Cultivation of Teacher Leaders in a High School Setting

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ABSTRACT

Research abounded regarding teacher leaders; however, less research had been conducted regarding cultivation of teacher leaders. The purpose of this qualitative, bounded, multiple case study was to determine how teacher leaders in a high school setting were cultivated. Cultivation referred to the growth in skills and knowledge of a role, with the role being that of teacher leader. Through purposeful sampling, five teacher leaders were selected to participate in the study. Each teacher was selected based on the definition of a teacher leader and the teacher leader roles he/she has held. Data were collected from interviews and the author’s journal entries. Themes that emerged during analysis included Culture of the School, Motivation, Impact on School, and Relationships. Each theme provided insight about cultivation of teacher leaders in a high school. The findings determined next steps to further cultivation of teacher leaders within a high school setting as well as what future research can be conducted on this topic.
TABLE OF CONTENTS

Acknowledgements........................................................................................................... ii
Abstract ............................................................................................................................... iii
List of Tables ....................................................................................................................... vi
Chapter One: Overview ...................................................................................................... 1
  Justification ....................................................................................................................... 3
  Statement of Problem ....................................................................................................... 8
  Specific Research Questions ............................................................................................ 9
  Implications of the Research ........................................................................................... 9
Chapter Two: Literature Review ......................................................................................... 11
  What is a Teacher Leader ................................................................................................. 11
  Motivation ....................................................................................................................... 15
  Characteristics/Skills/Abilities ....................................................................................... 17
  Formal Roles .................................................................................................................... 20
  Informal Roles ................................................................................................................ 22
  Supports .......................................................................................................................... 22
  Barriers ............................................................................................................................ 25
  Cultivation of Teacher Leaders ...................................................................................... 28
  Value of Teacher Leaders .............................................................................................. 36
Chapter Three: Methodology ............................................................................................... 41
  Design ............................................................................................................................. 41
  Site .................................................................................................................................. 42
  Participants ...................................................................................................................... 43
  Data Collection ............................................................................................................... 45
  Coding ............................................................................................................................. 46
  Pre-Interview Questions ............................................................................................... 46
  Interviews ....................................................................................................................... 46
  Reflection Journal ......................................................................................................... 47
  Respondent Validation ................................................................................................. 47
  Triangulation .................................................................................................................. 47
  Data Analysis ................................................................................................................ 48
  Limitations ...................................................................................................................... 49
Chapter Four: Results and Analysis ................................................................................... 50
  Culture of the School ...................................................................................................... 50
  Support and Encouragement of Teacher Leaders ......................................................... 59
  Professional Development ............................................................................................ 61
  Roles for Teacher Leaders ............................................................................................ 64
  Motivation ....................................................................................................................... 73
  Intrinsic .......................................................................................................................... 75
  Extrinsic ........................................................................................................................ 80
  Intrinsic and Extrinsic ................................................................................................. 84
  Relationships .................................................................................................................. 85
  Communication ............................................................................................................. 87
  Collaboration ................................................................................................................ 92
Support from Administration and Coworkers ........................................... 95
Friends and Family ...................................................................................... 97
Impact on School .......................................................................................... 100
  School Goals, Mission, Vision, Direction .................................................... 100
  Influence via Roles ...................................................................................... 106
  Impact on Coworkers .................................................................................. 108
  Impact on Students ..................................................................................... 112
Discussion ....................................................................................................... 119
Discussion on Findings .................................................................................. 125
  Research Question #1 ................................................................................ 125
  Research Question #2 ................................................................................ 126
  Research Question #3 ................................................................................ 128
  Research Question #4 ................................................................................ 129
Chapter Five: Summary, Recommendations and Conclusion ....................... 130
  Recommendations ...................................................................................... 132
  Further Research ......................................................................................... 134
  Conclusion ................................................................................................... 135
Appendices ................................................................................................... 137
  Appendix A- Participant Summaries ............................................................. 137
  Appendix B- Participant Pre-Interview Table ............................................. 147
  Appendix C- Interview Protocol ................................................................. 148
  Appendix D- Coded Data Matrices .............................................................. 150
References ..................................................................................................... 173
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participant Teacher Leader Roles</td>
<td>65</td>
</tr>
<tr>
<td>2. Participant Pre-Interview Responses</td>
<td>147</td>
</tr>
<tr>
<td>3. Coded Data Matrices</td>
<td>150</td>
</tr>
</tbody>
</table>
Chapter I

Overview

Teachers are in integral part of the educational system. Not only can teachers have a profound effect on their students, but they can also influence change within the school or district in which they work. “Viewed as being capable, and…endowed for their unique insights”, teachers may choose to go above and beyond the call of duty, taking on other tasks and roles that may take them out of the classroom (Beachum & Dentith, 2004, p. 284). These teachers are known as teacher leaders, and their contributions are vital to the success of schools, especially during a time when new legislative mandates abound and the educational system is going through a period of reform (Wells, 2012). It is important to recognize teacher leaders and the job they do, but also to recognize that they need support when taking on leadership roles. In this connection, the cultivation of teacher leaders needs to take place so that they can continue to make a positive impact on our schools and our students. Cultivation is defined as, “the process of trying to acquire or develop a quality or skill” (Oxford Dictionaries, n.d.). Based on this definition, the cultivation of teacher leaders is the process that enables teachers to acquire or further develop their knowledge, skills and responsibilities as teacher leaders. It is my belief that if teacher leaders are cultivated, they may develop confidence in their abilities as leaders, which will enable them to maintain, obtain, and even strengthens current and future positions they may take on in the educational arena (Singh, 2011).

One of the most influential groups in a school are the teachers, and to that end, the teacher leaders. According to Collinson (2004), teachers that want to grow and learn will “seek, accept, or create leadership roles” (p. 383). Teacher leaders pursue this because
they are life-long learners and want to better themselves within their practice (Lambert, 2003; Lieberman & Miller, 2005). “It appears that teachers who take leadership roles in their schools are successful agents and conduits in promoting cultural change” within a school (Beachum & Dentith, 2004, p. 283). The authors also found that “teacher leaders are viewed as being capable, and are endowed with opportunities and authority for their unique insights” (Beachum & Dentith, 2004, p. 284). Promoting teacher leadership within the school “brings about school change, promotes democratic schools, and makes use of teacher expertise” (Angelle & DeHart, 2011, p.145). Berry, Daughtrey and Wieder (2010) asserted that “teacher leadership was a critical component of effective teaching and school success” (pg.9). To that end, “teacher leadership and collective expertise are tightly linked to” student achievement (Berry et al., 2010, p.2).

Katzenmeyer and Moller (2001) argued that “teacher leadership opportunities can promote teaching as a more desirable career and help to retain outstanding teachers for the complex tasks of school changes” (p. 32). There are many ways that teachers can become teacher leaders.

Angelle and Beaumont (2006) identified five roles for teacher leaders: educational role models, decision makers, visionary leaders, supra-practitioners, and designees. Educational Role Models are teachers that remain current with the latest educational research. Decision Makers experience distributed leadership and may be able to share power with the principal when it comes to decisions regarding school level processes and/or programs. Visionary leaders listen, communicate, and problem solve based on the goals of the school guided by a future vision or direction. Supra-practitioners take on extra duties beyond normal work hours and tasks others may not
want to do. The fifth type is that of Designee. Designees have formal titles and specific roles that include but are not limited to team leader, department head (interchangeable with department chair), committee chair and others. Those in the Designee leadership role may have had the role designated to them by administration or peers (Angelle & Beaumont, 2006). These roles can overlap, and many teacher leaders may embody more than one role at any given time.

**Justification**

There is an abundance of research on the definition of teacher leaders, what roles they play, and why they are an integral part of the ever changing school system (Angelle & Beaumont, 2006; Beachum & Dentith, 2004; Berry, et al., 2010; Katzenmeyer & Moller, 2001; Smylie & Denny, 1990). Helterbran (2010) argued that “teachers have always been leaders, but there is little evidence that a focused, collaborative movement exists in public school designed to promote and support widespread teacher leadership in the profession (p. 363). In addition, “most people have little or no understanding of teacher leadership (Institute for Educational Learning [IEL], 2001, p.22). I am interested in finding out, if we (the schools, teachers, administrators, etc.) have made any improvements to support teacher leadership in schools, and if teacher leaders feel as though they have been cultivated in their school setting.

Ackerman and Mackenzie (2006), Harris and Muijs (2003), Huerta, Watt, and Alkan (2008), and Lambert (2003) described teacher leaders as those individuals that take on roles beyond the classroom, are able to influence their colleagues on future schools priorities, have a passion to improve their own practice, and are not afraid to take risks. Teacher leaders take on many roles (e.g., department head, mentor, curriculum
coordinator, helping other teachers with curriculum and lessons, helping with extra-curricular activities and more); however many often do not hold any formal titles, yet are available to assist colleagues and the organization (Angelle & Beaumont, 2006; Danielson 2007; Harris, 2003; Helterbran, 2010; Huerta et al., 2008). More specifically, teacher leadership allows teachers to “[take] more responsibility to respond to new legislative mandates for school reform (Wells, 2012). For example, some local school reforms include No Child Left Behind and Race to The Top. Teacher leadership was recommended as a “mechanism for widespread reform” and in an era of accountability, it can provide teachers with a way to improve their practice while making contributions to the “teaching-learning arena” (Beachum & Dentith, 2004; Helterbran, 2010).

As the educational system in America continues to be revamped by reforms such as No Child Left Behind, Individuals with Disabilities Education Act, and Race to the Top, it is clear that teacher leaders may be an integral part of this reform. “With the growing emphasis on high-stakes testing and the advent of No Child Left Behind, many school leaders are…drawing on the leadership potential of all stakeholders, especially teachers” (Gabriel, 2005, p. 1). Katzenmeyer and Moller (2001) also supported cultivation of teacher leaders as they are the “sleeping giants” that may help education and the reforms that continue to befall the educational system. “By helping teachers believe they are leaders, by offering opportunities to develop their leadership skills, and by creating school cultures that honor their leadership, we can awaken this sleeping giant of teacher leadership” (Katzenmeyer & Moller, 2001, p. 2-3). Wasley (1991) stated that the new call for teacher leadership emerged from those dissatisfied with current conditions in education…and is fueled by important and conclusive research
conducted over the last 20 years that demonstrates that teachers, too long silent and isolated in classrooms, must take more leadership in the restructuring of public education. (p. 5)

Despite the fact that teacher leadership was touted as a necessary part of the educational system, Berry et al. (2010) suggested that “more research needs to be conducted into teacher leadership and how it can be cultivated under different contexts and demands” (p. 10). To adequately address cultivation of teacher leaders, there needs to be an understanding of the context, professional interactions, and potential for leadership roles in school (Beachum & Dentith, 2004; Danielson, 2007; Harris, 2003; Stone, Horejs, & Lomas, 1997). Research suggested that there was a need for teacher leaders and that our school system will not be able to efficiently and effectively change without them (Beachum & Dentith, 2004; Berry et al; 2010; Helterbran; 2010; Katzenmeyer & Moller, 2001; Singh, 2011; Wells, 2012; York-Barr & Duke, 2004).

Helterbran (2010) posited that school improvement will benefit largely from teacher leaders, even though this factor remains largely untapped. Katzenmeyer and Moller (2001) claimed “if school reform is to take place, we need to tap into the teacher leaders” (p. 1). According to the IEL (2001), “it is not too late for education’s policymakers to exploit a potentially splendid resource for leadership and reform that is now being squandered: the experience, ideas, and capacity to lead of the nation’s school teachers” (p. 2). The “strong forces supporting the need for teacher leadership include initiatives at the national, regional, state, and local levels” (Clemson-Ingram & Fessler, 1997, p. 96).

These teachers may often be those with years of expertise or exhibit certain skills or attributes; they are willing to take on the roles and tasks that teacher leaders of today
might face. To ensure that teacher leaders remain leaders, and that new leaders are recruited, it is necessary to find out what keeps them in these roles and allows them to maintain the desire to continue in this role. Feiler, Heritage, and Gallimore (2000), stated that “nurturing a teacher to gain expertise is more effective than implementing the role of teacher-leader with a less accomplished teacher” (p. 68). It is important to know what teacher leaders need and if they are being cultivated and nurtured in a manner that will allow them to maintain enthusiasm and desire to remain in these types of positions.

High school teachers have the opportunity to engage in a plethora of roles in which to serve as teacher leaders. Learning how these teacher leaders are cultivated will help other administrators and other school personnel become cognizant of how they can recruit and support teacher leaders. Stone et al. (1997) conducted a study of several teacher leaders in a Northern California district, some at the elementary level, some at the middle school level, and some at the high school level. Their study revealed that while there are similarities between the teacher leaders at each level, there are also unique differences and challenges that teacher leaders at each level face. Differences between the schools (elementary, middle and high school) include how teacher leaders view themselves, and the role of the principal in creating a safe environment for teacher leaders (Stone et al., 1997). Elementary school teachers tended to “view accomplishments solely in terms of their classroom or grade level rather than as a part of a change effort or school improvement” and “do not view themselves as ‘leaders’” but “define leadership role in terms of willingness to serve or ‘servant leadership’” (Stone et al., 1997, p. 59). In middle school settings, teachers “must be given the opportunity to view accomplishment in terms of improving school climate as making a connection to
school improvement” (Stone et al., 1997, p. 60). In a high school environment, it is important to “align perceptions as to who teacher leaders are since teacher leaders are more effective when they are perceived as leaders by both the principals and the teachers” (Stone et al., 1997, p. 60). It was also important to recognize that “teacher leadership roles have expanded from teacher-to-teacher assistance; classroom and department focus, and staff development to include the more global context of school change and improvement” (Stone et al., 1997, p. 60). In addition, the role of the principal at each level was found to have a different effect on teacher leaders and teacher leadership. At the elementary level, teachers may be aware that the principal was pivotal in teacher leadership, but they feel unable to articulate this due to lack of experience or knowledge about the systems in place (Stone et al., 1997). Middle school teachers, it seemed, needed to have experiences in which they can see and understand how the principal is a pivotal role in teacher leadership (Stone et al., 1997). Finally, at the high school level, the principal must be “willing to share power, encourage teacher leadership, and set a tone that validates teachers’ views and expertise” (Stone et al., 1997, p. 60).

Similarities across the grade levels included teacher leaders tend to have more years of teaching experience, take on these roles for personal and professional reasons alike, are supported by the people around them, are given time to do their jobs, are involved in decision making, are able to assist with school improvement efforts, and through them the teacher voices are recognized and utilized. The barriers they faced were also similar, including lack of time, power, and politics (Stone et al., 1997). While there are similarities among teacher leaders, it was important to recognize the differences that exist at each level. In addition, a recommendation made by Stone et al. (1997), was to note
that teacher leaders usually take on the positions because of a personal and intrinsic reason. If this is the case, it would be essential to determine if their personal desire and intrinsic motivations for becoming teacher leaders are still in place and if these are also being cultivated. Since there are many ways in which teachers can be teacher leaders it makes sense to go directly to those teachers and find out how to best support them. “As educators, we have a keener insight into the strengths, as well as the ills, inherent in the field; we are also the best posed to ameliorate those shortcomings we have control over” (Gabriel, 2005, p. 157).

Statement of the Problem

Teacher leaders are important in the success of any school, and yet that role can be most challenging. As a high school teacher, and former Curriculum Coordinator, I wanted to examine how teacher leadership was cultivated at the high school level. Having held the Curriculum Coordinator position for two years, I was curious to know what current teacher leaders felt assisted their growth as teacher leaders and what motivated them to stay in or leave those positions. I was interested in identifying those characteristics that they may have already possessed and those that motivated them to remain in leadership roles.

Through this project I have sought to determine, (1) what other teacher leaders think and feel about their roles, and (2) how they have been cultivated as teacher leaders. I hope to be able to determine how and when these teacher leaders have had opportunities to increase their knowledge and skills and grow as teachers and teacher leaders. Gabriel (2005) stated, “we grow by learning from experience, as much from others’ as from our own” (p. 110). To this end the purpose of this project was two-fold: (1) to describe and
locate teacher leader candidates who exhibit leadership characteristics and (2) to describe the processes by which these teacher leaders are cultivated.

**Specific Research Questions**

The specific research questions are:

1. What are the professional developments or training opportunities that have improved or cultivated your skills and abilities as a teacher leader?

2. How are teacher leaders cultivated, and what appears to be the process?

3. What motivates educators to be teacher leaders and what are the rewards or compensation (if any) that are given for being a teacher leader?

4. What are identifiable opportunities for teacher leadership roles?

**Implications of the Research**

The teacher leader was an invaluable aspect of how schools function. Teacher leaders have the ability to influence the culture of a school and are a key part of making a school run more effectively and efficiently (Beachum & Dentith, 2004; Berry et. al., 2010; Frost-Harris, 2003; Katzenmeyer & Moller, 2001; Singh, 2011; Wells, 2012; York-Barr & Duke, 2004). As we continue to see new initiatives sent to public schools from both national and state levels, extra consideration for teacher leaders and the jobs that they do should be given. The results of this study may have significant implications for high schools and for administrators and teachers. Schools should acknowledge the work of teacher leaders. In order to continue to have teachers willing to take on leadership roles the cultivation of teacher leaders is something that needs to be in place. With a culture that cultivates teacher leaders, the school and students will reap the benefits of
what teacher leaders do, and teacher leaders will be willing to continue in or take on other leadership roles.
Chapter II

Literature Review

The concept of ‘leadership’ is known to many. When we speak of leadership in education, many people automatically think of the principal, head of the school, dean, or others with formal titles in designated leadership roles. For the most part the educational system operates as a hierarchy of power and status, with the idea of teachers and leaders being two completely different people (Brosky, 2011; Harris, 2003; Harris & Muijs, 2003; Phelps, 2008).

Is it possible that teachers can be leaders? Are they not leaders within their own classrooms? Collay (2013) asserted that “effective teaching is leadership” (p. 72). She argued that “teaching is a vocation requiring everyday acts of leadership- courage, a clear vision of what matters, strong relationships with others, and resistance to the bureaucracy that can grind teachers down” (Collay, 2013, p. 73). Many of today’s academic journal articles and educational research are telling us that teachers are and can be leaders (Ackerman & Mackenzie, 2006; Barth, 2001; Katzenmeyer & Moller, 2001; Lambert, 2003; Odell, 1997; Sinha, Hanuscin, Rebello, Muslu, & Cheng, 2012). Teacher leader is the term used to describe those educators that take on additional roles within and outside the classroom (Frost & Harris, 2003; Huerta et al., 2008). While many may not consider themselves to be ‘leaders’ in the formal sense, they demonstrated leadership behaviors and qualities that surpass other educators. Their myriad of duties and ability to thrive with limited recognition are some of the qualities associated with being a teacher leader.

What is a Teacher Leader?
Katzenmeyer and Moller (2001) defined teacher leaders as “those who lead within and beyond the classroom, influence others towards improved educational practice, and identify with and contribute to a community of teacher leaders (p. 6). Frost and Harris (2003) described a teacher leader as one that “[exercises] leadership by teachers regardless of position or designation” (p. 482). Cranston (2000) considered teacher leaders to be those that are willing to work alongside principals, tackle obstacles, and work to improve the educational climate and build community at the same time. Danielson (2006) claimed that teachers identify teacher leaders as those to whom “they look for professional advice and guidance, and whose views matter to others in the school” (p. 12). Cody (2013) surmised that “teacher leaders are sometimes defined as those individuals who have proven they have special abilities and are thus worthy of being followed” (p. 70). Huerta et al. (2008) suggested that “teacher leaders are those teachers who facilitate change in and out of the classroom, be it formally or informally” (p. 3). Ash and Persall (1999) argued that “the process of teaching itself is a quintessential leadership function” (p. 7). Lambert (2003) stated that “all teachers have the right, capability, and responsibility to be leaders” (p. 422). The notion that teachers are already leaders in the classroom, and that they do not necessarily need to move beyond the classroom to be leaders allows teacher leaders to take on a variety of roles.

Teacher leaders are first and foremost educators, but they are willing to step beyond their own classrooms and affect change in other areas of the school. York-Barr and Duke (2004) posited that “the concept of teacher leadership suggest that teachers rightly and importantly hold a central position in the ways schools operate and in the core functions of teaching and learning” (p. 255). They are “more readily recognized in the
context of the school as they exhibit leadership characteristic more consistently and more often than their respective counterparts” (Anderson, 2008, p. 9). The idea of teacher leadership was “simply and succinctly seen as the process of influencing and direction setting of one teacher toward another” (Anderson, 2008, p. 9). In the study conducted by Stone et al. (1997), they found that high school teachers described teacher leaders as those who are “respected by and represents others, an expert teacher, a risk taker, one who collaborated with colleagues, makes decisions, and works towards school wide improvement” (p. 55). They can be mentors to other teachers, are able to influence others and maintain positive relationships, work with integrity, and create positive atmospheres for students to succeed (Bowman, 2004).

These definitions of teacher leaders demonstrate the breadth of work that a potential teacher leader candidate can take on. Those that participated in the study were selected based on the qualities and attributes of teacher leaders discussed in the previous paragraphs as well as the various leadership roles they had taken on. York-Barr and Duke (2004) found that “teacher leadership is practiced through a variety of formal and informal positions, roles, and channels of communication in the daily work of schools” (p. 263). Harrison and Killion (2007) noted the variety of roles available to teacher leaders “ensures that teachers can find ways to lead that fit their talents and interests” (p.77).

Consequently, Angelle and Beaumont (2006) identified five categories of teacher leaders. The five categories are educational role models, decision maker, visionary teacher leader, supra-practitioner, and designee. Each of these five categories covered the various roles that teacher leaders can take on and they fall into both formal and
informal roles. Educational Role Models are model teachers that remain current with the latest educational research. They learn new curriculum, new technology, use these tools in their classes, help others to learn about these new concepts, read, attend professional development trainings and/or improve their own educational level by obtaining a masters or doctorate degree (Ackerman & Mackenzie, 2006; Angelle & Beaumont, 2006; Feiler et al., 2000; Lambert, 2003; Lieberman & Miller, 2005). Decision Makers experience distributed leadership and may be able to share power with the principal when it comes to decisions regarding school level processes and/or programs. These types of teacher leaders include school community council or PTSA representatives (Parent, Teacher, Student Association), and department heads. Such leadership roles can involve implementing a new program or initiative (Angelle & Beaumont, 2006; Brosky, 2011; Katzenmeyer & Moller, 2001; Lambert, 2003, Stone et al., 1997; Wilson, 1993).

Visionary leaders listen, communicate, and problem solve based on the goals of the school guided by a future vision or direction. To this, visionary leaders may be part of the leadership team, part of the PTSA or other organizations, and are interested in long-term change, for the school (Angelle & Beaumont, 2006; Bowman, 2004; Gerhrke, 1991; Katzenmeyer & Moller, 2001; Stone et al., 1997). Supra-practitioners take on extra duties beyond normal work hours, including tasks others may not want to do. These teacher leaders go above and beyond the call of duty, taking on the role of club or class advisor, prom chaperone, run concession for athletic events, help run tutorials, and maybe even coach a sport or two (Angelle & Beaumont, 2006; Wilson, 1993). Designees have formal titles and specific roles that include but are not limited to team leader, department head, committee chair and others. Those in the Designee leadership role may have had the role
designated to them by administration or peers (Angelle & Beaumont, 2006). One reason why teachers may take on these types of leadership roles is their motivation.

**Motivation**

Many join teaching to make a difference in the classroom. What, then, motivated teachers to go beyond their own classroom and step into the role of teacher leader? Motivation to become and continue to be a teacher leader can be either intrinsic or extrinsic. Either way, motivation was important to maintaining teacher leaders within a school.

Barth (2001) informed us that “teachers who lead help to shape their own schools and thereby, their own destinies as educators” (p. 445). It is important teachers felt that they could make a difference, inside and outside the classroom. One way to motivate them was to know that their input was valued and that they are part of the decision making process within their school. “When teachers recognize that leading increases their overall difference making ability, they will be more inclined to seize the chance to serve in this capacity (Phelps, 2008, p. 120). Stone et al. (1997) stated “teacher leaders clearly identified their participation in decision making as a factor which motivated them to assume leadership responsibilities” (p. 33). In addition to being part of a decision making process, being part of a dynamic team was another motivational factor for teachers to become teacher leaders. “Many teachers find greater satisfaction exerting leadership by being part of a high-performing team” which can include leadership teams, data teams, core teams or houses within a grade level, or other groups (Barth, 2001, p. 447).
Teacher leaders are also motivated intrinsically, by factors of personal interest. Some may want to take on teacher leader roles because their goals are “1) [becoming] an administrator, 2) organizing and hooking up with activist-type teacher movements, and 3) becoming involved in local union affairs” (IEL, 2001, p. 3). Teachers that pursue these types of roles are willing to “take risks to move beyond their usual roles because they want to expand their spheres of influence and because they are interested in their own personal growth (Katzenmeyer & Moller, 2001, p. 80). Stone et al. (1997) cited other intrinsic motivations included “personal challenge, seeing a need and filling it, personal characteristics of the teacher, willingness to get involved, and a perfectionist attitude” (p. 56).

Motivation was important in becoming a teacher leader. Coggins and Diffenbaugh (2013) claimed that “the education sector has spent precious little time thinking about what motivates teachers” (p. 42). If this was the case, how can schools expect to cultivate teacher leaders? It would be hard for any teacher to take on extra roles and responsibilities without any motivation. Coggins and Diffenbaugh (2013) suggested that three things can be done to increase awareness of what motivates teachers, and how teachers can be motivated to take on leadership roles. They believe that, “first, the profession must offer career ladders that provide teachers the opportunity to stay in the classroom as they exert their leadership to improve the system” (Coggins & Diffenbaugh, 2013, p. 43). Next, “the teaching profession must bridge policy and practice by designing mechanisms through which teachers can influence education policy” (Coggins & Diffenbaugh, 2013, p.44). Finally, Coggins and Diffenbaugh (2013) asserted that
“teachers want to know their efforts are having an effect, want to be recognized for that, and want to help colleagues reach more students” (p. 44).

Whether external, or internal, the motivation for being a teacher leader was something that all schools and teachers should consider. “Teachers can be revitalized through the challenge of leadership roles”, no matter which roles they take on (Katzenmeyer & Moller, 2001, p. 33). Learning what motivates teachers to take on such roles, and be willing to be a teacher leader was important to the cultivation of teacher leaders at any school.

**Characteristics/Skills/Abilities**

Whether a teacher leader was in a formal or informal role, every teacher leader needs “an extensive repertoire of skills to be effective” (Feiler et al., 2000, p. 67). Dozier (2007) surmised that “teacher leaders need specific knowledge, skills, and dispositions to be successful change agents” (p.58). Successful teacher leaders bring this vast array of characteristics, skills, and abilities to their job on a daily basis. Some of these skills are innate, but others can be honed and perfected through practice and professional development.

An important skill to have as a teacher leader was the ability to build and maintain positive relationships. Part of the ability to collaborate well was also the ability to build and maintain relationships with others, whether it is with the students, parents, administrators, or other stakeholders in the educational system. Sherrill (1999) stated “trust, cooperation, and respect between identified teacher leaders and school administrators will be critical to the success of roles targeted at the ongoing professional development of teachers” (p. 59). Wilson (1993) found that teacher leaders “are
gregarious and make themselves available to other teachers as a resource or an advocate” (p. 24). Teacher leaders are effective when they are able to build those relationships that strengthen their ability to work positively with those around them. Katzenmeyer and Moller (2001) reported that the “ability to build positive interpersonal relationships is critical to becoming a teacher leader” (p.47). Teacher leaders should have a positive relationship with the students they teach. Cody (2013) found that teacher leaders “remain flexible and open to learning who their students are and how to best teach them” (p. 69).

Since teacher leaders can take on a vast array of roles, and work with a variety of people, it was important that they are able to create and maintain positive relationships with others. Collay (2013) stated, “we should not underestimate the powerful leadership role played by teachers who build relationships in their classrooms outward, thus transforming themselves, their students, their students’ families, their colleagues, and their communities” (p.76).

One of the main characteristics of successful teacher leaders that are tied to building relationships was the ability to collaborate with others. According to Danielson (2007), collaboration was “a hallmark of leadership” (p. 16). Many of the roles that teacher leaders take on are not solitary, individual roles. They require working with others, including administrators, colleagues, parents, or other staff members. Collay (2013) believed that “teacher collaboration with students, families, and colleagues is essential to create conditions for learning” (p. 74). Collaboration allowed teacher leaders to work positively with others, to respect other viewpoints, to facilitate and keep meetings on track, and be one of the team (Danielson, 2007; Wells, 2012). When collaboration occurs, it allows many voices to be heard and multiple ideas to come to the
Teacher leaders that are good collaborators are able to “build trust and rapport, and build confidence in others” (Stone et al., 1997, p. 54). Building rapport and trust also developed when teacher leaders were able to share their stories, including mistakes they have made and what they have learned (Reeves, 2009, p. 86). Effective collaboration by a teacher leader can be one of the most powerful skills that they possess. “Collaboration is at the heart of teacher leadership (Harris & Muijs, 2003, p. 8).

Another characteristic of teacher leaders was their expertise in their content area. Odell (1997) stated, “one cannot be an effective teacher leader if one is not first an accomplished teacher” (p. 122). Having knowledge of their students and subject matter allowed teacher leaders’ peers to view them in a respectful manner (IEL, 2001; York-Barr & Duke, 2004). The respect stemmed from the fact that the teacher leader knew their craft, continuously worked to improve that craft, which led to the development of trust and respect by their peers (Lambert, 2003). Coggins and Diffenbaugh (2013) asserted that “like other professionals, teachers are passionate about their craft and wish to improve their practice as they progress in the profession” (p.43). Feiler et al. (2000) found that “expertise in a curricular area” provides a positive “image among peers as a legitimate leader who is an expert in the curricular area and an accessible and supportive resource for information and assistance” (p. 66). Being competent in one’s content area demonstrated a dedication to teaching and learning, and this was something that peers of teacher leaders will value and consider important.

Teacher leaders are competent in their content areas and continued to “seek and find challenge and growth” (Searby & Shaddix, 2008, p.1). They are not content to be experts in their particular content area or grade level, but are often lifelong learners.
Lieberman and Miller (2005) found that many teacher leaders “inquire into their own practice” in an effort to become better teachers and leaders. In addition to being lifelong learners, they have a definite knowledge of self (Singh, 2011). They knew their beliefs about education and teaching, are in touch with their strengths and areas in need of improvement, are inquisitive and reflective, and continued to strive to be the best that they can be (Lambert, 2003). Effective teacher leaders are able to “understand first themselves, then their colleagues, then the school” (Katzenmeyer & Moller, 2001, p. 48).

In addition to the individual characteristics mentioned above, researchers have found that successful teacher leaders have many other traits. These include being able to develop rapport, gain and build trust among their colleagues, build skills and confidence in others, and are confident themselves (Anderson, 2008; Gehrke, 1991; Lieberman, Saxl, & Miles, 1988; Searby & Shaddix, 2008; Sherrill, 1999). They also communicated clearly and effectively, are available and accessible as a resource, maintained a positive attitude, are hard-working, dedicated, live with integrity, are creative, and have positive character (Anderson, 2008; Bowman, 2004; IEL, 2001; Wilson, 1993). Lieberman, et al. (1988) added that “successful teacher leaders…gained great skills in allocating their time as they became experienced”, which was useful when balancing teaching and teacher leader responsibilities (p. 10). When used together, these characteristics allowed teacher leaders to be successful in what they did, and have the resiliency and perseverance to continue even if they were unsuccessful in their first run as a teacher leader.

**Formal Roles**

A type of role that teacher leaders can enter into was the formal role, one that has a specific title or position attached to it. Angelle and DeHart (2011) described formal
teacher leaders roles as those that “entail specific positions…positions that remove the leader from the classroom” (p. 143). While not always the case, many teachers that found themselves in formal teacher leader roles were spending less time in the classroom, or were removed from it altogether. Teachers in formal leadership roles usually have a specific title. These titles include department head, team leader, coach, master teacher and mentor (Danielson, 2007; Harris, 2003; Harris & Muijs, 2003; Helterbran, 2010). Danielson (2007) wrote that “formal teacher leaders fill such roles as department chair, master teacher, or instructional coach” (p. 16). These roles may “have specific operational duties, such as ordering textbooks and supplies for their departments or making room assignments. They may “create agendas and keep minutes for their respective groups’ meetings, which they submit to the administration” (Wilhelm, 2013, p. 62). Harrison and Killion (2007) included Mentor, Curriculum Specialist and Data Coaches (p. 74-76). Mentors become leaders by working with novice teachers to guide and build confidence (Harrison & Killion, 2007, p. 75). Moir and Bloom (2003) believed that “mentoring offers veteran teachers professional replenishment” and “produces teacher leaders with the skills and passion to make lifelong teacher development central to school culture” (p. 58). Curriculum specialists facilitated by “leading teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments” (Harrison & Killion, 2007, p. 74). Data Coaches are those that “lead conversations that engage their peers in analyzing and using this information to strengthen instruction” (Harrison & Killion, 2007, p. 76). With current national and state reforms such as Common Core State Standards and Race to the Top taking place, it will not be unusual to find teacher leaders tackling leadership roles in these areas.
Informal Roles

Informal leadership “runs much deeper, was self-generated, and held the promise of serving as a mechanism for continual professional learning and innovation in school” (Helterbran, 2010, p. 365). These types of roles “emerged spontaneously and organically from the teacher ranks” (Danielson, 2007, p. 16). “Informal roles are created whether the principal supports them or not and occur when a teacher feels passionate about something and takes action” (Huerta et al., 2008, p. 2). Informal roles also included “classroom-related functions such as planning, communicating goals, regulating activities, creating a pleasant workplace environment, supervising, motivating those supervised, and evaluating the performance of those supervised” (Harris, 2003, p. 314). Other informal roles of teacher leaders comprised “planning, communicating goals and regulating activities” and the ‘supra-practitioner’ (Angelle & DeHart, 2011, p. 143). These teacher leaders are happy to arrive early or stay after school for the benefit of administrators, colleagues, or students (Angelle & DeHart, 2011, p. 149). These individuals are often the ones who will take on roles of club advisors, run tutorials, help chaperone proms and other school events, and give their time to support administration, colleagues, or students. These educators may not be the only ones who are willing to work beyond scheduled hours, but they fill a need and are considered leaders because of their ability to work with others, take on new challenges, and may encourage other teachers to get involved (Bowman, 2004; Danielson, 2006; Danielson, 2007; Fullan, 1994; and Lambert, 2003).

Supports

In order for teacher leaders to find success and continue to grow in their skills and abilities, several supports are necessary. Supports in the form of people (coworkers,
administrators, family members), material resources (time, technology, books), professional development (training sessions or mentorship), and even the culture of the school (Anderson, 2008; Brosky, 2011; Crowther, Kaagen, Fergusun, & Hann, 2002; Lieberman & Miller, 2005; Yarger & Lee, 1994) are necessary to engage future teacher leaders.

One of the main supports a teacher leader can have was that of the administrative team (Principals, Vice Principals). Principals support teacher leaders on their journey by providing “the development, support, and nurturance of teachers who assume leadership in their schools” (Lieberman & Miller, 2005, p. 153). “Supports from principals included practicing effective servant leadership, providing funding for professional development, and encouraging teacher leaders to take on leadership roles without repercussions for risk taking” (Brosky, 2011, p. 6). Principals play a key role in the success of a teacher leader by creating a culture that affirms teacher leaders and the work they do, providing professional development for teacher leaders, and being a mentor and/or role model of leadership to the individual(s) that take on teacher leader roles (Childs-Bowen, Moller, and Scriver, 2000; Crowther et al., 2002). Crowther et al. (2002) found that “where we have seen teacher leadership begin to flourish, principals have actively supported it or, at least, encouraged it” (p. 33).

Another support for teacher leaders was that of the faculty and staff that they work with. Although it may be tough at first, successful teacher leaders are able to gain the trust and support of their coworkers. Brosky (2011) surmised that “Support from colleagues took the forms of collaborative group interaction, encouraging teacher leadership, and embracing those teachers who choose to lead by creating a collegial
school culture” (p. 6). Yarger and Lee (1994) found that “the success of teacher leadership depends largely on the cooperation and interaction between teacher leaders and their colleagues” (p. 229). When teacher leaders have positive relationships with their colleagues, their roles and responsibilities become much easier and are more efficient. Anderson (2008) mentioned that “a distinction for teacher leadership in the absence of formal roles is that fellow teachers attribute leadership to them as teacher leaders” (p. 9). If teacher leaders are able to garner support of other teachers, even without a formal title, then they have shown that they are capable and trustworthy as a leader, and may continue to receive support from colleagues (Anderson, 2008; Bowman, 2004; Gehrke, 1991; IEL, 2001; Lieberman et al., 1988; Searby & Shaddix, 2008). The positive relationship demonstrated just how crucial it was for teacher leaders to be able to create and maintain positive interaction with their colleagues and why collaboration is an important skill to have.

Teacher leaders roles are reinforced by “[identifying] supports that can advance the leadership work of teachers” (York-Barr & Duke, 2004, p. 291). Through creation of a culture where teacher leaders are buoyed and sustained through positive attitudes, provided resources, given time, and allowed to develop and grow their skills as leaders, the teacher leader can be successful (Brosky, 2011; York-Barr & Duke, 2004; ). Stone et al. (1997) mentioned the following areas where administration and school bodies can provide support for teacher leaders, through “personal skills/benefits, support individuals, compensation (especially time), improved school climate, and decision making/teacher empowerment” (p. 57).
Once teacher leaders have received support and affirmation about their roles and responsibilities they as the “more established leader needs to reach out with more encouragement and guidance” to other teacher leaders who are just starting out (Wade & Ferriter, 2007, p. 65). Through guidance of previous teacher leaders, the barrier of teaching and working in isolation can start to be torn down. The support and affirmation empowers master teachers to go beyond their classroom while producing new teacher leaders in the process (Moir & Bloom, 2003).

**Barriers**

Although teacher leaders may experience many supports on their journey, there are also a plethora of barriers that teacher leaders can encounter. Teacher leaders have a tough job and will be met with many barriers that impede or hamper their work. Sometimes the biggest barrier comes from the teacher leaders themselves. LeBlanc and Shelton (1997) found that “teacher leadership is also handicapped by teacher leaders themselves, who simply fail to perceive themselves as leaders” (p. 34). Gabriel (2005) stated, “even though teachers are natural leaders every day in their classrooms, they have never truly been viewed in that way” (p.71). The fact that teachers do not view themselves as leaders beyond the classroom was a great hurdle. Barth (2013), stated that “teachers are, in a way, their own worst enemy when it comes to unlocking leadership because they don’t welcome it, typically don’t respect it, and often feel threatened by one of their own taking it on” (p. 11). In other cases, some teachers may be capable of leadership and taking on such roles, however, they may not feel they are ready to take on such a challenge. “For many teachers, leadership exists within the four walls of their classrooms, and the thought of anything beyond that is too complicated, time-consuming,
and ultimately threatening” (Coyle, 1997, p. 238). In addition, Coyle (1997) articulated “given the present structure of schools, it was difficult for teachers to view themselves as leaders or to view one another as leaders” (p. 238). The hierarchy that permeated our school culture makes it difficult for teachers to rise as teacher leaders, because the culture encourages all teachers to maintain status quo. Teachers do not want to ‘rock the boat’ by becoming a leader, someone that may have perceived higher power or status over other teachers; if they do, they are seen as “[challenging] teacher solidarity (Brosky, 2011, p. 6).

A teacher leader’s own colleagues can create barriers. Harris and Muijs (2003) found that teacher leaders have responsibility, but no formal authority over other teachers. Not only that, “teachers are more reluctant to accept the title of teacher leader because their colleagues may interpret it as an administrative role” (Brosky, 2011, p. 3). Wilson (1993) stated “the very capabilities that distinguish teacher leaders from others in the high-school environment—risk-taking, collaboration and role-modeling—produce tensions between them and colleagues” (Wilson, 1993, p. 26). The perception that teacher leaders are now in an administrative role can lead to “tense relationships with colleagues, passive or active opposition to our work by chairpersons and other faculty leaders, and spoken and unspoken disapproval by family and/or friends to the demands of the faculty role” (Caffarella & Zinn, 1999, p. 244). Moreover, Wilson (1993) asserted that “secondary teachers value their autonomy and do not wish to lead or be lead” (p. 27). This can lead to teacher leaders having “serious doubts about their influence on the teachers in the classrooms down the hall—the ones they are supposed to be leading” (Scherer, 1992, p. 55).
Another barrier to teacher leadership was that the roles of teacher leaders have been unclear over the years. Hulpia, Devos, & Rosseel (n.d.) stated “teacher leadership roles may also be ambiguous and foster uncertainty regarding responsibility or how a role should be performed” (p. 10). If other constraints of the job are present, coupled with ambiguity of the teacher leader role, it will be hard for teacher leaders to be successful. “Constraints included time, lack of supportive individuals, lack of supportive climate, power and politics, conflict between teaching and teacher leadership, and lack of compensation” (Stone et al., 1997, p.57). “Lack of material supports for teacher leadership” may leave teacher leaders feeling frustrated, dissatisfied, or unhappy with the role they have taken on (Berry et al., 2010, p. 6).

School administration can become a barrier to teacher leaders. As Barth (2001) shared, “many principals transmit forbidding, unwelcoming messages about teacher leadership” (p.447). This may be due to the fact that the “organizational structures remain largely unchanged equating leadership with status, authority, and position” (Harris & Muijs, 2003, p.3). Another reason that the administration can be a barrier to teacher leadership was that the idea of teacher leaders can “threaten administrators” (Ackerman & Mackenzie, 2006, p. 66). As Brosky (2011) surmised, a “dichotomy exists within school whereas the very sources of support for teacher leadership, colleagues and principals, also create barriers to their success” (p. 6). Wilhelm (2013) found that “sometimes principals start down the path of shared leadership, but then they don’t allow the teacher leaders to participate in meaningful leadership” (p.64). As the people ultimately responsible for the school, principals felt that they need to control what goes on in the schools, and such control issues can create a barrier for teacher leaders (Barth,
2013, p.10). For these reasons, a school’s administrative team can either help or hinder growth of teacher leaders and teacher leadership within a school.

“Even where principals and schools are supportive of teacher leadership in classrooms and schools, however, this does not guarantee that teachers can take full advantage of these opportunities to lead” (Berry et al., 2010, p. 6). There are many other barriers that teacher leaders face. Coyle (1997) shared another barrier, “the proliferation of state-mandated tests—externally driven assessments that affect externally driven curriculum, resulting in an increase in powerlessness among teachers” (p. 238). A teacher leader may wonder what was the purpose or goal of the position they were solicited to partake. If it was tied to a state-mandated test, they may feel even more overwhelmed or confused with their perceived job identity (Coyle, 1997). The feeling of powerlessness may lead teachers to question whether becoming a teacher leader was worth it. This can lead to “…feelings of discouragement or frustration [and] discomfort or burnout in our faculty roles” (Carafella & Zinn, 1999, p. 244). In fact, a study conducted by Hulpia et al. (n.d.), found that “teachers have higher scores for job satisfaction than teacher leaders” (p. 19). This may be due to the fact that teacher leaders faced more difficulties and take on more responsibilities than classroom teachers may, including working with coworkers and administration and tackling implementation of national or state initiatives.

**Cultivation of Teacher Leaders**

Gehrke (1991) posited that “in the past, teacher leaders’ successes or failures were due more to context, previous experience, and personal characteristics than to any formal effort to provide them with appropriate leadership skills” (p. 2). While this may have
been the case in the past, it is imperative to intentionally cultivate teacher leaders since
the “teacher leaders’ potential for leading the continual defining and redefining of the
school culture is an opportunity not to be taken for granted” (Roby, 2011, p.782). Smylie
and Denny (1990) shared that

Teacher leadership development is a complex undertaking. It involves
more than the design of new work roles and efforts to develop individuals’
skills to perform them. It involves a range of personal responses and
organizational factors that are likely to mediate how these new roles are
defined and performed by individual teacher leaders and how effective
these roles will be in achieving their objectives. (pp. 237-238)

Teacher leaders are becoming more and more recognized for what they do outside of the
classroom (Beachum & Dentith, 2004; Berry et al., 2010; Katzenmeyer & Moller, 2001;
Smylie & Denny; 1990). Roles outside of the classroom include department chair,
curriculum coordinators, bid writers, coaches, and instructional leaders (Danielson, 2007;
Harris & Muijs, 2003; Margolis & Doring, 2012). Whether the leadership role is in the
classroom or not, teacher leaders should have the opportunity to receive leadership
training. Clemson-Ingram and Fessler (1997) stated “those teachers who have received
training in leadership have an advantage over their peers as they participate in task force
activities” (p. 97). The “empowerment and encouragement of teachers to become leaders
and to provide opportunities to develop their leadership skills” was necessary to
“generate and sustain” teacher leadership (Harris & Muijs, 2003, p. 41). This establishes
the importance of cultivating teacher leaders.
To be successful as teacher leaders, it was necessary for teacher leaders to be able to develop an array of skills that will benefit them as they adapt to the many situations they will face (Lieberman et al., 1988). These skills include the “ability to build trust and develop rapport, diagnose organizational conditions, deal with learning processes, manage the work itself, and build skills and confidence in others” (Searby & Shaddix, 2008, p. 2). For teachers that are leaders, it was necessary that they build their skills, not only as continued professional growth, but as a resource for other educators by facilitating professional growth and leadership potential. Some of the skills that teacher leaders should learn or be given an opportunity to cultivate included the ability to listen actively, critical thinking and problem solving, effective oral and written communication, the ability to facilitate meetings, adaptability, collaboration, and analyzing information (Danielson, 2007; Singh, 2011). Some of these skills are demonstrated during department, faculty or leadership team meetings (Ash & Persall, 1999). Teacher leaders facilitate the meeting, work collaboratively with coworkers, listen to others around them, and look at data to determine next steps for the school or department to improve student achievement (Tolentino, journal, Oct. 31, 2013). Terry (1999) stated that “successful leaders do a lot of asking and listening” (p.5). Katzenmeyer and Moller (2001) reported that “successful teacher leaders we know are consummate learners who pay attention to their own development and model continuous learning (p. 8). Teacher leaders have a desire to grow, learn, and become better at the roles that they take on. These roles were not just about their accomplishments, but how they can help others accomplish school related tasks.
School environment and the administration are critical factors in the cultivation and success of a teacher leader. Lashway (1998) informed us that “principals serve as primary role models, teaching leadership through actions and words” (p. 3). According to Davis (1998) it was up to the principals to “provide developmentally appropriate support to teachers” (p. 2). Leithwood and Riehl (2003) claimed “Effective educational leaders influence the development of human resources in their schools” (p. 4). When teachers lack professional training or mentorship, they may “become immersed in conflict and lack requisite skills to pull themselves out” (LeBlanc & Shelton, 1997, p. 34). Principals can play a key role in the cultivation of teacher leaders, whether by being a mentor or allowing teachers to gain skills through professional development and thus enabling teachers to be successful. It was the principal whom “took on the major responsibility for expanding positive teacher leadership” (Childs-Bowen et al., 2000, p. 29). Providing teacher leaders with appropriate cultivation and training will enable them to grow as leaders. According to Cody (2013), it was essential that “principals must honor teachers’ ability to drive their own professional development and choose the form of growth that will work for them” (p. 71). This allowed teachers to take on leadership roles and helped provide them with a “sense of ownership” of the institution, instructional practices, student achievement, and more (Ziegler & Ramage, 2013, p. 45-46). “School principals who value and support teachers in developing their skills recognize that school goals can only be accomplished with a committed cadre of teacher leaders” (Patterson & Patterson, 2004, p. 77). Darling-Hammond, Bullmaster and Cobb (1995) claimed that “teacher leadership can be embedded in tasks and roles that do not create artificial, imposed, formal hierarchies and positions” (p. 89). “We must flatten the present
hierarchies and create structures that empower teachers to collaborate with one another and to lead from within the heart of the school, the classroom” (Coyle, 1997, p. 239).

If teacher leaders are to be successful in their various roles as mentioned above, they need to be given the resources (i.e., time, tools such as curriculum materials, how to facilitate meetings, coaching strategies, and opportunities) to develop as leaders. These resources may include formal university or college programs or other training and development. Searby and Shaddix (2008) highlighted the Teachers as Leaders Program that took place in Mountain Brook Schools in Mountain Brook, Alabama. The Teachers as Leaders program began with the intention to “prepare teachers for continual leadership, whether that would be in their classrooms or administration” (Searby & Shaddix, 2008, p. 2). This program helped teachers develop their skills as teachers and leaders, while providing encouragement to help teachers “see themselves in those expanding roles of leadership” (Searby & Shaddix, 2008, p. 2). As part of this Teachers as Leaders program, Searby and Shaddix (2008) portrayed the goals of the program:

1. To develop a cadre of teachers who have a deep understanding and commitment to the vision of the school system—that it would be effective, challenging, and engaging.

2. To give participants the opportunity to assess and develop their own leadership skills.

3. To encourage participants to provide positive leadership wherever they find themselves serving. (p. 3)

It was clear that teachers that wish to become leaders, or who are teacher leaders and want to further develop their skills, would benefit from programs such as the Teachers as Leaders program.
Leaders Program if available. Teacher leaders can benefit from assessing and developing their own leadership skills but must be given the opportunity to do so. Becoming a teacher leader was something that takes practice, skill, and even professional development. Odell (1997) recognized that there is a “need to… [change] our teacher preparation curriculum to provide explicit education in teacher leadership” (p. 122). The role of the university programs should be to “prepare teachers to actualize these aspects of teacher leadership” including “instructional strategies, collaboration inquiry, and adapting to continuous change” (Odell, 1997, p. 122). On a similar vein, Searby and Shaddix (2008) asserted that “growing teacher leaders needs to be an intentional act in our nation’s school systems” (p. 1). In his article, Rebona (2012) discussed that Education Week had identified more than 60 current university programs that focused on teacher leadership and or teacher leadership degrees, confirming that teacher leadership continues to grow and so do programs to aid teacher leaders in their growth (p. 17). These programs will “continue to attract educators even as states and districts experiment with their own systems for differentiating teachers’ positions and career paths” (Rebona, 2012, p. 17). The increase in teacher leadership programs at the collegiate level demonstrated the need to have such programs but also that teacher leadership continued to be an important part of education (Anderson, Rolheiser, & Gordon, 1998).

Leadership programs are important, but it is also beneficial to study current teacher leaders and their environments. Stone et al. (1997) conducted a study of teacher leaders within an elementary, middle, and high school in Northern California. The authors discovered seven important findings that can be used to support the cultivation of teacher leaders.
1. To cultivate and support teacher leadership, the culture of the school has to diminish hierarchical differences, thus enabling teachers to have professional autonomy and genuine collegial involvement in decisions.

2. Collaboration and collegial activities enhance teacher leadership and professional practice, however, more time and opportunities must be found to accommodate collaborative activities.

3. Be aware that the cultivation of teacher leadership takes several years.

4. Principals and district office personnel must find creative ways to fund release time for teachers to enable teacher leaders to carry out their leadership responsibilities.

5. Because of the egalitarian ethic among teachers, recognize that teacher leaders walk a very fine line between being seen as a leader of teachers and being viewed as an outsider.

6. To promote teacher leadership and professionalism, educators must acknowledge the tremendous accomplishments of teachers and recognize, respect, and value their expertise.

7. When cultivating teacher leadership, remember that teachers assume leadership roles primarily because of personal, intrinsic reasons. (p. 58-59)

These findings articulated what conditions helped teacher leadership to be cultivated, and that it does take time to cultivate teacher leaders. It was important to remember that while it may be thought that all teachers can lead, there needs to be a desire on the part of the individual to take on the role and all the responsibilities that come along with it. The position will be much better off if the person stepping into the role has a desire to be
there. This is significant if teacher leaders are selected by administration; they need to select those with the desire and intent to want to see positive change occur. Across the board it was found that teacher leadership was clearly established in schools, but what was not established was how teacher leadership can be sustained (Stone et al., 1997). Consequently, it was essential to determine how teacher leaders were cultivated to their leadership role, toward sustainability in that role, and the cultivation of new roles.

“Teacher leadership holds the potential for significant school change, and there are fundamental reasons for expanding energy to promote leadership (Katzenmeyer & Moller, 2001, p. 20). A lack of cultivation not only affects current and potential teacher leaders, but also those who will benefit from their cultivation such as students, colleagues, and entire schools (Berry & Ginsberg, 1990; Katzenmeyer & Moller, 2001; Leithwood & Riehl, 2003; Stone et al., 1997). Teacher leadership was a key component in the way that schools effectively function and handle top-down reforms. “Teacher leaders are shortchanged when they assume they can take on leadership roles without effective professional development in leadership” (Katzenmeyer & Moller, 2001, p. 30). By not providing professional development to teacher leaders and not heeding the findings in the Stone et al. (1997) study, we are placing the teacher leader’s ability to lead at risk (Katzenmeyer & Moller, 2001). Berry and Ginsberg (1990) mentioned “teacher leaders must be trained to lead” (p. 619). Professional development was important because it was the “leverage point for building teacher quality through leadership” (Childs-Bowen et al., 2000, p. 32). Cultivation of teacher leaders was an important part of successful schools, and was something that can no longer be overlooked due to budget
constraints or egalitarian and hierarchical concerns (Coyle, 1997; Darling-Hammond et al., 1995).

**Value of Teacher Leaders**

Along with administration, teacher leaders have the power to change the culture of the school (Beachum & Dentith, 2004; Berry et al; 2010; Helterbran; 2010; Katzenmeyer & Moller, 2001; Singh, 2011; Wells, 2012; York-Barr & Duke, 2004). Change to culture can occur when teacher leaders are honored and hierarchical differences are diminished (Brosky, 2011; Katzenmeyer & Moller; 2001). Specific changes that can occur within a school that supported teacher leaders included the following from a study conducted by Beachum and Dentith (2004):

- A large inclusive school pilot that eliminated self-contained and/or related resource programs for all students in upper grades;
- An innovative arts project that partnered students with community entities on a regular basis;
- Monthly themed events for parents, children, and teachers
- Saturday morning youth basketball program for boys grades 6-8 (p. 280)

Beachum and Dentith (2004) found these changes were able to occur because teacher leaders felt heard, they were able to take risks and try to programs, and they believed they were expected to take on leadership roles (p. 280). Not only can teacher leaders change the culture, but they also have the power to cultivate other teacher leaders around them (Anderson et al., 1998). The cultivation of teacher leaders in a school was beneficial for the school, and for the teachers, who felt empowered and took ownership in the work that they did, including what happened in the classroom (Childs-Bowen et al., 2000).
Successful schools have successful teacher leaders. Berry et al. (2010) found that “teacher leadership is a critical component of effective teaching and school success” (p. 9). Childs-Bowen et al. (2000) reported that “teacher leaders can help guide fellow teachers and the school at large toward higher standards of achievement and recognition of individual responsibility for school reform” (p. 27). The concept of the teacher leader had five characteristics that if utilized, can help schools achieve success. From Teachers as Leaders (2011), these characteristics are:

1. It differs from other school leaders;
2. It can enhance the capacity of the principal;
3. It supports strategies and behaviors linked to increasing student achievement;
4. It requires a shift in the cultures of schools;
5. It necessitates new organizational structures and roles in schools to successfully meet the needs of 21st century learners. (p.8)

Through cultivation of teacher leaders, and recognizing the five characteristics above, schools may realize the full potential with which they can be successful in both academic and non-academic ways (Childs-Bowen et al., 2000; Teachers as Leaders, 2011).

Frost and Harris (2003) posited that “teacher leadership is powerful because of its potential to contribute directly to the improvement of school effectiveness (p. 494). It was “a concept which is essential to meaningful school improvement” (Clemson-Ingram & Fessler, 1997, p. 96). Teachers led and helped advance school improvement through teaching well, collaborating, inquiry, and by developing partnerships (Collay, 2013). Supporting teacher leaders and the contributions that they make was “critical to improving teacher quality and ensuring that education reform efforts work (Childs-
Bowen et al., 2000, p.33). It was important “because teachers know firsthand what is needed to improve student learning, promoting and supporting teacher leadership are crucial to the success of any education reform effort” (Dozier, 2007, p. 58). We cannot forget the important link that teacher leaders have to the classroom and the students. In addition, we must not forget the link that teacher leaders have with their peers. Successful teacher leaders are able to work with their peers, and find ways for their peers to grow as teachers and leaders as well. Bambrick-Santoyo (2013) surmised that “the most powerful ability teacher leaders have—and the most overlooked—is to help other teachers grow” (p.49).

“Teacher leadership was also powerful because it gave teachers recognition for the diverse but important tasks they undertook on a daily basis” (Harris & Muijs, 2003, p.42). We need to recognize that teachers have a unique lens from which to work, the view from inside the classroom. Dozier (2007) pointed out that “teachers have a perspective that we can’t get from anyone else. “By helping good teachers become leaders, we plant seeds that will enrich our profession and enable students to reap the reward they deserve—a high-quality education” (p. 58). Not only can teacher leaders make an impact outside of the classroom, but “teacher leaders make a significant difference to the learning experiences in classrooms” (Harris & Muijs, 2003, p. 42).

Teacher leaders, when cultivated and given the chance to influence change within a school, can “shape the culture of their schools, improve student learning, and influence practice among their peers” (Harrison & Killion, 2007, p.77). One way they can do so was to provide a “continuous inquiry into practice” (Boles & Troen, 1994). Lambert (2003) discovered that teacher leaders are reflective, and that they strive to improve their
craft and are action oriented (p. 422). Through inquiry and reflection into practice, teacher leaders are able to change “the social context and curriculum in schools” (Odell, 1997, p. 123). Teacher leaders are often life-long learners, and reflect on their practice. Their influence can lead others to reflect as well, where all teachers are continuously growing and learning, and the growth and learning was then returned to the classroom. This cyclical pattern produced the ability to help other teachers grow. This can be accomplished by “make[ing] your most experienced teachers peer coaches, narrow their focus, and give the coach and teacher time to practice” (Bambrick-Santoyo, 2013, p. 47). Bambrick-Santoyo (2013) repeated that this is something that teacher leaders can do while remaining in the classroom, however, their regular work load should be adjusted, allowing time to work with the teacher(s) they are mentoring. Being a mentor teacher is one of the roles that teacher leaders can take on. Doing so will empower teacher leaders, and help other teachers grow in their craft as well.

“Teacher leadership is one of the most powerful approaches available” (Teachers as leaders, 2011, p.8). Teacher leaders can have a great effect on the life of a colleague, student, and even the life of a school. It was important that teacher leaders continue to be cultivated because “even the most fearless teachers need support from fearless leaders” (Jackson & McDermott, 2009, p. 34). Supporting teacher leaders included supporting them in the classroom, and their passion for education. According to Barth (2013), “promoting teacher leadership also means supporting teachers’ passion to teach,” and this meant getting teachers to see past the ‘I’m just a teacher’ phase (p.14). Further, Barth (2013) related, “I’ve always been haunted by the phrase, ‘I’m just a teacher.’ It says that I’m not really so important, that I’m just a teacher. But if you’re a teacher, you’re
already a teacher leader” (p.16). “I hope the school of the future will be a nonhierarchical system that nourishes informal arteries of influence, a place where the pulse and rhythm of good teacher and learning are driven by the capabilities of teacher leaders” (Wilson, 1993, p. 27).
Chapter III

Methodology

This chapter discusses the methodology used to conduct the study. It covers the design of the study, site information, participant selection, data collection and data analysis. Information provided discusses how the study was conducted and manner in which data was collected and analyzed. The chapter concludes by discussing limitations of the study.

Design

This study was designed as a multiple case study within a bounded system (Creswell, 2007). Creswell (2007) defined a case study as “the study of an issue explored through one or more cases within a bounded setting (p. 73). In multiple case studies, one issue was selected over multiple cases to illustrate that specific issue (Creswell, 2007). In this particular study, multiple case studies were presented to illustrate the various roles teacher leaders have, how they are cultivated as teacher leaders, and what motivated them to sustain these teacher leader roles. The project was bounded by both site and length of study. It was conducted at a public high school in an urban setting in Honolulu from July 2013 to December 2013. To obtain data, I interviewed current teacher leaders in an urban high school setting to determine how they were cultivated as leaders, what motivated them to take on these extra roles, and what opportunities were presented for teachers to become teacher leaders. Since the case was bounded by length of study and location, my goal was to interview as diverse a group as possible to ensure rich, descriptive data about how teacher leaders are and have been cultivated in a high school setting.
This urban high school had a population of roughly 1400 students and 89 teachers. The student population at the school was diverse, which included, culturally, socio-economic status and ability levels. Teachers at the school varied widely in their years of service and level of academic achievement. The average experience of the teachers was 13.6 years with 57 of the 89 teachers having 5 or more years of experience teaching. Also, 35 of the 89 teachers (40%) have pursued and been awarded advanced degrees (Accountability Research Center Hawaii [ARCH], 2012).

The school offered a wide range of academic opportunities for students and teachers to participate in, including English Language Learner (ELL) courses, Special Education instruction, Career and Technical Education courses (CTE), Learning Centers, various World Languages and Honors and Advanced Placement (AP) courses. In addition to the vast array of academic choices, the school also offered athletic and other extracurricular opportunities. The school participated in 25 sports and offered a wide variety of extracurricular clubs.

The school was also involved in many initiatives, including those stemming from the Race to the Top Grant and new Strive Hi. The school endeavored to attain complex area goals, including an Instructional Leadership Team (ILT), Academic Review Team (ART) and Data Teams. The purpose of the ILT was to determine what instructional strategies were being used within the school and what can be further utilized to help student learning increase. ART examined academic decisions made by the school in terms of curriculum and courses offered, and bell schedule. Data teams used student data to determine levels of student growth and what areas need further improvement. As with
any high school setting, there are ample opportunities for faculty members to take on teacher leader roles, including but not limited to department head, data team leader, class or club advisors, coaches, and project coordinators.

Within the past five years, the school had experienced several administrative team changes. New personnel have come to the school, including both the principal and vice principal positions. As with any change, the students and faculty are adjusting to new leadership styles, new personalities, and an ever-changing school culture. In addition to the changes at the administrative level, there have also been variations in the school initiatives and priorities, stemming from the new administrative teams, the state and the nation.

**Participants**

To determine how, where, and when teacher leaders were being cultivated, five current teachers who appeared to exemplify the teacher leader criteria were selected for the project. Participants were selected based on how well they fit the criteria set forth in the definition of teacher leader and roles of teacher leaders. Teacher leaders can be defined as those: committed to student learning and maintain a positive atmosphere for students to succeed, maintain positive relationships with coworkers, students, parents, and administration, are able to influence others in a positive way with the aim of improving teaching and learning, are reflective, demonstrate honesty, integrity, and collegiality, are focused on improving their craft, are lifelong learners, and have a strong sense of self (Bowman, 2004; Danielson, 2006; Danielson, 2007; Fullan, 1994; Lambert, 2003).
In addition to matching the definition, the selected teacher leaders also fit one or more of the defined roles that teacher leaders take on (Danielson, 2007; Helterbran, 2010). These roles could be formal or informal. Formal roles included department head/chair, master teachers, coaches, and facilitator of teacher study groups, providers of workshops, curriculum coordinators and mentors. Informal roles included those that do not have a title, are self-generated, and emerge spontaneously because teachers see the need for change or are interested in a specific project or area (Danielson, 2007; Helterbran, 2010).

Teacher leaders were selected through purposeful sampling based on how well they fit the definitions and criteria of teacher leader showed above and whether or not they were involved in one or more teacher leader roles at the school. Purposeful selections of participants ensured that the cases were information-rich and provide an in-depth understanding of the cultivation of teacher leaders (Jones, Torres & Arminio, 2006, p. 65). Purposeful sampling was used to select the five participants to interview to ensure a diverse group with diverse experiences (Jones et al., 2006; Patton, 2002). The intention was to gather a group with a wide range of experiences, with multiple roles, differing years of service, content area, and gender. Intensive sampling and maximum variation sampling were the types of purposeful sampling used. Intensity samples “consist of information-rich cases that manifest the phenomenon of interest intensely” (Patton, 2002, p.234). This type of sampling was selected to provide a “sample of sufficient intensity to elucidate phenomenon of interest”, in this case, the cultivation of teacher leaders (Patton, 2002, p.234). Maximum variation (heterogeneity) sampling, “aims at capturing and describing the central themes that cut across a great deal of variation” (Patton, 2002, p. 235). This method was chosen because with five teacher leaders interviewed, I wanted to
ensure a vast array of experiences from which to collect data. Initially I planned to interview more teacher leaders, however, the time constraints of the study and data collection period, required that I limit the number of participants. In addition to the criteria stated above, the five participants were selected because each was highly respected by their peers. Pre-interview questions validated the vast array of experiences and background of the teacher leader group.

**Data Collection**

Data were collected through unstructured interviews with five teacher leaders and my own journal reflections. The multiple data collection methods allowed for a thick, rich and robust description of how teacher leaders are developed, refined, and recruited. The purpose of the interviews was to gather as much data as possible regarding cultivation of teacher leaders in a high school setting, including ways they felt they were cultivated, what motivated them to take on and maintain these roles, and what opportunities are available for teachers to become teacher leaders. All participants consented to the research using forms approved by the Committee on Human Studies at the University of Hawai‘i at Mānoa and the Hawai‘i State Department of Education (See Appendix D). The journal reflections documented my own thoughts and ideas regarding cultivation of teacher leaders within the school, characteristics, qualities, behaviors of teacher leaders in the school, and my own experience as a teacher leader. The journal included what behaviors were observed, what leadership characteristics were apparent, and other pertinent information about the participants. All data were stored in a secure location where no one else had access to it. The five teacher leaders will be referred to as ‘Participants’ in the study and were given the option of withdrawing from the study if it
became too cumbersome or uncomfortable for them at any time without prejudice. All participants completed this study.

Coding

Open coding and axial coding were used to uncover the themes (Biddix, 2009; Saldana, 2013). Open coding was first used to look for distinct concepts and categories in data (Biddix, 2009). Axial coding was used to confirm that identified concepts and categories accurately represented the interview responses and explored if and how they were related (Biddix, 2009).

Pre-Interview Questions

Pre-interview questions were given to the participants upon consent to participate in the project. This was done to collect demographic data regarding the participants as well as their definition of a teacher leader. They were given prior to the interview so that when I conducted the interview, I would have this data available in my mind. Pre-interview questions and responses are listed in Appendix B.

Interviews

Each teacher leader participated in an individual, unstructured interview at a site and time of their choice. Prior to the interview, teacher leaders were given the questions so that they knew what was going to be asked. While the interview questions were planned out, the interview itself was conducted in an unstructured format, allowing for richer conversations and explanations to take place. The purpose of the interviews was to gain a diverse and deep understanding of events pertaining to cultivation of teacher leaders in a high school setting. Follow up questions varied with participant response and most often asked for clarification to a participant response. Completed interviews were
transcribed and kept in a secure location with access only by the author. Interview questions are listed in Appendix C.

**Reflection Journal**

As part of data collection, I kept a reflection journal. The purpose of the journal was to allow for notations of ideas or observations that took place during the interviews. These reflections were used to gain further insight into the role and behaviors of teacher leaders and how teacher leaders were cultivated at the school. These data were used to help determine ways in which teacher leaders were cultivated, what was being done to cultivate them, and the implications for the future of teacher leaders. It was also kept in a secure location where no other individual had access to it.

**Respondent Validation**

Once interviews were transcribed, they were given back to the interviewees for respondent validation. Using this technique allowed the interviews to be “[checked] by the people who were the source of those materials” (Bryman, n.d., p.1). This was done to maintain the integrity of the data and to ensure accuracy of the transcription and answers provided by the interviewees. Respondent validation, also known as member checks, is used to help rule out any inaccuracies that may occur when interpreting the data and its meaning (Bryman, 1988; Lincoln & Guba, 1985, Maxwell, 2013). It was the “most critical technique for establishing credibility” according to Lincoln and Guba (1985, p.314). These practices ensured that all interviews were precise and accurately represented what the interviewees shared with me.

**Triangulation**
Triangulation was the act of “collecting information from a diverse range of individuals and settings, using a variety of methods” (Maxwell, 2013, p. 128). The “process involves corroborating evidence from different sources to shed light on a theme or perspective” (Creswell, 2007, p. 208). Conducting interviews with five participants, and adding my journal reflections encompassed triangulation of data. The purpose of triangulation was to “[reduce] the risk of chance associations and of systematic biases due to a specific method, and allows a better assessment of the generality of the explanations that one develops” (Maxwell, 2013, p. 128). Through triangulation, I was able to reduce bias and increase validity of the study.

**Data Analysis**

All teacher leaders were given pseudonyms for anonymity. In addition, any names or key phrases that could be related back to the school were changed to protect the anonymity of those individuals, participants and school.

The transcribed interviews were reviewed by the author to find emergent themes regarding the cultivation of teacher leaders. Emergent themes were noted, first by individual interviews, and then by those that were common among all interviews. Identifying issues and looking for common themes among each case helped to provide a rich context of the case (Merriam, 1998). Each interview provided a unique look at the cultivation of teacher leaders in an urban high school setting. It allowed for a “detailed description of each case and themes within the case” to be completed as well as a “thematic analysis across the cases, called a cross-case analysis” (Creswell, 2007, p.75). The themes were then cross-referenced against notes from my journal. The cross-referenced themes allowed for triangulation of data.
Conclusions were drawn regarding the cultivation of teacher leaders in a high school setting based on interviews and journal reflections. These themes are the ones shared here, with the intent to help high schools determine how to begin or continue the cultivation of teacher leaders and to help understand what motivates teachers to take on teacher leader roles.

Limitations

As with any study, there are limitations which surround the research; these include the following:

1. Participants were purposefully selected. Findings and conclusions cannot be generalized to larger populations.

2. As a bounded case study, data collection was limited to the boundaries of the study including location and time.

3. Data collection was limited to a six-month period.

4. Minimum number of interviewees due to short data collection period.

5. As the primary research instrument, the researcher acknowledges her insider/outsider perspective along with her own personal biases.
Chapter IV

Results & Analysis

This chapter reports on the emergent themes illuminating from the interviews conducted by teacher leaders at one urban high school. Themes emerged from the analysis of the interview responses from the five teacher leaders. Each theme was mentioned by all five of the participants and relate to the cultivation of teacher leaders within a high school setting. The four themes are Culture of the School, Motivation, Relationships, and Impact on School. Themes were discussed and supporting data associated with these themes were aggregated to further understand the importance of cultivating teacher leaders. Each of the emergent themes was described below. They were identified based on participant responses and journal reflections.

Culture of the School

Katzenmeyer and Moller (2001) surmised that “by helping teachers believe they are leaders, by offering opportunities to develop their leadership skills, and by creating school cultures that honor their leadership, we can awaken this sleeping giant of teacher leadership” (pp. 2-3). “Healthy school culture offers safety nets” for these teacher leaders (Katzenmeyer & Moller, 2001, p. 79). York-Barr and Duke (2004) believed that “supportive school cultures and principal leadership were identified as key variables in the success of these leaders” (p. 284). In addition, “school leaders help develop school cultures that embody shared norms, values, beliefs, and attitudes that promote mutual caring and trust among all members” (Leithwood & Riehl, 2003, p. 5). Research mentioned above denoted the importance of school culture in cultivation of teacher leaders. Upon interviewing the participants, it was determined that school culture played
a role in cultivation of teacher leaders at this particular school. For this study, school culture meant the ways teacher leaders were or were not cultivated, ways in which teacher leaders were supported by administration and coworkers to take on new projects, barriers that teacher leaders faced, and if teachers attained leadership roles, remained in leadership roles or shied away from taking on such roles.

Participant interviews revealed various ways that the culture of a school can impact the cultivation of teacher leaders. Brosky (2011) shared that “by creating a collegial school culture”, teacher leadership will be encouraged and teachers that do decide to take on leadership roles will find support and be embraced by others (p.6). The overall culture of a school was important in shaping how teacher leaders were cultivated, whether it was supportive of teacher leadership or not (Barth, 2001; Brosky, 2011; Helterbran, 2010; Katzenmeyer & Moller, 2001; Stone et al., 1997; York-Barr & Duke, 2004). Having a positive culture, one where teacher leaders felt empowered and encouraged, was essential to cultivation of teacher leaders. In considering the culture of their school and if it was one that promoted cultivation of teacher leaders, the participants responded that there are elements of the culture, but there was room for growth and that the culture was not fully realized yet. The elements in place that the participants noted were available leadership roles, encouragement to take on leadership roles, professional development, and, for some teachers, support and resources were available (Participants A, B, C, D, E). Elements that could be enhanced include support from all coworkers and administration, a balanced rotation of those in leadership positions, professional development more focused on leadership, and greater support for new leaders (Participants A, B, C, D, E).
All five of the participants mentioned that they felt that the overall school culture may not fully support teacher leadership. Three of five expressed that as a school, there are elements of a culture that supported teacher leadership, but it was an area that required more priority, especially if the desired outcome was to have more teachers take on teacher leader roles (Participants A, B, C). Although they felt it may not fully support cultivation, they also felt that this was something that can be improved upon. “I don’t know if we’re there yet. I think the culture, the mindset, the professionalism of what we should be doing as educators, I don’t know if we’re there yet” (Participant C). Due to the nature of education, Participant C touched upon the fact that with the changes in administration, and many new federal and state mandates, it was difficult for teachers to become teacher leaders. Coupled with the hesitancy of teachers to take on leadership roles, either due to the lack of time, lack of motivation, or lack of support at the school level, from both colleagues and administrators, mandates appear to impede the cultivation of teacher leaders. This thought was echoed by other participants as well. “I think a lot of us know what the culture should be like, and are we totally there, no. Are we not there at all, no. I think we’re in the middle roads” (Participant D).

The culture of the school has become one where there was hesitancy on the part of some teachers to take on leadership roles. The hesitancy of teachers to take on these roles was reflective of a culture that perhaps does not fully support teacher leadership, the extra work and time some leadership roles require, and there are not enough supports in place for teacher leadership to thrive. Three of five participants felt that there was some hesitancy on the part of teachers to take on leadership roles. “I think people are hesitant to do it a lot of times” (Participant B). “When you start adding all these other
responsibilities you can understand why some people would be hesitant about it because you wonder what it has to do with what I do in the classroom and teaching” (Participant A). The other responsibilities come from taking on teacher leader roles, so in addition to normal grading, lesson planning, tutoring and other tasks, the teacher now has additional roles to fill. In addition to feeling overwhelmed by other responsibilities, there was also the feeling of how co-workers will respond or react once a teacher steps into a teacher leader role. “I was hesitant to do it”, to take on the ILT position (Tolentino, journal, Sept. 23, 2013). “My fear was that people will view me as when I was curriculum coordinator (CC) all over again”, that I had become an administrator with administrative powers instead of supporting teachers, when in reality I was not an administrator and did not have administrative powers (Tolentino, journal, Sept. 23, 2013). In the role of CC, there were many times when I felt that my coworkers looked at me differently than when I was a classroom teacher. Even though I was in a different role, I still considered myself an educator, a teacher. It was difficult to be in a position where people viewed me differently based on the title of the role I was in, and not by my abilities as a teacher, which had been the case prior to accepting the CC position. Schools should be cognizant of the culture they have, and if they can adapt the culture to include teacher leadership. This might help teacher leaders feel supported, and increase the number of those that take on leadership roles.

Other hesitancy may stem from teachers not thinking they are a leader to begin with. “If they don’t see themselves as a future leader…and they don’t put their effort to grow beyond just a classroom teacher, they need to step out from that concept” (Participant B). Finding a way to help teachers view themselves as leaders may be one
way to cultivate teacher leadership. I felt that this is one of the hardest things, especially since I did not consider myself a teacher leader when I initially took on the Curriculum position. Once teachers add the word ‘leader’ to teacher, what they encounter may not be what they expect. Through conducting this study I became comfortable with the term ‘teacher leader’, and I was able to begin to believe I was a teacher leader, even if only in my classroom to start. Another reason there was hesitancy to take on leadership roles may be a lack of support once in the leadership position. As part of his response to school culture, Participant A found that although he has taken on multiple leadership roles, not all of them have come with direct support or training, but instead be more ‘sink or swim’.

One aspect of culture that may not fully support teacher leaders is that of ‘sink or swim’. I don’t necessarily feel that we do create any opportunities to cultivate this whole teacher leader. The reason why I say that too is that when a person exhibits teacher leader qualities, those around them become dependent on those individuals and solely rely on them, where it’s always the same individuals are the ones that are always put into those positions and so in reality, this is something we should be doing with all teachers but because certain ones exhibit the qualities that we seek, we just tend to rely upon them. I think that’s why you eventually lose some of them because it just becomes too much and you try and you do what you can but after a while it does wear on you. (Participant A)

The participant’s response supported what I have observed in the school. For instance, one department had a new department head (interchangeable with department chair). The department was discussing Open House and had some questions they wanted
taken back to be answered by the administration and leadership team. The department head looked hesitant to take the questions back, and I was sure that person felt uncomfortable posing those questions (Tolentino, journal, Sept. 8, 2013). “It reminded me of having to step into a role I didn’t want to be in” and led me to “question whether or not we support our teacher leaders” (Tolentino, journal, Sept. 8, 2013). In my observation journal, I wrote that “it feels like a sink or swim type of culture” (Tolentino, journal, Sept. 8, 2013). This comment was also mentioned by Participant A during his interview with me. He felt that when he took on leadership roles, “if there is any growing and learning it’s on the fly, cause sink or swim” (Participant A). If this was how teachers stepped into teacher leader roles, perhaps the overall culture of the school and way in which teacher leadership was currently cultivated needed to be further examined and improved.

Participant responses mentioned that changes in administration could have led to possible changes in the culture of the school and a focus that was not necessarily on cultivating teacher leaders (Participants A, C). “I think our problem too is our administration from the last few years has been changing. Not only at the very top, the district has changed, the school level has changed. Every time there’s a change, a vision changes. So there’s no common culture on what we really want and sometimes we gotta take a step back and say where are we headed as a school?” (Participant D). The kind of culture to support teacher leaders and promote leadership, “that kind of culture, it has to be safe. I don’t know whether we’ve really had that feeling in the previous administration, so that’s gonna, I think a lot of that is healing and trust has to come back, and we haven’t had an easy transition [between administrations]” (Participant C). During
my tenure as a teacher, I have experienced three leadership changes. I have witnessed how attitudes of the faculty have been shaped and shifted with each change, and I have also observed new teacher leaders emerge while others have stepped back.

When changes in administration occur, teachers are trying to figure out what that person was like, their philosophy, and in what direction the school will move. Any change to administration can affect teachers and their willingness to be teacher leaders. Barth (2001) validated this point by stating that “the principal, it seems, has a disproportionate influence upon teacher leadership—for better or worse” (p.447).

I think it does affect your perception and the choices you end up making. Like here at this school we’ve gone through three, technically three, leadership changes which affected the culture of this school and you could see it in a lot of the faculty, those that were doing all they could to help the school who you know who are doing less now I think not so much because they don’t want to as opposed to that the experiences they had and because the culture changed.

(Participant A)

Participant D shared similar thoughts regarding the role that administration played in overall school culture.

We have a culture, and for the most part I think it’s a positive one. But because of the changing a lot of times, people get frustrated and they kind of take a back seat to what should be done and what can be done. (Participant D)

School culture can be affected by any changes in leadership. Participant D surmised, “until we can get stability in the long term, our culture will always be going up and down.”
The belief here was that “culture is a developmental thing. It’s going to take time” (Participant D). A key component in developing a culture supportive of cultivating teacher leaders was the administrators. The administration can create a culture that either supports or does not support teacher leaders, as demonstrated by responses above. Phelps (2008) posited the “administrators should consider how to create a climate that encourages teacher leadership (p. 121). Crowther et al. (2002) stated “where we have seen teacher leadership begin to flourish, principals have actively supported it or, at least, encouraged it” (p. 33). Building a culture that was supportive of teacher leaders was something that teachers within the school need to see the administration support and promote as well. Four of the five participants openly shared that they have felt support from administration while in their leadership roles. Part of the support stemmed from the ability to have open communication with administrators. Participant D shared “I think regardless, I mean I’ve had a few administrators in the past…but every one of them I felt comfortable to talk to”. Participant B also believed that it was important to have “open communication between administration and the teachers and also teacher to teacher. That’s actually very important to have open communication, otherwise we have potential teacher leaders and if we don’t nurture them, they cannot become a teacher leader” (Participant B). If there was a lack of open communication and trust, then teacher leadership will be hard to cultivate (Terry, 1999). Terry (1999) advised that “successful leaders do a lot of asking and listening. Two-way communication is established” as a way to support teacher leadership and promote a positive school culture (p. 5). Moreover, Lambert (2003) supported this by stating that “to begin and sustain teacher leadership, begin and sustain the conversation” (p. 426). Participant E mentioned,
Administration has to be supportive of creative ideas and endeavors by the teachers but at the same time they do have the final say “no, we’re not gonna go in that direction this year” and so if an administrator is not able to balance that, then teacher leaders don’t feel empowered.

Support teacher leaders received from administrators was important for their success, but also a factor in why some continue to take on teacher leader roles. Participant E shared his belief that “I think as teacher leaders, as opposed to a teacher feels that, not only that they feel empowered, but they also feel that they’re able to create change” (Participant E). The culture of the school can determine if teacher’s take on leadership roles, and whether or not they decide to stay in those roles. Teacher leaders that felt supported had an easier time staying in the role and getting the tasks completed. Teacher leaders should be able to create meaningful change, and that comes through support from administration and faculty members, and through the culture of the school as a whole (Participant E). A possible outcome of a teacher leader not feeling supported was that they refrained from pursuing further leadership duties. Participant A further clarified that being a teacher leader

it does take a toll, no matter how well intentioned your motives may be, if you feel like you’re the only one out there the only voice being heard, there comes a point when it’s like you know what, why bother.

“And that’s really not healthy because as a teacher leader if you don’t feel empowered, if you don’t feel that help from administration, you’re not gonna want to do anything because there’s no reason to” (Participant E). If teacher leaders are not empowered, cultivation will not be able to take place as it should. As validated by the responses, the
administrative role in setting up a culture that supported teacher leaders was necessary for teacher leaders to feel empowered and to continue to take on these roles.

**Supports and Encouragement of Teacher Leaders.**

A school’s culture emphasizing supports for current teacher leaders by administration or other faculty members encourage teachers to take on these types of roles. To obtain and sustain cultivation of teacher leaders, it was important to support and encourage teachers to take on leadership roles. The encouragement from others, (i.e., administration or co-workers) was often times enough for a teacher to at least consider taking on a leadership role.

All five participants mentioned they would encourage and support others to take on leadership roles. Part of this stemmed from being encouraged by others to take on their own leadership roles. All five teacher leaders shared that when considering leadership roles, they had been encouraged by someone else to do so, and that this encouragement helped them decide to take on the roles that they have. Participant B shared that

In my case [the principal] picked me to become a technology leader, and you know also the [tech coordinator] selected me to do this. They had a belief in me. Participant B mentioned that without the encouragement from others she probably would not have asked for or pursued a leadership role. She was comfortable in this new role because she felt supported, able to learn more about technology, and was willing to help others learn how to utilize technology in their own classrooms. Participant B would support teachers to take on leadership roles that they felt comfortable with and that “being open-minded is definitely important” when asked to take on these roles.
Participant E would support teachers thinking about it to at least try it out, and to learn about leadership and what it entails. “I would encourage people that want to take on leadership positions about how to be a leader first and then to take on those positions” (Participant E).

As a school we have seen the encouragement of those in leadership roles to share what they have been doing with the faculty, providing support and acknowledgement of their role. During a faculty meeting, the information presented was done by the teacher leaders, not by an administrator. Different teacher leaders were asked to present on their topics. A representative of the leadership team presented on WASC (Western Association of Schools and Colleges) accreditation, an ILT member presented their task for the next quarter, and the PBS committee members presented about the work that their committee was trying to do with regards to the students and support for positive behaviors (Tolentino, journal, Oct. 17, 2013). This has also occurred more frequently at other faculty meetings, allowing the school to see various faculty members in the other roles they have and what each individual or committee does. In this connection, the perception is that there are a lot of new faces in teacher leadership roles and that these people were given the opportunity to voice what they were doing.

Encouraging teachers to take on leadership roles and giving them the opportunity to share what they are doing can help them grow as individuals.

I look at it like we need to be the leaders, the teachers, and it shouldn’t matter who’s sitting in that desk, if we are trusting of each other and we are supporting each other, than anyone can be sitting in that desk. (Participant C)
In addition, support from teacher leaders assisted other faculty members to become aware of what was taking place within the school and provided the opportunity for them to be a part of a committee or group. This allowed for further discussions to take place regarding what is happening within a school. In turn, this can provide encouragement from those in the leadership roles to others who may be hesitant about taking on leadership roles and promote a culture of continual knowledge and learning.

**Professional development.**

Another way that cultivation of teacher leaders was found to be taking place was through training and professional development. Such training and professional development can come from the state, school, or teachers who may have external options of educational interest. Feiler et al. (2000) argued that “professional development for the leader is a key component of the role. It allow[ed] excellent teachers to continue to grow” (p. 69). Over the past seven years that I have worked in education, I have been allowed many opportunities to learn and grow. Training and professional development that I have attended include co-teaching/inclusion workshops, AVID (Advancement Via Individual Determination), RAPSA (Reaching At-Promise Students Association), Smaller Learning Communities, Common Core State Standards, WASC accreditation procedures, common formative assessments, and Write Tools workshops. In addition, I have pursued my own opportunities for growth by going back to school to earn a master’s degree. Those that were interviewed also shared similar training experiences, providing a wide range of answers regarding the types of training and professional development they were exposed to. By participating in the varied professional experiences in and outside
of school, it allowed me to hone my professional skills and boost my knowledge and experience as a teacher leader.

All five participants shared that they had received some type of training and professional development which helped them gain skills and knowledge as educators and leaders. Each experience, however, was vastly different, demonstrating that there was not a single way to cultivate leadership. Participants shared the various training and professional development sessions they attended. These included AVID conferences (as elective teacher or other), professional development days put on by school or complex area, training on creating formative assessments, and by enrolling in a Master’s or Doctoral program with a focus on Leadership (Participants A, B, C, D, E).

Each participant received some training through the school, whether it had been on professional development days, pull-out days, or institutes such as AVID training. Participant B found much of her professional development through the PDE3 website. Her training included technology courses, such as Project Inspire, and reading courses. Participant D attended workshops for his individual discipline and training for RAPSA and AVID. Two of the five participants felt that in their role as department head, they have been able to attend more training than other teachers. Participant C shared that over the years she has been given the opportunity to attend much training and if offered, would take advantage and attend. This included writing workshops, AVID, common core, and anything that provided her with an opportunity to learn more. Participant A also had many opportunities for training since being a department head. He has attended AVID and co-teaching workshops, and common formative assessment workshops. In addition to what was mentioned here, three of the five teacher leaders have also pursued higher
degrees as part of their professional development. Two participants have earned their Master’s degrees, and another has earned his Master’s and Doctorate degrees in Educational Leadership.

Participant E shared what he learned, and found it valuable to pursue higher education. Through his programs he learned about leadership, and how he can do more as a teacher leader. Participant E encouraged others thinking about pursuing leadership roles to learn how to be a leader first, which can be done through various educational leadership programs that are now offered at both the Master’s and Doctoral levels. Doing so will provide teachers with another skill set, one that can help them achieve the goal of becoming a teacher leader and to be more successful at what they do.

In addition to gaining knowledge through training, Participant E believed that significant professional development can occur through observation of other teachers. While going through his student teaching, Participant E remembered the lesson he learned by observing others and he has taken these into his classroom and his leadership roles. He shared,

I did one year of student teaching at Kailua and it was really interesting to watch their English department because they were a very young department, like all of the teachers I think at least were under 50, but most of them were under 30, you know and they were all Master’s students and whatnot, and a couple of them now have gotten their PhD’s too, um, but all of them led from their positions, wherever they were, they didn’t necessarily take on extra stuff but they were leaders in their positions. They weren’t afraid to talk to each other, learn from each other, in fact, my mentor teacher sent me to other people’s rooms so I could see different styles
than hers. She didn’t want me to just know hers; she wanted me to know all these different things. (Participant E)

Current teacher leaders can play an active role in cultivation of teacher leaders by encouraging others to attend training sessions and professional development. Participant D hoped that “everyone would like to learn and add more. I mean, we always have to learn, we always have to find new ways, better ways, and it will only come with training and experiences”. It is important to encourage teachers to pursue training or more education. Participant A stated that “Just because a teacher may or may not have the necessary qualities should not exclude them from becoming a teacher leader”. The qualities Participant A refers to include developing positive relationships, striving to improve teaching and learning, leads by example, takes on extra responsibilities, shares knowledge and expertise with others, and helping the school become better as a whole (Participants A, B, C, D, E). Many of these same qualities are also stated in the research about teacher leaders (Cody, 2013; Danielson, 2007; Dozier, 2007; Katzenmeyer & Moller, 2001; Sherrill, 1999; Wilson, 1993). Through implementation of various training and professional development, we can help cultivate teacher leaders within our schools.

Roles for Teacher Leaders.

An area where all five participants found cultivation of teacher leaders to be applicable was that of opportunities or teacher leader roles available. Working in a high school setting can provide teachers with a variety of opportunities for teacher leader roles. These roles can vary from the more formal role of department head/chair to an informal role such as a chaperone. They fall under the five categories that Angelle and Beaumont (2006) specified, Educational Role Model, Decision Makers, Visionary
Leaders, Supra-practitioner, and Designee. Each teacher leader was asked to list their
teacher leader roles. All of the roles fell into one or more categories (Angelle &
Beaumont, 2006). Table 1 below demonstrated the types of roles the participants have
taken on and under which of the five categories, created by Angelle & Beaumont (2006),
those roles came under.

Table 1

*Teacher Leader Roles of Participants*

<table>
<thead>
<tr>
<th>Roles of Participants</th>
<th>Five roles designated by Angelle and Beaumont (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Role</td>
</tr>
<tr>
<td>Department Head</td>
<td>x</td>
</tr>
<tr>
<td>Class advisor</td>
<td></td>
</tr>
<tr>
<td>AVID teacher &amp; coordinator</td>
<td>x</td>
</tr>
<tr>
<td>Club advisor</td>
<td></td>
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<tr>
<td>Newswriting advisor</td>
<td>x</td>
</tr>
<tr>
<td>Chaperone</td>
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<tr>
<td>Track coach</td>
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<tr>
<td>Asst athletic director</td>
<td>x</td>
</tr>
<tr>
<td>Coord of sister school project</td>
<td>x</td>
</tr>
<tr>
<td>Advisor for project with Japan</td>
<td>x</td>
</tr>
<tr>
<td>Voice thread</td>
<td></td>
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<tr>
<td>Tech leader</td>
<td>x</td>
</tr>
<tr>
<td>PLC facilitator</td>
<td></td>
</tr>
<tr>
<td>Senior project advisor</td>
<td></td>
</tr>
<tr>
<td>SLC coord</td>
<td>x</td>
</tr>
</tbody>
</table>

Wynne (2001) stated “opportunities for teacher leadership are also critically
important to recruiting and retaining the most effective accomplished teachers (p. 5).

These opportunities are important because they allowed teachers to grow as educators in
their craft and beyond. Katzenmeyer and Moller (2001) surmised “countless leadership
opportunities exist for teachers without leaving the work they love—teaching students”
One does not have to leave the classroom to be a teacher leader. Angelle and Beaumont’s (2006) five roles of teacher leaders also supported this notion, indicating that teacher leadership was not confined to one specific role, but can emerge though many roles; there are ample opportunities to take on leadership roles.

Participant D believed that “there’s various” opportunities that include “roles like being an advisor, being a facilitator for our smaller committees, and club advisors”. Participant C stated that teachers can be leaders in the following ways, “we could have headed the PLCs; currently we have the ILT’s, even leadership when you advise a class”. Participant A had a similar response, mentioning that there are “leadership opportunities if you think about class advisors, and other groups, like PLCs”. The advisor role could take the form of a class (freshman, sophomore, junior, senior) advisor, or as a specific club (Key, Leo, National Honor Society, etc.). Smaller committees included those that arose when there was a need, such as a Bell Schedule committee, or those looking to improve the school in some way, such as Data Teams, School Spirit, or PBS. Participant E understood that “I think opportunities come, I think there’s a lot of them out there.” He believed

there’s a lot of different initiatives and just becoming knowledgeable about an initiative sometimes, I don’t want to say unfortunately (sometimes unfortunately), but sometimes just becoming knowledgeable about a subject was enough to put you out there as a leader. (Participant E)

The initiatives that Participant E spoke of related to the federal and state initiatives. These included implementation of the newly adopted Common Core State Standards,
Race to the Top programs, Data Teams, and the various parts of the Educator Effectiveness System. He added,

I feel like there are a lot of opportunities out there because I feel like there are so many initiatives that are thrust on us by the DOE or brought up by the school itself and each of those is an opportunity to learn. (Participant E)

Participant A agreed with Participant E’s statement that teacher leadership roles are opportunities to learn. Teacher leadership was to, “create situations or opportunities for all teachers to learn and experience the teacher leadership opportunities…but that [opportunity] needs to be there” (Participant A). This can include making it known to teachers what leadership roles are available, such as any new committees, clubs, or class activities, having a rotation of the department head role, or encouraging teachers to share their learning and knowledge with others either during a professional development day or at a faculty meeting.

Participant E agreed with all five roles, but particularly supported the Educational Role Model that being a teacher leader encompasses. He articulated that

Just being in your classroom and being inquisitive and thinking ‘how could I do this better? There’s a way to do this better-what’s out there?’ Going in, watching other teachers teach, and pulling ideas from them, makes you a teacher leader because what you are doing is you’re bettering your practice and you’re gathering ideas that you could share with other people. I think that’s leadership too.

(Participant E)

Participant E associated himself with the Educational Role Model. One example of how he is an Educational Role Model is by visiting classrooms of teachers in his department.
He does so to gain ideas from them and offer his support and any ideas if they are needed (Participant E). The idea that a ‘leader’ had to do something that required a formal title may have prevented some teachers from believing they are leaders; but as Participant E stated, not everyone has to be a head of something to be a leader. “I don’t think you have to be a head of this or that to be a teacher leader. You can lead from your own classroom; you can lead by your example to other teachers” (Participant E). The Educational Role Model was one that many teachers can fulfill, allowing teachers to remain in the classroom, but still lead others by sharing new tools, technology, strategies, and skills that work in their classrooms. The sharing of knowledge was a form of leadership, even if it may not come with a formal title (Participants C, E).

When it came to opportunities for leadership, one specific role stood out—department head. Four of the five interviewees felt that being a department head was a good way for teachers to take on a leadership role and to gain skills and knowledge about teacher leadership. Also, four of the five have been in or are currently department heads. Participant C mentioned that “being a DH is a really good opportunity”. While, Participant A felt that “the best experience probably was being given the position of department chair”. Their suggestions were based on what they have learned while in the department head position and how they have gained new knowledge and appreciation about how a school functions and how decisions were made. According to Participant D, taking on the role of department head, or “being put in a role of department head has been the biggest” teacher leadership role that he has ever taken on.

Taking on the leadership role, but I think especially for DH’s, I think it’s really important that as many people as possible take on that role because…until you
have that job you don’t really see the perspective of the whole school.

(Participant C)

The teacher leaders agreed that taking on a DH role was a good experience and would be for other teachers as well. Participant A professed, “I think it’s something everyone should experience [DH] because you get to see the other side about what it takes to run a school and it’s important for all teachers to experience”. Participant D encouraged others to take on the department head role because it allowed them to “work with so many different personalities.” In addition, he and Participant A felt that it is important because it makes teachers aware of the discussions and decisions that take place within a school (Participant A, D). “It doesn’t necessarily have to be department chair, but to be a part of those discussions that take place in terms of what it means to run a school” is important (Participant A). The discussions included decisions regarding bell schedule changes, school activities, budgets, security, technology, and many other things. Participant A found this experience to be “an eye opener”, one that exposed him to seeing how the school functions as a whole. He felt that those who choose to stay in the class “kind of lose touch with what’s happening with the school” (Participant A). Due to the fact that they may be so focused on their own classroom, they may not realize why decisions are made or what may be the best decision for the school as a whole. Participant D added that “the more people that see and understand how decisions are made, it will make it easier and make our school better”.

The participants felt that rotating the department head position might allow other teachers the opportunity to take on this position. Participant A suggested that “an ideal way of utilizing the position would be to rotate teachers”. In this manner, “every teacher
has an experience there because that way they get to understand what it really means” (Participant A). Participant C also agreed to rotation of the position. She added,

I think you have to maybe let them do it for at least two years because the first year is really tough. I think it would be kind of a waste or not really beneficial to just do it for only one year. I think at least for two years. (Participant C)

Participant D agreed with Participant C’s comment with his own statement, “the recommendation is that every two years we switch over” (Participant D). The reason for every two years or so was that a teacher may not learn everything in just one year. The longer they remain in the position, they will gain a better grasp on how things work and build confidence in their abilities in the position. Participant C believed that becoming department head was “a huge learning curve and then the second year, you get a little more comfortable with it”. In addition, she felt that “there’s a lot of people on our campus and how would that [rotation of dh position] change what we try to do or people’s understanding of initiatives—I think it would really change it” (Participant C).

An individual’s perspective on how things function may be changed by taking on this role, and that in turn may help others to understand decisions made or how the schools runs. This change in perspective can exacerbate the process of becoming a teacher leader.

This was important because “you learn a lot and you learn to appreciate the things that do happen and you become more understanding” (Participant A). Not only does a teacher become more understanding, but more aware of the process of how things happen and why tasks need to get done. Participant A shared that after being in a role such as department head, “when you go back to you classroom, there’s gonna be things that
you’re not too happy about but you also understand why it needs to happen”. In his experience, Participant D opined that “I didn’t understand a lot of the procedures and policies and why we do things or how, how administration thinks differently from the teachers but now I have a better view”. For Participant D, “giving people, more people the opportunity” allowed “everyone put in that situation will have a better understanding and maybe it will make our school more cohesive”. Another participant added that maybe in the last 4 years a lot of different people are trying to step up and then just recently in the last 2 or 3 years, really huge difference, new personalities getting in there so I think that’s really beneficial for the school. (Participant C) “All teachers should be leaders”, echoed Participant E “so I would encourage people that want to take on leadership positions about how to be a leader first and then to take on those positions”. Perhaps the question was not so much if there are opportunities, but how to get teachers to take advantage of those opportunities, and how to feel comfortable taking on the many leadership roles that are available to them.

One reason teachers may not feel comfortable taking on a leadership role was that the same teachers are relied upon to take on roles if no one else comes forward (Participants A, C). This may be an area of improvement for the school to consider. Participant A contended that “opportunities do exist but sometimes the problem is that we tend to rely on the same individuals.” He felt that “leadership opportunities may be somewhat limited” because even though the opportunities are extended, “what happens is that the same people end up in them” (Participant A). This idea was also mentioned by Participant C, as she felt that we “tend to rely on the same individuals”. Often, certain individuals, because they are more willing or more reliable, will take on a leadership role,
and then be asked to continue in that or other roles. Another scenario was that other teachers do not want to take on leadership roles, and are content to let those already in the roles stay there. Participant A supported this idea by stating that while the school should provide opportunities for teachers to be leaders, it should consider that not all teachers will be comfortable taking on various leadership roles. He shared candidly that “you don’t want to make people do stuff…what are you going to benefit from it if you’re going to force someone to something that they may or may not choose to” (Participant A)? He also felt that if leadership roles are forced upon teachers, “are you really cultivating anything when you do that” (Participant A)? His position came from an understanding that some people have the innate desire to be teacher leaders and others do not, and schools, including administrators should be aware of this. He added, “we probably need to be cognizant that you want to create opportunities but at the same time you don’t necessarily want to force people to do things they may not feel comfortable with” and that is the “difficulty with this, to find that middle ground where you create these opportunities but you also want these teachers to take the initiative or want to be part of it” (Participant A). This idea was supported by Pink (2009), as he indicated that “Mechanisms designed to increase motivation can dampen it. Tactics aimed at boosting creativity can reduce it” (p. 33). As participant A portended, it can be a challenge motivating teachers to take on leadership roles, even if there was a supposed incentive or motivation provided by the school.

Creating opportunities for teachers to want to take on teacher leader roles was important for cultivation of teacher leaders to happen. Additionally, we must not forget that the culture of the school can be a factor in cultivation of teacher leaders in terms of
support they receive, how they are viewed by co-workers, what training was made available, and if they felt comfortable taking on those roles. Changes in leadership can affect the overall culture of the school, and may play a role in cultivation of teacher leaders. However, there can be cultivation even when such changes take place. Cultivation of teacher leaders can come through encouragement and support of other teacher leaders, professional development, and by the opportunities made available for teachers to take on.

**Motivation**

The next theme was motivation. Motivation was not only a factor of why teachers take on leadership roles, but also something that can be used to cultivate teacher leadership. Daniel Pink (2009) wrote in his book, *DRiVE*, that there are two types of motivation, Type X and Type I. Type X behavior was “fueled more by extrinsic desires than intrinsic ones. It concerns itself less with the inherent satisfaction of an activity and more with the external rewards to which that activity leads” (Pink, 2009, p. 75). Type I behavior on the other hand, was “fueled more by intrinsic desires than extrinsic ones. It concerns itself less with the external rewards to which an activity leads and more with the inherent satisfaction of the activity itself” (Pink, 2009, p. 75). Teacher motivation to take on teacher leader roles can be both intrinsic and extrinsic. The key was to determine what motivates teachers and how the school can utilize that motivation to cultivate leaders and to encourage teacher leader roles.

The motivation of the five participants differed, based upon their individual outlook about leadership and their desire to take on the roles. Participant E’s motivation “actually…changed over time”. Three of the five participants are alumni of the high
school where they work. Two of those three participants felt that being an alumnus had a great motivational impact on their decision to take on teacher leader roles. Participant A shared that “being an alumni was a strong motivating factor” in his decision to take on leadership roles. He said, “being an alumnus I feel almost obligated to do what’s necessary to help the school”. He also contended, “I see other former alumni at this school and almost all of them put in that extra time” (Participant A). Finally, he felt that “If I’m going to tell the students about having pride in the school and doing all this stuff… then I should too” (Participant A). Another alumnus, felt that “there’s a bunch of us that are alumni here and have a little deeper roots and feelings about things” and that impacts the motivation of teachers with regard to taking on leadership roles (Participant D). Participant B divulged that her motivation to take on a leadership role came after others asked her to do so. My own motivation to take on a leadership role was different from many of the other participants. I am not an alumnus of the school, and I was not intrinsically motivated to take on the role. Due to factors beyond my control, it was clear that taking on the specific leadership role was the only way I would be able to stay at the school. Because of my desire to remain at this school, I opted to take on a leadership role; albeit more extrinsic in nature to remain employed there.

The participants were aware that motivation played a factor in a teacher’s decision to take on a leadership role or not. Some were “more motivated extrinsically”, and looked to gain a reward or some benefit for the work that they are being asked to do (Participant A). Others were motivated intrinsically, and looked to become leaders because of the satisfaction one gets from seeing a task be accomplished, because it helps others, or because it is the right thing to do. Participant B felt that she could be of service
to others by helping them with their knowledge and use of technology in the classroom.

Participant A shared how being an alumnus aided his decision to take on leadership roles because it was the right thing to do, and he had seen other alumni doing this.

Recognizing what motivates teachers may be a key to cultivating teacher leaders.

**Intrinsic Motivation.**

From Participants interviewed, it became apparent that a lot of their motivation to assume teacher leader roles was intrinsic in nature. For example, these teachers wanted to help other teachers. When Participant B was able to help other teachers, she was motivated by the “joy from other teachers that they can do…effective things” in their classroom and teaching. She enjoyed “seeing their positive thinking about themselves…and that’s my joy to being or becoming a teacher leader” (Participant B). A lot of Participant B’s motivation stemmed from working with others, and seeing them learn and grow as teachers. Her hope was that

> Within my ability to continue to teach, I just want to pass on my experience and also give my knowledge to younger generations of teachers. The motivation is just…willingness, willingness to help other teachers. If I pass on something to that teacher and they carry it on and they can pass it on to other teachers, then my effort is going to be rewarded. (Participant B)

Similar to Participant B, Participant C wanted to help others around her learn and she was willing to share her knowledge. She verbalized that all she had learned and all that she gained over the years was her motivation. “I think I have something to offer” (Participant C). Participant D was also motivated by his desire to see his department continue to grow and improve. “I want to make it a better department” says Participant D. He
wanted to continue to see growth as far as making his department a “functioning working
department” in whatever capacity he can as the current department head (Participant D).
Participant E would like to assist other teachers based on what he has learned in the
various educational programs he has gone through. These programs include both his
Master’s and Doctoral programs, which he learned about K-12 leadership and what
teacher leaders can do (Participant E).

As I’ve been going through my different programs in education…I’ve realized
that affecting just these kids [in my class] is not going to be enough. That I need
to be able to help other teachers become better at what they do”. (Participant E)
Pink (2009) found that “the most deeply motivated people—not to mention those who are
most productive and satisfied—hitch their desires to a cause larger than themselves” (p.
131). The cause in this case may be helping other teachers learn and grow, but also that
this was good for the whole school as well. Helping teachers to become better at what
they did also impacted the students. By helping teachers work on their craft, students
benefit by having a teacher that may be more reflective, will have new strategies and
tools, and will look to new ways to teach material and reach all students (Ackerman &
Mackenzie, 2006; Moir & Bloom, 2003). In our case, teachers have shared technology
use, writing strategies, and lesson plans with others (Participant B, E). When students see
these strategies being used in other classes, they recognize them and are comfortable
using them.

Another intrinsic motivation of teacher leaders was to see students excel during
their time in high school. While Participant C felt that “certain teachers seem to be so
negative and not participate” in workshops or trainings, they have a completely different
attitude when “they’re a leader of a club and they’re a whole different person when it
comes to that club as compared to what’s happening in their classroom, as compared to
what happens in the faculty—it’s a different person”. Not only will teachers be motivated
to help students with extra-curricular activities, but also academically. Participant E
shared his story:

At first I was just looking at being the best teacher I could be. And I was looking
at my classroom, and my students and making sure my students got the best out of
me that they could. And I don’t want to ever let them down or let them leave my
classroom with less than what they should and so that was my motivation for a
very long time.

Not only are intrinsically motivated teachers interested in helping students and
coworkers, they want to grow as a teacher and leader (Participants C, E). Personal as
well as professional growth can be huge motivating factors for teachers to take on
leadership roles (Participants B, C). Participant B shared that she “really likes to attend
the professional development classes” because they allow her to “keep up with
technology skills”. Taking classes to expand her knowledge allowed her to “have more
confidence in using technology” and she considered this “why I have the willingness to
help other teachers use it” (Participant B). Participant C saw part of her motivation as

I’m a learner, I’m a constant learner, so I love learning new strategies, I love
going to workshops where…a lot of people probably hate it, I love it, so I enjoy
going to various things and…picking up new things and I feel like I’ve been
doing that my whole career.
Taking on leadership roles allowed teachers to continue their own growth and learning. As mentioned by Participants B and C, their training enabled them to take new tools and strategies into the classroom, cultivating their growth as teachers. Both were also willing to share their new knowledge with others. The desire to be better, to continue to get “better and better at something that matters” was a powerful motivating factor (Pink, 2009, p. 109). Professional and personal growth can influence many people to do something new and take on new roles. Cultivation of teacher leaders can take place when teachers are allowed and encouraged to grow and learn in their profession. By sharing what they have learned, they can encourage others and cultivate teacher leadership as well. Berry (2010) determined that educators were motivated by having a network of teachers to share their voices and their ideas, and knew the importance of sharing their experiences and ideas.

Some of the teacher leaders also viewed their motivation to take on leadership roles as accepting the challenge of doing something new. Teachers can either seek out the challenge themselves or have others ask them to try something new. Participant B noted that if teachers “want to become [teacher leaders], [they] sought the route or [they] can approach [someone] to be a DH or they can be approached by the VP or Principal” about taking on those roles. For Participant C, seeking new challenges was something she has always done, and she has always been a leader.

At the previous school I worked at, I still did it. I wanted to do leadership things. I was a writing-across-the-curriculum coordinator. I still wanted to do it. I was a class advisor. I think it’s just in my personality to want to do things.  (Participant C)
Taking on various leadership roles can be a great way for a teacher to challenge themselves, and increase their knowledge about education. Pink (2009) found that “a study of 11,000 industrial scientists and engineers working at companies in the United States found that the desire for intellectual challenge—that is, the urge to master something new and engaging—was the best predictor of productivity” (p. 115). While it may seem daunting for some, others reveled in the premise of what taking on a new challenge might bring to them, academically, intellectually, and even occupationally. Participants C and E have done this by taking on new leadership roles such as Curriculum Coordinator and Senior Project Coordinator.

Still other teachers see their motivation as simply the right thing to do. One participant shared that “I just thought that the things I did was what you’re supposed to do” (Participant A). He believed that “it’s not anything extra…that’s just what you do” and he felt that part of his belief stemmed from the “fact that this is my alma mater” (Participant A). When asked to help out with the track team, he was willing to do so because as “a former member of the team I felt like I should help out” and that “those are things I learned while going to this school too. Those are things I saw, that people…former alumni at this school” have done (Participant A). According to another participant, “a leader just does it because they know it’s right, it’s not because they’re told they have to do it” (Participant C). To make her point, she shared about creating and teaching lessons in a particular class. Although lessons for this class were created for teachers, many still complained about them. Participant C felt that even though the lessons may not have been to the teachers’ liking or what the students would want to do, a teacher leader would step up, teach the lesson, and make the lesson better because it
was the right thing to do. Teacher leaders did what they did because they “think it’s the right thing to do” (Participant C).

**Extrinsic Motivation.**

While teacher leaders may be motivated intrinsically, sometimes a little extrinsic motivation goes a long way. One teacher leader felt that earning a stipend for attending a weekend training session went a long way in motivating her to continue taking courses that would help to maintain her leadership role. The school “paid the stipend for going to AVID [training] and going to corrective [reading] classes and that were when I felt supported” (Participant B). A stipend was money that was paid to teachers for attending various trainings, usually those trainings that do not occur during school time or even during the regular school year. Receiving a stipend was “one of my motivations to go to those sessions, so that I can get money and in a sense feel supported”, especially when having to take personal time to attend various trainings (Participant B). Providing a stipend to teachers for attending weekend workshops can go a long way in helping teachers to feel supported and grow their motivation to attend more workshops. Even though a stipend may motivate teachers to attend extra training, they can get more out of trainings than they expect. Participant B shared that

I didn’t expect that I would learn so much and that took place on the 2 Sundays that I was off, so I got the stipend…initially my motivation was not really strong about attending, but after I attended, what I got was more than I expected. Participant B even went on to say that what she learned in the workshop was very useful to the current classes she teaches and has used strategies from her trainings in class. Not only did she believe that earning stipends for workshops was motivating but also was that
the school or state level should help teachers by paying for online courses or even college
courses they want to attend. This could be in the form of a stipend, or by paying partial
or full payment of fees. She believed:

If we have money from federal funds, why don’t they make it [courses] cheaper?
I don’t think they are supportive. And if you want to go to the college classes,
they [the DOE] should support us, to pay maybe a portion, and then many more
teachers would be willing to attend”. (Participant B)

I believe that if college courses were offered through the DOE and paid for at least
partially, there would be more teachers willing to attend and potentially affect the
recruitment of future leaders. The compensation may just make it worthwhile for a
teacher to attend more training. Although the motivation may stem from earning a
stipend, it still created a process of learning for all, with teachers being able to take what
they have learned back to the classroom. This may be a way to cultivate teacher leaders,
as providing them an extrinsically motivating reward to entice them to attend or take on
extra duties.

Like payments, another extrinsic motivational factor for teachers to take on
leadership roles would be to give them some time off, whether out of school or away
from the classroom, to complete leadership type tasks. Participant B felt support from the
principal [at that time] when he encouraged her to take time off to work on a project that
the school had asked her to take on. The principal “told me, ‘okay, I will give you one
day to rest, so you just work on the sister-school-ship, take off time from the classroom,
and stay home and work on the planning” (Participant B). She felt that this was really
helpful and allowed her to get the job done. While it did take time away from other
things, knowing that she was supported allowed her to follow through with the task. This task was planning a visitation from the sister school, including who would take students around, what their daily schedule would include, and any other activities and meetings the two schools would engage in. Once she saw the students’ faces, meeting and interacting with the students from the sister school, she knew that taking on the project, regardless of what time it took, was the right decision to make (Participant B).

Participant A indicated that time was definitely a factor when it came to wanting to take on a teacher leader role. Although someone may want to take on the roles, if they did not have the time, whether it was because of other school work, or personal obligations, it made it hard for them to be motivated to take on the role. He shared that taking on teacher leader roles “does require you to give up time. And some of us have more time than others” (Participant A). For himself, “I can easily give up my time because, I don’t have a family, I only worry about myself so if people ask me to do things that go beyond the normal hours, I have that luxury” (Participant A). Figuring out how to give back time or make time for teachers to take on leadership positions may require some extra thought, especially when time is limited.

Even if time may be a factor to not take on a leadership role, sometimes motivation comes from the fact that a teacher was selected or recognized to take on a leadership role. Such recognition can possibly enhance the cultivation of the leaders’ process. For instance, when I was asked to take on the CC role, even though I was hesitant to take it on, the administration told me that they would support me and that I could do the job. Participant B shared about how she took on a role as a technology leader within the school. She felt that the principal “believed in me…so I just
wanted…her to trust in me and to do well” (Participant B). Participant A felt similar when he was asked to take on a leadership role his first year teaching. He “felt that he should help out” and as an alumni of the school, seeing other alumni working as well, he did not want to let them down (Participant A). Although teachers may not want or look to take on certain roles, others in the community or within the school may ask them to take on the roles because they believe they can do it. Participant B shared “sometimes the chance is given by other people, but then you have to be open to those opportunities”. As teachers, we “may not be able to say ‘oh I want to become a teacher leader’”, but if others are nominating us for the position, then our motivation to do well and to take on more tasks may be increased since there is a fear of letting others down (Participant B).

Although many assume extrinsic motivation comes in the form of money, an accolade, or a tangible reward, another extrinsic motivator is seeing an entire school realize success. The success of a school, or the reward, might be an increase in student achievement, increase in programs offered, or even a more positive school culture, leading to overall school success, not just one student, one teacher, or one classroom. While going through his doctoral program, Participant E learned that as a leader, he can help other people to become better at what they do, and this is good for the whole school. Helping others also included “even helping administration understand how things are supposed to work better” (Participant E). He felt that doing my doctorate program in Educational Leadership, K-12 Leadership, helped me to see the bigger picture, like looking at the school as a whole, and in fact looking at the school as part of a district and then the whole scene and…how the parts are supposed to function together”. (Participant E)
The program helped him realize “there is a world outside my classroom, and I’m part of it, and I have to help people to be the best they can be” (Participant E). This motivation was from a desire to have the entire school improve in all aspects of its educational mission.

**Intrinsic and Extrinsic Motivation.**

Motivation does not need to be strictly intrinsic or extrinsic. In some cases, motivation is both intrinsic and extrinsic. As mentioned in the paragraphs above, Participant B shared that she found both intrinsic and extrinsic motivation to take on teacher leader positions. Her intrinsic motivation came from a desire to help coworkers and students, and see their success. The extrinsic motivation came from being given time off to work on teacher leader projects as well as being provided a stipend to attend training sessions (Participant B). Participant E offered an extrinsic motivation as a way to increase teacher leadership. He suggested paying teacher leaders a higher salary. While some teacher leaders would be open to this suggestion, however, the desire to challenge oneself or to help others, a person’s intrinsic motivation, may be an additional factor in whether or not a teacher takes on leadership roles, even with an increase in pay.

Looking at what motivated teachers was fascinating. Some teachers were intrinsically motivated, others were extrinsically motivated and some were motivated both intrinsically and extrinsically. Determining what motivated teachers to want to learn more, to want to take on leadership roles, can help determine how to cultivate teacher leaders. The school may find that it needs to offer more training, that teachers should observe or learn from one another more, or that teachers are willing to take on leadership roles if they are in a certain area (content, new fastest initiatives, curriculum &
instruction) or if they have the time to do so. They may also find that some teachers, for whatever reason, are not motivated to take on leadership roles. When looking to cultivate teacher leaders, it was important to see what motivated teachers to tackle these roles, and use that information when recruiting new potential teacher leaders.

**Relationships**

There are many definitions and meanings of the term “relationship”. The Merriam Webster Online Dictionary (n.d.) defined “relationship” as “(1) the state of being related or interrelated; (2) the relation connecting or binding participants in a relationship; and (3) a state of affairs existing between those having relations or dealings”. According to Jennings (2007), “Schools are not simply buildings, curriculum, and equipment; they are the relationships among people” (p. 131). Carafella and Zinn (1999) claimed that “personal support systems, positive working relationships with chairpersons and other administrators, and encouragement and support by family and friends” allow teacher leaders to feel successful and for others to become teacher leaders (p.244). All five participants thought that the relationships they built over time with administrators, co-workers, and other faculty members, enabled them to be successful as teacher leaders. Participants revealed the roles they found relationships helpful include but are not limited to department head, senior project coordinator, Professional Learning Communities (PLC) leader, class/club advisors, and coaching.

The theme of relationships was identified by the various ways that teacher leaders viewed and valued the relationships they formed with administrators, coworkers, and other educational personnel during their tenure of teacher leader. The ability to maintain positive relationships, to communicate, and collaborate with others were deemed
necessary to succeed in leadership roles. In addition, their positive relationships provided a support system, a place where they could seek advice, share ideas and frustrations, and find encouragement while in the teacher leader role. For those that sought to become teacher leaders, or schools building a culture of teacher leaders, fostering positive relationships were important.

Each participant spoke candidly about relationships built over the years, and how the positive relationships helped in various teacher leader positions. Participants A and C shared how they relied on the positive relationships they formed over the years. Participant C stated “you really rely on the relationships that you already have at the school”. Building positive relationships with coworkers and administrators allowed teacher leaders to find support and confidence in the tasks they were taking on. Participant A “benefitted from having a relatively positive” relationship with administration. He felt his relationships have been positive because “anytime I felt or if I was asked to do things, I felt I was being supported and that it was worthwhile”. Roles where he has been supported include coaching sports, helping with athletics, and being a department head. Positive relationships were built from interacting with many individuals. Some were built by being an alumnus of the school, and having other alumni offer leadership roles, including coaching. Other relationships were built over time, by demonstrating positive work ethic and willingness to help out, allowing positive relationships with administrators and coworkers.

Participant B always tried to have a “positive attitude, not only towards students, but a positive attitude for other teachers too”. Positive attitudes can be expressed by saying hello to co-workers in the hallway, taking an interest in what co-workers are
teaching, or even asking for help or an opinion. Participant B considered a positive attitude and disposition to be helpful when working with others in her role as a technology leader. Participant B understood that learning technology can be difficult and she needed to have patience and a positive “can do” attitude, especially working with those less tech savvy than others. Positive relationships can be strengthened by “not vent[ing] about other teachers because it is counterproductive” and will not get the job done (Participant C). While the actions of co-workers may be frustrating, it was more productive to work with the individual or speak to him/her directly instead of venting about it. Venting does not change the situation and may lead to a change in the relationship if that person should hear what was being said. Instead, relationships should allow teachers to “be able to lean on each other, to trust and to help one another” (Participant D). Participant D believed that trust and helping one another are “key aspects of having positive relationships” and are important for any school, classroom or meeting to function. Positive relationships with co-workers or administrators allow for “no barriers” when it came to promoting an idea, project, or initiative (Participant A). Conversely, there are barriers that impeded positive relationships such as time, resources, and support of the idea, project, or initiative. “The relationship they [teacher leaders] have with the different individuals” can allow them greater access to resources and limited barriers than one that was unable to build relationships with others (Participant A).

**Communication.**

Relationships grow stronger through good communication. According to Edinger (2013), “because leadership is, at the heart of the matter, a relational skill, how
we communicate with others is integral to our success”. Positive communication, or lack thereof, can affect relationships at any level. Four of the five participants mentioned communication as a key component to becoming a teacher leader. Communication, as defined by the Merriam-Webster Online Dictionary (n.d.), was “the act or process of using words, sounds, signs, or behaviors to express or exchange information to express your ideas, thoughts, feelings, etc., to someone else” or “personal rapport”. Searby and Shaddix (2008) posited that teacher leaders have the “ability to build trust and develop rapport” (p. 1). Participant D shared, “I think the number one thing is being able to have rapport with a lot of people.” He added that teacher leaders have “the ability to work hand in hand, not only with peers but administration, students, and parents”. Teacher leaders often needed to use many ways to get and gather information from coworkers, and building rapport was part of the communication that took place. It was necessary for teacher leaders to demonstrate good communication skills as this can either help or hinder their progress with teachers and the task they need to accomplish (Edinger, 2013). Participant E suggested that “the ability to communicate with teachers and administrators was important.” A teacher leader needed to be able to communicate clearly what was required of co-workers as new strategies or initiatives were being implemented, explaining how thoughts, ideas, and decisions were being made. Such communication abilities demonstrated that teacher leaders were also considered to be good communicators. Participant D believed “communication is the key” and that “a lot of times it comes down to communication, how to talk with others, work with others.” Participant C asserted that teacher leaders have to be “very good communicator[s]” with the ability to “know how to listen” and be “patient.” “I noticed this ability to
communicate in a colleague of mine, a former department chair. Always calm, [this person] processed information logically and brought up relevant points, and asked questions if necessary- I rarely saw this person get upset over things. If they felt something needed to be said, they made it known” (Tolentino, journal, Dec. 16, 2013).

The manner with which this individual’s ideas were shared made others not only listen, but valued the opinion of this individual. Even though no longer a department head, this person was still sought out for advice or ideas. This person’s ability to communicate has helped in their growth as a teacher leader. For others, communicating may not come so easy, and is something that requires work. Participant E shared “there are a lot of people who are very competent but they’re not able to communicate well and it’s a hindrance to them as leaders.” They may not be able to clearly express ideas or thoughts, may come off as too aggressive or too passive, or others may not listen to what they are saying. Edinger (2013) suggested that communication can be better improved by combining communication skills with other leadership traits, making communication two-way (asking and seeking feedback), repeating messages, and using stories to help people remember things. If one wanted to be an effective teacher leader extra effort should be put into working on communication whether with an individual, a department, a team, or to the whole faculty. According to Edinger (2013), “excelling in communication is a common denominator of great leaders”, and was an important skill, especially one needed as a teacher leader where you are not only working by yourself, but with others on a daily basis.

Effective communication with co-workers was important. Teacher leaders need to be aware of their ability to communicate with others and how this can impact the work
they are doing. One participant felt “that experience, your relationships that you build and the interactions, those that you spent time with, interacting with you in that position [teacher leader], they will still seek you out…so the title no longer matters” (Participant A). What was important to co-workers, was “the understanding of your experiences” in leadership positions and how you can help them (Participant A). Another teacher leader was comfortable talking with his coworkers. He explained that he has no problem working with others and sometimes having to make some tough decisions, but yet being able to explain and being able to keep everybody working together and understanding what we are doing; things not only for our department but for our kids. (Participant D)

Some of the tough decisions to be shared might include budget cuts, a change in the courses a teacher was asked to teach, bell schedule changes, or any new initiative that came from the federal or state level mandates, or administration, that teachers are expected to include in their daily routines. As Participant D shared that he had no problem having tough discussions with administration or co-workers, I noticed that “many teacher leaders that are in the more public roles are comfortable speaking in front of the staff or their peers. This was something that I have noticed going back to before I was CC (Curriculum Coordinator)” (Tolentino, journal, Dec. 12, 2013). “The current CC is very comfortable speaking and addressing the entire staff. They never appear to get flustered or frustrated, but calm when explaining ideas and other initiatives and tasks” (Tolentino, journal, Dec. 12, 2013). Positive communication goes back to having a “positive atmosphere” that one participant found “really important developing relationships because…we’re not alone…we all have our roles and responsibilities so we
need to find a cohesive way of going about it if we’re going to try to reach that goal, whatever that may be” (Participant A). Being able to communicate effectively with others can lead to a positive atmosphere, one in which more people may feel comfortable communicating, which nurtures a culture of positive communication.

It was also important for teacher leaders to maintain communication with the principal or administrative team. Phelps (2008) noted, “the principal opens opportunities for leadership” and this stems from the principal or others “seeking teachers’ ideas and involvement” which will “stimulate teacher leadership” (p. 120-121). It was important to recognize that this relationship did not only go from teacher leader to administrator, but that the administrator should also work to build this relationship. Anderson (2008) addressed the importance of relationships, “the mutual and reciprocal relationships between teacher leaders and the principal is critically important in understanding the influences on teacher leadership as well as the nature of teacher leadership in schools” (p. 12). Three of five participants mentioned that communication with administration was very important, and that they built positive relationships with the administrators through communication. “I don’t have a problem speaking with an administrator. Our administration supports us, so okay, we have an agreement, and they are supporting me” (Participant D). Even with changes in the administration, Participant D was able to communicate with and was supported by them. “I’ve had a few administrators in the past been in charge of us but every one of them I feel comfortable enough to talk to” (Participant D). “It’s important to have open communication between administration and the teachers” (Participant B). Open communication allowed teacher leaders and administrators to be on the same page and know what was going on in the school level.
Participant C felt that communication with administration was important, and through communication, has found that her educational philosophy aligns with the current administration. “I think that if that wasn’t there, than any kind of leadership position would be really, really difficult” (Participant C). Her philosophy was “a very basic philosophy about education”, such as

engagement of students, you want to see students engaged. What is happening in the classroom is more important than the structure. We both think the structure doesn’t matter. It’s what happens in the classroom. We tend to pick up on the same things- when we go to a workshop we have the same ‘aha’. (Participant C)

The ability to communicate with the administration allowed teacher leaders and administrators to share their ideas, concerns, philosophies, and to feel supported.

Collaboration.

Communicating effectively went hand in hand with collaboration, which was to “work jointly with others or together especially in an intellectual endeavor” (Merriam-Webster online dictionary, n.d.). The act of collaboration allowed multiple people to work together on a project and share various thoughts and ideas. Two of the five participants shared their belief about collaboration and how it helped them grow as a teacher leader. As teacher leaders, there are many opportunities for collaboration to occur. An example Participant C discussed, “I’ve had an opportunity to work with other teachers and I’ve really used them on campus- the Librarian is very helpful”. The Librarian has access to and knowledge of computers, researching information, and of such programs including Turnitin.com and Teen Biz. (Turnitin.com is a resource teachers and students can use when writing papers and to check for plagiarism. Teen Biz
is an online reading program that uses non-fiction articles and quizzes to help students gain confidence and understanding of non-fiction text.) In addition, she shared that she and “the Senior Project Coordinator, the AVID coordinator, can pool our ideas together” (Participant C). Participant C felt that because she, the AVID coordinator, and Senior Project coordinator have worked in the same department, they are able to talk to each other about their programs and how they can further share that knowledge with the whole school. One way that they have collaborated was to look at how their department can scaffold writing across the grade levels, and how to get more teachers involved with Senior Project. Being that they are all AVID-trained, they are able to utilize similar strategies and techniques associated with AVID and better figure out how to help their students gain content knowledge and skills through use of those strategies (Participant C). The knowledge and skills included how to better understand complex texts, to take better notes that can be used as study guides, and how to use Costa’s levels of questioning so that students will increase their level of critical thinking and learning.

Collaboration also included being able to work with people we may disagree with, and still being able to come up with solutions for various situations that arise. “Being able and also having an open mind and not being so close minded, being able to problem-solve, to come up with solutions” was important when collaborating with others (Participant D). Especially in his department, he often had to work with other teachers, parents, students, educational advocates, counselors, behavior health specialists, stakeholders and other schools. When the team met, their goal was always to do what was best for the student at the time. As a teacher leader, Participant D felt that he should be able to collaborate with others, even if things get difficult. Collaboration was
important because it brought many different ideas to the table and involved more people in discussion and decision making. Despite its importance, there was often very little time to collaborate. Participant D viewed collaboration as a resource that the school needs to spend more time on. He would like to “allow our teachers more time to collaborate” because “a lot of people have a lot of experience, have been through things, being able to talk to others, being able to work with others, and get different points of views…is valuable” (Participant D). In addition, he felt that collaboration strengthens each department.

If we do it collaboratively, and we can lean on each other and we can support each other, we’re all in the same boat, so what can I do to help you and later on you might be able to help me. (Participant D)

A department can get stronger, as people work together, lean on each other, and trust each other to support one another (Participant D).

As a result of positive working relationships, effective communication, and collaboration skills, teacher leaders build a strong support system for themselves and others. These support systems are useful when teacher leaders have questions, need feedback about making a decision, or need help understanding and implementing an initiative or project. The support system allowed teacher leaders to talk, discuss, share, vent, and ask for help when they needed it. It also helped to cultivate new teacher leaders. If teacher leaders lacked a support structure they could find themselves in a lonely position, and may not know where to go for help or advice. My own journey as curriculum coordinator demonstrated the importance of relationships, and particularly the support system it provided. I relied on coworkers with whom I had built strong
relationships to discuss challenges of the job as well as how to get things done. I looked to administrators for support when writing documents for the school, including the WASC accreditation report and the Academic and Financial Plans. I was grateful to have our SLC coordinator in the office with me, to bounce ideas off one another, discuss issues, or share frustrations. Having people around that either new some of the answers, or were willing to work on finding the answers with me was a great source of support, especially in a role that I was still learning. All of the participants agreed that having a support system in place has been beneficial to them in their various roles (Participant A, B, C, D, E).

**Support from Administrators and Coworkers.**

It was important for any teacher in a leadership role to receive administrative and co-worker support. Administrators can offer support by being more aware of what teacher leaders are doing, and the extra work they take on. No matter the role, support from administration was important when cultivating teacher leaders because it helped them to feel acknowledged, valued, and recognized for what they were doing.

During one of the very first faculty meetings of this school year, the current principal asked faculty members to try to understand where the CC was coming from and to support him or her in his/her endeavors, since the required directives were not simply tasks. Most of these directives were “top down” and each school was required to address them. As a teacher who had been in the position of CC, I was happy to see verbalized support by the administration. (Tolentino, journal, Aug. 29, 2013)
To support teacher leaders, “you need an administration that’s gonna support teacher ideas” (Participant C).

Taking on Senior Project a year ago, “I’ve been again, very lucky to have a lot of support. I have a strong department that tends to support me” (Participant E). His department has supported him by participating in the grading of Senior Project papers as well as being part of the Senior Project committee that met to discuss roll-out of Senior Project materials to students, deadlines, and any other changes to the project. In addition, his department was helpful in his creation of the Senior Project Class, specifically designed to help those students participating in Senior Project. “As Senior Project coordinator I’ve always felt very supported by the school, in molding and creating the Senior Project to what I want it to be” (Participant E). The faculty has helped by being advisors to students participating in Senior Project, assisted students to prepare for the presentation itself, and participated in grading of Senior Project presentations. The support helped Participant E focus on Senior Project and really saw it take shape as he envisioned it.

Talking and sharing questions, ideas, thoughts, and even frustrations with others were sources of support that many teacher leaders valued.

Being able to talk to others, and being able to find out that sometimes it’s not even to solve something, it’s just to support, knowing that others are in the same boat, that I’m in, I’m not in this alone…support groups are important because it gets you through those tough times. (Participant D)

When people took on teacher leader roles, there was an expectation that came with the position. It was the expectation that you have answers or that you know information that
others do not have. These expectations often come from administrators or coworkers.

Being new to a teacher leader role may be daunting, especially if you do not have all the answers. Having others to talk to, to provide a place to ask questions, find answers, and solve problems and can be really helpful. Participant D valued discussions and dialogue with others, and even if they cannot help solve the problem, simply knowing that they supported him and the outcome, was enough. Consequently, Participant D acknowledged that there were various groups of people he could turn to for advice or support, including former department heads, former teachers, administrators, and other peers. He relied on the previous department head and others at the school that he can talk to when things arise. Similarly, I also have certain “go-to” colleagues that will heed my questions when advice was sought. When asked to take on the Instructional Leadership Team (ILT) role, “I was hesitant to do it so, I went to who I usually ask advice of” (Tolentino, journal, Sept. 23, 2013). Talking about the decision, asking questions, raising doubts that I had, all helped me to be okay with being part of this team. Finding those people who have been through what we have, can offer advice, or was willing to listen, was important (Participant D).

**Friends and Family.**

Relationships with friends and family can also provide support systems. When teacher leaders needed somewhere to express dissatisfaction, complain, or speak in confidence, these are the people they sought. Participants A and B both shared that they found support from family and friends, especially when there was a situation they were frustrated with and found themselves too close to the situation to see different perspectives. Participant B would vent to “an outside person, not a school person”.
These people are her “friends that work for a company,” not related to education (Participant B). She felt that they “give her more effective advice” because they are removed from education, ‘effective’ meaning advice that was truthful and sincere, and free of potential bias from coworkers (Participant B). Participant C vented to her family because “they are not connected with anyone in school” and that allowed her time to talk about things without mentioning names or feeling “unprofessional”. Because teacher leaders took on various roles and tasks, sometimes it was better to vent to those not associated with work. Participant E shared that if you do divulge with colleagues, “you don’t know who is going to react what way” to what you have to say. He found it helpful to share things with the people in his doctoral program. These were people that were familiar with educational terms and systems, but not close to any situations at his particular school. During the program, “these issues came up all the time and that we would spend time talking about it was really helpful” (Participant E).

Having people to share stories, frustrations, and triumphs with provide an outlet for stress, and to gain new insight. It was helpful to share with coworkers because they knew the school, the administrators, the other colleagues, and what was going on. Conversely, caution should be taken since they are so close to the situation. As Participant E mentioned, we do not always know how they are going to react. They may turn around and share what was said in confidence to others. Groups that consist of non-coworkers, family, or friends, provided support because they may not know the people involved and can provide a different perspective. The circle of off-campus friends can allow teacher leaders to talk about situations without worry that their words may be overheard or that they may be interpreted in the wrong way.
The ability to maintain and sustain positive relationships is important for all educators. Katzenmeyer and Moller (2001) shared that the “ability to build positive interpersonal relationships is critical to becoming a teacher leader” (p. 47). Being able to have positive relationships allowed teachers to feel empowered and supported by those around them, including administrators, colleagues, and students. Positive relationships are created with effective communication and lead to collaboration with others. Relationships also provided a support system that teacher leaders can rely on. When in the position of CC, I was constantly meeting new people. There were so many tasks I was charged with, that it helped to build relationships with CC’s from other schools. It was reassuring to have people understand what I was going through.

Teacher leaders interact with many different individuals on a daily basis. The participants found success in their teacher leader roles because of their ability to communicate with others, collaborate with others, and have support systems. Having others to communicate with was one reason why the participants have continued in their leadership roles, as they have found people who understand what they have gone through and who will provide advice, solutions, or a place to share. Each of these participants was willing to help other teachers that wish to take on teacher leader roles, and provided support for them, thus cultivating teacher leadership. For me, “the amount of knowledge that I have learned from others is so great. I would like to continue these discussions with others” (Tolentino, journal, Sept. 15, 2013). The ability to communicate with others was so important for teacher leaders. Through communication and collaboration, teacher leaders can help cultivate other teachers into teacher leaders, creating a cycle of cultivation, by and for teacher leaders.
Impact on School

Teacher leaders impact the school in which they work. This theme described the impact teacher leaders can have at their school and in cultivating potential teacher leaders. All participants discussed situations where they were empowered and felt they were making a difference within the school and within their classrooms. The teacher leaders that were interviewed noted their impact in the following ways: working on the overall school goals, mission and vision, behind the scenes work on various projects, and working with coworkers and students (Participants A, B, C, D, E). Teacher leaders, because of their involved roles, may have greater awareness or knowledge of how to advance overall school goals, mission, and vision, and can share these with co-workers. In positions such as department head (DH) or instructional leadership team (ILT) member, they may be able to have direct input with regard to direction of the school. Teacher leaders worked to complete various tasks within certain deadlines (Senior Project), and school functions (performances or graduation). Teacher leaders may impact co-workers by sharing knowledge with them, sharing strategies or lessons, or even being looked upon as a role model. Teacher leaders can impact students as well. They do so by building relationships with students, and students feel comfortable asking these teachers for help, for advice, for letters of recommendation; they trust these individuals. These are some of the ways teacher leaders impact the school as articulated by the participants.

School Goals, Mission, Vision, Direction.

Four of five participants agreed that teacher leaders, in any position, tend to become more aware of the vision and direction of the school as a whole (Participants A, C, D, E). This positively impacted the school because
They set the tone for the direction of the school and the goals that we set forth. They’re the ones that try to enable these goals to come to fruition by the things that they do every day. They are the ones who are made aware of the larger picture of the school in terms of what’s best for the students, the teachers.

(Participant A)

The school’s goals may include academic planning, strategies to improve student writing, focus on support for 9th graders, increasing access to and use of technology, or increasing the graduation rate. Other examples might include exploring what the school would like its graduates to come away with - what are the skill sets and assets they will need for future college or career choices. Those who took on teacher leader roles often gained more knowledge of how a school functioned, especially with regard to how and why certain decisions were made and impact on school and students (Participants A, C, D, E). Decisions included bell schedule changes, implementation of data teams, testing dates and preparation for those tests, as well as new initiatives that came from state and federal levels including Race to the Top and the Educator Evaluation System. Other decisions included who will present information to the faculty, what professional development will take place, and planning rollout of new initiatives. All of the participants felt they better understand how the school ran and their knowledge in this area had grown as a result of taking on various leadership positions, including department head, PLC facilitator, and being a resource for other teachers with regards to technology or other tools (Participants A, B, C, D, E). Participant A stated “I think the true teacher leader has in mind what was the school’s vision. You are thinking about what’s good for this school”. Knowing the vision and direction has helped these teachers be more cognizant of the fact that there
was a holistic view for the school in which their own individual classroom or job is just a small part.

Participant C witnessed teachers gain appreciation and knowledge of the school as a whole when they took on various teacher leadership roles, especially that of Department head. She believed that “if everyone was a department head, we would all understand what our department heads are trying to achieve and they would probably be a little more supportive of what they’re trying to achieve” (Participant C). Participant C’s beliefs have been shaped by what she has seen over the years. “Until you have that job you don’t really see the perspective of the whole school” (Participant C). Being in the role of DH allowed teachers to see how the school functioned as a whole, and also allowed those in the position to participate in decision making that impacted the school. Moreover, Participant D supported Participant C’s beliefs with his own experience. He felt that taking on the role of DH allowed him to “[see] and [understand] more of the everyday decisions that happened, that make our school, not only from a personal standpoint but from a department and from a whole school, a more holistic view, as far as day to day functions, how decisions are made, what process goes into making a decision that affects everyone” (Participant D). The story of growth after being in a position such as DH was something that Participant C has seen many times.

I’ve witnessed people who in a department, kind of never really cared about what happened, didn’t really bother to even try to comply, but when they take on a leadership role, they have to be role models for the department members, they have to understand what’s happening so you see a really, a real big shift in their professional commitment to what’s happening in the school. (Participant C)
By encouraging more teachers to participate in leadership roles, not only are more teachers aware of the school as a whole, but cultivation of teacher leaders can occur. Teachers that are more aware of what was going on and how decisions are made were more likely to participate in discussions, felt comfortable asking questions, and understood why certain things took place. Teacher leaders were in a position to bring important questions to the forefront of a discussion and can bring back responses to their colleagues or departments. They can share what was happening and why it was happening, such as why a reading program was selected over another, who should be consulted for workshops or training, or why events are being held or cancelled. Teachers with knowledge can create a stronger statement in what happens at the school, and may influence the decisions regarding programs selected, professional development, and events that take place.

Participant A supported these ideas and that other teachers should take on these roles in order to gain knowledge and perspective. He believed that “the teachers, they need to be aware of that, cognizant of being more of a teacher leader because it is bigger than what goes on in the classroom” (Participant A). When teachers are aware of the bigger picture, they have the opportunity to do things that will impact the entire school, and they are more cognizant of the fact that any decision they do make, will impact the school in some way. Such things that impact the school are opting to coordinate programs such as AVID, designed to help students learn through various techniques and tools. One may also decide to speak for or against something, and their opinion may be enough for all involved to consider another choice, as with bell schedule changes or dress code policies. Teacher leaders are aware that they will impact the school, as they often
feel empowered to create change and are looking to create positive change (Participant E). Participant E experienced his own shift in his view of the classroom versus the whole school. This shift came while going through both his Master’s and Doctoral degree programs. He “realized that affecting just these kids is not going to be enough” (Participant E). He felt the “need to be able to help other teacher[s] become better at what they do” (Participant E). Participant E revealed that he often helped those teachers that are new to being an advisor of a class, and he will help them with putting the events together (freshman/sophomore banquet, fundraising, etc.). He was willing to offer his time and information with those who requested it. This allowed for extra-curricular school functions to take place, and helped the students be able to plan and attend these events successfully. Participant E was able to help teachers new to this position by offering advice and knowledge regarding working with the student elected officers, planning and coordinating extra-curricular activities, and working with administration and other faculty members.

Participant B felt that she gained a perspective for the school as a whole and beyond when attending complex area days and professional development days. “Those PD days are very helpful to understand what the DOE expectations of us are, and also as a teacher, what we have to do to improve” (Participant B). These work days benefitted Participant B by being able to “see the bigger scale and how we can help our Hawai‘i students become more global”. When you “consider the whole school’s view, and when you start looking at more of a holistic view, then you really understand that yes, we [individual departments] may have to make sacrifices” but it was for the “betterment of the school” (Participant D). These roles were essential to Participant A because it
provided an opportunity to gain new knowledge, and “with that understanding, it will ultimately make you a better teacher, educator, educator in general”. The knowledge teacher’s gained was in relation to decisions made within a school, how departments above the school, at the district or state level, function and how those entities make decisions. Teacher leaders are aware of the initiatives taking place within a school, and will include those initiatives in their curriculum (Participant A). They can also have a greater picture of the school’s mission and vision. Teacher leaders will be familiar with administrations views of the mission and vision, the direction of the school, and how they can assist in achieving that goal, either on a committee, helping other teachers become familiar with it, or by promoting it in their classrooms. Teacher leaders can impact the school through sharing information, creating professional development opportunities, helping make decisions, or looking to implement new programs, strategies or technology. Teacher leaders, including those on the lead team, can be a part of this process simply by being at the heart of the discussion and helping others become part of the discussion.

Members of the leadership team are tasked with making sure their departments have all the information necessary to function within the school. It was their job to pass on information regarding any changes, any new policies or initiatives, upcoming testing dates, upcoming events, or other discussions that took place in the leadership team meeting (open house, bell schedule changes, school maintenance, dress code policy, bullying on campus, use of technological devices, upcoming training sessions, and teaching lines). Teacher leaders brought the information back to their departments and had the opportunity to promote discussion and allow rich dialogue to take place on all issues. Then they take that information and share it with the leadership team, ensuring
that all voices are heard and that a decision can be made based on all input. It may not alter the outcome of a decision, but the teacher leaders are providing a platform for communication to take place. It was this open communication that can work to cultivate teacher leaders, by providing the opportunity for all to have a voice and a chance to learn more about the school in which they work.

**Influence via Roles.**

The teacher leader has a broad sphere of influence. They help the school by using their influence to advance the work of the school in both their formal and informal roles. Often they go beyond what their job description requires to get a job done. Two participants referred to this as “behind the scenes” (Participants C, E). Participant C gave a specific example of those teacher leaders doing things they consider to be behind the scenes. Participant C voiced that the “Librarian does a lot of things for a lot of people. If there is something that needs to be done, whether she has been asked to help or not, she is willing to help out”. The librarian will search for resources or articles, volunteer to chaperone school functions and field trips, and does all of this in addition to making sure that the library was updated and functional for all students and faculty. Other areas where teacher leaders may work behind the scenes included implementing programs, getting projects off the ground, helping set up new equipment, writing grants, or even being an advisor for a club or class. “Teacher leadership offers opportunities for change in both formal and informal teaching roles, with teachers taking more responsibility to respond to new legislative mandates for school reforms” (Wells, 2012, p.2). If we were to truly examine what makes a school function, we may find a lot more teacher leaders tackling tasks such as planning teacher work days, running training sessions, writing
grants for funding of new technology or programs, and helping student activities, such as Homecoming take place. According to Participant C, teacher leaders are the one who “do so much behind the scenes that people really don’t understand”. Because there are many opportunities, and there are so many things that need to get done, sometimes the work of a teacher leader goes unnoticed (Participant C). Participant C asserted that teacher leaders do things that “really help run a school”. She knows this because “until you’re a DH, nobody understands all the little things you have to take care of” (Participant C). Some of the things teacher leaders do that others may or may not notice can include providing support (to coworkers and students), guidance, being an educational role model, helping school goals become attainable and achievable, and leading school initiatives (Participants A, B, D, E).

Participant D felt that teacher leaders can impact the school behind the scenes because they are the ones who “provide support and guidance for everyday functions” and try to make “things run smoothly”. This is behind the scenes because faculty or students may not be aware of what the teacher leader is doing, but they see the end product, which would be a school program, extracurricular event, or school initiative taking root. Teacher leaders do behind the scenes work by helping solve a problem, sharing protocols to be followed regarding initiatives and decision making, and even with planning of a school event or function. Two participants mentioned specifically the behind the scenes nature of teacher leadership (Participants C, E). Participant E found that “most people who took on leadership positions as teachers are involved in a lot of different activities”. He went on to say that teacher leaders impact a school because they are, “leading different school initiatives, basically everything that goes on in the school
when you get down to the bottom of it, you should see a teacher leader there” (Participant E). “Until you’ve had an opportunity to be a teacher leader, you really don’t realize what all these people are doing behind the scenes” (Participant C). In order for the school to function, and for all things to take place that need to, including graduation ceremonies, teacher leaders are there, taking on tasks and getting things done. Participant E believed that “you should see someone that’s almost behind the scenes but still making sure everything works in the right direction”. This included things such as Senior Project, Proms, or even Graduation. Teacher leaders will jump in to help with these events, even if others are unaware of the time and effort devoted to the event. Even if the work went unnoticed, teacher leaders felt satisfaction that what they are doing was important for the students and for the school (Participant B). “I think teacher leaders have a very important job in the school systems daily” (Participant E).

**Impact on Coworkers.**

Not only do teacher leaders impact the school as a whole, but they can also impact other teachers around them. All five participants felt that they were able to impact their coworkers in some way (Participants A, B, C, D, E). When teachers knew someone that was in a teacher leadership role, teachers felt they could go to that person for help or advice. Whether or not that individual was still in a teacher leader role, they have a greater knowledge base, and coworkers will sought out these individuals because of the experiences and knowledge they have (Participant A). The knowledge that the teacher leader has may include information on state initiatives (Common Core State Standards or Race to the Top), information on testing (dates, policies, percent of student grades), when meetings are held and where, school and department of education policies (Family
Educational Rights and Privacy Act (FERPA), dress code, graduation requirements).

When thinking about those in leadership positions, including myself in the role of ILT representative for my department, I felt that “as a teacher leader…I am supposed to have answers” (Tolentino, journal, Nov. 21, 2013). When coworkers asked me questions, I wanted to be confident that I was able to help them, or that I will look for an answer if I can’t help them at the moment. Participant A felt that other teachers, “when they come to you it’s with that understanding of your experiences, so that the title no longer matters”.

He has experienced this personally, whereby another teacher asked for his input into sitting in leadership team meetings, why certain decisions were made, and his thoughts about decisions regarding the bell schedule change or open house format while not in the role of department head (Participant A).

Another way teacher leaders impacted their co-workers was by seeing others become more aware or open to ideas, programs, projects, or ideas. Participant B found it a “joy to be a teacher leader” because she was able to see other teachers gain “positive thinking about themselves”. For Participant B, this meant to the ability to “lead teachers”, from a place where they may not have known as much to where they are now comfortable with use of tools or a new strategy or in their abilities as a teacher. In order to continue this change, she would “like to know who needs help and how to approach those teachers that are struggling with certain areas, especially with technology” (Participant B). If she was able to determine who would like help, the impact that she could have on the school would be even greater than simply having teachers come to her when they needed technology assistance. To Participant B, being able to help other teachers and seeing the growth in those teachers was a huge part of why she became a
teacher leader. “The more I learn and the more I can reflect on myself, my teaching, it becomes settled as my knowledge, then I will be confident and now want to teach other teachers, so it’s a cycle” (Participant B). If she was able to impact even one person, then they can turn around and do the same for another teacher. This cyclical effect may become part of the catalyst to cultivate teacher leaders. Participant D reflected that as a teacher leader, he can have a positive impact on other teachers, and that he is empowered to do so. He believed that teacher leaders “need to provide direct support to teachers in case problems arise or situations are out of their control” (Participant D). He found this to be true more so with his department. Issues with student behavior, parent meetings, or other more severe cases may arise that require assistance and as the DH for special education these issues arise more than your typical department. To this, supporting and being a capable resource person can further lead to cultivating teacher leaders. For instance, with regards to his teachers and department, he found that he was willing to help if “there is an issue with a student in class” and he can be able to “help [the teacher] get through either the class or the day” (Participant D). Sometimes, assisting a teacher in need, allowed that teacher to focus on the other students in the classroom and for that teacher to know they are supported (Participant D). If a student was off task or exhibiting disruptive behavior, if the DH was available, they could monitor the rest of the class while the teacher addressed the particular student. If only for a brief moment, this small glimpse demonstrated how teachers are able to support each other. In addition to helping individual teachers, Participant D hoped that he will be able to have a positive impact on his department. One of his goals was to “make our department a functioning, working
department” (Participant D). He believed that, “my role is a big one as far as how our department runs; I want to make it a better department” (Participant D).

Teacher leaders can impact coworkers by sharing what they have learned. Sharing knowledge allowed others to garner new knowledge, try new strategies, and pass along that new knowledge to others. “Teacher leaders play a role [in the] school, as an educational role model and are willing to help other teachers become better teachers” (Participant B). Because of her many leadership roles, conferences, and learning opportunities, Participant C felt that “she has a huge knowledge base” and that “I have something to offer.” Her knowledge base included strategies, tools, and ideas used in lesson planning and delivery, ideas for new programs, information about state and federal initiatives, how to run meetings, and share information with others (Participant C). She would like to see her knowledge transferred to other teachers by offering time for workshops and training sessions, whether during a faculty meeting or professional development days, and this was something she “wishes she could do more of”, especially in her role as Curriculum Coordinator (Participant C). Participant C would like to see more time devoted to offering workshops or sharing strategies and lessons; however, she was aware that people struggle with time. For greater sharing of knowledge to happen, Participant C would like to see structured time for professional development that “could have teacher leaders have breakout sessions, have our own little mini conference and just make it short, ½ hour or so.” She also believed that learning will take place by observing other teachers in their classrooms (Participant C). Lieberman and Miller (2005) shared the story of Yvonne Divans-Hutchinson, a teacher leader in her school. To demonstrate the impact of teacher observation and what teachers can learn, Hutchinson shared that she
“often shows her colleagues how she teaches—how she engages students in varied learning activities, how she encourages the development of their voice” (Lieberman & Miller, 2005, p. 157). “By demonstration rather than remonstration, others see that it is possible for all students to achieve” (Lieberman & Miller, 2005, p. 157). They can look at how others teach and what strategies they use, reflect upon their own teaching, and even ask for suggestions or ideas. When teachers are able to see what others are doing, to observe, ask questions, and reflect, it can have a huge impact not only on one individual, but on the school as a whole. Participant E believed that as a teacher leader, “you can lead from your classroom; you can lead by your example to other teachers”. The impact that teacher leaders have on co-workers can be used to cultivate teacher leaders, by modeling effective teacher leadership and also encouraging others to become teacher leaders in their own right.

**Impact on Students.**

Teacher leaders not only have an impact on their coworkers or the school itself, but also impact the students they teach. “Teachers’ leadership and collective expertise are tightly linked to student achievement” (Berry et al., 2010, p. 2). Ackerman and Mackenzie (2006) stated that “teacher leaders carry the weight of responsibility for ensuring that reforms take root in the classroom and deepen the learning of students” (p. 66). When thinking of a teacher leader and what he/she does, all five participants mentioned the impact that teacher leaders have on the students they teach (Participants A, B, C, D, E). “One of the understandings of a teacher leader was not only to be able to impact peers, but students” (Participant D). Even if teacher leaders took on other roles and responsibilities, teacher leaders have a pronounced impact on their students
demonstrated by student actions to ask these teachers to be advisors for clubs, to participate in class activities, to seek out their advice or help, and knowledge that this teacher has something to teach them.

Participant D felt that “you look at certain teachers and you see not only what [he/she is doing] in the department but mainly I look at what they do in the classrooms”. What they do in the classrooms included classroom management, teaching style, relationships with the students, and strategies utilized. Participant C felt that those who teach Advanced Placement (AP) courses may be considered leaders in their own right because “people admire what you’re doing with students, you’re doing something at a very different level from most people so if we know that you’re a successful AP teacher, we really respect that and want to learn from that.” Because AP courses tend to have a rigorous structure, those that are good at teaching the AP classes will find a way so that students not only learn but retain what they have learned. She shared that “we want to get the kids to that level”, the level where students are aware of their own learning and thinking and the AP teachers “have a lot to offer, but I don’t think we tap them enough” (Participant C). Participant E felt strongly that good teacher leaders impact their students in many ways. Reflecting on his own classroom, he acknowledged that “I was always looking at my classroom, and my students, and making sure my students got the best out of me that they could” (Participant E). It was his goal to “never let them down or let them leave my classroom with less than what they should” (Participant E). It was important to reflect on what was being done in the classroom, and if what was being done will have the desired impact, the school’s mission and vision that all students are lifelong learners, and are college and career ready.
Although being an effective teacher was important, teacher leaders extended beyond their own classroom and integrated themselves into student’s interests such as watching them play sports, supporting band concerts, watching school plays, or community service events, etc. Participant B mentioned that “the teacher leader is also liked by students too, so students know the quality of the teacher”. She meant that the students will gravitate towards teachers they feel supported by, teachers who will help them when needed, whether it is academically related or not. Ackerman and Mackenzie (2006) described this teacher as “[caring] deeply about students and about the institutions designed to help students learn” (p. 66). Students will look to these teachers and “ask questions, ask them to become an advisor or whatever they need because they can count on them” (Participant B). It was Participant B’s belief that this was a big part of the “characteristics of the teacher leaders and I see some teachers really have those characteristics.” Participant E offered his belief that

What separates great teacher leaders, and you can see this in their classrooms, is that their kids will die for them; their kids will do anything for them because the kids recognize that they are good at what they do, that they care for the kids, and it shows.

Teacher leaders are willing to go above and beyond when it comes to their students. They will stay late to work on projects, offer help at lunch, provide opportunities for students to stretch their learning beyond the curriculum to real world applications, challenge students to push themselves with their work, listen to problems, support them at academic and non-academic activities (proms, science fair, sports). The students continuously return to these teachers because they felt that there was something they are
going to gain, including help with school work, a place to feel safe, help with issues outside of school, or simply someone that encourages and challenges them to do more. The students knew that these teachers supported their endeavors and kept their word on meetings and advising. What was demonstrated by these teacher leaders were that their kids recognize that there’s something there that they need to get from them. And they do that. Kids know, they see competence, they see people just winging it; they know the difference between a good teacher and a bad teacher.

(Participant E)

Participant A believed that “there’s more to it than just educating students…it helps build that relationship, that positive relationship.” He felt that “a lot of the students who respond to certain teachers, [it] doesn’t necessarily have to do with what’s happening in the classroom” (Participant A). Although the reason students may respond to certain teachers came from what happened in the classroom, sometimes it comes from what happens outside of the classroom, and both of these can have an impact on the school. The students that see teachers attend their events or talk to them about outside activities may be more inclined to try harder or do better in that particular class than they normally would. “The reason why these students respond to these teachers has to do more with the experience they share maybe outside of the classroom” (Participant A). He gave the example of the student athlete.

As an athlete, when you see a teacher go to your game and to support you, it makes you feel as though, you know, that they’re acknowledging you, that they want to know more about you beyond just the student [because in the classroom]
they’re just any other student but once they leave they have a whole other life.

(Participant A)

What Participant A found was that “students appreciate when you understand that” they have lives outside of the four walls of the classroom and that those activities are important to the student as well, maybe more so than the learning. It helped as an educator because “you don’t get to see everything in the classroom and when you see them in clubs or in band, any extracurricular activity, you see a different side to them and it makes you appreciate them even more” (Participant A). This was important to Participant A because “it allows for those opportunities to engage with your students outside of the classroom” and when teachers did this, there was an even greater positive impact on the student. Often times the reason teachers helped students, chaperoned events, ran tutorials, or other activities was because it gave them greater joy as a teacher, and doing it added to their motivation (Participants B, C). However the impact of student gains cannot be witnessed in a short time. During my employment at this high school, I have seen numerous students return to the school after graduation to share how they are doing with their former teachers. Even I have been fortunate enough to have students come back and visit me. They will often share what their life was like, that they appreciate what the particular teacher did, and that if they (the student) didn’t realize it at the time, they are grateful that the teacher(s) kept reaching out to them. As such, we cannot dismiss the impact of the teacher leader on the students. According to Participant D, “those are probably the most important leaders that we have, [are] the ones that can have more impact on students than anything else”. It was those types of student behavior that amplified the positive impact teacher leaders have had on students. When students
return to visit and share stories of how they are doing, what they learned in college, where they are at in life, it provided the teacher leader with sense of satisfaction and confirmation that what they did had a positive impact. Teacher leaders care about their students and encourage them in all that they do. When students return, it is to share what they have done after high school, have found or are finding purpose and meaning in what they are doing, and therefore this positively impacts the school.

All participants were able to share their personal experiences or those of other teacher leaders that they are familiar with. Teacher leaders go above and beyond and impact the school in many ways. Nothing was too small. It was through their impact that teacher leaders can cultivate teacher leaders and teacher leadership. They can ask others to get involved with projects, school functions, or ask them to be a leader of a committee or team. Teacher leaders can provide a support system for new teacher leaders. For example, the librarian was able to help students and other faculty by sharing knowledge of computer programs and by participating on various committees (Participant C). Other teacher leaders impacted the school by helping write school reports, helping with statewide initiatives include the Educator Evaluation System (EES), or helping teachers better understand and utilize tools and technology. The work that teacher leaders did “impacts directly upon the quality of teaching and learning. Teacher leaders lead within and beyond the classroom…and influence others towards improved educational practice” (Harris & Muijs, 2003, p. 40). In this way, we see a culture of teachers helping teachers, to become leaders and grow in their profession, with the greater focus on the students and school as a whole.
Although it takes many people for a school to run successfully, none may have greater impact than the teachers themselves. As Danielson (2007) stated, “A number of interconnected factors argue for the necessity of teacher leadership in schools” (p. 14). Beachum and Dentith (2004) related “it appears that teachers who take leadership roles in their schools are successful agents and conduits in promoting cultural change” (p. 283). Roby (2011) stated the “Teacher leaders potential for leading the continual defining and redefining of the school culture is an opportunity not to be taken for granted” (p. 782). Barth (2001) asserted that teacher leaders are a healthy part of school because they provide an impact on the following areas: choosing text/materials, shaping curriculum, setting standards for student behavior, tracking, staff development/in-service, promotion/retention, school budgets, evaluation of teacher performance, select new teacher/administrators. Consequently, the impact of teacher leaders can be felt not only in the individual classrooms, but throughout the school as a whole. Teacher leaders do so by performing roles including planning and running graduation, chaperoning school events (proms), and implementing school wide strategies that impact learning include best practices and AVID strategies. The impact of teacher leaders can also be described as something that “facilitates the spread of effective teaching practices and breaks down barriers to effective teaching policies” (Berry et al., 2010, p. 7). In this manner, teacher leaders are able to influence all aspects of education within a school. Sinha et al. (2012) contended that “through their leadership, teachers can build their school’s capacity to improve” (p. 12). They can improve a school through the many ways Barth suggested above, but perhaps the biggest impact they can have is being learners themselves, and transferring that learning and knowledge to others. Katzenmeyer and Moller (2001)
reminded us that “…successful teacher leaders we know are consummate learners who pay attention to their own development and model continuous learning” (p. 8). In this manner, they are not only impacting the students they are in contact with, but their colleagues and the entire school as well.

**Discussion**

The four themes that emerged from the data were Overall Culture of a School, Motivation, Impact on School and Relationships. Each theme represented an important component in cultivating teacher leaders in a high school setting. Consequently, all four themes do not need to be exhibited in order to cultivate teacher leaders. The inclusion of all four themes will have a much greater impact on cultivating leaders compared to only one theme alone. Similarly, a combination of themes will further impact recruitment and therefore while all four provide a robust cultivation effort, individually, or in combination can also facilitate cultivation efforts. In contrast, what combinations of themes were not addressed and therefore recommendations cannot be made. What I did find was the exhibiting of at least one of these themes could lead to teachers taking on more leadership roles. No determination was made to decipher which theme was the most significant compared to the other themes. I conclude that in order to increase the likelihood of cultivating leaders, culture of the school appears to be a very important concept in this study.

It was evident that the overall culture of the school impacted teacher leadership within the school. When there is a culture within a school that supports teacher leadership, teachers feel empowered and believe that they have the ability to affect change within the school (change for students, for colleagues, and for the school as a
whole). A culture that supports teacher leaders would encourage teachers who are undecided to consider leadership roles, whether in a formal leadership role (e.g., department head), or an informal role (e.g., chaperone or curricular leader in their classroom). A supportive leadership culture would encourage teachers to share knowledge, skills, and strategies, feel empowered in their positions, be able to influence change, and know that their voice would be heard. To arrive at a school culture that supports cultivating leaders begins with the administration. Administrators play a key role in support of teacher leaders and encouraging them to take on such roles (Crowther et al., 2000; Danielson, 2007; Sherrill, 1999). Any changes in administration can alter a teacher’s perspective or decision to take on a role or not. If the administration is not supportive of teacher ideas, or the work that teacher leaders did, it may hinder the growth and recruitment of teacher leaders within the school. School leaders need to encourage teacher leaders, and support them when they try new things. If a supportive environment is not in place, potential teacher leaders may opt out and refrain from taking on teacher leadership roles; it will be hard to promote such teacher leadership roles.

In addition to the school’s culture, motivation was also important in cultivating teacher leaders. Motivation can be either intrinsic, extrinsic, or both. Intrinsic motivation was demonstrated by those participants who wanted to help themselves and their departments and coworkers grow and learn as professionals and educators. It comes from a teacher’s own desire to do or be more. Extrinsic motivation was determined by what the leadership role can provide and the type of reward received. Examples of rewards include stipends for work or training, time to finish projects, resources to complete projects, and recognition of work done. Intrinsic motivation was found to be
internal in nature with the teacher leader’s innate desire to be successful and assist colleagues in developing as leaders. This sense of accomplishment typically does not come with any external rewards, yet has the same type of gratifying effect. Other teachers were motivated both intrinsically and extrinsically to take on leadership roles, mixing a desire to learn more with earning a stipend for attending a training. Motivating factors of teachers to take on leadership roles varied per participant. Whether it was intrinsic or extrinsic, it was clear that motivation to take on leadership roles was a key factor in why these participants continued to do what they were doing. Determining what motivates teachers to take on leadership roles could provide valuable information to recruit future teacher leaders. Research on specific motivations, including merit pay, career ladders, professional development, and recognition, empowerment and authority have been conducted (Frase, 1992; Johnson, 1986, Lieberman, 1995). Although these concepts have been researched, it is still challenging to determine what motivational factors to implement and how to correctly implement them. The National Foundation for the Improvement of Education (1996) recommended several ideas for programs resulting in increased teacher motivation which include building professional development into the school day, utilizing the community to provide professional development, and helping teachers assume responsibility for their own learning. It would appear that while ideas as what may motivate teachers to step into leadership roles abound, further research would determine if these ideas or others are successful in cultivating and retaining teacher leaders.

Relationships, like motivation played a significant role in a teacher leader’s career. The relationships teacher leaders have formed over time allowed teacher leaders
to feel supported in their roles. They provide a network to problem solve, give and get advice and to share thoughts and ideas. Teacher leaders relied on these relationships and it was important to have positive relationships with administrators, coworkers, and students. Positive relationships were important elements of school culture that supported teacher leadership. Examining relationships between teachers and teacher leaders within a school can also provide information to recruit and cultivate teacher leaders. Anderson (2008), Carafella and Zinn (1999) and Katzenmeyer and Moller (2001) all supported the idea that relationships between teacher leaders and colleagues is important and can determine a positive or negative outcome of teacher leader success. LeBlanc and Shelton (1997) discovered through their study “a recurring theme in the conversations was the need for teacher leaders to establish solid relationships with their peers” because this “enabled them to share techniques and ideas” while also helping to accomplish school goals (p. 38).

The ability to maintain and sustain positive relationships allowed teacher leaders to impact the school in a positive way. The impact was felt by colleagues, students, and in some cases, the school as a whole. Teacher leaders were able to impact the school in various ways including helping administrators (running initiatives or passing information to others), and helping students- both academically and with extracurricular activities (being a mentor, chaperoning a school function). The impact of the teacher leaders can range from little influence to significant impact, however, they can come together to positively impact the school as a whole (Berry et al., 2010; Roby, 2011; Wells, 2012; York-Barr & Duke, 2004). By demonstrating that a teacher can positively impact his/her
school with very little effort may in fact encourage teacher leaders to help others take on leadership roles within a school.

By cultivating teacher leaders through the four themes, more leaders will emerge and students will then be better served. An increase in student achievement can be attributed to the work teacher leaders do (Ackerman & Mackenzie, 2006; Berry et al., 2010; Wilson, 1993). LeBlanc and Shelton (1997) believed that teacher leaders make an impact on student learning by “working with other teachers on improving pedagogy” (p. 32). Pellicer and Anderson (1995) posited that teacher leadership is that which impacts students through examining “more powerful instructional practices in the service of more engaged student learning” (p. 170). The four themes demonstrated concepts that are not just important to cultivating teacher leaders, but were important to teacher leadership in general. While it is true that teacher leadership can exist without any or all of these themes, it is much more pronounced when all of these categories are functioning. Within the context of cultivation, these are areas that a high school can examine and strengthen should they wish to grow and cultivate teacher leaders and teacher leadership within a school.

An additional concept mentioned in the interviews was Time. Several of the participants felt the lack of time to collaborate, learn, share, and complete teacher leader tasks was a hindrance to teacher leaders and their extra responsibilities. They felt that taking on teacher leader roles required “you to give up time. And some of us have more time than others” (Participant A). There is not only a lack of time to commit to teacher leader responsibilities, but also a lack of time to provide training. Participant C opined that “it’s the time element. So many times I want to do something, I want to offer
something, but I just struggle with time”. Of all the barriers that teacher leaders may face, “the big one is time” (Participant E). Participant D offered that sometimes it’s not even a lack of time to do the work, but rather a lack of time to “plan and to effectively collaborate and work with others”. With an increase in state testing and mandates, time will continue to be an issue of contention, and maybe there will never be enough to do all the things teacher leaders would like to do.

Moreover, two suggestions to further cultivation of teacher leaders were presented by participants. One of the ideas is to have Master Teachers come back and work in the school to help other teachers. Participant E felt that master teachers could work with “different levels of teachers in the school and [get] paid commensurately for that”. Master teachers would include those individuals that are “no longer in the classroom” but have proven themselves over time (Participant E). They would be adept at forming positive relationships, working with others, understand curriculum and content, and be respected among their peers (Moir & Bloom, 2003). The authors support the idea of utilizing master teachers in a leadership capacity. They found that leadership can be fostered through mentoring, and this allows veteran teachers the opportunity to share their knowledge and experiences with others, with less classroom demands, but more emphasis on helping others become better at their craft (Moir & Bloom, 2003).

The second suggestion is simply to increase pay for those educators that can identify as teacher leaders. Participant E expressed that

we pull these different titles and responsibilities and these different things for no extra pay, and it’s very easy for someone to say no, I’m not going to do that and I don’t have to because I’m not getting paid any more.
He goes on to add that “You go to a prom, you don’t get overtime, all that kind of stuff I think should change. I think there needs to be some sort of monetary compensation” (Participant E). “If you can prove that you are an excellent teacher and a teacher leader, I think you should be earning a six-figure salary” (Participant E). This idea stems from his belief that

we’re (the school, department of education) asking them to get their Masters, we’re asking them to get their Doctorates, and you don’t get paid six-figures in teaching for getting a Doctorate degree, unless you move to college, which takes you out of here (the classroom). Why wouldn’t you pay teachers in the school like you would pay someone else (doctors, lawyers) that gets that much education? (Participant E)

Both suggestions, while monetarily based, provide ways to encourage teacher leadership, while rewarding those and acknowledging those that may already be in teacher leader roles or have been in those roles for years. Since they do involve money, however, it would be up to the individual school (in the case of a private school), or the department of education to consider these matters with more fidelity. These ideas would have to be implemented at the state level before they could be implemented within the school itself. Research conducted in both areas may provide the resource and information to convince the state and department of education that these areas are worth considering, especially when it comes to educating students and retaining the best teachers, including teacher leaders.

Discussion of Findings

Research Question 1.
What are the professional developments or training opportunities that have improved or cultivated your skills and abilities as a teacher leader?

Each of the five participants felt they had ample opportunities to participate in professional development or training sessions. Although some of the professional development or training mentioned appeared to be directed solely at curriculum or instruction, the participants were able to utilize what they learned in their leadership roles. Other professional development opportunities were solely for leadership, or combined curriculum and leadership. Professional development and training that helped the participants to grow their leadership skills and abilities included:

- enrollment in college programs or courses such as Master’s and Doctorate programs focusing on K-12 Leadership
- AVID training (elective course and content area)
- Co-teaching workshops
- Courses offered through PDE3 (corrective reading, project inspire)

All participants said they had the opportunity to attend professional development. Although the professional development varied based on individual experiences, it was clear that teacher leaders increased their knowledge and skills by attending these sessions. Some of the professional development and training took place because of a desire or need by the individual, such as enrolling in college programs. Other opportunities were offered by the school or the Department of Education, and allowed all teachers to take part in these trainings.

Research Question 2.

How are teacher leaders cultivated, and what appears to be the process?
There appeared to be no set procedure or process for the cultivation of leadership. Several participants mentioned that they were able to lean on previous teacher leaders, or veteran teachers for support and guidance. Participants also mentioned that they received guidance from alumnus of the school or administrators. Having someone to turn to for guidance and support was not a process or procedure of cultivating teacher leaders, but merely the result of having previous teachers in the positions and utilizing their knowledge and skills. One participant mentioned that as a teacher leader, he was not really cultivated, but merely thrown into the mix and he would either sink or swim (Participant A). Thinking about my first formal experience as a teacher leader, I felt the same way: sink or swim. Learning what to do and how to do it came from time on the job, learning experiences, and being able to ask others about their experiences of leadership. Even where there was the potential to rotate the position of department head, there was no set way to train a new department head. It was clear that the process to cultivate teacher leaders had not yet emerged, and although there were small elements (professional development and training, opportunities to take on leadership roles, ability to impact the school, and motivation) there was no set procedure or process. However, by examining all the aforementioned emergent themes, individual schools can determine their own specific strategies to recruit or cultivate teacher leaders. The ability to draw from this information and mold the information to the schools unique circumstances, can allow for a robust recruitment of potential leaders. Based on the data, there are several steps the school can take to further the cultivation of teacher leadership should they chose to do so. These include providing further supports for teacher leaders, having a directory
or place where teachers can give or receive help, rotate specific teacher leader positions, and continue the dialogue, discussions, and collaboration among teachers.

**Research Question 3.**

*What motivates educators to be teacher leaders and what are the rewards or compensation (if any) that are given for being a teacher leader?*

There was a wide range of responses given regarding their motivation to take on a leadership role. Motivation was both intrinsic and extrinsic, and some participants mentioned both types of motivation as reasons why they had taken on leadership roles. Intrinsic motivation included: doing the right thing, wanting to see change take place, wanting to make things better, knowing that they were helping others, and a desire to learn and grow personally and professionally. Extrinsic motivation included stipends for attending trainings, time off or extra time to work on various projects, the belief that the school as a whole should benefit and move forward, not just an individual’s classroom, and because someone else (administrator, former coworker, current coworker) had asked them to take on the role.

The rewards and recognition received by the participants appeared to be limited, and were not strong factors in the decision to stay in a leadership position. Rewards included receiving a stipend for time spent on a project or initiative, especially if it required a participant to use their weekend or summer, time off to work on a project, and seeing the students or coworkers feel positive about themselves and their smiling faces. Recognition was given by administration by providing extra time needed to complete a task, from coworkers, during a faculty meeting, and the ability to share one’s knowledge, skills, and lessons with coworkers.
Conversely, while there could be more rewards and recognition, the teacher leaders failed to mention that this coincided with the main reasons why they took on leadership roles. However, recognition (especially from administrators and peers) was important because even if the teachers are not looking to be recognized, it was still nice to be acknowledged for what was done. In the same way, rewards are good when they truly acknowledge what a teacher leader had done, and may motivate them to continue to take on leadership roles. Both of these things allowed teacher leaders to feel that they were supported.

Research Question 4.

What are the identifiable opportunities for teacher leadership roles?

At the high school level, there were many opportunities for teachers to step into leadership roles. The participants alone mentioned 15 different leadership roles that they were either currently in or had done in the past. That averages three roles per participant. Based on this data, it was clear that multiple opportunities for leadership are available to teachers. What was important was that the teacher was willing to take on the leadership role or will seek out the role based on their motivation to lead. Of the roles, the department head was the most accessible to all teachers, and four of the five participants would encourage other teachers to try it, having been in this position before. The opportunity to become a teacher leader was present, however, it was up to the individual to determine if he/she wanted to take on such a role or not.
Chapter V

Summary and Conclusion

Over the past few years, the public school educational landscape has been ever changing. There have been many policies and initiatives introduced at the federal and state levels that schools are trying their best to address. Even though administrators are being tasked to implement these strategies, initiatives, and programs, they are more often than not unable to accomplish everything, and therefore request assistance from other administrators and more importantly, teacher leaders. Teacher leaders are an integral part to the success with which a school can implement these new programs and initiatives. This final chapter summarizes the study, discusses the next steps for the school, and suggests areas for future research. Teacher leaders can be defined as those: committed to student learning and maintain a positive atmosphere for students to succeed, maintain positive relationships with coworkers, students, parents, and administration, are able to influence others in a positive way with the aim of improving teaching and learning, are reflective, demonstrate honesty, integrity, and collegiality, are focused on improving their craft, are lifelong learners, and have a strong sense of self (Bowman, 2004; Danielson, 2006; Danielson, 2007; Fullan, 1994; Lambert, 2003). Teacher leaders take on various roles outside of their duties as classroom teacher. These roles encompassed a variety of activities and do not necessarily mean that the teacher will need to leave the classroom to become a leader. Angelle and Beaumont (2006) have designated five types of teacher leader roles that teacher leaders can encompass. They are Designee, Educational Role Model, Supra-Practitioner, Visionary, and Decision Maker (Angelle & Beaumont, 2006). These roles covered anything from chaperoning a school event, to coaching a sports
team, to being a department head, to being a coordinator of a specific program or
initiative. Without teacher leaders’ efforts, the school may not be able to offer
extracurricular activities, or provide the necessary leadership to support the overall
mission and vision of the school. Administrators and his/her team alone cannot operate a
school to its fullest potential.

Specifically for this study, I employed the multiple case study design focusing on
determining how teacher leaders were cultivated within an urban high school setting. As
a former and current teacher leader, I wanted to examine the cultivation of teacher leaders
through my lens and in hopes of offering concrete and useable information to recruit and
support more teacher leaders. By examining how teacher leaders were cultivated, next
steps will be determined to guide the future cultivation of such leaders. Cultivation of
teacher leaders referred to the process that enabled teachers to acquire or further develop
their knowledge and skills. Five participants were interviewed and the interviews along
with my journal reflections took place during the course of a semester to determine what
teacher leader cultivation took place.

Until I was in a formal teacher leader position myself, I was unaware of how
much teacher leaders actually do, and that the extra time, effort, and energy that they
gave has allowed many school functions to take place. This project stemmed from my
own experience as a teacher leader, and I chose to examine how teacher leaders were
cultivated because I felt I was not fully ready to take on the role that I accepted. What
cultivation (training, professional development, support, resources, tools) were other
teacher leaders given and how did that shape their experience as a teacher leader? I also
examined what motivated these teachers to become and continue to take on teacher leader roles.

**Recommendations**

First, the data showed that while the culture of the school was somewhat supportive of teacher leadership, there are elements that can be strengthened. One of the things the school can work on was to provide more support to those teachers that are taking on leadership roles. This included more time to collaborate, resources, and encouragement from the administration. Teacher leaders are willing to step into the role and risk trying new things. Because teacher leader roles required time outside of the regular work day, one thing that can help teacher leaders was to include extra time for the task, whether they are provided with a substitute for the day or they receive an extra preparatory period. This time can be used to help complete the task, and as mentioned by multiple participants, the gift of time was something really appreciated. Providing a teacher leader with adequate resources to complete a task was also something that would help encourage teachers to take on these roles. Resources included are professional development, supplies, even space or a classroom- anything that can be given to help the teacher complete their task. Encouragement from administration was also especially important. If teacher leaders felt they were supported in their endeavors, it may alter their perspective about taking on teacher leader roles in the future. Although they may be the right person for the job, they may refrain from taking the position because of previous interactions and experiences. Administrators should assess the value of teacher leaders and determine if they are comfortable with teachers taking leadership positions. If they want teachers to take on leadership roles, then they need to determine how they are going
to give them support. If teacher ideas are not accepted, resources or time not provided, eventually the teacher leaders may feel discouraged and decide to leave the role. Providing teachers with acceptance, resources and time could really help to shape a supportive culture for teacher leaders and could help other, untapped teachers, consider taking on such roles.

Second, in order to cultivate the teacher leader, and to promote a culture of sharing, there should be a place or a shared directory available to all teachers. This directory, as mentioned by one of the participants, would be useful in determining which teachers can help in certain areas as well as having a place where teachers can ask for help. The directory would be a listing of teachers that attended trainings, of projects that they are working on in their classes, what technology or programs they are using, or even a listing of other resources including people, lesson plans, or classroom management techniques. It could also be a place where teachers could post questions or comments and they would know which teachers to ask for help. As mentioned by Feiler et al. (2000), “teacher leaders cannot be successful unless they know the strength and needs of their client teachers” (p. 68).

Third, four of five participants mentioned they felt that if the department head position were rotated, it would give all teachers a chance to step into a leadership role. It would provide teachers with the opportunity to see how things work, to gain greater knowledge of school data and information, and be a vocal member of the school. While I do agree that this position should be rotated, based on my observations and another participant response, I believe there should be several positions that are rotated among teachers. These can be department head/chair, instructional leadership team, or data team
leaders. In this way, teachers that are uncomfortable with taking on a bigger role of department head could find another way to engage in teacher leadership.

Fourth, I believe it was important for the school to set aside time for teachers to dialog, have discussions, and collaborate. This was mentioned by three participants as being something that was important, yet not enough time for. By having dialogues, collaboration and articulation sessions during school time that do not revolve around faculty agendas, data teams, or other initiatives, we can create time for teachers to be creative and share what they are passionate about, their teaching. Holding such sessions would allow other teachers to learn from one another, to solve problems, and to allow teachers recognition of what they are doing. This dialogue can allow teachers to ask about other positions, encourages teacher leadership, and in each way, teachers become more of educational role models to their peers.

**Further Research**

Based on the findings and limitations of this study, future research should be conducted that focuses on teacher motivation, overall culture of a school and how it influences teacher leadership, as well as Master Teacher’s and increase in teacher’s pay. Similarly, several limitations of this present study included, time and number of participants. In this connection, the following research questions could be examined to further extend the cultivation of teacher leaders.

**Motivation**

- In what ways does individual motivation influence the decision to take on a leadership role or not?

- What types of rewards or recognition would increase motivation to participate as a teacher leader or encourage teacher leaders to maintain their roles over a long period of time?
Culture

- In what ways can teacher leaders build a school culture supportive of teacher leaders, even if changes in administration occur?

Master Teachers

- Will encouraging Master Teacher’s to mentor teacher leaders create a culture that cultivates teacher leaders?
- Can Master Teacher’s be paid accordingly to take on this type of role?

Teacher Leader Pay

- Is there a way to pay teacher leaders an increase in salary or for pursuing higher level graduate degrees?
- Will paying teacher leaders and those that have pursued higher level degrees encourage cultivation of teacher leaders within schools?

Conclusion

This study was conducted to gain an understanding of how teacher leaders are cultivated in a high school setting. It was found that while the school does have ways to cultivate teacher leaders, there are also other steps that can be taken to create a stronger culture of teacher leadership. This included rotation of positions, a directory, supports provided and more collaboration and discussion.

The data demonstrated that school culture to support teachers, individual motivation, relationships built, and administrative support was important in cultivation of teacher leaders. These things are necessary in maintaining teacher leadership or in ensuring that teachers will continue in their leadership roles. While teacher leadership was possible without these aspects, it was hard to garner support for teacher leaders or encourage others to take on teacher leader roles without these supports in place.
Overall, as a school, there are aspects of teacher cultivation; however, there was more that can be done to continue cultivation of teacher leaders. Based on participant interviews and my own observations, it was clear that while there are some supports for teacher leadership, the culture did not fully support teacher leadership, and that changes in administration can drastically alter the culture of a school and how teacher leaders are viewed. While changes in administration cannot be avoided, there can be discussions that take place regarding teacher leadership, and hopefully this can be utilized to ensure that support for teacher leaders continues to be a part of the school culture, or is something that can be improved upon.

As a teacher leader I know that teacher leadership was important at a school, and necessary for the school to be highly functional. This was also supported by my participant interviews. Examining cultivation of teacher leaders is worth looking into and hopefully the data provided here will determine additional ways that the high school can cultivate teacher leadership further. While the results may not be generalizable to all schools, and not all high schools, the data collected can provide other schools with information regarding cultivation of teacher leaders. It can help schools understand where they are with their own cultivation of teacher leaders, and may encourage them to view teacher leadership as important and as something worth examining within their own school. Cultivation of teacher leaders needs to occur deliberately within a school if teacher leadership is to grow and expand, and if the expectation is for more teachers to take on teacher leader roles and continue to take on those roles.
Appendix A: Individual Summaries of Participants

Participant A Individual Summary

Participant A has been a teacher for nine years. He has a Master’s Degree in Educational Foundations from the University of Hawai‘i at Mānoa. Participant A feels that being a teacher leader means being able to be “open to working with other teachers to improve the learning of students”. He agrees that he is in fact a teacher leader, whether by his definition or by that provided in this study. Participant A’s definition of a teacher leader is someone “who develops a positive relationship with others to improve teaching and learning”. The definition and roles provided only strengthened the idea that he is a teacher leader. Of the five roles listed by Angelle and Beaumont (2006), he most identifies with Supra-Practitioner, based on the types of the roles that he has taken on.

An alumnus of the school where he now works Participant A has had many opportunities to step into teacher leader roles. One of the first roles he accepted was helping to coach a sports team in his first year of teaching. Over the past nine years, other teacher leader roles were made available to him, including department chair, chaperone, club advisor, and assistant athletic director. Since he has the time and ability to do so, he has willingly taken them on, something he learned from watching other alumni at the school. He feels that being an alumnus of the school has heavily affected his decision to accept leadership roles within the school. Seeing former alumni work at and with the school provided him with a guide as to how he should act and he feels that taking on these roles are just things that everyone does, things that he should do as well.

From his interview questions, we can see just how important being an alumnus is to him, and that he hopes to be a role model for future graduates of the school. It may be
safe to say that he has done this, as many recent alumni have returned to help coach at the school. As a teacher leader, Participant A feels that all teachers should consider themselves as leaders. He also feels that all teachers can be teacher leaders; however, it is up to the individual to determine in what capacity they want to lead.
Participant B Individual summary

The next teacher leader has been a teacher since 2001. Teaching for 12 years, Participant B has a Master’s Degree in Educational Foundations. One day she hopes to go back to college and earn another degree in second language studies. She would like to do this because she feels that the more she learns, the more she will be able to reflect upon her teaching practice and help other teachers as well.

Participant B believes that a teacher leader is one that “leads other teachers by example”. Since being asked to take on a technology mentor type role within the school, she considers herself to be a teacher leader. In addition to being a technology mentor when it comes to tools such as voice thread or iPod use, she has also taken on the role of club advisor, coordinator for sister-school visits and trips, and advisor for overseas program with Japan. After reading the definition of a teacher leader and roles they can take on, she identified with two of the roles. These roles are the educational role model and supra-practitioner (Angelle & Beaumont, 2006).

In her interview, Participant B feels that teachers should be open to the opportunity of being a teacher leader. She feels that she would not be in these positions if previous administrators had not asked her to take on some of these roles. Since the previous administrator and technology coordinator approached her to be a technology mentor, she credits them with encouraging her to take on these roles and supporting her as she did so. She has been happy to learn from these roles and grow as a teacher and teacher leader.

While Participant B views herself as a teacher leader because she has stepped beyond her classroom and is doing many things, she has a hard time believing that all
teachers can be leaders. This may be due to the fact that they may not be comfortable in a position, or that they do not see themselves as a teacher leader, or they are simply not ready for it. She would like to see more teachers guided into areas that they are comfortable with, so that they can become teacher leaders in that area and be successful in what they do.
Participant C Individual Summary

Participant C is a dedicated teacher, having taught in the DOE for 26 years. She has a BA in Communications and PD (professional development) in Secondary Education. Over the course of her teaching career, she has taken on many teacher leader roles. These roles include department chair, class advisor, AVID teacher and AVID curriculum coordinator, club advisor, newswriting advisor, and numerous others.

Participant C definitely considers herself as a teacher leader based on the many roles that she’s taken on, including having “served as a department chair for a total of about 10 years”. In addition, her current position is that of Curriculum Coordinator, which “requires leadership”. When asked if she fits any of the five roles which Angelle and Beaumont (2006) have put forth, she felt that she, at one time or another has served in all five roles.

She believes that a teacher leader is “someone who is willing to take on extra responsibilities, gains expertise, and share with others”. This correlates with her how she became a teacher leader. While it was her choice, she was encouraged by other before her to take on such roles. In addition, it is her own desire to grow and learn that has put her on the path to encountering more teacher leadership roles than most. It is her intrinsic motivation that has made her always feel like a teacher leader.

Participant C also believes that all teachers have the potential to become teacher leaders. She would like to see more teachers take on the various roles, including that of department chair. Or, she would like to become more aware of what other teachers are doing, so that they can be recognized for their leadership in areas that many do not know about. Being a teacher leader is something that others should experience because it can
broaden one’s way of thinking and the overall view of education. As she continues her journey within the DOE, I am certain she will continue to be a teacher leader.
Participant D individual summary

Participant D has been teaching for just over six years now and has a Bachelor’s Degree. During the course of his teaching career he has been asked to take on various teacher leader roles. These include department head and PLC facilitator. In addition to these roles, he is and has been a coach of various sports at the school and is an assistant athletic director.

Participant D’s definition of a teacher leader is “one who sets a good standard for all teachers to follow and helps others”. According to his definition and the one provided in the study, he does feel that he is a teacher leader. The Angelle and Beaumont (2006) roles that he fits into are Visionary Leader and Designee. He feels this way because “my role allows me to work with other teachers and help guide them in the running of my department”. As a designee, not only has he been asked to take on department head, but he has also taken on coaching roles and other athletic duties. Being department chair has allowed him to see the bigger picture, the direction of the school, and also the direction he would like his department to go in, filling that Visionary role.

Becoming a teacher leader was a choice for him, but he also felt comfortable to take on these roles because he had encouragement and support from other people. He supports the idea that all teachers should view themselves as leaders and that they should take on a leadership role. While it does not have to be that of department head, he strongly feels that this is a role that everyone should experience at least once. Based on what knowledge he has gained from this experience, he feels that other teachers would really get a sense of how the school functions, how decisions are made, and how to work with all types of people and personalities.
As someone who feels that he has learned a lot and may have lots more to learn, he thinks that it is important for teachers to view themselves as leaders. He also feels that “yes, all teachers have the ability to be leaders”. He will continue to encourage others to take on these roles as he was encouraged to take on the roles he occupies now.
Participant E Individual Summary

The final teacher leader has been a teacher for the past 8 years. During this time he has earned an Educational Doctorate (Ed.D.) in K-12 Leadership from the University of Southern California. He feels that by earning this degree, and previously his Master’s Degree, he is better equipped to tackle teacher leadership roles and is more confident in those roles.

Participant E feels that he has had many experiences which have pushed him into leadership positions in the school. To become a teacher leader, he has volunteered for some of the roles and been encouraged to take on other leadership roles. He also feels that people may automatically view him as a leader because of his degrees. Within the past 8 years, Participant E has taken on a variety of teacher leader roles. The roles include Department Chair, Class Advisor, SLC Coordinator, and Senior Project Coordinator.

Looking at the roles set forth by Angelle & Beaumont (2006), Participant E feels that he is currently a Decision-Maker, Supra-Practitioner, and Designee. However, he hopes that he is viewed by others as a Visionary and Educational Role Model. This is consistent with his own definition of a teacher leader, “a teacher who uses his/her abilities and talents to help the school become better as a whole”. Based on the roles that Participant E has taken on and is currently in, it is evident that he is trying to help the school become better as a whole, and this is part of his motivation to be a teacher leader.

He also supports the idea that all teachers can be leaders. He hopes that teachers who want to tackle leadership positions would be educated or receive training in the area they are working or on leadership skills. He feels that this will help to create better
leaders, and ones that are confident in their abilities and knowledgeable about what they are leading. In addition, he encourages teachers to get out of their classrooms and look at the school as a whole. He would like to see all teachers become teacher leaders with the right supports.
<table>
<thead>
<tr>
<th>Years of experience</th>
<th>What is your highest level of educational achievement</th>
<th>Gender</th>
<th>What role/s have you filled while being a t.l.?</th>
<th>Do you consider yourself a t.l.?</th>
<th>What is your definition of t.l.?</th>
<th>Can all teachers be leaders?</th>
<th>According to definition, do you consider yourself a t.l.?</th>
<th>Which of the 5 roles do you fall under?</th>
<th>How did you become a t.l.?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>MEd (Masters of Education)</td>
<td>M</td>
<td>Dept. Head, Chaperone, Club Advisor, Track Coach, Asst. Athletic Director.</td>
<td>Yes because I am open to working with other teachers to improve the learning of students</td>
<td>Someone who develops a positive relationship with others to improve teaching and learning</td>
<td>Yes</td>
<td>Yes &amp; No (page 4 of interview answers this question)</td>
<td>Supra-Practitioner</td>
<td>Being an alumni influenced my choices to help the school</td>
</tr>
<tr>
<td>12</td>
<td>MEa (Masters of Education)</td>
<td>F</td>
<td>Club Advisor, coordinator for sister school, advisor for program with Japan (name changed), voice thread</td>
<td>Group - command, lead by example</td>
<td>Lead other teachers by example</td>
<td>not all teachers</td>
<td>Yes</td>
<td>educational role model (technology), supra-practitioner</td>
<td>Principal &amp; Tech Coord approached</td>
</tr>
<tr>
<td></td>
<td>Professional Diploma in Secondary Education</td>
<td>F</td>
<td>Dept. Chair, class advisor, AVID, Club advisor, newswriting advisor</td>
<td>Yes, I have served as a dept chair off and on for a total of about 10 years, Current position as CC also requires leadership</td>
<td>Yes, I believe all teachers have the potential to be leaders</td>
<td>Yes, yes, a little</td>
<td>I actually think all 5</td>
<td>Yes</td>
<td>My first experience was through encouragement, but it was also my choice</td>
</tr>
<tr>
<td>6</td>
<td>BA</td>
<td>M</td>
<td>Department head, PLC facilitator</td>
<td>Yes, my role as DH allows me to work with other teachers and help guide them in the running of my department</td>
<td>One who sets a good standard for all teachers to follow and help others</td>
<td>Yes, all teachers have the ability to be leaders</td>
<td>Yes, not really</td>
<td>Visionary leader, Designee</td>
<td>Choice and encouragement by others</td>
</tr>
<tr>
<td>26</td>
<td>EdD (Educational Doctorate)</td>
<td>M</td>
<td>Dept Head, class advisor, smaller learning communities coordinator, senior project coordinator</td>
<td>Yes, perhaps be cause of the degrees that he holds.</td>
<td>A teacher who uses his/her abilities and talents to help the school become better as a whole.</td>
<td>Yes, that teachers who want to tackle leadership positions will be educated or receive training in leadership skill or area they will be working in.</td>
<td>Yes</td>
<td>Decision-Maker, Supra-Practitioner, Designee; hopes others view him as a Visionary &amp; Educational Role Model</td>
<td>His experience has pushed him into leadership positions. He has volunteered and been encouraged by others as well</td>
</tr>
</tbody>
</table>
Appendix C: Interview Protocol and Questions

TEACHER LEADERSHIP IN A HIGH SCHOOL SETTING INTERVIEW PROTOCOL

INTRODUCTION
Good Morning/Afternoon/Evening! I am a graduate student conducting research on teacher leaders and leadership in a high school setting.

Thank you for consenting to participate in this research study; if you have not yet completed a consent form, I can give you a few minutes to do so now.

In the next hour, I will be asking you a series of 10 questions. Again, this is a voluntary activity and your answers are confidential.

If at any time, you need to take a break, please feel free to do so. Also, if at any time you do not want to answer a question or wish to withdraw from participation, please feel free to leave or refrain from answering the question.

Please be as honest and truthful as possible, remembering again that this is confidential, and your answer are anonymous.

Thank you again for your participation in this study. Are there any questions before we begin?

QUESTION LIST

1. What role do teacher leaders play in the day to day functions of a school?

2. What characteristics, qualities, or traits do teacher leaders’ (you?) exhibit?

3. What has been your best experience as a teacher leader? Any critical moments on your journey as a teacher leader?

4. What is your motivation to be a teacher leader?

5. What opportunities (if any) have you had to cultivate your skills, to grow and learn as a teacher leader? Are/have you been provided sufficient professional development, training, and support to be a successful teacher leader? What are they?
6. What are the opportunities to become teacher leaders? Would you encourage others to become teacher leaders? What are some supports and barriers you have faced as a teacher leader?

7. If you could help create cultivation of teacher leaders, what structures or supports would you like to see in place? (Whether it be for training, motivation, rewards, etc.)?

8. Who has been inspirational or influential in your teacher leadership growth? Who inspires you to be a teacher leader? Are there others in the school that you identify as teacher leaders- if so, what do they do? (No names please)

9. Who do you find you can talk to or vent to in relation to work and teacher leader roles that you take on? (No names please)

10. Is it important for teachers to consider themselves as leaders? What about the culture of the school makes it more supportive for teacher leaders?

CLOSING
Thank you again for talking with me today. Is there something about Teacher Leadership that you want to share that I have not asked you? Upon completion of the project, I will share the findings with you should you be interested.
### Theme: Culture of School

**Category:** Supports that promote cultivation of teacher leaders

**Code: Support**
Demonstrates support teacher leader receives from one or more groups of people while in their leadership roles that help them grow as teacher leaders.

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<th>Code</th>
<th>Statement</th>
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<td>C</td>
<td>If you get into a situation where you’re not receiving support, I could definitely see you regressing and going back into your shell and not wanting to make decisions, so that’s a good point. I think if you don’t have the proper supports, you cannot grow. Your knowledge will not grow; your confidence will not grow, so you have to have a support system in place.</td>
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<td>C</td>
<td>I think I’ve received a lot of support so that has been a good experience. Coming from the former CC, I get a lot of support, I get a lot of support from the DHs, I get a lot of support from my former department. I didn’t realize how many people I actually have relationships with and you really find that out and it makes a difference because I think a lot of people on campus don’t even know other people’s names and they don’t know anything about them, but I have a lot for whatever reasons, so I know a lot of people so I think that helps me a lot cause I’ve gotten a lot of support and that has been really nice.</td>
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<td>D</td>
<td>I definitely lean on him (previous DH) for advice, especially when it comes to procedures and things within out department that I don’t understand. I’ve had past administrators here that not only encourage me but support me. And they definitely really helped guide me.</td>
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<tr>
<td>D</td>
<td>A few of the more ‘veteran’ so to speak teachers also have been very influential in support.</td>
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<tr>
<td>D</td>
<td>I think I have different outlets based on what the problem is. If it’s specific procedures advice like I said, I have a former DH that I kind of lean on. If it’s bigger, I have two SSC’s that I lean on a lot that can guide me as well as give me information to guide others.</td>
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<td>B</td>
<td>Taking the teacher leader role means more work on you, so I had to give up my weekends and home time to work on things. The support I was given from the previous principal #2, he told me ‘okay I’ll give you one day to reset, so you just work on the sister schoolship, take out time from the classroom and you stay home and work on the planning’ and that felt really good, I felt supported. But this year I didn’t get any, and I didn’t ask for it and so everything I had to do on my own time. The teacher leader should be given some kind of flexibility otherwise they can get tired of teaching and doing the regular grading and having to do more, and get burned out. Help each other, support each other, and administrative understanding is very important- otherwise, they (teacher leaders) can get crushed. They don’t have time and energy.</td>
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### Code: Alumni
Alumnus can cultivate teacher leadership.

(B)- Teacher leaders need to articulate those burdens and maybe I have a hard time so I try to hold everything in and do the best I can, but I have to learn to say I can do this, but I cannot do this. Because maybe admin kind of knows but they don’t know.

(A)- supports are when you do put yourself out there, there are people willing to support you (in what ways)

(C)- you need an administration that’s going to support teacher ideas

(E)- As Senior Project Coordinator, I’ve always felt very supported by the school, in molding and creating the senior project to what I want it to be.

(journal)- As an ILT member, after attending the first training, I feel more supported and that we’re getting support, from the CC and the Principal. Support that they show up to the ILT meetings, they are present in the conversation and seem interested in our feedback and responses.

(B)- The teacher leader should be given some kind of flexibility (with regard to time, completing project, extra help) otherwise they can get tired of teaching and doing the regular grading and having to do more, and get burned out.

(B)- Administrative understanding is very important but otherwise they (the teacher leaders) can just get crushed. Even though they have motivation, technically they don’t have the time and energy.

### Code: Culture

Category: Culture

Code: School Culture
Anything related to discussion of culture of the school that does or does not support the cultivation of teacher leaders.

(A)- As an alumni I felt that they’re asking me that I help out when I was asked- that’s not necessarily something I wanted to do at the time because that was my first year teaching but being a former member of the team I felt like I should help out and at least those are the things I learned going here too. Those are the things I saw that people who have, other former alumni at this school and almost all of them put in that extra time and I think part of it has to do with the fact that they are alumni and it’s just want we’re supposed to do.

(C)- I don’t know if we’re there yet. I think we’re still tapping on the same people over and over and over so I think the culture, the mindset, the professionalism of what we should be doing as educators, I don’t know if we’re there yet. I think we’re trying to get there and part of that would be everybody take a turn at DH and things like.

(C)- That kind of culture, it has to be safe, I don’t know whether we’ve really had a safe, umm feeling, in the previous administration, so that’s gonna, I think a lot of that is healing, and trust has to come back, and we haven’t had an easy transition (between admin).

(C)- I look at it like we need to be the leaders, the teachers, and it shouldn’t matter who’s sitting at that desk, if we are trusting of each other and we are supporting each other, than anyone can be sitting
at that desk.

(D)- It’s hard to answer that question cause I think a lot of us know what the culture should be like, and are we totally there, no. Are we not there at all, no. I think we’re in the middle roads. I think our problem too is our administration from the last few years has been changing. Not only at the very top, the district has changed, the school level has changed. Every time there’s a change, a vision changes. So there’s no common culture on what we really want and sometimes we gotta take a step back and say where are we headed as a school?

(D)- Culture is a developmental thing. It’s gonna take time.

(A)- The positive atmosphere that was mentioned in the definition that I thought was really important developing relationships because we’re not alone and that goes for everyone. We need to find a cohesive way of going about it if we’re going to reach our goal whatever that may be.

(A)- This is something we should be doing with all teachers but because certain ones exhibit the qualities that we seek we tend to rely upon them and I think that’s why you eventually lose some of them because it just becomes too much.

(A)- The difficulty with this is to find that middle ground where you create these opportunities but you also want these teachers to take the initial or to take the or want to be a part of that so I don’t know how you would get these teachers to think that way.

(A)- When we do have opportunities to be with each other that we’re able to hold discussions to share our thoughts with one another and then through that you hope people will decide to be more of a teacher leader.

(E)- I don’t feel like I could lead if I don’t know enough about what I’m leading.

(E)- A lot of times what happens is teachers are called in to say the principal’s office, and they say “you’re gonna lead this”, and it’s not a good, strong position to start from. Even if no one else knows about it, I need to know at least a day’s more than they do and other teachers, just like students, sniff it out really quick. They know if you don’t know what you’re talking about and it’s not gonna work. You need to be able to understand better than the people you’re teaching what it is we’re leading in.

(E)- Administration has to be supportive of creative ideas and endeavors by the teachers but at the same time they do have the final say to say “no, we’re not gonna go in that direction this year” and so if an administrator is not able to balance that, then teacher leaders don’t feel empowered.

(E)- I think a teacher leader as opposed to a teacher feels that, not only that they feel empowered, but they also feel that they’re able to create change and I think there’s a lot of teachers that don’t feel like they’re able to create change.
(E) One of the things that is really important as a leader is building that trust in everyone, among everybody, so that criticism is accepted, you’re free to share, you want to share good ideas, all that kind of thing, I don’t know what we have that yet, even at this school. I think we like each other as people, as friends, whatever, but as colleagues, and associates, my classroom is my classroom, your classroom is your classroom.

(B) Cultivation comes through connections between teachers, having the opportunity to meet and talk about how to communicate with parents or how to work with student behavior or how to work with technology so we have the avenues to work with each other and help each other.

(B) Open communication between administration and the teachers and also teacher to teacher. That’s actually very important to have open communication otherwise we have potential teacher leaders and if we don’t nurture them, they cannot become a teacher leader.

(B) Teachers should be guided and the culture should be open to what area you can help. I know that I cannot represent our department well as a DH, but I can help with other things, not only in this department but other departments too. We need a culture to express our willingness and those who are in need. Then those who are willing to help and those that are in need are matched and we can move forward. I think many teachers have the willingness and many teachers have a need, but they don’t know who to ask or they don’t know who to go to. So that’s the problem and we have to establish that culture as soon as possible for new teachers too.

(B) Story of flowers.

(A) When the culture is not what you would want it to be or you don’t necessarily agree with, I think it does affect your perception and the choices you end up making like here at this school, we’ve gone through three technically three leadership changes which affected the culture of this school and you could see it in many of the faculty, those that were doing all they could to help the school who are doing less now- not because they don’t want to as opposed to that the experiences they had and because when the culture changed. It does take a toll, no matter how well intentioned your motives if you feel like you’re the only one out there, the only voice being heard. There comes a point when it’s like, you know what, why bother?

(A) The teachers, they need to be aware, cognizant of being more of a teacher leader because it is bigger than what goes on in the classroom.

(C) I don’t think they all do (consider themselves leaders). I think that’s part of the problem. And I think that you have to see yourself as a leader.

(E) I think there’s a lot of teachers who don’t feel like they’re able to create change.
(E)- I think a teacher leader as opposed to a teacher feels that, not only that they feel empowered, but they also feel that they’re able to create change.

(E)- All teachers should be leaders. I think it takes time, it takes effort, it takes education, but I think they should all be there and hopefully in the future they all will be there.

(journal)- During the faculty meeting I noticed that teacher leaders were starting to be able to take ownership of what they were doing. This is something that was discussed in one of my interviews and in the ILT team, that teacher leaders present and share more with the faculty. Different teacher leaders were asked to present on what they were working on or what their committee was working on. A DH presented about WASC, an ILT member shared what ILT was doing, and various members of the PBS committee shared their thoughts.

(journal)- At more of the faculty meetings, more teachers are being asked to share what their committees are working on- it’s a start.

(journal)- Event though the ILT is supposed to be teacher driven, it feels like we sit around and wait for the CC and Principal to okay what we are going to do. I think this stems from prior administrations and the hesitancy to do something and then possibly be wrong or not what the administration wanted.

(journal)- Looking at everything the CC does, she is really trying to help all of us and really does a lot for the entire faculty. However, she still gets little praise or thanks, which was the same as when I was CC. I thought it was me, but it’s really just the position.

**Code: Sink or Swim**

(A)- I felt like I was just thrown into things. I didn’t have much of a choice- if there is any growing and learning, it’s on the fly. Sink or swim. That seems to happen a lot that I don’t necessarily feel that we do create any opportunities to cultivate this whole teacher leader. When a person exhibits teacher leader qualities those around them become dependent on those individuals and solely rely on them where it’s always the same individuals are the ones that are always put into these positions.

(journal)- It occurs to me that while we as a school may be able to help others with our leadership responsibilities, we rarely do. We let the new people sink or swim on their own, as it seems to be happening with our new DH.

(journal)- I do question whether or not we support our teacher leaders. It feels like it is a sink or swim type of culture. Once you’re in, you just have to do what you can. The expectations are the same for whoever steps in next, regardless of training, ability, or knowledge to do the job.

(journal)- Our department was discussing an issue in the department meeting. Several of us had concerns that we wanted brought up in the leadership team for answers. Our DH looked very hesitant to...
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<tr>
<td>Leadership changes that have occurred and may have altered the school's overall view of teacher leaders.</td>
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<td>(C)- I also know we did not have a smooth transition into our new leadership so I really don’t know what ’s going to happen yet. I look at it like we need to be the leaders, the teachers, and it shouldn’t matter who’s sitting in that desk, if we are trusting of each other and we are supporting each other, than anyone can be sitting in that desk.</td>
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<td>What about the culture leads to resistance of more teachers taking on teacher leader roles.</td>
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<tr>
<td>(C)- definitely, I would definitely encourage people to do it. I think people are hesitant to do it a lot of times, but I think we’ve seen in maybe the last 4 years a lot of different people kind of trying to step up and then just recently in the last 2 or 3 years, really huge different, new personalities getting in there so I think that’s really beneficial for the school.</td>
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<td>(A)- When you start adding all these other responsibilities you can understand why some people would be hesitant about it because you wonder what it has to do with what I do in the classroom and teaching. But that’s why even more so they should experience it because you do learn that it does tie into what takes place in the classroom. But it does require you to give up time, and some of us have more time than others.</td>
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<td>(B)- If they don’t see themselves as a future leader or if they’re a leader already and have potential to become more of a teacher leader in the future and they don’t put their effort to grow beyond just a classroom teacher, they need to step out from the concept of classroom teacher and into the bigger role of teacher leader. If the name is given, like DH or CC, we try to grow to that potential, so everybody should think that okay, you are right now a teacher leader already or are a future teacher leader.</td>
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<tr>
<td>(A)- Yes, because we are not alone in this</td>
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<tr>
<td>(D)- I think we all have the ability and we all are leaders and we should be because I think that ties back to your classroom. If you don’t see yourself as a leader, I don’t think you see yourself as an effective teacher. Because I think you’re the leader of your class, you’re a leader, and to me that’s the most important thing.</td>
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<td>(journal)- I was hesitant to do it so I went to who I usually ask advice of. I am still nervous, but said I would do it. My fear is that people will view me as when I was CC all over again, and that I won’t be good in this position either. I am not sure if I am ready to take on another leadership position yet. (our prior experiences shape our future ones)</td>
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<td>(journal)- As a teacher leader I feel I am supposed to have answers. Sometimes I have more questions. This leads to my hesitancy to be in a leadership role.</td>
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<tr>
<td>(C)- You need an administration that’s gonna support teacher ideas,</td>
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support them through different kinds of things that they try out, and I don’t think I’ve ever had that at this school, it’s very different.

(D)- I think our problem too is our administration from the last few years has been changing. Not only at the very top, the district has changed, the school level has changed.

(E)- I think with changes in leadership too, you start to see how a leader can really make a big difference in whether or not you’re able to do the things that are gonna help impact the school. Some leaders are a lot more open to teacher leaders and leading from the classroom than others.

(D)- We do have a lot of really good people on staff but because of the changing a lot of times, people get frustrated and they kind of take a back seat to what should be done and what can be done. (MOTIVATION?)

**Category: Changes to create a more teacher leader friendly culture**

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<th>Code: How to...Next step thoughts</th>
<th>Suggestions from teacher leaders to further cultivate teacher leaders within the school.</th>
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<td>(C)- Maybe we could have teacher leaders have breakout sessions, like have our own little mini conference and just make it short like a ½ hour or so but I also think like teachers need to get into classrooms. I got to see the Marine Science project hen the elementary kids came. I got to see Project Citizen and kids present whereas in the classroom, you don’t do that.</td>
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<td>(C)- I think if you’re in a positive group of people the motivation or reward is there. It’s just part of you feeling like you’re accomplishing something so I’m not sure if a motivation or rewards, but I think the recognition is important, like what people are doing, how they are contributing. I think we tend to not spend enough time on doing that.</td>
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<td>(C)- I think we need to really look at what are the quiet people, what are they doing? They’re probably doing some really neat things, would probably have a lot to share, but we’re not asking them so I think we go back to my idea of you have to mandate time for that, you have to mandate professional development, and when you choose someone to present, you’re recognizing them, you’re saying that you’re doing something really neat that we want you to share with everyone.</td>
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<td>(B)- Teachers are looking for a place to say what they are thinking. Right now we don’t have time to raise our concerns, and we are going to meeting to meeting to meeting to meeting. If we are given the time and place to just discuss how we can work as a team and lead students to the next point, I think the place and time is important.</td>
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<td>(E)- I’ve seen a lot of really good teacher leader, both at this school and then I did one year of student teaching at Kailua and it was really interesting to watch their English department because they were very young department, like all of the teachers I think at least were under 50, but most of them were under 30, you know and they were</td>
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all Master's students and whatnot, and a couple of them now have gotten their PhD's too, but all of them led from their positions, wherever they were, they didn't necessarily take on extra stuff but they were leaders in their positions. They weren't afraid to talk from each other, learn from each other.

(C)- So many times I want to do something, I want to offer something, but I think people just struggle with time. Until we mandate or structure the time, like we structured it for PLC, if we structure professional development and it can be of choice, maybe we could have teacher leaders have breakout sessions.

(C)- I want to see structured time for people to share, to do little presentations. It's a hard sell because we have so many things going on but that's what makes teaching fun, that's the art of it that you want to get better at it and the only way you're going to do that is to learn from other people.

**Other suggestions for future:**
Suggestions that they would like to see take place to encourage cultivation of teacher leaders—overall change in culture beyond the school (district & state)

(E)- having teachers that are not even in the classroom anymore because they’re considered to be master teachers and having master teachers and different levels of teachers in the school, and getting paid commensurately for that. Getting paid for being, for taking on responsibilities in school, cause we pull out, you know we pull these different titles and responsibilities and these different things for no extra pay and it’s very easy for someone to say no, I’m not gonna do that and I don’t have to do that because I’m not gonna get paid any more so why should I...

(E)- I think that if you can prove that you are a, an excellent teacher and a teacher leader, I think you should be earning a six-figure salary. I don’t think there enough is put there, on the other hand, I think that if you’re not gonna take extra responsibilities, you shouldn’t get the pay raise.

**Category: Professional Development**

**Code: On the job training**

(E)- I think the big ‘aha’ moments have mostly come in observation of other teachers as leaders. Watching different teachers either rise or fall as leaders, have been learning moments for me. Do’s and don’ts I guess.

(D)- seeing right and wrong, maybe people made decisions that maybe they shouldn’t have and seeing the impact but because now I’m in a position where I’m more in the loop, you hear about it, so I’m learning through others.

(D)- Being in my role, I’ve learned through experiences of others having seen, listened to what happened, good and bad.

**Code: Formal Training**

(B)- The more I learn and the more I can reflect on myself and it becomes settled as my knowledge, then I will be confident and now I want to teach other teachers, so it’s a cycle.

(C district support, they provide some supports

(D)- We always have to learn, we always have to find new ways, better ways, and it will only come with training or experiences.
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<td>(B)</td>
<td>Along with the personal professional development I really like to attend those PD days.</td>
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<td>(C)</td>
<td>I’m just constantly, I’m always trying to go, if there’s a workshop, I’m there, I want to learn. I think AVID has been really good for me, again I bring AVID in, because I think AVID kind of pulled together all the years of stuff I’ve gone to and put it together in one place. It’s nothing new, there are a few things new, but they’re telling us these are research based best practices.</td>
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<td>(C)</td>
<td>but I think more is just from me choosing to go to various workshops and things like that.</td>
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<td>(D)</td>
<td>A lot of it has been trainings, in our department we have a lot of trainings. Although they are developed or targeted more for specific skills and strategy and so forth, it all boils down to becoming a better effective teacher, communicator, and in turn it does give you that training as far as that more of a leadership role.</td>
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<tr>
<td><strong>Code: Opportunities to attend training</strong></td>
<td>(C) I think I’ve been provided the opportunity. I’ve been a DH for 10-12 years, I’m gonna be offered the opportunity more than others and if it’s offered in the team of DH’s I’ll be the one “I’ll go, I’ll go”, so I think I’ve had more opportunities than my colleagues probably.</td>
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<td></td>
<td>(D) whether it’s specific for our content or specific for skills, or a procedure that we have to do in our department, I use all those opportunities to better myself as a teacher as well as my role as a leader for my department.</td>
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<tr>
<td></td>
<td>(D) you have those opportunities provided, obviously there’s never enough time to provide everybody with everything. There’s just not enough time to train, collaborate with others.</td>
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<td></td>
<td>(B) They (the school) paid a stipend for going to AVID and going to corrective class that was when I felt supported by the DOE. And that’s one of my motivations to go to those sessions, so that I can get money (the stipend) and in that sense I felt supported.</td>
</tr>
<tr>
<td><strong>Category: Teacher leader roles available</strong></td>
<td><strong>Code: Opportunity created</strong></td>
</tr>
<tr>
<td>(A)</td>
<td>Yes</td>
</tr>
<tr>
<td>(A)</td>
<td>In high school there’s so much more that goes on that requires teachers to, be or to take more of an active role because there’s all these different events</td>
</tr>
<tr>
<td>(E)</td>
<td>I think opportunities come, I think there’s a lot of them out there, I think that there’s a lot of different initiatives and just becoming knowledgeable about initiatives sometimes...is enough to put you out there as a leader. And they’re (admin) like, “oh, you know about that, would you teach that? “and I’m like, “well, no- I’d like more training first”. But I feel like there are a lot of opportunities out there because I feel like there’s so many initiatives that are thrust on us by the DOE or brought up by the school itself and each of those is an opportunity to learn.</td>
</tr>
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</table>
(E)- I also think that just being in your classroom and being inquisitive, and thinking "how could I do it better? There's a way I could do this better-what's out there?"

(A)- To create situations where or opportunities for all teachers to learn and experience sort of the teacher leader opportunities, so it could be anything. There's only so much you can do because ultimately the teachers job is to educate students. When we compound things by adding all these other responsibilities, you don't want to make people do stuff. What are you going to benefit from that if you're going to force someone to do something that they may or may not want to do? Are you really cultivating anything when you do that?

(B)- Sometimes the chance is given by other people, but then you have to be open to those opportunities, otherwise, if you have an 'I cannot, I cannot' attitude, then you are never going to become a better teacher and also a teacher leader.

(B)- Sometimes you may not be able to say, “oh I want to become a teacher leader’ but in my case [the principal] picked me to become a technology leader, and you know also [the tech coordinator] selected me to do this. They had a belief in me and that’s why I got 20 iPods attached to my class. That was my ‘step-up’ moment to use those mobile devices inside my class.

(B)- Being open-minded is very important.

(D)- Each teacher should view themselves as a leader. A leader, a teacher leader might be a label, but I think it’s more of a vision or direction that people can take or want to take.

(journal)- I don’t blame people for not taking on more teacher leader roles, but I feel that they should try one in some way, shape or form. I know being CC gave me greater understanding of how things work, and more knowledge, and also helped me to question WHY things happen the way they do and encouraged me to continue to give feedback so processes (like EES) can be changed for the better.

**Code: Department Chair/Head**

(A)- I think it’s something everyone should experience because you get to see the other side about what it takes to run a school (DH).

(Anything related to the position of DH/DC that will cultivate teacher leaders and teacher leadership.)

(C)- I think especially for DH's like I think it's really important that as many people as possible take on that role because like I said earlier until you have that job you don't really see the perspective of the whole school so I've witnessed people who in a department kind of never really cared about what happened, didn't really bother to you know even try to comply, but when they take on a leadership role, you know they have to be role models for the department members, they have to understand what's happening so you really see a big shift in their professional commitment to what's happening in the school.

(C)- I think it's really good for if everyone was a department head, we would all understand what our department heads are trying to achieve and they would probably be a little more supportive of what
they're trying to achieve.

(C) I think you have to maybe let them do it for at least two years because the first year is really tough; it’s a huge learning curve and then the second year, you kind of get a little more comfortable with it.

(C) I think at least for two years and I think how many people haven’t had that opportunity yet, there’s a lot of people on our campus and how would that change what we try to do or people’s understandings of initiatives—I think it would really change it.

(D) Definitely. I think the recommendation is something like every two years we switch over (DH ROLE). A lot of people has qualities of being leadership and given the situation, it will come out so I think giving people, more people opportunity.

(D) I didn’t understand a lot of the procedures and policies and why we do things or how, how administration thinks differently from the teachers but now I have a better view and I think everyone put in that situation will have a better understanding and maybe it will make our school more cohesive. Because the more people that understand how things work and can brainstorm and can work together I think the better the school will become.

(D) It’s just been a real good learning experience. Day to day, different things come up, you got to handle it differently, situations come up, I need to go seek advice because I don’t know myself, so learning myself through others’ experiences. I think that was important.

(A) For Department chair, when having that title, I feel like I have to do so much more. But after doing that now I don’t think I necessarily need to have that title to do the same things – just experiencing that learning that comes out of it, I think it does affect you when you’re no longer in that position. To a certain degree you take some of that and you continue to exhibit a lot of the characteristics because if you look at people who have been in those positions and they come out of it title or not, you could tell that they’re the same person, only difference is that they no longer have the title but the people who have spent time with you in those position, it stays with them. Personally being the department chair for four years but now talking to the rest of the department I think being in that position seems like everyone else still treats me as to a certain degree as though I’m still department chair even though I’m not.

(A) When they come to you it’s with that understanding of your experiences so that the title no longer matters.

(A) if you take dh, an ideal way of utilizing the position would be to rotate teachers where every teacher has an experience in there cause that way they get to understand what it really means. Every teacher that I’ve spoken to that have become department chairs have all said that it was an eye opener that they learned a lot and that they had a new found appreciation in terms of the decisions why
we do the things we do and their attitudes do change.

(journal)- I feel that teacher should consider being a DH because when I was CC, I worked closely with the DH’s and I knew they have a better understanding of what is going on in the school as well as how decisions are made and how things come about.

**Code: Roles Offered**
**Leadership roles available to teachers**

(C)- I think definitely being a DH is a really good opportunity. We’ve had opportunities in the past like we could have headed the PLCs, currently we have the ILTs. When you advise a class, taking on the leadership role.

(D)- Department head, advisor, being a facilitator for our smaller committees, that’s where I started off, as a PLC facilitator. That was my first major experience as far as a leader, having to plan, organize, you know, run a structured meeting, and then get that end thought and bring it back to a bigger group, another group (of all facilitators), and hear the different points of view.

(D)- There’s also club advisors.

(A)- Class advisors, we’ve had other groups like plc

(B)- I’m glad that I took those roles from her and [the tech coordinator]. [The principal] also told me to become a coordinator for the sister school-ship and at that moment I really had to think about that because I knew it was going to be a huge job for me.

(journal)- I have been asked to sit on the ILT (instructional leadership team) this year. I was also asked to take part in an observation of our school.

**Code: Same people**
**Who are actually in leadership roles?**

(C)- I think it’s really important that as many people as possible take on that role because like I said earlier until you have that job you don’t really see the perspective of the whole school.

(A)- do exist but sometimes the problem is about how we tend to rely on the same individuals so that these opportunities we through that out there but what happens is the same people end up in them.

(C)- I think we’re still tapping on the same people over and over so I think the culture, the mindset, the professionalism of what we should be doing as educators, I don't know if we’re there yet.

(D)- Cause like I said earlier I think a lot of people has qualities of being leadership and given the situation, it will come out and so I think giving people, more people opportunity, life for me, I didn't understand a lot of the procedures and policies and why we do things or how, how administration thinks differently from teachers but now I have a better view and I think everyone put in the situation will have a better understanding and maybe it will make our school more cohesive.

(journal)- I feel like I was automatically nominated for ILT because I was CC prior to this. And no one else in the department would have done it.

**Code: Teaching from classroom**
**Leadership can be**

(C)- I even think if you are a really solid AP teacher, you’re a leader because people admire what you’re doing with students

(E)- Going in, watching other teachers teach, and pulling ideas from
leading from the classroom or bettering your craft of teaching.

<table>
<thead>
<tr>
<th>Theme: Motivation</th>
<th>Code: Helping Others</th>
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<tbody>
<tr>
<td><strong>Category: Intrinsic</strong></td>
<td>Teacher leaders that take on the roles for the joy of seeing others succeed.</td>
</tr>
<tr>
<td>(B)- I see the joy from other teachers that they can do good things or effective things. When I can see their positive thinking about themselves that means I am able to lead them from this point to that point. And that’s my joy to being a teacher leader.</td>
<td>(B)- I want to help other teachers to become, well, actually I was helping with some technology stuff as a part of becoming a teacher leader. I still see some teachers, sometimes the veteran teachers, having a hard time dealing with Edline and dealing with email. I know about those things so I want to help them. How can I help other teachers?</td>
</tr>
<tr>
<td>(B)- Within my ability to continue to teach, I just want to pass on my experience and also give my knowledge to younger generations of teachers. The motivation is just, willingness, to help other teachers. It’s okay, nobody acknowledges me, but that’s okay because if I pass on something to that teacher and they carry it on and they can pass it on to other teachers, then my efforts are rewarded. Even though nobody recognizes it, I just want to help those teachers.</td>
<td>(B)- I see the students’ faces and how they can see Japanese people in the class and I saw the faces of other students, the Hiroshima student’s faces; they really enjoyed it and that’s my joy. So sometimes you have to take opportunities given.</td>
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<thead>
<tr>
<th>Code: Right thing to do</th>
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<tbody>
<tr>
<td>Leaders do things because it is right, not because it is easy.</td>
</tr>
<tr>
<td>(A)- I never really thought about myself as a teacher leader, I just thought that the things that I did was what you’re supposed to do, that it’s not anything extra or that’s just what you do.</td>
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<tr>
<td>(A)- It’s not anything extra, it’s just what you do, but I don’t know how much of that goes into the fact that this is my alma mater.</td>
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<tr>
<td>(A)- I think there is the fact that this is my alma mater and sometimes I think would I still be the same if I was at another school, but because me being an alumni I feel almost obligated to do what’s necessary to</td>
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<tr>
<td>Code: Innate within person</td>
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<td>-----------------------------</td>
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<tr>
<td>(C)- A leader just does it because they know it’s right, not because they’re told they have to do it.</td>
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<tr>
<td>(C)- At Campbell I still did, I wanted to do leadership things, I was a writing-across-the-curriculum coordinator. I still wanted to do it, I was a class advisor. I think it’s just in my personality to want to do things, I’ve always kind of been a leaders, it’s not something I’ve been reticent about</td>
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<tr>
<td>(B)- Also if we want to become [teacher leaders] you can seek the route, and you can approach to be DH, or they can approach you too, the VP and Principal.</td>
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<tr>
<td>(E)- Wanting to be out there, wanting to help the school get better (intrinsic or extrinsic?)</td>
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<tr>
<td>(journal)- Teacher leaders are still in their positions because they enjoy what they do. They love who they lead (Senior Project, Club Advisors, Track Coach, Football coach, etc.). Maybe this is why I did not enjoy CC- it was not the right leadership position for me.</td>
</tr>
<tr>
<td>(journal)- At a Data Team meeting, I noticed that some people are more comfortable than others with voicing opinions or taking charge. For some, the ability to speak in front of others and question ideas comes naturally.</td>
</tr>
<tr>
<td>(journal)- For some people, being a leader is part of their nature, also part of doing what they feel is right. I see it in our former DH. Calm, has a good way of processing information and bringing up relevant points, asks questions when necessary- I rarely see this person get upset over things. If they feel something needs to be said, that’s when they will make it known.</td>
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<tr>
<th>Code: Learner</th>
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<tbody>
<tr>
<td>Leaders are constant learners &amp; continually growing</td>
</tr>
<tr>
<td>(C)- I’ve been a teacher leaders in a lot of different things, but this current position is a big leap for me. But I think part of my motivation as that I feel like I’m a learner, I’m a constant learner, so I love learning new strategies, I love going to workshops where like a lot of people probably hate it, I love it, so I enjoy going to various things and you know picking up new things and I feel like I’ve been doing that my whole career so I have like this huge knowledge base and I think I have something to offer.</td>
</tr>
<tr>
<td>(journal)- Taking on the ILT role, even after being reluctant, is about challenging myself to do better and to learn more. It’s about changing my mindset after being CC.</td>
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<thead>
<tr>
<th>Category: Extrinsic</th>
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<tbody>
<tr>
<td>(A)- Some of us are more motivated extrinsically; we need to be rewarded somehow</td>
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</table>
| (A)- rewards may be a way to get more teachers to do things,
<table>
<thead>
<tr>
<th>Code: Money</th>
<th>Money is a motivators to attend training or do extra tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(E)- Motivation through monetary reward. Comments regarding education and degrees and getting pay that matches the degree level one has.</td>
<td></td>
</tr>
<tr>
<td>(B)- I feel like they paid the stipend for going to AVID and going to corrective class that was when I felt supported by the DOE. That’s one of my motivations to go to those sessions, so that I can get the money (stipend) and in that sense I felt supported.</td>
<td></td>
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<tr>
<td>(B)- I didn’t expect that I would learn so much and that took place on the 2 Sundays that I was off, so I got the stipend, so initially my motivation was not really strongly about the education, but after I attended, what I got was more than I expected.</td>
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<tr>
<th>Code: Better department</th>
<th>Seeing a department become better due to one’s leadership</th>
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<tbody>
<tr>
<td>(D)- Just trying to make our department a functioning, working department, and I know my role is a big one as far as how our department runs. I want to make it a better department. In the past we’ve been labeled as not being one of the stronger departments.</td>
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<tr>
<td>(D)- I’ve seen it grow (our department) and that’s kind of what’s keeping me going because I see some growth and I want to keep it moving forward but at the same time I’m torn because I want other people to experience what I’m experiencing because the more people that experience that- we can all start learning on each other and that makes our department stronger. Certain departments have multiple people that have been in that role, and not that’s a stronger department because of that.</td>
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<thead>
<tr>
<th>Code: Reward/Recognition</th>
<th>Teachers may do more by receiving a reward or recognition for what they do in other roles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)- when you’re given that official title, I think even the way your peers interact with you also changes and I think it does make you think or really try to understand what it means to be in that position</td>
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<tr>
<td>(C)- I do think the potential is there, but you have to know somehow know what will motivate that person, what do they need to feel like they’re getting something out of it. And I think a lot of times people feel like I’m not gonna get anything out of this so if you can give them something, that intrinsic reward, then- it’s just that they haven’t been given the right circumstance and opportunity to be a leader.</td>
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| (A)- Unfortunately some of us are more motivated extrinsically; we need to be rewarded somehow. It’s only natural to want to feel appreciated. |

| (journal)- I hope my department appreciates that I’m doing this (taking on ILT rep). |

<table>
<thead>
<tr>
<th>Code: Changed over time</th>
<th>Teacher motivation to</th>
</tr>
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<tbody>
<tr>
<td>(E)- My motivation has actually changed over time. At first I was just looking at being the best teachers I could be. I was looking at my</td>
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be or not be a teacher leader can change over time & with experiences.

classroom, and my students and making sure my students get the best out of me that they could. I don’t want to ever let them down or let them leave my classroom with less than what they should and so that was my motivation for a very long time. As I’ve been going through my different programs in education though, I’ve realized that affecting just these kids is not gonna be enough. That I need to be able to help other teachers become better at what they do, even helping administration understand how things are supposed to work better. Doing my doctorate program in Educational Leadership, K-12 Leadership, helps me to see a large picture, looking at the school as a whole, and in fact looking at the school as part of a district and then the whole scene and how the parts are supposed to function together. I have to help other people to be the best they can be. Not that I’m any better than they are but I have a different perspective now than a lot of people do.

**Code: Alumni**

(A)- There is the fact that this is, or me being an alumni I feel almost obligated to do what’s necessary to help the school out so that’s why sometimes I wonder if I was at another school would I be as eager? I would like to think so,

(A)- I think that is a factor to consider that the extra things that I do and way that I get involved has to do with the fact that this is and this was my school and as long as I’m here I’m gonna do what’s necessary to help the school

(A)- I would say so (that is the main motivation) because when I was asked to become the assistant a.d., it’s something I thought about but being part of athletics, being an alumni, I kind of felt that they’re asking me, I help out. When I was asked to help out with the track program it’s not necessarily something I wanted to do at the time because that was my first year teaching and I didn’t feel like taking on extra roles and responsibilities because you are just trying to survive in the classroom. But being a former member of the team I felt like I should help out and those are things that I learned going here too.

(A)- There are other former alumni at this school, almost all of them put in that extra time and I think part of it has to do with the fact that they are alumni and seeing that I almost feel like that’s just what we’re supposed to do.

(A)- If I’m going to tell students about having pride in the school and doing all this stuff but here I am being an alumni and I’m not doing these things, words are meaningless, so I think that being an alumni was a strong motivating factor; I still think that I would have done the things I would have done, but it would be with a little more reservation.

(C)- It just makes it more fun that it’s my alma mater; it allows me more connections with the community.

(D)- You have that extra pride; you have that ownership that it’s our school. I think when you have that label of alumni that comes with ownership.
Not being a Roosevelt Alumni anyway, I feel like I’m still sufficiently motivated as a teacher without it.

<table>
<thead>
<tr>
<th>Code: Admin</th>
<th>Communication of t.l. and administrators</th>
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<tbody>
<tr>
<td>(D)</td>
<td>I have pretty good relationships with my administrators so there are times when I go to them too and I get support. I’ve had a few administrators in the past been in charge of us but every one of them I feel comfortable enough to talk to.</td>
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<tr>
<td>(D)</td>
<td>I don’t have a problem speaking with an administrator. Our administration supports us (our department), so we have an agreement and they are supporting me</td>
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<tr>
<td>(B)</td>
<td>It’s important to have open communication between administration and the teachers and also teacher to teacher. That’s actually very important to have open communication otherwise we have potential teacher leaders and we don’t nurture them, they cannot become a teacher leader.</td>
</tr>
<tr>
<td>(A)</td>
<td>I’ve benefitted from having a relatively, a positive one (relationship) [with administration]</td>
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<tr>
<td>(A)</td>
<td>Anytime I felt or if I was asked to do things I felt I was being supported and that it was worthwhile, but I can’t speak for everyone.</td>
</tr>
<tr>
<td>(C)</td>
<td>My philosophy aligns with the administrations philosophy. I think that if that wasn’t there, than any kind of leadership position would be really, really difficult.</td>
</tr>
<tr>
<td>(C)</td>
<td>I would say it’s a very basic philosophy about education, so it’s not anything earth-shattering, but it’s things like ‘engagement of students, you want to see students engaged. Things like what is happening in the classroom is more important than the structures. We both think the structure doesn’t matter. It’s what happens in the classroom. You can have any structure, you can have the best structure, but it it’s not happening in the classroom, your scores are gonna be horrible. We tend to pick up on the same things- we go to a workshop and we vibe towards the same ‘aha’. Stuff like that.</td>
</tr>
<tr>
<td>(A)</td>
<td>I’ve kinda known things prior to that just because having relationships with various staff members but to actually be in there you learn a lot and you learn to appreciate the things that do happen and you also become more understanding.</td>
</tr>
<tr>
<td>(A)</td>
<td>a key part to this is relationships</td>
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<tr>
<th>Code: Coworkers</th>
<th>Communication of t.l. and coworkers</th>
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<tbody>
<tr>
<td>(A)</td>
<td>that positive atmosphere that was mentioned in the definition that I thought was really important developing relationships because you know I go back to where we're not alone and that goes for everyone; we all</td>
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</table>
have our role and our responsibilities you know and so we need to find
you know a cohesive way of going about it if we're gonna try to reach
that goal whatever that may be.

(D)- I have no problem working with others and sometimes having to
make some tough decisions, but yet being able to explain and being able
to keep everybody working together and understanding what we are
doing things, not only for our department, but for our kids.

(journal)- Conducting these interviews has allowed me to see from other
people’s perspectives and look at their experiences as teacher leaders. It
makes me believe that there are teachers willing to take on these roles,
and many times they do them because of what the students will gain, not
for their own personal reasons. Having these conversations with other
teachers, about teaching and leadership, has been great. It is something
that we should continue to do, have discussions, and open
communication, because each person has different experiences, yet they
are all valuable to the idea of sustaining teacher leadership and helping
others become teacher leaders.

(A)- that experience, your relationships that you build and the
interactions, those that you spent time with, interacting with you in that
position still see you and seek you out; when they come to you it’s with
the understanding of your experiences so that the title no longer matters

**Code: Ability**

Relating to ability to communicate effectively

(E)- that ability to communicate with other teachers and administration is
important, cause I think there's a lot of people who are very competent,
but they're not able to communicate well and it's a hindrance to them as
leaders.

(D)- I think the number one thing is being able to have a rapport with a
lot of people, the ability to work hand in hand with not only peers but
administration, students, parents, so because I think a lot of times
communication is key.

(E)- can-do attitude, wanting to be out there, wanting to help the school
get better- likability factor

(C)- You have to be a very good communicator, you have to know how to
listen, have to be patient.

(D)- a lot of it comes down to communication, how to talk with others,
work with others.

(journal)- The current CC is very comfortable speaking and addressing the
entire staff. Never appears to get flustered or frustrated, but appears
very calm when explaining ideas and other initiatives and tasks. She does
not shy away from public speaking.

(journal)- I think that many teacher leaders that are in the more public
roles are comfortable speaking in front of the staff or their peers. This is
something I’ve noticed going back to before I was CC, during my term as
CC and now that I am back in the classroom.

**Category: Collaboration**

**Code: Working**
**together**

Working with others towards a common goal

<table>
<thead>
<tr>
<th>Category: Support systems</th>
<th>(A)</th>
<th>The number one resource I think that we can utilize more is just allowing our teachers time to collaborate. Because I think a lot of people have a lot of experience, have been through things, being able to talk to others, being able to work with others, and get different points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: coworkers &amp; Admin</td>
<td>(D)</td>
<td>if we do it collaboratively, and we can lean on each other and we can support each other, we’re all in the same boat, so what can I do to help you and later on you might be able to help me.</td>
</tr>
<tr>
<td>Support received from coworkers &amp; admin that allows t.l. to feel they are successful in their endeavors</td>
<td>(C)</td>
<td>You really rely on the relationships that you already have at the school. I’m fortunate, I’ve been in this school for a long time.</td>
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<tr>
<td></td>
<td>(C)</td>
<td>I can’t imagine going into a leadership position- that must be so difficult just coming cold to a school...I can’t imagine going to the district office and then walking into a school where no one knows you and then you’re going to try and tell them that this is what you should do- it’s like who the heck are you?</td>
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<tr>
<td></td>
<td>(C)</td>
<td>I’ve had an opportunity to work with other teachers and I’ve really used them on campus- the Librarian is very helpful.</td>
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<td></td>
<td>(C)</td>
<td>The senior project coordinator, the AVID coordinator, [and I as CC] can pool our ideas together.</td>
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<tr>
<td></td>
<td>(D)</td>
<td>Being able and also having an open mind and not being so closed minded, being able to problem solve, to come up with solutions.</td>
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**Category: Positive Relationships**

Code: Positive

Positive relationships allow for healthy communication and collaboration

| (A) | it goes back to relationships that you have with individuals that you know, one person may have no barriers because of the relationship they have with the different individuals while someone else may face some because, going back to the relationships that they have. |
| (B) | a positive attitude not only towards students, but positive attitude for other teachers too. |
| (C) | I try not to vent about other teachers because it’s counterproductive. |
| (D) | Being able to lean on each other, to trust and help one another is also a key aspect of having positive relationships. |

**Journal**

- regarding support from admin to CC- asking teachers to understand what she was being asked to do and where she was coming from; that many of the things she was tasked with were not her ideas but from above.
- I have been asked to sit on the ILT this year. I was hesitant to
do it so I went to who I usually ask advice of.

(D)- I have different outlets based on what the problem is. Former department heads, former teachers, administrators, other peers.

**Code: Family & Friends**

(B)- I will talk to an outside person, not a school person.

**Provide a different type of support system- allow for venting to take place so that one can be successful in work.**

(B)-Friends that work for a company (not related to education)

(B)- they give more effective advice

(C)- My poor family get it, like my husband gets it, my kids don’t even know what the heck I’m talking about and they pretty much ignore me, but they just let me talk.

(C)- I have a few close friends that I can kind of vent, I think everybody has to have that.

(C)- I think the only people I can completely trust is my family because they are not connected with anyone in the school and they’re probably not listening to me half the time but they allow me to vent.

(E)- These issues came up all the time and we would spend time talking about it and it was really helpful (master’s program)

**Code: Negative reactions**

Why venting to coworkers may not be the best idea.

(C)- I think that not everyone is very professional so it’s hard for me to even go there. That has been a kind of learning experience I think. We have some cliques and unprofessionalism, and I have to be really careful and I think that’s unfortunate because you want to be able to not only vent but it’s important sometimes.

(E)- you don’t know who is going to react what way

**Theme: Impact**

**Category: School**

**Code: Behind the Scenes**

Teacher leaders take on roles that others may not know they are doing; helps school function.

(C)- They do so much behind the scenes that people really don’t understand and until you’ve had an opportunity to be a teacher leader, you really don’t realize what all these people are doing behind the scenes.

(C)- Even a department head, until you’re a DH nobody understands all the little things you have to take care of, so they really help run a school.

(C)- I think without them, there’s no way that administrators could just do it by themselves, there’s no way.

(C)- I’ve had an opportunity to work with other teacher leaders and I’ve really used them on campus- the Librarian is very helpful, I think the librarian is a teacher leader that kind of goes unnoticed but a lot of stuff comes from her hard work, and I think that’s kind of neat that Senior Project Coordinator, AVID coordinator, can kind of pool our ideas together and we’re essentially from the same department so we know
what the department initiatives have been so we’re trying to pull that together for the school.

(C)- I think that the college and career counselor takes on a huge role, and the AVID coordinator for us right now is huge. I think their leadership is more critical to the teachers than to the administration. I don’t know why but it’s like those are the people, they see the Senior Project Coordinator, anyone who’s doing a leader of a team, if you’re a leader of a team, I think the elected teacher leaders, even a lot of times senior teachers, people kind of look to them like this is the last step for the kids and what are you doing in the classroom and how are you preparing them? (could either be impact on school or relationships made)

(D)-IT goes hand in hand where what you do in classrooms, you can turn around and do as a leader in the school.

(E)- I think teacher leaders have a very important job in the school systems daily, I mean, I think most people who take on leadership positions as teachers are involved in a lot of different activities, they’re leading different school initiatives, basically everything that goes on in a school when you get down to the bottom of it you should see a teacher leader there, you should see someone that’s almost behind the scenes but still kind of making sure everything works in the right direction.

(E)- Making sure that the school level as a whole is functioning. If you have these pockets of brilliance, it doesn’t necessarily help the students as much as a school-wide effort would.

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<th>Code: Mission/Vision</th>
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Teacher leaders know more of the mission and vision because of the extra work that they do; they know the overall goal of the school

(A)- They set the tone for the direction of the school and the goals that we set forth. They’re the ones that try to enable these goals to come to fruition by the things that they do every day. They are the ones who are aware or are made aware of the larger picture of the school in terms of what’s best for the students, the teachers as opposed to those that are not teacher leaders they tend to just focus on what goes on in their classroom and that’s their main concern is just teaching and that doesn’t necessarily relate to what the school as an institution is trying to do.

(B)- sometimes it's good to see the big picture of our goal

(A)- I also feel that based on who teacher leaders are that they are the ones who are aware or are made aware of I think the larger picture of the school in terms of you know what's best for the students, the teachers as opposed to those that are not teacher leaders they tend to just focus on what goes on in their classroom and that's their main concern is just teaching and that doesn't necessarily relate to you know what the school as an institution is trying to do.

(A)- I think teacher leaders because they have understanding or they have an idea of the bigger picture they tend to exhibit that every day (HOW SO?)

Category: Students
| Code: **Effect** | \( (D)- \text{that's one of the understandings of a teacher leader is not only be able to impact peers, but students. Those are probably the most important leaders that we have, the ones that can have more impact on students than anything else.} \) |
| Teacher leaders directly affect the students they meet, not just coworkers & the school | \( (D)- \text{Definitely there's a few teachers that have major impacts on students and you know, so, in that aspect, you know I think that they're leaders in their own right, maybe not among peers but as a, that's one of the understandings of a teacher leader is not only be able to impact peers but students.} \) |
| \( (A/D)- \text{You can have people play in the band in your class or they can play athletics in your class and as a teacher just to support them, you go watch the performances, go watch the games, go watch the things, I think that adds a lot.} \) | \( (B)- \text{The teacher leader is also liked by students too so students know the quality of the teacher, they come up to them and ask questions and ask them to become an advisor or whatever they can count on them.} \) |
| \( (A)- \text{there’s more to it than just educating students but also it helps build that relationship, that positive relationship, a lot of students who respond to certain teachers I don’t think it necessarily has to do with what's happening in the classroom per se, the reason why these students respond to these teachers has to do more with the experience they share outside the classroom (as an athlete, band, etc. & teacher goes to see them play)} \) | \( (A)- \text{As an athlete when you see a teacher go to your game and to support you, it makes you feel as though that they’re acknowledging you, they want to know more about you beyond just the student because when they’re in the classroom, they’re just any other student but once they leave, they have a whole other life. The students appreciate when you understand that and also helps you as an educator because sometimes when you don’t get to see in the classroom, you get to see this different side to them and it makes you appreciate them even more and I think it works both ways and that’s why it’s important because it allows for those opportunities to engage with your students outside the classroom.} \) |
| \( (E)- \text{I think what separates great teacher leaders, and you can see this in their classrooms, their kids will die for them, their kids will do anything for them because their kids recognize that they are good at what they do, that they care for the kids, and it shows. It shows in really good teacher leaders that their kids recognize that there's something there that they need to get from them. And they do that. Kids know, they see competence, they see people who are just winging it, they know the difference between a good teacher and a bad teacher.} \) | |

**Category: Coworkers**

| Code: **Support** | \( (D)- \text{You provide support for others, guidance for everyday functions as} \) |
| Teacher leaders |  |
provide support for their coworkers. far as having things run smoothly. I got to provide direct support to teachers in case of, problems that arise or situations out of their control that they may not foresee. Specifically if there’s an issue with a student in class, just helping them get through either the class or the day. And allowing them to be able to teach the other students.

journal)- I want to know what is going on so I feel it is important to be involved in these committees. I would rather be in the know than not and be able to help others understand what is going on as well.

**Code: Role Model**

| Teacher leaders may also be looked to as a role model based on what they do and how they do it | (B)- The teacher leaders play a role at school, an educational role model and willing to help other teachers to become better teachers. Educational Role model: you teach students well, and also always cultivate your skills as a teacher on a daily basis and reflect on your teaching through students assessment and the behavior. (B)- They can explain what they’re doing really well so they know what they’re doing and they also know how to create effective lesson plans, and then they can share the plan to other teachers, not only keep it to themselves. (B)-It’s also very important for teachers to have confidence and willing to help other teachers. (D)- Being able to stand out in a sense where you know, as a role model, you look at certain teachers and you see not only what they do in the department but mainly I think a lot of them I look at is what they do in the classrooms. (B)- the teacher leader play a role at school, educational role model and then willing to help other teachers become better teachers. (B)- I took the word from this one educational role model, the Roles, so my understanding is that means you teach students well, and also always cultivate your skills as a teacher on a daily basis and reflect on your teaching through students assessment and the behavior you know, so that’s I consider as educational role model. (E)- Here, like Teacher A & Teacher B. Are both very different styles of leadership, but they both lead in their own way, you know. Teacher A is very loud, raucous, is up there singing, dancing, where Teacher B's room, you can hear a pin drop most of the time. (C)- I think their leadership is more critical to the teachers than to the administration (teacher leaders such as college & career counselor, librarian, Senior Project Coord., AVID coordinator, etc.) |

**References**


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