body of educational research has focused on the impact of the site principal

on multiple school outcomes, including leading the change process. This dissertation provides an overview of principal leadership theories, the impact of the site principal on multiple school effects, review of reform movements, and present the complex change principals are leading as teachers implement Common Core State Standards.

Keywords: Principal; Leadership; Trust; Complex Change; Common Core State Standards

CHAPTER ONE: INTRODUCTION TO THE STUDY

"Educational administration is a bus schedule with footnotes by Kierkegaard"
- March, p. 20).

As schools and districts face greater public scrutiny related to student achievement, the role and importance of the site leader have increased, and principals are increasingly held accountable for student achievement. The expectations for the principal have grown from the 1920s through the 1970s when the site leader was expected to be the school manager (Valentine & Prater, 2011) to today's expectation that principals be instructional, curricular, and inspirational leaders. As Common Core State Standards (CCSS) are ushered in, it is expected that principals will be innovators, technology leaders, visionaries, and reformers.

School accountability has grown over the decades, from the appointment of the first U.S. Secretary of Education in 1979, to state accountability systems in the 1990s, to No Child Left Behind in 2001, to Race to the Top in 2009. Both state and federal monies have been linked to student achievement, and the public consumes student achievement data in order to make choices about school enrollment. Schools that have been designated Program Improvement lose students to schools with higher performance. Charter schools and private schools also siphon off students from schools in which the public has lost confidence. As the stakes for schools grow to attract and retain students and to prepare students for their futures, the expectation for site leaders is that they possess all the skills needed to manage change, reform, and transform schools. However, it is increasingly obvious that the individual site leader

cannot carry the burden alone (Hallinger, 2005; Moolenaar, Daly, & Sleegers, 2010; Crum & Sherman, 2008) and, therefore, principals and teachers need to understand the nature of complex change and how teachers respond to educational reforms in order for the principal and teachers to work together and to be successful in bringing about complex change. Principals must also understand the importance of trust in building the collaborative culture in which positive change can occur.

Statement of the Problem

School leaders grapple with sometimes overwhelming management, budget, technology, and personnel issues. Demands on a leader's time often lead to a focus on the immediate and the crisis *du jour,* leaving little time and energy for the deeper, long-term issues needing attention. Leaders may also struggle with insecurity about their own abilities, especially when they measure themselves against the list of qualities effective leaders are said to possess and the expanding literature on the characteristics of effective leaders. All of those challenges may have existed before, but the stressors increase during a complex change process such as the implementation of Common Core. Additionally, teachers who have experienced reform movements and seen trends come and go may have become jaded and inured to change or frustrated and resistant. A principal must lead and engage teachers in ways that help bring about successful implementation of reform. The role of the principal, the influence of principal leadership on teacher practice, and the implementation of Common Core are all intersecting at this moment in California public schools.

The Principal's Role in the 21st Century School

The role of the site principal has evolved over many years. Since the adoption of *No Child Left Behind*, the urgency about improving student achievement has grown and the role and expectations of principals has been magnified. This shift in the principal's role is taking place while change, in general, is accelerating at a pace never before seen, due in part to the digital revolution and the undeniable emergence of a global economy (Friedman, 2005; Wagner, 2008). The digital revolution has made available educational tools that are driving new thinking in instruction and assessment, all of which must be tended to by the principal.

Schools, and the principals leading them, now face the reality of CCSS and computer-based Smarter Balanced assessments, ready or not. Over 40 states adopted the standards, which were fully implemented in the year 2014-2015 for English and mathematics, with history, science, and technical subjects to follow. Principals and teachers now face a new wave of scrutiny and accountability. In addition to the natural stress over implementing a new curriculum and instructional strategies, levels of proficiency for students are expected to drop significantly with the new CCSS assessments (Public Policy Institute of California website, 2014), which will require a significant new set of assessment-taking skills, often involving use of digital resources, on the part of students. Assessment results have in the past been used to evaluate and judge the performance of principals, and it is likely that principals will again be scrutinized in the light of CCSS results.

Simultaneous with the advent of CCSS, schools and districts must evaluate the effectiveness of their technology infrastructures and obtain hardware and software in

order to respond to the required use of computers for assessing the CCSS. The training of teachers in Web 2.0 (and beyond), deciding whether to wrestle with *Bring Your Own Device* programs and incorporate digital proficiencies into the core curricula are all part of this major reform (Johnson, 2012). Many veteran teachers who might have hoped to escape the digital revolution find themselves caught in CCSS testing protocols. Principals now may be expected to be leaders of technology implementation and chart a course through digital pedagogy, equity and access, and professional development (Flanagan & Jacobsen, 2003; Ertmer & Ottenbreit-Leftwich, 2010). More than ever, principals need direction about how instructional leadership can lead to positive outcomes for schools and students and what practices will address intractable achievement and equity issues.

The Impact of the Principal

While much of the research on principals has noted indirect rather than direct impact on student outcomes (Nettles & Herrington, 2007; Louis, Dretzke, & Wahlstrom, 2010; Hallinger, 2003; Leithwood & Jantzi, 2008; Leithwood, Louis, Anderson, & Wahlstrom, 2004), the school principal has an effect on factors that directly impact student achievement. Studies have documented the influence of the principal on teacher motivation, academic optimism, teacher innovation, and school climate, all of which can impact student outcomes (Finnigan, 2010; Eres, 2011; Tschannen-Moran, 2001; Wahlstrom & Louis, 2008; Eyal & Roth, 2010; Leithwood & Jantzi; Jacobson, 2011; Brown, Benkovitz, Mutillo, & Urban, 2009).

In addition to those factors, research into principal characteristics and practices has demonstrated the importance of trust between the principal and teachers in order to

develop other school factors that lead to improved outcomes for students (Tschannen-Moran, 2001; Daly, 2009; Wahlstrom & Louis, 2009; Hoy, 2012; Finnigan, 2010). In Common Core implementation, all of the factors that have been shown to impact student achievement are again in the forefront, and principals must draw from a foundation of trust as they face familiar challenges in a new context laden with uncertainty.

The last three decades have seen an abundance of research on the impact of leadership on multiple school outcomes (Leithwood & Jantzi, 2008; Brown & Benkovitz, 2009; Hoy, Tartar, & Hoy, 2005; Nettles & Herrington, 2007) and leadership theories explaining that impact have proliferated. Over time, the job description and expectations for principals have changed, and a number of theories have developed as research has continued into how to improve student outcomes. No one list of characteristics or practices have canonized what an effective leader is, nor is one appellation universally accepted. In fact, much confusion exists about how to define the role and traits of the school leader (Stewart, 2006). Theorists tend to describe leaders in terms based on their perspectives and areas of focus (Yukl, 1989). Many models have been described as "the State-of-the-Confusion," and "leadership by adjective" has been declared a "growth industry" (Leithwood, Day, Sammons, Harris, & Hopkins, 2006, p.7). Still, the imperative for effective leadership has not lessened, particularly during the monumental CCSS reform process.

Principals have a direct impact on such teacher effects as efficacy, academic optimism, and relational trust (Hoy, 2012; MacGuigan & Hoy, 2006; Tschannen-Moran, 2001); these are characteristics essential for successful reform.

The Road to Common Core Reform

As any veteran teacher will attest, reform movements come and go with a regularity that has earned any new movement the unflattering "pendulum" appellation. Teachers can justifiably develop a skeptical or cynical attitude about the latest program or reform, particularly when programs are implemented without teacher buy-in and input. Teachers who have taught the longest may have learned to "wait *it* out," whether *it* is the newest reform or the most recent principal. Even reforms with wide implementation and longevity, such as the standards movement, have wildly disparate implementation histories in schools and districts across the U.S. When California began its Standardized Testing and Reporting (STAR) program in 1998 (California Department of Education), implementation began slowly, and the urgency about implementing the standards grew only as CST scores began to be made public and sanctions were imposed on under-performing schools.

Over time, preparing students for the CST assessment gained legitimacy and primacy and became a way of life for most educators. While CSTs did not solve the intractable problem of the achievement gap, at least teachers grew more familiar with standards-based teaching, even if an unintended outcome was "teaching to the test" and a move away from student inquiry and critical thinking skills. Meanwhile, colleges and universities continued to bemoan the unpreparedness of students for college-level work. In California, 68% of freshman entering the CSUs require remedial coursework in math, English, or both. The Early Assessment Program (EAP) test, given to high school juniors to determine college readiness demonstrates a similar lack of preparedness for students. In 2011, nearly 400,000 students took the English

EAP. Only 23% of those students achieved a score high enough to be designated "ready for college." In mathematics, nearly 200,000 took the EAP with only 58% achieving the college-ready designation (California Department of Education website, 2014).

There was a growing awareness that students leaving high school were not adequately prepared for college or careers. In response to this dire situation, the National Governors' Association and the Council of Chief State School Officers signed a 2009 memorandum of agreement to produce a set of standards, now known as Common Core State Standards, in English Language Arts and Mathematics that would be designed to ensure high school students would be college and career ready when they graduated from high school. In 2010, the standards were released (King, 2011), with the ambitious goal of beginning accountability testing in the spring of 2015. The amount of buy-in, acceptance, understanding, and motivation have varied wildly from district to district and teacher to teacher. Principals especially can feel anxiety about all of the uncertainties of an entirely new accountability system, knowing they are held accountable for the performance of their students.

Education has a history of uneven, slow and incomplete responses to reform efforts in the past, therefore, it is important to explore what factors are impacting the reform process. Of those factors, the influence of principals on teachers during the implementation of Common Core State Standards is a critical factor common to all school sites.

Purpose of Study

Providing universal free public education has been an honored tradition and legally protected right in the United States for most of its history, and an educated populace has long been understood to be essential for a democratic society. Our rapidly changing world has increased the need to ensure that all students are able to achieve at high levels if they are to be successful in life. The vision of a universal free public education is highly dependent on the working relationship of the principal and teachers. A wealth of research studies has demonstrated that principal leadership impacts teachers directly while indirectly influencing students' learning outcomes. This indicates that exploring the influence of principals on teachers is essential to improving student performance.

The implementation of Common Core State Standards (CCSS) is the most comprehensive reform movement to be implemented at California public schools since the California Public Schools Accountability Act of 1999, which established the Standardized Testing and Reporting program. The transition to CCSS is a complex change process, which necessitates changes in curriculum, instruction, and use of technology. Even the assessment itself represents monumental change, as students for the first time will complete all assessments online, a change that places enormous pressure on school and district technology and infrastructure resources. As with any complex change, there is a great deal of angst for teachers and administrators. The transition has happened relatively quickly, and schools and districts have varied buy-in and confidence about the switch to CCSS.

This study aims to contribute to the understanding of how the instructional leadership of the principal affects teacher implementation of the complex change of Common Core State Standards. To do so the following questions were addressed:

1. *What is the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?*

2. *What is the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?*

Summary

Educators have known for several years that Common Core State Standards were approaching, but teachers' willingness and ability to embrace pedagogical change varies greatly. Principals, who are always held accountable for student achievement, face greater challenges than ever in leading their schools through the complex change of Common Core. The urgency of this inevitable change process provides a unique opportunity to study the influence of principals on teachers as they prepare for this change.

Definition of Terms

- *Complex Change* is defined as the change process in a large organization when conclusions cannot be known in advance; the process is non-linear, requires new skills, types of behavior, and new beliefs or understandings (Fullan, 1991).

- *Instructional leadership* is defined as the actions of the principal that lead to articulation of the school's shared vision, development of skills,

provision of resources and incentives, and development of a shared action plan in order to lead to successful student outcomes.

- *Teacher leaders* are defined as teacher who function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement (Child-Bowen, Moller, & Scrivner, 2000).

- *Moral purpose* is defined as believing that all students can learn, having high expectations for all students, and committing to closing the achievement gap while preparing all students for the 21st century world (Fullan, 2010).

- *Trust* is defined as the willingness to accept a degree of risk and assume another party will live up to mutual agreements, will act in the best interests of those in the organization, and is competent and capable of following through on commitments (synthesized from Daly & Chrispeels, 2008; (Bryk & Schneider, 2002).

- *Trustworthiness* is defined as the demonstration of respectfulness, benevolence, competence, reliability, and honesty in interacting with others (Tschannen-Moran & Hoy, 2000).

This study is guided by existing bodies of research in the areas of leadership, trust, school reform, and change theory, which are discussed in chapter two.

CHAPTER TWO: LITERATURE REVIEW

This section presents a literature review of different theories of principal

leadership, highlights some common characteristics of effective site leaders and their

impact on school factors, and reviews 21st century educational reform movements and

the implementation of common core. Two theoretical frameworks, *trust* and *complex*

change, will be discussed in relationship to how principals can impact teacher

implementation of the complex change of educational reform.

Principal Leadership and the Development of Theories

Research on educational leadership has led to a plethora of theories and models

about what constitutes effective school leadership. In the 1980's the Effective Schools

Movement (Lezotte, 1992) placed pressure on schools to increase student achievement

and research began to focus on measuring leadership effectiveness (Stewart, 2006;

Marks & Printy, 2013). A leadership model emerged known as *instructional*

leadership. This model described instructional leadership as hierarchical, with the

principal as the main source of instructional knowledge and experience. Through the

1980s, the instructional leadership model was the dominant model with the principal

as instructional leader. In the 1990s, the focus shifted to a leadership model focused on

"empowerment, shared leadership, and organizational learning" (Hallinger, 1998,

p.169). The focus of this leadership model was on changing the structure of the

organization in order to encourage shared responsibility for student success. The

model most widely used in this approach was *transformational leadership.* After the

emergence of transformational leadership research, interest in the

first model of instructional leadership waned, until a new demand for accountability renewed the focus on instruction, and new ideas of instructional leadership emerged. The new perspectives of instructional leadership have more in common with characteristics of transformational leadership, which are less hierarchical and more focused on shared purpose.

Transactional and Transformational Leadership

In 1978, James MacGregor Burns described two types of leadership, which he called *transactional* and *transformational.* Transactional leaders were those who established a leader/follower relationship based on the self-interests of follower by "inducing followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – of both leader and followers" (p. 19). In transactional leadership, leader behaviors are described as when a leader-follower exchanges something of value in order to advance his or her own goals (Avolio, Walumbwa, & Weber, 2009). The exchange might involve favors, "management by exception," or passive leadership (Bass, 1999, p. 11).

In contrast, transformational leadership is oriented toward change, and individuals in the organization are developed in ways that lead to organizational improvement with the leader as inspirational and visionary (Kirby, Paradise, &King, 1991). Transformational leadership occurs "when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p. 20). An important aspect of transformational leadership is developing and instilling a shared sense of purpose (Leithwood & Jantzi, 2008) and what Burns calls "moral leadership."

In an educational setting, transformational leaders motivate others through raising awareness of the school's goals and by gaining support for the organization's vision and goals (Marks & Printy, 2003; Avolio et al., 2009). The application of transformational leadership theory is a particularly appropriate match for times of complex change since the theory is rooted in influence and motivation, both of which are needed during change efforts. Transformational leadership theory has four commonly accepted components (Bass, Avolio, Jung, & Berson, 2003; Stewart, 2006)

- *Idealized Influence* the leader has *charisma,* is respected and trusted by followers.

- *Inspirational Motivation* the leader is optimistic and enthusiastic and communicates a clear and motivating vision.

- *Intellectual Stimulation* the leader pushes the thinking of the followers and encourages creative ways to solving problems while including the followers in the process.

- *Individualized Consideration* the leader is a coach or mentor, encouraging each individual's growth and providing learning opportunities.

In addition, transformational leadership encourages followers to aspire to fulfill the school's mission and vision, motivates them to better performance, develops followers who take on more leadership responsibilities, and is associated with a number of positive school outcomes (Avolio, et al., 2009).

Research on transformational leaders and their impact on schools is on-going (Stewart, 2006; Moolenaar, Daly, & Sleegers, 2010; Leithwood & Sun, 2012;

Valentine & Prater, 2011). Leadership behaviors, however, cannot be strictly

categorized and leading is a complex process in which overlapping characteristics are

at play. A number of studies have discussed how transformational leadership alone

cannot account for all of the leadership behaviors employed by effective principals

and that transformational leaders sometimes exhibit transactional characteristics (Bass,

1999; Yukl, 1989; Valentine & Prater, 2011).

A New Concept of Instructional Leadership

The theory of *transformational leadership* is still a dominant model in

educational research; however, the idea of instructional leadership has been the focus

of recent research. The most recent conceptualization of instructional leadership

describes a shared leadership approach with teachers and principals collaborating to

improve instruction and outcomes (Marks & Printy, 2013; Stewart, 2006). While

transformational leadership provides vision and direction and empowers teachers to be

innovative in decision-making, newer constructions of instructional leadership also

move the partnership toward "*shared* instructional leadership" (Marks & Printy, 2003,

p. 371). This model of leadership was developed from studies that explore the change

process in schools (Hallinger, 2005; Neumerski, 2013), in which researchers

consistently identified principal characteristics that were effective in leading to

success in change implementation, school effectiveness, and school and program

improvement.

Instructional leadership focused the principal on teachers, with the idea of

helping to improve learning for students by focusing on school goals, curriculum and

instruction, and the school climate (Stewart, 2006). While constructions of

instructional leadership have varied to the point of being "sloganistic" (Leithwood et al., 2004, p. 4), general definitions can be derived. Referring to The National Association of Elementary School Principals, Nettles and Herrington (2007) defined instructional leaders as "facilitators, guiding and encouraging an educational environment in which administrators and teachers work collaboratively to diagnose and solve the problems facing their schools" (p. 725). Other researchers have identified shared leadership, facilitating professional development, having a focus on instruction, and behaving openly and honestly as factors shared by effective instructional leadership (Sanzo, Sherman, & Clayton, 2010).

A number of instructional leadership models incorporate their own lists of characteristics needed by effective school leaders. In the last decade a conception of instructional leadership known as *Leadership for Learning* has emerged (Stewart, 2006; Hallinger, 2013). Leadership for Learning describes essential traits of school leadership, including the leader's personal characteristics, values, a leadership focus, attention to academic processes and structure, and capacity building ability (Hallinger, 2010). Holden (2008, p. 308) listed "collaboration, interdependence, and distribution of leadership" as essentials of the Leadership for Learning model. Hallinger and Murphy (2013) described Leadership for Learning as the activities of the leader that are manifested in daily interactions that advance learning in the school, a broad view that incorporates many characteristics of different leadership models.

One concise view defines instructional leadership as the behaviors of the leader that impact teachers' instruction (Quinn, 2002 summarizing Leithwood's definition in 2004, cited on p. 447). Using the *Staff Assessment Questionnaire* (attributed to

Andrews and Soder, 1987, p. 453 in Quinn), Quinn broke down 19 leadership

indicators into several categories including providing resources, being an instructional

resource, communicating, having a visible presence, commitment to school goals, and

clear instructional vision. Although strong instruction can exist in isolated classrooms

in the absence of these aspects of instructional leadership, in order to have a school

that is set on educational excellence for all, a strong instructional leader who can

impact the whole school is essential if systemic school change is to occur (Quinn;

Crum & Sherman, 2008).

No one definition of instructional leadership has emerged, although there are

similarities among different descriptions of instructional leadership, including

providing a safe environment, having and communicating a clear mission and vision,

enlisting community support, monitoring the instructional program, having an

instructional focus, providing professional development, and establishing school-wide

high expectations for student achievement (Nettles & Herrington, 2007). In a

practitioner study of 12 principals at successful schools in Virginia (Crum & Sherman,

2008), the principals identified six themes in their own instructional leadership

practices, including development of personnel, team empowerment, personal

accountability, communication and rapport, facilitation of instruction, and change

management. Crum and Sherman suggested these six themes are a framework for

principals to establish a positive learning culture.

In other studies, characteristics identified as being present in leaders who were

effective included goal-setting, support for teachers, facilitating instruction,

monitoring student achievement, developing personnel and delegating responsibility,

emphasizing principal and teacher accountability, communication and rapport, and managing the change process. (Ovando & Cavazos, 2004; Crum & Sherman, 2008).

*The Principal Instructional Management Rating Scale (*PIMRS) developed by Hallinger and Murphy (1985), which "continues to be an instrument of choice among scholars studying principal leadership" (Hallinger, Chung, & Wen, 2012, p. 4). The instrument identified multi-dimensional aspects of instructional leadership practiced by the principal, summarized as "defining the school's mission, managing the instructional program and promoting a positive school learning climate" (Lee, Walker, & Chui, 2011, p. 586; Hallinger, 2000). Recent research summaries of leadership have identified four "core practices" in effective leaders (Bruggencate, Luyten, Scheerens, & Sleegers, 2012; Leithwood et al., 2006, p. 18-19;)

- Setting Direction

- Developing People

- Redesigning the Organization

- Managing teaching and learning

From the original conception of instructional leadership as hierarchical and authoritative with a "heroic view" of the principal (Robinson, Lloyd, & Rowe, 2008, p. 638), newer conceptions of instructional leadership describe a more collaborative approach, in which the contributions of teachers are maximized to improve schools. In current formulations of instructional leadership, principals work with teachers to improve curriculum and instruction, and teachers participate in making instructional decisions (Printy, 2010) and in planning and implementing professional development.

In this model, the principal becomes the "leader of instructional leaders" (Marks & Printy, 2003; Stewart, 2006, p. 6-7).

The perspective for this study is the assumption that principal characteristics and actions indirectly impact student achievement through the direct influence of other school factors, particularly in the impact on teachers and pedagogy. Differing understandings of instructional leadership abound, from hierarchical to shared leadership, and instructional leadership remains "poorly defined" (Louis et al., 2010, p. 317; Neumerski, 2013). The perspective for this study relative to principal leadership and student learning is the assumption that principal characteristics and actions indirectly impact student achievement through the direct influence of other school factors, particularly in the impact on teachers and pedagogy. While instructional leadership descriptions remain un-codified, in this paper *instructional leadership* will be defined as the actions of the principal that lead to articulation of the school's shared vision, development of skills, provision of resources and incentives, and development of a shared action plan in order to lead to successful students outcomes.

In the following sections, specific aspects of instructional leadership - student achievement, high expectations and academic focus, school culture and climate, interactions with teachers, and teacher motivation - will be discussed.

Principal instructional leadership and student achievement. Numerous studies have examined teacher attitudes and practice and the correlation with student achievement, and much attention has also been paid to the role the principal plays in

increasing student achievement, primarily through interactions with teachers. Research

has shown the relationship between principals and student achievement is complex

and mediated through teacher practices (Hallinger, 2010; May, Huff, & Goldring,

2012; Robinson et al., 2008; Bruggencate et al., 2012). In fact, the quality of teaching

students receive explains student outcomes more that any other system variable

(Robinson, V. M. J., 2007)**.**

In 40 studies between 1980 and 1995, researchers found "school leadership

effects were shown to explain only up to 5% of the total variance. Although this

amount of explained variance seems small, it represented approximately 25% of the

total variability explained by endogenous (school-level) variables" (Nettles, 2007, p.

730). What occurs in the classroom has a direct relationship to student learning, and

principals have an impact on classroom instruction, a school variable that does impact

school achievement (Quinn, 2002, p. 451, quoting Heck and Marcoulides, 1993; Ing,

2009; Ovando & Ramirez, 2006; Louis et al., 2010).

Principal's high expectations and academic focus. One component of

effective leadership identified in many studies is the principal having high

expectations for the achievement of all students (Marks & Printy, 2003; Hoy, 2012;

Finnigan, 2011; Jacobson, 2011; Leithwood, Patten, & Jantzi, 2010; Shields, 2010;

Leithwood et al., 2006). Nettles and Herrinton (2007) found a link between positive

improvements in student achievement and the principal's consistent high expectations.

Principals in effective schools consistently communicated those expectations,

expected staff to prioritize student achievement, and expected high levels of

instructional practice. In another study, principals in effective schools had a passion for social justice, believed strongly in the abilities of all students to achieve, and used whatever resources they had to engage and convince teachers (Jacobson, 2011).

Multiple studies have determined there is a link between positive school results and the principal's consistent expectations for students' high performance, and principals' impact on teachers' expectations for student success, which can also impact student achievement (Nettles, 2007; Ovando & Cavazos, 2004; White-Smith, 2012, Neumerski, 2012, Valentine & Prater, 2011; Hallinger, 2005; Mendels, 2012; Moolenaar, Sleegers, & Daly, 2012).

More often than not, it is the principal who is held accountable for students' progress or lack of progress, and many principals may feel inordinate pressure to raise student achievement and improve teaching and learning. However, the research shows that principals have indirect, rather than direct impact on student achievement, and teachers are often the mediators of the impact (Robinson & Rowe, 2008; Hattie, 2009; Leithwood, Patton, & Jantzi, 2010). Therefore, principals increasingly need to focus their efforts in ways that will lead to positive outcomes for students, especially by influencing the teaching and learning process in their relationship with teachers.

Examples of the impact of principals' high expectations were shown in a study of principals in Hispanic high schools who were effective at raising student achievement. The principals focused on developing academic goals, improving school culture, and effectively managing the instructional program. The principals had a strong focus on student achievement, and the study concluded that in leading

Hispanic-majority high schools, leaders must be able communicate a belief in and commitment to high expectations for all students (Ovando & Cavazos, 2009). In other studies, effective leaders of urban schools believed that having high expectations was essential for sustaining achievement for underserved students (White-Smith, 2012). Principals' high expectations had an impact on teachers, leading them to have higher expectations for students as well (Leithwood & Sun, 2012).

Taking a direct approach at how principals lead for social justice, Brown, Benkovitz, Muttillo, and Urban (2011) examined *Honor Schools of Excellence* in the southeastern United States in which 90% of students performed at or above grade level, in order to determine the degree to which the schools promoted academic excellence and equity for all students. The principals in schools in which there was a smaller achievement gap (as identified by standardized testing) recognized and highlighted academic achievement, monitored and offered feedback on instruction, and had high expectations for all students. Other schools in a challenging urban context in which principals had high expectations had school climates in which student achievement was a priority (Giles, Johnson, Brooks, and Jacobson, & Ylimaki, 2007).

The notion of high expectations has been described as *academic optimism,* which is:

> a teacher's belief that she can make a difference in the academic
> performance of students by emphasizing academics and learning, by
> trusting parents and students to cooperate in the process, and by
> believing in her ability to overcome difficulties and react to failure with
> resilience and perseverance (Hoy, Hoy, & Kurz, 2008, p. 4-5).

Principals who establish trusting relationships and organize schools in ways that help teachers do their jobs well contribute to a school's academic optimism (Hoy et al., 2008; Beard, Hoy, & Hoy, 2010). Academic optimism embodies a focus on academics, a collective sense of efficacy, and faculty trust, all of which impact students' success (Hoy & Smith, 2007). Academic expectations are related to academic optimism. By setting high academic expectations for students, the principal can impact academic optimism and student achievement, and pursuing academic optimism may be an important key to closing the achievement gap (Brown et al., 2009).

High expectations and academic focus are components of school climate and culture. These topics are discussed in the following section, further clarifying the ways in which a principal indirectly influences student achievement through relationship with teachers.

Principal instructional leadership and school culture and climate. One area of research that has linked the principal's actions to student achievement is in the organizational structure and the culture of the school (Heck, Larsen, & Marcoulides, 1990; MacNeil, Prater, and Busch, 2009). A positive school culture includes instructional focus and high expectations for student achievement. Soehner and Ryan (2011) in their review of school leadership research pointed out the importance of principals making efforts to improve cultural factors such as faculty efficacy and trust in students, community involvement, and academic focus. By developing these factors, principals can counter external influences on the school culture and thus lead

the way to higher student achievement. Effective principals balance the elements of school culture, the student population, and community involvement to help bring about student achievement (Nettles & Herrington, 2007). Developing the school's culture toward learning improves both morale and student achievement (MacNeil et al., 2009).

Both school climate and school culture are seen in studies of organizations. Climate can be viewed as the behaviors of those in the school, while culture exists in the values and norms of the school (MacNeil, Prater, & Busch, 2009). Principals can be seen as the most important contributors to the creation of school culture (Beatty & Brew, 2004). School principals who aim to build a strong positive culture focus on factors of school climate that contribute to culture. While culture builds slowly over time, climate can be impacted in small ways that change the overall culture over time. Some of the ways principals impact school climate are by setting high expectations for all students, encouraging motivation in teachers, in positive interactions with teachers, and by developing trust.

Principal instructional leadership and interactions with teachers. Evidence exists to support the indirect impact of principal leadership on improving teaching and impacting student learning, particularly with interactions with teachers (Soehner & Ryan, 2011). One of the primary ways principals interact with teachers to improve instruction is through classroom observations (Valentine & Prater, 2011).

One of the major responsibilities of site leaders is to evaluate and influence teacher pedagogy through interactions between principal and teacher. Principals'

regular classroom observations and feedback to teachers have been correlated with higher performing schools (Robinson, Lloyd, & Rowe, 2008). Observations of teachers that are focused on instructional improvement lead to positive teacher perceptions of the school's instructional climate. However, teachers need feedback from the principal about how to improve instruction, and without effective feedback, the observations will not impact instructional improvement (Ing, 2009).

Principals' other daily interactions that supported student achievement were developing staff, facilitating leadership, delegating and empowering, taking responsibility, building rapport and communicating, focusing on instruction, and managing the change process (Crum & Sherman, 2008). Additional categories of activities related to students' achievement included involvement in mission, vision, and goal-setting, monitoring instruction, giving feedback, analyzing data, and supporting professional development (May, Huff, & Goldring, 2012). Successful principals had goal-setting meetings, led teachers to analyze student data, communicated well, developed systems of accountability, and structured the master schedule and departments for improved learning. Principals also molded a student-centered school culture, provided support for teachers, and were collaborative (Ovando & Cavazos, 2004).

Most principals believe interacting with teachers to improve student learning is the most important aspect of their jobs; however, the demands of their work negatively impact their ability to be instructional leaders, and many principals find themselves functioning more as "middle managers" struggling to keep up with the breakneck pace of daily tasks (Hallinger & Murphy, 2013, p.10). Ultimately, effective

principals find ways to keep from being overwhelmed by all the burdens placed on them and are "relentless" in their emphasis on student learning and achievement (Dinham, 2005, p. 354), even though the demands on a leader's time might seem to prevent the principal from making instructional leadership the priority (Gentilucci & Muto, 2007).

Principal instructional leadership and teacher motivation. Teacher motivation is a crucial component in bringing about school reform, and principals' behaviors have been linked to increased teacher motivation (Thoonen, Sleegers, Oort, Peetsma, & Geijesel, 2011; Barnett & McCormick, 2004). According to Finnigan, (2011) "To bring about school change, principals are in a key position to improve the performance of teachers by improving their motivation." (p. 17). While directly motivating others is difficult, leadership can support a variety of organizational outcomes, which include motivation and commitment and the ability of teachers to develop new educational approaches (Leithwood, Harris, & Hopkins, 2013).

Little formal research has been done on the effect of leadership styles on teacher motivation, even though a great deal of research has examined the impact of the teacher on student motivation (Eyal & Roth, 2010). Some studies have shown the principal does impact teachers' personal and professional development, which can result in increased feelings of competence and efficacy, which have a positive impact on teacher motivation. A leadership style that promotes teacher empowerment and shared decision-making also leads to increased motivation, trust, and risk-taking (Wahlstrom & Louis, 2008; Eyal & Roth). The principal's articulation of a vision and

teachers' commitment to the shared vision also positively impact teacher motivation

(Thoonen, et. al, 2011). The principal can also support a climate of individual

consideration in which the principal demonstrates belief in teachers' competence and

provides for their individual needs, providing a safe environment in which teachers

can practice innovation and risk-taking. In this way, principals can encourage a

climate of creativity, leading to increased teacher motivation (Moolenaar, et. al, 2010).

Instructional Leadership and Trust

Perhaps the most important way in which principals motivate teachers toward

school improvement in student achievement is through developing trust. It is trust that

is the foundation for the exchanges between teachers and principals that lead to

positive outcomes for students (Quinn, 2002). Although trust might appear to be a

given in effective leadership, a burgeoning area of research has focused on the

development of trust between principals and teachers and the impact on multiple

school outcomes. No canonical definition of *trust* exists (Kramer, 1999); however,

past research identified "benevolence, reliability, competence, honesty, and openness"

as factors leading to trust (Tschannen-Moran & Hoy, 2000, p. 558; Forsyth, Barnes, &

Adams, 2005; Finnigan, 2010). Daly and Chrispeels (2008) synthesized previous

definitions of trust into the following definition:

> The extent to which one engages a relationship and is willing to be
> vulnerable (willingness to risk) to another based on communication and
> the confidence that the latter party will possess (a) benevolence, (b)
> reliability, (c) competence, (d) integrity, (e) openness, and (f) respect (p.
> 33).

Someone who is trustworthy has demonstrated those qualities of benevolence,

reliability, competence, integrity, openness, and respect. It has also been noted that

trust is impacted through repeated interactions that display individuals' trustworthiness or lack of trustworthiness. (Bryk & Schneider, 2002; Kramer, 1999).

In the following sections, five specific aspects of trust as manifested in school environments - professionalism, communication and collaboration, competence, student achievement, and reform implementation - will be discussed.

Trust and professionalism. Common sense would lead to a belief that trust is essential in any productive relationship, and research over four decades has supported the understanding that trust impacts attitudes, behaviors, and organizational outcomes (Cosner, 2010) and is essential if individuals are to identify with the organization and commit to its values (Bass, 1999). Through trust, principals create the conditions in which teachers exhibit professionalism and are inspired to stronger commitment to students. Such conditions allow leaders to both challenge and provide support for teachers to examine student needs and to develop competencies to address those needs through instruction. Cultivating professionalism in teachers is incremental and develops in an atmosphere of trusting relationships (Tschannen-Moran, 2009; Thoonen, Sleegers, Oort, Peetsma, & Geijesel, 2011), and relational trust is imperative to bring about school improvement. Teachers determine how trustworthy they believe their principal is based on their observations of the principal's behaviors, whether he or she demonstrates qualities of respect, benevolence, competence, reliability, and honesty (Forsyth, Barnes, & Adams, 2006).

Leadership style of the principal is also linked to trust and teacher professionalism. In order for schools to operate as professional learning communities,

leaders need to operate collaboratively and not as bureaucrats or authoritarians. Those whose leadership styles are trust-based are more likely to produce teacher professionalism, better communication, and an orientation toward continual growth and learning, whereas leaders with a bureaucratic approach produce a rules-based and controlling culture, leading to less trust and teacher professionalism (Tschannen-Moran, 2009). It is crucial that principals create a climate of trust with teachers, build relationships, and value and appreciate teachers' work (Quinn, 2002; Hoy & Smith, 2007). In the absence of trust, school personnel resort to counterproductive control mechanisms (Tschannen-Moran & Hoy, 2000), but trust reduces the proliferation of bureaucratic control measures. With a high degree of trust in the principal, teachers are themselves more likely to perform according to expectations of trustworthiness (Forsyth, Barnes, & Adams, 2006; Tschannen-Moran & Hoy, 2000) producing "a highly efficient system of social control where extensive supervision of individuals' work is not required, and shirking behavior remains minimal" (Bryk & Schneider, 2002, p. 34-35).

      Trust, communication, and collaboration. Implicit in a trusting relationship is strong two-way communication, and trust is essential for effective collaboration, acting as a "lubricant" in organizations (Tschannen-Moran, 2000, p. 549; Tschannen-Moran & Hoy, 2000; Kramer, Brewer, & Hanna, 1996; Bryk & Schneider, 2002). The degree of trust between teachers and principals impedes or promotes the amount and quality of shared information. With greater trust, problems are addressed more quickly, and teachers are less likely to withhold information in order to protect

themselves; therefore, reforms are more likely to take hold (Tschannen-Moran, 2001; Tschannen-Moran & Hoy, 2000; Price, 2012). In the absence of trust, teachers may appear compliant with the leader's goals, but privately, they become reluctant to collaborate with others. Trust increases the amount of openness and communication and the likelihood of changes in attitudes and beliefs (Cuddy, Kohut, & Neffinger, 2013).

Collaboration is increasingly necessary during times of educational reform and it is unlikely that effective collaboration will occur without trusting relationships (Tschannen-Moran, 2001). Trust is the "backbone of a strong and sustainable professional learning community" (Hargrave, 2007, p. 187). Trust leads to more and improved collaboration among teachers and between principal and teachers and leads to enhanced student achievement (Tschannen-Moran).

Trust and competence. Teachers also need to view the principal as competent in order to have a trusting relationship (Louis et al., 2009; Tschannen-Moran & Hoy, 2000; Goddard et al., 2001). In fact, "perceptions of competence are associated with attributions of principal trustworthiness more than twice as often as any other characteristic" (Handford & Leithwood, 2013, p. 201). Principals need to show curricular and instructional competence and be able to communicate their knowledge to teachers in a supportive and positive way (Soehner & Ryan, 2011; Valentine & Prater, 2011; Robinson et al., 2008; Ovando & Cavazos, 2006; Printy, 2010). One way principals exhibit competence is in the kind of communication they use to promote reflection by teachers. Principals encourage productive reflections by making

suggestions, giving feedback, modeling, using inquiry, soliciting advice and opinions, and giving praise (May & Supovitz, 2010; Hoy & Smith, 2007).

Teacher trust in a principal's competence is developed through leadership actions such as "engaging in problem solving, setting standards, buffering teachers, pressing for results" (Tschannen-Moran, 2004, p. 34). One of the ways teachers measure the competence of the principal is in how the principal navigates conflict and how s/he provides teachers with the resources and professional development to manage the inevitable conflicts they face working collaboratively with colleagues (Tschannen-Moran, 2004). Complex change processes such as Common Core implementation may lead to teacher insecurity and frustration and belief in the principal's competence becomes especially important.

Trust and Student Achievement. Trust may have even greater impact at lower-performing than at higher-performing schools. Research into teacher motivation in low-performing schools showed that site leaders who value and respect others inspire trust and increase teacher motivation, which may lead to increased student achievement (Finnigan, 2011). Teachers identified leadership qualities that impacted their performance during highly stressful situations, qualities such as mutual respect, relationship, and trust. Faculty who did not trust their principal lacked motivation to work toward school improvement, and in fact, became frustrated and angry. Schools in which teachers had a high amount of trust in the leader were more successful at improving student achievement (Finnegan, 2011). Conversely, a lack of trust can lead

to teacher isolation and impair the effectiveness of the school (Soehner & Ryan, 2011; Daly, 2009).

A review of a national U.S. survey of leadership and student achievement focused on the theme of trust between teachers and principals. The authors discussed the impact of institutional trust on institutional improvement and stated that high trust schools had a greater correlation with reform and improvements in student learning (Louis et al., 2010). In fact, in other studies, the authors concluded it is essential principals create a climate of trust with teachers, build relationships, and value teachers' work in order for student achievement to be positively impacted (Quinn, 2002; Hoy & Smith, 2007). Trust is imperative for positive social interactions, improving teaching and learning, and effecting change to close achievement gaps (Adams, 2013). Leadership is also crucial in establishing trusting relationships among teachers, students, and families (Leithwood, Patten, & Jantzi, 2010). By fostering open and trusting relationships, the principal enables greater motivation and satisfaction in teachers and more commitment to school goals, leading to increased success for students (Price, 2012).

Trust and reform implementation. Regardless of the frequency or depth of interaction between teacher and principal, the relationship teachers have with the principal impacts how they embrace instructional improvement. When followers trust the leader, they have more desire for interaction, while distrust leads to them avoiding interactions (Tschannen-Moran & Hoy, 2000). In one research study of twelve successful high school principals, the principals participated in interviews in which

they identified communication and rapport as crucial to their efforts toward school improvement (Crum & Sherman, 2008). Openness to input, vulnerability, and transparency all are factors in developing trusting relationships, which help to improve the school climate and inspire dedication in teachers (Goddard, Tschannen-Moran, & Hoy, 2001; Daly & Chrispeels, 2008; Moolenar, Daly, & Sleegers, 2010; Price, 2012; Tschannen-Moran & Hoy, 2000).

Enabling structures in schools, that is, "formalization of the type that promotes communication, rules that facilitate work" are established through teacher trust in the principal (Forsyth, et. al., 2006, p. 5). Teachers who had personal interactions with the principal and viewed the principal as trustworthy were more likely to fulfill principals' expectations for their behavior. Teachers trust principals when their communication is open and honest (Tschannen-Moran, 2001), and teachers value personal interactions, collaboration, and communication with principals. Louis, et al. (2010) found that in collaboration that focuses teachers on shared school goals, they experience the kind of feedback that influences their practice. They also found that schools with high trust were more collaborative in decision-making, and reforms were more widely implemented, leading to improved student learning.

Trust, in fact, is essential for principals to affect school improvement because of school constituents' mutual dependence, which is the need to rely on others in order to achieve goals (Tschannen-Moran, 2009; May, Huff, & Goldring, 2012; Cosner, 2009; Hoy & Sweetland, 2001). Interdependence cannot be achieved without a foundation of trust. The research on the impact of trust on institutional improvement

shows high-trust schools have a greater correlation with reform and improvements in student learning (Louis et al., 2010; Tschannen-Moran, 2001). In order for risk-taking to occur, teachers must have a collective trust in the principal and each other, and measures of trust indicate the capacity of the instructional system to promote teacher growth and student learning (Adams, 2013). After accounting for student variables such as socioeconomic status, race, gender, and past achievements, organizational trust is a high predictor of student achievement (Goddard et al., 2001).

Since there is a correlation between high levels of trust and teacher willingness to embrace reform, their self-efficacy, and their commitment to school goals, development of trust is always an imperative. In the complex change reform of Common Core, it is more important than ever for principals to lead in ways that lead to successful reform.

Leadership and School Reform Movements

> *The system you have in place is perfectly designed to yield the results you are getting.*
> *- Business axiom, Anonymous*

The perception that students are not being prepared with the necessary 21st century skills has been an impetus for the development of Common Core State Standards. Ironically, prior to the adoption of California Content Standards, the precursor to CCSS, a similar concern surfaced in the 1980's during the presidency of Ronald Reagan, and there were increasing calls for development of tough standards and a focus on critical thinking skills. In 1983, the National Commission on Educational Excellence published *A Nation at Risk The Imperative for Educational Reform.* The report called for higher achievement and standards of performance and

equality of achievement (Causey-Bush, 2005). In a well-known, somewhat alarmist

quotation from the report, the authors claimed

> If an unfriendly foreign power had attempted to impose on America the
> mediocre educational performance that exists today, we might well have
> viewed it as an act of war. As it stands, we have allowed this to happen
> to ourselves. We have even squandered the gains in student achievement
> made in the wake of the Sputnik challenge. Moreover, we have
> dismantled essential support systems which helped make those gains
> possible. We have, in effect, been committing an act of unthinking,
> unilateral educational disarmament (p. 13).

The accountability movement was born out of an increased awareness that it

could not be assumed that public schools were delivering an adequate outcome in

terms of an educated citizenry. The emphasis on high-stakes testing as the tool of

accountability has increased in the last 25 years. Beginning in the 1990's, the call was

to have high expectations for all students, and the method to raise achievement was to

implement a standards-system defining what students should know and to design

curriculum and assessments to measure student achievement of standards (Sanzo,

Sherman, & Clayton, 2010). In 2001, the *No Child Left Behind* (NCLB) Act was

passed. It was intended "to ensure that all children have a fair, equal, and significant

opportunity to obtain a high quality education and reach, at a minimum, proficiency on

challenging State academic achievement standards and state academic assessments."

(U.S. Department of Education website, 2001).

Unfortunately, as with many reform efforts, the "gap between intention and

implementation" (Daly & Finnigan, 2009, published online) meant that the lofty goals

of NCLB were not achieved. The NCLB Act was intended to eliminate the

Achievement Gap through a combination of incentives and sanctions and public

accountability. The mandate of NCLB was that *all* students gradually attain success in a number of benchmarks with annual goals delineated in a school's Annual Yearly Progress (AYP). One school of thought is that lack of funding undermined the full implementation of the stipulations of the *No Child Left Behind law*. More than 70 statewide studies have determined that students in poverty need 20-40% more funding than students without their disadvantages to achieve the expected levels of achievement envisioned by NCLB (Mathis, 2009). Instead ironically, districts with the highest proportion of minority students received 17% less funding per child and high poverty districts received 20% less than districts with higher income students. Mathis estimates the increases needed to provide the resources needed for all students to achieve at over 30% more than all the current combined education spending.

The *No Child Left Behind* policy has been criticized for being unrealistic in its goal that all students demonstrate academic proficiency and for being fear-based in its accountability measures (Schoen & Fusarelli, 2008). For the first time in public education history, NCLB held districts and schools accountable for the performance of all of their students. Before the accountability movement, low-performing subgroups could be ignored, and there was little impetus to change pedagogy or to implement support strategies. Since public accountability reporting measures have been instituted, there has been more focus on closing the achievement gap.

Argyris and Schoen, (1998) described two types of organizational learning single-loop and double-loop. In single-loop learning, changes are made based on a perceived need; however, the core values of the organization do not change. In double-loop learning, the iterative process of action planning and scrutinizing results leads to

a change in the organization's core values. Many reform movements have attempted to address intractable problems with a process that does not change the core beliefs and values of educators (Argyris, 2013). When core beliefs and values are not connected to reforms, the result is variable or reluctant implementation, which can lead to a fatiguing process of continually trying new approaches. With the new challenge of Common Core State Standards, educators have a new opportunity to learn from past reform efforts by addressing underlying values as part of the vision/planning/change process.

In complex change, reciprocal trust is essential. Double-loop learning (Argyris & Schoen, 1998) requires every leader skill and characteristic discussed to this point. In particular, the hallmark of double-loop learning – challenging the underlying assumptions and values of the organization – requires reciprocal trust in order to examine, and if required, change the underlying assumptions and values in order for complex change to occur. In the context of educational reform such as implementing the CCSS, the reciprocal trust resides in the relationship between the principals and the teachers.

In the following section, two aspects of school reform – teachers' response to reform in general and the new reform of Common Core State Standards - will be discussed.

Teachers and educational reform. School reform movements are generally triggered by public opinion and political agendas that lead to the conclusion that the schools have failed in their mission, particularly in students' academic achievement

and in offering equal opportunity to all students. Reforms are designed to radically change the current system and often carry heavy expectations for teachers, leading to recurrent resistance among teachers. As reforms progress, the first response of teachers is to feel insecure and less competent. In the face of this reaction, teacher acceptance and buy-in for a reform is crucial for successful implementation (Goodson, Moore, & Hargraves, 2006; Berkovich, 2011). The change process in education is highly complex, and implementation is impacted by the type of change, the change strategies that are used, the teachers' characteristics, and the school culture where the change is implemented. The complexity is increased in that the outside environment impinges on decisions about reform implementation (Waugh, & Punch, 1987).

With an aging teacher population, an important consideration is the attitude toward change among mid-career and late-career teachers. Teachers in those categories experience social and political nostalgia. Godson, Moore, and Hargraves (2006) discussed the effect of complex change in which teachers may experience a social nostalgia - a longing for a "golden age" of family, community, traditional schooling, and a clear mission. Political nostalgia may be an impetus for feelings of grief over the loss of prior working conditions and a remembered sense of value and worth. A perceived loss of self-determination can produce strong resistance to mandated reforms.

While reform movements generally dismiss the past educational efforts as failures, denigration of the past can lead to alienation of the educational community and the failure of large-scale reform. Goodson, Moore, and Hargreaves (2006) warned

of the danger in underestimating the importance of teacher nostalgia:

> It is a testimony of teachers' experience of change over time. It is an act of ongoing construction and reconstruction of the meaning of change for teachers' professional lives. It acts as a prompt and a guide to action and commitment in the ongoing, everyday life of teaching and schooling. It is a source of resistance to changes that threaten patterns and purposes that teachers have cherished for decades. For these reasons, teachers' nostalgia cannot be trivialized as a maudlin emotional indulgence of little social or political consequence (p. 43).

Reform efforts must draw in teachers by acknowledging and valuing their past memories and sense of mission. Even teachers who have become disillusioned often have retained their commitment to moral purpose, even if they have lost hope for seeing their personal vision fulfilled.

Hammerness (2001) asserts that part of the process of eliciting teacher buy-in is identifying and surfacing their core beliefs or vision for teaching and learning. Teachers need to be helped to examine and challenge those personal visions. When teachers are asked to join an institutional vision, rather than have a personal vision, the result is compliance rather than commitment. The connection between teachers' moral purpose and school vision allows teachers to identify with the collective vision since it is fundamentally aligned with their own beliefs.

Some teachers who are resistant to reform have become so because of the failure of past innovations and perhaps their own grandiose expectations. In order to cope with setbacks and disappointments, teachers must learn to see change as an incremental process of building toward the vision. Exploring teachers' beliefs and visions can determine if resistance is from a rejection of the beliefs behind the reform or a result of a teacher's lowered expectations and efficacy.

As might be expected from previously cited research on the impact of trust on school outcomes, trust is particularly important for successful school reform when it comes to buy-in for teachers. Since risk-taking is involved in significant change processes, a strong foundation of relational trust increases the likelihood that reform efforts will take hold. When teachers weigh the myriad challenges and extra work involved in reform, "Teachers quite reasonably ask, 'Why should we do this?' A context characterized by high relational trust provides an answer In the end, reform is the right thing to do" (Bryk, & Schneider, 2003).

Common core state standards reform. To paraphrase T.S. Eliot (1925), Common Core State Standards (CCSS) have arrived in the public consciousness and in the public school system "not with a whimper but a bang." CCSS, which are touted as deeper, more rigorous, and more reflective of the skills students need to be "college and career Ready" have increasingly become a controversial and hotly debated policy change. The adoption of CCSS by various states did not immediately incite widespread controversy; however, as implementation has begun, criticism and furor have increased with educators, parents, politicians, and the public weighing in with vastly different perspectives on the value and appropriateness of CCSS. Critics attack CCSS for being an intrusion into education by the federal government (McDonnell, M. & Weatherford, S.M., 2013) with some critics labeling it "Obamacore" (Porter-Magee, K. & Stern, S., 2013). CCSS are also criticized for being less rigorous (Zimba, J., 2013), and for being unnecessary and damaging to students (Krashen, 2014). However, after years of creation, debate, and warning about losing federal funding for

the most educationally disadvantaged students, school systems in 40+ states are to be assessed annually on achievement in Common Core standards. The last several years have seen school districts scrambling to implement the standards to varying degrees, including acquiring technology, upgrading infrastructure, and providing extensive professional development to teachers. Understandably, implementation of the new standards has created anxiety among teachers and principals, although many have hailed the new standards as a promising and long-overdue educational reform.

The CCSS may be the most significant policy change in American public education in the last century because of the shift away from the states' differentiation in academic content standards (McDonnell, 2013). The CCSS were an initiative from the National Governors Association Center for Best Practices and the Council of Chief State School Officers. In 2007, state education leaders met to discuss collaborating on a single set of K-12 standards, which would be designed to ensure all students were college and career ready (Conley, 2014). The following year, a group established by the governors and business leaders published *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education* (2008). The report recommended states "upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive" (cited in Conley, p. 2). Ironically, in an example of what educators refer to as the "pendulum" of school reform initiatives, the CCSS movement echoes a statement from 1983's *A Nation at Risk,* which recommended "that schools, colleges,

and universities adopt more rigorous and measurable standards, and higher expectations" (p.4) - a goal the now-abandoned California Content Standards was supposed to address.

By 2009, state leaders, in collaboration with teachers, researchers, parents, and other experts from around the country, began to develop standards based on the purported best state standards in the United States and the high expectations of other high-performing countries. The development of the CCSS were led in part by the understanding that previous iterations of state standards were not adequately preparing students with all the skills and abilities they would need after leaving high school. Additionally, with the wide variance in state expectations, content, and skills required, students who moved from state to state often faced vastly different course work and expectations for student achievement. Long criticized as being "a mile wide and an inch deep" (Common Core State Standards Initiative, 2010, p. 3), previous content standards had too often led teachers to "teach to the test" in ways that restricted critical thinking and inquiry-based learning.

The new standards require a shift in teacher pedagogy, either toward "new" ways of teaching, or in some cases, a return to teaching strategies that were in practice prior to the standards movement. The standards themselves are more rigorous and place higher demands on students (Davis, Choppin, McDuffie, Drake, 2013; Center on Education Policy, 2012; Zygouris-Coe, 2012; Groth. & Bennett-Schmidt, 2013); therefore, teachers must provide more rigorous and focused instruction (Marzano, 2013). At the same time, CCSS are designed to ensure *all* students have access to rigorous curricula (Santos, Darling-Hammond, & Cheuk, n.d.), an expectation that

raises additional anxiety for teachers given the intractability of the achievement gap (Dee, & Jacob, 2011).

An additional concern about CCSS implementation is the speed at which the standards have been created, mandated, and implemented. In April 2009, state representatives met with the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) and agreed to draft new standards. The NGA and CCSSO commissioned the Achieve corporation to draft the standards, which was given till summer of 2009 to create a draft of "common core" standards and to complete grade-by-grade standards by the end of 2009. The final submission of recommendations for the CCSS was on June 2, 2010 (Mathis, 2010). Contrasted with the speed at which the standards were developed, California has moved slowly to ensure implementation, and many teachers began implementing the standards for the first time in 2014-2015 (Warren, & Murphy, 2014), the same year the use of computers to assess students in California was introduced. Whether teachers have had one or more years to gain knowledge about the standards, it is understandable that such a sea change of expectations and accountability would evoke anxiety, frustration, or even hostility.

The history of education reform in general has not been conducive to a feeling of confidence about the latest standards reform. The most recent reform prior to CCSS was *No Child Left Behind*, a policy designed to ensure all students were proficient in content and skills. However, as with many initiatives and mandates, the goal and the sanctions did not adequately provide the needed funds to ensure the goals were met.

Mathis (2009) estimated all combined spending for students would have to increase by over 30% in order to ensure all students' academic success.

The CCSS were designed not to be a prescribed curriculum; instead, the standards delineate expected student outcomes. Although the standards allow for a large measure of teacher autonomy, all students are assessed using computer-based standardized assessments. Schools and districts, and to some as yet undetermined degree, teachers, will be accountable and will face public scrutiny and the possibility of sanctions. Principals, in particular, are held accountable for their schools' performance on standardized assessments, and they are expected to have the knowledge, skills, vision, and personal attributes needed to lead their schools through the complex change of Common Core, while managing all other aspects of school leadership.

The path to reform is complex, challenging, and costly, requiring enormous commitment by teachers and principals. Not only will teachers need to learn the new standards, learn or re-learn pedagogical strategies, cope with high expectations for digital competency, they will also most likely face dramatically lower levels of proficiency in student assessments. Principals, in addition to facing all the teacher challenges, will be held accountable in ways they have not faced in the past. Principals must simultaneously raise the level of concern and lower teacher anxiety - an intricate balancing act. The sooner leaders have access to relevant research concerning Common Core implementation, the greater their chances of success as leaders and the greater opportunity for success for all students.

School Reform and Change Theory

The past century has seen a succession of external school reform efforts, but perhaps the greatest impact has been the discovery of how difficult it is to reliably implement reform across schools and districts. The most carefully designed and well-supported initiatives are dependent on the attitudes of the teachers, their receptivity to change, how they evaluated their personal responsibility to the initiative, and what actions they chose to take (Supovitz, & Weinbaum, 2008; Waugh & Godfrey, 1993).

The theoretical difference between simple and complex change has been described by Waters, Marzano, and McNulty (2003) as first and change. First order changes include changes such as classroom protocols, textbooks, and means of assessment, if they are built on current patterns and don't require additional knowledge on the part of teachers. Second order changes occur when outcomes are uncertain, new learning is called for, or there is a conflict with established norms and values. In their theory, first order change can be attempted without much disruption to the organization. Utilizing means to implement first order change will have detrimental effect if the change is actually second order. Therefore, principals must align their leadership practices to the level of change being called for. The implementation of Common Core State Standards is a second order change, and principals must have the knowledge, skill, and motivation to deal with the complexity of the change. Misunderstanding how to manage second order change is likely to result in lowered student achievement. Common Core is a second order change because it requires acquisition of new knowledge, the benefits may not yet be apparent, and there are likely clashes with teachers' current values and norms.

The leader of any organization that attempts a complex change must understand the factors that are necessary in order for successful change to occur. Knoster (1991) provided a theoretical framework that is helpful to educators in attempting to implement reform. This The elements in the complex change process illustrates five elements necessary for successful change and the outcomes when any one of the elements is missing (Figure 1):
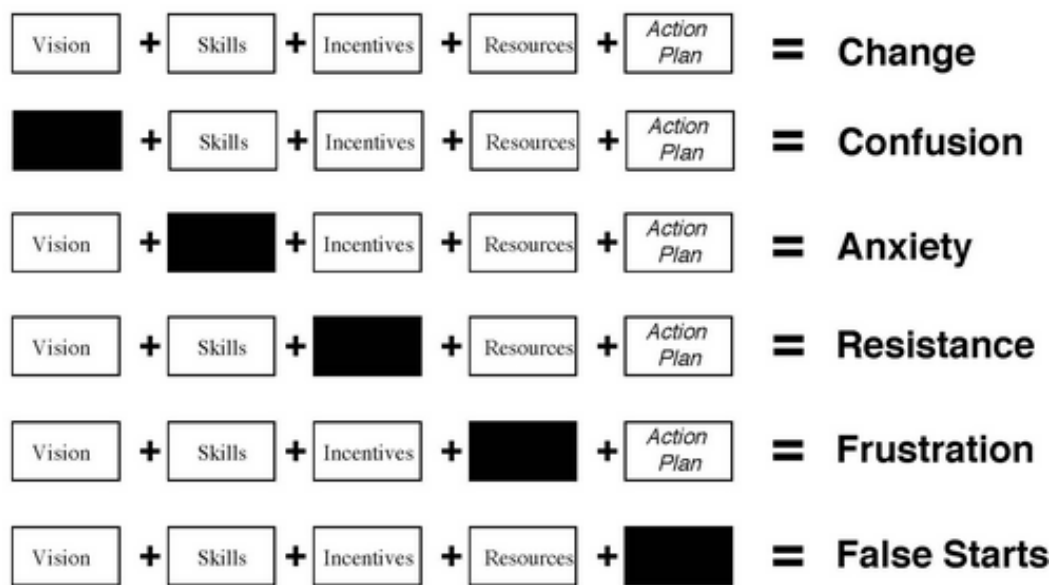
Figure1. The Elements in the Change Process. This illustrates the five essential components for successful complex change and the result when one is missing. Adapted from Knoster, The Enterprise Group, (1991).

The complexity of the Common Core implementation process and the high stakes for students make this reform particularly challenging. Principals who are implementing Common Core need to take into account all of the five elements in this framework that can affect teacher implementation and systematically and intentionally attend to them as the implementation moves forward. Understanding the elements in

the change process and the consequences if any of them are missing can aid principals in leading their schools in the reform process.

Any attempt to bring about complex change must also take into account the personal and emotional aspects of change. James and Connolly (2000) studied change in schools and described change as:

> complex because it is inextricably linked to our emotions. Imposed change can call up a whole range of emotions anger at the imposition and the denial of personal autonomy, sorrow at the sense of loss of the old, and anxiety at the uncertainties that the new will bring (p. 17).

Perhaps one reason why educational reform meets such resistance is because not enough attention is paid to the emotional upheaval involved in change, leading to a charge that emotions are "virtually absent" in educational change literature (Hargreaves, 2005; Reio, 2005). Yet teachers' relationships are incredibly important to them, and one way in which teachers judge change efforts is in not only how they impact not only teachers' professional goals, but also their professional and personal relationships.

If reforms are to be effective, emotions must not only be considered, they must be linked to moral purpose. Moral purpose is believing that all students can learn, having high expectations for all students, and committing to closing the achievement gap while preparing all students for the 21st century world (Fullan, 2010). Successful principals possess "academic optimism" and promote teacher efficacy (Hoy, Hoy, & Kurz, 2008; Hoy et al., 2008; Beard, Hoy, & Hoy, 2010).

Even when participants are willing to embrace reform, the complexities of the change process may still produce poor results. Fullan (1993a) described teachers' jobs as:

> more complex than ever before. They must respond to the needs of a diverse and changing student population, a rapidly changing technology in the workplace, and demands for excellence from all segments of society. The global marketplace raises the stakes ever higher in its performance demands of schools. Deteriorating social conditions continue to widen the awful gap between the haves and have nots (p. 16).

If those factors existed in 1993, they have only become more intractable and complex in the succeeding two decades.

Principals, who may already feel overwhelmed by the magnitude of responsibilities inherent in their job descriptions, must also ensure that all of the necessary components are present for change to occur, even if they face a knowledge deficit in one or more areas. Even when change is taking place, it is important that leaders understand the change process and are able to help teachers navigate their way through. As change progresses, there is an inevitable implementation dip (Fullan, 2001), during which discouragement can occur. In the implementation dip, confidence and performance drop as participants experience the inevitable challenges and setbacks involved in any innovation. Principals must lead in ways that connect teachers with their moral purpose so they can weather the inevitable setbacks and challenges they will face. With complex change, the stakes are higher and the need for effective leadership is greater.

Conclusion

With increased public accountability and scrutiny of schools, principals are expected to take responsibility for the quality of teaching and learning in their schools (May, Huff, & Goldring, 2012) along with all the other management issues. Prior to the accountability movement, entire demographic student groups could be marginalized or ignored. With increased accountability and focus on schools and leadership, the performance of underserved groups has come to the forefront, and schools and individuals may face sanctions for lack of progress. However, in spite of increased attention, incentives, and resources, the achievement gap remains (Reardon, 2013; Dee & Jacob, 2011; Daly & Chrispeels, 2008; Adams, 2011). Much of the research on leadership has gained momentum as the need for understanding how to lead for improved achievement has increased, particularly for underserved students (Finnegan, 2012).

In the past, if being the managerial leader seemed daunting, the present and future role of administrators as inspirational and instructional leaders accountable for the achievement for all students can seem overwhelming. However, as public education faces looming uncertainties about how to reform in order to meet the demands of a rapidly changing world, the need is greater than ever that leaders maximize their effectiveness. The stakes are high for principals to be effective instructional leaders, especially for underserved students, since effective instructional leadership may have a greater impact on lower performing than on higher performing student groups (Finnegan, 2012). Principals must focus on effective instructional leadership and develop a trusting relationship with teachers in order to help motivate

them. Since principal leadership has, next to teacher instruction, the greatest school

impact on student achievement (Soehner & Ryan, 2011), principals must understand

the skills and abilities needed to be effective instructional leaders.

Effective principals recognize the importance of building trusting relationships

with staff, and they see themselves as part of a team (Crum & Sherman, 2008).

Relationships improve the school culture, which is important to improving student

achievement (MacNeil et al., 2009). Teachers may garner few extrinsic rewards, and

the ability of the principal to motivate staff in an atmosphere of trust is invaluable,

particularly since distrust can be destructive, lowering motivation and putting teachers

at odds with the site leader (Finnegan, 2012). As important as trust is, it is also

extremely fragile (Kramer, 1999). Characteristics such as trustworthiness, openness,

and honesty are essential if the principal is to be successful in leading change.

Common Core State Standards are here, with their emphasis on college, career,

collaboration, and higher order thinking, and teachers will be called on to take risks

and be innovative in their pedagogy, and their ability to connect to and trust the site

leader is especially crucial (Daly, 2009).

In a rapidly changing global economy, the stakes for educational organizations

have never been higher, nor has there ever been a greater need to understand how

leaders can effectively lead reform. While studies of leadership have focused on

multiple factors and characteristics of the principal and the impact on schools, this

paper has focused on the importance of instructional leadership on developing a

climate of trust, particularly during complex change. Effective leaders are more likely

to create the conditions in which teachers can adapt and grow professionally and

thereby help all students to achieve at higher levels. Effective leaders also understand how to lead effective complex change. Continued research into instructional leadership, trust, and change processes can help to clarify the actions and characteristics present in the most effective site leaders, resulting in a coherent and applicable theory of effective leadership.

CHAPTER THREE: METHODOLOGY

California public schools face the most comprehensive reform movement to be implemented at California public schools since the California Public Schools Accountability Act of 1999, which began the Standardized Testing and Reporting (STAR) program. The transition to Common Core State Standards poses a complex change process, which necessitates changes in curriculum, instruction, and use of technology. The assessment used to measure student progress relative to the CCSS is also a monumental change. Because the implementation of CCSS is a complex change process, it requires a high level of trust between principals and teachers as decades of prior teaching and learning practices are transformed into the context of the 21st century. As with any complex change, there is a great deal of angst for teachers and administrators; however, trusting relationships can reduce the angst and increase the probability of a successful complex change effort.

While there has been a great deal of research on the nature of complex change and the impact of trust on school reform and on how principals can best affect the practice of teachers during the change process, research is just emerging on the implementation of the complex change of Common Core State Standards. The purpose of this study was to determine how a principal and teachers perceived the influence of the principal's instructional leadership on teacher implementation of Common Core.

Research Questions

This study addressed two research questions:

1. *What was the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?*

2. *What was the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?*

Case Study Methodology

A case study may be understood as the intensive study of a single case where the purpose of that study is - at least in part - to shed light on a larger class of cases.

(Gerring, 2006, p. 20)

The goal of qualitative social science research is to learn something about the reality of the social world by scrutinizing social phenomena in context. Qualitative research, of necessity, involves subjectivity because of the subjective nature of human existence. Qualitative research seeks to understand social events through the experience of those who are involved in them (Esterberg, 2002). In seeking to understand a social phenomenon like the complex change of Common Core State Standards, it may be more helpful to gain knowledge about a single case rather than gain superficial knowledge about multiple examples (Gerring, 2006). A case study is appropriate when the researcher is attempting to answer "how" or "why" something occurs, to understand "complex social phenomena," and to study a contemporary set of events over which the researcher has little to no control (Yin, 1984, p. 14; 2009).

Rationale for Single-Case Design

When conducting a case study, the researcher chooses between a single-case or multiple-case design. The rationale for a single case is "when it represents the *critical case* in testing a well-formulated theory" (Yin, 2011, p. 47). The theoretical framework should have a specified and clear set of propositions, which the case study

can confirm, challenge or expand. The benefit of such a study is the potential of contributing to both knowledge and theory-building and leading to future investigations. Yin also notes that another reason for the single-case study is when studying a unique or extreme case, as is the case with the implementation of the new Common Core. This study will use two theoretical frameworks that fulfill Yin's (2011) criteria. They are discussed below.

Yin (2009) has also established a second rationale for using a single-case study. A single case study involves a unique situation, previously unavailable to researchers. The current case study aims to elucidate the perceptions of participants in a complex change process, the implementation of Common Core State Standards at a secondary school. The timing of the adoption and implementation of CCSS poses a unique situation to explore the interactions between principal and teachers and to situate their perceptions into a larger theoretical framework.

Significance of the Study

With the implementation of Common Core State Standards, principals and teachers have to call upon their individual and collective abilities to engage in complex change. The immense scope of this change requires a great amount of trust among principals and teachers. The adoption and implementation of Common Core offered a unique opportunity to study the impact of the principal on teachers' implementation of new teaching and learning standards and pedagogical approaches during the critical beginning stages of implementation. The insight gained can inform principals about how leadership affects implementation of reform during complex change processes.

Procedures

Participant and site selection, data collection, and data analysis protocols are discussed below.

Principal and teacher participant selection. The principal selected for this study, Beth Foster, was an exemplary principal who has been recognized by Association of California School Administration (ACSA) for leadership, vision, and a focus on academic achievement for all students, and who has been actively leading the transition to Common Core. The selected site, Nova High School, had significant subgroups in the categories of English Learner, Special Education, and low-socio-economic status.

Nova High School is a comprehensive, Title 1 school with 1,893 students and student demographics comprised of:

- White – 42%
- Hispanic – 53%
- English Learners – 13%
- Special Education – 11%
- Free and Reduced Lunch – 42%

The Nova High staff consisted of 88 teachers, 4 administrators, 4 academic counselors, 1 school psychologist, and 44 classified personnel. In 2013, the last reporting cycle of California Standards Testing, NHS's Academic Performance Index (API) was 770.

For this study, the principal selected 11 teachers whom she identified as early adopters of Common Core State Standards and who exhibited knowledge and

confidence about implementation of Common Core. The selected teachers taught at

the site for four or more years and experienced the site's transition to Common Core.

From the list of 11 teachers, the researcher randomly selected four to contact. Two of

the four responded and agreed to participate. An additional two teachers from the list

were then contacted and agreed to participate for a total of four teachers. The principal

was unaware of which of the 11 teachers were providing data for the study. All

participants and the school were assigned a pseudonym to provide anonymity.

Data collection from the principal. Data collection began with an initial

semi-structured interview with the principal in March, 2015. The interview was

conducted via video-conference. Initial interview questions were developed

referencing Hoy and Tschannen-Moran's *Omnibus Trust Survey* (2000, Appendix A)

and Fullan's (1993) and Knoster's *Complex Change Theory* (1991) to inform the

construction of the questions in the interview. The interview was transcribed and sent

to the principal to review for accuracy. After the initial interview, the data were

analyzed and used to construct questions for a second interview, which took place in

April, 2015. The second interview was face-to-face; the transcript was sent to the

principal for review. A follow-up phone interview was conducted with the principal in

July, 2015. In addition, the principal forwarded calendars; master schedule,

collaborative team agendas, and the school's action plan called the "Strategic Learning

Plan" (discussed below) As I was completing data analysis in July, 2015, I sent Foster

written follow-up questions, which she answered in writing. A final face-to-face

meeting was held in September, 2015.

Data collection from teachers. Data from teachers were gathered via a questionnaire developed based on the principal interview data using a theoretical framework of trust/complex change (Figure 2). Teachers were contacted via email and asked to complete the questionnaire. The teacher questionnaire was distributed via Google Forms after the second principal interview, and teachers completed the questionnaire online.

Data collection from documents. Documents provided by the principal included the school's leadership structure flow-chart (Figure 3), Strategic Learning Plan (Figure 4), Strategic Planning Tool (Appendix G), Instructional Expectations (Appendix H), A Strategic Learning Calendar and agendas (Appendix I), and an article co-authored by the principal and Nova High leaders. Where data from the article are used in this study, quotations are not designated by the name of the article, in order to maintain the anonymity of the principal and teachers. The article was written in first person perspective by Foster. When names could not be redacted from documents, the data are referenced but not included. The document review assisted in verifying the leadership systems, the specificity of the action plan, alignment to the vision, and processes and procedures relative to the preparation for and the implementation of CCSS.

Data collection using interview and questionnaire protocols, as well as document review, occurred over a four-month period from March, 2015 to June, 2015. All data gathered from participants were collected with explicit permission from the participants and in full compliance with Institutional Review Board (IRB) guidelines.

All digital information was stored on my personal computer that is password protected.

Data analysis. Data Analysis took place in a recurrent cycle during data collection, using data to inform additional interview questions, conducting the interviews, administering the questionnaires, reviewing documents, and analyzing the data. This approach assisted the researcher in understanding the case through on-going accumulation of data. By using three sources of data, the researcher completed a data triangulation process, one of the strengths of the case study approach (Yin, 2009). By aggregating data, the researcher was able to make statements about the implications of the data (Stake, 1995).

Theoretical Framework

Hoy & Tschannen-Moran (2000) have developed a theory of the importance of trust in the educational setting. They define trust as "one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (p 556). Schools, like all other organizations, must have a foundation of trust if they are to be effective and capable of fulfilling their mission of educating all students. As discussed in the literature review, trust between the principal and teachers is developed through effective communication, demonstration of competence, and relationship-building. Trust creates the climate in which teachers can demonstrate greater motivation, professionalism, buy-in to the leader's goals, and openness to reform, leading to

improved outcomes for students (Quinn, 2000; Cosner, 2010; Tshannen-Moran, 2009; Louis et al, 2009).

In this study, *trust theory* provided the foundation on which *complex change theory* could be explored. The elements of *change theory* that were used to evaluate the data in this study were *moral purpose*, which is a teacher's belief in and commitment to success for all students (Fullan, 1993), and five elements of effective change: *vision, skills, incentives, resources, and action plan* (Knoster, 1991). The elements of *complex change* can be seen as interacting with trust as described in the following diagram (Figure 2). In order to enter into a shared vision with the principal, teachers must also share the same moral purpose about student achievement and believe the principal's motives are directed toward that vision. Teachers must trust in the principal's willingness and competence both to lead and to facilitate growth among teachers. Even with a belief in the vision and the skills of the principal, however, there must also be a confidence that the principal will be able to provide the resources and incentives needed to effect change. Without those elements, teachers will experience frustration and any change will not come rapidly. Finally, teachers need to have trust that development of an action plan will be participatory and that the plan will lead to implementation of the shared vision.

The theoretical framework for this study is illustrated in Figure 2 below. The framework combines trust theory and complex change theory and applies them to the principal's leadership.
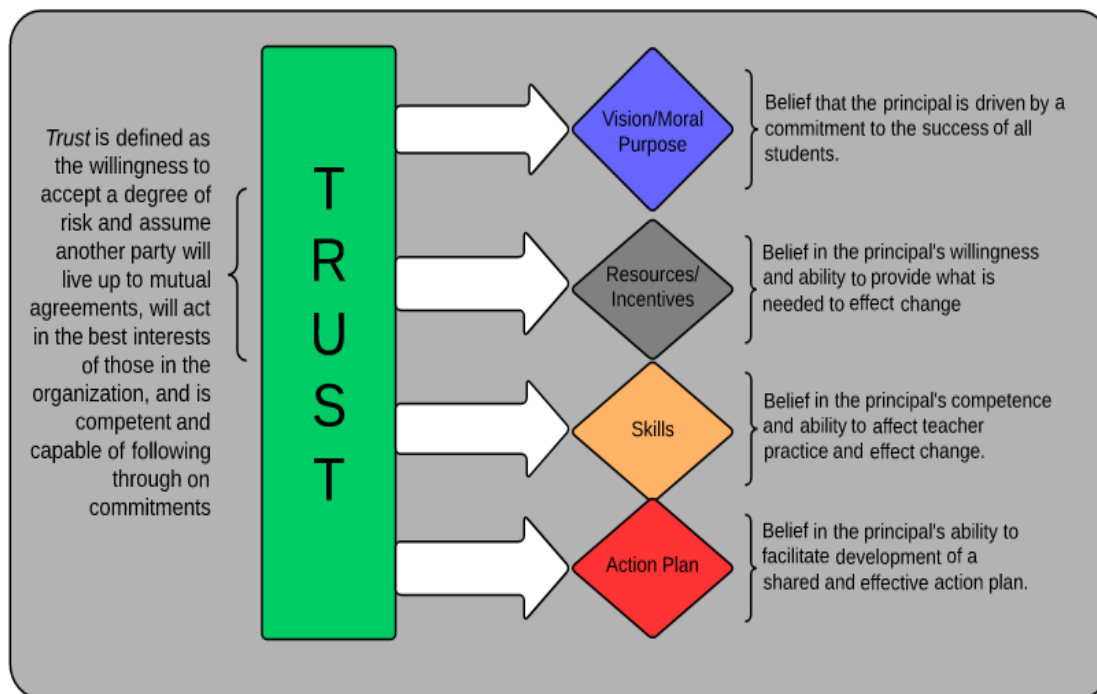
Figure 2. Theoretical Framework. This figure shows the relationship between *Complex Change*: elements of complex change adapted by Knoster (1991), Fullan's elements of complex change (1993); and *Trust Theory*: Hoy and Tschannen-Moran (2000) as they relate to the principal's leadership.

These two combined theories, *trust and complex change* guided the development of interview and questionnaire questions and the interpretation of qualitative data in order to determine perceptions about how the principal has influenced Common Core implementation.

Limitations

This study involved one principal and four teachers at a secondary school. The findings and recommendations of this study are specific to that organizational context and generalizing the findings to other environments may not be appropriate. The content of the interviews was analyzed by the researcher who will be applied her view of the data. This subjective point of view is a limitation of this study.

Ethical Considerations

The study involved teachers commenting upon the leadership practices of the principal. This was a positionality issue in that the principal evaluated the teachers. The researcher took all precautions as required for the protection of human subjects to reduce the risk to the teacher participants.

Summary And Conclusion

Before the accountability movement and the reckoning with the achievement gap, the job of the principal was managerial in nature. Gradually the expectation grew for the principal to be the instructional leader, as well as a site manager. At the same time, the standards movement was developing, the technological revolution arrived, and the global economy produced competition for jobs unseen before. As concern and expectations for improved school outcomes grew, the pressures on the principal mounted and leadership theories were developed that were designed to study the characteristics of an exemplary and successful principal.

The first official testing cycle of CCSS arrived with the 2014-2015 school year. Schools and districts have grappled with how to organize, collaborate, and implement new ways of teaching and learning. Anxiety levels remain high for teachers and administrators, especially if teachers feel underprepared to help their students with new standardized testing formats and increased levels of rigor. Most educators would agree that the CCSS require more critical thinking and higher level writing ability than were required by the former standardized tests. With such a complex change process in place, administrators need to know how most effectively to lead a school through the change process.

The adoption and implementation of CCSS is a complex change process, one fraught with uncertainty, apprehension, and resistance. While a body of literature exists about the change process and the importance of trust in organizations, there is little empirical evidence about best practices and effective leadership as they relate to Common Core. This study attempts to address gaps in the literature by posing the following questions:

1. *What was the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?*

2. *What was the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?*

One of the foundational findings in the literature regarding successful leadership relationships between principals and teachers is the importance of trust, especially in times of change aimed at improved student outcomes. Based on these studies, it can be inferred that trust is essential in the complex change of Common Core implementation if this reform movement is to be successful.

Reforms may come and go, and it is yet to be seen how successful CCSS will be in preparing students for college and career and closing the achievement gap. The stakes are high for students, and effective leadership and productive relationships between teachers and principals are essential for successful implementation of Common Core and student success.

CHAPTER FOUR: FINDINGS

As public education changes from the 19th century model of a one-size-fits-all approach to a 21st century, innovative, rapidly changing, college and career ready commitment, there is a great need to understand the forces at work during times of complex change. The purpose of this study was to examine one of the forces that impact this transition, specifically the teacher principal relationship during significant and complex change. This study explored the perspectives of a principal and four teachers about how the principal's leadership influenced the teachers' implementation of Common Core State Standards. The site for this research study was Nova High School (NHS), a high school in northern California. The principal of the school, Beth Foster, had been recognized as principal of the year for her exemplary leadership by the Association of California School Administrators and by the National Association of Secondary School Principals. Teachers in the study had been at the school site for at least four years, had experienced and participated in the site's transition to Common Core, and were selected randomly from a list of teachers provided by the principal.

Data were collected through semi-structured interviews with the principal and through teachers' written responses to a questionnaire. The research questions addressed were:

1. *What was the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?*

2. *What was the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?*

The Ways the Principal Influenced Teachers

The theoretical framework that was used to examine data was trust combined with complex change theory. As demonstrated in a wealth of research literature, the foundation for all aspects of complex change is trust. Additional elements that are required for the complex change process are moral purpose/vision, skills, resources/incentives, and action plan (c.f. Figure 2).

The elements of the theoretical framework were used to organize the analysis of the data from the interviews, questionnaires, and document review. Based on coding the data, themes associated with each element of the framework were identified and will be discussed. Table 1 provides a summary of the themes for each element as determined by the analysis of the data.

Table 1. Perceptions about Principal Influence on Teacher Implementation of CCSS. Identification of themes from the perspectives of the principal and the teachers.

Theoretical Elements	Perceptions of the Principal	Perceptions of the Teachers
Vision/Moral Purpose	• Description of the Vision • Communicating • Commitment • Process	• Buying-in • Connecting decisions to the Vision • Communication and commitment
Resources/Incentives	• Support for teachers • Extrinsic/Intrinsic motivation	• Provision of resources • Collaboration as incentive
Skills	• Professional development • Skill of the principal • Skills of the leaders • Skills of the teachers	• Principal as learner • Competency of principal
Action Plan	• Evolution • Leadership council • Resistance • Thinking strategically	• Plan in practice • Teacher participation • Thinking strategically • Results
Trust	• Communication • Consistency • Risk-taking • Respect for teachers	• Communication • Modeling • Leadership

The analysis of the data is presented in two parts: the perceptions of the principal and the perceptions of the teachers. Documents referenced are included in this section of the paper and in the appendices. A comparison of teacher and principal perspectives is included in the summary to this chapter.

The Leadership Structure of the School

The principal referred frequently to the leadership structure of the school. As discussed at length later in this chapter, the structure proved essential to the principal's ability to influence the implementation of CCSS. The components of the leadership structure included a Team of Seven, who functioned as an advisory and planning group for school-wide professional development, a Leadership Council composed of

the leaders of each curricular area, and Content Team Leaders of PLCs representing

all of the courses and grade levels taught at the school. The leadership structure

included approximately half of the teaching staff; a description of the roles and

structure is included in the description of the principal's perceptions in the action plan

section of this chapter. The following Figure (3) shows the different leadership groups

at NHS.
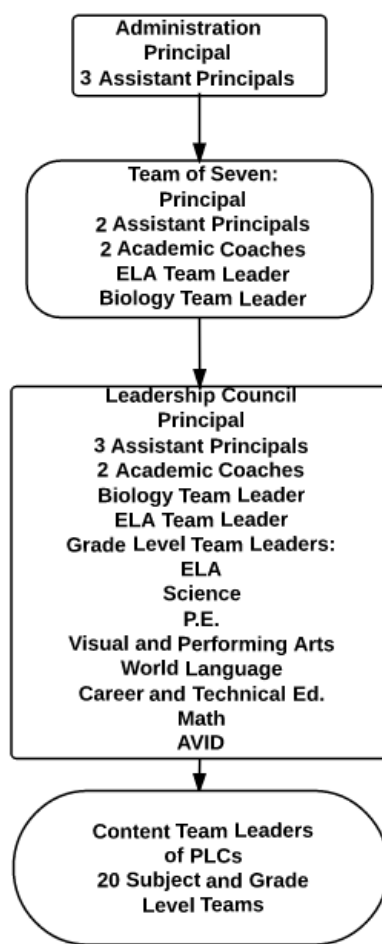
Figure 3. Leadership Structure. This figure represents the leadership structure at NHS referred to in this chapter delineated by Team of Seven, Leadership Council, and Content Team Leaders.

The Team of Seven included administrators, two academic coaches, and two

teachers who brought the teachers' perspectives into the professional development

planning at the initial stages. The Team of Seven members met monthly in order to advance their own professional learning and to propose ideas for how professional development opportunities could advance the work toward the vision. The Leadership Council also was involved in the planning process and gave feedback and input before the plan was finalized. PLC Content Team Leaders led their teams in applying their professional learning to the school goals. The involvement of these leadership groups in the process of planning professional development will be discussed in the action plan section of this paper.

The Perceptions of the Principal

What was the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?

The interviews provided data for each of the framework elements: vision/moral purpose; resources/incentives; skills; action plan; trust. The data are discussed by each element.

Vision/moral purpose.

"Where there is no vision, the people perish."
- Proverbs 29:18, King James Version

In this analysis, data associated with the principal's perception of vision and moral purpose relative to implementing Common Core are discussed.

At Nova High School (NHS), the vision was for all students being college and career ready; however, that vision was not part of the culture when principal Beth Foster arrived nine years ago, in 2006. As she described it:

> We were a different school at that time. Very little supports in place.
> Very much a two-tiered system: this program for these kids; this
> program for [those] kids. Very different, not a rigorous curriculum either
> for those kids or these kids.

Foster described the process of addressing the culture of the school when she

arrived as:

> Sort of a happy-go-lucky school, laissez faire leadership prior to my
> coming. We needed to do some work. I knew we needed to do some
> work and provide support to all kids. When I arrived here, the teachers
> were proud to tell me, "We don't do state standards at Nova High."

Foster recognized the significant gap between the stated vision of the school

and the culture. She knew the vision had to be shared by all teachers if it were to be

realized, and she posed the question to them: "What is the vision for [our] school?

[We had to] align all of our work to that vision, which is for us providing a rigorous

academic curriculum for all students." She recounted how in her first year,

> we attended workshops to learn about how to work as members of a
> team, not individuals. A group of educators who were beginning to
> believe in the power of the teams and willing to take risks assumed
> leadership positions, and we were able to move forward. This larger
> group of school leaders was able to remove obstacles for the teachers
> who were early adopters and began courageous conversations about our
> belief and practices.

The school was aided in its journey toward reform and realizing the vision in

2008 by receiving a federal small learning community [SLC] grant and gaining a

partnership with the Center for Secondary School Redesign [CSSR]. With that

partnership came an *academic change coach* who brought expertise about how high-

performing schools brought about transformation. Since NHS was perceived as a high

performing school and needed help in preparing all students for college and career,

Foster welcomed the academic coach to assist in fleshing out what the vision would

look like in practice, and Foster believed the academic coach could help Nova High

teachers achieve the purpose of "Envision[ing] a school that prepared students for the

21st century and [having] the courage it would take to put those transformative

practices into place."

Communicating the vision. Having a vision for student success is not

sufficient for bringing about change. The principal must be able to articulate and

communicate the vision in ways that engage teachers to commit to the vision by

connecting it to their moral purpose as teachers.

Foster described a leadership structure that multiplied the leadership base by

establishing different levels of leadership (described in the action plan section of this

paper). Those who were teacher leaders helped communicate the vision in order to

help get buy-in from their peers. While the teacher leaders did not exercise authority

over their colleagues, Foster believed they had influence in teachers' practice because

of the consistency of the message and "because the faculty knows where we're going

and they know that everything we're doing is getting us good at this 21st century

learning." Foster realized a consistent message from the teacher leaders was integral to

communicating the vision:

> How do they carry the vision? By layering the level of communication
> and deep understanding that the leaders have of the mission of our
> school; it allows me to stand up in front of the faculty and say, "these are
> the goals we're working on this year because it supports where we want
> this school to go." Now, they've heard it from me; they're going to hear
> the same thing from their leader, and then they are going to hear the
> same thing from their content team leader.

Foster believed the consistency of the message and the way it resonated with

teachers' own desire that students be successful led teachers to commit to fulfilling the

vision. Foster worked to include teachers as much as possible in the way the vision

was enacted. She did so by establishing a shared leadership structure and

communicating continually in leadership council meetings, PLCs, staff meetings, and

prep period meetings. The inclusion of teachers in the process of change was essential

if the school's audacious vision was to be achieved. Foster stated:

> I think that teachers knew when I got here that change was on its way.
> But I can't lead this school by myself. I need a team. But that team has
> to understand the mission and purpose of our school - which is that
> rigorous academic program for all students.

Commitment to the vision. In order to enlist teacher support of a shared vision,

the principal must be unwavering and consistent in tying the work to the vision and

teachers' moral purpose (Fullan, 1993). Foster described the challenge Nova High

faced in the vision of preparing all students to be college and career ready:

> We want to close that achievement gap, that learning gap, and we want
> to give our kids those 21st century skills that we know they need.
> You've got to believe in that. It's like drinking the Kool-aid, because
> you have to believe that every kid on our campus is going to find
> academic success. Every kid on our campus is going to graduate college
> and career ready. All. Special need kids, our English learners, even our
> AP kids; just because they're AP kids, we want them to step into college
> and be successful too. So that's where it starts.

Foster believed the commitment to the vision had to drive all the actions of the

staff. NHS's Strategic Learning Plan lays out the school-wide goals in the shift to

Common Core State Standards and the commitment to students being college and

career ready as shown in Figure 4 below:

Nova High School Strategic Learning Plan

Theory of Action: *If our daily instructional practices create a real word, <u>deeper learning environment</u> where staff and students collaborate, think critically, inquire, problem solve, read analytically, communicate orally and through evidence-based writing, and build agency, then students will graduate as 21st century learners.*

Nova High School has identified key transformative practices we will support teachers to implement and improve ("get good at") during 2014-15...

<u>**Active and Differentiated Student Engagement**</u>
. "Hearts on, hands on, brains on, voices on"

- create collaborative learning environments that use high level questioning strategies supported by sentence stems and collaborative discussion protocols routinely
- create opportunities for students to tie their learning to their personal interests,
- create opportunities for students to investigate real world problems and actively participate in solving those real world problems
- develop a culture that promotes a growth mindset in students so that students take risks and the classroom functions as a supportive team

<u>**Common Core/4C/Problem Based Learning**</u>

- provide context for instructional units through relevant and rigorous driving questions that are tied to CCSS anchor standards
- develop proficiency and fluency with skills based learning outcomes, in order to manage and assess the teaching and learning of 4C/Common Core skills
- develop awareness of the Common Core Standards that establish literacy and technology learning outcomes for students
- use a backward design process that includes: beginning with the end in mind, create a learning hook for students, establish a feedback cycle and give students a clear opportunity to present learning to an authentic audience

<u>**Technology as a Deeper Teaching and Learning Tool**</u>

- develop a culture that promotes ethical usage by explicitly teaching and modeling the NHS Digital Citizenship Policy
- create information literacy learning experiences that explicitly teach skills such as assessing sources for reliability and evaluating for relevancy
- Use ECHO to support skills based learning and feedback cycles
- Learn and use Google Apps for Education (GAFE) as a way of modeling, teaching, and assessing the 4Cs
- learn how to support students in product creation to share original content with a public audience
- learn and use digital tools to provide instantaneous formative feedback to students about mastery of learning targets and create opportunities for students to set goals, monitor progress and reflect on results and differentiate instruction
- learn how to use ECHO tools to connect with NHS teachers to support teacher collaboration.

<u>**Nova High School School-wide Learning Strategies**</u>

- routine use of close reading and interactive reading strategies are part of teacher and student toolkit
- routine use of evidence-based writing strategies (argumentative writing and speaking) are part of the teacher and student toolkit
- students and teachers understand and utilize Costa's Three Levels of Thinking and Questioning (critical thinking) and embed the language of these kinds of questions into discussion based activities
- establish clear and specific Learning Targets (CCSS/4Cs) so that every student can answer:
  o What am I getting good at today?
  o What does good look like?
  o What evidence are you using to prove how "good" you are?
  o How are you tracking your progress on how "good" you are getting?

Figure 4. Strategic Learning Plan. A replication of the SLP document from NHS.

Content Team PLC leaders worked with their PLCs to align their work to the

Strategic Learning Plan (SLP). Foster understood teachers' thinking had to shift in

terms of how they prepared students academically, moving from being content driven

to being skills driven. Teachers also had to see their work as preparing all students

academically. She described how she communicated that shift:

> Three years ago, I stood in front of the faculty and I said, these are the
> changes we are going to be making in instruction with regard to
> Common Core. It's not going to be business as usual in the world we've
> known in terms of CSTs. Our instruction and what our expectations are
> in terms of instruction and kids in classes is going to look really
> different.

Foster went on to describe how the ideas spread in the school systematically

through their leadership structure and a staff-wide commitment to the Strategic

Learning Plan:

> As the system took hold, we shifted from focusing on teaching to
> focusing on learning. The collaborative model spread leadership across
> the campus. Teachers were leading with clarity of purpose and the end
> goal of teaching all students in mind. The school leadership hierarchy
> flattened as leaders developed from the middle. Currently, we have 45
> [out of 88] teachers serving in leadership roles and systems for
> managing communication based on common vision, common
> vocabulary, common messages, and common protocols.

Foster described the shift in instructional methods as a change from "focusing

on teaching to focusing on learning." Foster believed that teachers had to learn to set

attainable objectives for students and that students must understand what outcomes

they were working toward. As changes began to take place:

> Learning emerged as the school's guiding purpose and teams of teachers
> used their tools to support student learning. The school culture subtly
> shifted. Student learning moved to center stage. Students gradually
> accepted the emphases on teaming and systems of learning that adults
> had come to expect. Students were empowered by teachers to be an
> active part of the learning team; they knew what they needed and now
> they had the knowledge and confidence to be able to advocate for
> themselves.

Foster also described some of the evidence she used to gauge progress toward the vision:

> For me, the evidence is in the work that the teachers are doing and the changing conversations they are having during early release, which is focused on student learning. For example, the Biology Team is committed to ensuring the success of all students enrolled in Biology. This commitment is met by the teachers re-teaching concepts that students did not get the first time and reshuffling students into groups with different Biology teachers to make sure they master the essential learning outcomes. This practice is spread out across content teams. Some teams do a better job than others but non-the-less, there is evidence that re-teaching and reassessing is a practice that is being used.

Foster ended each school year with a celebration of the school's successes, but when teachers returned in the fall, she presented them with focused attention on their vision. As the school improved, part of the challenge was to recognize that even if student achievement was increasing, they needed to continue to focus on the continuing challenges, which she defined as "the 5%."

> We come back in August, and okay, that was last year; our work's not done; we're going deeper, and here's how we're going to start this year. We're going to do it again, and then we're going to celebrate. I live in the 5%. My faculty knows that I'm going to tell them the 95% that they are doing good, but I don't want that 5% we're not doing good to be good. The 5% an example would be can we continue to lower our Ds and Fs; you're getting good at that but we're not there yet. It's always something; we don't ever want to say, boy, we've got this down. We're there. I tell the teachers, we are a good school, and we want to be a great school. We want to lead; we're not going to follow. We want ahead of the curve, and we want other schools following us.

Foster believed that by acknowledging the successes while keeping the focus on the work still to be done, teachers were encouraged to set higher goals for the continuing challenges. In order to take on the continuing challenges, Foster knew she needed to provide what teachers needed to accomplish the work.

The process of implementing the vision. Foster spoke of the challenges of asking a veteran staff to engage in complex change. She stated, "It's hard asking teachers to change their practice." Foster recognized the complexity of the change process and the necessity of moving deliberately. With the challenges of complex change and the historical resistance of teachers to reform efforts, principals need to link school vision to teachers' moral purpose. Increased anxiety and insecurity may accompany the change process, and the connection to moral purpose can encourage exceptional effort to attain the vision (Printy & Marks, 2006).

Foster reminded teachers of why they were making changes, connecting the work to students achieving success with Common Core:

> [By] keeping things out in front of them and helping them remember, "oh, okay, that's why we're doing this; connected to our plan, to Common Core. Oh, yeah, Beth talked about that at the beginning of school." This is the work we're moving to; we're moving here; turn the oil tanker around again and we're going to land here.

As work was aligned to the vision, Foster focused her attention on teachers who were ready to implement the vision through CCSS and identified the degree of willingness to engage in change among the teachers. A few teachers were resistant but others were ready to embrace reform:

> [The implementation of Common Core] started small. We started with people who we knew wanted to work in a different way. But with the resistant people; some of the resistors, that's it. They're like rocks. We're not going to water them; we're not going to spend a lot of time on [them]. You're either coming along or you're going to retire, and we've had people do that. We worked with the people we knew were ready for change, and they were successful.

Foster also understood the importance of always pushing toward the goal, keeping the focus on improving student achievement. At the end of the last several

school years, the school celebrated successes and Foster treated the staff like "rock stars" but began each school year with a re-commitment to the vision and school goals. Foster repeated this iterative cycle - celebrating success and naming the struggles. She believed by doing so, teachers received provided positive feedback and were focused on setting higher goals for the continuing challenges. In order to take on the continuing challenges, Foster also needed to provide to teachers to accomplish the work.

Resources/incentives. The complexity of the change process and the historical resistance of teachers to reforms requires attention to the incentives that are effective in implementing reform and to resources teachers need to feel confident in effecting change. Incentives can be intrinsic (personal motivation) or extrinsic (e.g., access to resources and opportunities). Since access to resources and opportunities can be incentives, these two elements of the change process are grouped together of the relationship between resources and incentives. Without incentives, teachers will be resistant; without resources, teachers will be frustrated, which will lead in turn to resistance.

The interview data showed two types resources/incentives that the principal interjected into the change process: support for teachers and extrinsic and intrinsic motivation incentives.

Support for teachers. One of the ideas that frequently appeared in Foster's responses was the need for administrative support of teachers. She described the challenges faced by a department leader in one of the more resistant content teams.

Part of the support Foster provided was assigning the academic coach to work with him:

> The gentleman that runs that department, we support the heck out of him. Because he's got to carry the vision; he's got to work with his teachers and model for them what that looks like in the classroom, because he's got to walk that walk, and we have to run interference for him when he needs us to help him. And sometimes do it in a way that people don't know we're doing that behind the scenes so he can continue to be their leader. I want [him] to do that, and we're going to support him, and I have an academic coach working with him in the same way my other coach is working with math.

> The academic coaches' role was focused on students' academic learning.

Foster observed the willingness of teachers to accept coaching evolved over time as teacher confidence in the coaches grew:

> What started to happen was that once teachers began to realize that the coaches were skilled in areas that they were not and by working with them their student success would improve things started to move. The coaches do demo lessons...the "I do, we do, you do" model. [In addition], the World Language Department worked last year to use Socratic Seminars as an on-going strategy that would bring deeper thinking and learning to their classes. The assigned coach worked closely with the department and scheduled demo lessons where he modeled the strategy, then partnered with the teacher, next he observed the teacher using the strategy. To follow-up, he asked the teacher "When are you planning to use this strategy next." The above model was used to launch Socratic Seminars in World Language, Social Science, Biology and selected ELA classes.

During change involving new teaching techniques, it is important to support teachers by providing relevant and timely professional development. Foster avoided the leadership trap of a random or "shotgun" approach to professional training by planning carefully. She remarked: "We did the research we needed to do make sure we were supporting our teachers in the way we needed to. We took roadblocks away from them."

Foster's plan was to expand the leadership among many teachers, provide effective training, empower teacher leaders, and support them as they provided professional learning and led PLC teams:

> Key leaders from inside the school facilitated a series of in-house institutes to teach leadership skills to content leaders and teams, explain how to use the roadmap more effectively, and troubleshoot team issues. Teachers learned such specifics as how to build collaborative, learning-focused agendas; how to put agreements in place to co-teach; and the importance of developing operational and decision-making norms to guide difficult conversations. We empowered leaders to instantly access our administrative team for support. The administration kept one step ahead of change by removing roadblocks and problem solving with the school leaders.

One of the ways Foster provided resources was by enlisting the aid of academic coaches who helped train and support the teacher leaders. At first, the academic coaches were provided by a grant; however, when the grant expired, Foster used her discretionary budget to keep one of the academic coaches because of the benefit of the support she provided. The coach worked directly with teachers and teacher leaders. Foster believed in leaders being learners alongside teachers and modeled that style of leadership for teacher leaders. Teacher leaders learned alongside team members and modeled behaviors that aligned pedagogy to vision. Foster described how one teacher leader's ability to lead was based on his participation as part of the whole group:

> So right away, he's having to bring his skill set and credibility; his credibility is based on him being engaged in the same work he wants his team to be engaged in. So we're strategic in that all the teachers that are on the 9th grade team know that [he] is doing the same work. When he sits down at the table with them, he's learning, planning with them. I think that's a pretty powerful model.

One of the ways Foster provided support was in making sure teachers had the

professional development they need. Some professional development was provided to

all teachers in staff meetings and prep period meetings. Other teachers in the

leadership council received more intensive training to enable them to lead their teacher

teams. Foster described the levels of leadership and the importance of their work:

> Right now a school of my size – we wouldn't be able to do the work we're
> doing unless we had a cadre of teacher leaders in this school. I have leadership
> council, department leads - 12 of those. I have 19 other teachers that are
> leading content teams on this campus. They're all focused, trained, know what
> their purpose is, what their expectations are. We lay out clear expectations for
> them.

Nearly half of the teaching staff is assigned to some kind of leadership role, but

all members of content teams participated in PLCs and professional development,

resulting in changes in pedagogy. For example, Foster said,

> Our math department is doing some really heavy lifting. We've moved
> from a traditional algebra-geometry-algebra 2 [sequence] to integrated
> math 1, 2, and 3, and we are supporting the heck out of them this year. I
> have one of my academic coaches who is assigned to math, because they
> are basically moving away from that naked math where you just plug in
> numbers into formulas, and doing real world math that asks kids to
> think. I go out to math now and [students] are not sitting in rows. Kids
> are collaborating around problems. [The math teachers learned] they too
> have to understand close reading strategies for kids to do the kinds of
> problems they are being asked to do.

Foster described the way history teachers also were supported to begin

teaching in different ways aligned to new expectations:

> We spent time getting our world history [teachers] up to speed around what
> else they needed to do in their content. We're not teaching trivia facts
> anymore; we're done with that. So [we helped them] go back to a thematic
> approach to teaching history. They're working on democracy of the world, for
> example, instead of teaching dates of all the things in different countries and
> wars. They stopped doing that; they went deeper. We had to teach them how to
> do that.

When professional development was provided for teachers, Foster and her team of leaders planned for training that would be meaningful and respectful of teachers' time and would be a resource to them. She described:

> [We work at planning to] really [get] it down to a place where we feel we have something that's quality enough to take to the faulty; they're very educated people and consumers of knowledge, and we want to make sure what we give to them is first class.

Foster also realized all-staff meetings were not the best way to provide training for all teachers. She applied her political leadership skill with the teachers' association in order to be able to use prep period meetings once a month to increase the efficiency of teacher professional development. Most of the professional development and school-wide learning strategy work "we've been doing during the school day" Foster noted. She described the collaborative process of working with teachers to be able to use learning time most effectively:

> We negotiated what we did this year, and it's in [the Strategic Learning] plan; we went through and worked diligently with our union to take all of the pots of the time that we have and use them for learning and use that time in a different way. For example, we have two faculty meetings a month that we can use. With the work we knew we had ahead of us this year and last year, it wasn't going to be efficient for me to stand up in front of 88 teachers two times a month and just teach them. That wasn't going to work. I said instead of an afternoon faculty meeting, we are going to bring you in during your prep period.

By working with smaller groups of teachers during prep periods, Foster was able to spend more time with all of the teachers on campus, helping lead their learning, and providing a consistent message to all teachers. Providing training in this way was a large time commitment for Foster. The same training meeting took place during all six teaching periods during one school day; however, Foster believed providing

training during the school day was an effective way of providing professional learning and supporting teachers.

One of the bigger problems with Common Core implementation is the lack of curricular resources, textbooks, and assessments linked to Common Core. Foster provided the crucial resource of collaboration time and a leadership structure to assist teachers in developing those elements together: "We moved our faculty to work in Professional Learning Communities and much more of a collaborative environment." PLC agendas were developed under administrative oversight and Foster described those PLC structures:

> So even our early release days we have agreement, tight agreements in place around what they can do during early release and what they can't and that's across the school. And that's in place, defined with us, with our leaders. That's not coming from mein an email: "what's the purpose of this time; how do we want to use this time? What are you going to do about norms?" so when I walk around during early release, I should see the same kind of work taking place during every one of those content teams; on task; no side conversations; focus on student learning, focus on data, and they know, it's not secret.

Collaboration time and staff meeting times were provided through the teacher contract, but Foster also worked with union leaders to develop more effective ways of providing professional learning during prep period meetings.

Extrinsic and intrinsic motivation incentives. Nova High School had what Foster described as a "116 years of rich tradition" as a school, and the highest WASC [Western Association of Schools and Colleges] accreditation, but the staff had been stagnant in terms of reform and addressing the needs of underserved students. In order to wake up the organization from a traditional frame of reference (i.e., "This is how we have always done it and we are 'good'") and into a new frame of reference, Foster

began positioning content standards and student achievement in high priority leadership messages. The need to change became imperative when the school was placed in Program Improvement (P.I.) status in 2006. Foster recalled how the school community responded to that moment of extrinsic motivation as the P.I. status "turned the school upside down, and we began to question what it means to be 'good.'"

Peer examples worked as extrinsic incentives. The English department was resistant to change: "[They said] why should we be the only ones to be responsible for these skills our kids need when Common Core spreads it across the school?" So "we didn't start with English. We went to our sciences and our world history." After science and world history began implementing literacy strategies, English began to come along, too.

Another extrinsic incentive for teachers is knowing they are accountable for implementing site and district goals. Foster believed it is imperative for principals to know through observation if changes are being implemented in the classroom. She described herself as being in classrooms "all the time." As the saying goes, "What gets measured gets done." She described the importance she ascribed to ensuring accountability through frequent classroom observation and how teachers' actions changed over time:

> I have watched individual collaborative teams move from grudging compliance to a true willingness to work together and be accountable to one another. Our [admin team's] original administrative reflections on our PLC walk-throughs frequently centered on how we needed to support and encourage certain teams or how to have a courageous conversation with individual teachers. Now we share our amazement at how those same reluctant teams are having strategic conversations about what went well from unit to unit and what didn't and are using such language as our kids, SMART goals, reteach, and retest.

As teachers began to see success from their efforts, Foster described how pride in their accomplishments increased. In 2002, Foster's first year, the API was 601. By the last CST assessment in 2013, the API had risen to 772. While CST results cannot be compared to CCSS assessments, Foster believed the CST results demonstrated teachers' new resolve and commitment. She saw the impact of teachers' seeing how their efforts led to success and believed the success increased motivation. Foster described how the staff felt about their work: "[The intrinsic incentive is] pride - getting it right. Again, wanting to be the best. Leading, not following. Being rock stars. Us building [teacher] capacity constantly. Because we work to empower them to a place where they proudly represent."

The whole faculty was included as recognized participants in the growth at NHS, and Foster believed part of the extrinsic and intrinsic incentives to continue the challenging work was participating in the pride of accomplishment and school-wide celebration:

> At the end of school we celebrate. Look at what we've done this year. Look at what you've accomplished as a faculty. I do all kinds of things for them. We really do meaningful acts of celebration for them. It's not contrived; it's planned; we do it in a way that the whole faculty feels included, and it makes a huge difference. We've done some crazy things, but they know that they're going to get rewarded at the end of the year by something that I'm going to do for them, and they love it. They're just like kids. I write the notes, appreciation notes, put stickers on them, [etc.]. I want them to feel like rock stars.

Foster relied heavily on teacher leaders, some of whom received a stipend, and some who did not. Foster again referred to pride as an essential incentive for teacher leaders, which included the recognition the school received. One of the ways the school garnered public attention was through marketing and social media:

> The incentives for the teacher leaders is just that pride, and that we do a lot of marketing. We market ourselves in the community; we're out; we market. We're good at marketing. We're very active on social media; they know [the school is] out there on social media [e.g., Facebook; Twitter].

Foster believed the pride in being a school that leads, that others look to as an example, was an intrinsic incentive for teachers. She described how the district office and other schools in the district were following their example and leadership, which reflected favorably on the teachers:

> We want them when they go to district level meetings or work with other schools to know that the work we're doing, number one, it's the right work to do, and that every time we're knocking the ball out of the park. We're going to lead; we're not ever going to follow. The discipline and student services personnel watched [our] work and transformed their processes into one system of wraparound services that has reduced the number of students who fall through the cracks.

They celebrated the progress they made, but Foster believed in continually pointing them to the challenge of the work that lay ahead and the need to develop skills to make implementation a reality.

Skills. Teachers involved in the complex change process may find themselves facing the kind of anxiety they experienced as beginning teachers, entering into a learning curve they find uncomfortable or threatening. Veteran teachers who have developed pedagogical skills over time, adequate to former content standards, are daunted by the changes in knowledge and instruction essential to CCSS. Foster described the state of the school when she arrived and the learning that was needed:

> In 2002 we were in the midst of CSTs. When I arrived here, the teachers were proud to tell me, "we don't do state standards at Nova high." And I thought that was interesting, so we had to learn about the state standards. Remember they came out 1998. So this school had sat dormant for four

years, and Common Core State Standards were starting to grow. We
were learning about API, academic performance index, and we had a lot
of learning to do. Our API started at about [627 in 2002] and landed
about 772 [in 2013]. I was really proud of that making that kind of
change.

Foster described the process of new learning and gradual skill building: "It's

not been easy. We had to learn a lot, and Common Core is still fuzzy for some of us,

in terms of figuring out what are the skills they need and the knowledge they need."

One of Foster's goals was to provide the kind of professional development that would

help teachers develop the skills they needed for Common Core reform. Professional

development, combined with the skill of the principal, the teacher leaders, and all of

the teachers, provided the platform for the CCSS to be implemented at the school.

Professional development. When teachers perceive a lack in their skill set for

the new expected outcomes, they experience anxiety. In deciding what skills needed to

be developed, Foster kept the focus on the school vision: "What is the vision for [our]

school? Really aligning all of our work to that vision, which is for us providing a

rigorous academic curriculum for all students, and how are we going to do that, and

giving the teachers skills they need to get there." Foster described the learning that

developed starting with the leadership council (composed of the administrators,

academic coaches, content team leaders and discussed in the action plan section

below) and later was implemented across the school:

We [the leadership council] plan all of the learning for the faculty, and
it's strategic. [For example] we just are in the midst of a three series
close reading learning session we're doing with the whole faculty. So we
learned a lot. We've learned from bio, we've learned from history. Over
the last two years we've learned a lot. Now we've gotten to a place
where we were ready to sit down whole faculty taking people through

prep period sessions and learning these [things]. This is what close
reading's going to look like at Nova High across the whole school.

The professional development plan provided targeted training for groups of
teachers. The teachers were divided into four different groups working in four
different professional learning arenas. One group worked with an academic coach on
21st century leadership skills. Another group worked with new technology networks; a
third was in training for 21st century transformational leadership, and a fourth in
district-wide learning walks. Consistently, all professional development was linked to
the school's action plan and the site and district goals (as seen in the SLP.)

Over time, Foster noted an increase in the effectiveness of collaboration time
and a decrease in the amount of resistance coming from teachers. A few resistant
teachers retired, but gradually, teacher leaders reported to Foster that more content
team members understood and bought into the vision. The result was a change in
teaching and learning in which teachers moved from a teacher-centered model of
instruction to a student-centered culture of learning.

The skill of the principal. A commonly identified characteristic of an effective
principal is competence (Hoy & Tschannen-Moran, 2000). Common Core is not only
a complex change for teachers; principals also are involved in the change process, and
they may have a steeper learning curve than teachers since they are not in the
classroom or collaborating with peers, and they need to be knowledgeable about
multiple content areas. Throughout the implementation process, Foster believed she
needed to demonstrate competence, which necessitated her developing skills and
demonstrating enough content knowledge that teachers could trust her leadership. She

spent time learning what she needed to know to speak knowledgeably about different

content areas and the implications of Common Core for each discipline. She believed

leaders sometimes delegate too early, before they understand enough to support and

monitor an initiative. She also believed teachers needed the confidence that comes

from knowing the principal has worked alongside them and understands what an

initiative will mean to them. Foster worked behind the scenes to prepare herself so she

could stand before teachers and lead their learning:

> I mean I can't just stand in front of the faculty - with coaching from my
> academic specialist I make sure I'm getting the words right because I
> don't know everything. I do my best; I'm not an English teacher; I don't
> know how to teach English, so I have to rely on [leadership council] as
> we plan things for the faculty - to help coach me up too so I have the
> right words; I have to study and read and learn, and I have to ask a lot of
> questions, and I've done that with every initiative we have. So in terms
> of my skills, I'm really, really diligent about knowing I have to know
> enough to be able to get the faculty to follow me. And for us to do the
> work we're doing, I can't do it alone so we have to keep building our
> skills up.

Foster acknowledged her need to continue to learn and grow, and part of her

leadership style was to be transparent about her growth process; she described herself

as an inclusive problem-solver – one who is able to admit she doesn't know

everything. Foster explained how she viewed the risk-taking involved in being

transparent about her need to grow and the strategic relinquishment required for

distributed leadership:

> One of the most difficult and yet powerful lessons I've learned as the
> instructional leader at a large, comprehensive Title 1 high school is to set
> my ego aside. I can't lead alone. And I sure as heck can't tackle the
> foundational shift in culture and transformational shifts in pedagogy all
> by myself. [Shared] leadership is a leap of faith.

Foster, however, did not denigrate her own skill set. She was aware of her strengths and used her abilities intentionally. Foster knew she was able to strategically plan on her own, but in order to develop systems that enabled a shared leadership structure, Foster knew that:

> I needed to develop teacher leaders: give them research-based tools to lead, listen to and support them, set them up for success, and trust them to do the work. It's the same thing that principals ask teachers to do with kids: activate their voices, listen to what they need, and then give them the skills and tools they need to take ownership of their learning.

Foster acknowledged the difficulty of the work she was asking teachers to participate in: "[We had to align] all of our work to that vision, which is for us providing a rigorous academic curriculum for all students, and how are we going to do that? [We had to give] the teachers skills they need to get there."

The skills of the teachers. Teacher leaders worked with two academic coaches to help develop their skills. One of the coaches was provided by the district; the other had been provided by a grant. When the grant ended, Foster used site funds to allow her to continue supporting the staff. The coaches provided on-going support, primarily in pedagogy and in skills that were transferable across curricular areas:

> [The academic coaches] don't necessarily have the content area; they know the structures that need to be taught in the department. Like the gentleman that works with math; he's not a math teacher, but he knows the literacy strategies, and he knows how to teach about Socratic seminar; he knows about close reading; he knows philosophical chairs. So all of the things that we're teaching; you don't really need the content; we don't believe you need the content expertise because if the academic coach has the structures and the strategies and understands deeply those strategies, it will work in any subject areas.

In addition to the skills development training the teacher leaders and academic coaches provided, Foster also worked through the evaluation cycle to improve all

teachers' skills. The district teacher evaluation system had two ways in which a teacher could be evaluated. For teachers who demonstrated a high degree of skill, "the alternative" evaluation process was based on self-reflection and teacher identification of areas to be explored during the evaluation period. The traditional model was used for probationary teachers and for teachers needing more guidance and structure in order to address growth areas in their teaching practices. Foster made a determination about how much intervention teachers needed based on their implementation of teaching strategies consistent with Common Core:

> The people that we feel confident about can go into an alternative evaluation process. We select articles or research that has to do with the work we're doing. We've read books with them. We've done book study clubs. This year we have a series I think of five articles that tinkered with 21st century learning, an article on digital natives, digital immigrants. And so we are strategic in selecting the articles that those teachers read, and it always has to do with school initiatives. We take it deeper for them professionally. And then we have a learning, a reading log so to speak, where the teacher reads two different ones; they read through how does this learning impact my school, how does reading this article impact me, our school, Nova High, and how does it impact me professionally.

The process was different for teachers on the evaluation cycle who were not following through on school-wide strategies, however. Foster described a more targeted approach with those teachers. Foster gave examples of the type of feedback teachers might receive. For example, in the evaluation process, Foster looked for the agreed-upon teaching strategies like having the learning target written on the board or students seated in collaborative groups. If those strategies were not in evidence, the conference with the teachers would include conversation about how to exhibit those strategies in the classroom.

As Foster provided professional development for teachers, she included the teacher leaders in the professional development planning process, but Foster provided many avenues for all teachers throughout the school to develop their own capacity:

> I have a group of teachers working with new tech networks and another in 21st century transformational leadership workshop; I have another group of teachers that are doing district-wide learning walks. We're very strategic, and they're all different teams of people. Then our district is doing work with Michael Fullan, a three-year project with Michael Fullan, and we have a team of teachers that are going to Michael Fullan [professional development].

All of the skill development Nova teachers were involved in was carefully planned by "really aligning all of our work to [the] vision, which is providing a rigorous academic curriculum for all students." The increased emphasis on relevant CCSS skills needed to have a formal context. Foster frequently described how the work had to be "really, really strategic," and the development of the school's action plan provided a context in which the commitment to the school's vision cold play out.

Action Plan. The complexity of school systems, the changes in the world's economy, and the high stakes for students necessitate a move away from the principal as the irreplaceable charismatic leader and toward a shared leadership structure (Angelle, 2010), which Foster developed at Nova High School. The Foster Strategic Learning Plan was a living document developed over several years The shared leadership model provided the structure by which the SLP was constantly reviewed and evaluated in response to new conditions, opportunities and challenges.

The evolution of the action plan. In 2002 when Foster began working with her staff and developing a plan to achieve the vision, she knew they were embarking on a

long-term process. The execution of the action plan had many facets, including, first,

the staff had to re-examine their commitment to their moral purpose and connect the

planning process to the vision:

> The PI designation, combined with the focus on developing SLCs [Small Learning Communities], caused us to pause and look at our students in a different way. We said that we believed in all kids, but our systems and actions did not always support that belief. We began to examine whether the students believed in their ability to succeed, and we learned that only some did. We were used to analyzing data, but we'd failed to confront the brutal facts with a systematic and targeted method for continuously improving the school. When the veil was lifted, we realized that we needed a system to support a change in culture and practice at Nova High School.

She described how their process was "Go slow to go fast." The work began with

learning how to become a collaborative culture in 2008 when the Center for Secondary

School Redesign grant provided an academic coach who helped begin the process that

would lead to implementation of CCSS:

> The first year, we attended workshops to learn about how to work as members of a team, not individuals. A group of educators who were beginning to believe in the power of the teams and willing to take risks assumed leadership positions, and we were able to move forward. This larger group of school leaders was able to remove obstacles for the teachers who were early adopters and began courageous conversations about our beliefs and practices.

Foster recalled how the plan gradually unfolded, beginning with their "first

significant systems change [which] was the development of a roadmap, a tight

protocol that helped us maximize collaborative time and led to deep conversations

about student learning." From that beginning, Foster led the development of Nova

High's Strategic Learning Plan (SLP). The development of their Strategic Learning

Plan was contingent on aligning work to vision and including teachers in the process

of creating Professional Learning Communities (PLC):

> We started small. We started with people who we knew wanted to work
> in a different way, and we started to create places where there were
> bright lights, doing things that stick and shining a bright light on people
> doing the heavy work. In our first year, we learned the importance of
> honing our purpose and going deep, so we determined to focus on
> building the knowledge and skills that would enable us to create a
> collaborative culture through PLCs with the understanding that no one
> can do this work in isolation.

As part of a deliberate process, the work to implement CCSS was gradually

incorporated into the PLCs with all content teams, as teachers lowered their resistance.

Foster dealt with late adopters in the English department by listening to their concerns

about teaching Common Core literacy standards, then spreading responsibility for

literacy across curricular areas. The shared commitment to literacy became an

incentive for English teachers to move toward Common Core. Foster described the

strategy she used:

> English had a hard time moving from writing persuasive essays, which is
> what they've done since the dawn of time, to teaching kids how to write
> an argument. We appraised the burden of reading comprehension,
> literacy and academic writing into [biology and history] to begin to build
> some trust with the English department in terms of them feeling, "Why
> should we be the only ones to be responsible for these skills our kids
> need when Common Core spreads it across the school." Then we went
> back to English. So we wanted to show our commitment. We are
> spreading this across the school. Common Core responsibility is asking
> our kids to do rigorous work that's not just owned by the English
> department - It's shared.

Foster believed that all professional development should be research-based,

well-planned, reviewed by teachers, revised based on teacher input, strategically

presented, and implemented by teachers in their professional learning communities.

The process she developed used the leadership structure of the school (c.f. Figure 3)

and generally followed the same steps for each school-wide initiative:

1. The Team of Seven analyzed the professional development needed to implement a school-wide initiative.
2. The academic coaches on the Team of Seven created a research-based draft of a plan.
3. The draft went to the Team of Seven who reviewed and revised.
4. Steps 2 and 3 were repeated as necessary.
5. The revised draft went to the Leadership Council who reviewed and revised the plan.
6. The revised plan was sent to the site union representatives who reviewed and made suggestions.
7. The admin team instituted a "Critical Friend" protocol, recruiting a group of teachers to ask questions and reflect on the plan.
8. The administration revised the plan as needed and finalized the plan.
9. The admin team led the professional development to small groups of teachers in prep period meetings or after school meetings.
10. The content leaders led the work to implement the plan in professional learning communities.

The process can be viewed as seen in the Professional development planning

process shown below in Figure 5:
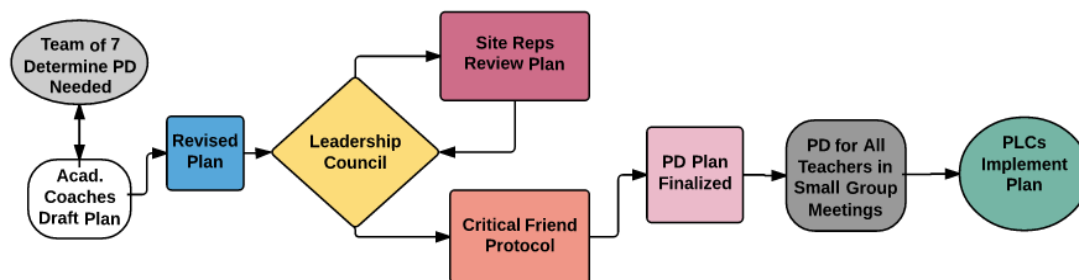
Figure 5. Professional Development Planning Process. The professional development planning and implementation process at NHS is shown in this figure.

Nova High School's planning process from the beginning involved teachers,

first with a small group, and later a leadership structure developed that included

teachers at different leadership levels. All teachers participated in the collaborative

work of the PLCs and had input into how the teams would implement Common Core

expectations. In addition, Foster explained how the work and planning was led by

teachers:

> So when I talk about leaders, probably almost half are leading in some
> capacity, and that's by design. That's distributed, unlike one person doing all
> the work. So these people have all been trained; they know the plan; they run
> early release [PLCs]. They meet in their teams; they send agendas to me, so
> we're really tight [on planning].

As teachers transitioned from the content-driven standards to skills-based standards,

they began to teach in different ways aligned to Common Core expectations.

> Teachers learn[ed] to be more explicit in their classroom. And with
> CSTs as you know, it was teaching about facts. Not what we are doing
> now with Common Core. And we got pretty good at that. Our teachers
> got pretty good at that [but it was] certainly not the learning that's taking
> place here now, but they were good trivia experts, and gave multiple
> choice tests, probably the standard thing you would see at any high
> school campus in the early 2000s.

Foster considered it crucial to be visible and in classroom in order for the

school-wide strategies and the SLP to be successful. She explained, "We were in

classrooms, visible so we knew exactly what was going on in classrooms, and we were

able to learn, oh, gosh, we're not seeing what we need to see. So we would set up

professional learning that supported them. [We would say] 'Wouldn't it be nice if you

could do this?' [related to the SLP] and we provided training for that."

The structure of the leadership. Foster's development of a shared leadership

structure over time produced a team of teacher leaders comprising nearly 50% of the

teaching staff in leadership over content areas.

> The collaborative model spread leadership across the campus. Teachers
> were leading with clarity of purpose [with] the end goal of teaching all

students in mind. The school leadership hierarchy flattened as leaders developed from the middle. Currently, we have 45 teachers serving in leadership roles and systems for managing communication based on common vision, common vocabulary, common messages, and common protocols.

The teacher leaders were part of a network of leadership roles, and "A cadre of teacher leaders received intensive training in high-performance PLCs, and we began to design our own internal coaching system." The teacher leaders conducted trainings at the school to "teach leadership skills to content leaders and teams, explain how to use the roadmap more effectively, and troubleshoot team issues." The learning process for the larger faculty included training to create collaborative agendas focused on student learning and to put co-teaching agreements in place. The teams also worked on developing norms for dealing with conflict.

Foster relied on a small group of advisors and collaborators known as the Team of Seven (c.f. Figures 3 and 4) to help think through strategies and help plan school-wide professional development. The teacher members of the Team of Seven were chosen because of: "what we know they are doing in the classroom and the level of respect they have of their colleagues. They are the strategic problem solvers who really get down to the nitty gritty of planning professional learning on campus." The English teacher was included because of Foster's perception of his ability and leadership. The biology teacher:

> Sits on that group because right now on our campus, [biology teachers] have the highest percentage of kids earning As, Bs, and Cs. And biology is a rigorous course. We are an A-G district, so all of our kids have to take the UC 15 course sequence, and biology has figured out how to do that, and we are fully integrated in terms of professional education, and our kids seamlessly sit in college prep classes.

Alongside the Team of Seven was the Leadership Council, which consisted of 14 leaders representing every curricular area. Beyond that level of leadership were the content team leader teachers consisting of 20 teacher leaders who led the PLCs. Foster described how the leadership system was designed as a shared leadership structure:

> I believe in a [shared] leadership system where there is shared ownership of decisions. Teachers are involved in all aspects of what decisions are made at the school site. Teachers are empowered to lead. The leadership structure at Nova High School is very broad.

Resistance. As implementation of CCSS progressed, resistance evolved around the work teachers were being asked to do in PLCs. Resistance was also apparent in individual teacher classrooms where CCSS strategies were not being implements. Professional Learning Communities were aligned to implementation CCSS. The PLC model provided a structure for content teams to focus on using commonly agreed upon assessments and the regular analysis of student achievement data in order for teachers to modify instruction to increase student achievement. Foster viewed the skillful use of PLC time as an essential part of CCSS success. For that to happen, she knew she needed to attain teacher consensus about the use of PLC time, and requiring accountability in the PLC meetings was crucial:

> So even our early release days we have agreement, tight agreements in place around what they can do during early release and what they can't and that's across the school. And that's in place, defined with us, with our leaders. That's not coming from me in an email; what's the purpose of this time; how do we want to use this time? What are you going to do about norms so when I walk around during early release, I should see the same kind of work taking place during every one of those content teams; on task; no side conversations; focus on student learning, focus on data, and they know, it's not secret.

In order to ensure teacher resistance was not impacting the implementation of

CCSS Foster was visible in the classroom, providing an element of oversight and

accountability for teacher follow-through on school-wide strategies. Foster described:

> If a teacher isn't doing [the agreed upon strategies], and they are not all,
> I mean there are 88 of them. [But] because we are in and out of
> classrooms all the time, really visible on campus, and all three APs, and
> we are out during early release, we have a pretty good sense of what is
> going on.

> Not all teachers at Nova High School embraced the vision or the Strategic

Learning Plan. When the resistance was not resolved, Foster was disappointed. She

described her reaction to on-going resistance from some teachers:

> I'm always disappointed when I go out into a teacher's classroom, with
> all the work we're doing, it's still the same. There are some teachers that
> are just not going to change. And we know that. We started with the
> people we knew were ready to go, and some of the resistor; that's it;
> they're rocks. We're not going to "water" them; we're not going to
> spend a lot of time on you. You're either coming along or you're going
> to retire, and we've had people do that. People said, "That's not for me."
> We worked with the people we knew were ready for change, and they
> were successful.

Part of the strategic approach Foster employed was to plan how to work around

resistors in ways that caused the least damage to students and still allowed the work to

go forward toward the vision of all students being college and career ready. Foster

spoke of those resistors as "rocks" who "are just not going to change."

Acknowledging that sometimes in schools and districts the newest teachers are given

the teaching assignment with the most needy students, Foster described how she

rearranged the master schedule so the "best" teachers taught at-risk students:

> Well, we changed that culture at our school where our best English
> teachers are teaching our most at-risk kids. So, we have teachers for

example, that are teaching advanced placement English and the next period are teaching ELD 1 [English language development]. When I walk into an honors English nine class, it represents our demographic, that you know, over 50% of the class is Hispanic and under 50% is white; that's the way it should be. And we used to not have that in chemistry and physics and bio. We have that now.

Thinking strategically. In order to position the school for CCSS success, Foster had to assess her own strengths and the degree to which she would invite teachers to lead with her. Empowering teachers did not mean Foster abdicated leadership of ensuring the vision drove the planning. She was clear on her strengths, and she used those to lead the collaborative planning process:

> I think I have always been able to do strategic planning, to be able to know I want to get over here - that I've been able to have the skills where I can backward map and think, okay, these are all the things we've got to do before we can get there. So that's how we organized things, and when we were trying to figure out how to do these content teams, and my God, what's that going to look like? We just started designing things on a board one day with the group of teachers, and we discovered it. So I would say that I think the term is I'm a constructivist. I can take a problem and begin to figure out in my mind what that looks like, and then I sit down and do it.

When the work to align instruction with Common Core began, Foster's ability to think strategically and to lead others through backward planning in order to reach the school's goals was crucial to her in dealing with a task that appeared overwhelming - developing their Strategic Learning Plan:

> When we started really understanding what [21st century learning] was going to look like, I said to the Team of Seven, "How are we going to do this?" And I sat down and started tinkering with [the core attributes of 21st century learning]. From that, I started to put down, "What are these things we want to get good at?" This was gigantic. I mean, it was gigantic. And through working with the Team of Seven, through working with the team of teachers last year that were in the transformational learning workshops, they helped really put the structures [in place].

The Strategic Learning Plan was Foster's "Bible," and all teachers who participated in professional development understood the SLP was the "anchor document": "This is the lens they're participating in; those professional learnings are linked to this [SLP] document."

Teacher involvement. All of the teachers at NHS had the opportunity to be involved in some way in the planning process, either in formal teacher leader roles or as part of a content team. Not all of the teachers were involved in the specifics of designing the Strategic Learning Plan; however, all teachers knew the primacy of the plan. Foster stated, "I wouldn't say all 88 teachers are involved in [the action planning]. Have they all seen the same strategic plan? Absolutely, they've seen it." With nearly half of the staff involved in a leadership role, knowledge was spread widely across the school. Foster described how the structure of leadership in implementing the plan led to new ways of addressing teaching and learning:

> We've used these same systems of widely distributed teacher leadership and in-house coaching to embrace co-teaching and English language learner strategies; to embed the "4Cs"—collaboration, critical thinking, communication, and creativity— into every classroom; to successfully enroll students in higher level courses; and to use formative data and feedback to significantly improve a variety of performance indicators.

Part of the commitment to the plan was demonstrated by the focused attention on school goals in the SLP and the continual communication about the plan:

> We have been working on [the same] goals at NHS for five years. Those goals haven't changed. And everything we do connects to those three goals. Every year when school starts, I go through the state of the school. This is our direction this year; this is the work we are going to be doing. This is the plan; I show them the plan. Our teacher/leaders see it every month in every leadership council.

The consistency with which Foster implemented the Strategic Learning Plan lessened resistance. She imagined the thought process some teachers have experienced, described as:

> So you're a teacher coming in third period; you're going to sit down [and think] "Why are we doing this? This is really stupid." Eventually, they are going to figure it out because this isn't changing. This will be the same plan next year; so, the work will continue, and that's an example of not changing targets. We're not suddenly going to say next year, all right, done with that, new plan. Same plan because this is what our teachers said our kids need to know.

Foster perceived her job as leader to hold up the vision and lead the change process; however, she also believed in communicating and listening. She stated, "We seek feedback all the time." Open communication and including teachers in decision-making help develop trust, which is foundational for school improvement.

Trust.

In a networked world, trust is the most important currency.
- Schmidt, 2009

As discussed in the literature review, trust and schools has been such a prevalent topic for research and the results so well documented that the connection between trust and positive school effects has been well established. Conversely, the absence of trust has been shown as the precursor to negative effects. During complex change processes, trust becomes, if anything, more essential because of the risks for teachers and the implications for students. In this study, trust was the foundation for the necessary elements for successful complex change to occur.

Trust and communication. *One of the primary methods by which trust is established is through clear and consistent communication. Foster's style as a leader was "to be clear around what the expectations are, then teachers know we are going to support them in those expectations. We don't change the target; we don't move the target around for teachers. The message is always consistent." Foster realized the importance of continuing to communicate and remind teachers of the reasons for the work by "constantly communicating with them; keeping things out in front of them and helping them remember, 'Oh, okay. That's why we're doing this; it's connected to our plan.'"*

One-way communication is not conducive to trust-building; the principal has to be open to others' opinions. The first level in that two-way communication at NHS was with the top tiers of leaders. When the Leadership met, Foster put three "must dos" on the table: if you are uncomfortable with the direction we are taking, speak up; once we gain consensus, your commitment to our agreements is essential; and if you cannot support the decisions, you cannot be a leader here.

Consensus was built as "feedback goes back and forth between us and the teacher leaders." Foster and the administrative team also tried to model consistency. Foster expected the assistant principals to show commitment to the vision and the message:

> In building my admin team I made sure that team was tight and their messaging and talking points were always the same. No matter where anybody went; no matter what administrator a teacher went to, they heard the same mantra. There was no weak link in the chain, and that was important to us. We followed through. The first thing is follow through. We said we were going to do this; we figured out how to do it, and we do it.

Every initiative the leaders plan is vetted with teachers before implementation. When planning actions related to Common Core implementation, Foster ran a "critical friend" protocol, in which teacher participants were invited to provide critical feedback about the plan or process. The critical friend process is a scripted protocol related to Problem Based Learning, in which students solve open-ended problems. The process involved getting feedback from teachers and answering questions about what was planned and then reflecting on the process. The protocol was not always comfortable; as Foster stated, "It's called 'critical friend' for a reason." The Leadership council and Foster incorporated the feedback and made changes to their plans: "That way, we know we've been inclusive. We seek feedback all the time." Foster had an "open-door" for all teachers, and was committed to communicating with them. As she described it:

> We never [close our doors], and that's in place with all three of my assistant principals, too. We do our work after school, so I don't shut my door ever during the school day, really, unless I have a phone call, or I have to make a phone call. Otherwise my door is always open. I have to do the same thing I expect of teachers. If I can walk into their classrooms at any time, they get to be able to walk into my office at any time. So I have meetings or parent meeting, obviously, your door is shut for [that]; but they know, and they come. My union leaders come, my teachers come; one thing people would say about me is that I'm visible.

Trust and consistency. Consistency means the teachers can count on the principal for follow-through. Foster described the faculty's ability to rely on her and her team: "There is such a level of feedback that goes back and forth between us and the teachers and because my administrative team - [the teachers] know we will follow

through with things right away, and we do." She went on to describe how that follow-

through led to trust in the organization:

> [I can] stand up in front of the faculty and say, "these are the goals we're
> working on this year because it supports where we want this school to
> go." Now, they've heard it from me; they're going to hear the same
> thing from their leader, and then they are going to hear the same thing
> from their content team leader.

When asked how the staff perceived her and her trustworthiness, she believed

her staff would describe her characteristics in the following manner:

> Follow through, problem solver, includes us, values our work. I believe
> my role is to stand behind my teacher leaders and support them from
> behind so they can lead their peers. They're going to be more effective
> in leading their colleagues than me so I have to give them the tools to do
> that and set them up for success.

The consistency Foster modeled was an important characteristic as teachers

were being asked to be innovative and take on risks as they implemented Common

Core.

> ***Trust and risk-taking. Trust for Foster was an exercise in mutual risk-***
>
> ***taking. Describing the process of developing distributed leadership, she stated:***

> Distributive leadership is a leap of faith. I needed to develop teacher
> leaders: give them research-based tools to lead, listen to and support
> them, set them up for success, and trust them to do the work. It's the
> same thing that principals ask teachers to do with kids: activate their
> voices, listen to what they need, and then give them the skills and tools
> they need to take ownership of their learning. The teachers will get there
> as long as the vision is clear and right, the message is consistent, and the
> administrators continue to push.

Foster was clear that she believed she could not ask teachers to take risks she

herself was not willing to model, and by strategically relinquishing leadership, she

believed she was modeling the same type of risk-taking she expected from teachers.

Foster's "Go slow to go fast" commitment was evidenced in her understanding of the importance of trust-building and relationships when risk-taking is involved:

> Team members learned that leading a collaborative environment takes time, patience, active listening, and the discernment to know when to push and when to get out of the way. The ebb and flow of change taught the administrators that relationships with the teachers are more important than being right because relationships are the foundation of trust.

As much as teachers' nostalgia might lead to a desire to maintain the status quo or return to an earlier "golden" era, educational reform is a fact of life. As Foster said, "Continuous improvement is ongoing, and change—whether mandated or embraced—is inevitable." One of the ways a principal shows respect for teachers is when he or she acknowledges how difficult change is and how stressful it can be for teachers.

Trust and respect for teachers. Foster recognized the crucial part trust played in Nova High School's progression to Common Core. Far from being an authoritarian leader, Foster described her role as "to stand behind my teacher leaders and support them from behind so they can lead their peers." The respect Foster had for teachers was evident in the way she considered the impact on teachers of the change they were involved in: "We always look through the lens of the teacher when we design any structures on our campus." Foster also modeled the same behavior she expected from teachers. Her guideline was if she were not involved in a meeting or parent conference, teachers had open access to her. She explained, "If I can walk into their classrooms at any time, they get to be able to walk into my office at any time."

Foster demonstrated her respect for her staff, treated them as professionals, and highlighted their achievements to others:

> We want them when they go to district level meetings or work with other schools to know that the work we're doing, number one, it's the right work to do, and that every time we're knocking the ball out of the park. We're going to lead; we're not ever going to follow. And that's constant working with that; treating them respectfully. Always being organized. Starting meetings on time, ending meetings on time, celebrating with them, and all of those things that continue to make them feel honored to be a leader on my campus. That's why people follow [me].

Foster described a shared, system-wide approach to school improvement from her vantage point as site leader; however, since communication must be two-way, and perceptions are unique to individuals, Foster's leadership was examined in the next section through the perceptions of teachers. The teachers' perceptions are examined through the theoretical framework in order to address the second research question:

What was the perception of teachers about how their principal's *instructional leadership influenced teacher implementation of Common Core?*

The Perceptions of the Teachers

> *No worries, Beth. We actually aren't that stressed. We have a system for handling change.*
>
> *- An NHS teacher; quoted by Beth Foster in an article*

Most veteran teachers have experienced a plethora of reform movements in their educational careers, and the more years of service, the more likely teachers are to greet the newest reform with skepticism. This skepticism can influence early career teachers and create an organizational hesitancy about taking new reform efforts to hear. Public education, however, is facing a wave of unique challenges not seen before, including competition from private, charter, and alternative schools; the technological revolution; global competition, and the growing ambivalence toward

traditional higher education. Concurrent with societal changes, schools in most states have made the transition to new, more rigorous standards with vastly different expected outcomes and assessments than former content standards. The complex change of Common Core State Standards is met with much uncertainty, frustration, and very public criticisms of the Common Core approach. Yet Common Core State Standards are here, including public accountability for outcomes. Teacher implementation of Common Core will primarily determine how successful students will be in becoming college and career ready; therefore, teacher perceptions about how their principal's leadership affects their implementation are crucial in determining how leadership theories relate to this latest reform.

In the following section, the second research question is addressed:

What was the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?

As in the preceding section, the theoretical framework was used to form questions and guide analysis of teachers' written responses. The four teachers whose responses are included will be identified as follows:

1. Teacher A: U.S. History Content Team Leader
2. Teacher B: English 10 Content Team Leader and member of the Team of Seven
3. Teacher C: member of the Biology PLC
4. Teacher D: member of the Biology PLC

Vision/Moral purpose.

Beth is highly motivated, and it propels the rest of us to keep up with her, not out of fear, but because we trust her vision, which is part of our own vision.
- Teacher D, NHS

Most teachers enter the profession with high ideals and desire to impact students positively and make a difference for the better in their lives. Writing about moral purpose and change, Fullan (2001) declares that "to be effective in complex times, leaders must be guided by moral purpose" (p. 4-5), which in Fullan's view of education translates into all students learning and achieving. At Nova High School, moral purpose was seen in the school vision for all students being college and career ready. The teachers' responses about the principal's vision elucidated the process of communicating and committing to the vision.

Buying-in to the vision. At Nova High School, teachers had not necessarily embraced the prior reform of content standards and standardized test results when Foster arrived at NHS. The school was in Program Improvement for the second year. As Foster began to speak about a vision of all students being college and career ready, the staff began to recognize the need for change. Teacher C stated:

> Early on in Beth's principalship, NHS was in program improvement, as we accepted Title 1 funds. This guided [us to] our vision that all students can learn, and she adopted a 'failure is not an option' motto. Some teachers thought this was silly, as students can learn from failure, but criticism never swayed her vision once she knew what was best for kids.

Initially, Foster identified teachers who were open to the vision and developed their understanding through focused time and attention. One group attended a conference that led teachers to examine their own perspectives. Teacher C also recounted an experience as they began to explore the idea of all students achieving academically:

> We learned at a conference about different perspectives of teachers, coined as the "Chicago Cubs'" attitude toward learning, for example. Then they asked us to choose where we stood and lead a discussion on

the differences. Did we believe students could never change, that there is some inherent intelligence that controlled their "fate" in the learning cycle? "Those kids" could never learn past a certain point? Or did we believe that all kids could learn if pushed hard enough? Or that we should all just cheer for students, but not push them too hard (the Chicago Cubs' perspective because the Cubs always lose, but people are still avid fans of them).

As Foster strategically provided teachers with experiences that helped them challenge their assumptions, they began to align their beliefs, which are the basis for moral purpose, to their own practice. Foster also inspired buy-in by appealing to teachers' moral purpose in ways teachers could respond to. Teacher A recounted how Foster used her skills as a coach to persuade teachers:

> Part of Beth's background is coaching (she was a highly successful volleyball coach) and she used many of the same motivational encouragement with the faculty. "How can we expect our students to be successful if they do not know what we want them to know," is one rhetorical question I remember Beth using in discussions with faculty.

Foster's approach to teachers enabled teachers to understand the possibility of achieving the vision, as described by Teacher B: "Ms. Foster was key to getting teachers to understand that not all kids learn at the same rates and some take longer to get there." Part of the way Foster kept the vision in the foreground was to meet frequently with small groups of teachers on campus, keeping them focused on the goals, as described by Teacher A:

> Beth has consistently met with the faculty during faculty meetings, department meetings, PLC meetings and one on one meetings encouraging teachers to have high expectations for our students by developing lessons based on unit goals or Expected Learning Outcomes (ELO's) and skill development based on the 4 C's (communication, critical thinking, creativity and collaboration).

Connecting decisions to the vision. As commitment to the vision grew, Foster

was guided by the school's vision in decision-making, critically examining the

system-wide practices and aligning decisions to the vision, even if the decision created

"waves" as Teacher C described:

> With this vision and the new district goals of CCR [College and Career
> Readiness] and new graduation standards to meet, Beth had to make
> course choice options more rigorous. She had to reduce our ROP classes,
> such as construction and auto shop. These were tough decisions, which
> brought controversy, but Beth believed in this action as part of a larger
> vision.

As Foster made changes to align school systems with the vision, individuals

who disliked the change openly resisted or blocked consensus, but Foster did not sway

from the vision. As Teacher C explained:

> We had a teacher in biology (before she ended up retiring) that resisted
> all change. We did not reach a compromise but often had to be common
> in our curriculum decisions without her. Beth would support us in these
> decisions, as the teacher would often complain about the changes we
> made.

The teacher added a comment about how Foster was determined to make

changes to the bell schedule in spite of years of resistance, which led to "the schedule

we still have today. Even with some teachers vying for a more traditional approach,

she created a time, within the 8-3 p.m. school day for students to get help from

teachers."

Even with a collaborative approach, teachers were aware of where Foster

stood, and what was non-negotiable. Teacher C stated: "Beth consistently included

leadership council in on her vision and next steps. Some meeting items were up for

discussion and others were up for a decision." Teacher D described how Foster met

resistance without vacillating:

> She does not sugar coat any of our demands. I appreciate that she is
> honest when it is not going to be fun necessarily, but that it is not going
> away. Beth's commitment made it easier for people to get on board with
> CCSS.

Teacher C explained how Foster articulated the vision: "Admin made it clear

what the vision was, asked us what support was needed, and showed that it was

expected each department make progress along the same 'road' toward the vision."

Communication and commitment to the vision. Part of moving the staff

toward the vision involved communicating the vision continually. Teacher C described

how Foster was able to clearly communicate the vision through simplifying the

message and re-focusing teachers on the vision:

> Beth boiled it down to a few questions: what are we going to teach, what
> do we do if students get it, what do we do if they don't get it, etc. She
> began several professional development days with a short quiz on these
> and made sure we knew her vision.

Foster's commitment to the vision led to restructuring the way teachers

collaborated and received professional development. The practical aspects of aligning

work to the vision was described by Teacher B as Foster:

> Creating professional development that fits into our school day. Creating
> the Team of Seven, of which I am a part, to plan and discuss how to
> move the school forward. Consistent vision from the very start and not
> losing focus when 'the next best thing' seems to appear.

Teacher C described how Foster's commitment to the vision had school-wide

implications, including major revisions to the master schedule and students' course

requirements, impacting schedule and staffing in significant ways:

> We got rid of geography and integrated health curriculum into P.E. This
> I can imagine was difficult to do because [Foster] knew the importance
> of health as a past health teacher, but wanted PE teachers to step up and
> teach more rigorous concepts. She had to set new placement guidelines,
> such as all honors math students must take biology in the 9th grade.

The same teacher disagreed with part of Foster's decision but placed Foster's

perspective in a larger context and noted the positive impact:

> I was still not happy, as having ALL students take science in the 9th
> grade was not part of her vision, [but] she thought having some
> electives, such as choir and dance were just as important as science. The
> requirement of 3 years of a world language would mean some students
> had to choose a language over other electives, and Beth made sure
> placement aligned. AVID sections have grown from 1-2 sections to over
> a dozen in less than 10 years time as well.

Teacher D noted how commitment to the vision resulted in school-wide impact

for students most at risk of struggling academically. The approach Foster took was a

systemic change by making AVID a school-wide priority:

> One specific action that shows how dedicated she is to [the vision of]
> career and college readiness is Beth's commitment to our AVID
> program. She has encouraged teachers, both who teach AVID as an
> elective class or not, to participate in summer institute. AVID has
> transformed our school and created a safety net for kids who are capable
> of success but need help getting there. I use a lot of AVID strategies in
> my biology class and encourage my colleagues to use them as well.

Teacher B who also described Foster's commitment to the vision in another

systemic change in the way interventions were provided for students during and after

the school day:

> [Beth] was the force behind our intervention schedule, which allows for
> more re-teaching should the Tier One intervention provided by the
> teacher not be enough. She also supported the creation of after-school
> tutorials as a third tier of intervention.

Foster's focused attention on the vision led to student success, as Teacher B explained: "With these structural changes, and the changes in the way a teacher views learning, as not a 'one size fits all,' more students are leaving NHS college/career ready."

Foster's commitment to the vision was also demonstrated in how she interacted with teachers. Teacher A recounted how Foster "listened to concerns and opinions of the faculty and helped create professional development programs based on the needs of teachers." Teacher D described how Foster's commitment inspired their own best efforts toward attaining the vision: "Beth is highly motivated, and it propels the rest of us to keep up with her. Not out of fear but because we trust her vision."

Resources/Incentives.

Beth asks us what we need in order to learn, it's as simple as that..
- Teacher D, NHS

Complex change requires risk-taking and innovation, and the absence of resources and incentives can impact teachers' motivation and add to their resistance to reform. With the transition from the California Standardized Testing and Reporting system, teachers have faced uncertainty about the accountability measures of Common Core, and it is particularly important for principals to provide resources, training, and experiences that help teachers stay focused on the vision and motivated through the challenges involved in the state level assessment program for CCSS. During innovation, leaders need to allow for incentives sufficient to encourage teachers to change the status quo (Cerne, Jaklic, & Skerlavaj, 2013; Hallinger, 2003)

The principal's provision of resources. One of the great challenges of responding to Common Core State Standards is the lack of resources prior to and during implementation. Not only has school funding been lacking, implementation of Common Core began without textbooks and other resources. Teachers who are attempting to implement reform become frustrated when resources to accomplish that task are not available. Until recent school funding increases in California, teachers experienced the challenge of attempting school improvement with dwindling resources. Teacher C spoke about the impact of budget cuts, "Science has had its budget slashed 3 times in the last 5 years. We have had little funding for this. Training has also been minimal, although there was a voluntary training last month to give info on the district's CCSS vision." He notes, however, how Foster used grant and site funding to provide "two academic coaches that facilitate training in PBL [Project Based Learning] design as well as opportunities for summer learning workshops in PBL development." Teacher D added to the perspective expressed by Teacher C:

> I think it is virtually impossible to avoid all frustration [but] Beth has allocated resources to teams that were selected to move forward faster with CCSS. Whenever the biology team has needed something, even as simple as colored paper to print tests on, those resources were available.

Other resources provided by Foster included technology integral to 21st century teaching and learning, including laptops and smart boards.

Collaboration as a resource and incentive. Resources are crucial to successfully implement change, but the richest allocation of resources will not impact teacher resistance without incentives for change. In some cases, provision of time for teacher collaboration acts as an incentive; many teachers who embrace the tenets of

reform are hampered in their performance due to the overwhelming time demands of teaching. As Teacher D realistically declared, "Without common prep time I honestly do not think we would be as successful or we would burn ourselves out trying to squeeze all of the work in."

Collaborative time was a priority. Teacher D described Foster's commitment to teacher collaboration as demonstrated by providing:

> paid time after school to research and collaborate with our PLC and common prep period as well. My biology team meets twice a week to lesson plan, make common assessments, project plan and overall sharing of ideas.

She added an appreciative comment: "Also, being scientists I feel my content team has a curiosity to try new things and see if they work. We are all in it together, which helps us overcome challenges and work together."

Teachers referenced the provision of professional development and training as important to their school's growth and progress. Teacher A described specific resources and training that have led to improved outcomes for students:

> Our switch to ECHO [learning management system] has pushed departments to adopt 5 school-wide learning outcomes and the 4Cs [of 21st century learning], as well as design [Problem based learning] units. PBL units help students learn more deeply and give skills and concepts a meaningful context.

Teacher B seconded this idea, saying, "She has sent staff to Common Core trainings. She provided the English department with Burke's *Common Core Handbook*. She has provided P.D. on close reading and argumentative writing, which is big in Core."

The importance of the provision of collaboration time was expressed by Teacher A who said:

My main incentive is that I work with a group of people who I enjoy working with and who are willing to try new methods and ideas. At the end of the day, my main incentive is that teacher planning is more rewarding and becoming more efficient.

Teacher A went on to say: "We have the same goals. We want students at Nova High to be successful. We work together, not on a daily basis, but we sit in the same room to discuss students and student issues."

Teachers were especially specific about how the allocation of resources for collaboration produced tangible changes in practice and results for students, as described by two teachers. Teacher A focused on how the resources aided teachers in planning and executing effective collaboration:

The availability for professional development Beth provides for us is excellent. We have [coaches] who were former practitioners, teachers on special assignment who actively look for resources and provide them to us, we are able to request professional development days to work within our teams, we have planned with colleagues from other schools who teach the same discipline, and we have integrated a web based knowledge sharing environment (Echo).

Teacher C described how Foster's provision of collaborative time led directly to improved outcomes for students as teachers aligned their pedagogy to site goals:

As a result of our PLC development, in biology we have essential learning objectives written in student-centered language. We push more towards learning, have made 1-2 during-class retake or extension opportunities following a formative quiz. Students know what is on the next test and track their progress through many retake quizzes. Students that "get it" do an extension lab. This classroom practice came from professional development from Beth's DuFour training as well as CSSR training. Beth read many books on change and often passed this onto leadership council, sometimes purchasing books for everyone to read.

Some teachers might balk at the idea that incentives are needed for teachers to align their work to their moral purpose. Teacher C stated, "Incentives, as with

anything in education, are completely intrinsic." Yet lack of recognition and support

can be discouraging and act as disincentives, and peer pressure to participate in the

vision can work as an incentive if the consensus of the group supports the vision.

Teacher C, who described his incentives as "intrinsic" noted that teacher leaders were

asked what support they needed for their work with their teams and, "It felt really

good… "teachers' attitudes were influenced by [these] PD opportunities, and this has

impacted our approach in our classroom and curriculum."

Connection to moral purpose and commitment to students are primary

incentives for teachers, and intrinsic motivation is aided when the school conditions

allow teachers to believe in their ability to bring about change. Teacher B expressed

the satisfaction of watching his students benefit as a result of the school's focused

efforts:

> For me as an English Teacher [the satisfaction of the work is in] the fact
> that Common Core insists on writing across the curriculum, which is
> something that has needed to happen for many years and the fact that
> other disciplines will use reading strategies to help our students become
> better readers as they integrate non-fiction in the instruction.

Teacher C described one of his incentives in terms of the benefit to students,

saying "Development of PBL units with really engaging hooks for learning in a

meaningful context are fun to make and rewarding to see students complete

successfully." Teacher D summed up:

> To be honest, my personal incentive is being part of a great team and
> school that has high expectations of administrators, teachers, and
> students. We are all in it together, which helps us overcome challenges
> and work together. I have never worked so hard in my life, but I feel like
> it is worth it.

Skills. Teachers must have faith in the competence of the principal, particularly when being asked to engage in high-risk and innovative behaviors. Without respect for and faith in the competency of the leader, teachers will be unlikely to follow the principal's leadership. Additionally, when teachers experience the imperative of developing their own skills, their belief in the competence of the principal compounds their belief that the principal is trustworthy and can be depended on to lead. In fact, perceptions of the principal's competence are associated with teacher views of principal trustworthiness (Handford, 2013).

The principal as learner. As teachers described the skills of Foster, they referenced both her modeling of hard work and commitment and her willingness to be a learner alongside of them. Teacher B said:

> Ms. Foster is nothing less than the hardest worker and learner that I know. She continuously educates herself so that at any meeting she shows a knowledge of the subject being looked at. At the same time she is also a leader that is smart enough to know that she does not know everything and needs to bring in other experts to help her move the school forward.

Foster's self-awareness and willingness to be seen as a fellow-learner was expressed by Teacher A who said:

> The great thing about Beth is that she understands what she does not know. When the common core was first introduced to me, I remember Beth telling me we will learn together, and that is exactly what we did as a faculty. We literally sat down and reviewed the CCSS as a faculty, within our departments and our PLCs. Many of the standards we were already teaching in our classrooms, but our leadership developed protocols that would be consistent throughout the school.

Teacher B highlighted Foster's willingness to bring in outside support:

> When we were moving to PLCs she brought in an outside "thought" partner who was an expert to help us move forward. Now with common

core and student-centered instruction she has brought in NTN (New
Tech Network) for three years to help us get to where we need to be.

In order to provide targeted assistance appropriate to where different content

teams were in the change process, Foster utilized an academic coach to lead the PLC

work while they began to implement Common Core as described by Teacher C:

We really only just recently focused on CCSS in the last 2 years in
science. Beth allowed all Bio teachers to meet with the consultant,
[academic coach] from CSSR. We added the layer of CCSS to the PLC
work we had done so far. We have just begun to incorporate CCSS into
our testing and teaching style.

Teachers appreciated Foster's stance as a co-learner, and Teacher B also

praised her knowledge, explaining how "She continuously educates herself so that at

any meeting she shows a knowledge of the subject being looked at." Teacher D stated,

I have seen Beth demonstrate her understanding of CCSS in faculty
meetings, and in one on one work with our biology team. She has been
very transparent in not fully understanding in the beginning and working
hard to get herself and us on board. Beth's commitment has made it
easier for people to get on board with CCSS.

Action plan.

Everything we do in our team is guided by the plan.
                                                        -Teacher A, NHS

One of the common failures of school reform movements has been in the

quality of the implementation of the reform. When reform mandates are top-down,

teachers are likely to reject or ignore the mandates and conduct business as usual.

Teachers are more likely to participate and take responsibility when they are integrally

involved in planning and implementing reform, and the likelihood increases that

innovative problem solving will occur (Datnow & Castellano, 2000). At Nova High

School, Foster used a shared leadership structure to align action to vision and to communicate and implement the SLP.

All of the teacher participants in this study spoke positively about the leadership structure and planning process, as well as faith in Foster's ability to execute the action plan. Teacher A described how Foster included dealt with resistance: "Beth knows who the main influencers are and she understands who the resistors are within the faculty." Foster was clear about non-negotiables and what she expected, Teacher C described, "Some meeting items were up for discussion and others were up for a decision."

Teacher A elaborated on Foster's commitment and response to resistance:

I know Beth realizes there are faculty members who resist change because they do not understand the benefits to the students and the benefits for themselves. Beth knows the faculty and here is where "the art" of being a leader most clearly sets her apart. She knows who the advocates are and she works closely with those who believe in the plan. She realizes some people are reluctant simply because they do not know what they do not know.

Teacher B explained the amount of involvement there was in the development of the plan: "She always ran things through filters such as Team of Seven, Leadership Council and even with Union Reps. She always listened before making any major move." Foster also demonstrated the importance of fidelity of the plan when allocating resources and responding to teachers' requests as recounted by Teacher B:

When I started the English Team Block I asked for outside of school time so that the six teachers on my team could work. I asked for 24 hours for each teacher and the immediate answer was "yes." I have never experienced or heard of any teacher or team not being supported with any resource that was needed as long as they had a plan that fits into the School Action Plan.

Teacher participation. Teachers described varying levels of participation in development of the action plan. Not all teachers were directly involved in creating the SLP; however, teachers described their knowledge and execution of the plan. Teacher A, who was a content team leader, stated, "Everything we do in our team is guided by the plan." Teacher D was a participant in a content team and described her involvement in collaboration as part of the plan:

> I participated in after school research, I am part of a strong PLC with a common prep period and I have attended two professional developments concerning NGSS [Next Generation Science Standards], which is a big part of CCSS. PLC's are now collaborating with other PLC's on our campus. It will be interesting to see how much more will come from cross content collaboration.

Teacher B who had been a part of the top level of leadership at Nova High and helped communicate the plan throughout the school stated:

> I have been the English Department Leader for many years, which makes me part of the leadership council along with reps from all other departments.. I have been part of the Team Of Seven, which is made up of administrators and two teachers that helped develop the plan. Information was put out through meeting minutes, department meetings, faculty meetings and Professional Development time.

Teacher C described Foster's effort at communicating with all teachers and getting buy-in, even if teachers were not part of the groups directly involved in the details of the planning process: "Beth used a systems approach, gathering interest and options in the early formation of the SLP."

Thinking strategically. Many organizations have a vision and even create a strategic plan linked to the vision. The plan, however, has to be effective and implemented in ways that lessen the odds for failure. Foster's leadership style was effective in leading teachers at all stages of adoption of the change. Foster's ability

was referenced by Teacher B who said, "Ms. Foster was key to getting teachers to understand that not all kids learn at the same rates and some take longer to get there." Teacher A spoke admiringly of Foster's ability to determine the right approach to take with teachers:

> Beth knows the faculty and here is where "the art" of being a leader most clearly sets her apart. She knows who the advocates are, and she works closely with those who believe in the plan. She realizes some people are reluctant simply because they do not know what they do not know.
> Foster's ability to recognize her own areas of strength and weakness allowed

her to target improvement areas strategically and seek outside assistance to move forward. For example, Teacher B said:

> When we were moving to PLCs she brought in an outside "thought" partner who was an expert to help us move forward. Now with common core and student-centered instruction she has brought in NTN (New Tech Network) for three years to help us get to where we need to be.

> Rather than resisting the "outside experts," Teacher C expressed his acceptance

and the benefit of Foster's provision of coaches: "Beth has hired two academic coaches that facilitate training in PBL design as well as opportunities for summer learning workshops in PBL development…Beth allowed all bio teachers to meet with the, [academic coach] from CSSR."

> Part of Foster's strategy was to allow teachers to lead their peers as much as

possible. Teacher C recounted an experience in which:

> I was chosen, as the department chairperson in science, to be the first person to lead a "roadmap" approach to support. During one leadership meeting, I was in a "fishbowl" where other departments watched me have a discussion with Beth on our vision for the future and what support we needed to accomplish this.

Foster's approach and modeling enabled teachers to feel more confident in leading their peers to follow the plan and implement teaching strategies necessary to a successful change. Teacher A explained:

> Concerning colleagues, I am more direct and less diplomatic to the reluctant teachers who feel the reforms are burdensome. I listen to the frustrations, empathize with them and share my own feelings and beliefs regarding the changes. Beth has been a leader to me in this capacity.

He went on to confirm how Foster's modeling has changed his own pedagogy: "My classroom practices are shifting towards coaching students and not necessarily 'teacher' in the traditional direct instruction method."

The leadership structure enabled planning designed to attain the vision. That structure, coupled with empowering teachers to lead their colleagues, resulted in successful changes in teachers' pedagogy. Teacher D described the changes in her own and her team's practice based on the school-wide changes:

> [We have] a focused and productive PLC, and some of the best student work than I have ever had. There is also a lot of soft evidence that support positive growth. Since we do re-teaches and extensions, I get to know my students and others as well. If a student understands my method better, they can get help during our intervention period. If not, they can go to another teacher that they better understand. We all teach in the same hallway so there is a strong culture taking place where all biology students know all biology teachers. It's very synergistic.

One statement by Teacher A summed up the impact of Foster's system-wide approach to planning and strategic thinking, saying,

> We know what is expected of us and therefore our students know what is expected of them. Most of our students and faculty trust that Nova High is a safe and challenging school that enables us to grow in a rewarding environment and that is because of Beth.

Results from the action plan. Each of the four teachers described in some detail positive results from the school's Strategic Learning Plan. Teacher A described how he viewed the overall improvement of student understanding and the impact on student learning: "The current students know what they are expected to learn on a daily basis more than students of the recent past. They are becoming better at collaborating. They are becoming better at critical reading and they are becoming better communicators." Teacher C pointed to some of the measures the teachers use to gauge student improvement:

>We recommend many more students to take AP classes. We offer more AP classes -- have added a few more: AP Environmental, Art, Literature, etc. The attitude of teachers has shifted to AP being exclusive to only 'A' students, to having no prerequisite written in the course placement catalog at all. We are now even placing AVID students into AP courses and monitoring their progress.

Teacher B added, "Student failure rate has gone down. [The] number of students meeting A-G requirements has gone up." He also described the impact on students:

>Professional Learning Communities were created that allowed teachers to work together to meet the needs of the students. With these structural changes and the changes in the way a teacher views learning as not a "one size fits all," more students are leaving NHS college/career ready.

The power of a plan aligned to the vision was evident as two teachers cited changes that have had a direct impact on students. Teacher A said:

>One specific change I made over the past few years is to set very clear outcomes for the students. Beth encouraged me and another colleague to dedicate time to create department wide ELO's [Expected Learning Outcomes]. These ELO's clearly define what we expect our students need to know in order to be successful in United States.

He went on to give an example:

One particular example is "close reading." Our department has a close reading protocol aligned with many teachers in the English department. The benefit to the students is they know the method the school is implementing whether they close read in a social studies classroom or an English classroom.

Teacher C summarized the way changes have impacted students and resulted in students becoming more participatory in their own learning, saying, "Our D and F rates have dropped significantly. Students read what they will need to learn each day instead of right before the test. Students experience a culture-shift of striving for learning-sake not for a grade, *per se*." Teacher D described some of the progress, stating:

We have intervention periods that allow me to work with students on a one-on-one basis in relearning and retaking quizzes. We have created more project-based learning in the classroom and [I] also have 9 Chromebooks so students can utilize 21st century [technology] skills.

NHS teachers recognized the amount of change required to achieve their vision. Foster's commitment and consistency contributed to the faculty's ability to trust the principal, which had direct impact on how teachers viewed the success of the change process.

Trust.

Without trust there is no action. Teachers would remain still and wait it out.
                                                                    - Teacher B, NHS
                                                                                    -
Trust and communication. Effective communication is essential to establishing a trusting relationship. During complex change processes, there is a greater need for trust and a greater need for effective communication. Part of Foster's communication strategy as described by teachers was her availability and visibility.

Foster's style was described by Teacher A as "Open - and I feel every faculty member knows Beth has an open door policy." Teacher D described how Foster made herself accessible and stayed in touch with people and issues: "Beth can be found out and about on our campus before school, at break, lunch and after school. It is obvious that she is present and well connected to our school and all of its happenings." Teacher C described her as:

> Outspoken, but a good listener. [That she is] determined and hard-working are important in knowing she will get the job done. [She] tells us when something cannot be done or opens the issue up for a systems-based approach when possible. Beth is visible in the classroom and during intervention periods quite often.

The description of Foster as a "good listener" was repeated by Teacher A who said, "She has listened to concerns and opinions of the faculty and helped create professional development programs based on the needs of teachers."

Although being an engaged listener is important, teachers also expressed the importance of Foster's clear communication to them, for example, Teacher C said, "Sometimes Beth would just say, we cannot do that, if it was something that interfered with her vision. Other times she would make a distinction between what we would be 'loose' with and what were 'tight' expectations." Foster's approach was direct, and she was not afraid to communicate directly. Teacher D expressed admiration of Foster's direct style:

I appreciate that she is honest when it is not going to be fun necessarily but that it is not going away, and we are going to get good at CCSS together as a team. Honesty and high expectations with a focus on the student learning as a whole person is always the best route.

Teacher B described how the shared leadership structure was the vehicle for communicating to all of the faculty:

I have been the English Department Leader for many years which makes me part of the leadership council along with reps from all other departments. I have been part of the Team Of Seven, which is made up of administrators and two teachers that helped develop the plan. Information was put out through meeting minutes, department meetings, faculty meetings and Professional Development time.

Teacher A described how Foster was able to encourage and direct at the same time: "Beth is an honest person who compliments you sincerely and lets you know when she thinks things can be done better. She is not afraid to have 'tough' conversations and nobody can question her passion. That is why I trust Beth."

Teachers also appreciated how Foster took stands on issues she knew were important to success of students, Teacher B, for example:

She was the force behind our intervention schedule, which allows for more re-teaching should the Tier One intervention provided by the teacher should not be enough. She also supported the creation of after-school tutorials as a third tier of intervention.

Foster's willingness to face opposition extended to challenging the district office. Teacher B explained:

When my department had issues with the changes to our district writing test this year I told her my concerns and she went to bat for us at the district level. When any agreement was made at a meeting she did not back track or change it.

Foster's actions led to teachers seeing her as an integral part of a team, resulting in a greater feeling of efficacy. As Teacher C noted, "I view [Foster] as

another part of the team it takes to educate kids. When you cannot trust your

teammate, you often do not feel that your actions will make a difference or cannot be

efficient in implementing change for kids."

Trust and modeling. When the Nova High teachers commented about Foster,

there was a tone of respect. Several times teachers made reference to Foster's

openness, visibility, and the way she modeled hard work and commitment. As Teacher

D said:

> There is a strong sense of camaraderie. Beth can be found out and about
> on our campus before school, at break, lunch and after school. It is
> obvious that she is present and well connected to our school and all of its
> happenings.

> The teacher also stated, "Beth is highly motivated, and it propels the rest of us

to keep up with her. Not out of fear but because we trust her vision, which is part of

our own vision." Teacher B said, "Ms. Foster is nothing less than the hardest worker

and learner that I know." Teacher A said:

> She is worker first and foremost. She is visible on campus regularly in
> classrooms and throughout the campus. She tirelessly attends many
> extracurricular events including away football games. She eats her
> lunch walking throughout the campus talking to faculty, staff and
> students. You can find her car on Sundays in front of the school because
> she is working. She leads by example and that instills trust.

> Part of the modeling Foster did was to present herself as a co-learner. Teachers

made several statements about Foster's humility in being open about what she did not

know; for example, Teacher B's perspective was expressed as follows:

She continuously educates herself so that at any meeting she shows knowledge of the subject being looked at. At the same time she is also a leader that is smart enough to know that she does not know everything and needs to bring in other experts to help her move the school forward.

Foster's willingness to learn impacted Teacher D as she struggled with Common Core because "Beth's commitment has made it easier for people to get on board with CCSS. We are encouraged to go to professional trainings to learn more, and she is usually there!" Teacher A summed up Foster's modeling as "She leads by example, and that instills trust."

Trust and leadership. Foster's respect for teachers was experienced by them as mutual trust. The shared leadership structure at Nova High rested on a foundation of respect for teachers' hard work and commitment. Teacher A commented about Foster's style:

She is a fantastic delegator. Her leadership style is an effective blend of grassroots and top down. She allows her teams to function with a sense of independence because she trusts that we understand the vision. We learn by doing and she allows us to do the doing.

He went on to describe the way "Beth surrounds herself with good people, which allows her to use various leadership styles."

The trust Foster established with teachers was strengthened by the importance of the work they were engaged in and their work toward a common cause. Teacher A talked about the feeling of shared purpose:

We have the same goals. We want students at Nova High to be successful. We work together, not on a daily basis, but we sit in the same room to discuss students and student issues. So, when I work with her, I want her to trust me and I need to trust her.

That common purpose was described by Teacher B, who did not always agree with Foster, but who appreciated her willingness to listen:

She always listens to the various stakeholders. We often had disagreements and there were times where she simply said we have to do this because it is good for kids, but there were also times when we did not move forward on an issue or changed the approach because of input. I always felt listened to.

The teachers at Nova High consistently described Foster's leadership in glowing terms. They admired her commitment and consistency and were inspired by her to higher levels of commitment. The teacher respondents were committed to the vision of the school and expressed approval of Foster's leadership and character.

Both the principal and teachers outlined a planning process that was collaborative, vision-driven, and effective. The next section aligns document evidence with the actions reported by the principal and teachers. Documents included a year-long action plan and calendar, meeting agendas, a school profile, and leadership flow-chart,. Some documents referenced below have been excluded from the appendices because of elements that identify individuals or the school.

Document Analysis

Foster described the school's action plan, the Strategic Learning Plan (Figure 4) as a "living document" that directed all of the school's actions. In the SLP, a School-wide Driving Question was identified: *How do we take advantage of Common Core, PLCs, and our own talent to create classrooms full of deep, rich and successful 21st Century learning experiences for all students?* The driving question

reflected the commitment to implementing Common Core, the importance of collaboration, and a student-centered learning environment.

The SLP presented a theory of action and four areas of emphasis focused on student engagement, technology, Common Core, and learning strategies. The theory of action was: "If our daily instructional practices create a real word, deeper learning environment where staff and students collaborate, think critically, inquire, problem solve, read analytically, communicate orally and through evidence-based writing, and build agency, then students will graduate as 21st century learners." The four practices described in the document as "transformative" contained specific action steps to implement each of the practices. The four attributes to which all work was to be aligned were:

1. Active and Differentiated Student Engagement

2. Technology as a Deeper Teaching and Learning Tool

3. Common Core; 4Cs [of 21st century learning]; PBL

4. School-wide Learning Strategies

One purpose of the SLP was to assist teachers and students in "getting good at" practices that would lead to students becoming 21st century learners and becoming college and career ready. Another purpose of the SLP was aligning school goals and plans to district goals. The district goals were:

1. Students college and career ready

2. Close the achievement gap

3. Instill 21st Century Skills

The SLP and SLP calendar described the alignment between district goals and site emphases: "The four classroom attributes continue to take center stage while at the same time keeping a laser focus on the district's three goals." The district goals were seen as the big picture targets; the SLP provided specific goals and actions in order to achieve the district and site vision. The SLP also delineated different group meetings and the time devoted to collaborating with each group during the year as shown in Table 2. This schedule was summarized from the SLP calendar (Appendix I) and consolidates information about collaboration meetings:

Table 2. NHS Meeting Schedules and Professional Development. This table shows scheduled professional learning and planning times and was created from the original SLP calendar.

NHS Meeting Schedules and Professional Development

Type of Meeting	Time Allocated	
Prep Period	40 minutes 7 times per year	All teachers; Teacher-led
Faculty Meetings	60 minutes; Bi-monthly	All teachers; Admin-led
Leadership Council	45 minutes; monthly	Leaders; co-led
Early Release PLC	60 minutes; weekly	Content teams; led by content team leaders
Academic Coach Days	All day; Bi-monthly	Ten teacher leaders; led by academic coach
Transformational Learning Walks	All day; 6 times per year	Six teachers; led by admin
Teacher Capacity Building	All day; 6 times per year	Six different groups of teachers; led by admin
Fullan Training	Four days per year	Six selected faculty members
After School Explorer Program	Six times per year; After school; 5 hours	Volunteer Participation

Each of the different meetings had a purpose and agenda outlined in the SLP calendar. For example, the topics on a Leadership Council agenda included: *District Goals; "Transforming Lives by Instilling 21st Century Learning" activity; Inside-School Learning and Outside School Learning.* A general faculty meeting agenda included instructions for an activity: "Front-load with one pager for each group. Teachers are divided into 3 groups… What does a 21st century classroom look like?" The purpose of that activity was described as "Establishing the 'why' of 21st Century learning and shifts. Going deeper with the 4 attributes" [shown above in Figure 3]. Each of the meeting dates on the calendar had a purpose for the meeting, and the

activities were aligned to the school and district goals. In 2014-2015 Foster instituted prep period meetings in place of some of the all-staff meetings. Foster explained the reason for the change was to increase the teachers' focus on learning objectives and to devote more individual time with teacher who were not part of constituent groups who were more involved in the planning process.

In addition to the SLP, a single page profile provided an overview of the school, including demographics, a student post graduation profile, and other statistics demonstrating school success, e.g., 80% of sophomores passed the California High School Exit Exam in English on the first administration, and 88% passed the math portion. The document listed 14 Advanced Placement classes and 18% of students enrolled in an Advanced Learner Program and Services. That document demonstrated commitment to the school vision with a statement of belief: "We believe all students can learn and [we] will do whatever it takes to help all students learn at a high level." The school-wide driving question from the SLP was repeated: "How do we take advantage of Common Core, PLCs and our own talent to create classrooms full of deep, rich, and successful 21st Century learning experiences for all students?"

The monthly calendar of meetings was distributed to all teachers (Appendix G). The introduction to that document included an overview of the year's focus with connections to the 4 attributes and professional development aligned to teachers' goals. This statement reflected the commitment to the vision and action plan and also demonstrated the value of allowing teachers to have a part in planning their own growth:

A focus on Professional Learning – Targeted to your needs and keeping it simple. You will be setting some goals for professional growth (two areas – one selection from School-wide Learning Strategies and one option form the remaining three attribute boxes for 21st Century Classroom that you think will best help your students and you grow this year.

The call for teachers was to take initiative for their learning and to collaborate as teams and as a school:

As a department you will be getting good at school-wide learning strategies. As an individual, it is an opportunity to shift practice in one area of interest. And as staff, getting clear on what 21st Century teaching and learning is about.

The monthly calendar reflected the consistency of focus. For example, a faculty meeting was designed for "Establishing the 'Why'…Going deeper with the 4 Attributes" and detailed activities designed to accomplish that goal, including "Split into teams. [Discuss] What does a 21st Century classroom look like? What does a 21st Century student look like? What does a 21st Century teacher look like?"

A prep period meeting agenda for all teachers included:

- Revisit the 4 Attributes of the 21st Century Classroom
- Choose something to work on from School-wide Learning strategies
- Chose ONE of the remaining 3 attributes to "get good at" for 2014-2015 during Learning Module Sessions.
- Exit Ticket – a self assessment and commitment to goals

A leadership agenda prepared to ask leaders "What learning do you need in order to support the goals and instructional shift of department members?"

The guidance office of NHS, known as student services, provided a one-page overview, which included this mission statement linked to the school goal of preparing students to be college and career ready:

> Napa High School Student Services believes all students need a career and college plan based on their individual strengths and goals. We will support students to implement their plan, by providing a safe environment, assisting them in overcoming obstacles, building their resilience and hope, while always holding them to high expectations.

The principal aligned with the statements of the principal about how the vision drove action at Nova High. The reiteration of the vision, focus, and action steps served as daily reminder of why the work was important. Teachers referenced the action plan represented in the documents and how they related to the vision. Teachers were continually referred back to the vision of all students succeeding academically, becoming 21st Century Learners, and graduating college and career ready.

Analysis of the Two Perspectives: Teachers and Principal

The two perspectives of principal and teachers were presented separately in order to answer the two research questions:

1. *What was the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?*

2. *What was the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?*

The purpose of this study was to determine the perceptions of a principal and teachers about how the leadership of the principal impacted the complex change process of Common Core implementation. The theoretical framework used to analyze the data was trust theory combined with complex change theory, which provided the major themes to evaluate data. A great deal of agreement was identified in the principal and teacher perspectives, and common patterns were identified. The five themes compared using principal and teacher data were vision/moral purpose,

resources/incentives, skills, action plan, and trust. Each theme is introduced with an overview of the perspectives followed by a table comparing statements expressing the two perspectives.

Moral purpose and vision. A school's vision differs from its mission in that the vision has not yet been attained; it is a lofty goal to aim for and to align goals and action to. Nova High School's vision was clearly articulated and understood by all participants in this study. As Foster spoke about the vision she said, "What is the vision for our school? Providing a rigorous academic curriculum for all students. Every kid on our campus is going to find academic success. Every kid on our campus is going to graduate college and career ready. All." Three of the teachers also specifically mentioned students being "College and Career ready" as the vision of the school and the reason for the changes they were implementing. In other remarks, teachers exemplified their commitment to their moral purpose and vision and referenced changes in perspective and practice related to the vision; for example: "All students can learn," "Failure is not an option," and describing the work connected to the vision as "Doing what's best for kids."

Both Foster and the teachers noted her unwavering commitment to the vision and her willingness to face resistance as listed in Table 3. Similar thoughts are presented side by side:

Table 3. Moral Purpose and Vision. Principal and Teacher Perspectives.

Principal	Teachers
Three years ago, I stood in front of the faculty and I said, "these are the changes we are gong to make in instruction with regard to Common Core. It's not going to be business as usual."	Criticism never swayed her vision once she knew what was best for kids.
Some of the resistors, that's it. They're like rocks. We're not going to water them; we're not going to spend a lot of time. You're either coming along or you're going to retire.	[Some decisions] were tough decision, which brought controversy, but Beth believed in this action as part of a larger vision.
You have to believe that every kid on our campus is going to find academic success. Every kid on our campus is going to graduate college and career ready.	I appreciate that she is honest when it is not going to be fun necessarily, but that it is not going away. I care more about the students and their well -being than I care about science.
We don't at our school see kids through those lenses of green dot kids, orange dot kids, red dot kids. Whatever we do, we are doing for all kids. Right now, two of my best teachers in the English department atre teaching ELD because [the students] are the most at risk, so we want our best teachers teaching those [them]. Same thing in math. I need my best people teaching those kids.	Through PD and staff conversations the idea of allowing students to retake assessments after re-teaching has become the norm. She was the force behind our intervention schedule, which allows for more re-teaching should the Tier One intervention provided by the teacher should not be enough. She also supported the creation of after-school tutorials as a third tier of intervention. Professional Learning
I've got to know in ninth and tenth grade, anyone touching a ninth and tenth grader they're in. They believe, they understand what we're doing, and they're going to get those kids college and career ready.	She has encouraged teachers, both who teach AVID as an elective class or not, to participate in summer institute. AVID has transformed our school and created AVID sections have grown from 1-2 sections to over a dozen in less than 10 years' time.
We're an AVID school, so we have nine sections of AVID and through AVID we're able to see those sort of	

Table 3. Moral Purpose and Vision. Principal and Teacher Perspectives. (Continued)

Principal	Teachers
middle of the road kids, those 2.0, 1.5, 2.5 gpa kids, who are at risk academically – they are in AVID and they stay in AVID for years. AVID is about teaching kids to be students giving kids time management skills. Giving kids – Yeah, I can do this, and AVID has tutoring built in two times per week. So we know those kids with the AVID strategies, they are learning, are as successful, and in some cases more successful than kids that aren't in AVID because of the use of the AVID strategies, which are critical reading strategies. We've adopted some of that in our school-wide learning strategies, so for me, when I think of our subgroup kids, their expectations are the same.	We are now even placing AVID students into AP courses and monitoring their progress. The big question was how do you maintain the rigor of a college-prep course with all the different student needs? Ms. Foster was key to getting teachers to understand that not all kids learn at the same rates and some take longer to get there. Through PD and staff conversations the idea of allowing students to retake assessments after re-teaching has become the norm.
How do [teacher leaders] carry the vision [in PLCs]? By layering the level of communication and deep understanding that the leaders have of the mission of our school; it allows me to stand up in front of the faculty and say, these are the goals we're working on this year because it supports where we want this school to go.	Communities were created that allowed teachers to work together to meet the needs of the students. With these structural changes and the changes in the way a teacher views learning as not a "one size fits all" more students are leaving NHS college/career ready.
The faculty knows where we're going and they know that everything we're doing is getting us good at this 21st century learning. As a leader, one of the strengths I have is the ability to be clear around what the expectations are and then teachers know we are going to support them in those expectations.	Concerning colleagues, I am more direct and less diplomatic to the reluctant teachers who feel the reforms are burdensome. I listen to the frustrations, empathize with them and share my own feelings and beliefs regarding the changes. Beth has been a leader to me in this capacity. My classroom practices are shifting towards coaching students and not necessarily teacher in the traditional

Table 3. Moral Purpose and Vision. Principal and Teacher Perspectives. (Continued)

Principal	Teachers
We don't change the target. We don't move the target around for teachers. It's always something; we don't ever want to say, "Boy, we've got this down. We're there." I tell the teachers, "We are a good school, and we want to be a great school. We want to lead; we're not going to follow. We want ahead of the curve, and we want other schools following us."	direct instruction method. Beth has consistently met with the faculty during faculty meetings, department meetings, PLC meetings and one on one meetings encouraging teachers to have high expectations for our students by developing lessons based on unit goals or Expected Learning Outcomes (ELO's) and skill development based on the 4 C's (communication, critical thinking, creativity and collaboration). She has listened to concerns and opinions of the faculty and helped create professional development programs based on the needs of teachers.

The beliefs expressed by the teacher and principal respondents demonstrated a sense of shared purpose and an acknowledgement that constancy was essential in the face of opposition. As Foster stated, "The work is too important" to allow dissent or other obstacles to stand in the way of the vision. Teachers expressed belief in the vision and the work connected to it, while acknowledging the importance of Foster's leadership in establishing the primacy of the vision. Foster stressed the importance of a consistent message and vision-driven decisions. Teachers also emphasized decisions linked to vision, particularly Foster's commitment to making decisions that might not be embraced by all teachers.

Resources/Incentives. A well-known issue for teachers is the on-going lack of resources, particularly when teachers are being asked to be innovative and implement new strategies or programs. In California, an on-going budget crisis sapped teacher patience and created frustration. Simultaneously, high-stakes testing increased teacher and principal accountability but provided little incentive other than censure for failure.

Even in lean times, a wise principal allocates available resources strategically. In the case of Nova High, Foster put an emphasis on providing targeted support, particularly for professional learning and collaboration. Foster described how she "did the research we needed to do to make sure we were supporting our teachers in the way we needed to." More support was allocated to those carrying the weight of change, for example, teachers described the Foster's approach of resources going to those most in need of support. Teacher: "Beth has allocated resources to teams that were selected to move forward faster with CCSS" and Teacher B: "She provided the English department with Burke's Common Core Handbook. She has provided P.D. on close reading and argumentative writing, which is big in Core."

Both Foster and teachers referenced the incentive of working with others on a lofty vision. Additionally, they spoke about the importance of training and support. Foster's perspective was big picture – determining what support teacher leaders needed; teachers were more focused on their individual and team issues. The comments of both are listed in Table 4

Table 4. Resources/incentives. Principal and Teacher Perspectives.

Principal	Teachers
[The incentive is] pride – getting it rht. Wanting to be the best. Leading, not following. Being rockstars.	At the end of the day, my main incentive is that teacher planning is more rewarding and becoming more efficient."
They're so proud to be teacher leaders at Nova High. They know how important that role is for us administratively and they know how important it is for our school.	To be honest, my personal incentive is being part of a great team and school that has high expectations of administrators, teachers, and students.
[It's] us building their capacity constantly. We work to empower them to a place where they proudly represent. Working with them to build their capacity to understand the importance of their role. Giving them the capacity to communicate that to their departments.	We are all in it together, which helps us overcome challenges and work together. Development of PBL units with really engaging hooks for learning in a meaningful context are fun to make and rewarding to see students complete successfully.
We empowered leaders to instantly access our administrative team for support.	Beth believes in CCSS and has a lot of enthusiasm towards moving in that direction. Creating time for content teams to research and collaborate has been very useful.
We readily will seek them out for advice on something that we may already have the answer to...but we just know we're going to go out to see them, "what do you think about this?"	Without common prep time I honestly do not think we would be as successful or we would burn ourselves out trying to squeeze all of the work in.
I work hard to make sure that they have information before it goes out to the general faculty so they are in sort of that, they own that information, and they have absorbed it, so we treat them really well, and they like that.	The availability for professional development Beth provides for us is excellent. We have consultants who were former practitioners, teachers on special assignment who actively look for resources and provide them to us, we are able to request professional development days to work within our teams, we have planned with

Table 4. Resources/incentives. Principal and Teacher Perspectives. (Continued)

Principal	Teachers
	colleagues from other schools who teach the same discipline, and we have integrated a web based knowledge sharing environment (Echo) Beth asks us what we need in order to learn; it's as simple as that. She always listens to the various stakeholders. She has listened to concerns and opinions of the faculty and helped create professional development programs based on the needs of teachers. She always ran things through filters such as Team of Seven, Leadership Council and even with Union Reps. She always listened before making any major move. When Beth wanted us to look at our bell schedule, she used a systems approach to voice our interests and options, in order to facilitate the examination of 6 ideas into selecting the "best" schedule. After trying a couple times in the early 2000's to change our schedule into a block format, Beth found funding to take a leadership council to Charlotte, NC to learn from Mike Mattos and others about forming an RTI block schedule. This lead to the schedule we still have today.

As teachers and Foster discussed incentives, the primary source was being part of the culture of a school aiming for a lofty vision. Teachers emphasized the benefit of Foster's open communication and provision of resources for collaboration. Foster spoke mainly of communicating and training teacher leaders; however, members of content teams who had not been involved in the SLP creation spoke positively about the clarity and openness of Foster's communication. Foster explained the need to equip teacher leaders so they could be confident in leading colleagues. Teachers were more focused on the benefits of having collaborative time to work with colleagues.

Skills. There are several components to skills related to complex change. The teachers must have faith in the principal's competency and in the principal's ability to provide what is needed for teachers to develop needed skills. Foster was committed to doing what was needed to acquire and demonstrate knowledge and skills. She described, "I have to study and read and learn, and I have to ask a lot of questions, and I've done that with every initiative we have. So in terms of my skills, I'm really, really diligent about knowing I have to know enough to be able to get the faculty to follow me." Teachers confirmed that view of Foster, saying, "She continually educates herself so that at any meeting she shows a knowledge of the subject being looked at"; "I remember Beth telling me we learn together, and that is exactly what we did as a faculty," and "She has been very transparent in not fully understanding in the beginning and working hard to get herself and us on board." Foster described how, "We knew we had a lot to learn. And I knew that if I expected my teachers and

students to focus on continuous improvement and learn, then I had to commit to

learning alongside them."

Foster discussed her commitment to all teachers developing skills and

providing training and professional development targeted toward teachers' need, and

the teachers also described ways in which Foster provided for teachers' skill

development as shown in Table 5:

Table 5. Skills. Principal and Teacher Perspectives.

Principal	Teachers
Providing a rigorous academic curriculum for all students, and how are we going to do that, and giving the teachers skills they need to get there.	She has sent staff to common core trainings. She provided the English department with Burke's Common Core Handbook. She has provided PD on close reading and argumentative writing which is big in core.
We went to our sciences and our world history and spent time getting them up to speed around what else they need to do in their content. They went deeper; we had to teach them how to do that. They had to become good at socratic seminar, philosophical chairs. We taught them how to teach kids how to make a claim and use evidence to support their claim.	As a result of our PLC development, in Biology we have essential learning objectives written in student-centered language. We push more towards learning. This classroom practice came from professional development from Beth's DuFour training as well as CSSR training.
I have one of my academic coaches who are assigned to math, because they are basically moving away from that naked math where you just plug in numbers into formulas and doing real world math that asks kids to think.	When we were moving to PLCs she brought in an outside "thought" partner who was an expert to help us move forward. Now with common core and student-centered instruction she has brought in NTN (New Tech Network) for three years to help us get to where we need to be.
In our first year, we learned the importance of honing our purpose and going deep, so we determined to focus on building the knowledge and skills that would enable us to create a collaborative culture through professional learning communities (PLCs) with the understanding that no one can do this work in isolation.	We really only just recently focused on CCSS in the last 2 years in science. Beth allowed all Bio teachers to meet with [academic coach] from CSSR [Center for Secondary School Redesign]. We added the layer of CCSS to the PLC work we had done so far. We have just begun to incorporate CCSS into our testing and teaching style.
We have the faculty divided into four groups working in four different professional learning opportunities.	Because each department was at a

Table 5. Skils. Principal and Teacher Perspectives. (Continuted)

Principal	Teachers
collaborative environment takes time, patience, active listening, and the discernment to know when to push and when to get out of the way. I have watched our in-house coaching and institutes morph from focusing on building skills in our leaders to building skills in whole teams.	farther along in Beth's vision than others, [she had] each department place themselves in a certain chart that describes PLC development, essential learning writing, common assessment design, etc.

In the two sets of responses, participants gave high value to the training Foster provided. There was also consensus in the responses that Foster modeled the behavior of a learner and was not hesitant to admit she needed assistance. Foster described her work ethic, and the teachers talked about Foster's hard work as much as they referenced their own.

Action plan. Foster made repeated references to the Strategic Learning Plan and how NHS used it as the driving force for all of their actions. She referred to the plan as "our anchor document. This is the lens [teachers are] participating in; those professional learnings are linked to this document."

Teachers did not always refer to the plan as "The Strategic Learning Plan"; in fact, Teacher B stated, "I am not exactly sure what you mean by 'your Strategic Learning Plan.' Are you referring to the 'Nova High Strategic Planning and Learning Calendar' from last year?" He went on, however, to list plan elements directly from the plan: "Nova High has identified key transformative practices we will support

teachers to implement and improve ('get good at') during 2014-2015." Teacher C described himself as part of "the roadmap."

Regardless of how the principal and teachers referenced the planning document, they indicated ways the plan had driven action at Nova High as shown in Table 6:

Table 6. Action Plan. Principal and Teacher Perspectives.

Principal	Teachers
We started with people who we knew wanted to work in a different way, and we started to create place where there were bright lights - doing things that stick and shining a bright light on people doing the heavy work, and we've been doing that at Nova High and we've had some success.	Beth realizes there are faculty members who resist change because they do not understand the benefits to the students and the benefits for themselves. Barb knows the faculty and here is where "the art" of being a leader most clearly sets her apart. She knows who the advocates are and she works closely with those who believe in the plan.
We were used to analyzing data, but we'd failed to confront the brutal facts with a systematic and targeted method for continuously improving the school. When the veil was lifted we realized that we needed a system to support a change in culture and practice at Nova High School.	During one leadership meeting, I was in a "fishbowl" where other departments watched me have a discussion with Barb on our vision for the future and what support we needed to accomplish this. It took some practice writing and including all pertinent components of the roadmap we would do for all departments.
Another thing is having a clear plan, an action plan, these are the steps were going to do to get to where we want to be. And they had to know where's that "want to be" step.	I was a part of the "roadmap." Beth consistently included leadership council in on her vision and next steps. Some meeting items were up for discussion and others were up for a decision.
All of the planning we did around how we were going to organize our content teams - how we figured out what, how our school was going to be structured - that came out of that tight group of leaders.	

Table 6. Action Plan. Principal and Teacher Perspectives. (Continued)

Principal	Teachers
I needed to develop teacher leaders: give them research-based tools to lead, listen to and support them, set them up for success, and trust them to do the work. It's the same thing that principals ask teachers to do with kids: activate their voices, listen to what they need, and then give them skills and tools they need to take ownership of their learning. Tuesday we did a prep period session on close reading. So these school wide strategies are on a poster in our learning room and there's an arrow. This is what we're working on today. This is one of our school-wide learning strategies. Eventually, they are going to figure it out because this isn't changing. We're not going to get good at all this in one year. This will be the same plan next year because it would be impossible; there's too much here. So, the work will continue, and that's an example of not changing targets. The faculty knows where we're going, and they know that everything we're doing is getting us good at this 21st century learning. So we are just saying for us to get here and to get good at these school-wide learning strategies, to get good at student at student engagement, to get good at using technology, to get good at Common Core and PBL - they know everything we do is going to be linked to this plan. So they know that, and like I said, the message is always consistent.	Beth boiled it down to a few questions: what are we going to teach, what do we do if students get it, what do we do if they don't get it, etc. Teachers are all trained in the same model so they lead the teachers in those subject areas with the same learning outcomes, the same vocabulary. She does not coddle us; she tells us exactly what, where, when and why. Also, that it is not an option, we will do whatever it is together and we will be successful. I work closely with the teachers in my PLC teams and no longer work in isolation. I created the English Team Block Program to support our most at-risk students. I have made my class more student-centered. Beth encouraged me and another colleague to dedicate time to create department wide ELO's [Expected Learning Outcomes]. These ELO's clearly define what we expect our students need to know in order to be successful in the United States. I participated in after school research, I am part of a strong PLC with a common prep period and I have attended two professional developments concerning NGSS, which is a big part of CCSS. PLC's are now collaborating with other PLC's on our campus.

Table 6. Action Plan. Principal and Teacher Perspectives. (Continued)

Principal	Teachers
I have 19 other teachers that are leading content teams on this campus. They're all focused, trained, know what their purpose is, what their expectations are. We lay out clear expectations for them. So when I talk about leaders, probably almost half leading in some capacity And that's by design. So these people have all been trained; they know the plan; they know - early releases? They run early release. These guys. They meet in their teams; they send agendas to me, so we're really tight. Really tight on early release. Every year when school starts, I go through here's the state of the school. This is our direction our year; this is the work we are going to be doing. This is the plan; I show them the plan.	

When Foster talked about the action plan, she was very specific about how the plan drives everything they do. Teachers tended to talk about specific elements in the plan, e.g., how they personally were involved in implementation, and how the process related to the content teams they were part of. All of the teachers were clear about the reasons for the actions they were taking and how those actions were part of a bigger picture.

Trust. One of the most crucial elements in establishing trust is honest and clear communication. Both Foster and teachers remarked at many points on the

importance of clarity of communication and Foster's willingness and ability to hear teacher's concerns and input. Foster stated, "I'm always very clear about setting goals where the school is heading, being open and transparent about that; this is the direction were going; we need to work together to do that, and never waver from that." She also spoke about the importance of a consistent message: "They're going to hear the same answer from me that they're going to hear from any one of my three APs. There's no broken link."

A teacher described her as "Outspoken, but a good listener. [She] Tells us when something cannot be done or opens the issue up for a systems-based approach when possible." Teacher D said, "Beth's honesty is greatly appreciated. It is important to know that I am supported and not alone in caring so much about the kids." Teacher B referenced Fuller's clarity and consistency in communication: "She always listens to the various stakeholders. We often had disagreements and there were times where she simply said we have to do this because it is good for kids but there were also times when we did not move forward on an issue or changed the approach because of input. I always felt listened to."

One teacher talked about how important it was that the principal was trustworthy: "It is important for me personally to trust my principal because I take my job very seriously. I care more about the students and their well-being than I care about [content area]." Teacher B simply stated, "Without trust there is no action. Teachers would remain still and wait it out."

As Foster and teachers shared their perspectives about trust, they stressed the importance of follow-through, modeling, and commitment to the work. They each described Fuller's actions that led to teachers believing her to be trustworthy, noted in Table 7:

Table 7. Trust. Principal and Teacher Perspectives.

Principal	Teachers
There is such a level of feedback that goes back and forth between us and the teacher leaders, and because [with] my administrative team, they know we follow through with things right away, and we [do].	[She] Tells us when something cannot be done or opens the issue up for a systems-based approach when possible.
We want them to be confident when they work with their departments, and we talk to them about trust.	Beth is an honest person who compliments you sincerely and lets you know when she thinks things can be done better.
[I establish]That trust with people where the world language department chair can come in to see me any time and say "I'm uncomfortable with the work we're doing with technology or whatever question."	She is not afraid to have "tough" conversations and nobody can question her passion. That is why I trust Beth.
They're going to hear the same answer from me that they're going to hear from any one of my three APs. There's no broken link.	Beth followed through with our traditional schedule as the faculty voted initially for that schedule even though she clearly had an opinion. She kept out of the decision process, put someone else in charge and let the systems-approach take over the decision. Eventually, several years later, we ended up with a better block schedule solution, but it was her trust in us that got us there.
The teachers would describe [me] that way; trusting, follow through, problem solver, includes us, and values our work. I believe my role is to stand behind my teacher leaders and support them from behind so they can lead their peers. They're going to be more effective in leading their colleagues than me so I have give them the tools to do that and set them	We have the same goals. We want students at Nova High to be successful. We work together, not on a daily basis, but we sit in the same room to discuss students and student issues. So, when I work with her, I want her to trust me and I need to trust

Table 7. Trust. Principal and Teacher Perspectives. (Continued)

Principal	Teachers
up for success. I'm out in classrooms every day. I can walk in and out of classrooms and teachers know and it's not just me; my admin team's out. We are out during early release; we have a commitment to our teachers that during early release, we're out, and we are sitting in on all of those content team meetings because we want to know right away when somebody is not doing what they are supposed to be doing and we address that. We appraised the burden of reading comprehension, literacy and academic writing into [those] two departments to begin to build some trust with the English department.	her. She is worker first and foremost. She is visible on campus regularly in classrooms and throughout the campus. She tirelessly attends many extracurricular events including away football games. She eats her lunch walking throughout the campus talking to faculty, staff and students. You can find her car on Sundays in front of the school because she is working. She leads by example and that instills trust. Beth is visible in the classroom and during intervention periods quite often. Beth can be found out and about on our campus before school, at break, lunch and after school. It is obvious that she is present and well connected to our school and all of its happenings. She allows her teams to function with a sense of independence because she trusts that we understand the vision. We learn by doing and she allows us to do the doing. I view [Foster] as another part of the team it takes to educate kids. When you cannot trust your teammate, you often do not feel that your actions will make a difference or cannot be efficient in implementing change for kids.

As in some of the other areas of discussion, teachers expressed admiration for Fuller's commitment, honesty, and work ethic. Teachers referred to their own hard work and challenges, but time and again, they gave credit to Foster for the way she modeled passion and commitment.

Overall, there was a great deal of agreement between the principal's and the teachers' perspectives. There were also perspectives not shared by both; for example, Foster stressed the importance of end-of-the-year celebrations, which were not mentioned by teachers. She also specifically mentioned "pride" several times, a term not used by teachers, although the feeling of pride came through in many of their comments. Likewise, the vision was defined in different ways, e.g., college and career ready, student success, high achievement. This perhaps shows the difference between vision and goals. Vision is a lofty aspiration to aim for; goals can be more short-term and attainable. A principal's perspective is of necessity focused on the big picture vision as well as short-term goals and daily implementation. Teachers, even in leadership positions, need to focus a great deal of their attention on their daily instruction and interactions with students.

The least amount of input was collected about resources and incentives. Teachers may not be used to thinking about resources as an aid to their practice; many years of budget crises have inured teachers to the reality of dwindling availability of resources. When they did speak of resource allocation, the focus was on the provision of time for collaboration and professional development. The input on incentives was also minimal. Educators tend to think about their jobs as a calling, and they typically believe the salary they receive does not reflect their commitment and professionalism.

When teachers did speak about incentives, they spoke of the satisfaction from seeing student results, the synergism of collaboration, and the joy of working with a team. Foster referred to their incentive as pride of accomplishment, a not unlikely motivating factor given the feelings expressed by teachers in their responses.

When faced with a complex reform, teachers are likely to feel anxious, particularly when they recognize their skills are lacking. Conversely, teachers need to believe their principal is competent to lead them safely through the change process. All of the teachers expressed confidence in Foster's competence and respected her for her willingness to model the need to acquire knowledge and skills. Foster understood the need to appear competent to teachers and believed it was her responsibility to become knowledgeable enough to help train the teachers. She also was strategic in how she targeted skills training for the teachers.

Perspectives about the action plan varied among teachers based on their position in the leadership hierarchy. A member of the Team of Seven highlighted leading the faculty in professional development with the principal. A teacher who was a member of a curricular team spoke about professional development she had participated in. The aggregate of responses reinforced the understanding of the significance and effectiveness of the Strategic Learning Plan. Foster particularly linked school successes to the care in developing the action plan and its fidelity to the vision.

In Knoster's complex change matrix (1991), trust is not listed as an essential element for successful change. Trust, however, has been shown over myriad research studies spanning several decades to be an essential element in positive school effects.

In this study's theoretical framework, trust interacts with each of Knoster's elements in ways that are seen in teachers' beliefs about the leadership of the principal. In the responses about trust, teachers used the actual word "trust" more than any words included in the other prompts. Their responses were specific and personal: "That is why I trust Beth"; "I want her to trust me and I need to trust her"; "She leads by example and that instills trust." In the arena of trust, Foster talked more about her actions that she believed inspired trust, while teachers' responses emphasized the relational side of trust. Foster did talk about the importance of relationship with teachers, but her responses focused on demonstrations of trustworthiness. Again, a principal must balance the big picture with specifics and with personal interactions. It was obvious the value Foster placed on behaving in ways that inspired trust among teachers.

Conclusion

The purpose of this study was to examine the leadership of an exemplary principal through a theoretical framework of trust/complex change. The two research questions addressed were:

1. *What was the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?*

2. *What was the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?*

The following chapter will discuss findings of the study and further discuss the implications for complex change processes in education.

CHAPTER FIVE: IMPLICATIONS AND CONCLUSION

Leaders who combine a commitment to moral purpose with a healthy respect for the complexities of the change process not only will be more successful but also will unearth deeper moral purpose.

- Fullan, (2014, p .4- 5)

With each new school reform movement, adherents decry the lack of enthusiasm on the part of teachers and their well-known resistance to reform movements. School complex change elicits a predictable response from many teachers. Since teachers' responses tend to be anxiety, determined resistance, or sometimes even sabotage, principals will do well to examine the system in place and to understand the forces working against reform. This study reveals such an approach by the participant principal.

In this chapter, findings from chapter four will be discussed, along with implications of the study and suggested future areas of research using the lens of the theoretical framework and the research questions.

Summary of the Study

The purpose of this study was to examine the leadership of the principal during a complex change process, the implementation of Common Core State Standards, and to examine perceptions about how the principal's leadership influenced teacher implementation. A review of the literature provided a view of the leadership characteristics of effective principals and demonstrated the primacy of trust in school setting. The literature on complex change also discussed the characteristics of the

change process and the connections between trust, effective leadership, and successful change processes.

This chapter will discuss the findings of the study as they relate to the larger body of research regarding complex change and the leadership process. The current study adds to the body of knowledge by describing how the characteristics of successful complex change can be applied to the complex change process of implementation of Common Core State Standards.

Discussion of Findings

The discussion of findings from chapter four are presented within a conceptual framework of the instructional leadership of the principal and the influence on teachers' implementation of complex change. Perceptions of the principal and the teachers about the influence of the principal's instructional leadership were examined. Findings were interpreted using three data sources: interviews with the principal, teacher questionnaires, and document analysis.

The findings are presented using the theoretical framework of complex change based on trust among teachers and the principals and the two research questions that guided the direction of the study. The research questions were:

1. *What was the perception of a principal about how her instructional leadership influenced teacher implementation of Common Core?*

2. *What was the perception of teachers about how the principal's instructional leadership influenced teacher implementation of Common Core?*

Implications organized by the elements of the theoretical framework.

Beth Foster described Nova High's leadership structure as shared or distributed leadership. In a shared leadership model, the principal's role is as a leader of leaders; the principal relies on teacher leaders' perspectives to make critical decisions. "Teacher leader" is a term without a set definition; however, Childs-Bowen, Moller, and Scrivner (2000) have provided a useful definition that is applicable to this study:

> We believe teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement (SERVE 1999). When motivated, teacher leaders can also become leaders of leaders in moving a critical mass of other teachers forward in school improvement efforts (p. 28).

In this definition of teacher leader, the principal's role is to create the structure that will allow development of teacher leaders. Childs-Bowen (et. al) describe four areas for principals to develop leaders:

- Create opportunities for teachers to lead

- Build professional learning communities

- Provide quality, results-driven professional development

- Celebrate innovation and teacher expertise. (p. 30).

At Nova High School, Foster's actions can be seen in those four areas in which she described how she:

- Designed a leadership structure that included half of the staff in a formal leadership role.

- Implemented a professional learning community approach in which teacher leaders led a collaborative process to meet school goals.

- Used research to determine what professional development was needed to develop teacher skills needed to attain 21st century learning for students.

- Wrote notes, highlighted staff successes at staff meetings, and supported teacher leaders publicly, acknowledging their ability and leadership.

Teachers, too, addressed the four areas in their remarks describing their perceptions of how Foster:

- Worked with teachers to develop leaders' skills; provided resources

- Established PLCs focused on achieving school goals

- Provided professional development to aid teachers' skill development

- Provided motivational encouragement and opportunities for teachers to increase their expertise

Teachers did not emphasize the "celebration" notion as Foster did. They tended to speak of how Foster motivated them by the opportunities she gave them, the model she provided, her visibility, and her commitment to student learning.

In the research on the ability of the principal to directly affect student achievement, the literature shows little direct impact on student achievement; however the principal does have an effect on teacher behaviors, which do directly impact student achievement (Soehner & Ryan, 2011). Teachers at Nova High School consistently spoke about actions of the principal that did impact both the opportunities

afforded to students and student success. Teachers described changes in their own beliefs and pedagogy as well as system changes put in place to benefit students. As one teacher talked about the changes, he said, "It's because of Beth."

Some of the system changes included a shift to Common Core standards, changes in pedagogy, creation of PLCs, a school-wide AVID focus, all students being enrolled in A-G courses, a full-inclusion special education model, targeted interventions, and an increase in enrollment of at-risk subgroups in Advanced Placement courses.

Factors in effective instructional leadership include pedagogical competency, the commitment to monitoring teaching, and designing professional development focused on teaching and learning (Muijs, 2010). Nova High principal Beth Foster described her administrative practices related to professional development, oversight, and accountability; teachers gave specific examples of professional development provided based on teachers' need for skill development, Foster's visibility and oversight, and monitoring of how the action plan was being implemented. Teachers believed Foster did whatever she had to do to demonstrate competency, model desired behaviors, provide appropriate professional development, and connect all of the school's actions to the school vision. Foster provided a description of how she and the administrative team monitored teacher behaviors to assure accountability.

The findings related to vision/moral purpose are discussed below.

Vision/Moral purpose.

"You don't have to be Mother Teresa to have moral purpose."

-Fullan, 2001, p. 13

Vision is seen as a necessary component in many theories of the characteristics of effective principals. A principal cannot enter a school and proclaim vision in an authoritarian statement; rather, the visionary principal is able to see the future as it could be and communicate the vision in ways that enlist teacher enlistment in a shared vision. Avolio & Gardner (2005) describe the visionary leader as one who has the ability to:

> Articulate a highly desirable future state, which followers identify with and commit to over time. And if she is an authentic visionary leader, then what the leader suggests as being the vision is the leader's best and most accurate articulation of what she believes is future potential, which does not make it so. Authenticity does not guarantee accuracy of prediction, but it does over time provide the impetus for followers to be more engaged, aware and intelligent about the direction being set so that they can contribute their best views and questions (p. 328).

An articulated vision provides clarity for where the school is headed and serves as the guide for setting goals and developing action plans. The school's vision may have been unclear or poorly communicated in the past, or perhaps vision was lacking. In complex change, absence of vision results in false starts. Teachers' innate moral purpose leads them to work for positive student outcomes, but without a shared vision, efforts will be scattered and lack cohesiveness. The vision statement does not have to be produced through collaborative process; instead the visionary principal "Engages in behaviors that are aimed at identifying new opportunities for her or his school and at

developing, articulating, and inspiring others with her or his vision of the future"
(Barnett & McCormick, 2004, p. 415).

Effective principals have and can articulate a compelling vision that "motivates
their followers, increases their willingness to perform beyond expectations, and
challenges them to adopt innovative approaches in their work" (Gumusluoglu & Ilsev,
2009, p. 464). Vision-based leadership has been a factor identified as a major
component in transformational leadership (Hallinger and Heck, 2002) and as the place
where effective leadership begins (Kantabutra, S., 2005).

The ability to see the "Big Picture" and communicate positively with the
faculty about a shared vision is an important component in realizing a vision (Dinham,
2004). At Nova High, teachers believed Foster's open communication style clarified
the application of the vision, for example, "Beth boiled it down to a few questions:
what are we going to teach, what do we do if students get it, what do we do if they
don't get it, etc." One mistake visionary leaders may make is to attempt to move too
quickly to implement reform. Developing a shared commitment to attaining the vision
requires patience. Foster described it as, "Go slow to go fast."

If teachers are to embrace a school vision, the vision must be tied to teachers'
moral purpose, which is the commitment to making a difference in the lives of
students (Fullan, 1993), if school improvement is to occur (Hallinger, 2011). In
schools, consensus about a "moral vision" leads to increased social bonding and
shared identity (Forsyth, Barnes, & Adams, 2005). The school vision must be tied to
student success, and vision linked to teachers' moral purpose is more likely to gain
teacher support in a complex change process. As Printy and Marks (2006) stated:

It is perhaps the moral import of shared understandings that encourages teachers to extraordinary efforts even as they are subjected to relatively close supervision and monitoring. The moral component of a vision might be an explanatory factor in whether or not a principal is able to motivate teachers to engage in the difficult work that leadership for learning entails (p. 129)

Principals must be highly involved in teaching and learning and inspire teachers to work for a shared vision based on results for student achievement. Both Foster and Nova teachers described the principal as knowledgeable and involved in teaching and learning, and the vision was directed toward students attaining 21st century learning goals. Ultimately, the vision was a moral imperative. At Nova High, teachers sometimes referred to the vision as "Beth's vision." However, teachers also made comments like "Her vision is our vision" and made statements that identified their moral purpose, which was then linked to Foster's specific articulation of the vision, i.e., all students being college and career ready and 21st century learning. Both Foster and teachers described how their work was tied to the vision of success for all students, whether it was described as goals of being college and career ready, 21st century learning, or doing "What was best for kids."

Goals deliberately linked to moral purpose and vision are a primary pathway for principals to improve student learning (Hallinger, 2011). Shared moral purpose and vision contribute to motivation and the ability to withstand the challenges and discomfort that accompany complex change (Kouzes & Posner, 2012). Principals must have the conviction and enthusiasm to sustain belief in the vision while tapping into teachers' motivation to be devoted to a shared purpose. Principals can initiate the growth of a vision for the future, but vision needs to engage and enlist teachers. Foster

described an evolving process of gaining teacher buy-in, which began with teachers she knew were committed to bringing about change. Teacher leaders helped determine how to implement the vision and elicited support from other teachers. Over time, other teachers bought-in to the vision and began to change their practice and accept school-wide goals and strategies.

Most teachers enter the teaching profession with high ideals and with a desire to make a difference in the lives of students. Over time, however, idealism can fade, and teachers become resistant to reform movements (Fullan, 2001). Teacher wariness and weariness grow as they face disappointment about the failure of previous innovations (Hammerness, 2001). Common Core reform asks teachers yet again to commit to implementing new standards without a clear understanding about why this reform will be more successful than CSTs or the plethora of previous reforms, and overcoming teacher skepticism can be a difficult task for principals.

Principals who hope to engage with teachers' moral purpose and get buy-in for the vision need to recognize the reasons for teacher resistance. Foster recognized the challenges in the change process and began to make changes with teachers who willing to implement reform. Foster described teachers when she arrived at Nova High as being proud to say, "We don't do state standards." Foster knew she had to raise the level of concern and set a clear vision and purpose for teachers. She began by utilizing the extrinsic motivation of being in Program Improvement to begin the process of "turning the ship around."

Connection to vision is a starting point for reform, particularly when teachers perceive the vision as something they can strive for (Hammerness, 2001). Principals

who hope for teacher participation in a shared vision see their role as assisting teachers to internalize the school vision (Crum & Sherman, 2008). In Nova High's situation, the principal initiated the statement of the vision, then worked with teachers to assist them in identifying with the vision and emotionally connecting with the work. The principal's focus on the vision allowed teacher leaders to further develop the realization of the vision, a process described by Thoonen, Sleeger, & Oort *et al.* (2011).

> Through initiating and identifying a vision, school leaders contribute to vision building in the school that generates excitement, builds emotional attachment, reinforces the personal and social identification of followers with the organization, and thus increases collective cohesion. As a consequence, teachers may be more willing to internalize organizational goals as their own personal goals and may have more confidence in their ability to attain the vision. (p. 507-508).

One reason teachers resist reform is because of a lack of understanding, particularly the "Why?" of a reform. As Heath and Heath (2010) stated, "What looks like resistance is often a lack of clarity" (p. 17). At Nova High, a teacher described the principal's ability to clarify the imperative: "Ms. Foster was key to getting teachers to understand that not all kids learn at the same rates and some take longer to get there" – an important understanding if the vision is success for all students.

Effective principals also set high expectations and are not swayed from focusing on the vision. By making student learning the top priority, the vision is more likely to be attained (Kouzes & Posner, 2012). Foster emphasized "all students" were included in the vision of 21st century learners who were college and career ready, and teachers echoed that observation. Teachers described how all students were enrolled in courses aligned to University of California A-G requirements, AVID had become a

priority for low achieving students, and the schedule provided time for intensive intervention.

The leadership of the principal is a primary factor in a strong and shared vision, which is related to teacher effectiveness (Hallinger & Heck, 1998; Robinson *et al.,* 2008). Teachers described Foster's unwavering commitment and the clarity with which she communicated why changes were essential. Nova High School's vision was understood by the teacher respondents, and as they and Foster referenced the vision, it was clear they believed in the vision. For example, teachers said, "Failure is not an option"; "All kids can learn," and spoke of preparing students to be 21st century learners.

When a school has been labeled as "failing," less time is spent collaboratively creating the vision and more time on "selling" the vision (Leithwood, Day, Sammons, *et al.,* 2006). When teachers are content with the status quo, there is little incentive to take on a challenging innovation. Leithwood *et al.* speak of "communication [of] a compelling vision" and that "[Principals] acquire the commitment of their colleagues through the compelling nature of their vision and ideas" (p. 13). According to Sanzo, Sherman, and Clayton (2011), principals "should seek to provide a common unifying purpose and vision to the school" (p. 41).

When Foster began speaking of the vision for the school, the outside pressure of being in Program Improvement lent urgency to the need for reform. The Common Core imperative was an additional outside pressure to change. The changes impacted classroom teachers who needed to think about how to include all students in meeting standards. As Teacher B stated:

> The majority of our classes at NHS are college-prep ever since [the district] started requiring most students to meet the A to G requirements. This then meant that a teacher would [need to have] a wide range of abilities in the classroom (including Special Ed since we also have full inclusion).

Foster spoke of aligning all work to the school vision. Teachers described Foster's commitment to the vision, which was demonstrated when she made unpopular decisions, and how frequently she met with various constituent groups and made herself available to all teachers. Foster described her focus on the vision in ways that indicated her ability to strategically plan how to link action to vision and the efforts she made to keep communication open and clear.

Another aspect of successful reform is gaining teacher support for the vision. Foster built a shared leadership structure in which teacher leaders articulated the school vision and created goals with their teams. As Hallinger (2011) noted, "When used well, shared leadership is a powerful tool for expanding the school's capacity to achieve its vision and create its own desired future" (p. 138). Nova High's shared leadership included nearly half of the school in a leadership role, and the teachers in those roles supported the vision and were provided training to increase their effectiveness. Over time, teachers committed to the vision because, as Teacher A said, "Most teachers at Nova High want what is best for the kids." Teacher B explained how achieving the vision was a shared responsibility when he stated, "[Beth] allows her teams to function with a sense of independence because she trusts that we understand the vision."

Teachers who identify with the vision are able to articulate it and connect it to the work they are involved in. Nova teachers described the vision in a variety of ways,

all of which related to student learning and achievement. For the vision to be internalized, teachers must participate in its articulation and maintenance (Geijsel, Sleegers, van den Berg, *et al.,* 2001). Nova teacher leaders helped propagate the vision to colleagues, and Foster relied on them to help with the oversight of how the Strategic Learning Plan was being implemented. Foster described PLC meetings as "tight" in how they were structured and what work the teachers were engaged in. Teacher leaders helped create the agendas, but all teachers were expected to participate and to implement the action plan related to the vision.

Even with a collective vision, one of the on-going impediments to successful change in the fact of "the difficult work" (Foster) is the absence of resources and incentives. Absent incentives, teachers may be more resistant; without resources, teachers experience frustration.

Resources/Incentives. One of the ways teachers make determinations about the principal's competency is in how the principal provides needed resources (Tschannen-Moran, 2004), particularly in stressful times. The simultaneous introduction of Common Core combined with California's budget crisis served to raise teacher anxiety levels while providing few resources. Whatever the state of the economy, successful principals keep the focus on achievement for all students and manage to use whatever resources are available to engage teachers (Jacobson, 2011).

When teachers assess a challenge, they assess whether the resources available will be sufficient for the task. Without sufficient resources, teacher efficacy is decreased, which can lead to negative outcomes for students. At Nova High School,

teachers commented on Foster's willingness and ability to provide resources. They also seemed to have confidence about their ability to effect change and raise student achievement. Their belief in the principal's ability to provide was evinced in Teacher A's comment, "Beth asks us what we need to learn. It's as simple as that."

Trying to motivate with external means is not usually considered ideal. Most motivations to change, however, consist of a combination of intrinsic and extrinsic. For example, being labeled a Program Improvement school is an external factor, but commitment to "Doing what's best for kids" provides an intrinsic motivation, and both result in changes to teacher practice and improvement in student outcomes. Fullan (1991) described the satisfaction in teaching "found not in pay, prestige or promotion but in what Lortie (1975) called the *psychic rewards* of teaching" (p. 22). The psychic rewards of teaching come when teachers' moral purpose is aligned with the work they do, resulting in student success. Teachers at NHS expressed the satisfaction of seeing students improving and achieving as a result of the innovations teachers were engaged in.

Teachers usually experience little positive feedback from the public and sometimes even from their principals. Actions of the principal can prove motivating for teachers; for example, principals can provide motivation by increasing awareness of the school vision and goals (Marks & Printy, 2003; Avolio et al., 2009). He or she can also encourage teachers by highlighting accomplishments and progress. Reminding teachers of the reasons for reform and changes helps connect teachers to their moral purpose. Foster believed the encouragement, celebrations, and support proved motivating for teachers. In the teacher responses about incentives, a strong

sense of purpose was communicated and a clarity in how that purpose was to be achieved. A sense of pride came through, as well as an enthusiasm for the work and satisfaction in the student results.

Common Core calls for increased student collaboration and interaction, and many teachers who are used to direct instruction and teaching content rather than inquiry and skills are anxious about their own skills. Providing collaboration time and professional learning time are resources; however, they are also incentives. Nova teachers spoke with conviction about the value of the collaboration time Foster provided, one going so far as to say the work they were doing would not be possible without the collaboration time needed to work together and improve their skills.

Skills. An effective principal balances high expectations for teachers with training, reassurance, and support as teachers enter a heuristic process of implementing a reform. Teachers' identities are connected with their feelings of expertise about instruction, classroom management, and relationships with colleagues, parents, and administrators (Reio, 2005). Many teachers themselves were successful as students and are achievement-driven. Veteran teachers tend not to be excited about a new learning curve, and insecurity about their skill level is an unwelcome feeling.

Common Core threatens teacher confidence in their skills as collegial and community relationships change, new student collaboration strategies are prioritized, and old instructional techniques are under scrutiny. Teachers need assistance, but without clear direction, training for teachers can be scattered and ineffectual. Foster acknowledged the difficulty of the changes teachers were making, and understood the

amount of assistance and professional development teachers needed to feel confident. Teachers also described the different avenues toward skill development provided by Foster.

Teachers' belief in the competency of the principal allows teachers to feel more secure when taking risks or being innovative. If the principal does not evoke confidence in his or her competency, teachers will be more risk-averse, and they may be more likely to give up or resist innovation (Avolio, Gardner, & Walumbwa, *et al.,* 2004*.)* Principals can increase confidence and lessen the risk-aversion by promoting a culture where innovative behavior is valid, where teachers share in the learning, and are part of the decision-making process (Ovando & Cavasos, 2004). Foster provided support and professional development to increase teacher confidence and also allowed teachers to be innovative in how they approached their work. Teacher A described how Foster:

> leads by example and that instills trust. She is a fantastic delegator.
> [Part] of her leadership style is an effective blend of grassroots and top down. She allows her teams to function with a sense of independence because she trusts that we understand the vision. We learn by doing and she allows us to do the doing.

Openness and transparency by the principal are essential to how teachers view the principal; as Teacher A appreciatively said, "[Foster] has been very transparent in not fully understanding in the beginning and working hard to get herself and us on board." If the principal is herself risk averse, avoids the learning that teachers are experiencing, or tries to hide a lack of skills, teachers' trust will be impacted, and they will be less likely to take risks. Nova High teachers expressed their respect for Foster

as a learner and were more confident to pursue innovation in Common Core

implementation because of their belief in her ability.

Action plan. Knoster (1991) describes the result of not having an action plan.

Without a clear action plan aligned to the vision, a school will experience false starts

as new strategies are implemented or new processes or resources are adopted. In

developing such an action plan, teachers must be included in the planning process. The

benefits of shared leadership are well-researched in how they impact high-level

performance for an organization (Printy & Marks, 2006; Wahlstrom & Lewis, 2008;

Jacobson, Brooks, Giles, et al., 2007). Rather than being autocratic, effective

principals use responsible leadership-sharing with teacher leaders.

When planning is a collaborative process that includes teachers, organizational

learning and outcomes are improved. As Printy & Marks stated, "Where schools have

the benefit of shared instructional leadership, faculty members offer students their best

efforts and students respond in kind" (2009, p.130). Wahlstrom and Louis (2008)

broadly define shared leadership as "teachers' influence over and participation in

schoolwide decisions" (pg. 461). Shared leadership thrives when principals motivate

and inspire, engage teachers in conditions conducive to effective collaboration, and

enable structures and policies that support the work (Printy & Marks, 2006).

The action plan at Nova High School started with the premise that the mandate

was to prepare all students to be 21st century learners. The Strategic Learning Plan was

designed to ensure teachers implemented "daily instructional practices [to] create a

real world, <u>deeper learning environment</u> where staff and students collaborate, think

critically, inquire, problem solve, read analytically, communicate orally and through evidence-based writing, and build agency" so that students would become those 21ˢᵗ century learners who were college and career ready.

Teachers at Nova High attributed the effectiveness of the action plan to the way Foster involved teachers in the collaborative process and insisted all action be aligned to the vision for student success. Foster employed a strategic relinquishment approach, starting with respected teachers on campus who were also early adopters. She provided a foundation of being a co-learner with teachers: an attitude of "We're all in this together," and teachers were willing to take risks in working through the action plan and helping disseminate the plan to other teachers. Teachers expressed their admiration of Foster's hard work and commitment and were inspired to follow her lead.

The reform process requires an increase in innovative behavior. Principals who encourage a culture of innovation and risk-taking, and who also plan for extensive collaboration, produce a higher level of student achievement (Heck & Marcoulides, 1996). Coercive methods and control will block motivation and innovative behaviors (Tschannen-Moran, 2009). Foster's tactic was to encourage participation and input into implementation and to give little attention to resistors who were "rocks." In contrast, those who were leading the innovation were given sufficient resources and time to make innovative behavior possible and desirable. A large part of the success of Nova High School was attributed to teacher collaboration. By structuring the plan to allow extensive collaboration time, Foster increased the possibility of innovative practices evolving (Printy & Marks, 2006).

The transparency and openness of the plan affect overall trust in the

organization (Hoy, 2012). Part of the transparency means that teachers "are at the

center rather than on the periphery" (Dennis & Bocarnea, 2005, p. 603). According to

Foster and Nova High teachers, all teachers had an understanding and awareness of

the plan and how the plan applied to their practice. The leadership structure at NHS

(shown above) included all teachers at some level, from the participants in the Team

of Seven through content teams leaders to the members of content teams. The

consensus was that Foster was not only transparent but also was very open to hearing

from all teachers and getting feedback about specifics in the plan. Openness in schools

leads to collective problem-finding and problem-solving (Tshannen-Moran, 2009),

increasing the likelihood that the plan will lead to success, and increasing teacher

confidence and trust.

Trust. The wealth of research on the importance of trust in educational settings

has well- established how crucial trusting relationships are to positive school

outcomes. In this section, trust is examined as it interacts with vision/moral purpose,

skills, resources/incentives, and action planning. The relationship between trust and

each element is taken from the theoretical framework, in which the complex change

elements are combined with trust to show teacher perceptions of the principal, i.e.,

what is the teacher belief about how the principal exemplifies leadership

characteristics.

Trust and vision: belief the principal is driven by a commitment to success for

all students. Relational trust or organic trust (Bryk & Schneider, 2002) requires a high

degree of consensus about the school's vision and shared commitment to a moral purpose. Schools that have high levels of trust exhibit higher levels of shared decision-making, resulting in increased teacher participation in reform initiatives and improvements in student learning (Wahlstrom & Louis, 2008). Without trust and confidence, teachers may be less likely to take risks, and without risk-taking and innovative behavior there is less likelihood of change. Vision necessitates change, making trust all the more important. Principals who unite teachers around a shared vision build organizational trust (Tshannen-Moran, 2014).

When principals value staff, collaboration, and shared leadership, they create a culture of trust, high expectations for students, and professionalism. Principals in high-achieving and improving schools have a vision that incorporates high expectations for all students Ovando & Cavasos, 2004). At Nova High School the commitment to the vision evolved over time as teachers faced external accountability pressures and Foster began promoting a vision for the school and supporting a system of shared leadership. Teachers expressed their belief that Foster's actions were uncompromising and linked to the vision, leading to greater commitment to the vision from teachers.

Foster expressed her commitment to the vision, and NHS teachers developed trust in the principal as she exemplified behavior that demonstrated commitment to the vision. In questions relating to trust, teachers talked about Foster's honesty, modeling, work ethic related to the vision, passion, and a combination of openness and steadfastness in realizing the vision.

Trust and skills: belief in the principal's competence and ability to affect teacher practice and effect change. Teacher efficacy is related to school improvement,

and efficacy for teachers is connected to their own and the principal's skills. Teachers'

belief in the principal's competency to achieve goals builds relational trust

(Wahlstrom & Louis, 2008). Competence is associated with "engaging in problem

solving, setting standards, buffering teachers, pressing for results" (Tschannen-Moran,

2008, p. 34).

Even if a principal is well intentioned, without the perception that the principal

is competent, teachers will have difficulty trusting. As Hoy (2012) states,

> There are circumstances when good intentions are not enough. When
> there is dependence on another person or group and skill is required,
> there is a tendency to trust only those with skill and competence; thus,
> competence is often key in trust relations (p. 81).

Foster spoke at length about her commitment to leading implementation of Common

Core and of her need to become conversant and cognizant of what teachers needed to

know in order to be successful. Teachers also commented on several occasions about

Foster's knowledge and her role as co-learner.

One of the reasons principals need to have the skills that inspire trust is

because of the inherent risk for teachers in accepting reform and initiating innovations.

Teachers not only need to believe in their own abilities; they also need to believe their

colleagues are capable. Teachers see the role of the principal as developing teacher

skills, and if the principal has the competency to do so, trust increases. Nova High

teachers expressed confidence in the principal's ability to build theirs and others'

skills. They also admired the Foster's ability to determine where to focus her energy,

building where she could and not allowing resistors to derail the work. The level of

respect teachers evinced for Foster compounded their willingness to trust her actions.

In Walhstrom and Louis's research, they "found that principal respect and personal regard for teachers, competence in core role responsibilities, and personal integrity were associated with relational trust among all adult members of the school (2008, p. 462). The principal's competence not only impacts relations between principal and teachers, it affects trust among all the members of the school.

Trust and resources/incentives: belief in the principal's willingness and ability to provide what is needed to effect change. The need to provide sufficient resources, particularly during complex change, seems an obvious component in teacher/principal trust. Teachers who are asked to take risks and take on challenges will easily become frustrated and will eventually lose trust over time without sufficient support. Principals who exhibit leadership in obtaining the resources teachers need during reform increase teacher efficacy and contribute to trust. One opinion expressed by Nova teachers was the willingness of Foster to provide any needed resources, as long as it could be demonstrated that actions were connected to the vision and the school action plan. Foster herself described the benefit of having a grant for academic coaches provided by the Center for Secondary School Redesign (CSSR); when the grant expired, Foster used her available resources to retain one of the coaches' services. Foster also allocated additional resources to teachers and teams that were moving more quickly, so there was not a gap between an initiative or innovation and the resources that were needed. Teachers evidenced trust that whatever was needed, Foster would provide.

One outcome of the research was the implication that trust itself worked as a resource, a phenomenon noted by Bryk and Schneider (2003). The dependence on the principal to provide resources results in a kind of vulnerability, necessitating trust.

Schools with high trust avoid the rigidity and hoarding of resources that can occur in low trust schools. Teacher buy-in and participation in reform becomes a resource for the school, and joining with colleagues in shared action is an incentive for change. That willingness to join is promoted when trusting relationships are present. The increased performance and success that result lead back into the cycle of trust as a resource and incentive.

Trust and action plan: belief in the principal's ability to facilitate development of a shared and effective action plan. An oft lamented and frequent result of reform efforts is failure, followed by a new reform effort in a continuing cycle. Complex change has so many variables that even in retrospect, it is difficult to pinpoint why a reform fails. Knoster's (1991) chart is helpful in identifying the broad categories required in complex change, even though the sub-variables are not addressed. One reason for reform failure is the lack of an effective action plan, tied to the vision. In Knoster's construction, the result will be false starts. In this study, action planning was connected back to trust demonstrating how teachers trusted the principal's ability to lead the staff to develop a shared and effective action plan.

In recent formulations of instructional leadership, the principal is the "leader of instructional leaders" (Marks & Printy, 2003; Stewart, 2006, p. 6-7). The instructional leader shares responsibility and authority with teachers as they develop the plan to implement reform. The process of sharing leadership helps build trust and results in a more effective action plan.

Teachers described Foster's commitment to being open, flexible, and transparent – all characteristics that build trust. The ability to lead an effective action

plan is always important but is especially crucial, as change has become more
complex and the need on going, because:

> Constant change requires a different approach to planning, something
> more flexible and fluid than the traditional strategic plan. It requires a
> new meaning for strategy, one that encompasses planning as learning,
> asking what if questions, and considering multiple futures. Organizations
> must move from strategy as a fixed plan to a learning process that leads
> to continuous improvement and develops the organization's ability to
> cope with changes in its environment (Ash & Persall, 2000, p. 21).

One notable element in the Nova High School responses was the directness
with which trustworthiness was attributed to Foster. The theme of trust was evident in
Foster's and teacher responses even before the questions related to trust were
introduced. Foster expressed her belief in putting trusting relationships ahead of
moving quickly to obtain desired results. One of the primary actions of Foster's that
inspired trust was sharing information and responding to teachers' concerns. "Follow-
through" was an important component in responses; however Foster's actions were
always connected back to the school vision. In the teachers' perspectives, Foster
exemplified characteristics that led to the creation of a shared and effective action
plan.

In the theoretical framework for this study, elements considered necessary for
successful complex change were trust, vision/moral purpose, resources/incentives,
skills, and action plan. Both the principal and teachers gave the least importance to
resources and incentives, although one might argue that if either were lacking, teacher
efficacy and commitment might lessen.

The presence of trust was echoed throughout the principal's and teachers'
responses about their perceptions of Foster's leadership. Foster believed in

establishing trust, and according to teachers, Foster's beliefs and actions validated their trust in her.

Implications of principal and teacher perspectives related to the research questions. The research questions used in this study addressed the perspectives of the principal and teachers about how the principal's instructional leadership influenced teacher implementation of Common Core. Using a blended approach of principal and teacher responses, data that represented common perceptions are presented in the following section and are summarized in Table 8, which summarizes the perspectives about the actions of the principal related to the research questions. One area of divergence was noted in incentives, which is discussed in the resources/incentives section of this section of the paper.

Table 8. Perceptions about the Principal's Influence on Teachers. The blended perspectives about how the principal's leadership influenced Common Core implementation.

Vision/Moral purpose	• Commitment to student success • Commitment to professional development to transform teaching and learning • Commitment to systemic change
Resources/Incentives	• Openness and communication • Pride and gratification • Providing resources for collaboration on common goals
Skills	• Modeling learner behavior • Developmental approach
Action Plan	• Consistency and clarity of message • Develop of an effective shared leadership and planning structure • Strategic empowerment
Trust	• Honesty • Leading by example

Perspectives about the vision in action. One of the ways a principal influences student achievement is through a commitment to student success. At NHS, Foster's actions related to the vision of all students being successful was exemplified in three areas: commitment to what was right for students, providing teachers with the professional development they needed in order to transform teaching practices, and making systemic changes to allow all students to access the coursework that would prepare them to be college and career ready.

"Doing what's best for kids" meant Foster was willing to make difficult decisions even if the decisions were controversial. She was honest about what the commitment entailed and the challenges connected to it. Foster linked decisions and actions to the vision, and teachers understood what the expectations were for them. Teachers knew Foster was open to feedback and encouraged communication;

however, she was resolute that NHS was going to be a school that prepared students to be 21st century learners.

Professional development was provided to transform teaching and learning. The professional learning communities were created so teachers could collaborate about how to align pedagogy to Common Core, re-teach and re-assess students, increase rigor while still supporting students, and implement teaching strategies based on the desired outcomes for students.

In order to ensure students had the opportunity to be successful, Foster implemented systemic changes. Previously "closed" classes were made open access and structural supports were put in place to help them succeed, e.g., providing the "best" teachers for English learners, incorporating a school-wide AVID approach, focusing on ninth and tenth grade success, providing tutoring assistance, and moving the teachers from a direct instructional approach to a coaching model.

Perspectives about the influence of resources and incentives. One of the NHS teachers aptly stated that incentives to an educator "are completely intrinsic." For teachers who are connected to moral purpose, the primary incentive is to help all students achieve success; however, the NHS data showed the importance to teachers of openness and communication with the principal, the pride of accomplishment and gratification in positive outcomes, and the provision of resources for teachers to work together on common goals.

Both Foster and the teachers referenced Foster's openness to input and her willingness to listen to staff concerns and opinions. Whether it was a systems change, such as changing the bell schedule to best meet student needs, planning of professional

development or responsiveness to teacher requests for resources, teachers viewed Foster as deliberative in her approach to getting feedback and providing what teachers needed.

One area of divergence was noted; Foster referenced the celebratory part of the school culture and the recognition teachers were given throughout the year and at the year's close. Teachers did not reference that aspect of incentives, nor did they use the word "pride" as Foster did; however, their comments indicated a strong sense of accomplishment in being part of an effective team that had high expectations for student success. Teachers also expressed gratification in seeing how their efforts had paid off in increased student learning.

The ability to work as part of a collaborative team not only allowed teachers to see themselves as more effective, it also led to positive emotions. Teachers described their collaborative work as "fun," "rewarding," "useful," and "more efficient." The provision of collaboration time and professional development helped teachers avoid "burnout" as they faced challenges.

Perspectives about skill development. Both Foster and teachers were asked to comment on the principal's skills. Part of the perceptions about the principal's skillset included how Foster helped teachers improve their own skills. Foster's skills included her ability and willingness to model learning behaviors and use of a developmental approach to improve teacher skills.

Foster was committed to being knowledgeable about what the teachers were expected to know and do. She also was transparent about not knowing everything, and she demonstrated willingness to be a learner. She demonstrated this by openly asking

questions about things she did not understand, especially in content areas in which she was not expert. Teachers acknowledged Foster's willingness to be a learner alongside them.

At many points, Foster described her approach to developing staff as differentiated for both individuals and teams. The change process was a long-term commitment to "turning the boat around." Foster helped teams see where they were in the change process by having the departments chart where they were in their PLC development and their progress in meeting goals. Foster evaluated the commitment and understanding levels of the content teams and began the change process with those who were most open and willing to begin to change. There were frequent references to time, patience, and consistent support of teachers in the learning process.

Perspectives about the action plan. The effectiveness of the action plan was attributed to the clarity of the message exemplified in the action plan and the development of a shared leadership structure that allowed for back and forth communication and empowered teacher leaders to participate in leading the change process.

Foster presented a consistent message about the direction the school was going and what the mandate was. Foster felt confident enough about the clarity of direction that she stated, "[The teachers] know that everything we're doing is getting us good at this 21st century learning." The teachers reported confidence in the clarity of the message – this is where we are going and this is why we are going there. Planning, resource distribution, and the effectiveness of professional development all were linked back to the Strategic Learning Plan.

Foster employed a strategic empowerment of teacher leaders. She encouraged teacher leaders to participate in professional development and supported them with coaching as needed. Foster's "art" as a leader was in determining where individuals and teams were in the learning process, and she communicated with them in order to provide the support they needed to get to the next level. The result was a shared leadership model with half of the teachers participating in leading the school to achieve their goals.

Perspectives about the importance of trust. Foster's most commonly referenced characteristics related to trust were honesty and leading by example. Foster exemplified honesty by being open to feedback and disagreement while not being swayed from the vision and the commitment to students. She led by example with visibility, strong work ethic, and exhibiting trust in the teachers, resulting in teachers seeing her as part of their team.

Teachers appreciated Foster's honesty, which was exhibited in an unchanging message about the purpose of the work they were engaged in and in the realistic ways she presented the challenges in the work they were facing. Teachers believed she shared the same goals they had and they had faith in her ability to follow-through and continue to lead toward student success without being swayed by criticism or obstacles.

Foster's work ethic and leadership by example were attributes that had a great impact on teachers believing in her credibility and commitment. As a learner, a collaborator, and as the leader of the school, Foster participated in the work the teachers were engaged in. She modeled openness to feedback and her willingness and

availability to listen to teachers' concerns. Teachers saw Foster's trustworthiness as central to the work they were engaged in and integral in getting teachers to commit to the change process.

Conclusion

> *"Change is war but a war in disguise."*
>
> - *Terhart, 2015, p. 488*
> -

In the ironic statement, "Constant change is here to stay" (unknown origin) we can see the dilemma in educational reform. The body of knowledge in education is subject to interpretation based on on-going changes in perspective, knowledge, politics, and the world. What was hailed as the answer to educational woes in one decade is criticized and rejected in another. In recent history, reforms have increasingly focused on the achievement gap and the need for equity for all students. However, to date, the achievement gap remains a chasm, and educators are again being asked to change their perspectives and practice in order to change outcomes for students.

To quote another well-known principle of living, "Everything that can go wrong, will" (Murphy's Law). This perspective is especially troubling when considering the stakes for students who are the subjects of all of these reform experiments. Given those challenges, the need for knowledge and understanding about how to implement effective change is an imperative. Many are being asked to do so while still remaining unconvinced or while feeling unprepared. In this context, teachers have an understandably cynical view and may become determined resistors toward emergent educational reform movements. What, then, when a promising

reform comes along? How does a principal lead a complex change process he or she believes in?

The research on principal leadership gives us a great deal of information about the characteristics of effective leadership. This study does not attempt to replicate this research but seeks to apply the research to a particular case study of a principal involved in a complex change process. Existing research can provide insight into how a principal affects a complex change process, and this study attempts to add to that research during the implementation of Common Core State Standards.

This study examined teacher and principal perspectives about the impact of the principal on the complex change process of Common Core implementation. The challenges in such a shift in pedagogy, curriculum, assessment, and student responsibility make the Common Core reform one of the most monumental in modern education. The intractability and resistance to change is the result of "The system we have in place," which results in "a system that is more likely to retain the status quo than to change. When change is attempted under such circumstances it results in defensiveness, superficiality, or at best short-lived pockets of success" (Fullan, 1994, p. 14). With the high stakes for students in the effective implementation of Common Core State Standards, principals and other leaders of schools must employ leadership strategies that will lead to the greatest opportunities for success.

A reader of this study might conceivably draw the conclusion that "All is well" at NHS and that everyone is fully on board with Common Core and committed to success for all students. The research study was based on the perceptions of a small group of teachers who were selected partially because of their commitment to

Common Core, and the questions were about the principal' influence on CCSS; therefore, the responses have a positive tone. Foster and the teachers would not say they have done everything well or have moved as quickly or successfully as they would have liked. However, in their perspectives, Beth Foster's commitment to "getting it right" has provided the leadership that has led to school improvement, buy-in for Common Core implementation, shared leadership, and effective collaboration aimed toward success for students.

School and district leaders, as well as many teachers, are appropriately anxious about whether Common Core will have its desired effect, resulting in all students being college and career ready. Since implementation has not fully taken effect, in that the 2015 assessments will not be used for accountability, there is still a great deal of opportunity to observe how this reform process unfolds. The research on the principal's leadership over many decades has established a commonality of characteristics of effective principals; with Common Core, we have a new opportunity to examine the effective leadership theories in an emerging area of research.

School change is constant, whether change involves bus schedules, menus, teaching assignments, changes in administration, or state and national mandates. Ironically, sometimes minor changes can lead to the most intense opposition, depending on how the change impacts teachers. Common Core is a second order change because it requires acquisition of new knowledge, the benefits may not yet be apparent, and there are likely clashes with teachers' current values and norms, and principals must have the knowledge to deal with the complexity of the change (Waters, Marzano, and McNulty, 2003). Misunderstanding how to manage this second

order change is likely to result in lowered student achievement and ultimately the failure of the reform.

In the literature on instructional leadership, there is a commonality among different iterations of the characteristics of effective principals; however, the commonalities are not broken down into personality and nuances of style. The personality profiles of effective instructional leaders are not identical, and principals bring their life experiences and unique combination of strengths to widely varied school settings and circumstances. Additionally, the "state of the school" will change from year to year as personnel come and go and external mandates change.

Foster entered a situation where reform was needed. The teachers' may have retained their moral purpose but were not connecting to a vision in which all students were expected to perform at high levels. In NHS's program improvement status, the principal needed to strongly articulate a lofty vision and build support and commitment over time. Had the school situation been different, Foster's approach might have needed adjustment. One implication for leaders is the need to carefully evaluate the state of the school regularly. What is today a situation needing reform may someday need leadership to sustain success, and the instructional leader's skillset must be applied in perhaps unfamiliar ways.

Much of the "self-help" and "how to" literature for principals falls short in some component of implementation, and principals are left wondering what went wrong as they manage the change process. Even in the "autopsy" of a failed reform, the complexity of change disallows certainty about exactly why the reform failed and how to confidently assure success the next time. Educational leaders need to

understand not only what effective instructional leadership is, but also how complex change works, and how trust operates as a "lubricant" in school change (Tschannen-Moran, 2000, p. 549).

One of the outcomes of this study was the discovery of the extent to which elements of change were woven together. Vision appeared as a thread throughout the responses, and trust was both explicitly and implicitly acknowledged as crucial. Vision and trust were both foundational in skill development and action planning.

An examination of teacher data showed when teachers talked about vision and results, they more often referenced Foster's commitment to the vision than their own, using statements like "Beth's vision" or "It's because of Beth." An explanation may be in the wording of the questions, designed to elicit teacher perspectives about the principal's characteristics and leadership. In the case of NHS, an inference could be drawn from the evidence that teachers shared in the school vision; however, an implication for principals may be that even when complex change called for, it is important for teachers not only to embrace the principal's articulation of the vision but also to explicitly embrace and articulate the vision themselves.

The wealth of research on the necessity of trust in schools should raise principals' level of concern about establishing trust. Trust is imperative in schools, and trust in the principal is essential for the organization to thrive. The job description of a principal is overwhelming, and just as a principal must balance all of the demands of the job, he or she must also understand which aspects of trustworthiness are most crucial for the principal to exhibit, and which elements of trust are essential given the state of the school.

In the definition of trustworthiness in this study, five characteristics were identified: respectfulness, benevolence, competence, reliability and honesty. The notion of respect was implied in the responses; however, benevolence did not emerge as an important characteristic. Integrity, competence, risk-taking, and determination were far more important in the relationship between the principal and teachers.

At Nova High, the teacher responses related to Foster's trustworthiness centered around the following:

- Honesty and integrity

- Competence

- Modeling of risk-taking and vulnerability

- Determined commitment.

In the case of Nova High School, a primary vehicle for trust to be established was Foster's integrity. Her integrity was discerned in the way she steadfastly stayed focused on the vision of achievement for all students, taking on dissenters and taking a long-view of a challenge that she knew would take patience to achieve. The alignment between words and actions, with moral purpose in the face of adversity, is a demonstration of integrity. Integrity is integral to trust in any school change, and trust cannot be established without integrity. In the case of a long, uncertain, complex change process like Common Core, the integrity of the principal will sustain not only his or her resolve, but will also reinforce the commitment of teachers.

A second contributor to principal/teacher trust was Foster's competence, which ironically included her willingness to be transparent about skills she lacked, while she

demonstrated skill as a leader and consensus-builder. While she had innate talents as a leader, she also understood the need for hard work, and her modeling set the standard for commitment to the goal. Additionally, she displayed ability as a leader, a consensus builder, and a visionary.

A third component of the trust relationship with Foster was the willingness of the principal to be vulnerable and take risks and to provide a safe atmosphere for teacher risk-taking. For teachers to implement change, they must be willing to assume risks, necessitating vulnerability. The principal's ability to establish an emotionally safe environment for risk-taking is both a demonstration of trustworthiness and an incentive to trust. In order for teachers to be willing to be vulnerable, the principal must also demonstrate vulnerability and model risk-taking behavior. Part of Foster's demonstration of vulnerability and risk-taking was also seen in her openness to feedback and open communication, which was a way she brought teachers into the shared leadership process. In times of challenge, a principal could try to hoard control, believing that maintaining control will lessen the risk. Shared leadership is integral to teacher buy-in, and strategic relinquishment of authority lessens the risk and multiplies the impact of each individual. Teachers will not willingly rush to a new, challenging learning curve process, and it is essential that the principal demonstrate learner behavior and applaud risk-taking and innovation by teachers.

Another of Foster's characteristics that emerged as central for trust was determination: the grit and steadfastness to keep focused on the goal, which in schools is the high calling of ensuring all students are successful. Even with external pressures and internal motivation, bringing about change is a long and wearying process, subject

to discouragement and anxiety. Taking on a new challenge can be invigorating, but sustaining effort in spite of setbacks requires that teachers believe in the vision articulated by the principal and believe in his or her commitment to see them safely through the change process. During the inevitable implementation dip, the steadfastness of the principal provides hope in the process. The times of struggle are not the times for a principal to compromise the commitment to the goal.

Leading a school requires the ability to accurately determine the State-of the-School and the ability to apply the leadership characteristics that are called for. The elements of the complex change process - Vision, Skills, Resources, Incentives, and Action Plan – are needed regardless of the level of change needed. Trust, however, operates in different ways depending on what kind of change is being called for.

For principals facing a change challenge, whether it is reform, a turn-around situation, or any second order change, the path to establishing trust might well be the same one integral to NHS: unrelenting integrity, demonstration of competence, vulnerability and risk-taking, and determination in pursuit of the vision. Integrity implies respect, reliability, and honesty, and while benevolence is an important relational component, it may not be among the most important characteristics in trust during the complex change process. Principals frequently try to connect with teachers and boost morale by performing acts of kindness, including celebrating birthdays, organizing shared meals, and performing individual services for teachers. Acts of benevolence may be encouraging and may improve relationship, but in the high intensity pressure of complex change, principals may well find more successful reform

as a result of their demonstration of competence, integrity, risk-taking, and determination.

The foundation for all trusting relationships is personal integrity. Principals demonstrate integrity when their actions align with what they say they believe. Belief in the integrity of the principal is essential for teachers to be willing to engage in the kind of innovation and risk-taking a reform requires. One of the most compelling demonstrations of personal integrity is the unrelenting commitment to the vision of all students achieving success.

In such a change, one of the most important ways for a principal to establish trust is by modeling transparency and risk-taking behavior. That in turn, requires humility; the willingness is expose oneself as less than expert in all areas. Second order change requires a willingness to embrace uncertainty and engaging in risk-taking behavior is *de rigeur*. Teachers are accustomed to being autonomous and having command of their content areas, and principals are just teachers who have moved into leadership roles. The need to appear knowledgeable and to have all the answers is a temptation of leadership, particularly if a principal feels insecure or uncertain about how to lead. When a principal demonstrates risk-taking behavior, she or he is sending the message that failure *is* an option, in that mistakes are part of learning, and innovation is a heuristic process.

Uncertainty is inherent in the change process. Without belief in the competence and skill of the principal, the anxiety of the change process will be magnified. Principals might be tempted to appear to have all the answers. Ironically, the opposite approach leads to trust as principals demonstrate their commitment to

learning and encourage teachers to have a growth mindset. On the other hand, teachers must have confidence in the competency of the principal as a leader, and teachers will more willingly trust in their colleagues' efficacy when they believe the principal is competent.

The purpose of this study was to identify the perceptions of a principal and teachers about how the principal's leadership influenced teacher implementation of Common Core prior to the first Smarter Balanced assessment results. Even after the first results, judging the effectiveness of the systems in place at Nova High will be open to interpretation and the Common Core assessment will function as a baseline to inform future planning and action. However, Nova High School provides an example of a school where the educators perceive the principal's leadership as successful in positively influencing the implementation of Common Core State Standards at Nova High School.

The trust/complex change theoretical framework presented in this study could be useful in showing the iterative cycle in which abstract and concrete ideas are brought together to present a complete picture of a change process. The perceptions of the Nova High participants about the principal's instructional leadership of complex change showed trust that the principal led effectively in the areas of vision/moral purpose, skills, resources/incentives, and action plan.

A different principal, also considered exemplary, might lead with different strengths, and show a different balance in shared leadership, provision of resources, vision-casting, skill development, and ways of establishing trust. Foster, however, perceived herself and teachers perceived her to be an effective leader in each of those

areas. The theoretical framework provided in this study is but one paradigm of complex change, but the data examined through the framework demonstrate characteristics of the principal that led to perceptions of her influence on a successful complex change process.

One of the primary reasons for educational reform is to address inequity and close the achievement gap. Given the intractability of the gaps for the underserved, part of the educational moral imperative is to maximize our efforts and use the most effective strategies to help students achieve. The framework of this study is useful for addressing overall school systems, but it could also prove useful in micro-studies of programs and processes on campus. For example, a program provided for English learner students should have the same connection to moral purpose/vision, development of particular skills for teachers, appropriate resources, trainings, and incentives, and an action plan with appropriate goals. The need for trust goes without explanation. In those micro-studies, the same leadership principles apply, if in a more limited setting.

This study adds to the limited research on implementation of Common Core State Standards by describing the lived experiences of a principal and teachers at a secondary school during Common Core implementation. The principal in this study was recognized as an exemplary leader by both ACSA and NASSP; however, the study provided an opportunity to investigate if the principal's "exemplary" leadership lined up with perceptions of her effectiveness and positive school outcomes for students. The theoretical framework used in this study provided a very useful lens for

acquiring and analyzing data and could prove useful to other researchers studying how effective complex change is man aged in school settings.

Recommendations for Further Research

If the system we have in place is, in fact, predictive of the results we are getting, then Common Core, and the inevitable successors, has a strong chance of failure as in previous reforms if the system does not change. There is a great deal that can be learned as the life cycle of Common Core is observed. One of the important questions yet to be answered is if the mistakes and successes of the past will inform current implementation and make a difference in student outcomes as a result of this reform.

We find ourselves as educators facing a vastly different world from the one of just a few decades ago. Successful outcomes for students have become increasingly imperative. Common Core State Standards will not be the last reform seen in the future of education, but while it is here to guide our efforts, we need to lead in ways that ensure the greatest possibility for student success. Regardless of the approach of a reform movement, the principal's leadership is crucial because it is unlikely that student achievement will be turned around without an effective principal.

This study participates in the emerging research on Common Core State Standards. The study was bounded by time: data were collected during the year of implementation culminating with the first California assessment. In the future, studies of this period of time will take an historical approach. Present research should continue to provide insight about how to apply effective leadership characteristics for which we have knowledge. Future research should evaluate how the implementation

process unfolds over time, evaluate the successes and failures of Common Core, place the reform in an historical context, and apply that knowledge to the ongoing implementation of Common Core and any subsequent reform initiatives.

Final Remarks

In some sense, tying a static theoretical framework to complex change seems counter-intuitive and slightly circular; however, the theoretical framework in this study has been useful in guiding the research and analysis of this case study. Having read a great deal about leadership theories and in particular theories about principals' leadership, completing this case study of an actual school living through the complex change process was very valuable and informative for me as a principal at a secondary school. The tools I have used to complete this study are more practical and applicable than I imagined when I first began my doctoral journey. One important learning I take away is there are pitfalls for leaders who are not operating with a framework for complex change, as "Many leaders fail to link planned organizational changes with an appropriate theory of change, thus forfeiting opportunities to facilitate more effective and sustained improvement" (Evans, et al., 2012, p. 155).

In exploring the implications of the data, temptations lurked around every bend to delve into additional change theories. I found more than a few seductive rabbits to chase, and it is with some reluctance that I leave those explorations for another day. The discoveries I made in this study went beyond what I expected. I anticipated learning more about leadership research and how change processes operate. I anticipated gaining practical and applicable insight into principal leadership. I did not see how I would gain conceptual understanding of the value of an applicable theory

and the way it would help me spiral the concepts in each phase of the study and apply the knowledge to my own school.

The most meaningful part of this long journey is what I've learned that will change how I approach school leadership. I've gained an understanding of how the complex change process works that is, to me, invaluable. All that remains now is to apply what I've learned in my own school setting about effective leadership and complex change and to follow the command, "Go thou and do likewise" (Luke 10:37, King James Version).

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APPENDICES

Appendix A: Omnibus T-Scale

Authors: Wayne K. Hoy and Megan Tschannen-Moran

1. Teachers in this school trust the principal
2. Teachers in this school trust each other
3. Teachers in this school trust their students
4. The teachers in this school are suspicious of most of the principal's actions
5. Teachers in this school typically look out for each other
6. Teachers in this school trust the parents
7. The teachers in this school have faith in the integrity of the principal
8. Teachers in this school are suspicious of each other
9. The principal in this school typically acts in the best interest of teachers
10. Students in this school care about each other
11. The principal of this school does not show concern for the teachers
12. Even in difficult situations, teachers in this school can depend on each other
13. Teachers in this school do their jobs well
14. Parents in this school are reliable in their commitments
15. Teachers in this school can rely on the principal
16. Teachers in this school have faith in the integrity of their colleagues
17. Students in this school can be counted on to do their work
18. The principal in this school is competent in doing his or her job
19. The teachers in this school are open with each other
20. Teachers can count on parental support
21. When teachers in this school tell you something, you can believe it
22. Teachers here believe students are competent learners
23. The principal doesn't tell teachers what is really going on
24. Teachers think that most of the parents do a good job
25. Teachers can believe what parents tell them
26. Students here are secretive

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Highlights identify statements relevant to this study.

Appendix B: Invitation to Principal to Participate

Dear _____,

      I am a student in the Joint Doctoral Program (JDP) in Educational Leadership at CSU San Marcos and UC San Diego. I am conducting research into how the principal's instructional leadership affects teacher implementation of Common Core State Standards. You are being contacted because you have been recognized by ACSA as an exemplary principal, and your site is implementing Common Core in the first year of accountability testing.

      If you choose to participate in this study, you will be interviewed individually. The interview will be semi-structured style and will last approximately 60 minutes. The initial interview will be conducted via skype during a time of your choosing. During the interview, you will be asked to describe your experiences in leading the change to Common Core State Standards at your school. With your permission, the interview will be audio taped and transcribed. You will be provided with a transcript of the interview for checking and clarifying the information.

      Your confidentiality will be respected throughout this process. Pseudonyms for schools, districts, and educators will be used to minimize the risk of identification. You will be given the opportunity to review the transcribed interview and to eliminate any comments or references you feel may be identifiable or have negative connotations. Your responses will not be linked to your name or address.

      I hope that you will agree to participate in this research project. If you do, please respond to this letter by December 31, 2014. Please let me know if you have any questions or concerns.

Sincerely,
Susan Ford
Doctoral Student
CSU San Marcos & UC San Diego
760-809-4988
susanford@vistausd.org

Appendix C: Informed Consent Letter

Consent to Participate in Research: Principal Participant

Susan Ford, doctoral student in the Joint Doctoral Program at UCSD/CSUSM is conducting a study that seeks to understand how the leadership of the principal affects teacher implementation of Common Core State Standards.

Study Objectives. This research is geared to answer the research question, What is the perception of the principal and teachers about how his/her leadership has affected teacher implementation of Common Core.

Procedures. As a qualitative study, all data collection efforts will hopefully be without significant inconvenience to your regular routines. I will collect and examine two types of data. First, I will conduct semi-structured interviews you via phone or video conference at a time and place convenient to you, and will transcribe the data and submit it to you for feedback. I will follow up with one to two additional interviews, repeating the process. Each interview will take 60-90 minutes, with an additional 30 minutes for you to review the transcribed data. Total time commitment will be approximately 6 hours. Second, I will ask you to select four teachers at your site who were early implementers of Common Core, who have been at your site four or more years, and who have knowledge of the implementation of Common Core at your site. I will distribute a questionnaire to those teachers about the process of Common Core implementation at your site.

Risks and Inconveniences. There are minimal risks to participating in this study. There is minimal risk of physical or psychological harm stemming from questions regarding the implementation of Common Core Standards. The risks associated with a breach of confidentiality are low and will be mitigated by the use of pseudonyms and password protected data to increase the confidentiality of the data.

Safeguards. To minimize this risk of confidentiality, all data will be stored on a personal computer that is password protected.
Pseudonyms for schools and research participants will be used to minimize this risk of identification.

Voluntary Participation. Your participation is entirely voluntary, and may be withdrawn by you at anytime. There are no consequences if you decide not to participate.

Benefits. Although your participation in the research component of this study will yield minimal or no direct benefits to you—save the potential for the professional learning from personal reflection - I believe that the study has the potential to greatly

inform principals, teachers, and other researchers seeking knowledge about effective implementation of Common Core State Standards.

This study has been approved by the CSUSM Institutional Review Board (IRB). If you have
questions about the study, you may direct those to the researcher, Susan Ford, susanford@vistausd.org or (760) 8094988. Questions about your rights as a research participant should be directed to the IRB at irb@csusm.edu, or (760) 750- 4029. You will be given a copy of this form to keep for your records.

_____ I agree to participate in this research study. _____I agree to have conversations recorded

_____   _____
participant's name   date
_____participant's signature

_____researcher's signature

Appendix D: Invitation to Teachers to Participate

Dear _____,

      I am a student in the Joint Doctoral Program (JDP) in Educational Leadership at CSU San Marcos and UC San Diego. I am conducting research into how the principal's instructional leadership affects teacher implementation of Common Core State Standards. You are being contacted because you are a staff member at a school whose principal has been recognized by ACSA as an exemplary principal, and your site is implementing Common Core in the first year of accountability testing.

      If you choose to participate in this study, you will be completed a questionnaire and possibly participate in a follow-up video interview. The questionnaire will take approximately 20-30 minutes to complete. Your confidentiality will be respected throughout this process. Pseudonyms for schools, districts, and educators will be used to minimize the risk of identification. Your responses will not be linked to your name or address.

      I hope that you will agree to participate in this research project. If you do, please respond by February 28, 2015. Please let me know if you have any questions or concerns.

Sincerely,

Susan Ford

Doctoral Student
CSU San Marcos & UC San Diego
760-809-4988
susanford@vistausd.org

Appendix E: Teacher Informed Consent

Consent to Participate in Research: Teacher Participant

Susan Ford, doctoral student in the Joint Doctoral Program at UCSD/CSUSM is conducting a study that seeks to understand how the leadership of the principal affects teacher implementation of Common Core State Standards.

Study Objectives. This research is geared to answer the research question, What is the perception of the principal and teachers about how his/her leadership has affected teacher implementation of Common Core.

Procedures. As a qualitative study, all data collection efforts will hopefully be without significant inconvenience to your regular routines. I will collect and examine two types of data. First, I will conduct two-three semi-structured interviews with your site principal. Second, your principal has selected you to participate in this study because you were an early adopter of Common Core, you have been at your site four or more years, and you have knowledge of the implementation of Common Core at your site. Your participation will consist of completing a questionnaire about your perception of how the principal's leadership has affected teacher implementation of Common Core. The survey will take approximately 60-90 minutes to complete.

Risks and Inconveniences. There are minimal risks to participating in this study. There is minimal risk of physical or psychological harm stemming from questions regarding the implementation of Common Core Standards. The risks associated with a breach of confidentiality are low and will be mitigated by the use of pseudonyms and password protected data to increase the confidentiality of the data.

Safeguards. To minimize this risk of confidentiality, all data will be stored on a personal computer that is password protected.
Pseudonyms for schools and research participants will be used to minimize this risk of identification.

Voluntary Participation. Your participation is entirely voluntary, and may be withdrawn by you at anytime. There are no consequences if you decide not to participate.

Benefits. Although your participation in the research component of this study will yield minimal or no direct benefits to you—save the potential for the professional learning from personal reflection - I believe that the study has the potential to greatly inform principals, teachers, and other researchers seeking knowledge about effective implementation of Common Core State Standards.

This study has been approved by the CSUSM Institutional Review Board (IRB). If you have questions about the study, you may direct those to the researcher, Susan Ford, susanford@vistausd.org or (760) 8094988. Questions about your rights as a research

participant should be directed to the IRB at irb@csusm.edu, or (760) 750- 4029. You will be given a copy of this form to keep for your records.

_____ I agree to participate in this research study.

_____ _____

participant's name   date

_____participant's signature

_____researcher's signature

Appendix F: Teacher Questionnaire

Dear:

Thank you for agreeing to participate in my research study. On the following pages are questions related to your principal's instructional leadership and how her leadership impacted your implementation of Common Core State Standards. Your principal was selected as my research subject because of her recognition as an exemplary leader during the complex change process.

This research study is qualitative, which means all the data gathered is based on verbal or written responses in response to a prompt. The more complete your written response, the more examples you can think of, the better the data will be as I investigate how a successful principal leads complex change.

As you answer the questions, please give specific examples as much as possible. For example, in the "trust" question, if you believe your principal treats people respectfully, give a specific instance, e.g., "When I go to her with a concern or a need in order to move forward, she always sets aside what she is doing and lets me know my issue is the most important thing to her in that moment." Or, you might say, "When I was feeling apprehensive about a new method, she arranged for me to have X training, and she gave me specific feedback after every observation such as…." Try to elaborate as much as you can. If you need any explanation about any of the prompts, email me at susanford@vistausd.org or feel free to text or call me at 760 809 4988.

Thank you again for your assistance in this research study. I am greatly looking forward to reading your responses.

Sincerely,
Susan Ford

Teachers and the Change Process

The question I am researching is:
How has your principal's leadership impacted your implementation of common core?

Research into complex change shows that many teachers are resistant to educational reforms for a variety of reasons. Knoster (1991) developed a model of what has to happen in order for change to occur. The chart below shows the five essential elements and provides a simple explanation of what happens when an element is missing. This model is very useful in determining what needs to happen in order to move forward:

Vision	Skills	Incentives	Resources	Action Plan	=	Change
	Skills	Incentives	Resources	Action Plan	=	Confusion
Vision		Incentives	Resources	Action Plan	=	Anxiety
Vision	Skills		Resources	Action Plan	=	Resistance
Vision	Skills	Incentives		Action Plan	=	Frustration
Vision	Skills	Incentives	Resources		=	Treadmill

In addition to *vision, skills, incentives, resources, and action plan*, numerous research studies show the importance of a *trusting relationship* in the change process.

Trust is: *the demonstration of respectfulness, benevolence, competence, reliability, and honesty in interacting with others.*

The following questions are based on the elements above: trust, vision, skills, resources and incentives, and an action plan. *Please give *specific* examples of your*

principal's actions, demonstrations of commitment and competence, and interactions with you and other teachers.

Moral Purpose/Vision:
Belief that the principal is driven by a commitment to the success of all students.

1. Describe some actions of the principal that showed how much she valued the goal of all students being college and career ready:

2. What changes have you made in your approach to students, interactions with colleagues, or your classroom practice because of your principal's commitment to
getting students college and career ready?

Skills:
Belief in the principal's competence and ability to affect teacher practice and effect change.

1. When have you seen your principal demonstrate understanding of CCSS and competence in training teachers in CCSS implementation?

2. Give some examples of how your principal's knowledge and actions have influenced yours or others' pedagogy.

Resources/Incentives:
Belief in the principal's willingness and ability to provide what is needed to effect change.

1. The lack of resources leads to frustration. How has your principal determined what resources teachers need to be successful and avoid frustration?

2. What tools, training, resources has your principal provided as you implement CCSS?

3. In the complex change you've been experiencing with CCSS, what have been your incentives to overcome the challenges of implementation?

Action Plan:
Belief in the principal's ability to facilitate development of an effective and shared action plan.

1. How has your principal gotten staff buy-in to the Strategic Learning Plan?

2. How were you a part of the development and dissemination of the Strategic Learning Plan?

3. What positive student results have you seen as a result of your Strategic Learning Plan?

Trust:
The demonstration of respectfulness, benevolence, competence, reliability, and honesty in interacting with others.

1. What personal characteristics of your principal lead you to believe she is trustworthy?

2. Why is it important to you that you have a trusting relationship with your principal?

3. Can you describe incidents you have witnessed in which your principal demonstrated characteristics of trustworthiness?

Thank you for completing this questionnaire. If you are willing to answer any follow-up questions by phone, please list your contact number where I might reach you after the school year ends.

Appendix G: NHS Strategic Planning Tool and General Calendar

Let's do it…..
(July 16, 2014)

General Faculty Meetings = 3; Learning Module = 3; Department Meeting = 4; Prep Period Teacher Session = 5

What is different for 2014-2015: A focus on Professional Learning - Targeted to your needs and keeping it simple. You will be setting some goals for professional growth (two areas - One selection from Schoolwide Learning Strategies and one option from the remaining three attribute boxes for 21st Century Classroom that you think will best help your students and you grow this year.

As departments you will be getting good at schoolwide learning strategies. As an individual, it is an opportunity to shift practice in one area of interest. As as staff, getting clear on what a 21st Century teaching and learning is about.

September:
- General Faculty Meeting - Establishing the "Why"…Going deeper with the 4 Attributes…..
  - One page read: selected for specific group they are assigned.
  - Split into teams - What does a 21st C. classroom look like? What does a 21st C. student look like? What does 21st C. teacher look like?
- Prep Period Teacher Session - Setting the Stage……..
  - Revisit 4 Attributes of the 21st Century Classroom
  - Choose something to work on from Schoolwide Learning strategies.
  - Choose ONE of the remaining 3 attributes to "get good at" for 2014-2015 during Learning Module Sessions.
  - Exit Ticket - a self assessment and commitment to goals
- Leadership Council
  - Early Release Share Out
  - Department Learning - giving inventory of what their departments are getting good at
  - What learning do you need in order to support the goals and instructional shift of department members?

October:
- General Faculty Meeting - Department Meeting - "Tell Us" what you need.
  - Agenda Driven
  - Meeting structured around deeper learning on Schoolwide Learning Strategies
  - Designed with academic coach - push to cross department work
  - Whole department participates in training
- Prep Period Teacher Session - Schoolwide Learning Strategies
  - Close Reading - Evidence Based Writing - Technology/ECHO - Inquiry

- Leadership Council
  - TBD

November:
- General Faculty Meeting - Learning Modules - Four Attributes
  - Technology as a deeper learning tool
  - Active Student Engagement
  - Common Core/4C's/PBL
- Prep Period Teacher Session - Schoolwide Learning Strategies
  - Close Reading - Evidence Based Writing - Technology/ECHO - Inquiry
- Leadership Council
  - TBD

December: No Learning!
Formative Check - Where are you now in your learning related to your goal?

January:
- General Faculty Meeting - Learning Module - 4 Attributes
  - Technology as a deeper learning tool
  - Active Student Engagement
  - Common Core/4C's/PBL
- General Faculty Meeting - Department Meeting
  - Agenda Driven
  - Meeting structured around deeper learning on Schoolwide Learning Strategies
  - Designed with academic coach - push to cross department work
  - Whole department participates in training
- Leadership Council
  - TBD

February: Learning = evaluating academic writing
  - Senior Project Read - 2 sessions
- Leadership Council
  - TBD

March:
- General Faculty Meeting - Learning Module - 4 Attributes
  - Technology as a deeper learning tool
  - Active Student Engagement
  - Common Core/4C's/PBL
- Prep Period Teacher Session - Schoolwide Learning Strategies
  - Close Reading - Evidence Based Writing - Technology/ECHO - Inquiry
- Leadership Council
  - TBD

April:

- General Faculty Meeting - Department Meeting (WASC - May need to use this date for WASC prep)
  - o 3 choices: Traditional Meeting (agenda, learning outcome, alignment, team share outs); Technology Support: Platform Google/School City/ECHO support; OR Deeper Learning on Schoolwide Strategy (reading, writing, discussion based protocol)
  - o structured with a third party coach/facilitator - push to cross department facilitator
  - o whole department goes to the training
- Prep Period Teacher Session (Tentative)
  - o Summative Self Assessment/Showcase of Learning
  - o Teacher Led Conference - Celebration
- Leadership Council
  - o TBD

May:
- General Faculty Meeting - AVID Celebration
- Department Meeting
  - o Content Team 2015-2016 - Being Ready to Open School
- Leadership Council
  - o TBD

June:
- Closing Faculty Meeting
  - o Faculty Vignettes

Redesign of time to support teacher learning…….

5 = Prep Periods Sessions focused on Schoolwide Learning Strategies
3 = Learning Module Sessions focused on 4 Attributes - Teacher Choice
4 = Department Meeting - choice for whole department centered on learning strategies
3 = General Faculty Meetings
2 = Senior Project Paper Read Sessions

Explorers - Afterschool - Deeper Exploration - Deeper Learning By Choice

Appendix H: NHS Instructional Expectations

"A person's true potential is unknown (and unknowable); that it's impossible to foresee what can be accomplished with years of passion, toil, and training." -Carol Dweck

Expectations	Evidence ~
Daily use of ECHO in all classes to include agenda (5 components), calendar, gradebook, and project briefcase. (District Goal 1 and 3)	• Students will bring their own devices. • Teacher dashboard will reveal daily use of agenda, calendar, gradebook, and project briefcase.
Incorporate elements of the Napa High School Four Attributes of the 21st Century Classroom into projects & units. (collaborative learning opportunities, technology as a learning tool, common core, inquiry) Design and deliver student-centered units including: 1. The essential elements of Project Based Learning (PBL) and Problem Based Learning (PrBL). 2. Schoolwide Strategies from the Nova High School Four Attributes of the 21st Century Classroom in the design and delivery of scaffolding activities that support the PBL unit. (District Goal 1 , 2, and 3)	• Assessments and activities that provide students opportunities to progress in the mastery of 21st century skills. (All) • Rubrics and gradebook that reflect 21st century skills, five schoolwide learning outcomes: knowledge and thinking, written communication, oral communication, collaboration and agency (All) • Content Team agendas and notes will reflect ongoing implementation and reflection of PBL/PrBL units. (Cohort 1)
Assess student learning using rubrics that reflect School-wide Learning Outcomes (SWLO) through formative and summative assessments. Projects and activities assess multiple SWLO outcomes. Percentages are aligned with the department. (District Goal 1 and 2)	• Content Team/Department Gradebook • Project rubrics and/or unit rubrics based on SWLO descriptors: Agency, Knowledge and Thinking, Oral Communication, Written Communication, and Collaboration

Appendix I: NHS Strategic Learning Calendar and Agendas

[The calendar for the latter part of the year has fewer agenda items listed; this is due to the calendar not being updated at the end of the year to represent all meeting agendas. It does not reflect a diminishing level of professional development.]

Digital Learning Plan:

Library - check out 100
9 Chrome Books in every classroom
BYOD
Cohort 1
Digital curriculum??

Nova School will be working to place 9/10 chromebooks in classrooms. First Phase classroom locations will include: Grade 9, 10 and 11 English; World History and United States History; Econ/Gov; Biology; Chemistry; Physics; Math 1, 2, and 3. Second Phase classroom locations will include: World Language classrooms, Grade 12 English. Nova High will continue to push the BYOD culture for students. As we move to the use of a schoolwide learning management system, ECHO, the need for students to have their own device will increase.

ECHO will be launched in two phases. Phase one is a "hard" launch of ECHO in the Fall with all English 9, 10, 11, 12 Social Studies 10, 11, 12, one Math teacher (Math I) and the Biology Team. Representatives from "hard" launch teams will participate in the New Tech Network training June 17 - June 20. In addition to teachers attending, Beth Foster, [names redacted] will attend to support the ECHO launch in August 2014. Other teams using ECHO in the fall will be AVID Elective Teachers, Grade 11 and 12 ELA, Student Services and Student Leadership. Phase two is an entire school cut over to ECHO in January 2015.

There will be an intentional focus on professional development that supports the above roll-out to guarantee that teachers are prepared for both the cutover to ECHO as a learning management system and using digital tools to deepen student learning through the use of PBL. The four classroom attributes continue to take center stage while at the same time keeping a laser focus on the district's three goals. The goal is that teachers become comfortable using ECHO to facilitate common core implementation and become intentional in providing skills based student feedback. To accomplish this goal professional development will additionally provide teachers with the 21st Century skills they need to ensure that our students are college and/or career ready.

Nova High leadership (administration, academic coaches and teacher leaders) will reconfigure existing "pockets of time" to develop a sequential systematic learning plan for the faculty. The plan will be targeted and flexible so as to not overwhelm the faculty.

Pockets of Time:

LC = Leadership Council; LM = General Faculty Meeting Learning Module; LW = Learning Walks; BD = Academic Coach; Professional Development Workshops; OPD = Other Professional Development; PPTS = Prep Period Teacher Session; DM = Department Meeting Learning; TLW = Transformational Learning Walks; TCB = Teacher Capacity Building; F = Fullan Workshops

- **Prep Period** - Single focus meetings, 40 minutes - 7 times (admin directs with teachers leading sessions): September, October, November, January, February, March and April). Use "bright light teachers" as facilitators. Single learning goal.
- **General Faculty Meetings Learning Module**- Every other month: 15 minutes of "nuts and bolts", 45 minutes, "free choice" learning modules focused on one of the four attributes. PD modules may include: chromebook 101, google, research, school wide learning strategies, formative assessments, 2.0 creation tools, digital portfolios (September, November, January, March and May).
- **Leadership Council -** 45 minutes of each monthly meeting will be for leader learning.
- **Early Release -** Support available from departments and content teams by request from available learning modules. Develop a Hybrid Option facilitated during ER.
- **Academic Coach Days -** Ten teacher leaders will meet every other month with [academic coach]
- **Transformational Learning Walks -** Team of six faculty members will participate in 6 TLW throughout the school year.
- **Teacher Capacity Building -** Six different groups of teachers will participate in traditional learning walks at schools throughout the district.
- **Fullan -** Six faculty will attend four district-wide Fullan Days.
- **Fall Semester After School Explorer Program** - Using Your Laptop As An Instructional Tool. Begin in mid-September, after school, five hours per teacher who chooses to participate. Static sessions.
- **Spring Semester After School Explorer Program -** TBD

Pockets of Time	Plan/Activity	What are we getting "good" at? (Notes)	NVUSD Goals	Four Classroom Attribute Alignment	Nex Tech Benchmark Alignment
August 11 (GFM)	Opening School and Celebrations	Starting school! Focus and goals for the school year.	All	All	1
August 11 (OPD)	Teacher Professional Day	Laptop distribution and training, Chromebook distribution and training, ECHO support, Department Meetings, Content Team Meetings	Goal 3	3	4, 6
August 12 (OPD)	Teacher Professional Day	Laptop distribution and training, Chromebook distribution and training, ECHO support, Department Meetings, Content Team Meetings	Goal 3	3	4, 6
August 13 (ER)	Content Team Meeting w/Agenda		Goal 1	All	4, 5, 6
August 14 (ER)	Content Team Meeting w/Agenda		Goal 1	All	4, 5, 6
August 15 (ER)	Teacher Classroom Prep Time	Preparing Classroom for first day of school. Individual teacher time.	All	All	4
August 19 (LC)	Leadership Council Agenda	District Goals, Transforming Lives By Instilling 21st Century Learning Activity, Inside School Learning and Outside School Learning	All		
August 26 (BD)	Emerging 21st Century Instructional Leaders - Future of Nova High School		All	3	1, 2, 4, 5, 6

Pockets of Time	Plan/Activity	What are we getting "good"at? (Notes)	NVUSD Goals	Four Classroom Attribute Alignment	Nex Tech Benchmark Alignment
August 27 (ER)	Content Teams - Student Learning				
September 2 (GFM)	Front-load with one pager for each group. Teachers are divided into 3 groups….What does 21st C classroom look like? What does 21st C student look like? What does the 21st C teacher look like? Each group shares out……..	Establishing the "why". of 21st Century learning and shifts. Going deeper with the 4 Attributes.	Goal 3	2 and 3	1, 4, 5
September 9 (LC)	Leadership Council Agenda				
September 9 (PPTS)	Echo Boost	Phase 1 - Technical pieces of Echo…...How to sort work into activity ???? Phase 2 - Exploring Echo and getting ready for launch in January 2015			
September 10 (ER)					
September 16 (TCB)	Learning Walk at ACHS	Problem of Practice - Literacy Strategies			
September 18 (Fullan)					
September 24 (ER)					
September 26 (TLW)	Transformational Leadership Workshop ACHS	Writing a School Theory of Action, NHS Theory of Action Draft #1			
October 7 (DM)	Tell Us What You Need: • Agenda Driven • Meeting structured around deeper learning on Schoolwide Learning Strategies • Designed with academic coach - push to cross department work • Whole department participates in training	Department Learning - 10-7-14			
October 8 (ER)		Getting Good at SRI - ELA 9 and 10 and World History			
October 9 (BD)	Emerging 21st Century Instructional Leaders - Future of Nova High School				

Pockets of Time	Plan/Activity	What are we getting "good"at? (Notes)	NVUSD Goals	Four Classroom Attribute Alignment	Nex Tech Benchmark Alignment
October 14 (LC)		LCAPP Data Markers, Identify Problem of Practice for October 28 LW, Schedule Stuff			
October 16 (TLW)	Transformational Leadership Workshop ~ NTHS	The Instructional Core; Aligning the Instructional Core to School Theory of Action			
October 21 (PPTS)	Echo Boost	Three Options: 1. School-wide Learning Outcome: Collaboration 2. Project Briefcase 3. Technical Basics			
October 22 (ER)		Math--School City Training on Inspect Benchmark tests			
October 28 (TCB)	Teacher Capacity Building ~ NHS	Problem of Practice ~ Schoolwide Learning Outcomes			
November 4 (LM)	Learning Module ~ Echo	Echo Student Panel, Focus on the 4 common SWLO in Echo with rubric analysis (Collaboration, Oral Communication, Written Communication, and Agency)			
November 5 (ER)					
November 12 (LC)					
November 13 (TLW)					
November 17 (TCB)					
November 18 (PPTS)	Echo Boost	Three Options: 1. School-wide Learning Outcome: Agency 2. Project Briefcase 3. Technical Basics			
November 18 (BD)	Emerging 21st Century Instructional Leaders - Future of Nova High School				
November 19 (ER)					
November 20 (Fullan)					
December 1	Formative Check on teacher progress on 4 attributes and schoolwide learning strategies.	Where are you now in your learning related to your goals?			
January 6 (GFM)	Frontload WASC				

Pockets of Time	Plan/Activity	What are we getting "good"at? (Notes)	NVUSD Goals	Four Classroom Attribute Alignment	Nex Tech Benchmark Alignment
January 7 (ER)					
January 15 (BD)	Emerging 21st Century Instructional Leaders - Future of Nova High School				
January 20 (LM)		All faculty level set on the relationship between Reading, Inquiry and Writing			
January 21 (ER)					
January 13 (LC)					
January 28 (ER)					
February 10 (GFM)	Senior Project Paper Read				
February 17 (LC)					
February 19 (TLW)					
February 24 (TCB)					
February 24 (GFM)	Senior Project Paper Read				
February 25 (ER)					
March 3 (BD)	Emerging 21st Century Instructional Leaders - Future of Nova High School				
March 5 (Fullan)					
March 10 (PPTS)		Close Reading - Evidence Based Writing - Technology/ECHO - Inquiry			
March 11 (ER)					
March 17 (LC)					
March 19 (TLW)					
March 24 (LM)		Technology/ECHO as a deeper learning tool. Active Student Engagement Common Core/4C's/PBL			

Pockets of Time	Plan/Activity	What are we getting "good" at? (Notes)	NVUSD Goals	Four Classroom Attribute Alignment	Nex Tech Benchmark Alignment
March 24 (TCB)					
March 25 (ER)					
April 7 (DM)		Agenda Driven Meeting structured around deeper learning on Schoolwide Learning Strategies Designed with academic coach - push to cross department work Whole department participates in training			
April 8 (ER)					
April 14 (LC)					
April 16 (TLW)					
April 21 (PPTS)		Close Reading - Evidence Based Writing - Technology/ECHO - Inquiry			
April 21 (TCB)					
April 22 (ER)					
May 5 (DM)		Agenda Driven Meeting structured around deeper learning on Schoolwide Learning Strategies Designed with academic coach - push to cross department work Whole department participates in training			
May 6 (ER)					
May 12 (LC)					
May 19 (GFM)	AVID Celebration				
May 20 (ER)					
May 21 (BD)	Emerging 21st Century Instructional Leaders - Future of Nova High School				
May 21 (Fullan)					
June 5 (GFM)	Closing School and Celebrations!	Faculty Vignettes			

Appendix J: Research Study Timeline

December, 2014	Research proposal presented to committee. Institutional Review Board application submitted and approved.
January-February, 2015	Scheduled first interview with school principal Conducted first interview with school principal. Requested documents related to principal leadership of PLCs, meetings, other internal documents. Ongoing data analysis and preparation of second interview questions. Scheduled second interview with principal at primary research site. Developed teacher questionnaire Obtained names and contact information for teachers selected by the principal for participation
March-April, 2015	Conducted second interview with principal. Provided transcripts to principal for review and feedback. Distribute teacher participation invitation letters at primary research site. Selected teacher participants and distributed questionnaires to teachers Ongoing data analysis.
April-September, 2015	Provided transcripts to principal for review and feedback. Provided written follow-up questions for principal. Conducted third interview with principal. Concluded data collection. Completed data analysis. Completed research study and writing