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UNIVERSITY OF CALIFORNIA, SAN DIEGO
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Restructuring Leadership for 21st Century Schools:
How Transformational Leadership and Trust Cultivate Teacher Leadership

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

in

Educational Leadership

by

Paula Cheree Longwell-McKean

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Professor Carolyn Huie Hofstetter

2012

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Chair

University of California, San Diego
California State University, San Marcos

2012

Dedication

It goes without saying that I couldn't have completed this mission without encouragement from my dream team - Drs. Santamaría, Hofstetter, and Stall. Your continued dedication to strive for educational excellence has inspired me to become the leader I am today. For that I thank you.

Someone once said *the best dissertation is a done dissertation*. While many people were instrumental in helping me reach the finish line, I am most grateful to the support and patience afforded me by my husband and partner for life, Dave. When I started this journey I was math teacher extraordinaire. Now as I end this venture a new principalship and title of Dr. await. You were there when I needed a synonym for leadership or to remind me that working throughout the night makes for a cranky teacher in the morning. Thank you for encouraging me to always strive for excellence. I can't wait to see what's next on my educational journey (Harvard here I come)!

This dissertation is dedicated to my son, Jordan, my girl, Ashley, and nephews Cody and Jackson. You are incredible young people with exceptional talents. Be open to the road that lies ahead. Think about what it means to take the high road as you are the future. Be smart, be wise, find what makes you happy and you will forever make me proud.

To my parents, Jerry and Paula Longwell. Your example of love and your importance of family are forever ingrained on my heart. After 50 years of marriage you are still endlessly in love and it shows as you continue to model for our family the importance of home and respect for each other. I am truly the luckiest girl in the world!

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Abstract Of The Dissertation

Restructuring Leadership for 21st Century Schools:
How Transformational Leadership and Trust Cultivate Teacher Leadership

by

Paula Cheree Longwell-McKean

Doctor of Education in Educational Leadership

University of California, San Diego, 2012
California State University, San Marcos, 2012

Professor Lorri Santamaría, Chair

A growing body of literature on effective leadership styles has emerged as 21st century leaders face higher student expectations, more demands on teachers and lack of support from the public. An examination of the effects of transactional and transformational leadership provides educators with indications as to the best practices with regard to transforming the direction of schools. Proponents of transformational leadership recommend this approach as the best fit for today's changing times. Transformational leadership holds potential in the complex environment of contemporary education and therefore provides supportive conditions to build teacher leadership capacity. Transformational principals recognize the need to develop teacher leaders and the importance of supporting the development of teacher-to-teacher relationships. A

review of the “4Is” of transformational leadership; idealized influence, individual consideration, inspirational motivation, and intellectual stimulation, along with implications for principals is offered as a framework for how to implement a shared leadership style that will impact teachers and students. Transformational principals know how to build associations with fellow teachers in order to further the mission of the school. Through the lens of trust theory an examination of trust on principal-teacher relationships is considered. While the literature review presents a convincing case for transformational leadership and the need for quality relationships in schools, an examination of how these two constructs intersect and impact teacher leadership is the focal point of this study.

Chapter One: Introduction to the Study

We can succeed only in concert.
– Abraham Lincoln

Introduction

Can the current school structure be saved? That is the question that resonates throughout the halls of today's schools as our nation faces changing times. Teachers today face high unemployment, greater expectations of student success, and ever increasing class sizes. In addition, many schools face looming threats of takeover from the state if they are unsuccessful at meeting Adequate Yearly Progress (AYP) goals by means of maintaining AYP standards in language arts and mathematics for two consecutive years (California Department of Education, 2010). For many, school reform is no longer an option. It is a mandate. Yet, this data-driven approach may not be the answer to improving education. According to Ross and Gray (2006) and Whitaker (2010) this solution, which is vital to saving our educational system, is forcing administrators to consider the many demands placed on teachers when implementing school-wide programs of transformation. This transformation is an attempt to overhaul traditional methods of teaching while encouraging teacher leaders to take up the cause and join the reform efforts.

Statement of the Problem

The 21st century restructuring of school administration encourages teams of teachers to acquire leadership roles (Chrispeels, Castillo, & Brown, 2000; Darling-Hammond, 1990; Lieberman, Saxl, & Miles, 1988). It is well known that neither

superintendents nor principals can effectively execute the leadership task alone. Successful leaders must strongly consider the development of teacher leaders (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Twenty-first century school administrators must consider ways to harness the benefits of quality leadership through the teachers they lead. Teacher participation is a critical component to changing the direction of school effectiveness (Chrispeels et al., 2000; Darling-Hammond, 1990; Lieberman et al., 1988). By definition a teacher is a leader, however not all teachers accept this role and develop it. For a school to reach its highest potential, many leaders believe that at some point all teachers need to assume leadership positions (Chrispeels et al., 2000; Jantzi & Leithwood, 1995).

Many times a school is most invested in the growth of students but rarely looks at the growth of teachers (Fullan, 2008; Sergiovanni, 1991). Today's schools need leaders that are invested in the forward movement of the school, as shown through the best practices of its teaching staff. Through teacher leadership norms of collective responsibility are developed resulting in continuous school wide improvement (Lucas, 2002). As teachers internalize goals and support each other, they become strongly committed to the school's mission because they have a vested interest in the outcome (Ross & Gray, 2006).

Research on teacher leadership shows how creating a professional school culture is vital in helping a school staff develop a collaborative community invested in continuous improvement. Katzenmeyer and Moller (2009) outline seven characteristics of school culture that support teacher leadership:

1. A developed focus where teachers are coached;

2. Teacher recognition for their contributions as leaders;
3. Teacher encouragement to take risks and be autonomous about assuming responsibilities for initiatives;
4. Collegiality as a norm of practice;
5. Teacher participation in decision making about important matters;
6. Effective communication between and among teachers; and
7. A positive work environment where teachers feel supported.

Creating a true definition of teacher leader proved difficult for Katzenmeyer and Moller (2009) who support the notion that the definition of the teacher leader is constantly evolving: from their studies they write “Teacher leaders lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others towards improved educational practice; and accept responsibility for achieving the outcome of their leadership” (p. 6).

The concept of teacher leadership is recognized as being synonymous with school improvement (Angelle & Schmid, 2007) therefore supporting the idea that teacher leadership is not a new concept (Reeves, 2008). According to Reeves "teachers not only exert significant influence on the performance of students, but they also influence the performance of other teachers and school leaders" (p. 2), consequently establishing the need for today's schools to promote effective change efforts through teacher leadership.

Supporting and sustaining teachers in leadership roles. Accordingly, educators must ask, "What is the role of the teacher leader and how is the teacher leader best supported?" In 2000, Cranston defined teacher leadership as those teachers "who are willing to work alongside building principals to envision a better future, foster hope and

honesty, tackle obstacles and impediments, and build community while improving the educational climate" (p. 773).

Harris (2003) makes reference to the informal and formal roles of teacher leaders. Informal roles encompass planning, goal-setting, and classroom activities whereas formal roles encompass department head and subject coordinator positions that may periodically remove the teacher leader from the classroom setting. Many teachers who perform these tasks do not label themselves as teacher leaders and save the title leader for principals or district supervisors. Most believe their work is done informally through collaborative efforts (Katzenmeyer & Moller, 2009).

What is not always clear is how to support and sustain teacher leadership based upon the changing demands placed on today's schools. Principals must be willing to create environments of collaboration that provide time for teachers to develop their leadership abilities while helping teachers realize that leadership is not a role reserved only for the principal. In addition, the job of the school leader is to create opportunities for teachers to become productive leaders (Ash & Persall, 1999). It is important to note that the development of teacher leadership is not a one-way street. Teachers must be willing to continuously be trained, expand their own abilities and assume leadership positions as they develop their leadership.

A shared leadership approach is not the only predicative factor in promoting school wide success. Quality relationships have been found to be a contributing factor in job satisfaction and school effectiveness (Chhuon, Gilkey, Gonzales, & Daly, 2008). As with principals who support teacher leadership through their actions, teacher leaders act as role models for other teachers. In schools where trust among stakeholders is evident,

these environments become breeding grounds for teacher leaders to take on leadership roles. Trusted teachers help facilitate a stronger commitment from other teachers to their school, fellow colleagues, students, and administration (Ghamrawi, 2011). Once trust is in place it acts as an anchor for school stakeholders to become active members of the larger school community.

When examining the successful practices of schools, it becomes easy to identify the importance of leadership practices on the development of teacher leaders and how quality relationships on school campuses improve the overall goals of the school, yet it remains unclear how the presence and practice of both can simultaneously influence the development of teacher leadership. Therefore, recognizing the importance of developing teacher leadership and how to best support its growth and development became the central premise of this study. From this examination the researcher believed these two factors: a principal's leadership style and the quality of relationships between principals and teachers overwhelmingly effect the transformation of teachers to teacher leaders and warranted further examination. Figure 1 provides a visual representation of how a principal's leadership style alone can be a contributing factor to the development of teacher leader or how quality relationships support teacher leaders, but when the two are combined the results will have a greater impact.

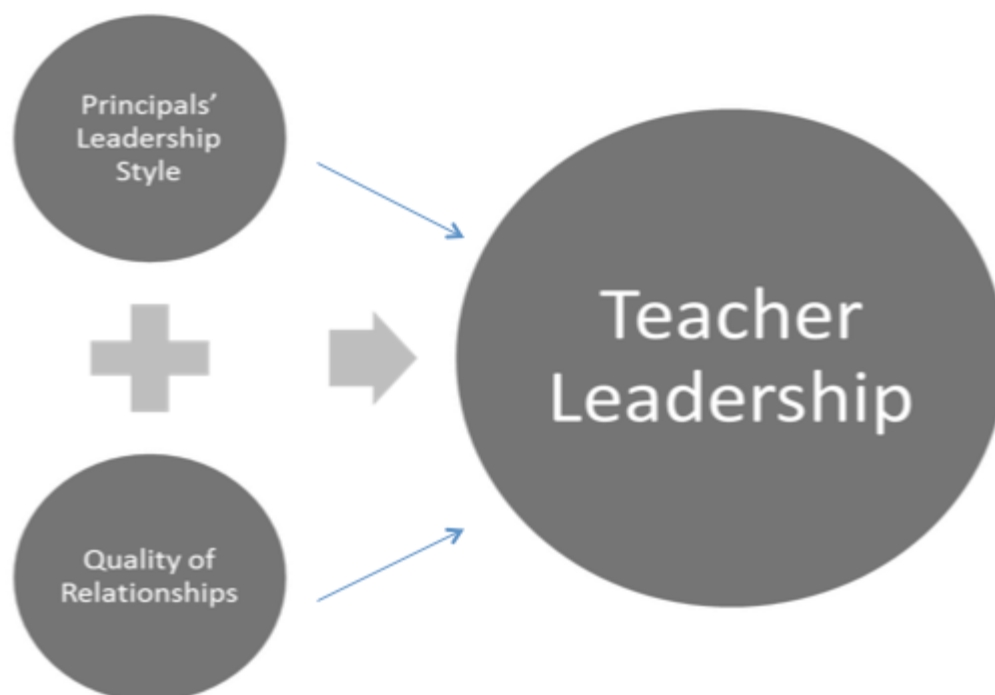


Figure 1: The Effects of Principals' Leadership Style and Quality of Relationships on Teacher Leadership.

Purpose of this Study

In school settings, the more principals and teachers connected to a common purpose, the more willing teachers were to invest in change and the generation of new ideas and teaching strategies (Moolenaar, Daly, & Slegers, 2010). From this study, the researcher became interested in how principals identify and relate to teacher leaders with whom they share a common vision and sense of trust. In addition, the researcher developed an interest in how transformational leadership and trust impact the creation and sustainability of teacher leadership.

Previous research has shown that there is a delicate balance between training and empowering teacher leaders and maintaining district goals and direction (Chrispeels, 1997; Elmore, 1993). The real challenge for any administrator lies in creating a teaching culture that relies on data-driven results and genuine teacher-to-teacher relationships to

guide school reform (Fullan, 2008). The purpose of this study was to explore the conditions that help support the leadership practices of middle school principals and the development of teacher leaders. While a convincing case was presented to support the practice of transformational leadership and the impact of trust on quality relationships in schools, an examination of how these two constructs intersect and impact teacher leadership was the focal point of this study.

Research Questions

The following research questions guided this study:

1. In what ways does the principals' leadership style affect the development of teacher leadership in the middle school setting?
2. In what ways might the principals' leadership style affect the quality of relationships among middle school principals and teachers in developing teacher leadership?
3. What are the interaction of transformational leadership, trust and the development of teacher leaders?

Study Methodology

A mixed methods research design was employed for this study. In the qualitative phase of this study, the researcher examined the transformational leadership practices of principals and the relationship built with teacher leaders. Using a phenomenological comparative case study design, the researcher collected data through surveys and interviews of three principals and their teacher leaders in order to further examine how

these shared relationships affected classroom practices, other teachers, and overall culture of the school.

In the quantitative phase of this study, the researcher conducted a survey of the three participating middle schools to measure how the presence of trust impacts teacher leadership on middle school campuses. Surveys were distributed to all campus teachers using Survey Monkey, a web-based survey instrument. Data was collected, analyzed and coded to best identify the successful practices of principals who promoted teacher leadership. Statistical analyses were chosen for this study based upon how best to identify the relationship between transformational leadership and trust as perceived by middle school teachers.

Significance of the Study

This study has the potential to make a significant impact on 21st century educators as it sheds light on the importance of transformational leadership, trust and teacher leadership. It is well known that a principal cannot lead a school to greatness alone (Leithwood et al., 2004). In the spirit of collaboration, he or she must rely on teachers whom share his vision and are willing to work together to implement changes within the school. School and district leaders are looking to teacher leadership as the missing link for school improvement. Therefore, examining the constructs of leadership and trust and the implications for teacher leadership are deemed worthy of study.

Summary

The practice of shared leadership assists principals in building confidence and trust among school faculty while motivating them to commit to the school's mission.

Principals practicing transformation leadership promote schools designed to support teacher leadership. When teacher leaders are given the opportunity to lead, schools thrive. Developing and supporting teacher leadership creates opportunities for schools to reach their full potential using the untapped resource of the teacher leader. Research shows that schools that recognize the need for shared leadership are changing the course of teacher performance and student engagement; thus creating schools which embrace 21st century learning. In addition, the presence of trust among teachers and principals increases teacher loyalty, efficacy, and commitment to the larger school community. This study intended to connect how the practice of transformational leadership together with trusting relationships deepens and develops teacher leaders.

In the next chapter, the literature review will provide an in depth comparison of transactional and transformational leadership and how each leadership style can impact a school's stakeholders. Several studies on the connection between school leadership and a collective sense of trust will serve as a catalyst for how trust theory impacts the quality of relationships on middle school campuses.

Definition of Terms

The following terms are used throughout this study:

1. *Culture* is the pattern of behaviors and interactions between groups of people who share a common purpose.
2. *Teacher Leader* is defined as teachers who influence their colleagues, principals, and other members of the school community to improve teaching and learning practices. For this study, teacher leaders were selected by participating middle school principals.

3. *Transactional Leadership* is defined as a type of leadership style where the leader and follower engage in a simple exchange for reward.
4. *Transformational Leadership* is defined as a shared leadership style that leads to positive change in those who follow.
5. *Trust* is the extent to which one engages in a relationship knowing there will be a potential willingness to accept risk.
6. *Twenty-First Century Schools* are defined as schools which refer to certain skills such as collaboration, digital literacy, critical thinking, and problem solving as skills students will need to be competitive in today's world.

Chapter Two: Review of the Literature

Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning.
– Warren Bennis

Introduction to the Literature

Leadership is a relationship between a leader and follower based on a unity of purpose and trust. When people come together and collectively raise each other up to previously unachievable levels, true leadership is born. True leaders come from self-actualizing individuals who are motivated to grow, to be efficacious, and to achieve (Fairholm, 2001). In the article *Creating Greatness* principal Tim Healey reflects on the challenges of taking a school from mediocre to great. He writes, “Healthy relationships among teachers, students, coaches, parents, and staff members transform schools” (Healey, 2009, p. 31). These relationships happen when leaders and followers uncover the common goal they care so deeply about – the learning and academic achievement of the students they are charged to instruct.

This literature review was conducted in order to support the research on transformational leadership and the importance of trust. Literature was reviewed as a means of preliminary inquiry to identify gaps in how transformational leadership is practiced in middle schools. Research and scholarly contributions on transactional leadership and transformational leadership were reviewed as well as trust theory in relation to the transformational leader, followed by literature considering transformational leadership and school culture and the effects of a transformational

principal on teacher commitment. This information was followed by research on the effects of transformational leadership on teacher leaders concluding with implications for social justice and equity and educational leadership.

Transactional Leadership and Transformational Leadership

In his book *Leadership* (1978), seminal author James MacGregor Burns first identified two types of leadership – transactional and transformational. In a transactional exchange, the leader seeks followers with the purpose of obtaining success under the leader's direction, whereas transformational leadership is based on a shift in beliefs where the leader and follower join in a mutual relationship resulting in shared success (Bass, 1985; Burns, 1978). It is important to note when clarifying the characteristics between transformational and transactional leadership, the terms are sometimes used interchangeably. In other words, transactional and transformational leadership are both linked to the attainment of goals or objectives (Hater & Bass, 1988; Hay 2007). The difference lies in how the attainment of goals is achieved.

A leader's behavior contributes to the overall climate of an organization (Jensen, 1995). Leadership starts with a shared vision that motivates followers to become involved and committed to the cause. A good leader has the power to inspire and can motivate people through self-efficacy, group cohesiveness, and a community built on trust.

Also referred to as the leadership of change, transformational leadership takes into account ways in which leaders, their followers, and the organization are impacted through a leadership style that focuses on the charismatic leader not the contextual authority (Hay, 2007). Compared to transactional leadership where a top-down approach is the standard,

transformational leadership tends to bring together leaders and followers on a more even playing field, thus creating an environment of parity and empowerment (Hay, 2007). Transformational leaders unite organizations reinforcing attributes that highlight confidence and trust within the team. Once established, this confidence and trust can result in increased group efficacy. In 1978, Burns introduced four main components of transformational leadership. These four components, idealized influence (attributes & behaviors), individualized consideration, inspirational motivation, and intellectual stimulation, describe characteristics valuable to the transformation process (Hall, Johnson, Wysocki & Kepner, 2002). Transformational leadership is demonstrated through the “4Is” and this approach is described as the recipe for yielding significant results referred to as performance beyond expectations (Hall et al., 2002, p. 2). Figure 2 shows how the attributes of transformational leadership build upon on another with the final outcome resulting in higher than expected expectations.

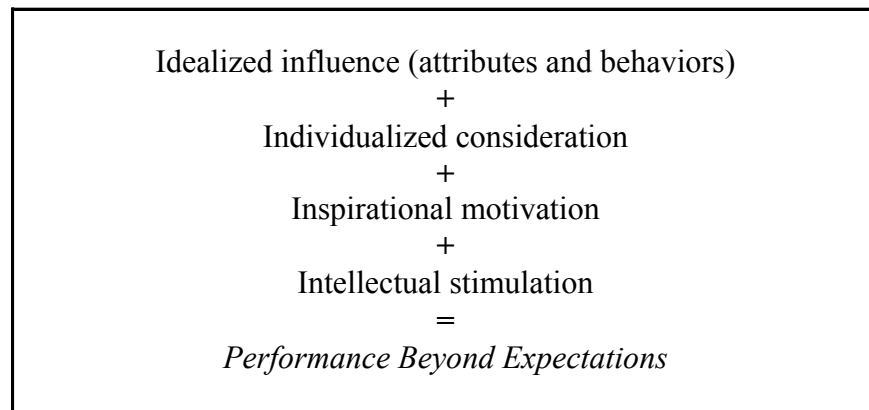


Figure 2: The Additive Effect of Transformational Leadership. (Hall et al, 2002)

Transformational leadership starts with *idealized influence* – a charismatic vision that inspires other to follow. Once attained, *individualized consideration* provides the

leader with the ability to recognize the unique gifts of each team member and find ways to utilize their talents and knowledge. *Inspirational motivation* allows followers to connect to the meaningful work they do. Lastly, *intellectual stimulation* provides an opportunity for leaders and followers to propose new ideas in an open, accepting forum. When the cornerstones of transformational leadership are put into practice, goals are achieved beyond expectations (Burns, 1978; Hall et al., 2002; Hay, 2006).

A Principals' Leadership Style

Research suggests that leadership styles can facilitate or hinder successful staff cooperation (Bass, 1985; Burns, 1978; Hay, 2006). In school settings, transactional leadership has been a dominating force throughout the last century (Bass, 1990; Hater & Bass, 1988; Ross & Gray, 2006). The transactional leadership approach has fostered teachers who answer directly to the principal based on a give and take relationship (Liontos, 1992). In an educational setting in which there is a more transaction approach this may inhibit the opportunity for teachers to work together. Research continues to show that transactional leadership does not promote the most effective school cultures where teachers feel encouraged to develop their leadership skills (Jantzi & Leithwood, 1995; Kurland, Peretz & Hertz-Lazarowitz, 2010). Although some advantages, such as policy implementation and clear expectations, can be credited to transactional leadership, advocates of school reform recommend an examination of transformational leadership as a possible solution to the limitations of the transactional leadership style (Fairholm, 2001; Hay, 2007; Liontos, 1992).

Researchers believe implementation of transformational leadership and a focus of creating high quality, highly effective teacher leaders may be the answer to transforming the direction of schools (Bass, 1990; Jensen, 1995). Transformational leadership encourages school leaders to broaden and elevate the interest of teachers by generating awareness and acceptance of the purpose and mission of the group while creating group efficacy. When transformational leadership is successfully implemented, leaders stir subordinates to look beyond their own self-interest for the good of the group (Bass, 1990). Scholars of transformational leadership have recently found this type of leadership to be more responsive to the social justice and educational equity agenda driving educational shifts in response to the academic and other gaps separating learners in U.S. schools (Santamaría & Santamaría, 2012; Shields, 2010). This type of leadership has the potential to construct the type of school culture capable of motivating and sustaining change. In order to sustain the changes needed to become schools where leadership is nurtured and shared, instructional leaders would be wise to consider this more contemporary and progressive approach to creating teacher-group efficacy for the betterment of the students they serve (Leithwood et al., 2004). When teachers become leaders and active participants in the organizational learning process, they contribute to the successful change in school culture. Leaders also influence student learning by developing ways for teachers to share their learning with others (Kurland et al., 2010; Leithwood & Jantzi, 2008).

Trust Theory and the Transformational Leader

The construct of trust has long been a subject of study by philosophers. Many meanings, both positive and negative, can be established from the presence of trust (Tschannen-Moran, 2003). Based upon a feeling or expectation, trust can cause harmony or strife, confidence or insecurity, self-assurance or doubt. Trust is often defined as the relation between a trustor and a trustee. This shared relationship is grounded in the trustor's belief about the trustee's capabilities and about the context in which the relationship occurs (Taddeo, 2009). Many times the presence of trust is predicated on the behavior or actions of individuals or groups. Trust is an agreement, sometimes unspoken, that each party will honor the word or promise pledged. Further definitions have defined trust as one's willingness to participate in relationships that involve being vulnerable (Daly, 2009) and possessing traits of competency, reliability, openness, and concern (Mishra, 1996). For the purposes of this paper, the researcher defined the overall construct of trust as the extent to which one engages in a relationship knowing there will be a potential willingness to accept risk.

In an environment where trust is nonexistent a negative feeling tone can be felt throughout the organizations. In *A Companion Handbook to Clinical Supervision* by Sue Welsh and Ann Huddleston (1990), feeling tone is described as the pleasant or unpleasant feeling of the teacher toward the work environment. Used as a tool for harvesting and supporting teacher productivity, a negative feeling tone can deter one from trusting their superior. In school settings where principals withhold information from their staff, teachers may become suspicious. Principals who distrust might create isolation and doubt among their staff. This mind-set can lead to feelings of school wide discord (Tschannen-

Moran, 2003; Mishra, 1996). The same can be true for teacher leaders who exhibit reticent behaviors isolating them from their colleagues. In sum, the absence of trust has been proven to increase anxiety, estrangement, and isolation among school stakeholders (Daly, 2009).

Trust is a social capital resource that is interwoven in the relationships between people (Nahapiet & Ghoshal, 1998; Misztal, 1996). Social capital can be defined in terms of cultural and structural components (Hargreaves, 2001). The cultural component takes into account the level of trust between people and the “norms of reciprocity and collaboration” (Hargreaves, 2001, p. 490). The structural aspect examines the established networks shared among members. In the business world the need for trust is important for the organization to thrive and today’s schools are no different. A school rich in social capital, both culturally and structurally, will generate strong interactions among teachers and high levels of collaboration. Building social capital within any organization is critical to the establishment of trust (Chhuon et al., 2008).

There are five facets of trust Hoy and Tschannen-Moran (2003) believe can be identified through trust relationships: benevolence, reliability, competence, honesty, and openness. Each of these facets is present, in one form or another, in the behavior of principals and in a teachers’ willingness to trust (Tschannen-Moran, 2003). Of these, the researcher felt further examination of openness and its effects on the trust relationship between principals and teachers warranted further study.

Openness relates to the way information is exchanged or shared within an organization (Mishra, 1996). With the idea of openness come feelings of vulnerability and exposure (Tschannen-Moran, 2003). Principals who promote openness create

supportive and trusting climates for teachers while making themselves vulnerable through sharing of information and decision-making. Principals who have earned the trust of their faculty have done so by extending trust to fellow teachers and being receptive to the ideas of others. Additionally, principals who encourage open lines of communication are principals most likely to earn the trust of teachers (Tschannen-Moran, 2003; 1998). As research indicates patterns of communication and network interactions clearly encourage trust between principals and teachers.

A transformational principal knows that trust among administrators, teachers, students, and parents should not be an abstract idea talked about at the beginning of the school year then shelved. When trust is present throughout a school community, stakeholders work together creating a place where students thrive. According to Sergiovanni (1992), effective change is influenced by the way the school community relates to each other and cooperates together.

Ghamrawi (2011) contends that principals can establish trust by creating environments that encourage teachers to participate in professional dialogue, modeling leadership behaviors, and support ways for teachers to develop a reflective practice. In their study of supportive principal behavior and faculty trust, Tarter, Bliss, and Hoy (1989) found significantly higher levels of teacher engagement when trust was present. The study's findings imply that trust is built indirectly through a principal's supportive behavior of teachers.

In a longitudinal study of trust and the establishment of teacher leadership, Ghamrawi (2011) examined the pivotal role trust plays in a teacher's self-efficacy, collaboration, commitment, collective vision, and sense of belonging. Ghamrawi found

that teachers who are engaged in the decision making process possess more of these qualities and are more willing to work together for a common purpose. The study reflected on how trust was the bonding element that created positive relationships among principals and teachers. This resulted in teachers becoming risk-takers in the classroom and having the confidence to try new instructional strategies without fear of ridicule from a critical principal.

Transformational Leadership and School Culture

Schools with toxic atmospheres create resistance to change and are a breeding ground for discontent and insubordination. Principals across the nation can attest to the strain of change when confronted by veteran teachers who have seen leaders and leadership styles come and go over the years. A school's ability to overcome the obstacles of change can be a difficult task for a new principal. A study examining slow-improving schools in Washington found that many problems schools experienced often took on two forms; distrust and resistance among veteran teachers, and minimal commitment to education reform (Jerald, 2005).

Transformational leaders create environments that welcome new ideas and creativity and where the barriers associated with complex change are broken down (Santamaría & Santamaría, 2012). In environments like these, reform can start to take place. Transformational leadership has been proven to have a positive effect on teachers (Ross & Gray, 2006). People are motivated by goals that they find personally compelling, as well as challenging. Human nature is such that people will rise to the occasion when they are part of the developmental process. Feeling compelled to be part of the solution

will foster a sense of belonging that gives educators a vested interest in the outcome. Having obtainable goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work content (Leithwood et al., 2004). The key to successfully implementing transformational leadership lies in enlisting all members of the team to carry out leadership roles, even those most unlikely and historically not provided opportunities to serve as leaders (Chrispeels et al., 2000; Darling-Hammond, 1990; Lieberman et al., 1988; Santamaría & Santamaría, 2012).

An important aspect of leadership is helping the group develop a shared understanding about the organization (Leithwood & Jantzi, 2008). One way of applying the philosophy of transformational leadership is through the co-creation of a mission statement that reflects the direction of the school. A school's principal and its teachers must believe in the core mission of the school and should make every decision based on that vision. With an ultimate goal of creating world-class schools, a school's mission statement should be the framework for every decision made. Starting each staff meeting or professional development with the mission statement posted reminds staff of their unity of purpose and the importance of how they communicate their ideas and attitudes to other teachers (Jerald, 2005).

Although creating a school's mission statement or implementing the current one starts with the role of the principal, it is critical that transformational leaders practice the importance of teamwork. One of the major goals of creating a mission statement is to help administrators, teachers, parents, students, and community members guide organizational change, thus enforcing the African proverb, *it takes a village*. Furthermore, the academic success of all students should be the primary goal. For a

mission statement to be effective is must clearly state whom the organization serves and how this group benefits from the activities of the organization (Slate, Jones, Wiesman, Alexander, & Saenz, 2008).

The Effects of a Transformational Principal on Teacher Commitment

Principals adopting transformational practices were more likely than principals with transactional styles to have higher teacher efficacy in their schools (Ross & Gray, 2006) and the charisma of the leader was a significant factor in determining how much teachers wanted to commit to the overall vision of the school (Hay, 2006). According to transformational leadership, leaders (principals) engage with followers (teachers and students) as whole people rather than simply as employees (Hay, 2006). Charismatic principals create environments where teachers want to be and where students remember their interactions with the principal and their teachers.

True charismatic leadership is the ability to create a self-image so powerful that people naturally want to become part of the movement (Changing Minds, 2002). Charisma is an elusive, personal quality that involves not just the leader but also the followers. Typically seen in a positive light, being a charismatic leader can be viewed as a powerful force over others that can lead to consensus building that completes the work and ultimate plan of the leader without ethical responsibility to the followers.

The biggest challenge facing principals today is balancing the need for change with the expectations that are placed upon them. In wanting to find out what qualities mattered most in a principal, Lucas (2002) interviewed teachers from 12 middle schools. Overwhelmingly teachers wanted a principal who provided an appropriate model of

leadership behavior, individualized support, identified and articulated a vision, and high held expectations. School faculty, whether new teachers or seasoned veterans, considered knowing the direction and plan for the school a high priority. Additional findings from this study supported the current movement of educational reform that embodied a collaborative form of school leadership and the concluding analysis further sustained the notion that principals and teacher leaders play different roles in the implementation of transformational leadership and the shaping of a school's culture (Lucas, 2002).

Ross and Gray (2006) suggest three ways principals can contribute to a school's success through transformational leadership. First, collective teacher efficacy can create a well-established connection to student achievement. Teachers must be willing to take responsibility for the successes and failures of their students and reflect daily on their teaching practice. Second, collective teacher efficacy strongly predicts commitment to parents. Much like the process where the teacher is brought into the educational experience of the student, the teacher's responsibility extends to the inclusion of parents in this learning process. Third, transformational leadership directly effects teacher commitment. As teachers feel appreciated and valued they are more willing to invest in the outcome of the school because they are an integral part of the process that creates the change.

Successful school leaders must develop ways to sustain the growth of students and the effectiveness of teachers. In doing so, principals must find ways to harness the benefits of quality leadership. Change happens when programs or new ideas have buy-in from the people who are closest to the problem (Healey, 2009). Teachers need to be part of the change process from the first step and feel that their contributions will make the

change possible. Principals who practice leadership distribution are more likely to create a school culture where a shared vision is the driving force of transformation.

The practice of transformational leadership will foster teacher leaders who identify with and are committed to the organization as part of their own self-concept (Leithwood, Mascal, Strauss, Sacks, Memon, & Yashkina, 2007; Santamaría & Santamaría, 2012). In their 2007 study of the characteristics of non-administrative leaders, Leithwood et al., focused on leadership behaviors that have predictable and desirable influences on followers. According to their postulate, the likelihood of teachers exercising leadership in their school and districts will increase as:

- hierarchical school structures are replaced or supplemented with flatter structures such as teams, committees and working groups with significant decision making responsibilities;
- opportunities are available for teachers to develop the capacities they need to exercise leadership effectively;
- principals demonstrate their willingness to share leadership with teachers;
- principals actively encourage selected teachers to assume leadership functions for which they seem especially well suited; and
- Principals provide resources and incentives within the school for leadership by teachers (p. 51).

The study goes on to state that as principals positively foster teacher leadership the ripple effect to other members of the school community will surely be influenced. Thus, when leadership is shared among principals and teachers the school becomes central in the development of all its stakeholders.

As principals rethink their personal leadership style through the lens of transformational leadership revisiting the four components is vital to creating a strong sense of purpose. Principals who practice *idealized influence* build confidence and trust while providing a role model teachers seek to imitate (Hall et al., 2002; Hay, 2007). Through *individualized consideration* principals recognize the unique talents and interest of their teachers (Hay, 2007; Ross & Gray, 2006). Principals who demonstrate *inspirational motivation* assist teachers in finding meaning in their work while motivating them to commit to the school's vision (Hay, 2006). Finally, *intellectual stimulation* encourages principals to recognize the innovation and creativity in teachers allowing them to propose new ideas without fear of ridicule (Hay, 2007; 2006). Overall, transformational leadership has been shown to increase the willingness of the followers, increase efficacy and job satisfaction, and increase overall effectiveness (Bass, Avolio, Jung, & Berson, 2003; Ross & Gray, 2006; Thayer, 2003).

In his 2004 study of the impact of transformational leadership on teacher fulfillment and school performance, Griffin found a strong relationship between teacher satisfaction and a decreased achievement gap between minority and non-minority students. Teachers who felt supported by a principal who encouraged them to find meaning in their work were overall more successful in the classroom. Research has shown that a students' relationship and interaction with their teacher can have the greatest impact on how much they learn (Griffin, 2004; Leithwood et al., 2004; Wahlstrom & Louis, 2008). Transformational leadership produces increased satisfaction and willingness for teachers to enhance their efforts in the classroom. Leaders who practice

transformational leadership highlight the successes and positive contributions of their teachers (Liontos, 1992).

The Effects of Transformational Leadership on Teacher Leaders

Over the past three decades the teaching profession has been criticized for supporting teachers who lacked motivation to invest in improving their own practice. Additionally many schools across the nation allowed teachers, rather than administrators, to take charge of school reform initiatives (Lieberman et al., 1988; Little, 1988). Gone are the days of the closed door and isolation that once dominated the teaching profession. Researchers have found that when teachers take a step forward and move from behind closed doors, they share in school roles such as mentor or coach (Louis, Marks, & Kruse, 1996). A new approach has taken root identifying highly skilled teachers and mentors whose expertise is to inwardly focus on the classroom teacher, evidence-centered teaching, and school reform (Lieberman et al., 1988; Louis et al., 1996). A true transformational leader embraces this innovative move toward team building.

Instead of a dictatorship approach, a transformational leader presents new ideas to the leadership team allowing them take ownership in the direction of the school. Transformational leadership paves the way for a principal to implement change by creating a leadership team made up of a collective sampling of the staff. Once collaborative decisions are fine-tuned, they are presented to the staff for implementation. The old adage *two heads are better than one* rings true for transformational schools where decisions are made collectively by the principal and the staff.

Today's leaders have to be much more attuned to developing relationships through the people they serve. In the past the development of professional relationships has proven difficult in both business and education (Fullan, 2002). School leaders who practice transformational leadership recognize that administrative style is critical to developing relationships that sustain school culture and create teacher-learning opportunities. Principals that support teacher-to-teacher relationships, such as peer observation and effective professional development are paving the way for teacher leaders to exercise their leadership roles. Today's teacher leaders are not only willing to improve their own practice but become invested in improving the practice of their colleagues as well (Kennedy, 1990).

Efficacy and Teacher Leadership

Teacher efficacy examines the factors that contribute to the confidence teachers have to motivate students, successfully achieve goals related to classroom instruction, and contribute to the understanding of what makes teachers efficacious. First coined in 1977 by Bandura, efficacy was defined as a person's own judgment as to their ability to organize and execute actions in order to obtain certain results. Since then educational researchers (Gibson & Dembo, 1984; Goddard, Hoy, & Hoy, 2000; Woolfolk & Hoy, 1990) have recognized the important link between teacher efficacy and student achievement (Hipp, 1996). Developing teachers with high efficacy beliefs creates teachers who perceive trouble as challenges, invest more time and effort into daily planning, and think strategically about how to solve issue that arise.

Transformational principals have opportunities to build efficacy in teachers through the experiences they provide. Hoy (2000) examines two factors that can have a positive impact on teacher efficacy: vicarious experiences and social persuasion. Through vicarious experiences a teacher can observe another teacher using an effective strategy and then feel more confident to try it in the comfort of their own classroom. The idea of social persuasion supports the need for teacher-to-teacher observation and the importance of effective conversation that highlights good teaching techniques and suggestions for improvement. Although fruitful, if teachers are not provided with a protocol for productive feedback, social persuasion could lose its learning impact causing ill feelings among teachers.

Getting teachers into each other's classrooms is an excellent way to improve instruction and therefore improve student learning (Whitaker, 2010). It is human nature to imitate what is seen. When principals introduce an effective observation model to a staff, it provides easy access for teachers to enter colleagues' classroom and observe. When teachers experience great teaching first-hand they are more willing to try something new. The more teachers observe each other the greater the benefit to student learning. To invest in education means to invest in the professional development of teachers. All students deserve to be instructed by well-informed, high-quality educators. With the goal of helping all teachers to be as good as the best teachers, creating collaboration is one of the most basic and effective ways to improve instruction (Day, 1999; Whitaker, 2003).

In a time when resources are limited and school budgets are being stretched, how can a school afford to promote best practices among its teachers? Researchers of this educational movement (Corcoran, 1995; Little, 1993; Odden, Archibald, Fermanich, and

Gallagher, 2002) believe opportunities for teachers to grow in their practice cannot be overlooked if schools are to produce well-informed, educated students. For professional growth opportunities to best serve busy teachers, principals should create opportunities for teacher collaboration within the school day. In addition, if teachers are presented with new teaching strategies at teacher-led trainings they might be more likely to immediately implement a newly learned skill into their practice. In his book, *What Great Principals Do Differently*, Whitaker (2003) suggest pairing up your best teachers with your new teachers. This match-up creates an opportunity for mentoring relationships to be established between new teachers and experienced teachers while giving teacher leaders ways to develop their leadership skills. Just like teachers influence their students, teachers influence each other and successful mentorships produce measurable results. Through their performance and interaction with colleagues, teacher leaders leave their mark on teaching. By example, these leaders model effective collaboration and the benefits of collective efficacy on classroom practices (Little, 1993).

When fostered by transformational leadership and the presence of trust, group efficacy can support teachers' professional growth, build confidence, and improve best practices (Hoy, 2000). A 1999 study of a comprehensive school in England supports the need for insider-led professional development (Day, 1999). In the study, the school's mission supported equal learning opportunities for all students while fostering the fullest professional development for teachers. With the belief that all people have strengths, the principal viewed the teachers as experts and tapped into their potential to create positive learning experiences for the staff. Participants of the study shared their positive experiences with the researcher and talked of the personal gains that resulted from

visiting other classrooms and discussing ideas with colleagues. Teachers expressed how an open forum produced opportunities to engage in dialogue about shared values, student concerns, and future directions in teaching. Most importantly, teachers experienced the success of shared learning as teachers from different disciplines came together to discuss the interconnectedness of subjects. Overall teachers began to recognize a gap between their teaching intentions and teaching practices as they began to look at their own practice more broadly.

Implications for Social Justice and Leadership

Through mutual respect, responsibility and accountability organizations thrive. For a school to operate well there needs to be coherence between the principal and the teachers for the betterment of the students they serve. Social justice is about leveling the playing field or giving the same rights and opportunity to the largest number of people (Landorf & Nevin, 2007). In order for this to happen, all stakeholders must actively support the vision of the school. Students deserve to learn from an equitable standpoint and transformational leadership is one way of focusing the efforts of a school in a specific, unified way to achieve common goals or objectives. For any organization to survive efforts must continuously be made toward empowerment of its members while encouraging them to work collaboratively. Once achieved, personal relationships and a shared purpose become the glue that holds the organization together.

Transformational leadership is at the conceptual heart of several research studies that consider social justice and educational equity (Dantley, 2003; Santamaría & Santamaría, 2012; Shields, 2010). Two of these studies look specifically at leadership for

the greater good of the larger society while one in particular considers the role of interest convergence and trust as key elements of what the researchers call applied critical leadership (Santamaría & Santamaría, 2012; Shields, 2010). Applied critical leadership occurs when transformational leaders have at the core of their practice leadership that considers the implications of cultural, linguistic, racial, gender, socio-economic status or other differences with regard to advantage or disadvantage in educational contexts. Along with trust as a prerequisite for any substantive change in schools, these researchers found relationships and shared purpose among all constituencies to be imperative (Santamaría & Santamaría, 2012).

As these researchers assert, transformational leadership through the lens of trust theory has major implications for 21st century leaders. First, principals who are open promote supportive and trusting environments for teachers. Second, a transformational administrator recognizes the need for teacher buy-in and creates opportunities for teacher leaders to share in decision-making. As with all new educational reforms, the impact on achievement must be at the forefront when decision makers are creating change or implementing programs that affect students. Thus, transformational leadership extends the belief that collective efficacy promotes the advancement of schools as productive, organizational entities that understand the myriad of complexities and challenges presented in 21st century schools.

Summary and Conclusions

Transformational leadership is characterized through four key components. Educational leaders (Bass, 1985; Hay, 2006; Ross & Gray; 2006) believe successful

leadership is pivotal on how these components – idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation are strategically present in a transformational leader's repertoire.

In these changing times where a school's greatness is measured by state test scores, introducing any new leadership style can be met with resistance from members of the learning community. Transformational leadership coupled with quality, trusting relationships can produce positive effects on teacher leadership. The key to success is in creating ways for all school members to collectively participate in leadership roles.

Leadership plays a major role in influencing change and many principals believe it is important for teachers to assume leadership positions. With the successful implementation of transformational leadership principals maintain a collaborative, professional school culture that fosters teacher development and student growth. A leader's decision to shift from a transactional style of leadership to a more inclusive transformational style can result in obtaining desired results from followers. When presented with a united vision, teachers are more willing to commit to the school mission, student achievement, and partnership with parents. Research has found teacher involvement contributes to overall school success and a transformed school culture (Lucas, 2002). Every school is as unique as its members and creating opportunities for teachers to be part of decision making creates an atmosphere that nurtures and sustains collaboration, trust, learning, and high expectations.

In the spirit of creating schools that meet the needs of today's students, leaders must look beyond state testing and begin to examine other factors that make schools great. This is an important consideration due to the ever-increasing mismatch between

accountability and performance. Trust matters when creating a professional school culture (Daly, 2009). Therefore, one aspect to be considered is the quality of relationships among principals, teachers and students. This common sense approach to professional efficacy is vital in helping schools develop a collaborative community supported by a shared interest among all stakeholders. When collaboration is constructed around a universal purpose, (i.e. structures, culture, policies, and standard operating procedures) principals and teachers develop systems that promotes norms of collective responsibility, professional growth, and continuous improvement (Leithwood, Harris, and Strauss, 2010). For quality relationships to flourish a level of trust must be maintained. The following chapter will provide a detailed account of the design methodology selected to explore how the connection between transformational leadership and trust in the middle school setting affects the development of teacher leadership. Using a mixed methods approach, the researcher has outlined the qualitative and quantitative portions of this study in two phases.

Chapter Three: Research Design and Methodology

Not everything that can be counted counts, and
not everything that counts can be counted.
– Albert Einstein

Introduction of Study Design

The first chapter stated the need to examine leadership styles of middle school principals, study their relationship with teacher leaders, and identify why these relationships are important for critical change to happen in today's schools. The second chapter reviewed the literature on transactional and transformational leadership, trust theory, and the effects of leadership on teachers, school culture, and the overall direction of the school. This chapter will explain the design methodology selected to explore how the presence of transformational leadership and the construct of trust affect relationships between middle school principals and teacher leaders.

Purpose of the Study and Research Questions

The purpose of this study was to explore the leadership practices of middle school principals, as perceived by the principal and their teacher leaders and ways in which the practice of transformational leadership impacts the development of teacher leaders. The study also examined the presence of trust on middle school campuses that are led by principals identified as being transformational leaders. The following three research questions guided this study:

1. In what ways does the principals' leadership style affect the development of teacher leadership in the middle school setting?

2. In what ways might the principals' leadership style affect the quality of relationships among middle school principals and teachers in developing teacher leadership?
3. What are the interaction of transformational leadership, trust, and the development of teacher leaders?

Research Design

Using both qualitative and quantitative methodologies in research has become more common in recent years. According to Roberts, “combining *what* with a possible *why* adds power and richness to your explanation of the data” (2010, p. 145). Therefore, a mixed methods design was conducted in two phases in order to answer the three research questions.

Phase One: Qualitative Analysis

A phenomenological comparative case study. A case study research method is common in social sciences and based on an in-depth investigation of a single individual, group, or event (Creswell, 2008). Case studies allow the researcher to focus on a process within a “specific, unique bounded system” (Stake, 2000, p. 436) in order to obtain the most comprehensive understanding of the phenomenon. According to Yin (2009), a case study approach is best served when “how” or “why” questions are being asked (p. 13), when the researcher has “little or no control” of events in the setting (p. 13), and when the focus is on a “contemporary phenomenon in depth and within its real-life context” (p. 18). To qualify as a comparative case study, a contrast or judgment must be made between participants or sites. For this study a multi-site comparison was performed

allowing the researcher an opportunity to analyze how varying degrees of transformational leadership and trust supported teacher leadership.

In the world of phenomenology “perception is regarded as the primary source of knowledge, the source that cannot be doubted” (Moustakas, 1994, p. 52). The primary focus of phenomenological research is on the participant's experience and how that experience, or snapshot, is described through language. The goal of the phenomenological researcher is to be as loyal to the lived experience of the participants as possible (Polkinghorne, 1989).

Moustakas (1994) presents a detailed, systematic approach to conducting phenomenological research whereas three steps guide the data analysis process: bracketing, horizontalization, and cluster of meanings. First, the researcher must evaluate the problem to be studied and determine the importance of examining a shared or common experience while making a conscious effort to describe the participants’ views of the phenomenon, without expressing personal voice or perspective. In this step, the researcher is encouraged to separate or “bracket” any preconceived notions about the topic of study. Phenomenological data is typically collected through individual interviews although other forms of data collection include observations and written responses. Once data has been collected, phenomenological researchers use a “building on the data” system to highlight “significant statements, sentences, or quotes” that provide an understanding of the participants’ experiences. Comparing this process to a “horizon” gives researchers insight into how the analysis of phenomenological data is quintessentially a never-ending process (p. 95). Finally, the researcher develops “clusters of meaning” from the significant statements where common themes begin to emerge that

best describe the phenomenon (Moustakas, 1994, p. 60-61) ensuring that the data analyzed is true to the lived interpretations of the participants and not interpretations of interpretations (Levering, 2006).

Selection of participants and identification of transformational qualities. The chosen district to be studied was located in Southern California. Considered to be consistent with many schools throughout California and across the Nation, it was comprised of a large Hispanic population (56%) with a majority of those students receiving free or reduced lunch. The district had been labeled a Program Improvement (PI) district and like many of the schools it serves had been unsuccessful in exiting PI status as defined by federal No Child Left Behind (NCLB) laws. In California, PI is the designation for schools and districts that fail to make Adequate Yearly Progress (AYP) for two consecutive years. Schools that fail to make AYP toward proficiency goals are subject to corrective action measures as deemed by the state (California Department of Education, 2010).

Identification of middle school principals. In order to generate a sampling of middle school principals to study, the researcher conducted an interview with the superintendent. The focus of the interview was for the superintendent, based on a checklist of transformational leadership qualities adopted from Avolio and Bass' Multifactor Leadership Questionnaire (MLQ), to identify which middle school principals in the district exhibited transformational leadership practices (Appendix A).

The superintendent selected three principals for participation in this research. Each principal has taken a different path leading them to their current position and each is currently at the helm of three uniquely different schools. Principal A, a newly appointed

principal, leads a middle school that has a predominately Caucasian population and has always produced high Academic Performance Index (API) scores. As of the 2010 state testing results, School 1 was not in PI status. Principal B started as a teacher in the district over 20 years ago and has been principal of School 2 for the past five years. Under his guidance API scores have steadily increased although the school continues to remain in PI status. School 2 is comprised primarily of Hispanic students. Principal C opened School 3 five years ago as a magnet school focused technology, science, and math and has always produced high API scores. However, due to the changing demographics of the student population School 3 found themselves in PI status for the first time this past year.

The challenge of generating social equity within a school district evokes a sense of urgency to create learning environments, which provide equitable opportunities to acquire knowledge (Landorf & Nevin, 2007). The primary aim of educators should be to facilitate the teaching and learning of all students. School leaders must consider what might be missing from the process and address these inequities so all students receive a quality education. Leaders cannot say one thing and exercise something different. Their theory-in-use must align their thoughts with their actions (Argyris & Schön, 1974). Therefore, as this study intended an examination of leadership styles and trusting relationships is supported through the lens of social justice.

Middle school principals' self-identification. Based upon the superintendent's recommendations, the researcher asked principals identified by the superintendent as transformational leaders to partake in this study. Selected principals were then asked to rate their own leadership qualities using the MLQ (Appendix B). The researcher then

analyzed the data to determine if the principals' leadership characteristics matched the qualities deemed transformational as determined by Avolio and Bass and their seminal research on transformational leadership (1995). Asking both the superintendent and the principals to rate the practice of transformational leadership established a baseline for understanding how transformational principals effectively lead their schools.

Instrument: the Multifactor Leadership Questionnaire. The Multifactor Leadership Questionnaire (MLQ) was developed in 1995 by Bruce Avolio and Bernard Bass to identify the relationship between leadership styles and a four component model of leadership called the 4Is. Seeing a need for leaders to practice shared leadership, Avolio and Bass believed that the presence of idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation in a leader's repertoire would lead an organization to greater success. The MLQ (5x-Short) used in this study consisted of 45 questions and was rated using a 5-point Likert scale from 0 (not at all) to 4 (frequently, if not always). Two styles of the survey were available for use. The superintendent used the Rater Form (written in third person) when deciding which middle school principals fit the criteria of transformational leader and selected principals were given the Leader Form (written in first person). Completed surveys were analyzed using the MLQ scoring key published by Mind Garden, Inc. (1995).

Teacher leaders and the transformational practices of middle school principals.

In order to further examine the effects of leadership on the development of teacher leaders, participating middle school principals were asked to submit the names of teacher leaders on their campus. Based upon identification as teacher leaders, individual interviews were conducted with three teacher leaders at each school site. The purpose of

the interviews was for teacher leaders to identify which leadership qualities and practices of middle school principals' best promoted the development of teacher leadership. Using the lens of teacher leadership that is supported by school leaders, the researcher framed questions to help participants describe their experiences in their own voice (Appendix C).

Phenomenological data analysis. In order to develop an understanding of the relationship between transformational principals and teacher leaders, original data were collected through one-on-one interviews. After data were collected, the goal was to identify unexpected patterns or linguistic features which had become evident during the course of researching the connection between how principals and teacher leaders' perceive school leadership. Analysis of data began with the researcher deciding that every statement relevant to the topic will have equal value (Moustakas, 1994). According to Creswell (2008) when coding data the first step is to thoroughly read through the collected data then divide the responses into segments of information. After determining similar response segments, the researcher labeled the information with codes. Next, the total number of codes was condensed through the elimination of overlapping and redundancy. Finally, the researcher organized the remaining codes into common themes significant to the study's research questions. Emerging themes were used to determine if common characteristics or practices were evident in how middle school principals supported the practice of teacher leadership. These common themes were used to write a description of what teacher leaders' viewed as ways teacher leadership was cultivated by a transformational leader. Through a written depiction the researcher described the structure of the experiences based on reflective analysis and interpretation of the participant's accounting of events.

Triangulation of data. “Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research” (Creswell, 2008, p. 266). Triangulation of collected data allowed the researcher to compare data from the initial superintendent’s identification of transformational principals, the principals’ self-identification of their leadership style, and finally how teacher leaders perceived the leadership style as supporting teacher leadership.

Phase Two: Quantitative Analysis

Participants. The quantitative focus of this study was to examine the presence of trust among middle school principals and teachers. For that reason, middle school principals and teachers from sites determined by the district superintendent to have a transformational principal were given a survey to measure the levels of trust among principals and teachers. Based on results from the previous phase, three principals were identified as transformational leaders therefore teachers from each of those sites were asked to participate in the survey. With the goal of understanding the importance of trust on school campuses the researcher sent out a letter to participating schools inviting teachers to participate in this study.

Instrument: Omnibus T-Scale. In order to best study this relationship, the researcher used the Omnibus T-Scale, a survey instrument originated by Hoy and Tschannen-Moran (2003) (Appendix D). Supporting the idea that trust and relationships are reciprocal the test examined four levels of trust:

1. Faculty trust in the principal

2. Faculty trust in colleagues
3. Faculty trust in students
4. Faculty trust in parents

Although this 26-question survey examined the four facets of trust, the researcher focused solely on the trust relationship between the middle school principals and teachers.

The format for the test was a 6-point Likert scale where responses ranged from strongly disagree (1) to strongly agree (6). Previously, the original authors of this survey (Hoy and Tschannen-Moran, 2003) tested the validity of the instrument through a pilot where constructs were positively or negatively correlated with collaboration and trust. Questions were submitted to a factor analysis using a Varimax orthogonal rotation to ensure that specific items in the survey were strongly related to the other items validating a correlation of the measures of the construct. In the end three subsections emerged examining the collaborative relationship of teachers and principal, teachers and colleagues, and teachers and parents. Eventually, the measure of trust between the teacher and student was added to the survey creating the fourth subsection. Based upon the above determinations, the researcher believed the original factor analysis supported claims of validity and reliability, thus providing strong support for the Omnibus T-Scale as a valid instrument.

Data Collection Methods.

Procedures. Computer-based survey programs protect anonymity of teachers' responses as responses are sent back to the originator without tracking information. Using

Survey Monkey, the Omnibus T-Scale was sent through the district's email to teachers at school sites where middle school principals had been identified as leaders who practiced transformational leadership based upon the first phase of this study. Survey Monkey also allowed for follow-up reminders to be automatically sent via email giving participating teachers more than one opportunity to contribute. Through the use of Survey Monkey and the anonymous collection method it guaranteed, answers provided by the participants were believed to be authentic and not prompted in any way.

Data Analysis. Data were combined from all returned surveys and entered into a singular database file. Utilizing the Statistical Package for the Social Sciences (SPSS) Version 18 data analysis software program, the researcher coded and tabulated each survey question.

Significance of the Study

The implications of this study emphasize the importance of progressive leadership in 21st century schools and how the relationship between principals and teachers can become a determining factor of school success. The results of this study may prove that the practice of transformational leadership and presence of trust on middle school campuses may be the missing link in creating schools that support teacher leadership. Combining qualitative and quantitative methodologies in order to examine this phenomenon allowed the researcher multiple data collection methods as a tool in examining collaborative leadership.

Limitations and Challenges

Although the researcher was an active member of the teaching profession and one of the participating middle schools, it is felt that answers provided by participants were authentic due to the way data were professionally collected. The researcher also acknowledged that the sample size included participating middle school principals and teacher leaders from only one district in Southern California. Although this population may appear small, the research believed the study yielded valuable insights beneficial to those who desire to promote transformational leadership, trust and the development of teacher leadership within their own schools across the country.

Positionality. Subjectivity is often viewed as a major obstacle in methodological research (Levering, 2006) and in order to protect the integrity of the study, potential biases were acknowledged and triangulated when possible. Keeping in mind the supports and constraints of emic research, the researcher acknowledged her role as an active member in the selected school district used in this study and recognized her positionality and the appearance of any bias.

Summary

This mixed method study investigated ways in which a principal's leadership style and the presence of quality relationships best cultivates teacher leadership. In the qualitative phase, the researcher used the Multifactor Leadership Questionnaire (MLQ) as a baseline for identifying principals who are practitioners of transformational leadership. Next, participating principals identified teacher leaders to partake in the study and through one-on-one interviews the researcher collected rich responses, which further

supported the need for shared leadership to be practiced in order to create opportunities for teachers to rise up and become school leaders. In the quantitative phase, the Omnibus T-Scale was employed as a way to detect the presence of quality relationships. Data was collected via Survey Monkey then coded and tabulated using the Statistical Package for the Social Sciences (SPSS) Version 18. Results focused on the levels of trust between principals and teachers. Using a mixed method design, the researcher was able to analyze data in order to increase the understanding of how a principal's leadership style along with the presence of trust fosters the development of teacher leadership. The findings of this study will be discussed in the following chapter.

Chapter Four: Results and Findings

The greatest thing in this world is not so much where we are, but
what direction we are going.
– Oliver Wendell Holmes

Introduction

As stated in the previous chapter, this study explores the leadership practices of middle school principals, as perceived by the principal and their teacher leaders. This study seeks to connect the ways in which the practice of transformational leadership and the presence of quality relationships have on the cultivation of teacher leadership.

This chapter presents findings in relation to how transformational leadership and quality relationships on middle school campuses impact the cultivation of teacher leadership. The first phase of this study presents qualitative findings from a leadership questionnaire and one-on-one interviews with teacher leaders. The second phase presents quantitative findings from a survey designed to measure the presence of trust between middle school principals and teachers at school sites where the district superintendent deemed the principal transformational. With a focus on how the practice of transformational leadership impacts the development of teacher leadership, the researcher framed the data analysis and findings around the following central research questions:

1. In what ways does the principals' leadership style affect the development of teacher leadership in the middle school setting?
2. In what ways might the principals' leadership style affect the quality of relationships among middle school principals and teachers in developing teacher leadership?

3. What are the interaction of transformational leadership, trust and the development of teacher leaders?

Previous research has revealed that when teachers are given opportunities to lead in a supportive, trusting environment they take on more leadership roles (Ash & Persall, 1999). Principals must be willing to create environments of collaboration and schools where shared leadership is practiced. As teachers rise to the occasion and become campus leaders their influence reaches beyond their classrooms as they inspire the pedagogical performances of other teachers (Reeves, 2008). As stated in chapter one, superintendents and principals cannot effectively execute tasks associated with educational leadership alone. In their study on teacher leadership, Katzenmeyer and Moller (2009) assert that teacher leaders have the potential to enhance the possibility of school reform by becoming dynamic leaders in their schools. Teacher leaders are needed as agents of change as they help administrators facilitate school practices, which benefit all members of the school community.

Data Analysis

In order to best report the finding of the data analysis, this chapter is organized in two sections: qualitative and quantitative. This study was conducted in three middle schools within a district in Southern California. By focusing on middle schools within the same district, the researcher hoped to gain insight into the natural ebb and flow taking place inside an organization and the people it connects.

Phase One: Qualitative Findings

Leadership from the perspective of the superintendent. To begin this investigation the researcher met with the superintendent of the chosen district. After an informal conversation about the basic qualities of effective leadership gleaned from the work of Bernard Bass (1985; 1990), she was asked to identify which middle school principals she viewed as being transformational leaders. With high consideration on choosing middle school principals who exemplified transformational leadership through their practice, the superintendent identified three middle school principals as being transformational leaders.

Next the superintendent completed the Multifactor Leadership Questionnaire (MLQ) Rater Form (Appendix A) on each of the principals. The MLQ, designed to evaluate leadership qualities specific to transformational leaders also measures a leader's perceived ability to move a group of individuals toward higher, measurable outcomes. As affirmed through their work on leadership, Avolio and Bass state that "transformational leaders become a source of inspiration through their commitment to those who work with them, their perseverance to a mission, their willingness to take risks, and their strong desire to achieve" (2004, p. 26).

Questionnaires were analyzed in order to understand the individual strengths of each principal as well as to confirm the superintendent's initial determination that the chosen principals were indeed transformational leaders. As presented in detail in chapter two of this study, transformational leadership is framed by four components where each aspect highlights the unique talents of leaders. Noting that each area of leadership builds upon the next, the additive feature of transformational leadership allows leaders to

combine the efforts of all four factors for ultimate results (Hall et al., 2002). As shown in Figure 3, the four components of transformational leadership or “4Is” are as follows: idealized influence, a charismatic vision that inspires other to follow; individualized consideration, the ability to recognize the unique gifts of each team member and to find ways to utilize those talents and knowledge; inspirational motivation, connecting followers to the meaningful work they do; and intellectual stimulation, providing opportunities for leaders and followers to propose new ideas in an open, accepting forum (Burns, 1978; Hall et al., 2002; Hay, 2006). The presence of these four main components is considered to be the most optimal combination for yielding significant results within any organization where the additive effect, or building upon one another, paves the way for a performance beyond expectations.

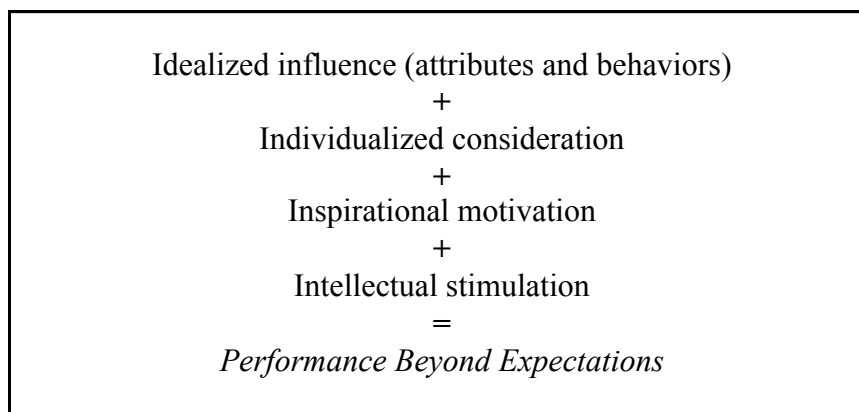


Figure 3: The Additive Effect of Transformational Leadership. (Hall et al, 2002)

Using the scoring rubric provided for the MLQ, the researcher determined the superintendent’s initial selection of transformational principals matched the definition of transformational leader according to the criteria provided by Avolio and Bass (2004). Based on a scale of 0-4, with 0 being *not at all* and 4 being *frequently, if not always*, the superintendent ranked all three principals from 3.75-4.0 in all four categories; thus

supporting the claim that each selected principal was a practitioner of transformational leadership. Further analysis of the superintendent's rankings signified high levels of confidence in the leadership of each principal. Based upon questionnaire results, the superintendent perceived these three principals to be leaders who build trust and confidence, assist teachers in finding meaning in their work, encourage innovation and creativity, and recognize the unique talents of the teachers at their sites.

Leadership from the perspective of the principals. Next, the researcher contacted each of the selected principals, asked them to participate in the study, and administered the Multifactor Leadership Questionnaire Leader Form (Appendix B). Each agreed to participate in the study and expressed curiosity as to the ways in which their leadership style might ultimately cultivate teacher leadership.

All three principals were asked to take the MLQ leader form that ranked their individual leadership style. Principals' answers were collectively analyzed according to the rating scale provided by the MLQ scoring key and reported scores within the range of 3.0-3.75. Overall the principals were more conservative than the superintendent when rating their own leadership qualities, yet still recognized their capabilities as transformational leaders. Figure 4 provides a visual comparison of how the each principal's personal leadership style measured up to the four components of transformational leadership.

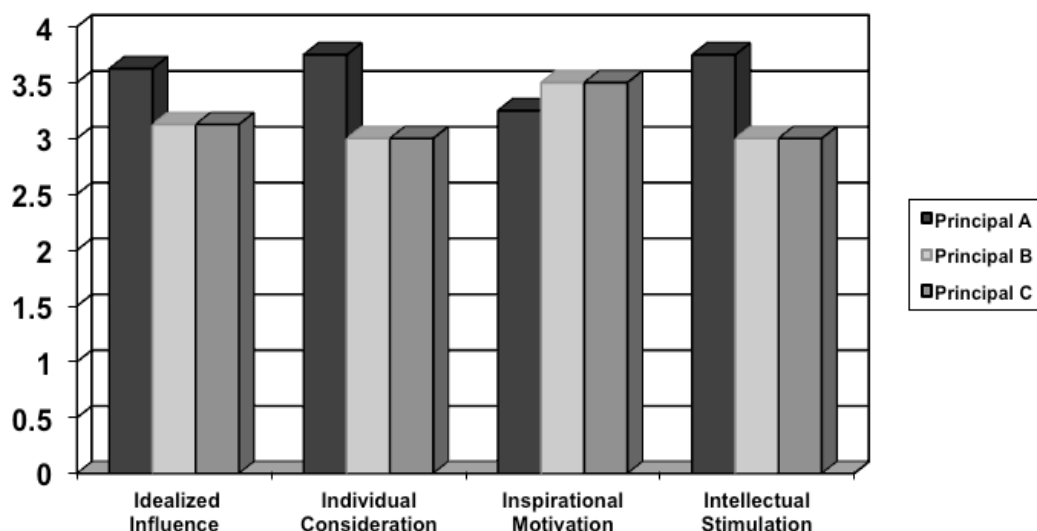


Figure 4: Principals' Results from Multifactor Leadership Questionnaire

A collective look at principals' responses through the lens of the 4Is. Although each principal provided individual responses to the MLQ questionnaire, it became clear how consistent their views of leadership were based upon the high rankings in all four categories. In addition, due to the positionality of the researcher and relationships developed with the principals informal conversations took place between the principal and researcher and are included within the analysis. The following section breaks down each principal's rankings and informal dialogue based on the 4Is of transformational leadership.

Idealized influence. In his book *The 21 Irrefutable Laws of Leadership*, expert John C. Maxwell says "the true measure of leadership is influence" (2007, p. 11).

Idealized influence encourages transformational leaders to serve as role models for their followers and these principals are no exception. They ranked their ability to lead others as *fairly often* or higher. Survey responses confirmed this trait and validated how principals

feel respected and trusted by the teachers at their site. One principal shared how teachers seek feedback based upon a pre-designed forum where teachers express how parts of lessons went well and how there is always room for growth. The principal went on to share that this can only be done when the principal models this type of feedback with staff and equally seeks feedback further confirming how a strong sense of purpose defines a school willing to redirect its ability to change in order to best meet the needs of students. This type of action, designed to create a level of respect and trust, further epitomized the need for principals and teachers to connect and lead based on a level of mutual respect.

Individual consideration. *Individual consideration* is based on how principals treat teachers individually and differently based on their unique talents and abilities (Hay, 2007). Principals who place importance on teacher individuality encourage the development of teacher leadership as they seek out the talents of others. Each of the three principals reported the ability to recognize the distinctive gifts in their teaching staff and placed high marks on coaching others. Additionally, each principal saw their interactions with teachers as a unique ability to aspire the creative individuality of that teacher and how it ultimately might affect the whole group. One principal informally shared feelings of gratitude for a teacher that desired feedback designed to develop their own personal strengths. The principal went on to say that the key to being an effective leader is encouraging teachers to use those talents inside and outside the classroom.

Inspirational motivation. Taken as a whole, the principals ranked *inspirational motivation* the lowest of the four categories. The principals collectively reported the importance of communicating expectations and demonstrating their own commitment

toward school-wide goals yet viewed how teachers received the message with caution. Although the three principals believed they articulated a vision for the future of their school, they expressed a slight concern that some goals might not be achieved. In a time where a principal's hands are contractually tied, principals report they collectively consider how difficult it is to consider the individual teachers' needs, abilities, and aspirations yet still encourage each teacher's unique gifts fully understanding the benefits of teacher individualism.

Intellectual stimulation. A principal who is cognizant of *intellectual stimulation* encourages followers, or teachers, to explore new creative ways of tending to the school's vision. Overall, the three principals ranked their ability to empower teachers as a significant factor in job satisfaction. Each principal felt that their ability to seek differing perspectives as a strength in their ability to lead. For example, one principal shared about a time when a teacher desired to have gender-specific math classes. The teacher approached the principal with research supportive of the benefits of gender-specific learning as well as daily specifics such as attendance, parental notification and grading procedures. When presented with data on how the benefits far outweighed the risks the principal was encouraged to look at student learning from a different perspective and to trust the teacher's judgment.

Establishment of baseline for principals as transformational leaders. The use of the MLQ provided the researcher with a foundation to substantiate the practice of transformational leadership by the three selected principals. In addition, the data signified that the selected principals were transformational leaders according to their own view and

correlated with the superintendent's initial observation of how transformational leadership is practiced at the selected sites.

Leadership from the perspective of teacher leaders. As a qualitative research methodology, phenomenology is framed around the personal knowledge shared by each participant (Moustakas, 1994). To best capture the voice of the teacher leader, the researcher conducted one-on-one interviews with nine teacher leaders. Each teacher leader was recommended by one of the three principals identified as being a transformational leader. In order to ensure the authenticity of responses, each interviewee was asked the same questions (Appendix C). Responses were transcribed and analyzed following the three steps of phenomenological research:

1. Bracketing: Preconceived notions about the topic of study are recognized and separated from collected data.
2. Horizontalization: Listing and preliminary grouping of significant statements.
3. Cluster of meanings: Emergence of common themes.

From this data analysis process the following four themes materialized from the interviews: systems of support, opportunities to lead, collaboration and communication, and trust building.

Theme 1: Systems of support. Three of the best-known Greek philosophers, Socrates, Plato, and Aristotle, famously demonstrated the importance of influencing the next generation. To mentor someone refers to the relationship between two people where one is typically the teacher and the other the student. Today's leaders are more in tune with the benefits of mentorship and supportive relationships and encourage teachers to invest in not only their own practice but in the practice of their colleagues as well. As the

researcher analyzed the teacher leader's responses, the themes of mentoring and supportive relationships emerged most frequently and took on two forms: principal-to-teacher and teacher-to-teacher.

Overall, teacher leaders reported feeling supported by their principals. For example, one teacher leader stated, "I've been really lucky to have the mentorship of my principal. He's been a really amazing support for me and building me as a leader." Another example of the supportive relationship between principals and teacher leaders was expressed when another teacher said, "He's there like a guide or a mentor. If he sees us going off into a direction, he'll kind of pull us back and give us some ideas." The teacher goes on to say, "Together we make decisions. We decide how our grading policy is. We decide how every little aspect of the school is going to be. There's very few decisions that he makes on his own." This exemplified the need for principals to create schools where teachers have opportunities to develop their leadership skills in a supportive environment.

Mentoring relationships often happen between teachers. Teacher leaders nurture this reciprocal relationship as they find ways to encourage their peers. Throughout the interviews teacher leaders spoke of their desire to lead others and the added benefit it brought to their own practice. As one teacher leader articulated,

A teacher leader is someone who is willing to work with other people and increase collaboration so that everyone is able to contribute to the team and someone who is willing to spearhead that and kind of get everybody to work together and make sure that everybody is on pace, too.

Teacher leaders also expressed a desire to help new teachers grow as educators. When asked about serving in a leadership capacity at their school, one teacher leader

shared,

We have a partnership. And so I've been more of a mentor. And that's kind of what our principal expects us to do, is when you get a new partner, then you are there to share what we do at the school. Because being here is like learning a new language.

Theme 2: Opportunities to lead. Teachers overwhelming feel they are leaders in their classrooms. However, in order to build leadership capacity at a school site, teachers must rise up and become teacher leaders on their campuses as well. The empowerment of teachers starts with providing opportunities for teachers to develop their leadership skills. As one teacher leader articulated,

I think [principal] empowers the leadership team, either by giving us professional development or ideas, his vision, and having us discuss it and take our own perspectives on it to develop something even deeper, and then go back to the teams and share those ideas with our individual teams and just have the ideas be implemented in each classroom and deepened that way.

When asked about professional development opportunities, teacher leaders overwhelmingly stated that involvement was the best way to include teachers in the school vision. According to the following teacher leader,

Getting us involved in staff development. When we present to each other, to our colleagues. Then that's enabling other teachers to see that other teachers on campus have stepped up and that they're being involved in where the school is headed, content-wise and otherwise. Just giving us time to talk about that kind of stuff.

Conversely, many teachers felt that in order to better support leadership in general, principals needed to practice delegating leadership opportunities more equitably. As one teacher articulated, "I think [principal] could probably delegate to more teachers on campus instead of just always the core group that he turns to first, maybe spreading it

around a little bit.” She goes on to state, “And then also encouraging the people who are in leadership positions to delegate as well. That way there’s more of an environment of leadership throughout.”

Theme 3: Collaboration and communication. A school-wide collaborative effort encourages teams of teachers to work together and build learning opportunities for students. Increased collaboration allows teachers to share ideas in a forum designed to encourage participation and professional growth. Teacher leaders expressed the importance of having a “direction that you’ve created in this collaborative environment” and how participation in collaboration unifies teachers so they can “create professional development opportunities that cater to teachers and are led and designed by teachers.” As one teacher conveyed, “I love collaborating. And I love taking on a leadership role, finding a problem and coming up with a solution and working together.”

Additionally, teacher leaders recognized the need for collaboration to encompass the school’s extended learning family. As one teacher stated, “We also have teacher leaders who collaborate with parents and work with our PTA and ASB in more traditional kinds of positions.” One teacher expressed her desire for more “face time with her principal or other people on campus that show interest in finding more effective ways to develop school-wide leadership.”

Although teachers express a strong desire for collaborative opportunities, time restraints proved to be an unwelcomed obstacle. All of the teachers recognized the daunting task principals faced in creating time for consistent collaboration with the exception on one who said,

My principal has created time for me and my team to collaborate though the master schedule. He has given us a common prep time every day. My team and I create mathematical units together. It's really great because we each come with different strengths. Together we create lessons that are hands-on and make learning more meaningful.

Of the teacher leaders interviewed all nine mentioned the importance of communication between principals and teachers. Teacher leaders reported the significance of principals having an “open-door policy” and the impact it has for a school community. As one teacher reported, “[principal] has an open-access door to me personally and to all the other teachers as well.” Another teacher shared, “[principal] listens and never puts her agenda onto me. She's open to listening to me.” Teacher leaders felt principals were “approachable”, “encouraging” and “honest”. One teacher went on to say,

I think [principal] is open and willing to listen and his ability to give criticism in a way that's not threatening, and to kind of create a positive atmosphere where you're not afraid to make mistakes and where if you do make a mistake, it's to help you and to fix that or to help make you be better and not an 'I got you, you're in trouble'. It's a non-threatening environment, a comfortable environment.

Communication is a two-way street and one teacher leader reported how her principal will ask for feedback on his performance as a leader. When asked about her principal's best leadership qualities she stated,

He's reflective. He's very reflective of himself. In fact, he frequently asks me after a professional learning community for feedback on how he did as a leader. He'll always ask me to give him two things that he did great and one reflective question.

Theme 4: Building trust. In his book, *Transforming School Culture*, author Anthony Muhammad states many educators “resist change because they do

not trust the judgment or skills of the leader” (2009, p. 89). The ability to build and sustain trusting relationships between principals and teachers is a critical factor in creating schools of change. As a result of their experiences with their principals, teacher leaders felt their principals valued and encouraged the presence of trust throughout their schools. For example, one respondent stated, “[Principal] really values trust. That’s his big spiel at the beginning of the year and it is really important to him.” Witnessing the benefits of trust on campus, the teacher went on to say, “And I think once you have trust, teachers will work as hard for you as they can. And we have teachers who work so many more hours doing so many more things because he’s built a culture here of trust.” Another teacher shares how trust is nurtured on her campus due to the example set by the principal. “[Principal] trusts his teachers. He trusts that they’re professionals. That they know what they’re doing. And I think that shows in the way he conducts himself in front of his staff.”

Many times trust is built through observing how a person acts when faced with leadership challenges. When asked “What are some challenges your principal faces in building leadership capacity”, one teacher leader shared how he watches as his principal interact with teachers entrenched in their own philosophies after years in education. “My principal stays consistent with her message about what is best for students and works tirelessly to persuade those teachers to become part of the new movement.” Several teacher leaders reported how “district-imposed” direction can alter the course of a school and derail the development of trust. As one teacher shared, “I think one challenge would

be trying to adhere to all the laws and rules that are put down on [principal]. This causes staff resistance.”

Finally, building trusting relationships begins when principals know how to encourage teachers to enhance their classroom practices without ridicule for mistakes. One teacher leader admitted his principal is good at “getting teachers to be uncomfortable and to try new things.” He goes on to say that principals need to

Give teachers trust that they can do it and that it’s not a fail thing. If you fail, it’s okay. You can just come back and try it again, or just try it and see if they can follow through and just give them opportunities to do it.

Phase Two: Quantitative Findings

The Measure of Trust and Quality Relationships. While the qualitative findings of this study helped address how the interactions between principals and teachers helped foster leadership, quantitative methods were used to examine the effects of quality relationships on the development of teacher leadership. The second phase of this mixed method study included a survey that measured the presence of trust between principals and teachers.

In order to best study this dichotomy, the researcher used the Omnibus T-Scale, a survey instrument originated by Hoy and Tschannen-Moran (2003). As discussed in chapter three, the 26-question survey examined the many aspects of trust in an educational setting, yet the researcher focused exclusively on the eight questions designed to examine the trust relationship between teachers and the principal.

The survey was electronically distributed to all teachers at the three middle schools where the principals were deemed transformational leaders by the superintendent and verified by the principals through the administering of the MLQ. The survey on trust

was sent to 117 eligible participants where 55 teachers responded. Three surveys were incomplete and eliminated from the survey resulting in a return rate of 44% (N = 52). Based upon student enrollment and teacher assignments, responses per capita from each site were deemed equitable. Results from the Omnibus T-Scale were tested and analyzed using the Statistical Package for the Social Sciences (SPSS) Version 18 data analysis software program. Data evaluation concentrated on examining how the presence of trust affected the quality of relationships on middle school campuses. Collected responses produced the following results as shown in Table 1:

Using a 6-point Likert scale where responses ranged from *strongly disagree* (1) to *strongly agree* (6), teachers responded to questions that measured their perception of trust with their principal. The researcher's first step in analyzing data was to examine the mean score for each question as a collective sample. Generally, the data yielded high levels of trust between the principals and teachers with reported averages for each of the eight questions within a range of 4.04-4.79 (SD = 1.40-1.35). For example, Question 18 asked if teachers felt the principal was competent in doing his or her job. This generated the highest average (M = 4.79; SD = 1.35), thus confirming how teachers viewed the principals' ability to lead. From the combined results of the data it became evident that the more teachers perceived their principal has a leader who placed an emphasis on relationship building the more teachers supported the principal's leadership direction.

However, when the researcher conducted a site comparison it became apparent that School B placed slightly less trust in the relationship they have with their principal than School A and School C. For example, when analyzing the findings from Question 1

Table 1: Quantitative Responses from Omnibus T-Scale

Omnibus Trust Survey Questions measuring the presence of trust between principal and teacher		N	Mean	Std. Deviation
1. Teachers in this school trust the principal.	School 1	15	4.73	1.033
	School 2	26	3.46	1.529
	School 3	11	5.00	.775
	Total	52	4.15	1.433
4. The teachers in this school are suspicious of most of the principal's actions. (Reverse Coded)	School 1	15	5.00	.756
	School 2	26	3.88	1.366
	School 3	11	5.00	1.342
	Total	52	4.44	1.320
7. The teachers in this school have faith in the integrity of the principal.	School 1	15	5.07	1.033
	School 2	26	3.77	1.531
	School 3	11	5.45	.522
	Total	52	4.50	1.435
9. The principal in this school typically acts in the best interests of teachers.	School 1	15	4.80	.862
	School 2	26	3.73	1.638
	School 3	11	5.18	.982
	Total	52	4.35	1.454
11. The principal of this school does not show concern for the teachers. (Reverse Coded)	School 1	15	5.53	.516
	School 2	26	4.12	1.657
	School 3	11	5.27	1.009
	Total	52	4.77	1.436
15. Teachers in this school can rely on the principal.	School 1	15	5.00	1.000
	School 2	26	3.77	1.728
	School 3	11	5.09	1.221
	Total	52	4.40	1.563
18. The principal in this school is competent in doing his or her job.	School 1	15	5.20	1.082
	School 2	26	4.31	1.463
	School 3	11	5.36	1.027
	Total	52	4.79	1.348
23. The principal doesn't tell the teachers what is really going on. (Reverse Coded)	School 1	15	4.53	1.125
	School 2	26	3.85	1.488
	School 3	11	3.82	1.471
	Total	52	4.04	1.400

teachers at School B reported a level of trust in the principal that was slightly lower ($M = 3.46$; $SD = 1.53$) than the collective average ($M = 4.15$; $SD = 1.43$). This finding proved consistent with all eight questions causing the researcher to consider any contributing factors through a reexamination of the school demographics previously reported. One significant difference among the three schools was that School B had experienced

multiple years in Program Improvement status when compared to the other two schools. This caused the researcher to consider the pressures teachers and administrators face when schools are mandated by federal directives and how those pressures might affect the culture of the school as a possible contributing factor to levels of trust between teachers and principals.

Although School B reported a slightly lower presence of trust between teachers and principals, the researcher felt that the collective means generated from all three schools were surprisingly consistent and higher than average. Therefore, the researcher decided to look deeper at other possible factors that may contribute to additional findings and chose to consider any effect gender or years of teaching might have on trust. In order to further examine trust teachers have in their principal, the researcher conducted an examination to determine if any relationship exist between a teacher's gender and the amount of trust they reported having in their principal. An independent-samples t-test was conducted to compare principals' trust scores for male and female teachers. The data reported no significant difference in scores for male ($M = 4.08$, $SD = 1.38$) and female ($M = 4.18$, $SD = 1.47$) teachers and the amount of trust they have in their principal. The magnitude of the differences in the means (mean difference = $-.09$, 95% CI: -1.05 to $.87$) was very small. The researcher concluded that there was not a statistically significant difference ($t\text{-value} = -.19$, $df = 50$, $p = .85$) in the mean scores for male and female teachers, thus providing that gender does not impact the amount of trust a teacher has in their principal.

Next, a one-way between-groups analysis of variances was conducted to explore the relationship between years of teaching and a teacher's trust in the principal as

measured by the Omnibus T-Scale. Participants were divided into three groups according to their years of teaching experience (Group 1: 1-6 years; Group 2: 7-15 years; Group 3: 16 or more years) with means of 4.33, 4.06, and 4.13 respectively. Again, there was not a significant difference reported ($f\text{-value} = .13$, $\text{sig.} = .88$).

Determining that gender and years of teaching experience did not play into the findings, the researcher conducted a descriptive statistical analysis for continuous variables to determine if teachers feel their principal acts in their best interest. This analysis focused on the following two questions: The principal in this school typically acts in the best interest of the teachers (Q9) and the principal of this school does not show concern for the teachers (Q11).

When analyzing the data, Q9 generated a mean of 4.35 ($SD = 1.45$) showing that teachers do believe the principal is concerned about the interests and needs of their teachers. Q11, a negatively worded question on the participant's survey, was reverse coded prior to running statistical data. Q11 generated a mean of 4.77 ($SD = 1.44$) indicating that teachers do feel the principal shows concern for teachers. When comparing the skewness of responses (Q9: skewness = $-.72$; Q11: skewness = -1.44) both reported negative numbers indicating the symmetry of distribution clustered at the high end of the graph. The kurtosis, on the other hand, provided information about the "peakedness" of the distribution. Q9 (kurtosis = $-.25$) and Q11 (kurtosis = 1.49) reported both positive and negative results indicating a distribution of responses throughout the graph with a higher cluster near the top. The results from this analysis concluded that most teachers in middle schools do believe the principal acts in their best interest and shows concern for them.

Based upon the quantitative results from the Omnibus T-Scale it is conclusive to state that teachers trust their principals and that outside factors (e.g.: gender and years of teaching experience) did not play into the findings.

Conclusion

The use of qualitative and quantitative data analysis allows researchers to study the "how" and "why" of a phenomenon (Yin, 2009, p. 13). This study began by questioning how to best support the expanding role of the teacher as they develop leadership capabilities. A correlation between transformational leadership and the presence of trust was examined as being essential to maintaining supportive breeding grounds for teacher leadership. Through data analysis this study revealed that shared leadership and trusting relationships are essential to creating environments of support where teachers can become leaders of change. Since gender and years of experience do not appear to be predictive factors in building trust on middle school campuses, principals should not place consideration on these characteristics. The next chapter will discuss findings of the study and further connect the need for transformational leadership and the construct of trust and how the two combined cultivate teacher leadership.

Chapter Five: Discussion and Conclusion

Knowledge comes by taking things apart: analysis. But wisdom comes
by putting things together.
- John A. Morrison

Summary of the Study

This study was designed to examine the cultivation of teacher leadership through the lens of transformational leadership and quality relationships. With a focus on how the intersection of the two further supports teacher leaders to consummate their leadership potential, this chapter will provide a summary of the study supported by conclusions drawn from the data analysis. The chapter will conclude with implications for educational leaders as they continue to practice leadership, which encourages all stakeholders to rise up and lead schools into the 21st century.

As school accountability becomes more apparent in schools across our nation, a leader's ability to take a school from good to great becomes ever more difficult. School superintendents and principals have determined that in order to successfully lead they must encourage teacher leaders to join in the movement for the betterment of our schools. Teacher leaders are the heart of our school and lead "within and beyond the classroom" (Katzenmeyer & Moller, 2009, p. 6) while contributing to the learning community through professional development, mentorship, and collaboration. Successful leaders must strongly consider the development of teacher leaders and the need to include them in creating schools where students can thrive.

Teacher leaders not only influence student performance, but they also provide support and guidance to other teachers (Katzenmeyer & Moller, 2009). Through formal and informal roles teacher leaders assist with curriculum development, facilitate professional developments, and construct supportive partnerships with new teachers. One of the many jobs of a school leader is to create opportunities for teachers to become productive leaders (Ash & Persall, 1999). The practice of transformational leadership encourages school leaders to consider the interests and needs of teacher leaders and to look at how shared leadership fosters a sense of group efficacy.

Transformational leaders know the presence of trust promotes openness throughout an organization and the practice of trust must be sustained in order to maintain effectiveness. Trusted teachers help facilitate strong commitments from other teachers and know that supporting trusting relationship with school leaders is an essential factor in maintaining environments of communication. Quality relationships create schools where teachers are willing to join principals in overcoming the obstacles facing today's educational system.

The purpose of this study was to explore the conditions that help support the leadership practices of middle school principals and the development of teacher leaders. While a convincing case was presented to support the practice of transformational leadership and the impact of trust on quality relationships in schools, an examination of how these two constructs intersect and impact teacher leadership was the focal point of this study.

Therefore, the following questions guided this study:

1. In what ways does the principals' leadership style affect the development of teacher leadership in the middle school setting?
2. In what ways might the principals' leadership style affect the quality of relationships among middle school principals and teachers in developing teacher leadership?
3. What are the interaction of transformational leadership, trust and the development of teacher leaders?

To examine these questions, qualitative and quantitative methods were used to observe the relationship of leadership and trust on teacher leadership. In the qualitative phase, surveys and interviews were conducted with a superintendent, principals and teacher leaders in order to identify transformational leadership practices and its impact on site teachers. In the quantitative phase, teachers at sites identified to have a transformational principal participated in a survey designed to measure the presence of trust between the principal and teachers.

Discussion of Major Findings and Results

Both qualitative and quantitative data yielded interesting results. The objective of this study was to explore the connections between the practice of transformational leadership and the presence of quality relationships and its impact on developing teacher leaders. From the qualitative phase of this study it became evident leadership that includes teachers in the direction of the school is critical in creating an environment of alliance. Additionally, it became apparent from the study's findings that a principal's leadership style can nurture or impede the development of teacher leadership. Teacher

leaders expressed wanted a leader who is supportive and encourages their own development as a teacher. Data from the quantitative phase examined the presence of trust between principals and teachers and how those interactions promote the development of teacher leadership. The data purports that high levels of trust is evident between teachers and their principals and is not influenced by outside factors such as teachers' gender or years of experience. The discussion of findings, as they relate to the literature, further extends the current body of knowledge on how a principal's leadership style further impacts the development of teacher leadership in the middle school setting. This discussion will now address substantive findings according to major themes that originated from teacher interviews and the ways, which those themes are interconnected to the 4Is of transformational leadership. Table 2 provides a chart linking each transformational leadership quality to one of the four emerging themes.

Table 2: The Interconnectedness of the 4Is and Emerging Themes

The 4Is of Transformational Leadership	Emerging Themes
1. Idealized Influence	Opportunity to Lead
2. Individualized Consideration	Trust Building
3. Inspirational Motivation	Systems of Support
4. Intellectual Stimulation	Collaboration and Communication

Idealized influence and the opportunity to lead. When leaders practice idealized influence they inspire others to follow the vision set for the organization while creating opportunities for followers to take on leadership roles (Ash & Persall, 1999). The research suggests that principals are more successful leaders when they enlist all members of the school community to carry out leadership roles (Chrispeels et al., 2000; Darling-Hammond, 1990; Lieberman et al., 1988; Santamaría & Santamaría, 2012). The

principals at these schools empowered teachers by providing opportunities for teachers to develop their leadership skills. Teacher leaders in this study reported they naturally felt like leaders within their own classrooms, yet in order to build leadership capacity at their sites, opportunities to lead must be made available for all teachers, not just a select few. Creating an environment of shared leadership throughout a school has the potential to promote group efficacy and cohesion among the entire staff. When teachers felt as though they were part of the change process from the beginning they felt as if their contributions helped make change possible. Leaders who exemplify a dynamic leadership style inspire others to work at their highest performance level and are consistent with findings by Hay (2006) who contends that the charisma of the leader is a significant factor in determining how much teachers wanted to commit to the overall vision of the school. When principals led with optimism and support they were seen by teacher leaders as someone who can rally the troops especially in the difficult times of state mandates and directives. Many teachers feel discouraged by the restrictions placed on teaching and look to someone who can lead with optimism. Research on teacher leadership shows how creating a positive school culture develops a staff invested in continuous improvement (Katzenmeyer & Moller, 2009). Knowing the importance of inspiring others to follow, leaders must continue to engage all teachers in leadership activities to reach the goal of building community.

Individualized consideration and trust building. Trust, as defined by this study, is the extent to which one engages in a relationship knowing there will be a potential willingness to accept risk. For a transformational leader to practice individual consideration they must recognize the unique gifts of others and practice utilizing those

talents in an environment of trust. Therefore, leaders understand the need to build social capital within the organization is critical to the establishment of trust (Chhuon et al., 2008). One teacher leader explained how his principal focused on establishing expectations of trust at the beginning of the school year. However, the school was in the midst of collective bargaining which can delay, and in some cases thwart, the principal's effort of building trust. Once a collective agreement was achieved with the staff regarding outcomes for the coming year, the real work of building a culture of trust began. Research shows that leaders who encourage social capital highlight the successes and positive contributions of their staff (Liontos, 1992), see the strengths in others and tap into that potential, creating positive teaching experiences (Day, 1999).

Trusting relationships provide a belief that trust matters most when teachers want to implement new strategies in the classroom. Teacher leaders in this study felt they worked with principals who trusted them to make informed, instructional decisions. In Ghamrawi's study on trust (2011), teachers involved with school decisions possessed the confidence to become risk-takers in the classroom owning the confidence to *think outside the box* without worry of ridicule. Furthermore, teachers who are acknowledged for their unique gifts and talents are more willing to share those ideas with colleagues if a culture of trust and respect has been established. For many teachers when they experience academic success with their students, a community built on trust encouraged them to share those successes in PLCs or grade-level meetings. When teachers feel confident and safe in sharing successes and challenges the benefits are taking responsibility for leadership. The teacher leaders in this study placed high importance having the trust of the principal to make academically sound decisions within their own classrooms.

Results from the Omnibus T-Scale further substantiated the importance of trust building on school campuses and confirmed that in schools where trust is reciprocated between the principal and teachers an environment of shared leadership is fostered. According to the research conducted by Ghamrawi, trust also plays a pivotal role in teacher self-efficacy, collaboration, collective vision, and sense of belonging and indicates that “teacher leadership may not flourish unless it is supported by a very strong positive school culture” (2011, p. 336).

Inspirational motivation and systems of support. Mentoring relationships connect people. When systems are in place to support followers, the practice of inspirational motivation will assist leaders in connecting others to the meaningful work they do. Teachers who value connectedness with the principal and fellow teachers are often times the leaders of the future. The study clearly indicates that principals and teacher leaders value the benefits of supportive and collaborative relationships. Principals who associate with and promote teachers often find mentoring opportunities that are two-fold: beneficial to the teacher’s growth and beneficial to the forward movement of the school. A school is an entity all its own and finding the means best possible to make it a functioning organization is in the best interest of all stakeholders. The teachers in this study found value in the mentorship of their principals and overwhelmingly shared how that confidence created an internal desire to grow as educators and as future leaders.

Most importantly, teachers in this study valued opportunities to share their experiences with fellow teachers. This sharing-based forum is a contribute to the environments established by the school’s leadership and continued throughout teachers leaders as they felt more prepared to take on leadership responsibilities which included

supporting new teachers. Leithwood and Jantzi (2008) affirmed that leaders also influence student learning when they develop ways for teachers to share their learning with others. In a desire to influence the teaching of others, teacher leaders shared the added benefits mentorship brought to their own practice. This resulted in collaboration as a means of contributing for a common purpose, namely student achievement.

Consequently, without opportunities to connect with colleagues, teachers reported feelings of isolation that the teacher profession was once known for. Teacher leaders who participated in this study repeatedly indicated that mentoring and supportive relationships mattered and further stressed the importance of creating and sustaining these relationship opportunities for all teachers especially those new to the profession.

Intellectual stimulation, collaboration and communication. Intellectual stimulation provides an opportunity for leaders and followers to propose better ways of moving the organization forward as they share the comfort of expressing new ideas in an open, accepting forum. Principals and teacher leaders engage in purposeful collaboration and communication both formally and informally. There appeared to be high degrees of satisfaction among teacher leaders when it came to having access to their administrators. Teacher leaders in this study reported the significance of principals having an “open-door policy” where they could share ideas or seek advice in a non-threatening environment. In addition, teacher leaders reported the importance of principals providing time for teachers to collaborate within the school day. Creating opportunities for teachers to grow in their practice cannot be overlooked if today’s schools are to produce tomorrow’s future. Collaborative opportunities allow teacher leaders to influence other teachers ultimately affecting their classroom practice (Katzenmeyer & Moller, 2009).

Principals and teacher leaders placed high importance on open communication. Establishing purposeful communication is critical in aligning the message of any organization and schools are no different. Research reveals that teachers want principals who identify and articulate the school's vision with the staff and placed a high priority on knowing the school's direction and plan (Lucas, 2002). One of the most important findings in this study focused on reflective feedback sought by principals from their staff. In wanting to challenge themselves as leaders, principals sought feedback from teacher leaders demonstrating the desire to improve their own practice.

Cultivating teacher leadership through the lens of transformational leadership and trust. Transformational leaders know the importance of developing relationships that sustain school culture and cultivate teacher leadership. As stated in the literature review, leadership is the relationship between a leader and follower based on a unity of purpose and trust. Principals who practice transformational leadership consider the importance of quality relationships and maintain personal interactions with fellow teachers. Furthermore, when those quality relations are built on a foundation of trust, teachers find empowerment to take on leadership responsibilities.

Transformational leadership enhances the followers, challenging them to think in ways in which they are not accustomed to thinking, inspiring them to accomplish beyond what they are felt was possible, and motivating them to do so by keeping in mind the values and high moral standards that guide their performance (Bass et al., 2003, p. 215).

The four components of transformational leadership, idealized influence, inspirational motivation, intellectual stimulation, and individual consideration lead to effective results in organizational performance. When principals inspire, build team spirit, are respected for setting the example, seek new ideas from followers, and seek to promote individuals'

growth they transform teachers into true teacher leaders (Bass, et al., 2003). However, it is clear principals cannot lead schools alone. Therefore, principals must solicit the leadership of others.

When examining the element of trust, this study confirmed that quality relationships were important in building trusting relationships on school campuses and predictive factors such as gender and years of experience were not determining factors in measuring trust between principals and teachers. Most importantly, quantitative results revealed trust as a positive influence on middle school campuses supporting the notion that principals typically act in the best interest of teachers and that the presence of trust among principals and teachers increases teacher loyalty, efficacy and commitment to the school community. When trust is a viable, living part of a school, teachers and administrators become the agents of change education so desperately need.

The development of teacher leadership is far more comprehensive under the conditions of transformational leadership and trust. As principals focus on implementing the characteristics of transformational leadership into their repertoire it is equally important to support and maintain quality relationships with their teachers. As this study first hypothesized, the combination of transformational leadership practices and the presence of trust is the most influential way to cultivate teacher leaders. Nevertheless, the challenge lies in sustaining an environment where teacher acceptance of leadership roles becomes the norm, not the exception. Teacher leadership is essential for schools to navigate through the multifaceted challenges of education in the 21st century.

Implications for Educational Practice

Leadership is about vision and educational leaders must be cognizant in including all stakeholders in its implementation. Today's principals are faced with enormous decisions that determine the effectiveness of a school. Being a great leader does not mean coming up with the answers then motivating others to follow (Collins, 2001). Great leaders lead by example, communicate with their followers, and practice inclusion where teachers, parents, and community members are part of the decision-making process. When principals put into practice the 4Is of transformational leadership greatness can pursue. Principals who promote transformational leadership recognize the unique abilities in others and foster that efficacy through established systems of support. The results of this study also helped establish the important job principals have at creating environments of trust, which support teacher leadership. As Ghamrawi (2011) stated, principals establish trust through shared leadership and supportive environments that inspire teachers to become leaders. But before they can rise up and lead teachers need to be encouraged in the development of their own practice. This is done when a school builds in belief systems that signify to teachers they will be “highly efficacious when carrying out task” (Ghamrawi, 2011, p. 337). Simply stated, transformational leadership and trust are the means for creating teacher efficacy.

Creating equitable learning environments in the direction of social justice is a relevant consideration in any district. Although conclusions from this study were not based directly on school demographics or student ethnicity, districts should still be mindful of opportunities for educational growth and how those opportunities are distributed throughout the learning community. As Nancie Atwell once said, “One

teacher can do great things, a community of teachers can move a mountain” (1987, p. 20). I dare to think what I district could produce if they collectively networked for the advancement of the students it serves.

Recommendations for Future Research

This study provided an in-depth look into the effects of transformational leadership and trust on principals and teacher leaders. This study began with a comparison of transactional and transformational leadership. Although the styles can easily be blended to meet the needs of a specific learning community, several areas of future research have emerged. While transactional and transformational leadership can produce different results in different school settings, this study does not offer a glimpse into the motivational states or personality differences that explain why a leader might choose one style over another. In addition, a focus on how a principal deals with the issue of staff resistance could further provide analysis to the benefits of practicing one leadership style over the other.

Another area of research that deserves further examination is a deeper understanding of the roles principals, leadership teams, and transformational leadership play in the development of a positive school culture and the importance of including all stakeholders in the forward movement of the school. An investigation of the balance of power between principals and teachers would further warrant the need for transformational leadership in today’s schools.

Final Remarks

The ultimate goal of any school is the education of its students. While an increased emphasis on student test scores exists, it is important for principals and teachers to remember that shared leadership positively impacts the learning environment. This study set out to examine transformational leadership and quality relationships and how the intersection of the two would impact the cultivation of teacher leadership. In many schools across the nation principals effectively execute shared leadership, thereby encouraging teachers to become involved in the decision-making process. In addition, discussions around culture building and trust are more prevalent than ever as teachers find themselves with more responsibilities and fewer instructional days due to statewide cuts to education. This research supports the concept that while shared leadership and quality relationships are needed to support student learning it is the presence of both which provides the biggest impact.

Study findings and results highlight the important role the principal plays in creating conditions that support the implementation of transformational leadership and the refinement of quality relationships. This study has established the need for these two entities to be present in tandem, thus creating the best environment for successfully supporting and sustaining teacher leadership. While this study specifically examined the leadership practices of middle school principals, the researcher feels that the lessons gleaned from this research can easily be transferred to all levels of education. Whenever people come together for a common purpose there will always be a need for leaders and followers to share in the decision-making process in an environment of trust. As principals empower teachers to lead, they work side-by-side with teacher leaders to

establish best practices while creating the agents of change so desperately needed for the restructuring of 21st century schools.

Appendix A: MLQ Rater Form

Name of Instrument: Multifactor Leadership Questionnaire Rater Form (Form 5X-Short)

Authors: Bruce Avolio and Bernard Bass

Sample Item:

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing.

The person I am rating...

1. Seeks differing perspectives when solving problems.
2. Specifies the importance of having a strong sense of purpose.
3. Talks enthusiastically about what needs to be accomplished.
4. Helps me to develop my strengths.
5. Acts in ways that builds my respect.

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Appendix B: MLQ Leader Form

Name of Instrument: Multifactor Leadership Questionnaire Leader Form (Form 5X-Short)

Authors: Bruce Avolio and Bernard Bass

Sample Item:

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

1. I seek differing perspectives when solving problems.
2. I specify the importance of having a strong sense of purpose.
3. I talk enthusiastically about what needs to be accomplished.
4. I help others to develop their strengths.
5. I act in ways that build others' respect for me.

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Appendix C: Teacher Leader Interview Questions

1. What is your definition of a teacher leader?
2. You have been identified by your principal as being a teacher leader on your campus. Tell me about your ability to serve in a leadership capacity at your school.
3. In what ways does your principal support teacher leadership on your campus?
4. What steps has your principal taken to ensure that teachers have an active leadership role in carrying out the school vision?
5. What would you like to see your principal do to better support your leadership or the development of your leadership skills?
6. What challenges do you believe your principal faces in trying to support teacher leadership and build leadership capacity?
7. What are some of your principal's best leadership characteristics?
8. In your opinion, how important are teacher leaders to the vision of the school?
9. Is there anything you would like to add?
10. If further questions arise would it be alright to contact you again?

Appendix D: Omnibus T-Scale

Instrument: Omnibus T-Scale

Authors: Wayne K. Hoy and Megan Tschannen-Moran

Directions: Please indicate your level of agreement with each of the following statements about your school from strongly disagree to strongly agree. Your answers are confidential.

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 interests 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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