Self-Perceived Leadership Behaviors

of Students Enrolled in Graduate Teacher Education

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SELF-PERCEIVED LEADERSHIP BEHAVIORS OF STUDENTS ENROLLED IN GRADUATE TEACHER EDUCATION

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Abstract of Dissertation

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The purpose of this study was to determine how students in graduate teacher education perceive their leadership behaviors. Subjects were students enrolled in secondary and transition special education programs at a single university who had just completed or were completing a comprehensive clinical internship experience. The major research question was: To what extent do students in graduate teacher education perceive themselves as demonstrating validated effective leadership actions and behaviors? Further, the study examined whether or not there was a difference in leadership practice on the independent variables of (a) gender; (b) age; (c) previous degree earned; (d) graduate program area; number of years of teaching experience; and (f) teaching as a career change. The design was a cross-sectional quantitative survey with a qualitative component. Leadership behaviors were measured using the Leadership Practices Inventory-Self (Kouzes & Posner, 1993). Demographic data were collected by a questionnaire. Perceptions of leadership were probed by open-ended questions. Results indicated significant relationships between educational degree and leadership practices. No significant gender differences were found on total LPI scores: however, there were gender differences on single LPI items. No significant correlation was found between career changers and total LPI scores; however, data indicated that career changers engage in speaking with genuine conviction about the higher meaning and purpose of work more frequently than those for whom teaching is not a career change. Findings, implications, and recommendations for future research are discussed.

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Chapter I

INTRODUCTION

This study was undertaken to examine the self-perceptions of leadership of students in graduate teacher education. The main questions addressed are "What are the self-perceptions of leadership behaviors of students in graduate teacher education?" And, "Are there differences in the self-perceptions of leadership behaviors of students in graduate teacher education based on various demographic factors?" The definition of leadership utilized in this study is "the art of mobilizing others to want to struggle for shared aspirations" (Kouzes & Posner, 2007). The assumption of the study is that leadership is fundamental, essential to teaching, and can be learned. Despite its increasing complexity, leadership can be broken down into a set of discrete behaviors that can be taught and learned (Conger & Kanungo, 1998).

New conceptions of teaching as a collaborative activity and teachers as leaders of education reform generate a need to investigate the leadership behaviors of individuals near completion of graduate teacher education. Teacher leadership is not positional authority but the ability to influence the professional practices of other teachers (Reeves, 2008). Hopkins (2001) noted that whatever the view of teacher leadership, it is an inescapable force for school reform.

A shift in thinking has created a new perspective on the leadership that is essential to school reform that includes teachers as leaders. Gabriel (2005) describes teacher leaders as those who influence school culture, build and maintain a successful team, and equip other potential teacher leaders to improve student achievement. Childs-Bowen, Moller and Schrivner (2000) proposed that "teachers are leaders when they function in

professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement" (p. 28).

Research during the last two decades has emphasized that teacher leadership is integral to successful school reform (Conley & Muncey, 1999; Kinney, 2008; Lambert, 2005; Lieberman & Miller, 2004; Center for Comprehensive School Reform and Improvement, 2005). The standards of the National Council for the Accreditation of Teacher Education (NCATE) (2008) have also contributed to an emphasis on leadership within teacher preparation programs.

Graduate teacher education plays a pivotal role in ensuring program completers have the leadership to meet the standards and student performance appraisals designed to accomplish the goals of education reform. This requires attention be given to the characteristics of the prospective teachers they have prepared. Their leadership behaviors are of particular importance to teacher development since the implication of teacher leadership for schools exists around a shared leadership model in an empowering professional learning community (Greenlee, 2007).

A study of 15 continuously high performing schools in various areas of the United States and Canada indicated that those schools had high leadership capacity and broad-based participation in the work of leadership (Lambert, 2005). Other research studies have found that teachers' participation in decision-making, action research, and collaborative teacher-principal leadership contribute to school effectiveness and significant gains in student learning (Glover, Miller, Gambling, Gough & Johnson, 1999; Katzenmeyer & Moller, 2001; Ovando, 1996).

Problem in Research and Practice

Understanding the leadership development and understanding of students in graduate teacher education is essential to enhancing their leadership development, creating rich leadership developmental experiences, and enhancing their ability to learn from these experiences. Formal assessment can provide insights into dimensions of their leadership that might otherwise go unnoticed (Lashway, 1999). This entails recognizing when new leadership behaviors, skills, or attitudes are called for. Assessing the leadership behaviors of graduate students systematically and reliably can assist teacher educators in the development of a structured view about the leadership development of those they are preparing to be teachers. Clark and Clark (1996) argued that information that is collected systematically and combined objectively provides better predictors of performance than observer judgments.

Demographic and cultural shifts, social changes, and rising pubic and policy expectations indicate a need for effective school leadership. Teachers are the core professional resource in every school (Greenlee & Bruner, 2005). Their leadership development can be enhanced by intervening in their learning, growth and change within graduate teacher education (McCauley, Moxley, & Van Velsor, 1998). Assessment of the self-perceived leadership behaviors of students in graduate teacher education is needed to stimulate greater dialogue and continued learning among those working within the respective disciplines of adult development and teacher education. This reciprocal connection and dialogue is crucial to the theory, development, and practice of teacher education, the leadership efficacy of students in graduate teacher education, and to improved student outcomes of teacher education program completers.

Bolman and Deal (1994) noted that teachers are almost never provided with lenses to help them understand the nature of leadership and the complex systems in which leadership is exercised. Suranna (2000) studied a 5-year teacher preparation program at the University of Connecticut. The study revealed a significant gap in the research regarding the extent to which preservice teacher education facilitates the development of teacher leadership. Suranna and Moss (2002) explored teacher leadership in the context of teacher preparation. They found that for teacher leadership to survive, teachers must learn to collaborate with others, including their principals, as part of their teacher preparation program. Hackney and Henderson (1999) proposed discontinuing the separate graduate education of future administrators and teachers in order for inquiry-based democratic school leadership to be made operational in schools.

Educators recognize the importance of students being able to effectively self-assess their abilities in relation to criteria (Locklear, 2000). Critical reflection is an important aspect of both teaching and learning. In describing their educational model linking adult development with performance and how it is connected to the educational context, Rogers, Mentkowski, and Reisetter-Hart (2006) concluded that self-assessment of abilities supports transformative learning when it sparks deeper reflective learning that motivationally connects to envisioning role performance. They noted that the learning cycle becomes self-sustaining as individuals gain the capacity to meta-cognitively monitor their performance and make adjustments in their ongoing action.

Graduate teacher education frequently refers to student leadership development. However, Endress (2000) found that graduate teacher education programs do not have data or tangible examples of what they do in terms of leadership development. Few

studies of graduate teacher education students have focused on the self-perceptions of leadership behaviors.

Linda Darling-Hammond (1993) pointed out that education reforms have failed to match expectations or have arisen in isolated islands of practice. Futrell (1994) indicated that the cause is "a failure of reformers, policymakers, and communities to address the capacity of schools and the teaching profession to implement the reforms" (p. 120). This cause may well be connected to the lack of dialogue and research about how the leadership development of graduate teacher education students can be promoted using graduate teacher preparation programs.

Adult transformation is the place where adult development and learning intersect (Kegan, 1982). Personal learning leads to a reconstruction of the adult's interpretation of self (Hoare, 2006). Examining the self-perceptions of students in graduate teacher education is needed to establish reciprocal connections between leadership development and learning within teacher preparation. This knowledge is necessary to answer questions about how to develop leadership competencies and behaviors of adult students within the graduate teacher education.

The cause of not having a complete understanding of the self-perceived leadership behaviors of students enrolled in graduate teacher education may be that formative or summative assessments of their leadership behaviors are not typically carried out as part of the teacher preparation program. Another cause might be the neglect of the concepts of adult development by teacher educators (Hoare, 2006).

A consequence of the scarcity of specific research addressing the specific context of graduate teacher preparation and the process of leadership development for graduate

students may be that it is prohibiting a new perspective and a different way of viewing the work of teaching, learning, schools, schooling, and the organization of power and authority in schools. An unintended consequence of this lack of focus might be that it is prohibitive to building the leadership capacity in schools to be broad-based and participative and one where roles and responsibilities reflect wide-ranging involvement and collaboration.

An additional consequence of not being aware of these leadership behaviors may limit attempts to facilitate the leadership development of students in graduate teacher education. It may prohibit various faculties within the university to viewing adult development and learning as integral and working together towards mapping integrated leadership development and learning. This leadership development can be defined as the expansion of a person's capacity to be effective in leadership roles and processes (McCauley, Moxley, & Van Velsor, 1998). It requires both a variety of developmental experiences and the ability to learn from experience. The assumption is that students in graduate teacher education can learn and grow in ways that make them more effective in the various leadership roles and processes that they take on.

Purpose and Research Questions

The purpose of this study was to explore graduate teacher education students' self-perception of their leadership practices. In addition, this study examined the relationship between the criterion variable perceptions of leadership practices and the independent variables of gender, age, teaching experience, position, degree, and career change. It also investigated the perceptions of leadership of students in graduate teacher education in relation to their teacher preparation program.

The study was created to identify which validated exemplary leadership practices (Kouzes and Posner, 2007) graduate students seeking a master's degree in education self-report that they engage in and the extent to which they perceive themselves as demonstrating these practices. These leadership practices include Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Embedded in these five fundamental practices of exemplary leadership are behaviors that can serve as the basis for learning to lead. They are the five practices and ten commitments of exemplary leadership practices, as shown in Table 1.

Table 1

Kouzes & Posner Leadership Model

Five Practices of Leadership	Corresponding Commitments
Challenging the Process	Search out challenging opportunities to change, grow, innovate, and improve.
	Experiment, take risks, and learn form the accompanying mistakes.
Inspiring a Shared Vision	Envision an uplifting and ennobling future.
	Enlist others in a common vision by appealing to their values, interests, hopes, and dreams.
Enabling Others to Act	Foster collaboration by promoting cooperative goals and building trust.
	Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.
Modeling the Way	Set the example by behaving in ways that are consistent with shared values.
	Achieve small wins that promote consistent progress and build commitment.
Encouraging the Heart	Recognize individual contributions to the success of every project.
	Celebrate team accomplishments regularly.

The research questions were: What are the self-perceived leadership behaviors of students in graduate teacher education? And, is there a difference between the self-perceived leadership behaviors of students in graduate teacher education and the independent variables of age, gender, degree earned, career change, and whether the student was enrolled in a secondary education graduate education program or a transitional special education graduate education program. Additional questions were: How do students in graduate teacher education define leadership? Do students in graduate teacher education know how their graduate teacher preparation program defines teacher leadership? What opportunities have students in graduate teacher education had to practice leadership? What opportunities to learn about and practice leadership do students in graduate teacher education feel might be useful?

Potential Significance

Investigating the leadership perceptions of those preparing to be teachers may potentially be critical to promoting their personal growth and leadership capital to positively impact education reform. The information gleaned may be valuable to teacher educators and professional development schools in closing the gap between teacher preparation and the new opportunities teachers have to lead within a professional community and in a variety of contexts (DuFour & Eaker, 1998).

Sherrill (1999) reported that the teacher leadership roles called for in reform efforts needed more purposeful preparation. Developing leadership among graduate teacher education students in a coherent way is essential to recognizing all teachers as leaders, empowering them with the idea of teacher leadership and to valuing their voice. Preparation and opportunities to understand and practice leadership for students in

graduate teacher education can begin to develop the leadership efficacy that will build their capacity to become leaders in their schools. This leadership efficacy may support their effectiveness as teachers to promote the positive school culture that has been shown to be important to school reform and achieving improved student outcomes (Comer, 1996).

Students in graduate teacher education represent a broad set of demographics that may or may not affect their adult development. There are developmental differences among adults that may influence their readiness for leadership development (Hoare, 2006). Acquiring knowledge about the leadership behaviors of students in graduate teacher education can provide a lens to examine the unique leadership behaviors that career-changers and non-traditional students bring to graduate teacher education as a result of the strong influences of their previous career experiences and occupations. It may encourage dialogue about the development of a strategy for comprehending and handling the diverse needs of students within the graduate teacher education context, including screening and sorting participants as to their leadership development needs and planning appropriate developmental experiences.

Understanding how the various demographic factors (for example, age, educational level) that graduate teacher education students bring to the teacher preparation program and how these factors might be related to their self-perceptions of leadership behaviors can be useful to teacher educators. This demographic data may support a more collaborative, student-centered graduate teacher education program that recognizes the varying leadership skills and abilities that students such as career changers

bring to a collaborative learning environment. It provides a lens as to the broad set of demographics that may or may not affect their adult development.

As a development program, graduate teacher preparation helps graduate teacher education students stretch toward a qualitatively new set of meaning structures and toward a new stage of affective growth and development (Boydell, Learry, Megginson, & Peddler, 1991). Weick, Sutcliffe, and Obstfeld (2005) suggested that the capabilities and skills that support this kind of sense making are important to develop.

Gutierrez, Field, Simmons, and Basile (2007) identified the pre-service years as the place to begin thinking about teachers as leaders. Kaser, Mundry, Stiles, and Loucks-Horsely (2006) identified opportunities for students in teacher preparation programs to practice leadership skills as important as learning instructional methods.

Investigating the self-perceptions of leadership of students in graduate teacher education can be significant to renewed thinking by teacher educators about how to assist graduate students in coming to view themselves as evolving leaders and learning to lead (Lieberman & Miller, 2004). Bandura (1997) identified this as the perceived self-efficacy that is an important contributor to adults' capacity to learn new skills and contribute to their personal development. Perceived self-efficacy is a psychological construct that refers to our judgments of what we think we can or cannot do (Cervone, Artistico & Berry, 2006). A strong sense of leadership efficacy is valuable to teachers' belief in their capabilities to meet accountability standards and to produce positive student outcomes.

High student/leadership efficacy of students in graduate teacher education is of particular importance to their intentional actions. Cervone, Artistico, and Berry (2006)

contend that self-efficacy perceptions directly contribute to decisions, actions and experiences; self-efficacy perceptions may moderate the impact of other psychological mechanisms on developmental outcomes and; self-efficacy beliefs influence other cognitive and emotional factors that contribute to performance.

People with higher efficacy beliefs tend to set more challenging goals and remain committed to their goals, and these goal mechanisms contribute to motivation and achievement (Bandura & Locke, 2003). Bandura noted that individuals with self-efficacy tend to approach difficult tasks as challenges to be mastered rather than threats to be avoided (Bandura, 1997). Following this thinking, promoting student/leadership efficacy of those individuals in graduate teacher education may positively affect teacher retention.

Johnson (2006) pointed to the fact that new teachers continue to assess what a career in teaching can offer them over time. As novices, they liked the professional advancement inherent in a career ladder, they saw that such positions could offer a formal conduit through which they might pass on teaching expertise, and they looked forward to taking on roles as expert teachers in the future.

This research may be significant to understanding the self-awareness of students in graduate teacher education. Goleman, Boyatzis, and McKee (2002) defines self-awareness as a deep understanding of one's emotions, strengths, weaknesses, needs, and drives. According to Goleman, et al. (2002), self-awareness influences leadership behavior.

Examining these relationships may provide insight into developing the capacities needed for effective leadership. This is synonymous with what is often labeled personal development. This research may benefit teacher education in conceptualizing leadership

development that is grounded in the personal development that is the foundation and on-going process of graduate teacher education. The data from this research may be relevant to examining how the broad range of developmental stages of graduate teacher education students' might be positively utilized to facilitate and stretch their efficacy as students and leaders. This may lead to re-framing the graduate teacher education program.

Knowing this information may also provide new insights and ideas into what graduate teacher preparation programs must do to build the leadership capacity of those entering the teaching profession. Within the context of graduate teacher education, leadership can mean the reciprocal learning processes that enable beginning teachers to construct and negotiate meanings leading to a shared purpose of schooling (Lambert, Collay, Kent, and Richert, 1998). This could be important to building the leadership capacity in schools that is essential to lasting reform.

In addition, this study examined the relationships between the criterion variable perceptions of leadership practices and the independent variables of gender, age, teaching experience, graduate teacher preparation program and degree, and career change. Bandura (1986) expressed the notion that individual development and factors such as personality, environmental influences, and other demographics and personal development mutually influence each other.

The ultimate objective of this study was to provide data and recommendations to teacher educators as to the self-development and leadership development needs of graduate teacher education students.

Exploring the self-awareness of leadership by those about to enter the teaching profession may collectively benefit the preparation of administrators and the preparation

of teachers through a greater appreciation and shared understanding of the other as facilitator(s) of change and education reform. Graduate teacher education program completers are expected to be “emerging leaders” and “collaborative partners.”

The research addresses the problems of inadequate understanding of the leadership development of teachers as part of their self-development and professional preparation as teachers.

Methodology

The research project was a quantitative design with a qualitative component. The quantitative piece involved the collection of data from the Leadership Practices Inventory–Self (LPI Self), Kouzes & Posner (1993), and a researcher-devised demographic questionnaire. The questionnaire was utilized in order to establish a demographic profile of the respondents and to determine whether differences in perceived leadership practices are related to age, gender, educational level, number of years teaching experience, grade level taught, or career change. The qualitative piece consisted of a set of open-ended questions about leadership and graduate teacher preparation experiences related to leadership that are to be completed as the final part of the survey.

These leadership practices are research-based (Kouzes & Posner, 2007). They have been identified and supported by 25 years of original and continuing research data from over 3 million successful leaders in all fields, including education.

Summary

Understanding the leadership development of students in graduate teacher education as part of their self-development is significant to reaching a better

understanding of the potential of graduate teacher education programs to promote the teacher leadership that is necessary for the changed conditions in education. There are developmental differences among people entering graduate teacher education. This complexity makes it important to comprehending and addressing these differences in readiness for development. If Kouzes and Posner (2007) are correct in postulating that leadership involves practices that can be taught, this research may prove useful to reframing graduate teacher education to reflect the leadership needs in schools by providing the engaging leadership development experiences that are reflective of their needs.

The purpose of this research was to explore and assess the evidence of the understanding of leadership by graduate teacher education students and their perceptions of the leadership practices they feel they exhibit. It may provide insights into the student leadership efficacy that might be developed within the graduate teacher education program and taught by teacher educators. It may also lead to the important next steps of examining the influence of different types of leadership learning in graduate teacher education.

This research focused on validated leadership practices as they relate to a potential theoretical framework for graduate teacher education students. The application of leadership theory in their professional development lays the groundwork and challenges thinking about educational leadership and leadership development for teachers (Meredith, 2007).

Conceptual Framework

The conceptual framework for this research was derived from a review of the literature on leadership development, student/leadership efficacy, and student outcomes. This framework acknowledges that the construct of leadership is still open to a variety of interpretations and constructions and that more research on leadership/teacher leadership is needed. The framework is reflective of the five practices of exemplary leadership and their sets of corresponding behavior as identified through the research of Kouzes & Posner (2007). The self assessment of these leadership behaviors/skills is part of the framework. The understanding is that assessments, particularly, self-assessments, have considerable learning potential and can induce learning.

The core assumption is that leadership can be learned at any level and that everyone can learn and grow in ways that make them more effective in the various leadership roles and processes they take on. This assumption is coupled with the conjecture that although specific behavioral skills can be taught, in developing teachers as leaders, the emphasis needs to be on education and development, not on skill training alone. A key underlying supposition in the framework is that people can learn, grow, and change.

In this conceptual framework, leadership has nothing to do with position or status and everything to do with behavior. It is conceived as a set of skills and abilities that, given the opportunity for feedback and practice, can be learned and improved.

Underlying this framework is the view that development is a process and that leadership can be learned through systemic learning experiences that promote leadership development. Personal awareness and personal development are central to learning

leadership. They can be promoted and supported within the constraints of leadership development programs through self-assessment and by other means. In this framework, self-assessment is used as a starting point to the leadership development of students in graduate teacher education.

Summary of Methodology

This study followed a quantitative design with a qualitative component. It consisted of a survey approach of all graduate students who were near to completion of a secondary education or transitional special education program at a single urban university. The survey was a three-part exploratory survey in that it was used to accumulate data in order to formulate more precise hypotheses and questions for further research. It was given at only one point in time, after the graduate students' completion or near completion of a clinical teaching internship. The population studied consisted of the total population of these particular graduate students, as identified by their program directors. This complete coverage of the population helped ensure that no segment of the population of interest was excluded in the research and so that the results of the research might be generalized.

The first part of the survey was made up of a small number of demographic questions related to age, gender, degree, teaching experience, graduate program, and career change. This was followed by the Leadership Practices Inventory (LPI)–Self of Kouzes and Posner (1993). The LPI is an assessment instrument created by The Leadership Challenge authors, James Kouzes and Barry Posner. The Leadership Practices Inventory has been administered to nearly 1 million people worldwide, representing various occupations. The instrument assists individuals in measuring their leadership

competencies as grouped by the Five Practices of Exemplary Leadership as identified by Kouzes and Posner: Model the Way; Inspire a Shared Vision; Challenge the Process; Enable Others to Act; and Encourage the Heart. The third part of the survey consisted of seven open-ended questions related to the graduate students' understanding of leadership and their leadership experiences as part of their graduate teacher preparation program.

The survey was piloted with graduate teacher education students from the University of North Carolina at Greensboro and the University of California at Riverside.

Delimitations

This study was delimited in that the sampling frame consisted only of a subpopulation of the full population of students about to complete graduate teacher preparation programs and of the single urban university where the research took place. In addition, the study was delimited to one university and its Secondary and Transition Special Education graduate teacher preparation programs. These programs may not be representative of the entire scope of graduate teacher preparation programs available to students. The criterion variable of the study was the self-perceptions of leadership as measured by scores of five factors (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) of the Leadership Practices Inventory: Individual Contributor: Self (LPI-IC-Self) of Kouzes & Posner (1993). The independent variables of the study were age, graduate teacher education program (transition special education or secondary education) whether or not teaching would be a career change, and highest previous degree held. All variables and/or subjects not so specified were considered beyond the scope of the study.

Limitations

The graduate students who participated in this study were only a limited population of graduate teacher education students. Therefore, the results of this study can not be generalized to the entire population of graduate teacher education students and to all graduate teacher education programs. The main limitation of this study was the fact that all of the data were collected via self-report measures. Actual observations of the students, as well as qualitative data would have enriched the study.

Definitions of Key Terms

Adult Development: systematic, qualitative changes in human abilities and behaviors as a result of interactions between internal and external environments (Hoare, 2006).

Age: chronological age reported in categories as follows: (1) 17–22; (2) 23–27; (3) 28–33; (4) 34–39; (4) 40–45; (5) 46–49; (6) 50–55; (7) 56–59; and 60–65 (as defined by this researcher and guided by the life structure work of Levinson et al., 1996)

Appreciative Inquiry (AI): an organizational development and thought process or philosophy that engages individuals within an organizational system in its renewal, change, and focused performance. Appreciative inquiry suggests that we look for what works in organizations (Hammond, 1996).

Career: an individual's perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of a person's life (Hall, 1987).

Career Changer: an individual who is changing a career path (in this context, as it applies to transition to teaching).

Community: the essential environment for experiencing reciprocal, purposeful learning (Lambert, 2005).

Constructivism: a belief that learners should construct their knowledge—discover and create it—rather than have it force-fed to them (Smith, 2008).

Culture: the sum total of ways of living, including values, beliefs, esthetic standards, linguistic expression, patterns of thinking, behavioral norms, and styles of communication which a group of people has developed to assure its survival in a particular physical and human environment (Komives, Lucas, and McMahon, 2007).

Degree: the levels of formal education indicated as the highest university degree earned (as defined by this researcher).

Experience: for purposes of this study, experience is defined by the researcher as (1) the total numbers of years of teaching; (2) the number of years accrued as a special education teacher, and (3) circumstances that fully, broadly, and actively engage the person's meaning structures (Palus & Drath, 2001).

Gender: indicates reported classification as female or male.

Graduate Teacher Preparation Program: a graduate preparation program in either (1) special education, (2) general education, or (3) both general and special education.

Interdependence: dependence on each other or one another; mutual dependence (Webster's New World Dictionary, 2005).

Leader: any person who actively engages with others to accomplish change (Komives et al., 2007).

Leadership: the art of mobilizing others to want to struggle for shared aspirations (Kouzes & Posner, 2007); meaning-making in a community, a social activity during which individuals and groups interact (Palus & Drath, 2001); a process whereby leaders help create options and opportunities, identify choices and solve problems, and build

commitment and coalitions by inspiring others working with them to construct a shared vision of the possibilities and promise of a better group, organization, or community (Sashkin & Rosenbach, 1996); a relational and ethical process of people together attempting to accomplish positive change (Komives et al., 2007).

Leadership Capacity: an institutional concept of leadership referring to broad-based, skillful participation in the work of leadership (Lambert et al., 1998).

Leadership Development: the expansion of a person's capacity to be effective in leadership roles and processes (McCauley, et al., 1998).

Leadership Practices: leadership practices are defined as the perceptions of leadership within a performance-based category assigned by scores of five areas (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, Encouraging the Heart), as measured using the Leadership Practices Inventory–Individual Contributor–Self (Kouzes & Posner, 1993).

Leadership Roles and Processes: those dynamics that enable groups of people to work together in productive and meaningful ways (McCauley, et al., 1998).

Self-Assessment: the ability of a student to observe, analyze, and judge one's performance on the basis of criteria and determine how one can improve it (Locklear, 2000).

State Readiness Factors or Stages: changing characteristics of the individual that influence readiness for development (Palus & Drath, 2001).

Systems Thinking: a framework based on the belief that the component parts of a system can be best understood in the context of relationships with the other systems, rather than in isolation. The only way to fully understand why a problem or element occurs and persists is to understand the part in relation to the whole (O'Conner & McDermott, 1997).

Teacher Leadership: a teacher leader is one who shares expertise concerning professional practices and exercises significant and responsible influence within the school community in the areas of curriculum and instruction, school decisions, and school innovation and improvement (Horejs, 1996). A teacher leader has the "ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the teacher leader" (Wasley, 1991 p. 10).

Chapter II

LITERATURE REVIEW

Introduction

This chapter offers a review of the literature and research through the key constructs of leadership, leadership development, student/leadership efficacy, and student outcomes. The conceptual framework for this research study aligns with these constructs. The review also includes an overview of the research on teacher leadership and the use of the Leadership Practices Inventory-Self (LPI-Self) in order to provide a background for understanding the proposed research paradigm.

The review of the research begins with an examination of leadership. It is loosely organized around a framework that has emerged from empirical research in leadership and change. The review also focuses on the variables of perceived leadership practices and graduate teacher education students, and the demographic variables of age, gender, educational level, graduate education program, number of years of teaching experience, and whether or not teaching was a career change.

Leadership

Leadership is a widely observed and recognized but is one of the least understood phenomena. Leadership has only been systematically studied during the last two centuries (Lashway, 1999). The concept of leadership is still being defined. Leadership has been defined in terms of individual traits, behaviors, influence over others, interaction patterns, role relationships, hierarchical position, and the perception of others regarding influence. Leadership has been examined using models of leadership guided by the principles of social control and hierarchy (Kazar & Carducci, 2006). A perception of

leadership as control and command has been followed by the idea of motivation and the proposal that leaders mobilize others in order to realize a vision. Change is an underlying element that has stimulated these different forms and ideas of leadership.

Historical Trends in Leadership Development

Key leadership theories have been developed that have influenced and expanded the understanding of leadership. They include great man theories, trait models, behavioral approaches, situational approaches, contingency models, reciprocal approaches, and chaos theories. Early analyses of leadership from the 1900s to the 1950s differentiated between leader and follower characteristics. Researchers then began to examine the impact of the setting on leaders and compare the skills and behaviors of effective leaders with ineffective ones. This was followed by research efforts to identify leadership characteristics focused on the fit between personality characteristics, leaders' behaviors, and situational variables.

The early study of leadership centered on the "Great Man" or "Great Person" theory that assumed leadership was based on hereditary properties and natural abilities of power and influence and that leaders were born, not made (Bass, 1990). From about 1920 to the early 1940s, leadership scholars focused on identifying the traits associated with great leadership. Trait models of leadership considered leaders as individuals having specific superior or endowed qualities that made up their abilities to lead and that certain individuals possess a natural ability to lead (Bass, 1990). Studies of individual traits or characteristics such as intelligence, birth order, self-confidence, and socioeconomic status and their relationship to successful leadership led to the conclusion that no single characteristic can distinguish leaders from non-leaders (Mendez-Morse, 2008).

Subsequent studies concentrated on the behavior of leaders. Researchers in the 1950s identified behavior centered on task accomplishments and behavior directed toward interpersonal relations (relationship) as the two crucial types of leadership behavior and noted that those who consistently exhibited high levels of both types of behavior were seen as leaders by their peers (Sashkin & Rosenbach, 1996). The Ohio State studies and the University of Michigan studies are known as the seminal research on behavioral leadership theories (Yukl, 1994).

Leadership scholars then focused on the different combinations of task and relationship behavior or the "situation" required for effective leadership in different situations. Researchers then developed contingency theories of leadership to reflect combinations of situational factors with variations in personal characteristics (Hoy & Miskel, 1987). These studies failed to identify the situations in which specific types of leadership behaviors are relevant (Komives et al., 2007).

In the 1970s, Burns (1978) helped establish a new way of thinking about leadership. He described the "transactional" approach to leadership. In his seminal book, *Leadership*, Burns described the "transactional" approach to leadership Burns depicted it as based on economic and quasi-economic transactions between leaders and followers and on the leader's appeals to followers' self-interest (Sashkin & Rosenbach, 1996).

Burns then developed the concept of the "transformational leader" as one who changes the outlook and behavior of followers. According to Burns (1978), transformational leadership occurs when leaders and followers engage one another in a way that raises both leaders and followers to higher levels of motivation and morality. Both leaders and followers and the organization in which they function are transformed.

A major leadership researcher and scholar, Bernard Bass (1990), attempted to apply Burns' idea of transformational leadership to leadership in organizations. His evidence indicated that transactional and transformational leadership are independent of one another and can be seen separately or together in any combination. Bass developed the *Multifactor Leadership Questionnaire (MLQ)* to measure both transactional and transformational leadership (1990). This questionnaire focused on the measurement of four specific dimensions of transformational leadership: charisma, inspiration, individualized consideration, and intellectual stimulation (Bass, 1990).

Bass and Avolio (1994) noted that transformational leaders build a sense of community. They identified the four tools that transformational leaders use to get results as:

1. Individualized attention that recognized the differences among followers and allows for their developmental needs.
2. Intellectual stimulation that turns the attention of followers to goals, aspirations, and new ways of doing things.
3. Inspirational motivation as the way to help followers find meaning in their work.
4. Idealized influence that occurs when the leader serves as a living example and role model for followers.

Bennis and Nanus (1985) applied this idea to organizational leadership. They made the point that the leader strives to go beyond the usual bounds to bring about a change in follower thinking that will redirect follower actions (Clark, Clark, and Albright, 1990).

The research of Kouzes and Posner (2007) did not start from a clear theoretical base and their focus was more behavioral. Kouzes and Posner (2007) used factor analysis to identify five clear factors of transformational leadership and described them in terms of concrete behaviors. The extensive empirical and behavior-focused work of Kouzes and Posner led to their construction of the *Leadership Practices Inventory (LPI)*, a questionnaire to measure transformational leadership. The *LPI* has five scales, one for each leadership behavior. These leadership behaviors are: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

Sashkin and Rosenbach (1996) developed the *Leadership Behavior Questionnaire (LBQ)* based on the research and ideas of Bennis (1989). Their categories of transformational leadership behavior are: clarity, communication, consistency, caring, and creating opportunities.

Sashkin and Rosenbach (1996) then identified three specific personal characteristics that that differentiate exceptional transformational leaders from average leaders, transactional leaders (managers), and non-leaders and added them to the *LBQ.* He identified these characteristics as learnable and changeable. The basic characteristic is self-confidence. Sashkin and Rosenbach (1996) proposed that self-confidence or self-efficacy is a prerequisite to leadership and that self-efficacy is learned. The other two characteristics of transformational leaders that Sashkin identified are power and vision. Sashkin incorporated these three personal characteristic into a comprehensive approach that integrates behavioral findings with research on leadership characteristics by developing the Visionary Leadership Theory (VLT). The VLT is a comprehensive

approach to leadership within the organizational context in which leadership occurs (Sashkin & Rosenbach, 1996).

Barnes and Kriger (1986) contended that previous theories of leadership were insufficient because they deal with a single-leader-and multi-follower concept. They noted that leadership is not found in one individual's traits or skills but is characteristic of the entire organization, with leadership roles overlapping. The idea of shared leadership or distributed leadership and the possibility that leadership may also be exercised by a team of individuals followed this thinking.

Definitions of Leadership

There is a lack of consensus about the precise meaning of leadership among key researchers in the field. Yukl (1994) noted that the definition of leadership is arbitrary and subjective. At the core of most definitions of leadership are two functions: "providing direction" and "exercising influence" (Leithwood, Louis, Anderson, and Wahlstrom, 2004, p. 17). The purpose and the context or situation that calls for leadership are essential elements of definitions of leadership.

An early definition by Mumford (1906/07**)** describes the leader as one person controlling others or pressuring them to follow his or her command (as cited in Bass, 1990, p. 11). Conversely, Rost (1991) defined leadership as an influence relationship among leaders and their collaborators who intend real change that reflects their mutual purposes. Contemporary definitions describe leadership as a relational process, based on mutual goals, toward some action or change (Komives et al., 2007). Senge (1994) observed that leadership is something that is widely distributed throughout organizations and that the central purpose of such leadership is empowerment of others. This

observation provides credibility to Lambert's (2005) recognition of the importance of leadership capacity in schools.

Heifetz (1998), director of the Leadership Education Project of Harvard's School of Government, also defined leadership as the ability to mobilize people to tackle tough problems. Another leadership scholar, Matusak (1996), noted that the leadership process entails initiating, guiding, and working with a group to accomplish change. Additionally, Donaldson (2006) referred to the mobilization of people to adapt a school's practices and beliefs towards a shared mission when he described school leadership.

Qualities and Skills of Leaders

The most descriptive factors of leadership skills have included social and interpersonal, technical, administrative, and intellectual skills, leadership effectiveness and achievement, friendliness, support of the group task, and task motivation and application (Bass, 1990). An analysis of studies and surveys regarding how leaders relate to their groups suggested that charismatic inspiration, dedication, purpose, results orientation, cooperativeness, integrity, and empathy are all qualities recognized in leaders (Bass, 1990). Bass and Avolio (1994) identified four dimensions of transformational leaders that also included emotional intelligence.

Research points to purposes, people, and structures and social systems as "three broad categories or skill clusters of leadership practice" (Leithwood, Jantzi, and Steinbach, 2000, p. 123). Conger and Kanungo (1998) referred to visioning strategies, efficacy-building strategies, and context-changing strategies. Leithwood et al.'s (2000) categories were setting directions, developing people, and redesigning the organization.

The ability to engage in practices that help develop people has been shown to be related to leaders' emotional intelligence (Goleman, Boyatzis, & McKee, 2002). Bennis (1989) devised a model of the essential sets of competencies of leaders that included emotional intelligence.

Current Leadership Research

Current leadership research examines nonhierarchical, process-oriented, and democratic forms of leadership. It explores new leadership characteristics such as vision, the facilitation of shared vision, and transformational leadership (Kotter, 1999; Tichy, 1999). Burns coined the term *transformational leadership* in 1978 to describe the ideal situation between leaders and followers. These studies assert vision and collaboration as important characteristics of effective leadership (Kotter, 1999).

Schein (1992) explored the role of leadership in shaping organizational culture. Bass and Avolio (1994) identified four dimensions of transformational leaders that also included emotional intelligence. Bolman and Deal (1995) discussed the need for leaders have a spiritual center as a component of their emotional intelligence.

Lipman-Blumen (1996) discussed the need for leaders to cultivate connective capabilities, or collaboration. Bolman and Deal (1995) discussed the need for leaders to Senge (1994) noted the importance of all staff being considered leaders and developing the talent of all change agents. Heifetz (1998) described the challenge of leading without authority. Komives, et al. (2007) identified and described a relational model of leadership appropriate for building community and achieving organizational potential in a multicultural context.

Current views of leadership focus on the importance of working in teams, building an environment that encourages teamwork and collaboration, and of interdependence and social change (Kazar & Carducci, 2006). Enhancing communication, fostering intergroup relations, creating an inclusive environment, and creating a shared vision are highlighted in the collaboration literature and have become important topics in leadership development programs (Allen, Morton, & Li, 2003).

The transformational approach to leadership has proven useful for educational organizations (Geijsel, Sleegers, Leithwood, & Jantzi, 2003; Yu, Leithwood, & Jantzi, 2003) and for the success of some large-scale reform efforts in schools (Day, 2000). Research evidence about the nature of learning organizations and professional learning communities and their contribution to staff work and learning points to the importance of this approach to strengthening school cultures, modifying organizational structures, and building collaborative processes (Wenger et al., 2002). Accumulated evidence has indicated that higher-performing schools function as learning organizations (Fullan, 1995; Silins et al. 2002). Schechter (2008) examined these organizational learning mechanisms and noted that they had strong implications for school improvement. Senge (1994) had previously conceptualized school improvement as making a radical change in the mental models that have historically governed the organization. The importance of leadership for organizational learning and school improvement was also noted by Elmore (2000) in his depiction of leaders as generators of new ways of thinking and learning at the individual and collective level.

Summary

The history of leadership theory and research indicates that leadership is still an evolving concept. Multiple interpretations and definitions of leadership have emerged over time. Conceptual understandings of leadership have also evolved to focus on the specific practices and behaviors associated with leadership. This research on leadership has led to the expansion of leadership beyond the traditional formats and roles, moving from a hierarchical concept of leadership to a non-hierarchical and transformative model. Empirical knowledge about leadership is limited by the lack of consensus on questions of definition, effectiveness, content, and questions of bias (Lashway, 1999).

Teacher Leadership

Teacher leadership is an evolving construct. Recognition of teacher leadership stems from organizational development and leadership. Organizational development suggests that active involvement by individuals at all levels of an organization is necessary if change is to take hold (Spillane, Halverson, & Diamond, 2001).

Jacobson, Emihovich, and Heifrich et al. (1998) noted that leadership in public schools could no longer be viewed as solely within the domain of administration and that school districts need to have people with the leadership skills to implement change. Research during the last two decades has emphasized that teacher leadership is integral to successful whole-school reform and sustained school improvement (Conley & Muncey, 1999; Lambert, 2005; Center for Comprehensive School Reform and Improvement, 2005; Wynne, 2001).

The first wave of teacher leadership conformed to the principles of organizational efficiency (Silva, Gimbert, & Nolan, 2000). Teachers exercised authority outside the

classroom and served in formal roles such as department heads and union representative. Their main purpose of including teachers in leadership roles was the efficiency of the school. The second wave of teacher leadership focused on maximizing the teacher's position as instructional leader, team leader, curriculum developer, and facilitator of staff development (Silva, Gimbert & Nolan, 2000). The third and current wave of teacher leadership calls for problem solving, collegiality, collaboration, commitment to learning, and professionalism (Lieberman & Miller, 2004; Lambert, 2005; Comer, 2006; Smith, 2008). It recognizes teachers as central to the culture of schools and that instructional improvement requires an organizational culture that supports collaboration and continuous learning.

There is a lack of consensus around a clear definition of teacher leadership (Frost & Harris, 2003). Many definitions emphasize collective action, empowerment, and leadership distribution as features of teacher leadership. Katzenmeyer and Moller (2001) asserted that "teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice" (p. 5).

Teacher leadership definitions have also focused on how teacher leadership is carried out. Crowther, Kaagan, Ferguson, and Hann (2002) saw teacher leaders as those aspiring to lead school reform and identified teacher leadership as facilitating ethical action to achieve school success by contributing to community life. Childs-Bowen et al. (2000) proposed that "teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational

improvement" (p. 28). Muijs and Harris (2003) asserted that the practice of teacher leadership is a shared and collective effort that establishes the expectation for all teachers to be leaders at various times. Gabriel (2005) described teacher leaders as those who influence school culture, build and maintain a successful team, and equip other potential teacher leaders to improve student achievement.

The literature on teacher leadership lacks in-depth descriptive studies of the concept. Most studies are qualitative, small-scale case study designs with some interviews and surveys. There are only a few large-scale qualitative studies, and most are not theoretical.

Smylie (1995) offered an assessment of the quality of literature on teacher leadership which concluded that it was overwhelmingly descriptive instead of explanatory, dealt with argument and rationale, and focused largely on leadership from formal leadership positions. An extensive review of the literature on teacher leadership from 1980-2004 by York-Barr and Duke (2004) established that teacher leadership research lacks an overarching framework and common theoretical underpinnings. The researchers found that teacher leadership was most often described as a process by which teachers individually or collectively influence their colleagues, principals, and other members of school communities to improve teaching, learning practices, and student achievement. The common skills of teacher leadership identified in the literature in this review were supporting the development of peers, collaboration, team development, and organizational development. York-Barr and Duke (2004) concluded that the majority of studies on teacher leadership had to do with the evolution of thinking about leadership and its emerging role within schools.

Strodl (1992) developed a conceptual framework to identify the existence of teacher leadership skills. His model included three themes: potential for informal leadership; identification of problems and conflicts; and empowerment of teachers to work toward their solutions. Strodl's work showed that greater teacher participation in decision making improved instructional leadership in classrooms.

Ackerman and Mackenzie (2007) identified the characteristics, roles, and responsibilities of teacher leaders as mentoring new educators, sharing their own classroom practices and expertise, asking probing questions, and modeling collaboration. Teacher leaders were found to care about the discrepancy that often exists between the school's mission and actual practice. This study indicated that administrators and colleagues sometimes saw teacher leaders as threatening and potentially upsetting to the status quo.

Several studies had to do with the informal and formal leadership roles of teachers. Sherrill (1999) submitted that teacher leaders are clinical faculty, clinical educators, teachers-in-residence, master teachers, and clinical supervisors. Suranna (2000) examined the nature of teacher leadership as it was perceived by preservice teachers from a five-year teacher education program and university and public school faculty members and administrators. A teacher leader was perceived to be an accomplished teacher inside the classroom, open to current educational theory and practice, and holding students to high expectations while consistently offering them care and support. Teacher leaders were perceived to work in partnership with their principals on their own and their colleagues' professional development.

Suranna and Moss (2002) also explored teacher leadership in the context of teacher preparation. They found teacher leaders to be good classroom instructors who were committed to the lives of their students, were engaged in curriculum development, acted as change agents through the involvement in school and district committees, and challenged others to strive for optimum performance.

Teacher leader actions reported in the literature include: be a mentor to new teachers (Darling-Hammond and Bransford (1995); Sherrill, 1999), professional teacher organizations (Paulu & Winters 1998), plan school improvement (Katzenmeyer and Moller, 2001), share ideas with colleagues (Katzenmeyer & Moller, 2001), redesign instruction based on student assessment (Barth, 2001), decision making Katzenmeyer & Moller, (2001), influence school budgeting (Barth, 2001), create partnerships with community (Katzenmeyer & Moller, 2001), lead school committees (Gabriel, 2005), collaboration with peers (Katzenmeyer & Moller, 2001), design school policy (Barth, 2001), and present a workshop to colleagues (Katzenmeyer & Moller, 2001, Greenlee & Bruner, 2005).

Several studies supported the view of leadership as being shared across roles or positions in schools. Spillane et al. (2001) introduced the concept of distributed leadership, in which school leadership is understood as something practiced by many people in schools, and interdependent with the school environment. Crowther et al. (2002) distinguished the concept of parallel leadership between teacher leaders and principals as a process by which teacher leaders and principals engage in collective action to build school capacity. A study of effective schools by Neuman and Simmons (2000)

concluded that every member of the education community has the responsibility and authority to take appropriate leadership roles.

As a result of a five-year study in disadvantaged schools, Crowther et al. (2002) identified a framework for teacher leadership that described teacher leaders as striving for authenticity in their teaching, learning, and assessment practices; facilitating communities of learning through organization-wide processes; confronting barriers in the school's culture and structures; translating ideas into sustainable systems of action; and nurturing a culture of success. This perspective was supported by the proposal of Komives et al. (2007) that redefining the teacher is appropriate to realizing a leadership perspective in schools as a relational and ethical process of people together attempting to accomplish change.

Teacher leadership is increasingly being seen as a key vehicle for school improvement and renewal, although research on this phenomenon is limited. Muijs and Harris (2003) presented findings from an empirical study of teacher leadership aimed at exploring the ways in which teacher leadership can influence school and teacher development, and what in-school factors can help or hinder the development of teacher leadership in schools. Sites were selected where teacher leadership was deemed operational.

Data indicated that teacher leadership was characterized by a variety of formal and informal roles and was often facilitated by involvement in programs external to the school. Teacher leadership was seen to empower teachers and contribute to school improvement through this empowerment. It was also seen as a means of spreading best practice and initiatives generated by teachers. Muijis and Harris (2003) identified a range

of conditions that the research indicated needed to be in place in schools for teacher leadership to be successful. They include a culture of trust and support, strong administrative leadership, and transparent structures that support teacher leadership.

Summary

The leadership of teachers has evolved from traditional formats to teachers exercising leadership in many ways beyond the traditionally defined areas. Research has shown that teacher leaders create and implement reform and are crucial to sustaining it through collaboration and engagement in community dialogues of open inquiry.

Roles of Teacher Leaders

Teacher leadership is practiced through a variety of formal and informal roles in the daily work of schools. Smylie, Conley, and Marks (2002) indicated a shift away from individual empowerment and individual roles to a more collective, task-oriented, and organizational approach to teacher leadership. Dominant forms of leadership reflect more traditional, formal, one-person leadership roles (Archer, 2001).

A two year study of 10 teachers by Snell and Swanson (2000) revealed that teachers became leaders because they demonstrated high levels of instructional expertise, collaboration, and reflection. Katzenmeyer and Moller (2001) researched the readiness factors of teachers to assume leadership roles. They found that excellent teaching skills and a well-developed personal philosophy of education were factors that were essential to teachers assuming leadership roles.

There is limited understanding of what constitutes teacher leadership (Frost & Harris, 2003). Barth (2001) noted a direct link between learning and leading. He observed that the more teachers become leaders, the greater the benefit to the school and

community. Barth pointed out that time constraints, lack of support from colleagues and principals, and accountability for high standardized test scores may be obstacles to teacher leadership. He also noted that teachers might lack the interpersonal skills to engage in collegial discourse, or feel unsure of their personal competence.

Research by Henke, Chen, and Geis (2000) and Peske, Liv, Johnson, Kauffman, and Kardos (2001) suggested that today's new and second-stage teachers, in the third through tenth year of teaching, have an interest in roles that take them outside of the classroom where they will have greater influence on students, colleagues, and schools. There is some evidence that, without such opportunities, individuals new to teaching may leave the classroom altogether (Peske et al. 2001; Donaldson, 2006).

How Teachers Are Prepared To Lead

Leadership development is seen as part of self/adult development. Some research has investigated how teachers are prepared to lead. The Alverno Longitudinal Study used multiple approaches to investigating learning, development, and performance of participants at entrance to college, two years later, near graduation and again as five-year alumnae (Mentkowski & Associates, 2000). The age range of the participants in the study was 36 years old (range 27-65). Four factors were correlated with various indicators of career achievement of the five year alumnae performance, based on McClelland's (1978) Behavioral Event Interview. The four factors were: (1) collaborative organizational thinking and action, including abilities important for effective participative leadership, (2) balanced self-assessment and acting from values, including abilities important to monitoring learning and improvement, (3) developing others and perspective taking, including abilities important to supporting the development

of others, such as positive regard, sensitivity to individual differences, and addressing performance differences, and (4) analytical thinking and action, including abilities important to logical problem solving as well as use of specialized knowledge in task performance.

Research findings are consistent with the suggestion that the holistic development fosters teachers' interpersonal empathy in interactions with students and supports their capacity to build on what others bring to a situation, as in effective teaching (Reiman & Thies-Sprinthall, 1998). Implications from this evidence point to the relationships between leadership development, student/leadership efficacy, and the intended outcomes of the graduate teacher education program. They are supported by the idea that development and performance are two domains of growth in persons (Mentkowski & Associates, 2000).

Bandura's (1997) self-efficacy theory underpins career choice and relates to whether people believe they can be successful in their chosen careers. Self-efficacy is sometimes referred to as internal control. It is learned (Sashkin and Rosenbach, 1996). Bandura (1997) referred to self-efficacy as people's beliefs in their own abilities to complete a specific task or role. He observed that self-efficacy influences performance, behavioral choices, and persistence but did not discount the importance of requisite skills to performance. Bandura suggested that as people perform better and as their belief in their self-efficacy grows, they consider more career options, perform better in their career preparation, and have greater staying power in their chosen pursuits. Saskin & Rosenbach (1996) recognized that efficacy beliefs affect adult's capacity to learn new skills,

contribute to their personal development, and determine how they come to see themselves as the agents of their own destiny.

The literature calls for more formal preparation and support of teacher leaders. Ovando (1996) suggested that the quick retreat of teachers from leadership roles indicates that we ask teachers to assume these roles without any preparation or coaching and because we assume that they intuitively know how to work with colleagues. Crowther et al. (2002) also pointed out the importance of collaboration skills for teachers when he suggested that prospective administrators and teachers need to be prepared for collaboration and interactive leadership. This follows the thought of Troen and Boles (1994), who suggested redefining the role of principal from instructional leader to developer of a community of teacher leaders within the school

Lambert, Collay, Kent, and Richert (1996) proposed commitments, knowledge, and skills that are essential for teachers as leaders and which will prepare and enable them to lead as constructivist teacher leaders. The authors advanced nine design principles for professional education and considered what these principles might suggest for the structure of teacher education. These principles are:

Principle 1: Teacher learning is a lifelong process that begins at the preservice level and continues throughout the teacher's career. The uncertain context of teachers' work renders learning a lifelong corollary to teaching.

Principle 2: Reflection and inquiry are the methods by which teachers learn. These processes engage teachers in examining their practice and constructing new knowledge that will guide their future work.

Principle 3: Teachers reflect about their past, present, and future experiences in school. Learning to view experience as the content of teacher reflection is an important part of professional development.

Principle 4: When teachers reflect, they reflect about something. Because this something is the "matters of school life," these matters or experiences of teachers must be captured in some form so that teachers can reflect about them.

Principle 5: Not only do teachers need time and opportunity to reflect on their work, they need that time and opportunity to do so in the company of others with whom they can construct meaning.

Principle 6: To construct meaning (or to learn) within a collaborative context, teachers need the opportunity to speak and be heard as well as to listen and respond to the thoughts and beliefs of others.

Principle 7: Collaborative learning groups in teaching should be structured to incorporate multiple perspectives, because difference will stretch the opportunity to learn and better affect the complex world of difference at the same time.

Principle 8: Conflict is a necessary outcome of a collaborative structure in which teachers come together to discuss issues of importance to them. Rather than inhibiting learning, conflict can enhance it by causing people to stretch in their understandings and create alliances across differences that ultimately benefit everyone.

Principle 9: Given that they focus on different "matters at hand," collaborative learning groups need to accommodate changing leadership configurations according to the problem under consideration, the group's current membership, and what outcomes are needed (Lambert et al., 1996, p. 158-163).

Skills that need to be cultivated in teachers were identified as collaboration skills (communication, negotiation, conflict resolution), leaning skills (reflective inquiry in both formal and informal ways), and community-building skills (outreach, boundary spanning, organizing) (Lambert et al., 1996). Commitments were identified as: the commitment to collaborative work, the commitment to learning, and the commitment to the creation of learning communities for both adults and children in schools. The identified essential knowledge for teacher leaders as: knowledge about teaching, learning, children, schooling, school change, and community building, change, knowledge of change, how it functions in school settings, and how it might be directed as a knowledge domain of teacher leadership along with knowledge about leadership itself, including knowing about the traditional and changing models of leadership and the relationship between leading and learning was also noted as essential to teacher leadership (Lambert, 2005).

Feiman-Nemser (2001) noted that as teachers graduate from licensure programs, teacher induction should continue to nurture leadership skills and extend responsibilities for leadership development. Wong (2004) identified the induction years as a time to embed teacher leadership in system-wide, comprehensive training for two to three years and as part of the lifelong professional development program of the district. Wong pointed out that strong induction processes have been connected with an increase in teacher retention and student achievement when those processes promote teacher leadership and provide for career and professional learning.

Though existing literature provides information about conditions within the educational context that either support or impede teacher leadership, it is limited in terms

of information about supporting or impeding internal, intellectual, and social factors. Zinn (1997) utilized a three-stage methodology, with nine peer-nominated teacher leaders in three elementary schools as primary data sources, to develop a theoretical framework describing and categorizing key external and internal factors supporting and impeding teacher leadership. The researcher categorized these sources within three areas: (a) conditions within the educational context, (b) conditions outside the educational context, and (c) internal motivations.

Zinn (1997) reported a strong network of colleagues as a key source of support for teacher leadership. Administrators were also identified as a crucial source of support by providing facilitative leadership. In general, Zinn's research indicated that people and interpersonal relationship; institutional structures; personal considerations and commitments; and intellectual and psychosocial characteristics encompassed all the major supports and barriers to leadership.

Lashway (1998) reviewed several articles on the ways in which teachers and principals respond to changing leadership roles and practical steps that principals can take to support teacher leadership. He found that both teachers and principals consciously used strategies to shape new relationships with teacher leaders and that resolving tensions, developing trust, and reducing the ambiguity of teacher leadership roles are essential steps in developing these partnerships.

A modest amount of literature reflects the importance of preparing the school as a setting for new forms of leadership. Moller and Katzenmeyer, (1996), Ovando, (1996), and Silva et al. (2000) called for improving the preparation for teacher leadership at the preservice and in-service levels. The Institute for Educational Leadership (IEL) (2001)

stated that the "educational system has not been organized to treat teachers as leaders" (p. 3). Very little empirical work has been conducted in this area, but articles and books describing teacher preparation programs have suggested content to emphasize and guide the intentional development of teacher leaders (Lambert, 2003; Lambert, 2005; Lieberman & Miller, 2004; Wynne, 2001).

Summary

The research literature summarized above details the critical role of teachers in the education reform agenda. Teacher leaders' are characterized by the attributes who participate, the range of activities and roles available for their participation. Teacher leadership is ascribed to teachers who bring value to the school and school community through expertise, interpersonal skills, and learning motivators of peers within professional learning communities. Although teachers are at the center of the reform agenda, research on the reframing of schools to align with adult development of teachers as leaders has been shown not to have kept pace with the changed conditions of education and schools.

Perceived Leadership Practices in Educational Contexts

A core set of leadership practices form the "basics" of successful leadership and are valuable in almost all educational contexts (Leithwood & Riehl, 2003). Three broad categories of practices have been identified as important for leadership success in almost all settings and organizations. They are setting directions, developing people, and developing the organization. Major findings from research on school leadership from the Task Force on Research in Educational Leadership of the American Research Association (Leithwood & Reihl, 2003) identified the specific competencies for these

categories as setting directions, developing people, and developing the organization. This research acknowledged that administrators and teacher leaders provide most of the leadership in schools, but that other potential sources of leadership exist.

Setting Directions. *Identifying and articulating a vision*. Effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning and inspire others to reach for ambitious goals. *Creating shared meanings.* Educational leaders help to create shared meanings and understandings to support the school's vision. *Creating high performance expectations.* Leaders help others to see the challenging nature of the goals being pursued, point out gaps between what the school aspires to and current accomplishments, and help people see that what is expected is possible. *Fostering the acceptance of group goals.* Leaders promote cooperation and assist others to work together toward common goals as part of participation in professional learning communities. *Monitoring organizational performance.* Leaders ask critical and constructive questions, use skills for gathering and interpreting information, and encourage inquiry and reflection. *Communicating.* Skillful leaders focus attention on the school's vision and help communicate it clearly and convincingly. They invite interchange with multiple stakeholders and frame issues that will lead to productive discourse and decision making.

Developing People. *Offering intellectual stimulation.* Leaders encourage reflection, challenge others to examine their work, and provide information and resources to help teachers and others to see discrepancies between current and desired practice. They enable them to understand change. *Providing individual support. Providing an appropriate model by setting example.*

Developing the Organization. *Strengthening school culture.* Leaders help develop school cultures that promote mutual trust and caring among all members and a positive tone and context for work. *Building collaborative processes.* Leaders provide opportunities to enhance school performance through shared decision making about issues that affect them and for which their knowledge is crucial. *Modifying organizational structure to establish positive conditions for teaching and learning. Managing the environment.* Leaders pursue positive interactions with representatives from the school environment, parents, community members, business and other stakeholders.

Students in the Graduate Teacher Education Programs

Professionals in the helping professions often choose careers based upon childhood experiences, personal and professional goals, beliefs and values, and inspiration from family and peers to serve others (Fischman, Schutte, Solomon, & Wu Lam, 2001). This idea and Holland's (1985) career-choice theory have been shown to apply to populations of elementary teachers (Harms & Knoblauch, 2005).

Yair (2008) investigated key educational experiences in higher education. He defined these key experiences as short and intense instructional episodes that students remember to have had a decisive effect on their lives. The results of Yair's investigation suggest that key experiences involve a process of self-discovery in which students find features about themselves they knew nothing of previously. Students in three higher-education institutes in Israel reported the centrality of self-discovery in key experiences in higher education and indicated that these self-discoveries transformed them, that they became better people, having a sense of self-efficacy and autonomy. Respondents reported that the most significant result of their key experience in higher education

related to their personality, identify, and self-concept by finding out about hidden abilities and capabilities.

Comparisons of critical thinking in undergraduates and graduates in special education, which is a field where critical thinking skills is essential, conclude that the returning graduate student, when compared with the undergraduate preservice educator, is a more capable thinker. The research of Zascavage, Masten, Schroeder-Steward, and Nichols (2007) indicated a statistically significant difference between graduate and undergraduate students (N = 195) on total critical thinking and the dependent variables of inference, recognition of assumptions, and deduction. The disparity of skills between the undergraduate and the graduate and the experienced and the novice educators has also been addressed, by Krull (2005). For preservice special education students, he recommended supervisory mentors with strong competencies in critical thinking as it applies to special education tasks

Critical thinking abilities are necessary to the construction of annual goals on the individualized education plan (IEP) for students with disabilities and students who are gifted. Smith and Brownell (1995) have suggested that a significant portion of college preparatory coursework should include a component of critical thinking. Research supports a direct relationship between critical thinking and research skills (Onwuegbuzie, 2001).

Harms and Knoblauch (2005) explored and described why a homogenous group of students about to complete a teacher preparation program in secondary education that prepared them for certification in agriculture chose teaching. Twenty-nine students from four universities in a Midwestern state participated in the study. The researchers found

that graduate students who planned to pursue formal education careers were more efficacious than their peers who planned to pursue non-formal education careers or were undecided about their careers. In addition, the research revealed that the graduate students who planned on a formal career in education teachers identified themselves as exhibiting transformational and transactional leadership behaviors. Leadership skills are life skills that can be applied to personal relationships as well as to work and organizational responsibilities (Komives et al., 2007, p. 27)

Summary

The skills required of educational leaders have been identified as skills necessary to implement change and model new ways of interacting with other educators. Transformational leadership has been noted as an important element in realizing successful and sustained school reform. Leadership self-efficacy seems to be connected to the development of critical thinking and reflection. These skills have been shown to be essential to graduate students preparing to be special educators.

Efficacy

Teacher's sense of efficacy is grounded within social cognitive theory. It has been defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998, p. 233). Teacher's sense of self-efficacy can be viewed as self-efficacy beliefs directed towards a teaching context. It affects teacher behaviors, such as effort, persistence, and commitment (Henson, 2001). All of these can

make a difference in student achievement and attitudes. (Knoblauch & Woolfolk-Hoy, 2006).

Evidence indicates that the beliefs that teachers hold regarding their teaching capabilities have a powerful influence on their teaching effectiveness and a profound effect on the educational process (Knoblauch and Hoy, 2006). They have been shown to strongly predict choice of task, effort, persistence, and level of success achieved (Bandura, 1997). Teachers with a strong sense of efficacy have been found to be more willing to take risks, such as employing new strategies, because of a reduced fear of failure (Ross, Cousins, & Gadalla, 1996).

The experiences of students during their graduate teacher education program have an effect on their self-efficacy. Research has shown that the efficacy beliefs of students in teacher education are typically enhanced after the student teaching/clinical teaching experience (Fortman & Pontius, 2000; Woolfolk-Hoy & Burke Spero, 2005.

Leadership self-efficacy ultimately determines how leaders behave, think, and become motivated to be involved with particular roles (Bandura, 1997). As a leader develops greater levels of self-efficacy, motivation to complete the specific task also increases (Stage, 1996). Increased self-efficacy strengthens motivation which in turn influences a student's behavior to complete the given task. The main factors in the development of self-efficacy are based on personal experiences and continued participation in a particular activity (Bandura, 1997; Stage, 1996). Other factors such as gender (Mayo & Christenfeld, 1999) and institutional environment (Boland, Stamatakos, & Rogers, 1996; Kuh, 2000) can also have strong effects.

Self-efficacy develops as individuals process information from four sources: mastery experiences, vicarious learning, social persuasion, and intense psychological states (Bandura, 1997). Mastery experience occurs when an individual gains confidence in their ability for a specific task through increased participation in that task (Bandura, 1997). Individuals develop self-efficacy beliefs through the opinions of others, vicarious learning through observation of others performing a given task, and through their increased participation in that task (Bandura, 1997). Emotions such as anxiety also affect the development of self-efficacy (Stage, 1996). As students learn and grow in their leadership abilities, their effectiveness as a leader increases (Endress, 2000). Rating one's self as an effective leader seems to imply confidence in one's personal ability to be a good leader, thereby demonstrating high leadership self-efficacy (Endress, 2000). However, Mayo & Christenfeld (1999) noted that self-perceptions of performance level do not inherently represent actual performance of a given task (Mayo & Christenfeld, 1999), implying that high self-efficacy does not necessarily lead to better leadership. Mayo and Christenfeld (1999) also noted that long periods of low self-efficacy could negatively affect the actual performance of the task in the future.

Bardou, Byrne, Pasternak, et al. (2003) assessed the self-efficacy of 188 undergraduate student leaders at large, public, Research-I institution in the Midwest. Their study examined the impact of prior leadership experiences, gender, and perceptions of institutional support on student leaders' self-efficacy. Findings suggested that men and women differ in leadership self-efficacy and perception of their environment. Support and organizational type appeared to impact self-efficacy, but past leadership experiences did not.

Summary

Self-efficacy is an individual's belief system about their competencies and abilities in specific situations. Students' recognition of their leadership skills may impact their self/leadership efficacy. Measuring and regulating their own efficacy beliefs and learning about personal and collective efficacy may be significant to the teaching performance of students in graduate teacher education. The clinical teaching experiences that are part of their teacher preparation program have been found to be significant to developing their self/leadership efficacy. This indicates the importance of teacher education faculty and student to explore the importance and implications of efficacy theory for individual and group functioning.

Demographic Variables

The literature suggests that variations in motivations to teach may exist between different groups of teacher aspirants such as women, minority groups, those with differing levels of academic achievement, those with different nationalities, and second-career teachers (Sinclair, Dawson, & McInerney, 2006). Age may also be a factor in differentiating between motivations to teach. Zimphers' (1989) meta-analysis of motivation-to-teach studies reported that motivation to enter teaching changes across the decades of life.

Age

Erikson's (1963) developmental schema considers biological, psychological, and social demands intersecting to produce stages with broad age norms. Erikson's meaning structure of age is closely connected to Kegan's (1982). Kegan identified the

"institutional stage," (p. 53) typically falling into the middle decades of life, as seeing the world with the lens of a strong personal identity.

Levinson (1996) hypothesized a number of age ranges in which transitions in life structure were likely (ages 17–22, 28–33, 40–55, and 60–65). Palus and Drath (1993) found that transformative life experiences were clustered around ages 30, 40, and 50. He concluded that social expectations frame these age markers as a developmental stage for transitions.

A scheme of intellectual and ethical development of college students was created by William Perry (1981) after conducting years of open-ended interviews with primarily undergraduates. Perry's scheme emerged from qualitative analysis of the ways in which the students described their experiences and transformations over their college years. Perry found that college students "journey" through nine positions with respect to intellectual and moral development and that these attitudes can be characterized in terms of the students' attitudes toward knowledge.

"The Perry model reflects the critical intertwining of cognitive and affective perspectives at the heart of education—a difficult journey toward more complex forms of thought about the world, one's discipline/area of study, and one's self" (Moore, 2001, p. 1). Moore noted that it reflects confronting and coping with diversity and uncertainty with respect to new learning, and the evolution of meaning-making about learning and self. Moore (2001) noted that the meaning-making of learners shifts and evolves in predictable ways but that knowledge is increasingly open to and requires interpretation.

In a statistical analysis report by the National Center for Educational Statistics, Alt and Henke (2007) highlighted teaching experience and preparation among bachelor's

degree candidates in education 10 years after college. Graduates who were older than age 30 when they completed their 1993 bachelor's degree were more likely than others to be teaching in 2003. This information is valuable when recruiting and considering career changers or midlife adults for graduate teacher education programs.

Gender

Psychological and physiological data on sex-linked traits suggests that the degree of overlap between the sexes is as important as the average differences between them (Lipman-Blumen, 1984). Eagley, Kaau, and Makhijani (1995) conducted a meta-analysis on gender and the effectiveness of leaders and found that both men and women are capable of making good decisions, leading effectively, being responsible group members, and communicating with clarity, but they may be going about those things differently than the other gender would.

Some traditional conceptions of leadership affirmed that women are collaborative, caring, supportive, relational, and transformative, while men are more individualistic, authoritative, hierarchical, and more prone to wielding power (Shields, 2005). Lyons (1990) associated women in leadership with a "morality of care" that stems from leading interdependently rather than autonomously.

As far as the idea of relational leadership, women may have a distinct advantage. Gilligan (1993) emphasized that female development is fundamentally different from that of males in that females mature in a "context of human relationship" (p. 152) while males focus on "individualism and individual achievement" (p. 154).

Shields (2005) conducted semiformal interviews with women in leadership positions in higher education. Respondents spoke about how the work of university is

gendered, regardless of who is fulfilling certain roles. They recognized the complexity of the interplay between leadership and gender and noted the importance of collective social relations on women's leadership in education.

Smulyan (2004) used data from a 10-year longitudinal study to explore the gendered construction of teachers and teaching. She noted that none of the proposals for the professionalization of teaching acknowledge the role of gender in the position of teaching in today's society and pointed out that attempts to professionalize teaching lack acknowledgement of the role of women in shaping and carrying out the work of education reform. Biklen (1995) had previously pointed out that professionalization may not be what teachers actually want or need to be effective, but they may need a new construct that redefines what is valued and rewarded, including leadership.

Educational Level

Alt and Henke (2007) conducted a statistical analysis report of teaching experience and preparation among 1992/93 bachelor's degree recipients 10 years after college. Master's degrees in education accounted for 28 percent of all the master's degrees earned by the participants. Among 1992/93 graduates whose highest degree by 2003 was a master's, 34 percent had taught at some point by 2003 and 47 percent of those had attained a post-baccalaureate certificate. In contrast, 16 percent of graduates who did not go beyond a bachelor's and 10 percent of those who earned a credential more advanced than a master's degree had taught by 2003. Approximately 1 in 3 graduates (35 percent) with post-baccalaureate certificates held teaching jobs when interviewed in 2003.

Number of Years of Teaching Experience

Experience challenges and utilizes the depth and breadth of our abilities to interpret our past, present, and future (Palus & Drath, 2001). Dewey (1963) and Kegan (1982) supported the idea that development requires the full engagement of life experiences.

Ghaith and Shaaban (1999) conducted research among 292 teachers from diverse school backgrounds with a wide range of teaching experience to determine the relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. Results indicated that experience and personal efficacy were negatively related to the perception of teaching concerns. Beginning teachers and those with a low sense of personal efficacy were concerned about the task of teaching and the impact they make as teachers more than their highly experienced counterparts who reported more efficacy.

Teachers' efficacy beliefs have been shown to powerfully predict choice of task, effort, persistence, and the level of success achieved (Bandura, 1997). Teachers with self-efficacy have also been found to work harder with struggling students and to be more willing to employ new strategies, because of a reduced risk for failure (Ross, Cousins, & Gadalla, 1996).

Career Stage and Change

Career stage and career development models provide a framework to explain the changing patterns of people's abilities, behaviors, and needs. They highlight the fact that people change with time and experience, and progress through various vocational development stages.

Miller and Form (1951) and Schein's (1978) career stage models are based on the notion that the organization influences an individual's career. Hall (1996) and Dalton & Thompson (1986) noted that it is the individual who manages his or her own career. Super (1957) formalized stages and developmental tasks over the life span and noted that we adapt to changes in ourselves. Schein's (1978) and Hall's (1996) theories also noted that one's career evolves and changes with life work and experiences.

Dalton and Thompson's (1986) career stage model is based on the notion that adults can develop behaviors and characteristics over time. This career stage model is concerned with how individuals evolve and change during their working career. Dalton and Thompson (1986) identified the career stages as apprentice—developing competence; colleague— establishing a professional identity and credibility; mentor—identifying and creating opportunities to expand one's influence in an organization, and sponsor—providing direction, understanding collective values and identities of peers. Dalton and Thompson's (1986) career stages are built on one's ability to achieve results, increase scope of influence, broaden perspectives, and interact with others. These are behaviors and characteristics that have been associated with leadership.

Sashkin and Rosenbach's (1996) Visionary Leadership Theory is also based on the idea that adults can develop behaviors and characteristics over time. The theory examines the interface between the individual, the organization, and power.

Research studies have linked the two constructs of leadership behaviors and characteristics and career stage. Palmer's (2007) research found a significant relationship between leadership and career stage. The aggregated leadership score for transactional leadership, transformational leadership behaviors, and transformational leadership

characteristics increased over career stage. Palmer (2007) was not able to determine the leadership behaviors and characteristics related to each career stage. However, leadership behaviors and characteristics appeared to evolve and change over time.

The Transition to Teaching as a Career Change

Second-career teachers have a range of personal and professional experiences that make them different from younger individuals who select teaching as their first profession (Novak & Knowles, 1992). Many of them potentially carry certain skills, characteristics, and attitudes from previous work experiences directly into their teacher education program.

Several studies have been conducted on career switchers to education. Lerner and Zittleman (2002) attempted to find out why women and men are leaving nontraditional careers, sometimes lucrative and prestigious positions, in order to become teachers and if male and female career switchers differ in their motivations and career experiences. Their structured survey analysis included career switchers enrolled in or recently graduated from teacher education at American University, in Washington, D.C. Results indicated that both males and females wanted to be in the classroom, felt they could make a difference, and expressed a commitment to teaching. They overwhelmingly wanted to teach at the secondary school level and were entering such critical shortage areas as science and math, as well as English as a Second Language (ESL) and special education. More females than males planned to teach in urban schools. When they were undergraduate and graduate students, the study participants had considered teaching an easy major lacking in intellectual challenge with poor pay and lack of respect for teaching as primary deterrents to teaching. Career switchers switched because they wanted to

make a difference and to pursue meaningful work. Many of the career switchers were inspired by a motivating teacher. Both men and women study participants only slightly favored advancing gender balance in teaching.

Zeichner and Schulte (2001) examined peer-reviewed literature on alternative teacher certification programs that included but were not limited to career changers. The researchers identified the programs as teacher education programs that enroll non-certificated individuals with at least a bachelor's degree, and as offering unique curricula leading to eligibility for a standard teaching credential. Key points of this literature review included:

- Career switching has been directed to increase staffing of teachers of color, retired military personnel, paraeducators, aerospace and defense workers, math, science, special education, bilingual education, and urban schools. Gender is targeted indirectly by subject area and background (science and military) rather than by role modeling and diversifying the workforce. Career switchers are older first-time teachers.
- Nearly 30% of the teachers who completed teacher education programs in 1998 began their preparation at the post-baccalaureate level.
- Forty percent of career switchers moving into secondary education with a content focus of math plan to move up to higher education.

Influences on career change vary. Richardson and Watt (2005) explored reasons why graduates of a one-year alternative teacher education program decided to pursue teaching as a career. Five factors—social status, career fit, prior considerations, financial reward, and time for family—were identified through factor analyses.

Research in education has shown that the needs theory of Maslow (1971) relates to job satisfaction and the absence of three higher-order needs (self-esteem, autonomy, and self-actualization) was shown to be a major contributor to low teacher satisfaction (Wright, 1985). Meeting these needs appears to be essential to making a positive transition to teaching for career changers.

Graduate Teacher Preparation Program

Special educators play important leadership roles in providing services to students with disabilities. They must provide the leadership that will be needed to ensure that the needs of students with disabilities are adequately met. The literature focuses on the consultative and collaborative aspect of these new roles (Dettmer, Dyck, & Thurston, 1999; Kampwirth 1999).

Wigle and Wilcox (2003) investigated the self-reported competencies of 244 special educators from 5 states on a set of 35 skills identified by the Council of Exceptional Children as important for professionals working in the area of special education. Participants in the study reported a low level of perceived ability to implement change initiatives and assume new roles and responsibilities.

There is a body of research that supports the line of reasoning that in order for successful education reform to occur, practitioners must establish a culture of change (Sarason, 1996; Hargreaves, 1997; Ancess, 2000). Donahoe (1993) asserted that schools must change their organization in order to change their culture. Empowering teachers through leadership, instead of asserting control of reform through top-down mandates, has been shown to facilitate the creation of a culture of change in a school (Hinde, 2003).

Kilgore, Griffin, Otis-Wilborn, and Winn (2003) conducted a three-year investigation of the problems of practice of beginning special education teachers in Florida and Wisconsin and the contexts in which they work. They collected qualitative data through a series of individual interviews and classroom observations. Collaboration regarding the inclusion of special education students was noted as a significant challenge. Collegial relations with special education teachers who displayed leadership in giving professional support was the most supportive factor identified in the school context. Fullan (1997) pointed out the importance of these kinds of relationships and contended that the focus of educational change should be on relationships within the school rather than on the management structures and tasks.

Summary of Demographic Variables

Developmental stages and demographic variables contribute to the graduate teacher preparation student's cognitive, holistic self, and leadership development. Variables such as age and gender are central characteristics that shape the graduate teacher education student's identity. Degrees earned or employment experiences shape the perceptions and skills of those about to enter the teaching profession, including their decision to enter teaching as a career and their choice of graduate teacher education program. Individual self-perceptions of leadership have also been shown to be influenced by demographics, values, beliefs, life experience, and conceptual learning.

Suggested Tangentially Related Areas of Research for More Exploration

Barth (2002) asserted that unhealthy school cultures tend to produce at-risk students who leave school before or after graduation with little possibility of continuing

learning. Barth notes that unless teachers and administrators act to change the culture of a school, there is little hope for school improvement.

Leadership is important in influencing culture. Transformational leadership behaviors do make a difference in the teaching profession because they positively influence school culture (Leithwood & Jantzi 1998) and student achievement (Sashkin & Wahlberg, 1993). Further investigation of the element of teacher leadership in influencing the culture of the school is warranted. Research focused on how students in graduate teacher education understand school culture, perceive, and visualize their potential as positive influencers in the culture of a school could be significant to realizing greater accountability, more positive educational outcomes, and school renewal. More research and exploration of the connections between the development of leadership behaviors in students in graduate teacher education and their subsequent leadership effectiveness in influencing the culture of schools can be important to achieving these changes.

Building a professional community of collaborative inquiry has been identified as a strategy for enhancing student achievement (DuFour & Eaker, 1998). Relational leadership is directly linked with building community (Komives et al., 2007).

The research evidence also indicates that the best hope for sustained school improvement is professional learning communities (Darling-Hammond, 1996; Louis, Kruse, & Raywid, 1996). Researchers cite schools that are learning organizations and focus on the achievement of their students as most likely to see significant gains as a result of their change efforts (Wasley, Hampel, & Clark, 1995). Studies document the intentional efforts of teachers in learning communities to encourage the sharing of

knowledge and the collective solving of specific problems of teaching practice (Supovitz, 2002, Grossman, Wineburg, & Woolworth, 2001). Communities of practice offer teachers opportunities for professional learning and contribute to improved teacher quality (Printy, 2008; Knight, 2002; Bryk, Camburn, & Louis, 1999).

Research might follow this study that provides perspective and focus on promoting the relational leadership of students in graduate teacher education. This research might involve a focus on the use of graduate teacher education as a program to enhance the growth of the student's ability to participate in the leadership processes of the community of practice.

Applicable Research Utilizing the Leadership Practices Inventory (LPI)

The Leadership Practices Inventory (LPI) of Kouzes & Posner (1997) professes to identify the teachable practices for increased leadership effectiveness. A number of scholarly studies using the LPI have provided a statistically reliable index of leadership referred to as transformational leadership. Several doctoral dissertations have been written using the Leadership Practices Inventory as part of the research, and all report similarly strong reliability and validity.

Farrell (2003) conducted a mixed-method study of selected leadership training activities offered in a graduate-level course that were part of an Integration of Technology Into Schools master's degree program. The course included leadership activities designed to explore the relationship of leadership, change, and technology, strategies for technology educators to influence the decisions of policymakers, and strategies for successful teacher leadership, staff development, mentoring, and advocacy. Kouzes and Posner's Leadership Practices Inventory (LPI), the Stages of Concern

Questionnaire (SoCQ), and a content analysis of interviews and Personal Leadership Plans were used to assess participants' conceptions of leadership and their view of themselves as leaders. Farrell (2003) found significant differences in participants' beliefs about their own leadership skills in three out of five sets of leadership practices after completion of the activities in the program. Participants believed that they could make a difference, envision the future and enlist others to create that vision (Inspiring a Shared Vision). They reported that they believed they could foster teamwork, support fellow teachers, make others feel capable, foster trust among peers (Enabling Others to Act); and that they could set a series of small goals so others could benefit from their efforts (Modeling the Way).

Walker (2001) studied 17 undergraduate marketing majors at the University of North Carolina, Greensboro, at the beginning of their junior year and 31 junior- and senior-level human environment and family sciences majors at North Carolina A & T State University to determine if learning preferences are important to the leadership development process and to investigate whether leadership development can occur in a pre-internship course. Pre- and post-LPIs were administered 15 weeks apart. The researcher found that student preferences for pedagogical learning did not generally result in any statistically significant relationships with leadership development scores. No significant leadership development (change in Student LPI scores) was observed in the pre- and posttest administrations. The researcher asserted that the findings indicated that the leadership development of the study participants was not linear. The researcher suggested that the immediate posttest showed negative development as opposed to the

pretest because more time (e.g., 18 months) is needed to demonstrate the effects of leadership development programs.

Young (2004) investigated the psychometric properties of the LPI and sought to determine its reliability and validity with a population of potential leaders. Participants were 105 graduate students enrolled in an Innovative Leadership Program at the University of Alabama. The most frequently engaged leadership practice was Modeling, followed by Encouraging, Enabling, Challenging, and Inspiring. Females scored higher on Challenging than their male counterparts. More-credentialed teachers reported engaging significantly more in Challenging and Enabling that their less-credentialed counterparts. Teachers in Middle School rated themselves as more highly engaged in Challenging, Inspiring, Modeling, and Encouraging than did their counterparts in Elementary Education or in High Schools. The findings and conclusions of the study of the LPI supported the belief that the LPI Self was a reliable and adequately valid instrument when used to measure the self-perceived leadership practices of graduate students in this educational leadership program.

Several studies evaluated the impact of academic collegiate leadership programs on student outcomes. Brungardt (1997) used a quasi-experimental design to evaluate correlations between scores on the Comprehensive Exam and the LPI of 402 students who completed or were enrolled in the Leadership Certificate Program at Fort Hays State University. Attitude, cognition, and behavior data did show a significant change as a result of the leadership studies program. Students improved their knowledge about leadership and practiced more leadership behavior because of their involvement in the program. LPI scores were significantly different (.001) on Challenging, Inspiring,

Enabling, and Modeling from the first day as compared to the last day of the program. Comparisons between all students entering the program and those who completed the program were significantly different (.001) for all five leadership practices. There were no significant correlations between student scores on the Comprehensive Exam and the LPI. There was a positive significant relationship between LPI scores and Post-Program Attitude scores, indicating that a student's attitude about their leadership ability and the effectiveness of the Leadership Studies program does relate significantly to their practice of leadership behavior.

A 1998 study by Burleson utilizing the LPI-Self, analyzed the self-perceived leadership behaviors of four California school superintendents. The analysis found a strong relationship regarding three of the LPI leadership dimensions. Inspiring a Shared Vision was found to be the behavior used most often, followed by Challenging the Process and Enabling Others to Act.

Burkhart (1999) examined the relationship between leadership styles, organizational cultures, and graduate leadership development training of women in leadership positions in two- and four- year colleges and universities in Florida. Results showed that there were no differences between the two groups of women in leadership practices as measures by their LPI scores.

Special educators' perceptions of the leadership practices of other special educators in general were investigated as measured by the Leadership Practices Inventory. A study by Vettorello (1998) of 184 special educators assigned to teaching positions in elementary schools across seven districts in Ontario, Canada, examined the criterion variable of perceptions of leadership practices, as measured by the LPI-Self,

and fifteen independent variables including inclusion, partnerships (teaming), and exceptionality.

Vettorello (1998) found that special educators perceived themselves as demonstrating the leadership practices measured within the High and Moderate percentile range. Leadership practices varied systematically on the basis of exceptionality and partnership. Multiple regression analyses revealed that independent variables of inclusion and partnerships (teaming) were not related to the leadership practices of Challenging the Process, Inspiring a Shared Vision, Modeling the Way, and Encouraging the Heart.

In a descriptive study, Schullo (2003) examined the key elements of leadership in institutions engaged in the process of shifting to learning organizations by looking at the state of leadership at Wisconsin Indianhead Technical College. Two hundred campus leaders completed the Leadership Practices Inventory and asked three hundred others to complete the LPI-Observer. There was a high degree of consistency between LPI-Self and LPI-Observer scores. Enabling was the most frequently engaged in leadership behavior, followed by Modeling, Encouraging, Challenging, and Inspiring.

Schullo (2003) recommended "that more individuals within graduate education examine their leadership strengths and how those strengths can be shared." Also noted was the importance of convening dialogue groups to "consider the implications of strengthening leadership skills for all employees and providing opportunities for distributed leadership to grow within the organization" (p. 42).

Kouzes and Posner (2003) reported that the underlying factor structure of the Leadership Practices Inventory (LPI) has been sustained across a variety of studies and settings and assert that findings are relatively consistent across people, genders, ethical

and cultural backgrounds, and across various organizational characteristics such as size and function, and public versus private.

Summary

A broad scope of literature on teacher leadership focuses on leadership theory, behaviors, effective practices, or on particular teacher populations. There is little scholarship about how individuals preparing for teaching careers might begin to examine and realize their full leadership potential. Current research does not provide information about whether students' self-perceptions of leadership practice in graduate teacher preparation may provide them the self-knowledge to compose personal leadership development plans.

The leadership skills that have been identified as necessary to schools becoming learning organizations (Senge, Cameron-McCabe, Lucas, et al., 2000) include interpersonal skills, skills to engage in ethical practice, problem-solving skills, and critical thinking skills. The consequences of this inadequate literature may be an impediment to nurturing the essential skills that will allow them to serve as effective school leaders. This includes the development of the leadership skills that might be instrumental in teachers' participation in professional learning communities.

A variety of studies have linked LPI performance with various measures of teacher leadership skills.

Inferences for Forthcoming Study

If the leadership capacity of teachers is essential to education reform (Lambert, 2005) then professional teachers must be able to function as leaders. Research has shown that for education reform is to be successful, the changes that are essential to school

improvement must be manifested by individual teachers at the school and classroom level (DuFour and Eaker, 1998).

The conceptual framework for teacher preparation might be modified to include the concepts of school culture and the teacher's role in shaping the school's culture. According to Kouzes and Posner (2003b), organizational culture is built on the actions of the behavior modeled within it. Schein (1992) noted that the only important thing leaders do may well be constructing culture.

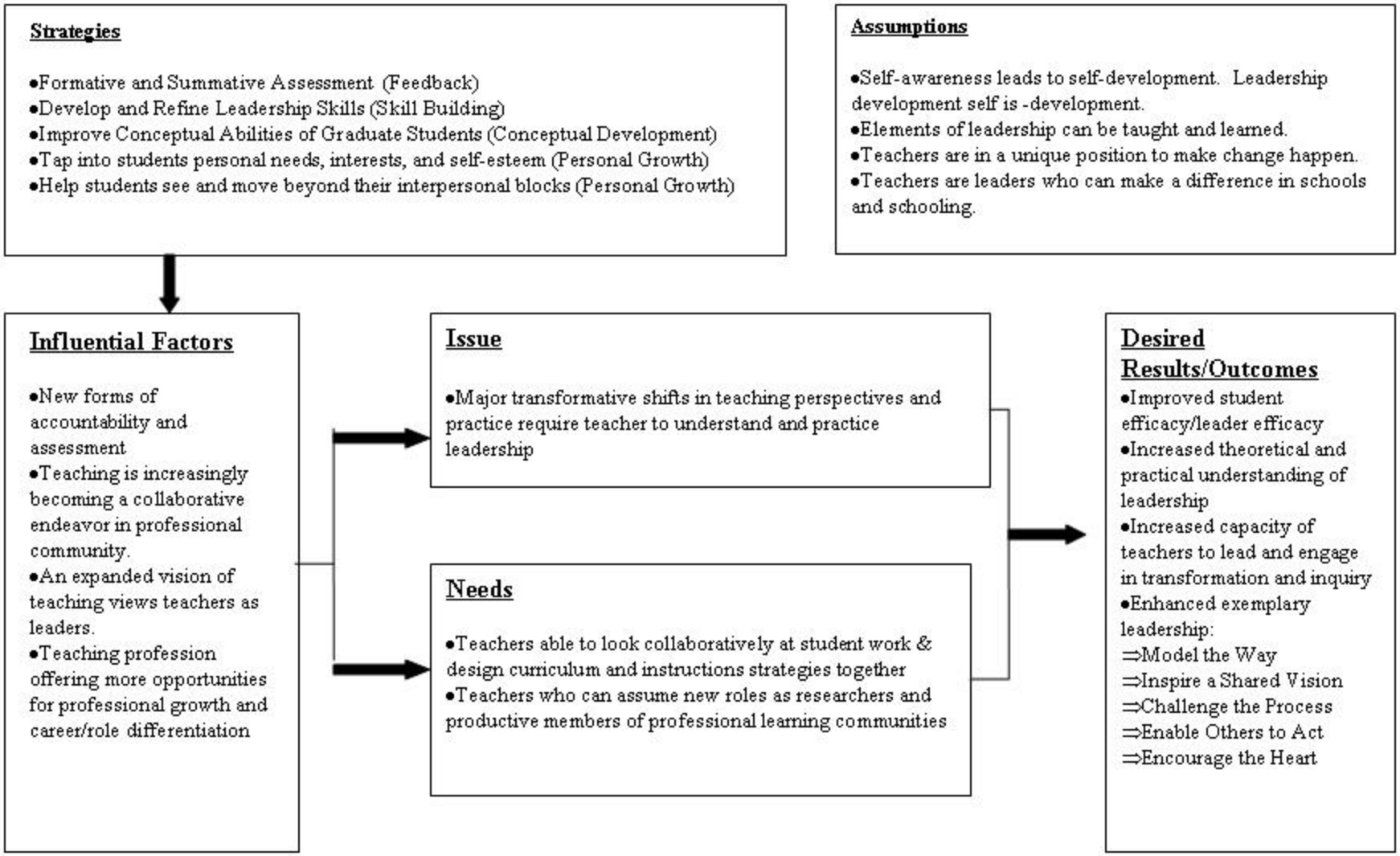
This might generate research on the importance of understanding the values and beliefs shared by people in schools as an essential element to graduate teacher preparation. This might include research having to do with how those preparing to be teachers to adapt to change and how to deal with external forces such as the perceptions of parents and the perceptions of the community. Future research might examine graduate teacher education students' understanding of shared goals as part of school culture and their perceptions of the importance of coordination as an element of school culture.

This study infers that self-efficacy is a prerequisite to leadership and is learned. A forthcoming study might investigate how the leadership efficacy of students in graduate teacher education could be promoted through collaborative experiences in professional development schools and by including graduate students in professional learning communities.

Conceptual Framework for the Study

The conceptual framework (Figure 1) for the study can be found on the following page.

Figure 1. Calling Forth the Leadership Potential of Students in Graduate Teacher Education



The perspective taken for this study recognizes that people are not born with fundamental leadership characteristics but that leadership behaviors and skills are developed and can be learned. An additional conception is that, to some extent, leadership development can be planned and carried out as part of an individual's self development. The core assumption is that leadership can be learned at any level and that the development of leadership skills makes individuals more effective in the leadership roles and processes of their lives. This assumption is coupled with the conjecture that in developing teachers as leaders, specific leadership behaviors and skills can be taught and learned, and the emphasis needs to be on education and development, not on skill teaching alone.

A key underlying supposition in the framework is that people can learn, grow, and change. The framework also recognizes that there are developmental differences among individuals entering graduate teacher education and that these differences contribute their readiness for development, including leadership development.

In this framework, the contextual focus for individual self/leadership development is graduate teacher education. The ongoing leadership development of graduate teacher education students is conceptualized as part of their professional development as teachers in professional learning communities of practice. This continuing professional leadership development has been included as part of the framework for the study because of the understanding that initial teacher education cannot contain all of the propositional knowledge that is needed or the procedural understanding of teacher leadership which grows in practice (Knight, 2002).

The key constructs that provided a framework for the study also provided a lens through which to view the self-perceived leadership behaviors of students in graduate teacher education. These constructs are leadership development, student efficacy/leadership efficacy, and student outcomes. They all have a relationship to self/development and the educational context of graduate teacher education in that development is linked with performance and student outcomes. They informed the study, recommendations for further research, and the proposal of a model leadership development program to implement these recommendations.

Erikson viewed adulthood as a sequence that shows developmental unfolding, changing strengths, and internal continuity with earlier life (Hoare, 2006). Fostering holistic development is a part of leadership development. The framework calls on transformative learning cycles that integrate leadership development (defined as the expansion of a person's capacity to be effective in leadership roles and processes) and development. These include (1) using meta-cognitive strategies; (2) self-assessing leadership behaviors and leadership role performance; and (3) engaging diverse approaches, views, and activities (Mentkowski and Associates, 2000).

In the framework, the essential elements of these developmental leadership experiences are assessment, challenge and support. They are viewed as the key drivers of leadership development.

As part of the framework, self-assessment of leadership behaviors connects leadership performance with self-reflection and supports the development of student/leadership efficacy. Fostering and assessing this integration is a central focus of the framework. In terms of its connection in this framework to student/leadership

efficacy, the role of assessment is to motivate the desire of the student in graduate teacher education to close gap between his/her current self and ideal self in terms of leadership. It serves to provide clarity about needed changes and to provide clues about how gaps in leadership behaviors and development can be closed. In graduate teacher education, assessment data provides a benchmark for future development and provides a means for critical reflection.

The element of challenge is essential to conceptualizing the framework. Challenges are viewed as opportunities for experimentation and practice of leadership. They require that students in graduate teacher education question the adequacy of their leadership skills, frameworks, and approaches, especially in the context of education and in professional learning communities. Exposure to different perspectives on leadership fosters critical thinking. In this framework, mastering leadership challenges that are part of the graduate student's own leadership development plan, serves as a motivator for learning leadership behaviors and skills.

The support of the teacher educator is conceptualized as a key factor in maintaining the student in graduate teacher education to learn, grow, and change. The idea conceptualized in the thinking about the framework is that the higher their self-efficacy about learning and leadership, the more effort they will exert to master challenges, and the more they will persevere in difficult teaching and leadership situations. This component of the framework is reflective of the positive value that is placed on change as part of educational improvement and reform and the importance of the effectiveness with which teachers in adapt to change and create new meaning structures to help them understand what is important in schools. It supports the

development of the leadership process and can be included in the idea of leadership development (Heifetz, 1998).

The conceptual framework also recognizes the changing roles and responsibilities of teachers coupled with changing teaching and leadership behaviors. It also recognizes the support that is needed to help students in graduate teacher education understand the idea of transformation and the idea of a non-hierarchical transformational school leadership model shared by teachers and administrators. The framework includes support mechanisms to provide learning resources for leadership development.

The student outcomes that are driven by the framework and the proposed leadership development program, in the context of graduate teacher education, reflect the integration of knowing about leadership and leadership performance. They reflect the idea that the most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities (DuFour and Eaker, 1998) and the importance of sustaining an improvement initiative through communication. An important conceptual understanding of the framework of this study is that people are not born with fundamental leadership characteristics, but that leadership behaviors/skills can be developed within graduate teacher education in a planned manner. In addition, this understanding supports the idea that leadership development can be carried out through their life and career in teaching.

Chapter III

METHODOLOGY

The purpose of the study was to examine, assess, and explore the self-perceptions of leadership of graduate students who had completed or were about to complete a clinical teaching internship as part of their graduate teacher education program in Secondary Education or Transition Special Education at a single urban university. Leadership profiles of graduate students were explored, along with their perceptions and experiences of leadership. In addition, seven key independent demographic variables were examined in relation to leadership. The study focused on the relationship of the independent variables to determine which of the variables are related to leadership practices as measured by the Leadership Practices Inventory-Self (LPI-Self) instrument.

Research Questions

The major research question was: To what extent do teacher preparation program graduates perceive themselves as demonstrating actions and behaviors that have been validated as essential to effective leadership?

The minor research questions were as follows: To what extent are self-perceptions of leadership practices related to: (1) age; (2) gender; (3) degrees earned; (4) teaching experience; (6) special education/general education current classroom setting; and (7) career change?

Research Design

The design was a cross-sectional quantitative survey with a qualitative component. The survey instrument was pilot tested (pretested) by submitting it to a very small group of students in graduate teacher education programs at the University of North

Carolina at Greensboro and the University of California at Riverside, with the approval of the universities and the chairperson of their teacher education department. The purpose of the pilot group was to test the "usability" of the survey instrument. Respondents were encouraged to be critical of the survey instrument and survey time/schedule. Comments by the respondents indicated no errors in the instrument as designed. No corrections were needed. The pretest data was not included as part of the actual data collected in the study. The research design consisted of a one-time-only observation. Information on the study population was gathered at a single point in time.

General Characteristics of Study Population

The study population was a census of the graduate students in the Secondary and Transition Special Education graduate teacher education program at a coeducational university who had completed or were about to complete a clinical teaching internship. The total number of students who were identified by their program directors was 130. The subjects for the study voluntarily participated in the research.

Location of Study

The study took place at a coeducational university located in the Washington, D.C., metropolitan area. This metro area is a multinational and multicultural center and its population includes a diverse population and a wide range of demographics. The percentage of the population that is Black is 31%, Native American 1%, Asian 11%, Hispanic 12%, White 46%, unknown 1%, women 51%, and men 49% (U.S. Census Bureau, 2007).

The university has three campuses, one in the District of Columbia and two in Virginia. As of fall 2007, the total undergraduate enrollment was 10,370, graduate

enrollment was 13,711, and the non-degree enrollment was 997. Seven percent of the student body is international, with 8% Black, 1% Native American, 5% Hispanic, 9% Asian, 57% White, and 13% Unknown. Fifty-five percent of these are women, and 45% men (George Washington University, 2008).

The University is a private, coeducational, and independent academic institution that was chartered by the Congress of the United States in 1821. The University offers full-time and part-time students graduate, undergraduate, and professional programs, and is a center for intellectual inquiry and research.

The Graduate School of Education and Human Development, in which this study will be conducted, is a charter member of the American Association of Colleges of Teacher Education and is accredited by the National Council for Accreditation of Teacher Education (NCATE). The graduate programs in the School of Education and Human Development are organized within the departments of teacher preparation and special education, educational leadership, and counseling/human and organizational studies. Nineteen master's degree programs, six educational specialist programs, seven doctoral, and seven graduate certificate programs are available. The total enrollment in 2007 for the Graduate School of Education and Human Development was 1,924. According to the University Office of Institutional Research, in 2007 the student body was composed of 3% international students, 19% African American, 1% Native American, 3% Hispanic, 4% Asian, 59% White, 11% unknown, 73% women, and 27% men. As of spring 2007, 643 students were enrolled in the various graduate teacher preparation programs (George Washington University, 2008).

This study included graduate students from the Department of Teacher Preparation and Special Education. They were graduate students in Secondary Education and Transition Special Education. This department includes 26 full-time faculty members and offers licensure and a master's degree program in elementary education, special education, or secondary education.

The Graduate School of Education and Human Development is a charter member of the American Association of Colleges of Teacher Education and is accredited by the National Council for Accreditation of Teacher Education (NCATE). The mission statement of the graduate school includes the following: we believe that *continuous self-examination* and improvement are fundamental to the education and human development professions. This mission has been translated into four bridging concepts that guide the work of the faculty in the design of programs: (1) "research and scholarship as prerequisites to the improvement of educational practice; (2) *leadership in the educational endeavor as a critical component in the reform and redesign of education and human services at all levels* (emphasis added by researcher); (3) a focus on building reflective practitioners through the integration of theory and practice; and (4) service to the multicultural, multinational, and diverse learners" (2006, inside cover).

The graduate teacher preparation programs from which the participants were drawn were Transition Special Education and Secondary Education. Appendix G provides descriptions of both of these graduate teacher preparation programs. These programs lead to a first professional license (initial teacher licensure). Each of the programs offer clinical support for graduate students by way of opportunities at teacher preparation school sites. These sites provide the continuous tie between theory and

practice for students in graduate teacher education. They provide the context for student development of leadership, reflective practice, research, and scholarship. As of spring 2008, 552 were students enrolled in the graduate teacher preparation programs preparing secondary and transition special education teachers. The admission requirements to these programs include:

1. Have academic backgrounds of excellence.
2. Hold at minimum, a bachelor's degree from a regionally accredited U.S. institution of higher learning or an international institution that is accredited by the country's ministry of education or comparable government agency.
3. A Statement of Purpose in undertaking graduate study.
4. Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores (individual program requirements).
5. Interview.
6. Must complete all the requirements for admission to the Graduate School as well as for the Department of Teacher Preparation and Special Education.

The master's program in Transition Special Education (TSE) prepares professionals as change agents in teaching, leadership and support roles that assist youth with disabilities and youth at-risk to make successful transitions through high school to post-secondary education, employment and independent adulthood.

The Transition Special Education (TSE) Program emphasizes the development of skills needed by professionals in roles in career and technical education and secondary transition services. The program prepares students for licensure with specializations in

emotional and behavioral learning disabilities, non-categorical services, and dual licensure in special education and content area teaching.

The (TSE) Program is designed in partnership with area public schools and community agencies. Partnerships offer professional practice through supervised internships in school and community-based setting such as public schools special education programs, non-public schools for students with emotional and behavioral disabilities, non-public schools for students with learning disabilities. The curriculum reflects an interdisciplinary approach that emphasizes collaboration and linking school, community and post-secondary systems. In addition, the Transition Special Education Program encourages student involvement in research, scholarship, publishing, and leadership activities as adjuncts to their program of study.

The Master of Education Program in secondary education stresses an integrated university-public school approach to teacher preparation. The program consists of a comprehensive series of experiences designed to develop essential teaching skills and concepts. Secondary education graduates are content specialists in middle and high schools. Program materials describe graduates as competent scholars, reflective practitioners, effective teachers, emerging leaders, collaborative partners, and informed advocates.

Sampling Design and Procedures

Sampling Design for Survey

The subjects consisted of the total population of students enrolled in the master's level degree program in Secondary Education and Transition Special Education at the university described above for the academic year of 2008/2009 who had completed or

were about to complete their clinical teaching internship. A total of 130 students were identified by their program department chairpersons. These chairpersons shared the students' email and, if possible, mailing addresses. A census strategy was chosen because the researcher was striving for complete coverage of the population.

Sampling Procedures

The sampling frame was obtained through email request by the researcher, followed by individual phone requests. The Secondary Education and Transition Special Education Department chairpersons were asked to share the names and contact information of their students who had completed or were about to complete their clinical teaching experience. The total of the email addresses of these graduate students from the Secondary Education Program and the Transitional Special Education program were compiled into a general email distribution list for the three-part research survey on Leadership Perceptions.

Description of Data Collection Schedule

The information used for this study included one leadership instrument, a demographic questionnaire, and a set of open-ended questions having to do with perceptions of leadership (Appendix A). The Leadership Practices Inventory-Self report (LPI) was developed by James Kouzes and Barry Posner (1993). Permission to reproduce copies of the LPI for the educational purpose of this study was granted by the authors. The Demographic and Open-Ended Questionnaires were devised by the investigator in this study as independent variables to compare with students' self-perceived leadership behaviors and to ascertain graduate students general perceptions of leadership in the context of their graduate teacher education program..

The data collection schedule for the survey was composed of three major sections: the first was a section to ascertain demographic information of the participants, including (1) gender; (2) age; (3) highest degree earned; (4) total teaching experience in years; (5) current graduate teacher preparation program; and (6) whether teaching will be a career change. The second section was composed of the Leadership Practices Inventory-Self (LPI-Self) by Kouzes and Posner. The instrument has 30 items and will be discussed further in this chapter. The third section was a set of seven qualitative open-ended questions to ascertain perceptions and experiences regarding teacher leadership. These data added personalized information and specific examples to the quantitative data.

Instrumentation: The Leadership Practices Inventory

The students evaluated their own leadership practices using the Leadership Practices Inventory-Self (LPI-Self) instrument (Kouzes & Posner, 1993). The LPI consists of thirty items focused on five key leadership practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. It is self-administered. Items use a ten-point Likert scale ranging from 1 (almost never) to 10 (almost always). A self-report and an observer rating can be used by superiors, subordinates, peers, or others. The feedback provides overall ratings for the five dimensions of leadership, as well as a breakdown of individual items. The feedback includes percentile rankings using a norm group consisting of all leaders and observers who have taken the LPI since 1988 (Lashway, 1999).

The LPI was chosen for its high reported reliability, as well as excellent face validity. Test-retest reliability is high. The LPI is based on extensive research by Kouzes and Posner that focused on how “ordinary people accomplish extraordinary things”

(Kouzes and Posner, 2007). In addition, factor analysis studies show that the five practices of leadership are separate entities. A variety of studies have linked LPI performance with various measures of on-the-job success (Lashway, 1999).

The LPI was developed through a triangulation of qualitative and quantitative research methods and studies (Kouzes & Posner, 2007). In-depth interviews and written case studies from people's personal-best leadership experiences generated the conceptual framework, which consists of five key leadership practices: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The actions that make up these practices were translated into behavioral statements.

The LPI is self-administered. It consists of 30 items focused on each of the five leadership practices. Items use a 10-point Likert scale ranging from 1 (almost never) to 10 (almost always) to measure the frequency with which the individual perceives she/he engages in specific actions and behaviors. The specific rankings are: (1) almost never, (2) rarely, (3) seldom, (4) once in a while, (5) occasionally, (6) sometimes, (7) fairly often, (8) usually, (9) very frequently, and (10) almost always. The instrument was designed so that every sixth item on the questionnaire refers to a particular factor. For example, the "encouraging the heart" factor consists of item numbers 5, 10, 20, 25, and 30. Each of the five leadership practices or sets of behavior consists of two strategies. They are:

1. Challenging the Process
    - Searching for opportunities
    - Experimenting and taking risks
2. Inspiring a Shared Vision
    - Envisioning the future
    - Enlisting others
3. Enabling Others to Act
    - Fostering collaboration
    - Strengthening others
4. Modeling the Way

- Setting the example
- Achieving the small wins

5. Encouraging the Heart
    - Recognizing individual contributions
    - Celebrating team accomplishments

These practices and strategies are the foundation of the Kouzes & Posner Model of Leadership. The data provide overall ratings for the five dimensions of leadership as well as a breakdown of individual items. Data from the model are available which includes percentile rankings using a norm group consisting of all individuals who have taken the LPI since 1988. Scoring can be done using scoring software specific to the instrument, as well as with other statistical software. SPSS statistical scoring software was used. Data from SurveyMonkey were converted into Excel tables and then inputted into SPSS version 12 for statistical analysis.

Background on the Operationalization of Leadership Practices Inventory

According to Kouzes and Posner (2007), the Leadership Practices Inventory was developed through a triangulation of qualitative and quantitative research methods and studies. The LPI, Second Edition Participants Workbook (Kouzes & Posner, 2003a) presented the following statements regarding the validity and reliability of the LPI:

The LPI has both face validity and predictive validity. “Face validity” means that the results make sense to people. “Predictive validity” means that the results are significantly correlated with various performance measures and can be used to make predictions about leadership effectiveness.

Test-retest reliability is high. This means that scores from one administration of the LPI to another within a short time span (a few months) and without any significant intervening event (such as a leadership-training program) are consistent and stable.

The Kouzes and Posner (2007) model adopted for this study utilized all of the five transformational leadership practices—challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. These distinctive behaviors can be taken as Kouzes and Posner's operational definition of leadership so that extraordinary things can be accomplished by ordinary people. This transformational leadership model was chosen because it is broad based and lends itself well to the effective leadership behaviors that are needed for the teacher leadership opportunities that have grown with education reform and restructuring initiatives. Service delivery models that rely on collaborative teaming and co-teaching also lend themselves to transformational or visionary leadership models.

"Challenging the process," as envisioned by Kouzes and Posner, includes searching out opportunities, experimentation, and risk taking. In education, this is analogous to giving and seeking information, which includes monitoring, clarifying, and informing through data-based decision making. Creating new curricula, programs, services, or processes are functions of leaders in education. Teachers are often the ones challenged by change, are early adapters of innovation, and frequently find themselves in the role of recognizing and supporting the good ideas of their peers. These opportunities for innovation and educational change call for leaders who want to make a difference through change for the betterment by creating climates and communities so that faculty and staff can accept the challenge of becoming better.

"Inspiring a shared vision," which includes envisioning the future and enlisting others, is similar to the capacity to contribute to guiding action plans based on the data analysis of student performance data. Enlisting others in an effort to increase

achievement and the ability mobilize others (including peer educators) to commit to these ideas and plans can be essential to school accountability and improvement.

"Enabling others to act," including fostering collaboration and building trust with others, compares with team building, leading and supporting collaborative cultures and knowledge sharing, networking and supporting, and teacher leaders creating conditions that value learning as both an individual and a collective good. Leaders in schools make it possible for others to do good work and support the teamwork that is important to teachers working together to support the instructional needs of all students. By facilitating interdependence, and by developing cooperative goals and roles, reciprocity, and joint efforts, teacher-leaders foster ownership that builds accountability.

"Modeling the way" consists of setting an example and earning the respect of peers through modeling exemplary actions. It is similar to the task of teacher leaders in promoting peer learning through leading by example. The teacher leader has a tremendous opportunity to model to other teachers and to students the behaviors which inspire other to be change agents for a more integrated society. Teacher leaders first must find their own voice and model the building of relationships within the school and community.

Kouzes and Posner define "encouraging the heart" as constantly praising extraordinary performance through recognition, notes, celebrations, and other reward systems. Olson (2000) pointed out the convergent focus of policy and the leadership of teachers by noting that, begins, "after years of work on structural changes – standards and testing and ways of holding students and schools accountable – the education policy work has turned its attention to the people charged with making the system work" (p. 1). The

Highly Qualified Teacher focus of the No Child Left Behind Act (2002) is a clear example of this and the need for leaders to "encourage the heart." Argyris (2000) identifies internal commitment as energies internal to human beings that are motivated because getting the job done is intrinsically rewarding.

Summing up the comparison of Kouzes and Posner's Leadership Model to teacher leaders leading in a culture of change, may be best accomplished by citing Mintzberg's (2003) response when asked what organizations have to do to ensure success over the next 10 years: they must build a strong core of people who really care about the organization and who have ideas. Mintzberg noted that those ideas have to flow freely and easily through the organization. He observed that it is a question of building strong institutions that have many leaders at all levels. This idea is reinforced by the fact that effective leadership, at all levels of the educational system, is widely recognized as a critical need. It points to the need for strategies for developing and nurturing leadership skills as core elements of a graduate teacher preparation program.

Validity and Reliability of the Leadership Practices Inventory

Validation studies that Kouzes and Posner, as well as other researchers, have conducted over a 10-year period consistently confirm the reliability and validity of the Leadership Practices Inventory and the Kouzes and Posner leadership framework (Kouzes & Posner, 2007). The authors of the LPI have provided evidence of a statistically reliable index.

According to Kouzes and Posner (1993), "internal reliabilities on the LPI-Self ranged between .71 and .85" (p. 343). They also used the test-retest method to estimate the reliability of the LPI and obtained an average reliability coefficient of .98. Test-retest

reliability for the five practices in the studies conducted by Kouzes and Posner has been at the .93 level and above. They also found that LPI scores are not related to various demographic factors (for example, age, years of experience, educational level) or with such organizational characteristics as size. Kouzes and Posner note that this finding extends across a wide variety of non-business settings, as suggested by research with school superintendents, principals, and administrators, and with females in higher education.

Reliability of the instrument was determined through sound psychometric procedures. Each scale was found to be internally reliable with each item highly correlated within the scale. The researchers (Kouzes & Posner, 1993) reported the following means and standard deviations for each of the factors on the LPI-Self, as displayed in Table 2.

Table 2

Internal Reliability of LPI-Self Scales

	Mean	Standard Deviation	Internal Reliability Coefficient	Test/Retest Reliability
Challenging the Process	21.7	3.8	.76	.92
Inspiring a Shared Vision	19.3	4.6	.85	.90
Enabling Others to Act	23.4	3.1	.68	.90
Modeling the Way	22.1	3.4	.72	.82
Encouraging the Heart	22.3	4.4	.84	.93

Validation of the LPI Related to Organizational Performance

A study by Wallace (2006) investigated what results teacher leadership had on classroom effectiveness and student achievement. Data were collected from teacher (N = 40) and students (N = 198) in five alternative schools in three North Carolina school districts. Students answered questions about their attitudes concerning their instructional environment as well as about their own teachers' leadership attributes, and teachers assessed their students' learning and behavior. The Leadership Practices Inventory was completed by both teachers (self) and students (LPI-Observer), with Cronbach alpha scores on all five leadership practices exceeding .92. All five leadership practices were positively related to the student-derived variable of reaction to instruction, with Enable explaining the most variance, followed by Encourage, Challenge, Model, and Inspire. According to the researcher, students "have an overwhelmingly strong positive reaction to teachers who demonstrate leadership in the classroom" (p. 120). All five leadership practices were positively related to the student-derived variable of learning from instruction and the teacher-derived variable of learning from instruction.

The data from this study suggest that the leadership behaviors of teachers have a high degree of influence on a student's reaction, learning, and behavior. Leadership was shown to have a great impact on reaction to instruction and accounted for a significant portion of variance around learning, and less importance on student behavior. An unexpected finding was the fact that teachers, as classroom leaders themselves, placed less of an emphasis on leadership than did their followers, the students. The data strongly suggest that leadership contributes to the improvement of schools and student learning.

Additional research utilizing the LPI to examine organizational improvement includes: (1) principals from "Blue Ribbon" schools had consistently higher LPI scores than their counterparts from non–Blue Ribbon schools (Knab, 1998); (2) LPI scores were significantly related to employee commitment levels (Gunter, 1997); (3) leadership practices were significantly related (positive direct) to perceptions of workplace empowerment (Sproule, 1997); (4) significant relationships between LPI scores for pastors and the job satisfaction of their ministerial staff members were reported (Patterson, 1997); (5) LPI scores were significantly higher (using pre- and post-tests) as a result of a collegiate leadership development program (Brungardt, 1997); (6) burnout among mental health professionals was inversely related to LPI scores of their supervisors (Webster & Hackett, 1999); (7) job satisfaction, productivity, and organizational commitment were all significantly correlated with managers' use of leadership behaviors (LPI) with Singaporean managers (Foong, 1999); and, (8) teachers who were part of the restructuring processes inherent in 50 small-school initiatives in Chicago engaged at significantly higher levels with all five leadership practices than their counterparts within small schools not undergoing restructuring. Internal reliability coefficients for the Team LPI were between .87 and .91, with an overall scale reliability of .97 (Kaczmarek, 2002).

Administration of the Data Collection Schedule

Data were collected from students enrolled in secondary and transition special graduate teacher education programs at the university where the research was conducted, and who had completed or were about to complete their clinical internship in teaching. There are six graduate secondary education programs and four graduate transition special

education programs. The returned responses were coded with the corresponding subject number and the data entered into the SPSS-X file with the leadership data. The actual number of responses varied in the analysis of the data since some had missing responses to particular items.

All procedures required by The Institutional Review Board of The George Washington University were followed prior to conducting this study. The following protocol guided the data collection process, as documented in Appendix B:

- Permission was sought for use of the instrument and was granted by the authors.
- Contact was made with the program directors of the secondary and transition special education graduate teacher education programs of the university where the research was to take place (see Appendix C for sample letter). The program directors were provided with a description of the proposed study, and abstract of the dissertation proposal, logistics of the study, and were asked to provide contact information for their students who had just completed or were about to complete a clinical teaching internship experience as part of their graduate teacher education program. Ninety-five graduate students in the secondary programs and 35 students in the transition special education programs were identified by their program directors to participate in the study.
- Subjects identified for the study were sent an email invitation via professional survey software. A cover letter explaining the research project, the nature of voluntary participation in the study, and the guarantee of confidentiality (see Appendix D). This information Sheet to potential participants also clarified that it would serve as an Informed Consent document, noting that completing the survey

would imply participants' consent to participate. The Information Sheet also explained the research study and the rights of the participants in the research. It included an introduction to the research, explained the purpose of the study, and identified that the survey they were being asked to participate in was part of doctoral research and would require approximately 15 minutes to complete. The email also thanked the students in advance for their participation but stressed that participation was voluntary, that their responses would remain anonymous, and that their participation would in no way affect their grade. The researcher explained that the purpose of the study was to gather data related to leadership in the teaching field. The survey participants were asked to contact the researcher if they have any questions about the study and were offered a copy of the results in a short report, on request.

- A link to the online survey was embedded in the Informed Consent document. Those who selected the link were directed to the online survey. The researcher reiterated that completing the survey instrument implied participants' consent to take part in the study.
- After the first five days following the initial email to the participants, 36 responses were received. Subsequently, all potential participants who had not responded were sent a reminder notice via the on-line survey software provider. Five days later, 71 responses had been collected. At this point, the research sent a personal message to each remaining non-responder via the survey software. This message stressed that the data collection was an essential part of ensuring the completion of her dissertation and doctoral work and requested their support as

fellow graduate students. Five days after this final request was sent to non-responders, 95 responses had been collected, making the total number of responses collected 95/130, translating into a 73% response rate. The survey was then closed.

Data Analysis Procedures

Data analysis was carried out in conformance with the original analyses performed by Kouzes and Posner (2007) to achieve comparability of results. The Statistical Package for the Social Sciences (SPSS) software was used for data analysis. This analysis included statistical procedures of multiple correlation, Pearson Product Moment Correlation, t-tests, and ANOVA at .05 alpha level for significance.

Responses from the demographic section of the survey were coded and entered into a data file, along with the leadership data. Descriptive data, including frequency distributions, measures of central tendency, and measures of variability, were examined for all variables. Age and years of teaching experience were measured at the ratio level and coded later into groups for further examination. Bivariate statistical tests were conducted for each separate research question outlined below in Table 3.

Table 3

Bi-variate Data Analysis of Leadership Practices by Independent Variables

Independent Variable	Bi-Variate Statistical Procedure
Age (measured in actual years and categorized for further analysis)	Pearson product moment correlation (r) and analysis of variance with years grouped
Gender (coded 0.1)	T-tests + Pearson product moment correlation (r)
Degree earned (3 categories)	Analysis of variance
Total teaching experience in years (measured in actual years and categorized for further analysis)	Pearson product moment correlation (r) and Analysis of Variance with years grouped
Special/general education graduate (coded 0, 1)	T-test, Pearson product moment correlation (r)
Career change (coded 0, 2)	T-test, Pearson product moment correlation (r)

The demographic section of the survey was constructed by this researcher. The reason for delineating demographic variables was that this data was used in the analysis of the self-perceptions of leadership of the study participants. All the demographic variables were analyzed using bi-variate statistical procedures. A data analysis of leadership practices by independent variables was conducted. It was important to determine whether there was a relationship between any two variables or whether any demographic factor could be relevant to making predictions of the dependent variable of leadership behaviors. This researcher wanted to examine these possible relationships in terms of the study participants. The demographic data was also used to create a description of the general characteristics of the study participants. The demographic

factors were selected to determine, to the extent possible, if any independent variables might have segmented the study participants as to their different perceptions of leadership behaviors.

The qualitative questions were analyzed by classifying the responses into themes. All data given were used in the analysis utilizing survey software that provided verbatim responses of each responder. Responses were read by an independent auditor to ensure that all data was included in the coding scheme. Due to the type and frequency of some responses, the researcher looked at demographic factors in relation to the qualitative responses.

Protection of Human Subjects and Ethical Obligations

All procedures required by the Office of Human Research of The George Washington University were followed prior to conducting this study. Confidentiality was assured and the data was not linked to student records or names. All participants were assured of the voluntary nature of their participation. A report of the findings of the study was made available at the completion of the research project to any participant who requested it. The information is stored on this researcher's computer and a backup hard drive. These are password-protected**.**

Chapter IV

RESULTS

The purposes of this study were two-fold: (1) to determine how master's level graduate students in the secondary and transition special education programs in a single university perceived their leadership practices as measured by the LPI-Self (LPI); and (2) to determine to what extent are self-perceptions of leadership practices related to: (a) age; (b) gender; (c) degrees earned; (d) teaching experience; (e) special education/general education graduate education program; and (f) career change. An additional purpose was to discover the perceptions of leadership of the subjects and what beliefs graduate teacher education students self-report as being important components of their awareness and practice of leadership as part of their graduate teacher education program. This was done by analyzing and identifying common themes in their responses to seven open-ended questions.

The data in this exploratory study were obtained from the administration of an on-line survey consisting of a demographic questionnaire, the LPI-Self report, and a set of open-ended questions regarding individual perceptions of leadership. Subjects for the study were 130 graduate students who were enrolled in the secondary and special education transition programs at a single university who had recently completed or were about to complete a clinical teaching internship. Of the 130 surveys that were distributed, 95 were completed and returned, representing a 73% response rate. The LPI Self-Instruments were scored in accordance with the prescribed methods established by Kouzes and Posner (2003a). The demographic characteristics of the participants that were examined in this study were: gender, age, graduate teacher education program,

anticipated graduation date, prior teaching experience, and career change. Data from the LPI were used to identify leadership perceptions of the graduate students involved in this study. Data from the LPI and the demographic questionnaire were used to identify relationships between perceived leadership practices and demographic characteristics of the participants.

Pearson's correlations, t-tests-, and analysis of variance were conducted to examine the relationship among perceived leadership practices of the subjects, and identification of frequencies of leadership practices. All statistical analyses were conduced using the Statistical Package for the Social Sciences (SPSS) version 12.

Demographic Data

The demographic profile of the graduate students included in this study is provided in Table 4. These tables report frequencies and percentages of subjects by gender, age, degree, years of teaching experience, and weather or not teaching would be a career change.

The gender distribution was 59 (62.1%) female and 36 (37.0%) male. The youngest subject was 22 and the oldest 61, a range of 39 years. The largest group in the samples were between the ages of 22 and 27 (n= 41) or 43% of the study group. The mean age of the subjects was 31.86, the median age was 28.00, and the mode was 26. The age range spanned 39 years. The standard deviation for age was 9.8. The majority of subjects in this study (n=56 or 58.9%) held a bachelor's degree, while 34 (35.8%) held a master's degree or more.

Table 4 provides frequencies and percentages of subjects by years of total teaching experience, educational program, anticipated year of graduation, and whether

Table 4

Demographic Information for Participants

Variable	Freq.	Percent	Mean	Median	Mode	Range	Std. Dev.
Gender (N=95)							
Females	59	62.1					
Males	36	37.0					
Age (N=95)			31.86	28.00	26	39	9.794
22-27	45	47.4					
28-33	18	19.0					
34-39	12	12.6					
40-45	10	10.5					
46-49	2	2.1					
50-55	4	4.2					
56-	4	4.2					
*Previous Degr*ee (N=95)							
Bachelor	56	58.9					
Master	34	35.8					
Doctorate	5	5.3					
Years of Prior Teaching (N=92)			1.75	1.00	0	21	3.199
0	38	41.3					
1-2	38	41.3					
3-21	16	17.4					
Graduate Educational Program (N=95)							
General Education	54	56.8					
Special Education	41	43.2					
Teaching as Career Change (N=86)							
No	31	36.0					
Yes	55	64.0					

teaching would be a career change. These data indicate that for the total teaching experience the majority (40%) of the subjects (n=38) had accrued no teaching experience. The group with 1-2 years experience (n=38) also accounted for 40% of the total sample. The mean number of years of teaching experience of the subjects was 1.75, with the median number of years being 1, a mode of 0, with a standard deviation of 3.2. The range of years of teaching experience reported by the subjects was 21.

Distribution and frequencies of subjects by graduate teacher education indicated that 54 subjects (56.8%) were enrolled in the General Secondary Graduate Education Program and 41 subjects (43.2%) were enrolled in the Transition Special Education Program. The majority of the subjects (81.1% or n=77) anticipated graduating in the 2008-09 school year, and 14 (14.7%) indicated they expected to graduate during the 2009-2010 school year.

Data were reported by the subjects as to whether teaching would be a career change for them. The majority of the subjects (n=55 or 64%) indicated that teaching would be a career change and 31 subjects (36%) reported that it would not be a change.

Research Questions

The results of the research questions are presented in this section. Explanation and interpretation of the results are made with references to sample responses to the items on the LPI-Self report.

Major Research Question

The overall research question was: What are the self- perceived leadership practices of graduate teacher education students in the secondary and transitional special education programs at a single university as measured by the Leadership Practices

Inventory-Self (LPI-Self)? Data analysis for this question involved the identification of frequencies that were exhibited for each leadership practice. “Leadership practice” was defined by the labels assigned to the five-factor structure in the Kouzes and Posner (2007) scoring instructions for the LPI-Self. The five leadership practices are identified as Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart. Six items in the LPI measure each of the five practices. The possible range of self-rating sub-scores was 6 to 60 for the five leadership practices.

Findings Related to the Major Research Question

Total LPI Score

Table 5 on the following page reports the means and standard deviations for the LPI-Self for the study population. The order of leadership practices rankings according to the means for the study population was: 1) Enable Others to Act (EOA); 2) Encourage the Heart (ETH); 3) Model the Way (MTW); 4) Challenge the Process (CTP); and 5) Inspire a Shared Vision (ISV). The order of leadership practices rankings according to the means for the national sample is exactly the same as the study population. As indicated by the data, the means on each of the scales of the LPI-Self for the graduate teacher education students in this study were higher than those presented from reliability scores of the national sample. The study population also had less variance on all of the leadership practices than the national sample.

Table 5

Means and Standard Deviations for LPI-Self Leadership Practices for Study Population

Leadership Practice	M	SD
Challenge the Process	41.1	7.2
Inspire a Shared Vision	37.8	9.5
Enable Others to Act	48.3	5.4
Encourage the Heart	44.3	8.5
Model the Way	43.0	7.8

N=89; Missing=6

Individual LPI Item Analysis

Table 6 provides data on The LPI statements that showed the highest and lowest means. “I treat others with dignity and respect” (mean=9.47) received the highest mean, followed by, “I follow through on the promises and commitments that I make” (mean=8.91), and “I develop cooperative relationships among the people I work with” (mean=8.69). Two of these statements represent the leadership practice, Enable Others to Act.

The LPI statements that received the lowest means were “I show others how their long-term interests can be realized by enlisting a common vision,” (mean= 5.48), “I describe a compelling image of what our future could be like” (mean= 5.48) and, “I challenge people to try new and innovative ways to do their work” (mean=5.80). Two of these represent the Inspire a Shared Vision. A complete listing of descriptive statistics for LPI statements by leadership practice is available in Appendix E.

A t-test run on each LPI item found four significant mean differences between females and males. The results showed that women scored significantly higher on 4 of the 30 items. The four items are listed in Table 6. Table 7 illustrates the mean differences between four significant LPI items based on attained degree. Table 8 highlights the

Table 6

Gender and Significant LPI Items

	Gender	N	Mean	Standard Deviation
* I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed upon.				
	Female	55	6.73	1.66
	Male	34	5.82	2.30
I make it a point to let people know about my confidence in their abilities.				
	Female	55	7.89	1.38
	Male	34	7.03	1.78
I make sure that people are creatively rewarded for their contributions to the success of our projects.				
	Female	55	6.71	2.02
	Male	34	5.76	2.48
I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.				
	Female	55	7.60	1.781
	Male	34	6.71	2.053

*T-test for this item calculated based upon unequal variance; all other items had equal variances.
All t-test results are significant at the .05 level.
T-test result and df for the four items are as follows (respectively): t=1.92, df=54.2; t=2.55, df=87; t=1.97, df=87; t=2.17, df=87.

Table 7

Degree and Significant LPI Items

LPI Item	Highest Degree	N	Mean	Std. Deviation
I set a personal example of what I expect of others.				
	Bachelor Degree	50	7.84	1.43
	Graduate Degree	39	8.49	1.27
I talk about future trends that will influence how our work gets done.				
	Bachelor Degree	50	5.70	2.07
	Graduate Degree	39	6.62	1.74
*I support the decisions that people make on their own.				
	Bachelor Degree	50	7.52	1.54
	Graduate Degree	39	8.10	.94
I publicly recognize people who exemplify commitment to shared values.				
	Bachelor Degree	50	6.12	2.38
	Graduate Degree	39	7.21	2.33

All t-test results are significant at the .05 level.
*T-test for this item calculated based upon unequal variance; all other items had equal variances.
T-test result and df for the four items are as follows (respectively): t=-2.22, df=87; t=-2.21, df=87, t=-2.20, df=82.6, t=-2.15, df=87.

Table 8

Career Change and LPI Question 27 – Mean Differences

	Career Change	N	Mean	Std. Deviation
LPI 27: I speak with genuine conviction about the higher meaning and purpose of our work.				
	Yes	52	7.79	2.16
	No	29	6.66	2.41

presence of a significant difference in the mean score on the LPI item, "I speak with genuine conviction about the higher meaning and purpose of our work" ($t=2.17$, $df=79$, $p<.05$). Those who have changed careers engage in this practice more frequently.

Table 9 reveals that there is a significant correlation ($r=.24$, $p<.05$) between career change and the frequency of speaking with genuine conviction about the higher meaning and purpose of work. Though the strength of the correlation is low, the direction indicates that those for whom teaching is a career change engage in speaking with genuine conviction about the higher meaning and purpose of work more frequently than those for whom teaching is not a career change. This was the only item on the LPI inventory that had a significant correlation with career change.

Table 9

Career Change and LPI Question 27 - Correlation

		Career Change	LPI27: I speak with genuine conviction about the higher meaning and purpose of our work
Career Change	Pearson Correlation	1	.24(*)
	Sig. (2-tailed)		.03
	N	86	81

** Correlation is significant at the 0.05 level (2-tailed).*

LPI Subscale Analysis

Table 10 presents the scores for the LPI and the variables of age, gender, degree, teaching experience, program, and career change, and total LPI score. Significance tests were run and results are discussed below.

Table 10

Correlation between LPI Subscales & Demographic Variables

LPI Subscale		Gender	Age	Highest Degree	Teaching Experience	Program	Career Change
Model the Way							
	Pearson Correlation	.14	.09	-.20	.08	.12	.05
	Significance (2-tailed)	.19	.42	.07	.46	.27	.67
Inspire a Shared Vision							
	Pearson Correlation	.03	.08	-.19	.08	.12	.03
	Significance (2-tailed)	.76	.43	.07	.48	.27	.82
Challenge the Process							
	Pearson Correlation	.18	.06	-.13	.03	.05	.07
	Significance (2-tailed)	.09	.58	.24	.77	.64	.52
Enable Others to Act							
	Pearson Correlation	.03	.12	-.15	.05	.02	-.04
	Significance (2-tailed)	.75	.25	.18	.63	.85	.75
Encourage the Heart							
	Pearson Correlation	.223(*)	.06	-.252(*)	.13	.20	.11
	Significance (2-tailed)	.07	.56	.02	.24	.06	.34
N (for each subscale)		89	89	89	86	89	81

* Correlation is significant at the 0.05 level (2-tailed).

LPI subscales were used to look at gender. A low, but significant correlation ($r=.223$, $p<.05$) was found between gender and the subscale, "Encourage the Heart," revealing that women engaged in this activity more frequently than men. There was no significant correlation between any of the LPI subscales and age. There was a low significant correlation ($r=.252$, $p<.05$) between the highest degree and the subscale, "Encourage the Heart," revealing that those with bachelor's degrees (coded 1) engaged in this activity less frequently than those with graduate degrees (coded 0). There was no significant correlation between any of the LPI subscales and the number of years of teaching experience. There was no significant correlation between any of the LPI subscales and the teacher preparation program the student was enrolled in. There was also no significant correlation between any of the LPI subscales and whether or not teaching represented a career change.

Comparisons to National Samples

Based upon mean scores, Kouzes and Posner (2003b) report that a national sample indicated that Enabling Others to Act (Enabling) is the leadership practice most frequently reported being used. This is closely followed by Modeling the Way (Modeling); with the average scores for Challenging the Process (Challenge) and Encouraging the Heart (Encourage) being fairly similar. The leadership practice most frequently being reported being used by the study participants was also Enabling Others to Act. Inspiring a Shared Vision is perceived by respondents in the national sample and by study participants as the leadership practice least frequently engaged in.

In general, LPI scores have been found to be unrelated with various demographic characteristics (e.g. age). This finding extends across a wide variety of non-business

settings, as suggested by research with school superintendents, principals and administrators, higher education administrators, females in higher education, and health care administrators.

National samples report that the leadership practices are not significantly different for males and females on the LPI-Self. Both groups report engaging in Modeling the Way (MTW), Inspiring a Shared Vision (ISV), Challenging the Process (CTP), and Enabling Others to Act (EOA) with about the same approximate frequency (Kouzes & Posner, 2002). However, females report significantly higher scores on Encourage the Heart (ETH). Female participants in the study also reported higher scores on ETH.

National samples report that there are no differences on the leadership practices of ISV, CTP, and EOA based on respondents educational level. However, there are differences by educational level for MTW and ETH. There were also differences by educational level for Encouraging the Heart for the study population.

Minor Research Questions

The minor research question was: To what extent what extent are these self-perceptions of leadership practices related to: (1) age; (2) gender; (3) degrees earned; (4) teaching experience; (5) special education/general education graduate education program; and (6) career change. The study also included additional minor research questions related to in what ways, if any, do graduate teacher education students perceive that their graduate teacher preparation has influenced their experience with leadership roles and responsibilities?

Age and LPI Inventory

There were no significant correlations between age and the total LPI score

(Table 11). A correlation was run with age and each LPI item and significance was not found in any of the correlations with singular age groups (Table 12). When age was grouped in categories of 18-32; 33-40; 41-49-; and 50+, and a one way analysis of variance run, there were no significant differences in the mean LPI scores among the age groups (Table 13). There was no significant correlation between any of the LPI subscales and age**.** This finding was reinforced by the fact that there was no significant correlation between any of the LPI subscales and age.

Age and LPI Score

There was not a correlation between age and LPI total score. (r=.09, n=89, p=.39).

Table 11

Age and Total LPI Score

		Age	Total Score on LPI
Total Score on LPI	Pearson Correlation	.09	1
	Sig. (2-tailed)	.39	
	N	89	89

Table 12

LPI Score and Age Groups – Mean Differences

	Age Groups	N	Mean LPI Subscale	Std. Deviation
Model the Way	18 - 32	58	42.47	7.83
	33 - 40	12	45.25	6.09
	41 - 49	11	43.27	9.06
	50+	8	43.63	8.90
	Total	89	43.04	7.80
Inspire a Shared Vision	18 - 32	58	37.26	10.26
	33 - 40	12	39.83	6.73
	41 - 49	11	37.45	10.04
	50+	8	39.63	7.61
	Total	89	37.84	9.54
Challenge the Process	18 - 32	58	40.50	7.10
	33 - 40	12	44.67	7.32
	41 - 49	11	41.18	7.57
	50+	8	40.63	6.61
	Total	89	41.16	7.17
Enable Others to Act	18 - 32	58	47.76	5.60
	33 - 40	12	50.00	4.51
	41 - 49	11	49.00	5.90
	50+	8	49.25	4.46
	Total	89	48.35	5.40
Encourage the Heart	18 - 32	58	43.57	8.34
	33 - 40	12	47.83	6.83
	41 - 49	11	44.91	10.41
	50+	8	43.38	8.75
	Total	89	44.29	8.45

Table 13

Analysis of Variance of Age Groups and LPI Subscores

		df	F	Significance
Model the Way	Between Groups	3	.44	.73
	Within Groups	85		
	Total	88		
Inspire a Shared Vision	Between Groups	3	.34	.80
	Within Groups	85		
	Total	88		
Challenge the Process	Between Groups	3	1.14	.34
	Within Groups	85		
	Total	88		
Enable Others to Act	Between Groups	3	.73	.54
	Within Groups	85		
	Total	88		
Encourage the Heart	Between Groups	3	.89	.45
	Within Groups	85		
	Total	88		

Summary Statement on Age. Age does not appear to be a factor in how the study participants perceived themselves on the five leadership practices of the LPI-Self based on the fact that there were no significant correlations between age and total LPI-Self score and no significant correlation between and among age groups on each of the five Leadership Practices.

Gender and LPI Inventory

There were no significant differences between women and men on the LPI total score (r=1.43, p=.183), however, there were significant correlations with gender on three of the LPI items. The items that were significantly correlated were: 1) I spent time and energy making certain that the people I work with

adhere to the principals and standards we agreed upon (r=.224, p,.05); 2) I make it a point to let people know about my confidence in their abilities (r=.264, p,.05; and 3) I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects that we work on (r=.227, p<.05).

Table 14 compares the total LPI scores of males and females. There were no significant differences between women and men on the total LPI score (t=1.34, df=87, p<.05). T-tests run on the individual LPI items found that women scored significantly higher on 4 of the 30 items. The four items are listed below in Table 15.

Table 14

Gender and LPI Score

Group	Respondents	Total Score on LPI	
		Mean	Standard Deviation
Male	55	218.44	31.68
Female	34	208.62	36.27
Total	89		

Table 15

Gender and LPI Items

	Gender	N	Mean	Std. Deviation
* I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed upon.				
	Female	55	6.73	1.661
	Male	34	5.82	2.30
I make it a point to let people know about my confidence in their abilities.				
	Female	55	7.89	1.38
	Male	34	7.03	1.78
I make sure that people are creatively rewarded for their contributions to the success of our projects.				
	Female	55	6.71	2.02
	Male	34	5.76	2.48
I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.				
	Female	55	7.60	1.781
	Male	34	6.71	2.05

All t-test results are significant at the .05 level.
*T-test for this item calculated based upon unequal variance; all other items had equal variances.
T-test result and df for the four items are as follows (respectively):
t=1.92, df=54.2; t=2.55, df=87; t=1.97, df=87; t=2.17, df=87.

Gender and LPI Subscales

LPI subscales were also used to look at gender**.** There were no significant differences in the mean LPI subscale values for gender (Tables 16 & 17). A low, but significant correlation ($r=.223$, $p<.05$) was found between gender and "Encourage the Heart" subscale revealing that women engaged in this activity more frequently than men.

Table 16

Gender and LPI Subscale -Means

	Gender	N	Mean	Std. Deviation
Model the Way	Male	34	41.65	8.42
	Female	55	43.91	7.34
Inspire a Shared Vision	Male	34	37.44	9.61
	Female	55	38.09	9.57
Challenge the Process	Male	34	39.50	7.55
	Female	55	42.18	6.79
Enable Others to Act	Male	34	48.12	5.93
	Female	55	48.49	5.09
Encourage the Heart	Male	34	41.91	9.10
	Female	55	45.76	7.75

Table 17

Gender and LPI Subscales - Correlation

	t	df	Significance (2-tailed)
Model the Way	-1.33	87	.18
Inspire a Shared Vision	-.31	87	.76
Challenge the Process	-1.74	87	.09
Enable Others to Act	-.32	87	.75
Encourage the Heart	-2.13	87	.04

Summary Statement on Gender. Though women scored higher than men, this difference was not significant (t=1.34, df=87, p=.183). There was as much variability among each gender as there was between each gender. However, there were several significant differences between men and women on several LPI individual items. Two of four of these items represent the leadership practice of Encourage the Heart.

Degree and Total LPI

There are significant relationships between educational degree and leadership practices on the total LPI. The t-test between those with graduate degrees and those with bachelor's degrees on the total LPI score was also significant (Table 18). Table 19 notes the total LPI scores for those with graduate degrees and bachelor's degrees. Those with graduate degrees are more likely to exhibit leadership practices in greater degree than those with bachelor's degrees. There is a significant correlation (r=-.21, p<.05) between degree level and LPI score. The higher the degree, the higher the LPI score, though the correlation of .21 is low as shown in Table 19 below.

There is a significant difference between those with graduate degrees and those with bachelor's degrees on their total LPI score (Table 20). Those with bachelor's degrees scored fourteen points lower on the total LPI inventory (t=.204, df=87, p.05). Those with bachelor's degrees have higher scores on the LPI (mean=222.8) than those with bachelor's degrees (mean=208.4).

The differences between educational backgrounds and leadership further emerged with analysis of individual items (Table 21). Four items in particular were significantly different for those with graduate degrees compared with those with bachelor's degrees as outlined in Table 19 below. Because only 5 subjects have doctorates, they were combined

with the subjects with master's degrees for the analysis. There was a low significant correlation ($r=.252$, $p<.05$) between the highest degree subscale, "Encourage the Heart," revealing that those with bachelor's degrees (coded 1) engaged in this activity less frequently than those with graduate degrees (coded 0).

Table 18

Degree and LPI Total Score

		Total Score on LPI		
Highest Degree		N	Mean	Std. Deviation
	Bachelors	50	208.36	35.50
	Graduate	39	222.79	29.62

Table 19

Correlation - Degree and LPI Score (recoded into two categories: Bachelor and graduate)

	Total Score on LPI	Highest Degree
Pearson Correlation	1	-.214(*)
Sig. (2-tailed)		.04
N	89	89

* Correlation is significant at the 0.05 level (2-tailed).

Table 20

Degree and LPI Total Score – Mean Difference

	T	df	Sig. (2-tailed)	Mean Difference
Total Score on LPI	-2.04	87	.05	-14.44

Table 21

Degree and Significant LPI Item

LPI Item	Highest Degree	N	Mean	Std. Deviation
I set a personal example of what I expect of others.	Bachelor Degree Graduate Degree	50 39	7.84 8.49	1.43 1.28
I talk about future trends that will influence how our work gets done.	Bachelor Degree Graduate Degree	50 39	5.70 6.62	2.07 1.74
*I support the decisions that people make on their own.	Bachelor Degree Graduate Degree	50 39	7.52 8.10	1.54 .94
I publicly recognize people who exemplify commitment to shared values.	Bachelor Degree Graduate Degree	50 39	6.12 7.21	2.38 2.33

All t-test results are significant at the .05 level.
*T-test for this item calculated based upon unequal variance; all other items had equal variances.
T-test result and df for the four items are as follows (respectively):
t=-2.22, df=87; t=-2.21, df=87, t=-2.20, df=82.6, t=-2.15, df=87.

Degree and LPI Subscales

The subscale of Encourage the Heart of the LPI inventory was different for those with graduate degrees compared with those with bachelor's degrees (Table 22). The mean for Encourage the Heart for those with a bachelor's degree was 42.94, while the mean for those with a graduate degree was 42.42. Model the Way came close to statistical significance (p=.07), as did Inspire a Shared Vision (p.=.07). The mean for Model the Way was 41.70 for those with a bachelor's degree and 44.70 for those with a graduate degree. The mean for Inspire a Shared Vision for those with a bachelor's degree was 36.22 and 40.06 for those with a graduate degree.

Table 22

Degree and LPI Subscales

LPI Subscale	Degree	N	Mean	Std. Deviation
Model the Way				
	Bachelor	50	41.70	8.18
	Master	34	44.88	6.96
Inspire a Shared Vision				
	Bachelor	50	36.22	10.33
	Master	34	40.06	8.30
Challenge the Process				
	Bachelor	50	40.36	7.20
	Master	34	42.41	7.18
Enable Others to Act				
	Bachelor	50	47.66	6.01
	Master	34	49.29	4.54
Encourage the Heart				
	Bachelor	50	42.42	8.74
	Master	34	46.94	7.69

Table 23

Degree and LPI Subscales - Correlation

	t	df	Significance (2-tailed)
Model the Way	-1.86	82	.07
Inspire a Shared Vision	-1.81	82	.08
Challenge the Process	-1.28	82	.20
Enable Others to Act	-1.35	82	.18
Encourage the Heart	-2.44	82	.02

Summary Statement for Educational Degree. There are significant relationships between educational degree and leadership practices (Table 23). Those with graduate degrees are more likely to exhibit leadership practices in greater degree than those with bachelor's degrees. The differences between educational backgrounds and leadership further emerged with analysis of individual items and between these two groups on LPI subscale of Encourage the Heart. Those with graduate degrees indicated that they were more likely to exhibit leadership behaviors related to this practice of leadership.

Teaching Experience and LPI Total Score

Table 24 indicates that there was no significant relationship between leadership practices and years of teaching experience as measured by both the total LPI scores ($r=.09$, $p>.05$) , as well as each LPI inventory item. None of the correlations were significant.

Table 24

Teaching Experience and LPI

		Total Score on LPI
Teaching Experience		
	Pearson Correlation	.09
	Sig. (2-tailed)	.42
	N	86

Teaching Experience and LPI Subscales

There was no significant correlation between the LPI subscales and the number of years of teaching experience.

Summary for Teaching Experience. No significant differences were reported between years of teaching experience in relation to total LPI score or LPI subscales.

Graduate Teacher Preparation Program and Total LPI score

There was no significant difference on the total LPI inventory score and the degree program (t=1.17, df=87, p=.244). There was also no significant correlation between academic program enrollment (special or general education) and the total score on the LPI inventory (r=.125, p>.05 or p=.244 (see Table 25 below). Table 26 presents the mean differences for these academic programs and the LPI score.

Table 25

Academic Program and LPI

		Program	Total Score on LPI
Total Score on LPI			
	Pearson Correlation	.13	1
	Sig. (2-tailed)	.24	
	N	89	89

Table 26

Academic Program and LPI- Mean Differences

	Program	N	Mean	Standard Deviation
Total Score on LPI				
	SPED	38	219.53	29.60
	GEN	51	211.08	36.24

Academic Program and LPI Subscales

There also was no correlation between any of the LPI subscales (see Table 27 below) and the academic preparation program the student was enrolled in (see Table 28 below). Though there are no significant mean differences in the LPI subscales in relation to academic program, "Encouraging the Heart," approached significance (p=.06) and had the largest mean difference between the two teacher preparation programs. The mean for those in special education on Encourage the Heart was m=46.24 as compared to m=42.84 for those in general education. The means for the two teacher preparation programs on the leadership practice of Enabling Others to Act were very similar. The mean for special

education was m=48.47 and m=48.26 for general education. These means are noted in Table 27.

Table 27

Academic Program and LPI Subscales

	Program	N	Mean	Std. Deviation
Model the Way	GEN	51	42.25	8.21
	SPED	38	44.11	7.19
Inspire a Shared Vision	GEN	51	36.88	10.35
	SPED	38	39.13	8.30
Challenge the Process	GEN	51	40.84	7.74
	SPED	38	41.58	6.40
Enable Others to Act	GEN	51	48.25	5.71
	SPED	38	48.47	5.02
Encourage the Heart	GEN	51	42.84	9.07
	SPED	38	46.24	7.21

Table 28

Academic Program and LPI Subscale – Correlation

LPI Subscale	t	df	Significance (2-tailed)
Model the Way	-1.11	87	.27
Inspire a Shared Vision	-1.10	87	.27
Challenge the Process	-.48	87	.64
Enable Others to Act	-.19	87	.85
Encourage the Heart	-1.90	87	.06

Career Change and Total LPI Score

There was no significant correlation between career changer and the LPI total score (r=.05, p=.629). However, there was a significant correlation (r=.24, p<.05) between career change and the frequency of speaking with genuine conviction about the higher meaning and purpose of work. Though the strength of the correlation was low, the direction indicates that those for whom teaching is a career change engage in speaking with genuine conviction about the higher meaning of work more frequently than those for whom teaching is not a career change. This was the only item on the LPI inventory that had a significant correlation with career change. The item was LPI27, "I speak with genuine conviction about the higher meaning and purpose of our work" (Table 29).

Table 29

Career Change and LPI

	Career Change	N	Mean	Std. Deviation
Total Score on LPI	Yes	52	217.12	32.33
	No	29	213.24	38.06

Career Change and LPI Subscales

There was no significant correlation between any of the LPI subscales and whether or not teaching represented a career change.

Summary on Career Change. No significant differences were found between those for whom teaching would be a career change and those for whom it would not. However, career changers reported more frequency of speaking with genuine conviction

about the higher meaning and purpose of their work.

Qualitative Data

Open-ended questions were used to gather the subjects' leadership perceptions. The questions were constructed by this researcher and are reflective of the conceptual framework of the study. The majority of the subjects had completed or were about to complete the clinical teaching internship that is part of and near to the end of the graduate teacher education program. Thus, data presented reflect near end of the graduate teacher education program impressions and reflections. Analysis proceeded around the following seven questions:

1) How do you define leadership?

2) How does your graduate teacher education program define leadership?

3) Describe the ways in which you learned about and/or were prepared to use leadership as part of your graduate teacher preparation program.

4) Describe any opportunities that you've had to serve as a teacher leader as part of your graduate teacher education program.

5) What aspects of your graduate teacher education program do you think were valuable for your understanding and use of leadership?

6) What, if anything, could your professors have done to increase your understanding of teacher leadership?

7) To what degree did you practice teacher leadership activities during your teaching internship.

The participants' responses to each qualitative question were recorded verbatim on SurveyMonkey computer software. The researcher scanned recorded data and then read it over at least several times to develop categories, themes and patterns of response. A coding scheme was utilized for particular themes for each question and patterns of

response. The researcher then looked for meaning in the data through analysis of individual responses and then group responses to a particular question. The process of interpretation was then followed, utilizing an analysis of frequencies of coded responses.

Definitions of Teacher Leadership

Participants were asked about their own definitions of teacher leadership and how their graduate teacher education defined teacher leadership. As for their own definition of teacher leadership, teacher leadership was primarily defined as being a role model and setting an example. Recurring themes were taking charge of the classroom, being a role model, balancing instruction and behavior, collaboration, and supporting peers. Five participants (n=67) mentioned working with or supporting other teachers. Six participants (n=67) indicated that they did not know what is meant by teacher leadership. The following three quotes exemplify the spirit of responses taken from to the participants' own definition of teacher leadership:

- "Modeling confidence in one's teaching abilities."
- "Setting a good example for students and other teachers."
- "Having enough control to accomplish classroom goals."
- "Taking charge of your students and classroom."
- "Supporting peers and encouraging them to make improvements."

Participants were also asked how their graduate teacher education program defined teacher leadership. Sixty-one percent of respondents (n=67) indicated that they were not certain or that teacher leadership was never discussed. Others reported being involved in political decisions, acting on principles, setting an example, and the ability to help students achieve success. The following quotes exemplify the participants' responses about their perception of their graduate teacher education program's definition of teacher leadership:

- "Being responsible and authoritative with students."
- "Setting an example. Modeling behavior. Modeling skills."
- "The course I took defined teacher leadership as being involved in the political aspects of the school environment."
- "My interpretation of the program's philosophy is that teacher leadership is demonstrated by joining professional organizations and staying abreast of current educational issues and challenges."

An additional question in the area of Leadership Perceptions asked the participants to describe the ways in which they learned about and/or were prepared to use leadership as part of their graduate teacher education program. Twenty-four percent of the respondents (n=67) indicated that their own previous work background and experiences prior to their teacher preparation program provided the majority of their opportunities for learning about and using leadership. Another group of responses noted that working in groups as part of their graduate teacher preparation program provided much of their opportunities to be prepared to use leadership. Several of the graduate students had taken a specific course on teacher leadership as part of their teacher preparation program and cited it as providing a great opportunity to learn about leadership. Another 24% of responses noted that leadership was not covered as part of their graduate teacher education program.

- "We often worked in groups and were asked to give many in-class lessons."
- "Leadership opportunities in undergraduate career and in high school helped shape my leadership."
- "During my internship."
- "Thirty years of work experience in management."

Another question probed what opportunities the graduate students had to serve as a teacher leader as part of their graduate teacher preparation program. Working in groups was mentioned again as an important opportunity to serve as a teacher leader. The clinical teaching internship was repeatedly cited as an opportunity to serve as a teacher

leader. Again, working in groups was mentioned as an opportunity to serve as a teacher leader. Twenty-six (39%, n=67) of the respondents indicated that they had not had any opportunities to serve as a teacher leader as part of their graduate teacher preparation program. One respondent noted that she would be sitting on a panel of intern alumni and was looking forward to serving as a teacher leader in this role. Some examples of answers about leadership opportunities as part of the graduate teacher education program include:

- "I am the unspoken leader of my cohort since I have years of work experience in another career."
- "I helped plan and spoke at a school assembly."
- "I have been a co-teacher in my summer training."
- "Only in presentations."

The aspects of the graduate teacher education that graduate students thought were valuable to their understanding of leadership were varied. They included the recurring themes of a seminar class, a Teacher Leadership class, the teaching internship, and actual teaching practice.

Finally, the subjects were asked if they had any suggestions as to what could be included as part of the graduate teacher preparation program to increase their understanding of teacher leadership. The following are examples of some suggestions:

- "Explicitly talk about it, discuss it, and demonstrate it. Define it."
- "Incorporate leadership training as part of each course and as an enduring theme throughout the program."
- "Discuss the importance of teachers assuming a leadership role."
- "Provide more realistic opportunities to practice leadership."
- "Include discussions with practicing teacher leaders."

Summary of Findings

Quantitative and qualitative findings and demographic data for the study were presented in this chapter. Based on the data presented, several conclusions were drawn about graduate teacher education students perceptions of leadership practices. For

the most part, the study participants did not have a clear understanding about teacher leadership. They did not articulate a concise and consistent self-definition nor did they clearly and consistently identify how their graduate teacher education program defines teacher leadership. Many of the self-definitions of teacher leadership mentioned instruction of students as teacher leadership and an equal number identified working with peers. The majority of the participants responded that they did not know or were unsure of how their graduate program defined teacher leadership.

Working on team projects was most consistently identified as the way graduate teacher education students felt they were able to practice leadership. However, an equal number of study participants noted that they had little or no opportunity to understand, talk about, or practice leadership as part of their graduate teacher preparation program. Study participants who had taken a course in teacher leadership noted that it was focused on the political aspects of teacher leadership rather than the practical understanding or practice of teacher leadership behaviors.

Suggestions as to how to increase graduate students' understanding of teacher leadership were varied and included interface and conversations with teacher leaders as an integral part of the graduate program and experiences with teacher advocacy and education policy groups. The clinical teaching internship was identified by a significant number of study participants as a significant setting that most allowed them to practice and/or participate in leadership activities.

Chapter V

INTERPRETATIONS, CONCLUSIONS, AND RECOMMENDATIONS

Overall, the five practices of exemplary leadership framework and the Leadership Practices Inventory-Self (LPI-Self) contribute to our understanding of the leadership process and in the development and unleashing of leadership capabilities of graduate teacher education students. This study utilized this assessment instrument to address two specific purposes: (1) to determine how students in a single graduate teacher preparation program in a program perceived their leadership practices (as measured by the LPI-Self) after completing or about to complete a clinical teaching internship; and (2) to determine if there was a difference in leadership practice (as measured by the LPI-Self) among students in this graduate teacher preparation program on the following variables: (a) age; (b) gender; (c) degree; (d) number of years teaching experience in education; (e) academic program; and (f) whether or not teaching was a career change.

The LPI approaches leadership as a measurable, learnable, and teachable set of behaviors, and the authors of the instrument assert that anyone can learn to be an effective leader if they are given the right feedback and tools. They maintain that the LPI identified five leadership behaviors and can provide the feedback for teaching or learning how to be a better leader (Kouzes & Posner, 2007).

Interpretations

The first research question for this study asked: "What are the self-perceived leadership behaviors of students in a graduate teacher education program?" This study found that, ranked from highest to lowest by average frequency score, the strongest leadership practice with these participants was Enable Others to Act, followed closely by

Encourage the Heart and Model the Way. Fourth in ranking was Challenge the Process, and the relatively weakest practice was Inspiring a Shared Vision, with 37 out of a maximum possible score of 60. Overall, when compared with Kouzes and Posner's (2003b) published norms, the perceptions of this study's participants resulted in self-ratings that were less than those reflected in the research data but with Enabling the Heart being the most comparable. Those having graduate degrees shared the national norm of 49.3 on this leadership practice.

The second research question asked: Is there a difference in leadership behaviors of students in a single graduate teacher education program and the independent variables of: (a) age; (b) gender (c) previous degree earned (d) number of years teaching experience in education (e) graduate education program; and (f) whether or not teaching would be a career change. In general, this research found the LPI scores of graduate teacher education students to be unrelated with various demographic characteristics (age, gender, teaching experience, graduate program, and whether or not teaching would be a career change). The findings revealed that significant mean differences were found among the 30 analyses of difference (ANOVAs) performed. Gender appeared to matter; age, number of years' teaching experience did not. There was no significant correlation between age or years of teaching experiences and total LPI score.

There were significant relationships between educational degree and leadership practices. Those with graduate degrees were more likely to exhibit leadership practices in greater degrees than those with bachelor's degrees. In this area, four items in particular were significantly different for those with graduate degrees compared with those with bachelor's degrees. The items were: (1) I set a personal example of what I expect from

others; (2) I talk about future trends that will influence how our work gets done; (3) I support the decisions that people make on their own; and (4) I publicly recognize people who exemplify commitment to shared values. The LPI subscale of "Encourage the Heart" was also different for those with masters' degrees compared with those with bachelor's degrees.

Though there were no significant mean differences in the LPI subscales in relation to educational program (special education/general education), "Encourage the Heart" approached the largest mean difference between the two teacher preparation programs, indicating that those in special education felt that they were more likely to exhibit leadership practices in that area than those in general education teacher preparation programs.

There were no significant differences between women and men on the 30 items added together as one score, no significant correlation when gender was coded and correlated with total LPI score, and no significant differences in the mean LPI subscale values for gender. However, a low, but significant correlation was found between gender and the subscale, "Encourage the Heart" and there were gender differences on four of the LPI items. These items included; (1) I spend time and energy making certain that the people I work with adhere to the principals and standards we have agreed upon; (2) I make it a point to let people know about my confidence in their abilities; (3) I make sure that people are creatively rewarded for their contributions to the success of our projects; and (4) I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

Gender differences indicated that there was a significant difference between

women and men on the LPI subscale of “Encourage the Heart” and four specific LPI statements. These statements reflect collegiality, trust, and ownership of the decision-making process. These attributes are important in adding to the behaviors of teachers that are essential to positive reform. It is interesting to note that Goleman, Boyatzias, and McKee (2002) stated when relationships are valued it inspires others in the organization and supports meaningful change. Recognizing and fostering this kind of relational leadership could be an important element of graduate teacher education. This idea is supported by data from a 2008 survey by the Rand Corporation (Stecher, Epstein, Hamilton, et al., 2008) on implementation of the No Child Left Behind Act (NCLB) that points to the fact that there is a need for a stronger focus to prepare teacher leaders to serve as coordinators of school improvement efforts, in order to encourage other teachers to support accountability (Stecher et al., 2008).

One significant result was found upon examination of career change and leadership practices. Those for whom teaching represents a change of career reported engaging more frequently in the practice of speaking with genuine conviction about the higher meaning and purpose of their work, although their total LPI score did not significantly correlate with career change, nor was there a significant mean difference in total LPI scores for career changers.

There were no significant differences on the total LPI inventory score and the degree program (special or general education). However, one LPI item had a significant difference. This indicated that those in special education frequently engaged more frequently in the practice of speaking with genuine conviction about the higher meaning and purpose of their work. This was also true for career changers.

The demographics of gender, type of degree held, and career change were not of particular significance in the population of this study regarding real differences in their self-perceived leadership behaviors.

Lastly, the third research question sought to find: "What are the perceptions of leadership among graduate teacher education students?" as measured by a set of open-ended questions on leadership. Study participants frequently mentioned that they were unsure of how their graduate teacher preparation defined teacher leadership. Their responses to the question: "How do you define teacher leadership?" reflected that they perceived it as an authoritative and directive role while other responses identified that participants thought of it as collaboration and working with others. When asked what elements of their graduate program provided for an understanding of leadership, a theme was revealed that indicated the participants feel that working on projects together or presenting lessons to peers within classes were forms of leadership. The clinical teaching internship was cited most frequently as the means by which they felt they were able to learn about and practice teacher leadership.

Among the graduate teacher education students who participated in this study, significant differences regarding their leadership practices were revealed in the following regard: (a) there was a significant relationship between the criterion variable, Enabling Others to Act, and gender; (b) those for whom teaching represented a career change engaged more frequently in the practice of speaking with genuine conviction about the higher meaning and purpose of their work; (c) there were gender differences on four of the LPI items that deal with having confidence, rewarding, ensuring others they work with adhere to agreed upon standards and principles, and making sure they and others set

achievable goals, and measurable milestones for the projects and programs they work on; (d) there were significant relationships between educational degree and leadership practices, with those with graduate degrees more likely to exhibit leadership practices in greater degree than those with bachelor's degrees; e) those with graduate degrees engaged in setting a personal example, talking about future trends that will influence how the work will get done, recognize people who exemplify commitment to shared values and support the decisions that people make on their own significantly more frequently than those with bachelor's degrees; (f) those with bachelor's degrees engaged in "Encourage the Heart" less frequently than those with graduate degrees; and (g) though there were no significant mean differences in the LPI subscales in relation to educational program, "Encouraging the Heart," approached significance (p=.06) and had the largest mean difference between the two teacher preparation programs, with those in special education having the highest mean.

Conclusions

The results of this study indicated that those for whom teaching represented a career change engaged more frequently in the practice of speaking with genuine conviction about the higher meaning an purpose of their work. Career changers also indicated that they had acquired an acute understanding of leadership and had opportunities to practice leadership as part of their previous careers. These data point to the fact that career changers may be productive to helping create the commitment to the teaching career in others. Very often, this commitment is a factor in the retention of teachers. Somewhat included in the data regarding career changers was the fact that the subscale of "Encourage the Heart" was different for those with masters' degrees

compared with those with bachelor's degrees.

A national survey of 2,300 college educated Americans aged 24 to 60 by the Woodrow Wilson National Fellowship Foundation (2008) indicated that 42 percent would consider becoming a teacher. More than two in five (43%) of these potential teachers said the most important step to encourage them to become a teacher is ensuring that salaries are adequate and competitive with other professions. A majority of them said it was important for such programs to contain coursework that builds on their professional experience. A majority of the potential teachers said it was very important for such programs to contain coursework that builds on their professional experience. The survey indicated that for many of the respondents, content-based pedagogy was identified as a critical component that they might look for in a future teacher preparation program. Susan Moore Johnson (2006), an education professor at Harvard University's graduate school of education, has also studied potential career-changers and has noted that mid-career entrants to teaching potentially have real strengths and assets that should be considered in the design of a teacher preparation program. This could include a unit on transitional issues and classroom-based clinical preparation for mid-career entrants. It could also incorporate the strong convictions that career changers have about the higher purpose and meaning of work, as indicated by this study, in planned dialogue with others in the graduate teacher education program.

Gender differences indicated that there was a significant difference between women and men on the LPI subscale of "Encourage the Heart" and four specific LPI statements. These statements reflect collegiality, trust, and ownership of the decision-making process. These attributes are important in adding to the behaviors of teachers that

are essential to positive reform. It is interesting to note that Goleman, Boyatzias, and McKee (2002) stated when relationships are valued it inspires others in the organization and supports meaningful change. Recognizing and fostering this kind of relational leadership could be an important element of graduate teacher education. This idea is supported by data from a survey by the Rand Corporation (2008) on implementation of the No Child Left Behind Act (NCLB) that points to the fact that there is a need for a stronger focus to prepare teacher leaders to serve as coordinators of school improvement efforts, in order to encourage other teachers to support accountability.

This study holds potential for enhancing instructional efficacy for future educators and reflects the graduate teacher education program's commitment to the National Council for Accreditation and Teacher Education (NCATE) expectations and standards for excellence. It can provide a good starting point for dialogue about the role of graduate teacher education in the self-awareness and self-development of teachers leading to their leadership behaviors. This discussion could promote further attention to the kinds of leadership that can be distributed across many functions in the school, especially as part of a growing, team-based structure that is beginning to predominate over the hierarchical structures in schools.

Clearly, the growing practice of leadership by teachers in formal and informal roles plays an important part in the school becoming a learning community that supports all stakeholders. These stakeholders include other teachers, parents, students, and members of the community at large. This teacher leadership is also important to creating a positive school culture that promotes trust and collaboration and supports all students. Thinking about what part graduate teacher education can play in developing the

leadership of teachers that can work collaboratively to meet shared goals and to participate in decision making about critical issues that affect them is crucial and necessary, especially in light of the rise in policies designed to hold schools more accountable.

The conceptual framework for this study was built on the view that teachers contribute to shared forms of educational leadership by interacting productively with other adults in the school around school reform efforts, learn with their school colleagues, and seek to improve their own professional practice. This framework identifies context, conversations, and capacity as integral to teacher leadership. The school context for these interdisciplinary teaming structures relates to and influences school culture. It reflects how work is managed in schools. Teachers in schools contribute to the leadership equation in different ways (Printy & Marks, 2006), especially by working in interdisciplinary teams, without formal leadership, interact productively with other adults in the school and community around school reform efforts, and interact regularly with school colleagues to improve teacher learning. Graduate teacher preparation can provide an educational model linking these kinds of adult development with performance as connected to the educational context of teaching to lay the groundwork for the growth of the teacher.

The results obtained in this study provide a research foundation for the intuitive association between teachers' sense of efficacy and their self-perceptions of leadership. These results underscore the value of enhancing teachers' sense of personal teaching efficacy, especially with those enrolled in teacher preparation programs.

Recommendations

The leadership development of those preparing to be teachers should be part of a vision of a developmental continuum and the career progression of teachers. Graduate teacher education needs to be part of that vision. It is a career stage of teachers during which future teachers expand their understanding and acceptance of themselves. It is the setting during which graduate students examine the meaning and significance of the work of teaching. It is the place to encourage the self-discovery from which they will reach out to others during their teaching career.

School effectiveness and improvement research shows that leadership plays a key role in ensuring the vitality and growth of schools (Southworth & DuQuesnay, 2005). Elmore (2000) noted that dramatic changes in the way public schools define and practice leadership are needed in order to enable them to respond to the increasing demands they face under standards-based reforms. If leadership is to be distributed across the school community, with an inclusive, wide-ranging view of leadership, rather than a narrow perspective on principles, the leadership development of teachers must be fostered. Graduate teacher education is a significant program to support the self-development that is leadership and vice-versa. It can be responsive and reflexive to the wide range of the individual wants and needs of those preparing to be teachers. These individuals represent a broad range of learners that need to learn how to be leaders and to implement change and to make a difference in terms of improvements to schools and students' performance.

This research involved a qualitative component that investigated what factors contributed to the graduate teacher education students' perceptions of leadership and the practices of teacher leadership. These were identified through the use of an open-ended

questionnaire developed by the researcher. This study revealed that graduate teacher education students and graduate program staff do not appear to share a common view of the purpose or meaning of teacher leadership. This seems to have resulted in mixed messages. Graduate teacher education students comments suggested a lack of conceptual coherence as to the importance of teacher leadership as part of their program. It appears that their coursework, supervision, and clinical experiences were not integrated and ingrained in terms of modeling the concept of teacher leadership throughout their education by teachers and administrators in both university and public school settings.

Opportunities for collaborative group work and group projects seem to be perceived by some graduate students as an opportunity to develop and practice leadership. A smaller number of students noted that the clinical teaching internship provided opportunities to work with colleagues or interact with colleagues about teaching in substantive ways. This may be reflective of school context. At the same time it points to the fact that school context can also shape graduate students' opportunities for collegial relationships and for leadership. More importantly, the school context of the graduate teaching internship may also shape students' reflection of the teaching career.

Teacher leadership is a valuable aspect of education. It can begin to be developed in graduate teacher preparation through discussion of leadership in theory, promotion of a core understanding of the concept, self-assessment, and through demonstration of leadership in practice. In order to foster teacher leadership, it needs to be a structural and coherent part of the graduate teacher education program, reflecting the program's vision for teachers. This could include teaching the process of critical reflection focused on students' assumptions about school culture (context), willingness to engage with others

(conversations), and orientation to change (capacity).

For example, in clinical teaching experiences, teacher leadership could intentionally be modeled by cooperating teachers. As much as possible, graduate students should be placed with those teachers who are acknowledged as teacher leaders.

Teacher leaders could address university classes, and discuss community involvement, professional development, and collaborative decision-making.

Graduate teacher education students may build their capacity to reflect on their concerns for student learning and commitment to equity and how these fit with their commitment to change and reform. This type of reflection seems to be essential to building a strong sense of efficacy, while acknowledging the current reality of schooling. It could be important to building their capacity to think about the big picture of teaching and learning, both outside and inside schools and in their ability to see the need for and effect personal and system change. Twelve recommendations for practice are presented below:

1) There should be structural and conceptual internal coherence reflecting the graduate teacher education program's vision of leadership for teachers. This vision needs to be is clearly and consistently evident across courses and coursework and within the key program elements, such as the clinical internship. Cooperating teachers and supervisors should collaborate on aspects of this vision of leadership as part of ensuring external conceptual coherence in the program's vision. The concept of teacher leadership should be modeled for them throughout their graduate teacher education program and by placing them during their clinical teaching internship with teachers who are widely acknowledged as leaders. Graduate teacher education

students should be made fully aware of their program's emphasis on teacher leadership.

2) Teacher leaders may address university classes, discuss the realities of teaching, and give students an understanding of the political nature of schooling.
3) Provide engaging experiences in leadership for graduate teacher education students within the program constraints. As early as possible in the program, field experiences should expose graduate students to important aspects of teacher leadership such as collaborative decision-making and community involvement. Leadership development requires experience as one of its component processes. In graduate teacher education, experiences are circumstances that actively engage the student's meaning structures and challenges their abilities to construe the past, present, and future.
4) Internships could include diverse educational contexts such as state departments of education or educational advocacy groups. This might help them see education in a broader context.
5) Disproportionate attention seems to be paid to the leadership preparation of administrators. Connecting administrator preparation to teacher preparation at the graduate level could provide opportunities for dialogue and experiences related to shared instructional leadership.
6) A pre-program assessment of leadership behaviors could be made of entering graduate teacher education students. This information could be used to establish cohorts or learning teams that would be reflective of the leadership strengths students bring to the program while recognizing the acute needs of others. The

approach would acknowledge and utilize the acute leadership experiences of career changers. The information would also be useful in planning specific leadership development opportunities for graduate students. This could include interdisciplinary leadership activities within the graduate school of education and human development.

7) Couple the leadership development of graduate teacher education students to the systemic development of leadership processes in schools.
8) Graduate teacher education should make use of peer socialization processes by organizing incoming candidates into cohort groups. This would help counteract the social, intellectual, and professional isolation of graduate students preparing to be teachers. It would help develop the collegiality needed for school reform.
9) Expand graduate teacher education students' knowledge that will support and empower them in their future roles and responsibilities as teachers and leaders. This includes knowledge of professional community and knowledge of education policy.
10) Induct graduate teacher education students' into the discourse of continuing learning in daily professional practice, including orienting them to metacognition about leadership.
11) Plan and implement workshops and other events on teacher leadership that include graduate teacher education students, graduate students in educational administration, practicing teachers, practicing administrators, parents, and community members.
12) Engage teacher educators in efforts to influence policy communities to recognize and support the leadership capacity building of those preparing to be teachers.

Recommendations for Further Research

A future research agenda related to this research might include:

- Scholarly inquiries about teacher leadership to sustain engagement between policy-makers, teacher educators, and education practitioners.
- Collaborative research between organizational theorists, educational administrators, teachers, and teacher educators regarding teacher leadership within professional learning communities as a strategy for sustained, substantive school improvement.
- Collaborative investigation of the impact of teacher leadership on school culture.

If graduate teacher education programs explicitly emphasize leadership, to what extent do they encourage the practice and promotion of teacher leadership? If teacher leadership has the possibility to significantly impact the empowerment of teachers that may potentially support their retention, how can graduate programs positively support the development and practice of leadership of education students? If leadership is an observable, learnable set of practices, how can graduate teacher education help students identify their areas of strength as well as areas of strength that need to be further developed?

A concrete example of a proposed leadership development program that integrates all of the elements of and recommendations as a result of this study can be found Appendix F. It is an inquiry-oriented program that considers graduate teacher education students as active agents who need to make complex judgments based on critically reflective inquiry into their own leadership behaviors/skills and their own experiences and situations, such as clinical teaching in field sites that provide the continuous tie between theory and practice in teacher preparation and other authentic contexts for them

to participate in and take on leadership responsibility in their respective educational communities. The program also includes on-going clinical support for students in their leadership development as part of graduate teacher education. An additional component of this proposed leadership development program that is reflective of the recommendations following this study is the inclusion of shared leadership development experiences between those preparing to be teachers and those preparing to be administrators, with the notion of developing group process skills as a component of the leadership development that might crosscut both teacher and administration preparation.

Summary

In this research, leadership development was defined as "the expansion of a person's capacity to be effective in leadership roles and processes" (McCauley, Moxley, & Van Velsor, 1998, p. 4). This research suggests that teacher leadership, and teacher leadership development be considered in new ways. It implies that students in graduate teacher education differ in their readiness for leadership development and proposes that these differences are essential to assess. The study indicates that leadership assessment data is important because it gives the graduate student an understanding of what their strengths are, the level of their current leadership performance, and what are seen as their primary leadership development needs. This assessment data functions to provide a benchmark for their future leadership development. It points out the gaps between the student's leadership behaviors/skills and the ideal teacher leadership capacity that is suggested in the research as essential to education reform.

The leadership development needs of students in graduate teacher education are important to clarify in order to for teacher educators what needs to be learned, improved,

or changed. This information is essential to their design of developmentally appropriate and challenging leadership experiences that force students to face themselves and also provide opportunities to learn. These developmental experiences can build student/ leadership efficacy.

Teacher educators have the opportunity to design and implement leadership developmental experiences systematically, within the graduate teacher education program. They can treat them as interrelated and building on one another and embed them within the teacher education program context. Education faculty can work with each other and between administrative preparation programs in order to connect leadership development and encourage shared problem-solving in education.

If an expanded vision of leadership development can be embedded within graduate teacher education and continued as part of the professional development of teachers, they will be better prepared to engage in shared activities such as communities of practice, that help them make sense of their teaching experiences with others. They may be better able to communicate, cooperate, and agree about what is happening in schools so that they can interpret together through action research, plan, and act.

The leadership of teachers has the potential to significantly impact their empowerment and educational reform. For example, Mentkowski and Associates (2000) found that breath of learning at graduation from college had a direct effect on collaborative organizational thinking and action in the workplace five years later, as well as on integration of self.

It would be useful to investigate change in graduate teacher educations students' sense of efficacy along with changes in their perceived leadership behaviors in scope,

sequence and context of their educational program. Short (1992) claimed that personal teacher efficacy is one of the important dimensions of teacher empowerment and defined it as the process of taking charge of ones own growth and resolving one's own problems. In this regard, graduate teacher education students about to embark on a career in teaching ought to believe that they have the leadership skills and knowledge to act on a situation and improve it. This exemplifies the important reciprocal relationship that exists between adult development and learning.

Researchers note that teachers are often left out of the loop of leadership in their school, and when they are given leadership roles, they lack the skills that will make them successful (Sherrill, 1999). If teacher leadership is integral to successful whole-school reform (Conley & Muncey, 1999), leadership development of graduate teacher education students within their educational program is essential. Within this context and as an adult developmental process, self- and other –awareness can be a means of consciously practicing leadership. Reflection on feedback from program colleagues and from assessment instruments can be one of the major in-program tools for this process and the development of the important relational leadership capacities for graduate students and future teachers. They will need to take on an interdependence framework with others working towards school success.

Leadership development is an ongoing process. It is grounded in self-development and embedded in experience. Leadership behaviors/skills can be learned and expanded over time. Graduate teacher education can lay the groundwork for this leadership development. It can help those students preparing to be teachers understand that they are capable of being effective leaders and guide them in developing their

leadership potential.

Examining the leadership behaviors that graduate students bring to their teacher education program can be a first step in building their leadership capacity. Developing their capacities for effective leadership, such as self-awareness, is synonymous with supporting their self-development. This self-development and leadership development can facilitate their leadership effectiveness as teachers.

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APPENDIX A

Survey Instruments

Section I: Demographics Survey

Section II: Leadership Practices Inventory–Self (LPI-Self)

Section III: Perceptions and Experiences Regarding Teacher Leadership

Thank you for your participation in this study. There are three sections. The first section includes some basic demographic information.

Section I

Demographics Survey

Please answer each of these brief questions about yourself by checking the appropriate answer or filling in the blank.

1. *Gender*: _____ Female _____ Male

2. *Age:* _____ years (*round up if your birthday is within the next 6 months*)

3. *Highest Degree Earned:* _____ Bachelor's _____ Master's _____ Doctoral

4. *Prior teaching experience in years*: _____ (*round to the nearest year*)

5. *Current Graduate Teacher Preparation Program:*

   _____ Special Education _____ General Education

6. *Will teaching be a career change?* _____ yes _____ no

7. *What semester and year do you expect to graduate from The George Washington University?*

   _____ semester _____ year

Thank you. Please turn the page to the next set of questions regarding leadership.

Section II:

LPI-SELF Leadership Practices Inventory
By James M. Kouzes & Barry Z. Posner

This section includes 30 questions regarding leadership.

INSTRUCTIONS

Write your name in the space provided at the top of the next page. Below your name, you will find thirty statements describing various leadership behaviors. Please read each statement carefully, and using the RATING SCALE on the right, ask yourself:

"How frequently do I engage in the behavior described?"

•Be realistic about the extent to which you actually engage in the behavior.

•Be as honest and accurate as you can be.

•DO NOT answer in terms of how you would like to behave or in terms of how you think you should behave.

•DO answer in terms of how you typically behave on most days, on most projects, and with most people.

The RATING SCALE runs from 1 to 10. Choose the number that best applies to each statement.
1 = Almost Never
2 = Rarely
3 = Seldom
4 = Once in a While

5 = Occasionally

6 = Sometimes

7 = Fairly Often

8 = Usually

9 = Very Frequently

10 = Almost Always

•Be thoughtful about your responses. For example, giving yourself 1's or O's on all items is most likely not an accurate description of your behavior. Similarly, giving yourself all 5's is most likely not an accurate description either. Most people will do some things more or less often than they do other things.

•If you feel that a statement does not apply to you, it's probably because you don't frequently engage in the behavior. In that case, assign a rating of 3 or lower.

For each statement, decide on a response and then record the corresponding number in the box to the right of the statement. After you have responded to all thirty statements, go back through the LPI one more time to make sure you have responded to each statement. Every statement must have a rating. *Thank you.*

Your Name: _____
Code (*to be inserted by researcher*): _____

To what extent do you typically engage in the following behaviors? Choose the response number that best applies to each statement and record it in the box to the right of that statement.

1. I set a personal example of what I expect of others. [___]

2. I talk about future trends that will influence how our work gets done. [___]

3. I seek out challenging opportunities that test my own skills and abilities. [___]

4. I develop cooperative relationships among the people I work with. [___]

5. I praise people for a job well done. [___]

6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on. [___]

7. I describe a compelling image of what our future could be like. [___]

8. I challenge people to try out new and innovative ways to do their work. [___]

9. I actively listen to diverse points of view. [___]

10. I make it a point to let people know about my confidence in their abilities. [___]

11. I follow through on the promises and commitments that I make. [___]

12. I appeal to others to share an exciting dream of the future. [___]

13. I search outside the formal boundaries of my organization for innovative ways to improve what we do.[___]

14. I treat others with dignity and respect. [___]

15. I make sure that people are creatively rewarded for their contributions to the success of our projects. [___]

16. I ask for feedback on how my actions affect other people's performance. [___]

17. I show others how their long-term interests can be realized by enlisting in a common vision. [___]

18. I ask "What can we learn?" when things don't go as expected. [___]

19. I support the decisions that people make on their own. [___]

20. I publicly recognize people who exemplify commitment to shared values. [___]

21. I build consensus around a common set of values for running our organization. [___]

22. I paint the "big picture" of what we aspire to accomplish. [___]

23. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.[___]

24. I give people a great deal of freedom and choice in deciding how to do their work.[___]

25. I find ways to celebrate accomplishments. [___]

26. I am clear about my philosophy of leadership. [___]

27. I speak with genuine conviction about the higher meaning and purpose of our work. [___]

28. I experiment and take risks, even when there is a chance of failure. [___]

29. I ensure that people grow in their jobs by learning new skills and developing themselves. [___]

30. I give the members of the team lots of appreciation and support for their contributions. [___]

Your Opinions and Experiences Regarding Leadership

Section III.

This last section is for your opinions on the subject. *Your feedback is very important to the study and to understanding leadership.*

1. How do you define teacher leadership?

2. How does your graduate teacher education program define teacher leadership?

3. Describe the ways in which you learned about and/or were prepared to use leadership as part of your graduate teacher preparation program.

4. Please describe any opportunities you've had to serve as a teacher leader as part of your graduate teacher preparation program.

5. What aspects of your graduate teacher education program do you think were valuable for your understanding and use of leadership?

6. What, if anything, could your professors have done to increase your understanding of teacher leadership?

7. To what degree did you practice teacher leadership activities during your teaching internship?

Thank you very much for your participation. Your input will be significant and valuable to my research.

APPENDIX B

Protocol for Administering the Survey (via email)

1. Introduce yourself.

2. Explain the purpose.

This survey is distributed for the purposes of gathering data related to my dissertation research on the teaching field. Your involvement is important to the study and will contribute to the field of leadership research. I am happy to answer any questions about the study and would be glad to provide you with a copy of the results in a short report.

3. Explain what is involved.

Completing this survey will take about 20 minutes of your time. It is seeking general information about your belief in your ability to complete some tasks. Your participation is completely voluntary and your responses will be kept anonymous and confidential. Each survey is coded with a unique research ID number in lieu of asking for your name. These ID numbers are not matched to your name. Completion of the survey does not in any way affect your grade in this course.

4. Distribute the Information Sheet.

This information sheet explains the research study and your rights as a participant in this research. This sheet provides all the study information and will serve as a way of obtaining your informed consent. Please retain this information sheet for future reference.

5. Distribute the survey.

Completing the instrument implies your consent to participate. If you choose not to complete the instrument it will not affect your grade or academic standing.

6. Collect the surveys.

I know that your time is valuable and I appreciate your completing the survey.
Thank you for your involvement in the study.

APPENDIX C

Letter to the Instructor Requesting Contact Information for
Secondary Education and Transitional Education Graduate Students

NOTE: this letter will be followed by email, phone calls, and personal notes in faculty mailboxes.

Dear Professor _____:

I am a doctoral student in special education at The George Washington University. My doctoral research involves a survey concerned with the self-perceptions of leadership of graduate students in education. My advisor is Dr. Carol Kochhar-Bryant, and my committee members are: Dr. Patricia Tate and Dr. Pat Schwallie-Giddis.

I am writing to ask if you might share the email addresses and, if possible, mailing addresses of the graduate students in your program who have just completed or are about to complete their clinical teaching internship. I need this contact information because I plan to email or send these students a short survey that will take approximately 15-20 minutes of their time to complete.

I have attached an abstract of the study. If you have any questions about the procedures of this research study, please contact me at 910-215-8910 or email me at betsy.laflin@sbcglobal.net. If you would like a copy of the questionnaire, please let me know.

Thank you for your time and consideration. Your participation will be significant to my research and to the field. I am willing to share a copy of the completed research with you if you request.

Sincerely yours,

Betsy Laflin

APPENDIX D

Information Sheet

STUDENTS' PERCEPTIONS OF TEACHER LEADERSHIP PRACTICES IN GRADUATE TEACHER PREPARATION (IRB # 060846)

The study you are about to participate in has been created to research the leadership behaviors of graduate students seeking a professional degree in education. You have been selected as a participant for this study because you are currently enrolled in a graduate teacher preparation program at the George Washington University.

You are being asked to complete a brief demographic survey, a questionnaire consisting of thirty questions concerning leadership, and five open-ended questions about your opinions on the subject. It will take approximately 15-20 minutes of your time. There is no right or wrong answer, nor any answer I am looking for. All information will be gathered during this time. No risks of being identified are inherent in this study and the information gathered will not be shared with your instructor(s). To the best of my knowledge, participating in the study carries no more risk of harm than you would experience in everyday life.

While I will solicit demographic information, the survey itself will not be connected to that information and your responses to the questionnaire will remain anonymous. The results of the data collected in the survey may be disclosed in professional meetings, conferences and professional journals but the data will consist of the entire group's responses and not the responses of specific individuals. Your participation in the study is voluntary.

If you have any questions concerning this research study, please contact Betsy Laflin at 910-215-8910 or via email at betsy.laflin@sbcglobal.net. If you have questions about the informed consent process or any other rights as a research subject, please contact the Assistant Vice President for Health Research, Compliance and Technology Transfer at 202-994-2995. This is your representative.

Thank you for your time and consideration. I value your participation.

Student Investigator: Betsy Laflin: 910-215-8910
Principal Investigator: Dr. Carol Kochhar-Bryant

APPENDIX E

Descriptive Statistics for LPI Statements by Leadership Practice

Question Number and Content	Mean	Median	Mode	Standard Deviation
Model the Way				
1: I set a personal example of what I expect of others.	8.12	8.00	8	1.40
6: I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.	6.38	7.00	6	1.97
11: I follow through on the promises and commitments that I make.	8.91	9.00	10	1.15
16: I ask for feedback on how my actions affect other people's performance.	6.72	7.00	8	2.21
21: I build a consensus around a common set of values for running our organization.	6.02	6.00	6 (a)	2.29
26: I am clear about my philosophy of leadership.	6.89	8.00	8	2.67
Inspire a Shared Vision				
2: I talk about future trends that will influence how our work gets done.	6.10	6.00	6	1.98
7: I describe a compelling image of what our future could be like.	5.48	6.00	6	2.24
12: I appeal to others to share an exciting dream of the future.	6.31	6.00	6 (a)	2.20
17: I show others how their long-term interests can be realized by enlisting in a common vision.	5.48	6.00	6	2.25
22: I paint the "big picture" of what we aspire to accomplish.	7.06	8.00	9	2.27
27: I speak with genuine conviction about the higher meaning and purpose of our work.	7.40	8.00	8 (a)	2.26
Challenging the Process				
3: I seek out challenging opportunities that test my own skills and abilities.	7.33	7.00	7	1.65
8: I challenge people to try out new and innovative ways to do their work.	5.80	6.00	5	2.11
13: I search outside the formal boundaries of my organization for innovative ways to do their work.	6.61	7.00	6	1.99

18: I ask “What can we learn?” when things don’t go as expected.

7.65	8.00	9	1.83

23: I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

7.26	8.00	8	1.93

28: I experiment and take risks, even when there is a chance of failure.

6.52	7.00	7	1.470

Enable Others To Act

4: I develop cooperative relationships among the people I work with.

8.69	9.00	10	1.41

9: I actively listen to diverse points of view.

8.53	9.00	10	1.41

14: I treat others with dignity and respect.

9.47	10.00	10	0.80

19: I support the decisions that people make on their own.

7.78	8.00	8	1.34

24: I give people a great deal of freedom and choice in deciding how to do their work.

7.48	8.00	8	1.69

29: I ensure that people grow in their jobs by learning new skills and developing themselves.

6.40	7.00	8	2.41

Encourage the Heart

5: I praise people for a job well done.

8.63	9.00	10	1.37

10: I make it a point to let people know about my confidence in their abilities.

7.56	8.00	9	1.60

15: I make sure that people are creatively rewarded for their contributions to the success of our projects.

6.35	7.00	6	2.24

20: I publicly recognize people who exemplify commitment to shared values.

6.60	7.00	8	2.41

25: I find ways to celebrate accomplishments.

7.19	8.00	8	1.85

30: I give the members of the team lots of appreciation and support for their contributions.

7.97	8.00	9	1.60

Total Score of LPI

214.69	219.00	212.00 (a)	33.65

a=Multiple modes exist. The smallest value is shown.

Key: 1=Almost Never,(does what is described in the statement), 2=Rarely, 3=Seldom, 4=Once in a While, 5= Occasionally, 6=Sometimes, 7=Fairly Often, 8=Usually, 9=Very Frequently, 10=Almost Always; N = 89; Missing = 6.

APPENDIX F

Model for a Leadership Development Program for
Student in Graduate Teacher Education

Teachers as Evolving Leaders

This design suggests an "ideal" leadership development program. It is essential that a need for such a program must be established among all stakeholders, including students, teacher education faculty and administration, veteran teachers who may or may not be involved in supporting the clinical internships of the graduate students, school administrators. A team approach is encouraged among faculty, including those who are experts in assessment and technology. This will help in establishing faculty ownership in the process, retaining responsibility for teaching and academic content. The approach should include:

- Development of a Statement of Need
- Development of a Statement of Goals
- Design of Instruction
- Implementation and Assessment
- Revisions as Needed

Leadership Development Program Model for Students in Graduate Teacher Education

Teachers as Evolving Leaders

Conceptual Overview

- 5 Practices of Exemplary Leadership
  (Kouzes & Posner)

Feedback (formative assessment)

- Student self-assessment of behaviors/skills associated with the 5 Practices of Exemplary Leadership
  Tool: LPI-Self (Kouzes & Posner)
- Focus on areas student wants/needs to develop within teacher education
- Student constructs initial Leadership Development Plan w Advisor/Faculty Member(s)

Skill Building

- LPI Workshop (Kouzes & Posner) – 3 (or 5) day facilitated workshop. Workshop will identify additional leadership skill needs of student
- Focus on skills that are teachable
- Readings on Leadership Development
- Observations of teacher leaders and leaders in situations other than schools
- Problem-based learning about teacher leadership skills

Feedback (formative assessment)

- Students reflect on feedback and review progress from LPI Workshop
- Consolidate experiences fro LPI Workshop
- Review Leadership Plan with advisor/faculty member
- Johari Window for analyzing interpersonal communication (Lashway, 1999)

Skill Building

- Case studies in leadership
- Team collaborative projects, some dealing with situations calling for leadership
- Leadership coaching in various situations within schools or other contexts
- Readings on General Leadership, Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, Encourage the Heart
- Interpersonal communication skill building
- Action research projects involving leadership, assessment, and instruction

Conceptual Development

- Exposure to coursework that encourages conceptual thinking about the issues facing education and educators
- Exposure to a range of examples of teacher leadership- first-hand and in readings
- Discussions of diverse views of leadership
- Examination of various philosophies of leadership, followed by student development of a personal philosophy of leadership
- Comparison and contrast of the importance of both organizational culture and climate in a school and classroom setting.
- Use of open-ended questions and Socratic method as an inductive method for students to think critically and reflect about leadership/teacher leadership.

Personal Growth

- Activities to support learning and practice of effective interpersonal skills
- Confidence-building exercises/building self-esteem

Feedback (summative assessment)

This will be an expanded 360 degree LPI feedback process that will take place after the clinical experience.
It will include(1) a self-assessment by graduate student using the LPI-Self (2) assessment of graduate student by university supervisor using LPI-Observer (3) assessment of graduate student by cooperating teacher using LPI-Observer and (3) an assessment of the graduate student by 4-5 peers from the graduate teacher education program or cohort using the LPI-Observer

Re-visit Leadership Development Plan

- Those graduate students near to completion of program reflect on their leadership development, their future leadership development needs, and how they might continue their leadership as teachers. (This activity might include individuals from the set mentioned above.)
- Based on the summative assessment feedback, those graduate students need completion of the teacher education program develop a post-graduation leadership plan that they continue as teachers.

Post-Graduate – Plan Becomes Part of Graduate Student's On-going Professional Development Plan as a Practicing Teacher

- Leadership development of students in graduate teacher education is coupled to systemic development of leadership processes in schools.
- In-service programs on teacher leadership recommended.

Personal Growth Experiences

Personal growth experiences are integral part of the student's leadership development program. They are collaboratively planned by the faculty, students, and school district personnel. These experiences may be individual or collective and take place throughout the student's graduate teacher education. They serve to support coherence to the leadership development program. The goal of these experiences is to:

- Provide opportunities for reflection
- Help students determine their own desire to lead
- Identify ineffective behaviors and reinforce positive behaviors

Student Outcomes

- Experience and experimentation with new leadership behaviors will support the learning, epistemological evolution, and critical reflection/thinking of students in graduate teacher education.

- Students completing graduate teacher education have the ability to create, shape, and negotiate changed educational perspectives for themselves and within their community.

Additional Recommendations

- Development of structural and conceptual internal coherence reflecting the graduate teacher education program's vision of leadership for teachers as a collaborative effort between all stakeholders.
- Each course within the graduate teacher education program should include a planned leadership component related to the objectives of that course. Fostering multidimensional leadership performance also requires explicitly defining student leadership learning outcomes so that performance expectations are integrated with the content of each discipline/course.
- Clinical experiences for students should include diverse educational contexts, other than just schools. This would provide a broader context in which to view and practice leadership.
- Consider connecting the reform of administrator preparation to the reform of teacher preparation in order to achieve greater alignment between the work going on in these areas in light of efforts to hold school accountable for pupil performance (Monk,
- 2008). This would also reflect more distributive models in education where teachers have transformational opportunities to play significant leadership roles.

Suggested Texts:

Komives, S., Lucas, N., & McMahon, T. (2007). *Exploring Leadership.* San Francisco: John Wiley & Sons.

Kouzes, J. & Posner, B. (2007). *The Leadership Challenge.* (4th ed.) San Francisco: Jossey-Bass.

Resources:

Kouzes J. & Posner, B. (2007). *Leadership Challenge Workshop, Participant Package*, Revised Edition. San Francisco: John Wiley & Sons.

Kouzes, J. & Posner, B. (2007). *The Leadership Practices Inventory (LPI)-Deluxe Facilitator's Guide Package 3rd Edition* (Loose-leaf, with CD-ROM Scoring Software, Self/Observer, Workbook, Planner & Leadership Challenge book, 4th ed.) San Francisco: John Wiley & Sons.

APPENDIX G

Program Descriptions

Transition Special Education (M.A. in Ed. & H.D.)

The Program

The master's program in Transition Special Education (TSE) prepares professionals as change agents in teaching, leadership and support roles that assist youth with disabilities and youth at-risk to make successful transitions through high school to post-secondary education, employment and independent adulthood.

The Transition Special Education (TSE) Program incorporates a number of different emphases. One is designed to develop skills and concepts needed by professionals in school- and community-based roles in career and technical education and secondary transition services. Another area of emphasis is initial teacher licensure. We prepare Transition Special Education (TSE) Program students for licensure with specializations in emotional and behavioral learning disabilities, non-categorical services, and dual licensure in special education and content area teaching (i.e., math, English, social studies, science and English as a Second Language).

The Transition Special Education (TSE) Program is designed in partnership with area public schools and community agencies, and the curriculum reflects an interdisciplinary and collaborative approach that emphasizes linking school, community and post-secondary systems.

Each partnership offers intensive professional practice through supervised internships in school and community-based settings.

The Transition Special Education (TSE) Program encourages student involvement in research, scholarship, publishing and leadership activities as adjuncts to their program of study.

Secondary Education (M.Ed.)

The Program

The Master of Education in secondary education consists of a comprehensive and innovative series of experiences designed to develop the skills and concepts essential for effective teaching. Secondary school teaching is socially significant, intellectually serious work for resourceful, intelligent and caring professionals.

The program stresses an integrated university-public school approach to the preparation of future teachers, underscoring [the University's] commitment to teaching in a collaborative social context. Graduate students become part of a diverse community of scholars and teachers dedicated to the improvement of teaching and learning in public schools.

Graduates of the program become:

- Competent scholars well-informed in their content area and in education who effectively translate theory into practice.
- Reflective practitioners who consistently combine clinical experience with their developing theoretical base to improve as teachers.
- Effective and concerned teachers who model exemplary practice, demonstrating sensitivity to and respect for diverse characteristics and perspectives of secondary student learners.
- Emerging leaders who actively continue their learning in their content field and in education and seek opportunities to assume professional responsibility.
- Collaborative partners who successfully demonstrate interpersonal skills and establish collegial relationships in schools and other professional settings.
- Informed advocates who work effectively with colleagues and institutions to effect positive change in schools and school reform efforts.

Secondary education graduates are well-educated content specialists, fulfilling the demand for middle and high school teachers who encourage academic excellence, foster creativity, guide student development and help students apply classroom knowledge to enrich their lives.