Georgia State University

ScholarWorks @ Georgia State University

Influence of Transformational Principal Practices on Developing a Teacher Leadership Pipeline

Deborah White
Georgia State University

Recommended Citation

ACCEPTANCE

This dissertation, INFLUENCE OF TRANSFORMATIONAL PRINCIPAL PRACTICES ON

DEVELOPING A TEACHER LEADERSHIP PIPELINE, by DEBORAH LIPES WHITE, was

prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted

by the committee members in partial fulfillment of the requirements for the degree, Doctor of

Philosophy, in the College of Education & Human Development, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chairperson, as

representatives of the faculty, certify that this dissertation has met all standards of excellence and

scholarship as determined by the faculty.

_____
Sheryl Cowart Moss, Ph.D.
Committee Chair

_____   _____
Yinying Wang, Ed.D.   Susan Ogletree, Ed.D.
Committee Member   Committee Member

_____
Date

_____
Jennifer Esposito, PhD
Chairperson, Department of Educational
Policy Studies

_____
Paul Alberto, Ph.D.
Dean, College of Education &
Human Development

AUTHOR'S STATEMENT

By presenting this dissertation as a partial fulfillment of the requirements for the advanced degree from Georgia State University, I agree that the library of Georgia State University shall make it available for inspection and circulation in accordance with its regulations governing materials of this type. I agree that permission to quote, to copy from, or to publish this dissertation may be granted by the professor under whose direction it was written, by the College of Education & Human Development's Director of Graduate Studies, or by me. Such quoting, copying, or publishing must be solely for scholarly purposes and will not involve potential financial gain. It is understood that any copying from or publication of this dissertation which involves potential financial gain will not be allowed without my written permission.

DEBORAH LIPES WHITE

NOTICE TO BORROWERS

All dissertations deposited in the Georgia State University library must be used in accordance

with the stipulations prescribed by the author in the preceding statement. The author of this

dissertation is:

Deborah Lipes White
Department of Educational Policy Studies
College of Education & Human Development
Georgia State University

The director of this dissertation is:

Sheryl Cowart Moss, Ph.D.
Department of Educational Policy Studies
College of Education & Human Development
Georgia State University
Atlanta, GA 30303

CURRICULUM VITAE

Deborah Lipes White

ADDRESS: 30 Pryor St. NW
Atlanta, GA 30303

EDUCATION:

Ed.D.	2020	Georgia State University Educational Policy Studies
Specialist Degree	2009	Brenau University Curriculum and Instruction
Master's Degree	1993	Virginia Tech University Curriculum and Instruction
Bachelor's Degree	1990	Roanoke College Biology

PROFESSIONAL EXPERIENCE:

2015-Present	Assistant Principal Gwinnett County Public Schools
1999-2015	Teacher Gwinnett County Public Schools
1998-1999	Teacher Cobb County Public Schools
1996-1998	Teacher Roanoke County Public Schools

PRESENTATIONS AND PUBLICATIONS:

White, D. L. (2019, April). *Transformational leadership in high-powered teams.*
    Paper presented at Georgia State University Symposium, Atlanta, GA.

PROFESSIONAL SOCIETIES AND ORGANIZATIONS
    2009   Delta Kappa Gamma International

INFLUENCE OF TRANSFORMATIONAL PRINCIPAL PRACTICES ON DEVELOPING A TEACHER LEADERSHIP PIPELINE

by

DEBORAH LIPES WHITE

Under the Direction of Sheryl Cowart Moss, Ph.D.

ABSTRACT

School principals are responsible for developing a leadership culture within their buildings (Bass, 1995; Bass & Riggio, 2006). This single-case, multi-site study explored the perceptions of principals and teacher leaders on the use of transformational practices to cultivate a teacher leadership pipeline. Transformational leadership theory framed the study to examine the influence on principals' use of transformational practices to set the vision, inspire others through role model behaviors, guide the work of innovative teams and programs, and build capacity in others (Bass, 1995; Bass & Riggio, 2006). Sample selection of three high schools with five-star climate ratings provided the multiple locations for this single-case study. A total of nine participants included the principal and two teacher leaders from each of the selected sites within the same school district located in the Southeast. Data was gathered through interviews, observations of participant-led meetings, and a review of documents, and analyzed for thematic connections to the four pillars of transformational leadership theory: a) idealized influence, b)

inspirational motivation, c) intellectual stimulation, and d) individualized consideration (Bass, 1995; Bass & Riggio, 2006). Findings from the study supported how principals utilized transformational leadership principal practices to foster a teacher leadership pipeline through shared vision setting, sustaining influential relationships, and shaping a leadership performance culture. Conclusions integrated recommendations for the evolution of the leadership pipeline, as follows: a) using the professional learning community model to share leadership power, b) incorporating perception surveys to monitor for a leadership culture, and c) rethinking human resource actions through the lens of teacher leaders. Implications and future suggestions for educational research centered on quantitatively exploring leadership practices, employee engagement, and teacher leadership development through the lens of the transformational leadership framework.

INDEX WORDS: Transformational leadership, Principal Practices, Teacher Leadership, Culture

INFLUENCE OF TRANSFORMATIONAL PRINCIPAL PRACTICES ON

DEVELOPING A TEACHER LEADERSHIP PIPELINE

by

DEBORAH LIPES WHITE

A Dissertation

Presented in Partial Fulfillment of Requirements for the

Degree of

Doctor of Education

in

Educational Leadership

in

Department of Educational Policy Studies

in

the College of Education & Human Development

Georgia State University

Atlanta, GA
2020

DEDICATION

I dedicate my educational journey and this dissertation to my loving and supportive family.

Without your steadfast confidence and encouragement, this road may not have been traveled.

You helped make my dream a reality and I will always cherish that gift. My love to you all.

ACKNOWLEDGMENTS

I would like to thank Dr. Sheryl Cowart Moss, my dissertation committee chair, for her guidance, support, and unwavering belief in my work. I would also like to extend my sincere gratitude to my dissertation committee members, Dr. Yinying Wang and Dr. Susan Ogletree, for their encouragement and dedication to my success. To Dr. Jami Berry, thank you for providing your wisdom to pursue this journey many years ago. To my work family, thank you for listening and caring about my journey. I truly appreciate your support. And, to my Cohort VI family ("the rascals"), what an experience! Thank you for your humor, collaboration, and most importantly, friendship. A special thank you to Toni, Catana, and Lindsay for helping keep our sanity and eye on the horizon.

For my husband, Skip—very simply, thank you from the bottom of my heart. You never doubted my ability to succeed, even when I did. Thank you for giving me the confidence to perservere and for embracing my love of learning with enthusiasm. For my children—Ashleigh, follow your dreams to inspire the next generations; they need your talent and love. Michael, let your heart guide you and allow your brilliance to shine. Ashleigh and Aaron and Michael and Amanda, it's your turn to write the next chapters. I cannot wait to experience your stories as they unfold.

Table of Contents

LIST OF TABLES

LIST OF FIGURES

1 THE PROBLEM

Leadership steers organizations. Within the field of education, school leaders are responsible for incorporating effective leadership practices to develop people and teams within their organizations. Leithwood, Harris, and Hopkins (2008, p. 29) share their claims of successful leadership practices, stating, "leadership serves as a catalyst for unleashing the potential capacities that already exist in the organization." Extending beyond building the capacity of others, leaders created a culture of sustainable leadership development to further progress for the organization.

As such, as leaders of their organizations, school leaders influenced a culture of leadership development as they convey vision and motivation through their interactions with others. Examining transformational leadership relates to how leaders use their expertise and beliefs to create a vision in which followers are inspired to share and to develop the capacity of others (Bass, 1995; Bass & Riggio, 2006). This dissertation study sought to understand how principals fostered a culture of teacher leadership development, and how teacher leaders perceived these practices and culture through the lens of the transformational leadership theory. Extending the study to include the perspectives of teacher leaders allowed for examples of how school leaders influence leadership within their buildings.

Guiding Questions

The guiding questions described how principal practices influenced teacher leadership development through the lens of transformational leadership and were used to foster a leadership pipeline within schools:

1. How do principals describe their use of transformational leadership practices to shape the development of teacher leaders and create a pipeline of leadership within their schools?

2. How do teacher leaders perceive the use of transformational leadership practices by principals to create a culture of leadership development?

Purpose

The purpose of this case study was to explore the perceptions of principals and teacher leaders on the use of transformational practices to create a leadership culture that focused on a teacher leadership pipeline. The study revolved around the proposition of understanding the 'how and why' and, in which contexts, the selected principals used transformational practices to influence others in leadership. Principals serve as the key decision-makers in the building, providing direction by setting the vision, tone, and expectations for stakeholder interactions, as well as developing followers while managing organizational structures and processes to support the work (Avolio, Walumbwa, & Weber, 2009; Hallinger & Heck, 1998; Leithwood & Jantzi, 2006). Principals are recognized as role models for teacher leaders when they drill through the layers of leadership within their organizations (Patterson & Patterson, 2004; Yukl, 1999). Focusing on unpacking potential sources of transformational leadership to promote successful classroom practices is mentioned as an area of future research by Leithwood and Jantzi (2006). Therefore, it was important for expanding educational leadership to incorporate how the transformational leadership lens framed the study to explore principal practices and teacher leadership development.

Another proposition of this study was to describe how school leaders shape culture to facilitate a pipeline of sustainable leadership development. In their research, Gaubatz and Ensminger (2017, p. 159) describe the roles of teacher leaders as middle managers who "sit at the fulcrum from which they can usher in change, converting policy and ideas into action." Wenner and Campbell (2017) conceptualize a teacher leadership framework in which principals,

school structures, and norms are important in empowering" teacher leaders. Within the same research, a definition for teacher leadership is crafted as "teachers who maintain K-12 classroom-based teaching responsibilities, while also taking on leadership responsibilities outside of the classroom" (Wenner & Campbell, 2017). Though a working definition stems from the work with Wenner and Campbell (2017, p. 145), they reveal the need for a more formalized definition from their review of teacher leadership research; "a majority (n = 35; 65%) of the research reviewed did not definitively state what they believed teacher leadership to be." To further understand the definition and culture of leadership, specifically, how teacher leadership was influenced by principal practices became a central purpose for my study.

Following the leadership pipeline analogy, teacher leaders are on the front line for influencing their peers through their credibility, expertise, and relationships (Patterson & Patterson, 2004). As school leaders support pathways that facilitate growth in others, teacher leaders are empowered to make decisions, think creatively, and work in collaborative teams to embrace innovative school reforms (Patterson & Patterson, 2004). As such, perceptions of both principals and teacher leaders were explored to identify if and how transformational practices foster capacity building and shape the culture to model a leadership pipeline in schools.

Significance of the Study

This qualitative study sought to add to the body of literature on principal practices, teacher leadership development, and school climate and culture through the lens of the transformational leadership framework. The significance of this case study was to interpret how these constructs intersect to influence the development of a leadership pipeline within schools. As such, this study extended research on how modeling transformational leadership practices shaped the perceptions of principals and teacher leaders on leadership development and school

climate and culture (Yin, 2016). The selection of this research topic stemmed from a growing interest in educational reform and accountability discussions, leading to a reshaping of the principal role (Hallinger, 2003). Educational trends indicate the accountability of leaders is founded in communicating a purposeful vision, ability to manage and organize change, and implementing professional development to transform teaching and learning (Leithwood & Riehl, 2003). Exploring the perceptions of principals and teacher leaders provided a glimpse into the 'leadership moves' needed to foster an overall culture of leadership development to sustain a pipeline of prepared teacher leaders within schools. Examination of principal and teacher leader perspectives revealed how transformational practices contributed to the development of school culture and leadership capacity in others.

The National School Climate Center (2014) defines school climate as the "quality and character of school life" illustrated by the experiences of the stakeholders. As principals interacted with their stakeholders, they affected the relationships and, thereby, the culture within their schools. School climate was explored to relate stakeholders' perceptions of the culture to their understanding of how leadership influenced school culture. This case study aimed to inform current and future direction for educational leadership at the school level, in addition to incorporating transformational leadership professional development into leadership preparation programs for teacher leaders.

Construct Definitions

> **Leadership moves.**

> *Leadership moves* was used to describe the *actions* and *reactions* school leaders and
teacher leaders made within their roles.

> **Professional learning communities.**

> *Professional learning communities*, or "*PLCs*," were defined as the intentional grouping
of staff members, individual departments, or content course teams within the school. PLCs were
characterized by the following traits: a) shared mission, vision, values, and goals, b) collective
inquiry, c) collaborative teams, d) action-oriented, e) continuous improvement, and f) results-
focused (DuFour & Eaker, 1998).

> **School leadership.**

> *School leadership* was defined as the individual who holds the role of high school
principal. This definition includes all aspects of the principal's actions or 'leadership moves',
behaviors, and practices. Bush and Glover (2014) develop a working definition of *school
leadership* as leaders who exert influence over individuals and groups toward shared goals,
linking values and expectations with vision.

> **School climate.**

> *School climate* was referred to as the overall health of the school (National School
Climate Center, 2014). Kilinc (2014) portrays the school climate as being dependent on the
quality of interactions among school community members. Serving as a predictor for school
culture, a secondary definition was also adopted for this study; *school climate* was defined as
teachers' perceptions of their work environments as influenced by the formal and informal
school structures, staff personalities, and leadership of the school (Hoy, 1990).

School culture.

For this study, I adopted Hoy's (1990) definition of *school culture* as the sum of the belief systems, norms, and structures in the organization. Culture was further defined as providing the foundation and structure for studying school contexts.

Teacher leadership.

Teacher leadership was defined as the individual who participates in leadership as a department chair and/or course team lead. Teacher leadership standards support developing a collaborative culture to promote educator growth and student learning (Teacher Leadership Exploratory Consortium, 2011).

Overview of the Study

Qualitative research aligned with the intent of my study as I explored the viewpoints of individuals in their "naturalistic settings" while preserving the "meaning and language" of the participants (Hibberts & Johnson, 2012). The qualitative approach allowed me to explore the uniqueness of relationships and social interactions between principals and teacher leaders (Saldaňa, 2016). This dissertation study employed Yin's (2018) case study method to examine how principals described their influence on the development of teacher leaders and how teacher leaders perceived transformational leadership practices of principals to facilitate a pipeline model for leadership. As such, I developed the study research design using interviews, observations, and document analysis. These data collection points supported my intent to explore perceptions of principals and teacher leaders to gain insight for how principals facilitated teacher leadership development within their organizations (Yin, 2018).

As introduced in Chapter One, my study aimed to address gaps in teacher leadership and to add to existing literature on principal practices, teacher leadership development, and school

climate and culture through the lens of the transformational leadership framework. The way in which teachers were identified and prepared for leadership was important for school leaders to address to develop others and effective teams. Teacher leaders represent the pool of next-generation school leaders; many department chairs (teacher leaders) transition from classroom leadership to administration (Hohner & Riveros, 2017). Another gap surfaced in the literature around how the work and roles of teacher leaders are structured in such a way to open opportunities to address school improvement (York-Barr & Duke, 2004). Wenner and Campbell (2017) reveal an additional gap in defining the roles, expectations, and training of teacher leaders. Focusing on teacher leaders' characteristics, DeAngelis (2013) describes a gap in teacher leadership research, such as identifying characteristics of effective teacher leaders, in addition to their coursework for leadership preparation. With limited leadership training in teacher preparation programs, the training then shifted to the school organization to provide on-the-job training (DeAngelis, 2013). My case study aimed to address these gaps by exploring the perceptions of principals and teacher leaders on how principals develop a culture of leadership and a teacher leadership pipeline. using vision, motivation, intellectual discussions, and support. Chapter Two provided a review of the literature in the following sections: a) transformational leadership and principal practices, b) school leadership, organizational learning, and school culture, and c) school conditions, structures, and teacher leadership development.

Chapter Three provided an explanation for the case study methodology for this dissertation study (Yin, 2016). Through interviews, observations, and document analysis, descriptive data was gathered from principals and teacher leaders to explore how principals, as transformational leaders, set the vision, inspired others through role model behaviors, guided the work of innovative professional learning communities ("PLCs") teams and programs, and

developed members of their organizations. Results were presented in Chapter Four to describe themes derived from the data analysis, followed by a discussion of the conclusions, recommendations, and implications of this study in Chapter Five.

The case study aimed to develop a model that incorporated the dimensions of principal transformational leadership to create structures and processes for supporting a culture of teacher leadership. The Leadership Pipeline Model (see Figure 1) provided a visual model to conceptualize the coexistence of the transformational leadership framework, teacher leadership, and cultural constructs, demonstrating a connection to the research questions. This model illustrated my interpretation of the powerful influence of transformational leadership practices by principals on teacher leadership development and culture within schools:
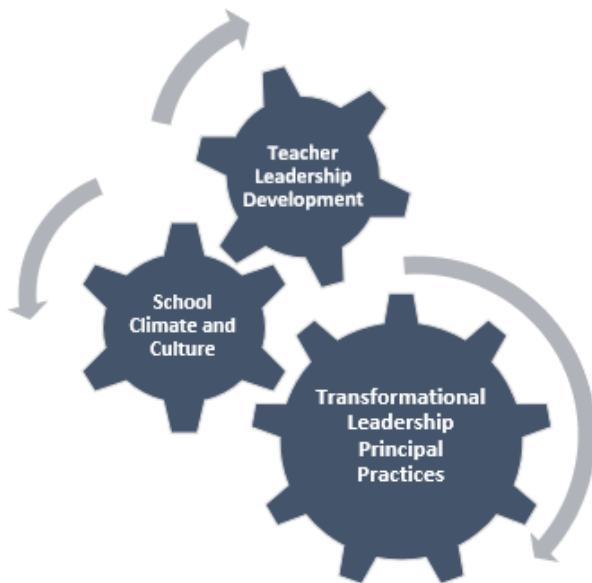
Figure 1 Leadership Pipeline Model

The conceptual model, developed by Deborah Lipes White (primary researcher for this study), illustrated the interconnected influence of transformational leadership principal practices on teacher leadership development and school culture constructs.

Linking successful leadership practices to teacher development compelled me to seek answers to address the guiding questions and share findings for future implications for creating and sustaining teacher leadership pipelines. The next chapter provided a literature review of topics and constructs related to the study. The review of literature was beneficial in addressing the guiding questions designed to explore the perceptions of principals and teacher leaders regarding the use of transformational leadership practices to develop a teacher leadership pipeline.

2 REVIEW OF THE LITERATURE

Review of the Literature

Linking principal practices and teacher leadership resonated with the heart of this study to examine how transformational practices drive leadership development. Avolio, Walumbwa, and Weber (2009) highlight leadership, in general, as an emerging topic within organizations. Machi and McElvoy (2009) describe topical exploration as a dynamic, cyclical process, from topic selection, literature search, argument development, literature survey and synthesis, literature critique, and construction of the literature review. Following Yin's (2016) design structure, a bank of constructs was cataloged by date, topic, and study methodology; the list of possible constructs includes transformational, instructional, and distributed leadership, teacher leadership, organizational learning, teacher retention, new teachers, teacher turnover, change agents, turnaround principals, student management systems, school climate, school culture, and professional learning.

Bass (1995) offers a classical perspective that adds charismatic and transactional components to the four dimensions of transformational leadership: *idealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration*. In their 2006 study, Leithwood and Jantzi propose a modified transformational framework which embeds multiple factors within three categories: a) setting directions, b) developing people, and c) redesigning the organization. After selecting the transformational leadership theory as the framework to guide the study, my focus turned to manage the research in a meaningful way. Topical constructs emerged throughout the literature review, connecting principal transformational practices to the development of an effective leadership culture; for instance, transformational principal leadership (Bass, 1995; Bass & Riggio, 2006), organizational factors

(Nguni, Sleegers, & Denessen, 2006), social network position (Moolenaar, Daly, & Sleegers, 2010), student achievement outcomes (Robinson, Lloyd, & Rowe, 2008), school climate (Allen, Grigsby, & Peters, 2015; McCarley, Peters, & Decman, 2016), and teacher leadership (Anderson, 2004; Muijs & Harris, 2003; Wenner & Campbell, 2017; York-Barr & Duke, 2004). Machi and McEvoy (2009) presented examples for managing and mapping data through the ongoing literature search process. For example, the use of literature maps and an annotated bibliography spreadsheet assist with the visual organization of literature to target and track sources based on related constructs and methodology choice.

The next phase for reviewing literature incorporated a 'selective' review process, connecting principal practices and teacher leadership development. Four pillars of transformational leadership framework (*idealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration*) were used to anchor this study. A synthesis of studies revealed a bridge between transformational leadership practices and several embedded constructs, such as vision, empowerment, trust, motivation, culture, principal practices, teacher leaders, and school improvement (Avolio, Zhu, Koh, & Bhatia, 2004; Bass, 1995; Bass & Riggio, 2006; Leithwood, 1994; Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004). Leaders who behave in ways to encourage followership demonstrated similar behaviors to encourage buy-in and followership to influence the school climate (Blasé & Blasé, 1999).

Principal Transformational Leadership Practices

Transformational leaders motivate and inspire followers to adopt a common vision and goals of both the leader and the organization (Bass, 1995; Bass & Riggio, 2006). Early studies of transformational leadership in the business realm include discussions of transactional leadership or contingent rewards where followers comply based on a reward for this action (Bass, 1995;

Bass, Avolio, Jung, & Berson, 2003). Transformational leaders create a work culture which supports the following principles: a) *idealized influence* (beliefs and values), b) *inspirational motivation* (shared vision of high expectations and connections), c) *intellectual stimulation* (innovative programs), and d) *individualized consideration* (recognizing talents and developing others) (Avolio, Zhu, Koh, & Bhatia, 2004; Bass, 1995; Bass & Riggio, 2006; Judge & Piccolo, 2004; Leithwood & Jantzi, 2006). Leithwood (1994) also provides insight into the main points of transformational leadership into six areas: vision articulation, group goals, performance expectations, role model behaviors, intellectual stimulation, and individualized support. In 2006, Leithwood and Jantzi compiled multiple dimensions of transformational leadership into three broad categories identified as setting directions, developing people, and reorganizing the organization. These central ideas were categorized within the four pillars of transformational leadership and then expanded in Table 1 to include embedded characteristics:

Table 1

Transformational Leadership—Four Pillars

Transformational Leadership—Four Pillars (Bass, 1995)			
Idealized influence	**Inspirational motivation**	**Intellectual stimulation**	**Individualized consideration**
Vision articulation	Shared goals	Innovative programs	Individualized support
Role model behaviors	Performance	Problem solving	Talent recognition
Beliefs	Expectations		Professional development
Values			

Idealized influence.

Purposeful vision setting of leaders allowed followers to know the intended direction with anticipated outcomes, aligning leadership actions with *idealized influence* as the first pillar of transformational leadership. During interactions with teacher leaders, transformational principals model expectations of honesty and integrity to build trust in decision-making and

direction setting (Eshbach & Henderson, 2010; McCarley, Peters, & Decman, 2016). McCarley, Peters, and Decman (2016) emphasize how the level of expertise, role model expectations, and attention to relationships factor into idealized influence. Relating principal transformational practices to school culture promoted an exploration of leader-follower interactions to seek evidence of role model behaviors among school leaders.

Culture reflected the beliefs and values held by the leader and followers, providing insight into how the staff engages within the school. *Culture* represents the belief system and personality within the school while *climate* is used to convey the attitude of a workplace, or the collective mood of the organization (Gruenert, 2008). Using climate as a predictor of culture, Hoy (1990) defines school climate as teachers' perceptions of their work environments as influenced by the formal and informal school structures, staff personalities, and leadership of the school. Additionally, climate describes the quality of the school life as experienced by the stakeholders and evidenced through their perceptions of the behaviors within the school (Hoy, 1990). Thus, the state climate ratings and school accountability reports thus serve as predictors culture, which is reflective of the underlying beliefs or culture of the organization, further supporting examination of the guiding questions through the perceptions of principals and teacher leaders (Gruenert, 2008).

Inspirational motivation.

Inspirational motivation occurs when school leaders share a clear vision for organizational structures, processes, and programs to improve student achievement and accountability (Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2011). Studying communication avenues of vision provides evidence on how leaders promote motivation to reach their goals. Acting as transformational leaders, principals create a vision to inspire followers to set and reach

goals that involve leadership opportunities for teacher leaders and professional learning

programs to support leadership development for these roles (Avolio, Zhu, Koh, & Bhatia, 2004;

Balyer, 2012). When principals provide a clear, structured vision that includes teachers as

decision-makers and instructional leaders, they empower teachers to think and act as leaders. As

teachers are inspired to lead and motivated to make decisions and, potentially influence the work

in PLCs, students in their classrooms are exposed to increased empowerment and accountability

(Balyer, 2012; Evans, 1996). Therefore, addressing the guiding questions through the

perceptions of principals and teacher leaders offered qualitative information about motivation

and empowerment as a mechanism to shape a leadership culture.

Intellectual stimulation.

Principals use their beliefs and expertise to gain followership and stimulate the

identification and solution-finding for problems. This encouragement of intellectual stimulation

adds another dimension of trust in the relationships between administration and teachers (Louis

& Wahlstrom, 2011; Patterson & Patterson, 2004). Forging this trust allows individuals to move

beyond their comfort zones, engaging in conversations around creative solutions to problems.

Louis and Wahlstrom (2011) note the negative impact on teachers when principals stimulate

ideas without providing shared leadership opportunities for their teachers. When teachers assume

leadership responsibilities and model leadership expectations, they gain the confidence to take on

new leadership opportunities and connect with their peers while guiding the work (Avolio, Zhu,

Koh, & Bhatia, 2004; Eshbach & Henderson, 2010; Louis & Wahlstrom, 2011). From this

perspective, leadership operates as a necessary component within the school culture to cultivate a

foundation for the teacher leadership pipeline.

Individualized consideration.

As principals recognize the talents of their followers and seek opportunities to build their capacity to learn and lead, the school leaders develop personalized leadership capacity within their followers, or *individualized consideration* (Louis & Wahlstrom, 2011). In their 2016 study, Stein, Macaluso, and Stanulis emphasize how principals facilitate continued growth in others by creating an authentic workspace for teacher leaders to engage others in leadership tasks. Reflective dialogue between team members and leaders allows for feedback around professional growth to accentuate effective principal-teacher instructional interactions (Blasé & Blasé, 1999).

Working with peers in collaborative teams requires the encouragement of positive relationships based on trust, empowerment, and communication, and professional growth (Avolio, Zhu, Koh, & Bhatia, 2004; Eshbach & Henderson, 2010; Muijis & Harris, 2003). Supplementing individualized consideration is the element of trust among the members of teams. Trust also forms as responsibility is released by principals when they encourage teacher leaders to have a voice in decisions (Louis & Wahlstrom, 2011). Trust serves as an "enduring" foundation for creating professional learning communities and providing conditions for organizational learning (Louis & Wahlstrom, 2011, p. 56). Yukl (1999) emphasizes how transformational leaders act in ways to empower others with a focus on an individual rather than group dynamics. This research supports the constructs of trust and empowerment within the dimension of individualized consideration of the transformational leadership framework.

School Leadership

Emphasis was placed on creating a vision, setting group goals, maintaining high expectations for performance, exhibiting role model behaviors, encouraging individualized staff support, fostering intellectual conversations, influencing productive school culture, and sharing

decision making actions. Leithwood, Leonard, and Sharratt (1998) depict conditions that optimize organizational learning, change, and leadership, many of which are considered transformational practices. The context of school leadership and the manifestation of change in varying situations determine which leadership types would be warranted and beneficial for the organization (Leithwood, 1994).

Influence of organization learning.

Louis and Wahlstrom (2011, p. 54) describe organizational learning as "learning that uses all of the knowledge and resources that can be brought to bear on the core problems of practice in their particular setting." Schechter (2008) operationally defines four factors of organizational learning through which information is analyzed, stored and retrieved, received and disseminated, and sought out. Seashore-Louis (2006) translates organizational learning into education, explaining the connection between how the organization learns through teachers working together to gather and critique new information relevant to their practice. She further describes that professional community, organizational learning, and trust act as cultural conditions that drive organizations.

Alignment of how the organization learns, along with principal practices and teacher leadership, provided an intentional focus on the learning interactions, mechanisms, and practices school leaders use to recognize, guide, and grow the talents of teacher leaders. In a synthesis of three independent studies, Leithwood et al. (1998) discuss the influence of district and school missions, change strategies, school policies, leadership, and culture on organizational learning. Through organizational processes that support shared values and expectations, principals influence followers to work collaboratively toward instructional leadership goals (Printy, Marks, & Bowers, 2009).

When teacher leaders exhibit engagement in supporting the vision of school leaders, organizational learning is evident through continuous instructional improvement (Kurland, Peretz, & Hertz-Lazarowitz, 2010). As teacher leaders take ownerships of leading teams and generating new ideas, they "feel that they are part of creating the vision for their school" (Stein, Macaluso, & Stanulus, 2016). While other theories (instructional leadership, distributed, and organizational learning) were considered for this study, the transformational leadership framework captures the visionary practices which principals employ to inspire, influence, and develop others.

Principal leadership core practices.

Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004, p. 8-9) highlight setting directions, developing people, and redesigning the organization as a "common core of practices" which leaders utilized to improve student learning. Yukl's (1999) findings echo the commonalities of transformational leadership, for instance, shared vision, high expectations, capacity building with professional development, and role model behaviors within the school culture. Leithwood et al. (2004) explain that school leaders who connect to their followers' beliefs (*idealized influence)* also motivate them to share the vision and goals of the organization (*inspirational motivation*), as well as, maintain high expectations of performance (*intellectual stimulation*), and develop others (*individualized consideration)*. The idea of studying a teacher leadership pipeline surfaced as a gap and interest area within the research; specifically, in what ways do principal transformational practices promote a culture where teachers were empowered and motivated to lead with a shared vision (*inspirational motivation*) in mind.

In 2005, Ruff and Shoho center their multi-case study around principal useful characteristics and understanding instructional leadership mental models. In the same study,

principals promote a collective commitment to the success of new developments within the organization, incorporating a collaborative instructional mental model (*intellectual stimulation*) to communicate shared values and aims (*idealized influence* and *inspirational motivation*), as well as organize structural elements for team roles (*individualized consideration*), leading, and learning (*organizational learning*). Their research reinforces how the four dimensions of the transformational leadership framework exist as principal core practices to support the nuances of leadership development within the school (Ruff & Shoho, 2005).

Leadership and school improvement.

In a discussion of leadership traits and behaviors, Derue, Nahrgang, Wellman, and Humphrey (2011) describe leader effectiveness through the combination of task-oriented, relational-oriented, and change-oriented behaviors for successful leaders. Derue et al., (2011) share how transformational leaders primarily use relational behaviors to promote mutual respect through actions to promote the good of the team (*idealized influence*), individual growth and support (*individualized consideration*), team input (*intellectual stimulation*), and vision work (*inspirational motivation*). Balancing the accountability and the goals which involve school improvement from all directions within the organization. From top-down (principal) to the bottom-up (teacher leaders), leadership decisions fostered the development of both individual leadership capacity and that in others. For this study, as teacher leaders served as department and PLC leaders, encouraging team development through a bottom-up approach provided a way to promote vision and goals while facilitating professional growth.

Waters, Marzano, and McNulty (2003) offer the balanced leadership framework from their meta-analysis study for educational leaders to use a guide through school improvement. This balanced leadership framework describes a continuum of 21 effective leadership practices,

organized by the magnitude of change; for example, situational awareness (.33), intellectual

stimulation (.32), change agent (.30), and culture (.29). Recognition is noted for several

transformational behaviors, such as organizational vision, team cohesion, as well as, encouraging

intellectual conversations about learning outcomes through leadership actions (Waters et al.,

2003). Exploring the constructs of leadership and school improvement added to the existing

research on educational research and supported leader effectiveness and school improvement

through the four pillars of the transformational leadership theory.

Leadership and school culture.

Effective leaders benefitted by growing leaders through personalized consideration of

leaders within their buildings. Leadership accountability is strengthened through communicating

inspirational motivation through a purposeful vision, the ability to manage and organize change,

and implementation of professional development to transform teaching and learning (Leithwood

& Riehl, 2003). Blasé and Blasé (1999) share that principals provide clarity of purpose through

shared vision, and through a framework to support organizational learning through embedded,

growth-oriented professional development opportunities. Leaders who encourage staff

followership demonstrate similar behaviors (*idealized influence*) to encourage buy-in necessary

to influence the school environment (Blasé & Blasé, 1999). In this way, the constructs of school

culture and professional developing were supported through the idealized influence component

of the transformational leadership framework.

Professional growth and school leadership.

School leaders encourage individualized consideration and a leadership culture as they

create and sustain supportive professional learning networks (Louis & Wahlstrom, 2011).

Principals who serve as role models incorporate personalized consideration for the growth of

teacher leaders, primarily by providing opportunities to lead teams in professional development and within aspiring leadership programs (Hohner & Riveros, 2017). PLC practices are described to promote shared leadership, collective work beliefs, and the responsibility to break free of old practices (Louis & Wahlstom, 2011).

Principals support the professional growth of their followers when they encourage and support the transition of teacher leaders to administrator roles (Hohner & Riveros, 2017). In a cross-case analysis comparing professional development practices coordinated by staff development officers within two districts, Normore (2004) shares the benefits gained in recruitment, portfolio, and training management, authentic preparation, and supports by adopting and using a structured leadership succession plan. Within the same study, implications for maintaining a sustainable leadership culture lead to the need for collaboration and support, relevant training with on-the-job experiences, and a differentiated induction program for newly appointed leaders (Normore, 2004). This dissertation study sought to add to professional development for school leaders as they develop the capacity for others. As such, the exploration of how principals perceived the creation of opportunities for teacher leaders was essential to capture the avenues for meeting a principal's vision and innovative plans for school improvement. Additionally, the second guiding question sought to understand how teacher leaders considered principal practices in fostering a leadership culture.

Teacher Leadership

Teacher leadership is described as a "shared, rather than solo, model" (Bush & Glover, 2014, p. 562). Teacher leaders assist in building a resilient school culture by maintaining a purposeful focus on the vision with a willingness to face problems with a variety of solutions to create a caring climate with rigorous expectations (Patterson & Patterson, 2004). Teacher leader

self-efficacy relies on the leaders believing in their potential to influence others, including student learning outcomes (Stein, Macaluso, & Stanulus, 2016). Synthesized from a review of five papers on teacher leadership models, teacher leadership is not an individual endeavor in schools; instead, it is perceived as a school-wide construct that influences school climate, culture, and improvement (Angelle, 2017). Serving in the identified positions of a department chair or course team lead, teacher leaders developed personal and professional capacity to lead others within the organization toward a shared vision, thus shaping culture. In this way, the interactions of school leaders shaped the climate, or personality, of the school, while culture was interpreted as the set of beliefs, norms, and structures in practice by leaders.

School conditions.

York-Barr and Duke (2004) emphasize several school conditions, including school climate as an indicator of school culture, leadership roles structures, and relationships, which influence teacher leadership. Three contextual factors around trust and promoting teacher leadership emerge in the multi-case study analysis by Muijs and Harris (2003), as follows: a) school cultures operating with a shared vision, b) structures supporting collaboration, and c) relationships. Teacher leadership distributed throughout the school encourages autonomy and engagement, building both human and social capital (Alban-Metcalfe, Alban-Metcalfe, & Alimo-Metcalfe, 2009).

Since culture is viewed as the combined influence of vision, norms, and structures within the school, the influence principals exert on teacher leaders transfers through the quality and coherence of innovative programs offered, along with professional development opportunities which cut across multiple grade levels (and schools), subject specializations, and academic departments (Sebastian, Allensworth, & Huang, 2016). With a focus on stimulating innovative

programs and collaborative conversations within teams, teacher leadership includes a balance of leaderships behaviors. Recommendation for a balanced leadership framework stems from Waters, Marzano, and McNulty (2003). In their meta-analysis study, a leadership practices continuum is developed to categorize magnitude of change based on first order and second order behaviors. This balance fuses a narrow focus on teaching and student outcomes through modeling instructional leadership (Bush & Glover, 2014; Leithwood, 1994) with the broader perspective of transformational leadership for cultivating school culture (Leithwood & Jantzi, 2006).

School leaders shape the climate as they communicate vision and expectations, innovative programs, shared decision making, support individual growth, and foster professional development; they create an environment that is conducive to teacher leadership development (Louis & Wahlstrom, 2011; Patterson & Patterson, 2004). In their review of school climate research, Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013, p. 370) maintain the importance of exploring school climate as an indicator of school culture; "norms, expectations, and belief systems shape individual experience and learning as well as influence all levels of relationships."

Professional learning communities.

When school leadership focuses on creating structured professional learning communities, collaboration takes direction with defined expectations and goals. The core components of PLCs are grounded in the vision, goals, inquiry, collaborative experiences, and the exchange of knowledge and ideas (DuFour & Eaker, 1998; Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2011). Teacher leaders, such as high school department chairs, occupy a vital role in mediating district and school initiatives, implementing curricular and instructional

strategies, sustaining teacher support and growth, and focusing on student outcomes (Muijs & Harris, 2003). Patterson and Patterson (2004) support that teacher leaders believe in their potential to influence others, motivate teams to function with high expectations, and encourage innovative thinking.

Professional learning communities promoted department and team collaboration, as well as buy-in for changing the learning culture. School leaders embrace opportunities to connect with teachers to stimulate intellectual conversations and engage in decision-making input experience larger gains in magnitude of change (Waters et al., 2003). Mullen and Schunk (2010) emphasize how professional learning communities ("PLCs") shape the culture of the school through instilling instructional, organizational, and professional community. York-Barr and Duke (2004) suggest that teacher leaders are influenced by the interactions of people within schools, as well as school culture. Wenner and Campbell (2017) describe the extension of teacher leaders as collaborators beyond their classrooms. Utilizing collective, collaborative networks of staff relationships, teacher leaders incorporate management and pedagogical skills into daily practice (Muijis & Harris, 2003).

Reciprocal leadership relationships.

Leadership reciprocity exists as the mutual influence between principals and teacher leaders in schools noted for teacher leadership and ongoing school improvement (Anderson, 2004). In their 2003 study, Muijs and Harris continue the focus on leadership relationships by using a distributed leadership approach to discuss increased trust and collaboration, resulting from the interactions with the following four dimensions of teacher leadership: a) school improvement through classroom instruction, b) participatory leadership, c) mediating resources and information, and d) forging relationships with teachers. Though Muijs and Harris (2003)

discuss increased benefits of shared decision-making on professional growth through the lens of distributed leadership, their study reveals an overlap with several transformational pillars: a) a shared vision and goals, b) individualized consideration and support, and c) the influence and adoption of a shared culture and goals. Printy, Marks, and Bowers (2009) note that principals and teachers are viewed as instructional partners in schools with high perceptions of both transformational and shared instructional practices. When principals share their transformational and instructional leadership practices, the shift toward intellectual stimulation and collaborative interactions develops essential relationships between principals and teachers (Printy, Marks, & Bowers, 2009).

Teacher leadership development.

Teacher leaders contribute to a positive and resilient school culture (Patterson & Patterson, 2004). Teacher leaders emerge as school leaders, influencing a culture of organizational commitment through the advancement of transformational leadership behaviors (Nguni, Sleegers, & Denessen, 2006). According to their research interviewing administrators and teachers, Patterson and Patterson (2004) describe how teacher leaders continue to shape the school culture through their credibility, expertise, and relationships.

At schools identified as successful, Muijs and Harris (2003) utilize structured interviews with teacher leaders in their collective, multi-case study to investigate the ways teacher leadership manifests itself in schools. In the same study, increased mentoring and coaching within training initiatives help establish and maintain a culture of trust and confidence in those locations. Excellent instruction, shared norms and values, and trust are noted as necessary to improve school climate (Louis & Wahlstrom, 2011). In doing so, school leaders seemingly

established a culture of trust where followers welcome a shared vision, maintain high expectations, and rise to the challenge to learn, lead, and grow.

Principals, who embrace opportunities to connect with teachers in intellectually stimulating conversations, build a culture where teacher leadership grows through shared decision-making, and provide input through collaboration (Waters et al., 2003). Robinson, Lloyd, and Rowe (2008) support transformational change within an organization by working together collaboratively to conquer daily challenges and attain goals. As such, school leaders incorporated trust to nurture collaborative relationships able to withstand transformational change. The guiding questions outlined in this study explored the perceptions of both principals and teacher leaders through the lens of transformational leadership, with an embedded focus on the construct of trust within leader-follower relationships. This pathway further supported the examination of teacher leadership through the lens of transformational leadership as a means of building a leadership culture.

Summary

School culture encompasses the belief systems within the organization (Hoy, 1990). Using the lens of the four pillars of the transformational leadership framework to examine the perceptions of principals and teacher leaders aligned the study with the development of a leadership culture. How school leaders cultivated a pipeline to encourage the continuation of leadership development across their organization was one of the primary goals of this study. To gain more in-depth insight into the influence of principals on teacher leadership development, this qualitative case study examined how principals and teacher leaders interact with dynamic organizations. This link further aligned with the guiding questions to explore the perceptions of principals and teacher leaders through the components of the transformational leadership theory.

3 METHODOLOGY

Leadership involves the interaction of people within the context of their realities and situations. Meaning about the world is not discovered, but constructed; as such, qualitative researchers tended to invoke constructionism as the epistemology for their work (Crotty, 2015; Schwandt, 1998). Though 'constructivism' and 'constructionism' have been used interchangeably, Crotty (2015) distinguishes between the two terms based on the intended focus. *Constructivism* has an individual focus while *constructionism* targets the collective generation and transmission of meaning. Yin (2016, p. 334) explains his definition of *constructivism* as "social reality is a joint project created by the nature of the external conditions but also by the person observing and reporting on these conditions." Crotty (2015, p. 54) differentiated that "all reality, as meaningful reality, is socially constructed." I adopted *social constructionism* as the epistemological foundation for my qualitative study to investigate real-world events within the contexts of the case.

A qualitative approach aligns with the social constructionism view as a "way of ordering our capacity of insight but does not produce it" (Saldaňa, 2016). Creswell (2013) organizes and compares qualitative approaches, such as phenomenology and case study. And, though I considered both qualitative approaches as I designed my study, I was able to narrow my qualitative approach to a case study method. My case study was described as the examination of the influences of principals and their transformational practices on the development of other leaders by gathering anecdotal details from participants about their perspectives. Using a comparative review of Yin, Stake, and Merriam, I considered the epistemological views and the case design before adopting Yin's case study framework (Crotty, 2015; Yazan, 2015; Yin, 1999; Yin, 2018). Stake and Merriam both held constructivist viewpoints, Yin was more positivist.

However, Yin's (2018, p. xxiii) assertions for "understanding the case—what it is, how it works, and how it interacts with its real-world contextual environment" best suited the aim of this proposed study to encourage a deeper awareness of leadership through the perceptions of stakeholders. Yin's (2018) 'common case' rationale allowed me to capture the conditions of the situation to provide insight into the social interactions among principals and teacher leaders.

By using Yin's (2018) case study method, I structured the case design to explore the social realities that were channeled through the individual perspectives, such as those revealed during interviews with principals and teacher leaders. Observing the interactions of principals and teacher leaders, I examined the layering of beliefs, values, methods, and social interactions, using the idea of 'sedimentation' to support the interpretation of participants' realities (Crotty, 2015). Each interview provided a new component or layer to understanding the perspectives of the principals and teacher leaders about their experiences. The observations and review of documents added depth to the case.

This single-case, multi-site study was bounded by the timeframe of September 2019 to May 2020, and by multiple locations (three high schools selected from five potential sites) in one district in the Southeastern United States. I served in the capacity of the chief data collection instrument to explore phenomena that cannot be isolated from their real-world contexts (Merriam & Tisdell, 2016; Yin, 2018). Crotty (2015, p. 53) shares that "culture has to do with functioning. As a direct consequence of the way in which we humans have evolved, we depend on culture to direct our behavior and organize our experience." Therefore, the use of a bounded case study allowed the definition of the case around the perceptions of principals about their practices within situational contexts, in addition to, the teacher leaders' views of these practices and the influence on the leadership culture (Creswell, 2013).

Based on Yin's (2018, p. 83) research design process, procedural components of a "logical blueprint" were incorporated in this case study. The design process began by generating research or guiding questions, describing the theoretical propositions, and defining the case (Yin, 2018). The guiding questions posed within this case study were:

1. How do principals describe their use of transformational leadership practices to shape the development of teacher leaders and create a pipeline of leadership within their schools?

2. How do teacher leaders perceive the use of transformational leadership practices by principals to create a culture of leadership development?

The guiding questions were designed to connect the transformational leadership framework to the study. The interview protocols (Appendices D & E), observation note-taking guide (Appendix F), and overview of the document analysis (Appendix G) aligned both the participant interview questions and the protocols with the research questions and to the transformational leadership constructs. Merriam and Tisdell (2016, p. 202) describe these actions as "the process of making meaning."

I utilized Yin's (2016) blended analysis model to further investigate the meaning from the datasets. This analysis process included the following: a) compiling, b) disassembling, c) reassembling, d) interpreting, and e) concluding (Yin, 2016). Combining a lens of social constructivism with Yin's case study research design allowed me to select qualitative procedures, data collection methods, and data analysis techniques to meet the purpose of the case (Creswell, 2013; Yin, 2016).

Conceptual Framework

Educational leadership guides all aspects of the work in schools and the stakeholder interactions and fosters a culture for supporting and developing the capacity of staff members

(Blasé & Blasé, 1999; Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004). This study was designed to examine principal practices and teacher leadership development through the transformational leadership framework. The four pillars of the transformational leadership framework (*idealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration*) were investigated through the perceptions of principals and teacher leaders (Bass, 1995; Bass & Riggio, 2006).

School leaders use their expertise and beliefs to craft a vision to inspire teacher leaders to emulate (Bass, 1995; Bass & Riggio, 2006). As teacher leaders were motivated to share a vision that encouraged creative and collaborative work, they were empowered to take risks with innovative thinking and leadership roles. The resulting interactions between principals and teacher leaders influenced the school culture by setting direction, developing people, and redesigning the organization for high performance, thus laying a foundation for leadership development and transformation (Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004). As principals utilize transformational practices to lead and manage their schools, they create avenues to support leadership development (Printy, Marks, & Bowers, 2009). Principals involved in promoting teacher development set goals and understand the conditions needed to enable staff to promote growth and achievement (Robinson, Lloyd, & Rowe, 2008).

Sample and Participant Selection

Louis and Wahlstrom (2011, p. 55-56) emphasize a "serious leadership deficit" at the middle and high school levels; secondary schools in large urban districts seem "less likely than elementary schools to experience leadership that promotes teacher leadership and change." *Convenience sampling* allowed me to choose one district in the Southeast. I selected this district based on the convenience of the geographical location, an understanding of the organizational

processes and accessibility of the schools and the participants, as well as readily available state climate data for the operational parameters. Therefore, the ease of access to the schools, principals, and teacher leaders, as well as an understanding of the district's organizational structures and processes, common practices, and leadership training supported the choice of convenience sampling for my study. Next, I *purposefully selected* the participants from the sample population using the following operational criteria.

Operational criteria.

Creswell (2014) defines purposeful sampling of the study through designating the event setting, the actors involved, and their interactions, as well as the overall processes. *Purposeful sampling* (nonprobability sampling implementing operational criteria) was used to select participants within the chosen school district in this common case study (Creswell, 2014; Merriam & Tisdell, 2016; Yin, 2016, 2018). As such, purposeful sampling using specific operational criteria matched the study's aim to understand the vibrant and relevant interactions from a sample of principals and teacher leaders to gain the most information from this single case, multi-site study. At the beginning of the sampling process, four operational criteria were defined as selection parameters for the case study (Merriam & Tisdell, 2016; Yin, 2018). The four requirements included the following components: a) one school district with recognized leadership development located in a Southeastern state, b) high school level with principals who self-reported as transformational leaders, c) a high climate rating as reported by the state department of education based on survey data from students, personnel, and parents, and d) personnel perception ratings greater than 80.5 percent.

School district and school level selection.

The first selection criterion was determining a *school district with effective leadership*. Beyond the geographical convenience for selecting this school system, the chosen district was purposefully selected for this case study based on its recognition for effective leadership practices and leadership development programs (Turnbull, B. J., Anderson, L. M., Riley, D. L., MacFarlane, J. R., & Aladjem, D. K., 2016). Given the specificity of the study topic centering on high school leadership, the second operational criterion for this case study was identified as the *high school level* within the chosen district.

State star climate rating.

The third operational parameter was the state star climate rating, a score reported by the state department of education. This criterion, based on data collected from surveys by students, staff, and parents, was immediately introduced to further select the number of high school locations. Since this case surrounded principal practices and teacher leadership, using multiple sites allowed for more diversity in responses and school context at the secondary level. *Convenience sampling* surfaced again to select the sample from the five potential high schools. Within my study, I set the threshold for participation at fifty percent and remained consistent with this target to gain authentic information about the perceptions of principals and teacher leaders at high school locations with potentially different contexts. Therefore, I decided to use three of the five potential sites for my study. Selecting three schools from the pool of five locations exceeded the threshold target of fifty percent.

The National School Climate Center (2014) emphasizes that a school's climate serves as an indicator of school health or the school's culture. Murphy (2005) suggests that climate ratings reflect the transformational influence of principals on the interactions and support (*individualized*

consideration) between leaders and staff to address overall school improvement through team input and innovative programs (*intellectual stimulation*). By focusing on the four pillars of transformational leadership and the dimensions of school climate, principals targeted leadership behaviors to encourage an open and successful school climate (McCarley, Peters, & Decman, 2016).

In the selected district's star climate data, climate perception survey results for five-star-rated high schools ranged from 80.5 percent to 96.3 percent (Appendix A). Based on the published climate data within the selected district, five secondary level locations met the initial selection criteria for the study. High school principals at these locations were rated by the state department of education with five-star climates and were invited to participate in the interest survey (Appendix C). Because the principals were not required to respond, my sample shifted back to convenience sampling for this part of the process as I selected both principal and teacher leader participants from the principal replies. Principal interest survey responses were collected from the principals via school email and electronic form responses, with follow-up emails sent seven days and 14 days if principals did not respond within the initial communication. Also included in the interest survey (Appendix C), principals were asked to recommend up to four teacher leaders who they believed met the study's definition of a teacher leader; for this study, a *teacher leader* was defined for the principal participants through participation in leadership roles as department chairs or PLC/course team lead teachers. Though principals recommended specific teacher leaders, I made the determination of which teacher leaders were selected as participants from the teachers who responded to the invitation email. Principals were not made aware of which teacher leaders were selected to participate in my study.

Personnel perception surveys.

All schools within the selected Southeastern state received an overall annual quantified score based on a readiness performance index with a portion of this performance index score comprised of climate rating indicators. Climate ratings were based on four segments: a) stakeholder perception surveys, b) discipline data, c) safety and drug-free, and d) attendance rates. Each school received between a one- to five-star climate rating based on the perception surveys completed by staff members. A five-star represented an excellent climate, and one-star referred to a climate needing the most improvement. As such, for this study, attention was given to the *perception surveys* as the final operational criterion embedded *within state climate ratings* (third operational criterion).

In a study of 31 elementary school principals and 155 teachers, a correlation between principal leadership styles and school climate is emphasized, as well as the relationship between teacher perceptions of principal leadership style and principal self-reported perceptions (Kelley, Thornton, & Daughtery, 2005). In the above study, teachers provide insight on school climate through responses on the Staff Development and School Climate Assessment Questionnaire (SDSCAQ). The SDSCAQ explores six areas of school climate: (a) Communications, (b) Innovativeness, (c) Advocacy, (d) Decision-Making, (e) Evaluation, and (f) Attitudes toward Staff Development. According to this same study, a positive correlation exists for describing effective principal leadership through envisioning teacher needs, empowering vision sharing, and encouraging the creation of an effective school climate. By including the staff perception component of climate ratings as a selection criteria for my study, I utilized staff perceptions to connect principals and teacher leaders as actors in determining this climate (Kelley et al., 2005).

Perception survey results were used to indicate the health of school or climate and were accessible through state department of education publicly-accessible web page. To further break down this criterion, I aligned the personnel perception survey questions back to my study's guiding questions along with describing school climate through the lens of the transformational leadership framework. In this case study, reviewing climate and perception ratings for the identified school district offered insight into the potential influence of principals' transformational practices within the school culture. Expressly, transformational leadership dimensions were noted in Table 2 aligning perception survey questions to the framework and guiding questions:

Table 2

Personnel Perception Survey and Transformational Leadership Alignment

Personnel perception survey question set	Transformational leadership	Study guiding questions alignment
I feel supported by other teachers at my school.	*individualized consideration*	Teacher leader development
I get along well with other staff members at my school.	*inspirational motivation*	Leadership motivation
I feel like I am an important part of my school.	*idealized influence*	Vision and belief system
I enjoy working in teams (e.g., grade level, content) at my school.	*intellectual stimulation* and *individualized consideration*	Culture, individual development
I feel like I fit in among other staff members at my school.	*idealized influence*	Belief system
I feel connected to the teachers at my school.	*inspirational motivation*	Leadership motivation, culture
Teachers at my school have high standards for achievement.	*intellectual stimulation*	Culture
My school promotes academic success for all students.	*intellectual stimulation*	Culture

The operational criteria were used to address the guiding questions which were designed to explore how principals used transformational practices to empower teachers to lead and foster a leadership development pipeline. These transformational behaviors included four pillars of

leadership practice through this lens, *idealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration* (Bass, 1995; Bass & Riggio, 2006).

For participant selection in this study, the goal was to identify leaders in high schools with five-star climate ratings to include those principals who self-report as portraying transformational leadership practices. To ensure maximum variation for the sample within this common case study, I designed the study to include a total of nine educational leaders; three principals and six teacher leaders were selected at the secondary level (Yin, 2016). With the focus of the study on the perceptions of principals and teacher leaders, the sample included representatives from each of these categories. At the secondary level, departments are often organized by content or specialty areas with embedded team meetings; therefore, a variety of departments, such as core curriculum areas (language arts, math, science, and social studies) and non-core disciplines (career and technical education, health and physical education, fine arts, and foreign language), were eligible for representation within the study.

Sampling.

Yin (2018) emphasizes defining the "unit of analysis" in a single case study; for this dissertation, the single case was defined around studying the perceptions of high school principals and teacher leaders about leadership practices and the development of a leadership pipeline. The five potential schools had the following demographics (Table 3) as reported in the available accountability reports for the 2017-2018 school year:

Table 3

Potential Study Locations

School	FRL	White	Black/ African American	Hispanic or Latino	Asian	Multiracial
A	35	38	27	21	10	4
B	20	55	19	14	8	3
C	32	19	22	10	44	4
D	37	29	47	13	5	5
E	37	36	43	14	3	4

* 2017-2018 demographics as reported as percentages on school districts' websites

Following Yin's (2016) logic for sample selection, convenience sampling was used to identify the potential pool of high schools located within the same school district. The participating schools were then purposefully selected using several study criteria. As part of the invitation to participate for secondary principals, an interest survey was emailed to the secondary principals leading the five schools recognized with a five-star climate rating. The results were compiled in a survey spreadsheet; three principals responded to the survey and self-reported they believed themselves to use transformational leadership in support of leadership development within their schools (Appendix C); one principal declined to participate in the study; and, one principal did not respond the initial or follow-up invitation to participate. At each of the selected schools, the principal responded to an interest survey for participation and identified up to four teacher leaders as possible participants for the study. As permitted through Yin's (2018) methodology, communication with the principals through an interest survey provided additional selection data for this study. The principal interest survey (Appendix C) was sent via school email to the five high school principals of these qualifying schools to further select school

leaders meeting the following study parameters: a) were willing to participate in the study and allow access within the site location, b) self-reported as transformational leaders, and c) believed they promote pipelines of teacher leadership through organizational structures, processes, and interactions.

 Though the pool of participants was small (five school locations), I sought for maximum variation within this group by deliberately interviewing principals who may offer diverse perspectives about transformational leadership practices within the organization. For this study, a *teacher leader* was identified as a department chair or a PLC or course team lead teachers. By serving in one of these defined roles, teacher leaders were able to influence others, encourage organizations to function with high expectations toward a shared vision and promote innovative thinking in instructional programs.

Using the previously noted four operational criteria, this study utilized both convenience sampling (geography and school level) to identify one school district at the high school level along with purposeful selection of the participants at three locations (from a potential pool of five sites). This sampling method allowed me to define the case study around the perceptions of high school principals and teacher leaders. While all suggested teacher leaders were invited to participate in the study, two teacher leaders were chosen from each high school according to availability and to provide diversity (department and leadership role) for the study. The selection of two teacher leaders from each school location supported the intended fifty percent threshold of the eligible teacher leaders for this study. The participants in this study were identified by school location,

role, and years of experience. At each of the three selected high schools, the principal and two

teacher leaders served as the leadership sample, offering insight into the influence of

transformational leadership practices at the school leader and teacher leader levels.

Intentional consideration was given to gender, ethnicity, and years of teaching and leadership

experience as criteria to ensure as diverse a sample as possible from the potential pool (see Table

4).

Table 4

Participants' Demographic Information

Site location	Principal	Teacher leader 1	Teacher leader 2
Hunter HS	Mr. McAllister Male, White 17 yrs – principal	Ms. Graham Female, White 9 yrs – foreign language department chair 18 yrs – high school teacher	Ms. Chandler Female, White 6 yrs - department chair 2 yrs - district instructional coach 1 yr - math PLC course team lead
Lancaster HS	Mr. Andrews Male, White 17 yrs – principal	Ms. Russell Female, White 10 yrs –science co-department chair 15 yrs – high school teacher	Ms. Myers Female, White 4 yrs – science co-department chair 18 yrs – high school teacher
Wells HS	Mr. Davison Male, Black 11 yrs – principal	Ms. Walsh Female, White 4 yrs – math department chair 2 yrs – Instructional coach 16 yrs – middle school teacher 14 yrs – high school teacher	Ms. Craig Female, White 9 yrs – science department chair 25 yrs – high school teacher

Principals from three selected high schools and two teacher leaders from different curriculum

areas at each school location were included in the study to provide additional diversity in the

sample; a total of nine educators agreed to serve as the participants in this study.

Instruments

Reliability.

Reliability is demonstrated through the ability to reproduce the study with similar

outcomes (Yin, 2018). I maintained a chain of evidence, from the design of the guiding

questions to summarizing the conclusions, to increase reliability where the steps of the study

could be replicated from any point in the study (Yin, 2018). From the perspective of a researcher,

Yin (2018) emphasizes data collection preparation as a method of increasing reliability of the

case study; preparations included understanding the training and development of interview and

observation protocols, and screening candidates using sampling criteria. Adherence to

operationally defining the sample around the four identified criteria increased reliability for this

dissertation study. A review of the four operational criteria included the following elements: a)

one district in the Southeast, b) high school level, c) state five-star climate ratings, and d)

personnel perception surveys above 80.2 percent with principal interest survey responses to self-

identify as transformational leaders.

By maintaining the structure of the principal interview protocol (Appendix D) and

teacher leader interview protocol (Appendix E), the risks were reduced for asking guiding

questions and sharing personal impressions (Creswell, 2014; Yin, 2018). To further strengthen

the reliability, I kept a personal journal to allow me a place to annotate contextual evidence about

the environment and write any thoughts from the participant interactions (Yin, 2018).

Validity.

Validity strategies, such as aligning the study with theory, disclosing researcher bias, and

triangulating data to maintain construct validity, were employed to increase trust in the accuracy

or validity of the study, the structural design, sampling, data collection processes, and

interpretations of the triangulated data. To reduce the threat of positionality based on my role, I selected study locations and participants with whom I do not have regular daily working relationships. During the study, I maintained a personal journal to record introspective wonderings and contextual remarks uncovered during the gathering of qualitative evidence (Yin, 2016).

To further strengthen the data collection process and chain of evidence, I adhered to the interview protocols, triangulated the data to include the diversity of data in three formats: a) interviews with principals and teacher leaders, b) observations, and c) a review of documents (Yin, 2018). Additionally, participants were provided transcripts to conduct member checks to clarify their responses (Yin, 2018). In doing so, the use of member checks by the participants, as well as the use of peer reviewers for my work, assisted to reduce the threat of misinterpretation.

The accuracy of the data gathered from the interactions and leadership perceptions was strengthened by using pseudonyms and member checks to review interview transcripts after coding to ensure accuracy and clarification (Creswell, 2014; Saldaňa, 2016; Yin, 2018). Additional layers of validity strategies were incorporated by the researcher to protect the confidentiality of the participants and the data collected; for instance, all data collected was participant coded by letter and random number assignment, and the names of the participants, their schools, or the district were not disclosed as part of the study or within future work referencing this study.

Trust in the study and myself, as the investigator, remained an integral part of the design, as did the acknowledgment of potential biases associated with my research. Clarifying researcher biases provided transparency regarding the personal interests and motives for pursuing the study. To address potential researcher biases, I provided a reflection statement (Appendix H) to

describe my connection to teacher leadership from the department chair experience and how the use of transformational leadership practices by principals shaped many of my leadership practices and work with teacher leaders. My reflection statement shared detailed information about how the findings were influenced by my perspective of socioeconomic, cultural, and experiential factors (Creswell, 2014; Yin, 2018).

Data Collection Procedures

Yin's (2018, p. 83) "logical blueprint" design provided structure for crafting the study questions to explore the perceptions of principals and teacher leaders within the selected school contexts on how leaders use transformational practices to influence leadership in others. These questions also offered a way to examine how school leaders shaped culture to facilitate a pipeline of sustainable leadership development. Addressing the guiding questions through my social constructionism perspective, I incorporated elements for social interactions within the data collection procedures. The data collection design allowed me to delve into the case study to question how principals modeled influence, inspirational motivation, intellectual stimulation, and individualized support within their schools.

Based on Yin's (2016) blended analysis model, each piece of evidence collected during the data collection process was considered a 'data collection unit' (Yin, 2018). Based on Yin's (2018) methodological approach in case studies, I selected three datasets (participant interviews, PLC observations, and a review of documents developed and utilized by school leaders) to gather evidence to investigate the influence of leadership on followers and the development of a teacher leader pipeline. First, descriptive interview data, collected from principals and teacher leaders, illustrated if and how principals set a collective vision, inspired influential behaviors in others, promoted innovative teamwork and programs, and encouraged development in others.

The principal and teacher leader interviews were conducted according to the separate interview protocols (Appendices D & E). Observational data was annotated using an observational notetaking guide (Appendix F), developed to help me capture components of transformational leadership within the meetings. Finally, a review of vision statements, improvement plans, and accountability reports allowed for exploration of evidence of transformational leadership influence.

Data Collection.

Interviews.

The first dataset was collected through conducting semi-structured interviews using separate question protocols for the discussions with principals and with teacher leaders, respectively. Interviews (face-to-face format) lasted approximately 45 minutes to one hour in duration at a site location determined by each participant and the interviewer. An audio recording device and a backup unit were used to capture the words to avoid mistakes with transcriptions. During the interview, I did not take notes. Instead, I followed the interview protocol to ensure full engagement with the participant. After each interview, I used a personal researcher's journal to capture contextual details, such as body language and tone, which may not have been evident through audio playback.

Confidentiality was maintained for study participants in a variety of ways. A study participant code (assigned letter and random number) was used rather than participants' names on study records. When reporting the results, I used pseudonyms instead of participants' names to provide another layer of confidentiality. The principal interest emails and surveys, as well as teacher interest emails, were sent via a fire-wall protected district email server. Physical paper copies of the consent forms were locked in a filing cabinet. Physical paper copies of the

interview transcripts, observation note guides, and the researcher's reflection journal were stored in a locked filing cabinet; the participant code keys were stored in a separate locked filing cabinet. All locked filing cabinets were in the office or designated storage area of the student investigator. The audio recording of the interviews and the electronic transcripts were kept on separate encrypted USB drives and erased from the original device once uploaded. The USB drive and the data spreadsheet files were securely stored separately from the signed consent forms. The spreadsheet files used for coding and data analysis were stored on a password and firewall-protected computer in the office of the student investigator. The USB drives, electronic files, and physical copies of information will be destroyed after a minimum of five years.

The interview questions for principals and teacher leaders (Appendices D & E) aligned with the theoretical framework to ensure the study was designed to meet the purpose and goals for gaining insight into the perceptions of school leaders. For example, questions referenced leadership styles and beliefs (*idealized influence*), *inspirational motivation* through a shared vision and staff motivation, problem-solving and innovative programs (*intellectual stimulation*), and encouragement of individual professional growth (*individualized consideration*). Beginning the conversation with "grand tour questions," or open-ended questions, promoted interviewees to reveal authentic responses about educational leadership topics (Yin, 2016, p. 145). Although I followed the protocol of scripted questions within the interviews, Yin's design blueprint allowed for prompting with follow-up queries based on the direction of the conversations (Appendices C & D; Yin, 2016). Yin's (2016) advice encourages researchers to speak in modest amounts, prompting with neutral probes such as "tell me more" and "why is that," as needed, and to use nondirective questions when interviewing principals and teacher leaders. To gain confidence in

the interview process and the protocols, I practiced administering the interview protocol, concentrating on engaging with the participant while monitoring reactions and speaking patterns.

Observations.

Observations represented the second data set of evidence collected in this study. The strength of direct observations ascertains real-time actions within the context of the event (Yin, 1999; Yin, 2016). During the observations, I served as an observer, not a participant. Since my study revolved around the principal practices and the influence on teacher leadership development, observing the interactions between principals and teacher leaders captured qualitative data potentially not evident within individual interviews. Using the observational notetaking guide (Appendix F), I observed interactions among teams within meetings where the principal and teacher leaders assumed the role of a facilitator.

To address a potential concern with reflexivity that the participant may act differently in the presence of the researcher, I introduced myself in a separate meeting on campus prior to attending participant-led meetings to minimize this source of weakness (Yin, 2018). During this initial meeting, the participant and I coordinated both the interview and observation dates and times. The meeting observations were dependent on the frequency of the department or PLC meetings, as well as the structure of each school's master schedule. Within the master schedule, collaborative or common planning periods were either built into the day to allow teachers dedicated time to participate in a variety of meetings, or scheduled afterschool. These identified meetings and professional learning sessions provided me opportunities to observe how principals and teacher leaders implemented the pillars of transformational leadership in action.

Collecting observational evidence from the school leader lens allowed me to witness authentic circumstances where the principal directly interacted with other school leaders or

teacher leaders to share school improvement goals and gain input and feedback on initiatives. Observing these interactions during leadership team meetings provided me an additional layer of descriptive data regarding vision and goal setting, teacher buy-in, collaboration, shared decision-making, and support for professional growth. During these meetings, evidence was noted on the observational field guide as principals employed transformational practices to model high expectations (*idealized influence*), to motivate others to embrace a common vision (*inspirational motivation*), to encourage creativity and solutions (*intellectual stimulation*), and to develop capacity in others and support their goals (*individualized consideration*).

Turning attention to the teacher leader view during the observations offered a perspective of how teacher leaders demonstrated an influence of transformational practices through their individual leadership actions. Direct observations of teacher leader interactions during team meetings, such as PLCs, provided insight into teacher leader performances, in such ways as role models in setting high expectations (*inspirational motivation* and *idealized influence*), collaborating and problem-solving (*intellectual stimulation*) and supporting the development and growth of their team members (*individualized consideration*). The plan for gathering PLC and department meeting observational data permitted a glimpse into how leaders utilized vision and influence, motivation to lead and engage in problem solving and innovative practices, along with the development of others. Since the focus of this study centered around the perspectives of principals and teacher leaders through the lens of the transformational leadership theory, I focused on making observations where these interactions would occur among leaders and followers; therefore, no classroom teacher observations were conducted during this study.

Review of documents.

Last, a comprehensive review of documents completed the third set of triangulated data (Yin, 2018). For ease of access, I selected openly accessible documents to gather evidence for the four pillars of transformational leadership: *idealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration* (Bass, 1995; Bass & Riggio, 2006). Document analysis offered a view of how transformational practices were embedded within organizational processes. This dataset included readily available documents, for example, mission and vision statements, school improvement plans, and accountability reports (Appendix G). Like the observational notetaking guide, I annotated the printed copies of these documents for evidence of the four pillars of transformational leadership, as well as connections to the constructs found in the study, for example, *principal and teacher leadership, climate,* and *culture*.

Examining public-facing artifacts, such as vision and goals, accountability reports, and school improvement plans, granted me an opportunity to look for evidence of the message being conveyed to stakeholders. I searched for keyword references, such as expectations, program vision, stakeholder relationships, and celebrations, to provide an indication of how principals and teacher leaders use transformational leadership practices to influence followership and a leadership pipeline. Layering data analysis from multiple sources of evidence, such as the interviews, the nuances of facilitating team meetings, and the transfer of information within , and the message produced a holistic picture of how principals incorporated transformational leadership practices to foster a teacher leadership pipeline.

Triangulation.

During this case study, I engaged in the fieldwork to gather authentic, real-world data through three sources of evidence. Yin (1999, p.1217) acknowledges with the use of "multiple sources of evidence, the goal during the data collection process is to amass converging evidence and to triangulate over a given fact." The triangulated data included the following: a) semi-structured interviews using question sets (Appendices C & D), b) utilizing an observational notetaking guide during direct observations of principal interactions, as well as meetings facilitated by teacher leaders (Appendix E), and c) a review of documents (Appendix F).

The participant interviews, both principal and teacher leaders, provided rich conversations around their perceptions of transformational leadership practices and how principal practices foster a leadership development pipeline. Based on the theoretical framework selected, themes denoting transformational leadership constructs, such as beliefs, values, vision, motivation, professional development, and innovative practices. Next, observations of interactions between leaders and their followers revealed a different perspective of transformational practices through the lens of relationships (*individualized consideration*) and meeting structures and processes with an insight into the school culture. A review of open-access documents, such as mission and vision (*inspirational motivation*), school improvement plans, accountability reports, and meeting agendas from PLCs (*intellectual stimulation*), captured an additional view of tangible products of transformational practices through the communication of what is valued by the organization (*idealized influence*). The triangulation of the datasets allowed for the examination of data from different sources to build convergence to a single reality (Creswell, 2014; Yin, 2018).

Coding Processes.

Erlingsson and Brysiewicz (2017, p. 94) share the importance of the coding process from data collection at the 'manifest' point to the overarching themes and reflections during analysis; data collection "based on human experiences are complex, multifaceted and often carry meaning on multiple levels." Having adopted Yin's data analysis model, I began working with the datasets by organizing each set based on how I intended to review the information prior to coding the interviews, observations, and documents.

For the interviews, I compiled audio files within an online transcription service, Temi (2019). This transcription service was used to generate an interview transcript for each participant's session. The original audio files were loaded onto the handheld recording device. These files were downloaded onto a separate USB device and then deleted from the recording equipment. My personal phone was used as a backup device to record the interviews using the phone version of the Temi (2019) program. This program generated electronic transcripts which I downloaded to a separate USB device and then printed for a closer review of the data in the disassembly phase.

Following Yin's design, disassembly of the data was the next logical step and for me, a critical component for connecting participants' views with the research questions. In the disassembly step, I repeatedly worked with the data to incorporate first cycle Level 1 *a priori* coding, which included words or phrases closely connected to the original data and transformational practices, followed by Level 2 or the second cycle of values (attitudes, values, and beliefs) and category coding (Onwuegbuzie, Frels, & Hwang, 2016; Saldaňa, 2016; Yin, 2016; Yin, 2018). To gain personal interpretation from each interview, I used the printed copies of these transcripts to manually disassemble the data to apply codes, annotating and highlighting

by hand for codes. In this disassembly phase, I applied the transformational leadership lens to examine the perspectives of principals and teacher leaders through the multiple coding processes. Yin (2016) refers to this disassembly work of the participant's choice of words or phrases as closest to the 'study activity.'

The first cycle of coding consisted of three working rounds with the original data to identify data that is close to the activity (Yin, 2016). This initial round of coding examined the printed transcripts for words or phrases which described the four dimensions of transformational leadership within principal and teacher leadership practices. I manually sifted through the data to look for emerging themes from the participants' comments. At first pass, I looked for word choices and phrases that aligned with the four pillars of transformational leadership (*influence, motivation, intellectual stimulation*, and *individualized consideration)*. I highlighted the transcripts and *a priori* codes were applied to the transcripts; for example, using the code labels as *beliefs, trust, motivation, role model, empowerment*, and *building capacity* (Saldaňa, 2016; Yin, 2016).

During the second round, I searched for unique words or phrases (for example, "*operating in silos*") that stood out as meaningful though not originally noted as codes aligned with the transformational leadership framework. A third round of coding permitted an additional review of the audio and printed transcript files. Stepping back from the original coding approach allowed me to recode the interviews through a different perspective. Continuing the disassembly process in this way provides an opportunity to look for missed connections (Yin, 2016).

As part of the third round with the data after the initial hand-coding events, I utilized excel spreadsheets to compile and organize data sets, and then disassembled the multiple data sources for the study; for example, original audio files of the interviews, the observation

notetaking guides, and a review of relevant documents. I then transferred coded excerpts from the electronic transcripts to excel spreadsheets. I maintained an electronic data notebook to disassemble the interview data from transcripts, in addition to annotated transcripts used to gather direct quotes, paraphrasing, and personal interpretations of the transcribed data. Later in the results and discussion sections, I captured and shared examples of the annotations and personal interpretations to enrich the discussion. Revisiting the data allowed me to return to the original work to ensure the "disassembled topics are as faithful to the original data as possible" (Yin, 2016, p. 200).

In the next phase, the reassembly of the data occurred at Level 2 with *values* and *category* coding. This phase required me to continuously question how the data answered the guiding questions for the study. As I reviewed the data and revisited my annotated notes, I developed conceptual arrays to relate response codes and patterns back to the study questions while also exploring new themes (Saldaňa, 2016; Yin, 2016). During the Level 2 coding process, I utilized a spreadsheet to develop broader concepts that connected the study constructs with transformational leadership. Level 2 values coding allowed me to look for deeper conceptual codes to be placed into categories (Saldaňa, 2016; Yin, 2016). Saldaňa (2016) describes the progression of coding and recoding into categories, then thematic analysis. I used the first cycle codes, as well as the second cycle values and category codes to identify themes to provide meaning around principal and teacher leader perspectives as they answered the interview questions and led their meetings. By using the excel spreadsheets, I analyzed the datasets to code, re-code, categorize, and develop a schematic map to visualize related themes and patterns (Yin, 2016).

Yin (2016, p. 220) emphasizes interpretation as the "craft of giving your meaning to your findings; that is, your reassembled data and data arrays." Following the description interpretative mode, thick descriptions (detailed narratives) allowed me to highlight findings and lines of thought. Level 1 and Level 2 codes were placed within each of the four buckets according to alignment with the transformational leadership framework and used to answer the guiding questions. The terms, i*dealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration* were used to create transformational leadership 'buckets' for the identified patterns. At the end of the analysis process, I assigned pseudonyms for the participants. The last portion of data analysis involved interpreting results through discussion to draw conclusions.

Conclusions were made regarding the related patterns of principals' transformational practices and their potential influence on teacher leadership development to answer the guiding questions. My findings from exploring the perspectives of principals and teacher leaders centered around three central ideas about developing a leadership pipeline: a) a shared belief system, b) building and sustaining relationships, and c) developing a high performance culture. These conclusions addressed future implications for educational research on teacher leadership development and principal leadership through the lens of the transformational leadership framework to support the conceptual model of the leadership pipeline (White, 2018).

Expectations

The research design encompassed Yin's (2018) logic model to develop guiding questions aligned to the transformational leadership framework. Applying "converging lines of inquiry" from three data sources provided insight on how principal practices shape the leadership development of other staff and strengthen the study (Yin, 2018, p. 87). To gain complementary

evidence for the case, I used multiple sources of data, such as interviews with principals and teacher leaders, observations of participant-led meetings, and a review of documents.

Keeping Yin's (2018) logical model in mind, protocols were developed to ensure the interview process was implemented with fidelity. Additionally, the observation notetaking guide was employed to annotate participant-facilitated meetings according to the use of the four pillars of transformational leadership (*influence, motivation, intellectual stimulation,* and *individualized support*). Finally, the document review provided another source of evidence to support how principals incorporated transformational leadership within their schools. Utilizing protocols for data collection, as well as data analysis and interpretation of the results, offered guidance with the procedures necessary to answer the guiding questions.

The next phase of Yin's (2018) design process focuses on data analysis. Specifically, how logic linked the collected datasets back to the guiding questions and the transformational leadership framework. Consolidating and organizing data for analysis required structures and processes which Yin's (2016) blended analysis model provided for my study. Using the thematic findings, I was able to return to the purpose of this case study to address how principals employed the four pillars to influence the leadership behaviors in others, as well as how teacher leaders perceived a culture of leadership development.

4 RESULTS

Introduction

The two guiding research questions were crafted to explore the perspectives of both

principals and teacher leaders for how transformational leadership practices shaped a pipeline of

leadership within those organization.

1. How do principals describe their use of transformational leadership practices to shape the

    development of teacher leaders and create a pipeline of leadership within their schools?

2. How do teacher leaders perceive the use of transformational leadership practices by

    principals to create a culture of leadership development?

I concentrated on the interviews first due to the richness of the data gathered from the

conversations and then supplemented with the observational field notes and the document

analysis. An analysis of the vision and improvement plans, as well as accountability reports,

captured evidence about the principal's vision within the school and department goals and the

celebrations of what was valued by the stakeholders.

Using the four dimensions of transformational leadership (*influence, motivation,*

intellectual stimulation, and *individualized support*) as a guide, the datasets were first coded

through first cycle *a priori* codes, then as second cycle values and category coding. Coding and

re-coding allowed me to group data based on themes, re-categorizing information in meaningful

ways to align the perceptions of the participants with the four tenets of transformational

leadership (Saldaňa, 2016). Deciphering the datasets through the transformational leadership lens

revealed three central findings: a) a shared belief system, b) fostering relationships, and c)

creating a high performance culture. These findings supported leadership development within the three school locations within this study. To provide emphasis on the participants' voices, I *italicized* the quotes to highlight the conversations principals and teacher leaders shared with me.

Shared Vision

Leadership beliefs system.

Principal perspectives.

I asked principals to describe how their own beliefs, inspirations, and leadership practices influenced teacher leadership development through a shared belief system embedded within the organization. Their responses integrated ideas around leadership style, collaboration, and approachability. These themes included codes such as followers, collaboration, servant leader, roles, shared vision, mindset, big picture, expertise, visibility, and transparency.

Responding to the interview questions about leadership style and any aspects that help when working with teacher leaders, Principal Davison (Wells High School) highlighted his years as a counselor influenced his beliefs and behaviors as a school leader. He said:

> *Sometimes there are challenges and the resources that you need to get some things done. Sometimes you must wear two hats. That's been quite interesting to experience those different levels and in different roles, you know, from the classroom teacher perspective. And then from the support side as a counselor at the elementary level. And then from the administrative side in the middle school level, and the high school.*

Davison shared how these experiences shaped his leadership philosophy, stating:

> *My leadership style probably is more along of the servant leadership style; that's probably why I was doing the counseling. Also because of providing avenues and resources and constantly looking for wins for my teachers or for the students or for the*

administrative staff. What can I do to, to serve you, for you to be able to be effective in your role or your job, whatever your task may be. So, I've always approached it from that perspective of being a servant leader helping paint the picture but then given the resources and avenues and whatnot, whether people would carry it out and allow them that flexibility to carry it out.

Providing another layer of shared beliefs, Principal McAllister (Hunter High School) described his belief in collaboration, especially with teacher leaders, to provide access to expertise across the school. He commented:

I would say my leadership style is collaborative. I try to find the right people for the job and then let them do their job. You know, and I, I don't know if that's I, I don't know if it's designed that way or that's just kinda my personality. I also don't feel like I'm an expert in any one area, so I feel like we need, and I need to be surrounded by experts in other areas.

Davison also described his thoughts on being a democratic and collaborative leader to gather teacher leader input. He shared, "*I believe the answers are in the room. We talked earlier about leadership style. I think I'm more of a democratic, I say servant leadership, but democratic leadership, I think just giving each person their voice.*" Leaning on his influence with helping others, Principal Davison expressed a concern around "*operating in silos*" influencing collaboration at the high school level. He stated:

So, what we do is we try to identify those experts within each department and give them the leadership opportunity to present. Because we have been in such silos, I always felt, especially at the high school level, we were in such silos. You know, we all had different planning periods and there was a lot of time to sit and collaborate.

To combat this issue at Wells High School, Davison mentioned how the structure and scheduling of collaborative planning was modified, increasing the opportunity to provide differentiated professional development within each department using in-house experts. Davison shared:

> *We restructured some things so that all my math teachers now all have second period planning. Now they can present an instructional strategy that's effective and that has been effective for that teacher and others get to see it. So now we're not in the silo anymore. I get to see my peer and my colleague show me what he or she's doing within their own classroom. So, we're pushing both those teacher leaders who are doing a good job, who are getting good results, who are to consensus builders, getting them in front of their colleagues and their peers to show what they can do and what they know. So, we've sort of shifted how we're structured to where we now have an expert in collaboration in the departments.*

Principal Andrews (Lancaster High School) shared his how his leadership approach originated from a former principal. Andrews said, "*He [former principal] was motivational as a leader, a teacher, and a coach. He was great at relationships…I mean, with everybody. I want to have that same impact.*" Principal Andrews further referred to the nuances of leadership moves in motivating others, such as being visibility, approachable, and staying connected with his staff. Principal Andrews emphasized that "*visibility is really important; when you look at Marzano's 21 leadership principles, visibility is there.*" Continuing this emphasis on the accessibility of principals to others, Andrews mentioned that he enjoyed being present for the conversations around the work. He said:

> *I usually do all the lunches. We take our lunches out here and sit with the other APs. But I've tried to sit out there if I can for all lunches because those are opportunities for ad*

hoc meetings with the administrators. Right. Cause we meet on Friday, but we get a lot

done every day during lunch because we sit around a table and talk through some things

since we're spread out all over the place. You go from table to table and you know, have

those conversations. But you know, teachers come through there and so they know you,

they catch you in there, too.

Another leadership practice noted in the principal interviews revolved around mindset.

As teacher leaders were sought within the building, principals looked for evidence of a "*growth*

or an open mindset." Emphasis was placed on maintaining a mindset focused on growth of

leadership interactions within the organization, especially when facing challenges, solution

finding, and developing teams. Principal McAllister provided his ideas on teacher leaders;

"*we're able to teach them the specifics of the job but they need to be a good teacher, be positive,*

and work well with others."

Principal Davison described how he looked beyond the numbers with "*they can have*

really great results on those data points but not really be a team player." He focused on the

ability to "*work as a team, build a team, build consensus*" along with teacher leaders' data and

instructional strategies. Davison remarked:

I'm looking at their data, not just looking at their evaluations but looking at their

instructional strategies. It's all those things that what we look for when we're trying to

turn a team around. Because sometimes the person might have good data points but may

not be a consensus builder or a team builder. Right? So, you must weigh that out

carefully as well. So those are some good, hard things that I look at. But I also look at the

soft skills. Are they able to work as a team, build a team, building consensus? You don't

have a quantitative on that, but they the qualitative side to it helps because the person

could have fabulous results on those data points but not really a team player.

Teacher leader perspectives.

Several themes regarding the influence of principal leadership, such as shared beliefs and attitudes, transparency, and approachability, were communicated by several teacher leaders. When asked about her source of inspiration in leadership, Ms. Graham (Hunter High School) described her thoughts around the cycle of leadership influence from a former leader.

I had the opportunity to work with him years ago and I just think we share a very similar

philosophy in what I would call the profession, the craft. And he and I have had several

conversations that this job is a calling. And, and so I think because of that, I would hope

that my leadership is similar to his in that it's what we want to grow in people, and

recognize and encourage talent, and know that some of the little detail stuff, those are the

things that we can work on and polish.

Graham also shared her beliefs about the continuity of leadership stemming from role model behaviors. Graham said, "*The number one thing is looking for that passion and the love and leading from that place, recognizing that this work is not head work but head and heart work.*"

In addition to shared beliefs, other key principal practices that were mentioned included an open mindset, approachability, and leading with integrity and transparent purpose. Ms. Chandler (Hunter High School) communicated her belief about Principal McAllister. Chandler commented:

It goes back to him being open to ideas of what the individual person wants to do to

grow. If I'm interested in growing in a certain place that he's [going to] open that door

for me to do that.

Ms. Walsh (Wells High School) described Principal Davison's accessibility stating that he seems "*to be everywhere at one time and I know him well enough that if I have an issue, I'm just going to go to him*." Walsh also mentioned his personal leadership traits as being "*professional and courteous and very transparent about what he expects. He expects that same of himself so there is no gray area*." Walsh explained how she learned about her principal's expectations and she wished to model her leadership after her principal. Walsh said:

> *So, he's very approachable, which I want to be. I also want to be transparent, be consistent. I just want to be trustworthy and conduct myself with integrity. And I think he does that every day. And so, it's easy to watch what he does and know what his expectations are.*

Ms. Myers (Lancaster High School) specifically mentioned shared vision as she recalled working alongside the principal and other teacher leaders to craft and revise the vision and mission statement and the branding of the school. Myers indicated:

> *The mission, the brand is basically athletics, academics, community and leadership. I think that's the brand that started when he first came here. The mission and vision, teachers helped with this brand. It was like a whole [group], whoever wanted to come to help with both the brand and the mission and vision statement.*

Evidence of a shared belief system permeated through observations of participant-directed meetings. In the three principal-led meetings, agendas were used to structure the conversations around the data analysis work and end of semester school-wide tasks. With a similar focus on vision and structures, four of six teacher leader participants guided their meeting conversations using meeting norms including celebrations and professional development, and a

prepared agenda with a stated purpose to guide the instructional discussions. Another facet for sharing each principal's beliefs and vision surfaced within the theme of communication among the organization.

Communication for shared input.

Principal perspectives.

School leaders indicated the intrinsic value of the message within the vision, goals, and initiatives, as well as the manner of communication. Principal McAllister noted his belief in transparent communication to gain shared input. McAllister commented:

> *I think especially when there's something that might be controversial or something that you think they're not going to like, you really got to communicate with them and tell them, you know, try to try to lay it as much as you can, try to lay everything out there for him. Obviously, you can't always tell everybody everything that's going on in the background. Right. But as much as you can communicate with them to tell them how you got to that decision and ask them questions and listen. I think listening helps with buy into, I'm not always gonna change your decision or go in a different way, but I think you've got to listen.*

McAllister also discussed his reliance on his teacher leaders to communicate the vision and program initiatives. He said:

> *So, a lot of our communication that we share, we don't do it in big meetings very often. We do a lot of our communication through our department chairs. We lean on them heavily. We lean our department chairs heavily and we lean our on our course leads heavily.*

Both Principals McAllister and Andrews shared that visibility and an open door policy have been successful for them in communicating with teacher leaders. Supporting his open door approach, McAllister's office was accessible through the main office and the media center. Andrews commented that he flipped his office location with the main conference room to increase accessibility to staff members. He emphasized, "*I'm here in the main hall, not behind a gatekeeper.*" Additionally, this same principal shared that many informal meetings were held in the commons area as face-to-face conversations with teacher leaders, as well as increased visibility by "*getting into everybody's classrooms.*"

Principal Davison presented how he generated buy-in to the culture and providing input as he challenged his teacher leaders to come up with solutions and resolution plans. Davison commented:

> *I know where I want to go and most parts, but I need to help generate the buy-in and get teachers to give me some other ideas or blind spots that I may not see. So, with most things we implement will come from the department chairs, who take that information back to their department, give them the challenge or the big picture idea.*

By asking teacher leaders for their input, Principal Davison accentuated the channel of leadership communication and accountability, stating:

> *Teachers come up those plans and present that information to their department. Then I have them present that information to the whole school. Therefore, now you're not only just accountable for your department, but you're accountable to your entire school body because you have said these are the things that I am going to do for us [to] meet these targets at these goals.*

In doing so, this principal shared his rationale for gathering shared input through increasing accountability, authentic problem-solving, and vision setting. Encouraging peer interaction and collaboration stimulated conversations around common goals.

Teacher leader perspectives.

Teacher leaders indicated that direct and indirect communication efforts stemmed from an understanding of the shared vision and beliefs Ms. Chandler commented:

> *I think that understanding can kind of trickle down as a department here as a course team lead that you expect things of your team but you know everyone's strengths and weaknesses on your team…So putting the right people on the right job on the course team. I think that took me a while to realize because I think I've always seen that as very direct, but this is our vision and mission and I know that's probably how most organizations work. But there's just something that works well for me and that we all feel like we almost came up with it when he probably was, you know, arranging things more than we realize and putting the right folks where they need to be.*

Ms. Chandler and Ms. Graham also praised the principal's communication efforts. Chandler commented:

> *He [McAllister] really listens. He's one who's got that open door policy. I aspire to be a leader like that where you don't have to have an appointment to come and see him. You know, if he's there and he's not on the phone or whatever, he'll, he'll stop and talk to you, whatever's going on.*

Graham said:

> *He [McAllister] is a real person. But it made me recognize that people were coming from places where that wasn't the case. And I had several conversations with people that were like, how can you just walk up to him and talk to him? I was like, because I just do. And I found out that there were places where that just wasn't allowed. And so, I think that is the most important thing for me. You know, were he to move to another school, whoever takes his place, my expectation would be that that same openness of communication and I really value that I can be frank with him. Like he will let me be honest and share honest feedback and he knows that it's coming from a good place, you know?*

Graham also indicated Principal McAllister's leadership influence reflected on her problem solving experience by saying, "*I'm not afraid to go and criticize, because I always offer a solution. And, maybe they keep doing the same thing, but he's always receptive. And I think that receptiveness is really important.*"

When teacher leaders were asked how they interacted with their principals to communicate expectations, Graham indicated she had learned how to reach out to "*other people for advice…we get in our own little bubble and it's good to hear how your little world fits into the big scheme of things.*" Graham also applauded her principal for recognizing and modeling "*a big picture perspective*" for the department chairs.

Ms. Graham and Ms. Chandler shared similar ideas about communication avenues with their principal. Graham stated that Principal McAllister encouraged department chairs and their content administrator to "*come up with improvement plans for that department; it can be really specialized and tailored to their needs.*" Chandler said, "*He [McAllister] filters through all the craziness...to do what's right for his school and what he really needs to focus and push in.*"

Regarding her experience with communication with Principal Davison, Ms. Craig shared that Davison maintained an awareness of school happenings. Craig said:

He'll pop into a meeting and sit and listen and kind of see the things that are being presented. So, he is aware of what's going on. He's not a, 'I'm gonna stay in my office and do whatever I need to do, and I hope you're doing the right thing.' So, he's aware of what's going on. He's in constant communication with the APs on it.

Also, at Wells High School, Ms. Walsh indicated the flow of information "*trickles down through the administrative team*" from Principal Davison through the department chairs also hear directly from him on high priority items. She shared her confidence in this approach, "*I just feel like it's a result of a really good, strong, tight administrative team [that] is only as good as your leader.*"

Relationships

Establishing relationships.

Principal perspectives.

When I asked principals which aspects of their leadership connected them with developing teacher leaders, they commented on how they infused trust within the teamwork and celebrations. Principal McAllister leaned on his department chairs to build a network of trust within teams. He mentioned that "you can tell in the building who people follow." McAllister linked the expertise and experiences of teacher leaders to infusing value into the organization through those relationships. McAllister reflected:

And then, you know, taking some of your experienced teachers do you have a teacher in the building? She worked at the County office and has come back and what she learned at the County office and what she, the, the value that she brings back. We've just used her like crazy and we're going to continue to use her like crazy. So, I think taking advantage of the people that have gone away and gotten some different experiences and taking advantage of those experiences.

Relying on trust in his teacher leaders, Principal Davison remarked, "*But mainly I've relied on the experts in the building because the answers are in the room…we have to have those folks who are getting the results, those opportunities to present what they're doing.*" Principal Andrews said that "*several teachers [who switched schools with him] have been with him since 2004 …they've got to be fearless yet be able to talk to people and have them build those relationships.*" In the face of increased pressures on principals for accountability, Principal Andrews shared his hope to develop and sustain relationships grounded in loyalty and followership.

Andrews stated:

And I am putting teachers into those kinds of roles [teacher leadership]. Of course, team lead, department chair and those kinds of things. I mean, I've hit some foul balls over the years, but you know, the ones who have done a good job, they really understand what I would call our program, our approach to things.

Teacher leader perspectives.

Several teacher leaders used the term 'trust' and 'respect' to describe their interactions with their principals, establishing relationships with them. Ms. Craig said, "*And I think that he [Principal Davison] has that trust that we're doing the right thing and sharing the correct*

information and everything." Likewise, Ms. Walsh shared that she loved her role as the math

department chair, stating:

> *Sometimes, I think it's more ministerial counselor or a shoulder to cry on. Sometimes, I*
>
> *do get a content question and I love so much the fact that they feel comfortable doing that*
>
> *and there's no hesitation or intimidation to come to me.*

Leading by example and with trust was also part of the conversation with Ms. Walsh. Extending

those ideas to her perspective of Principal Davison, Walsh commented that she had worked for a

lot of principals and she respected Davison. She said, "*Because I saw what he did for the school*

when he came in. His expectations are high and so are mine."

Developing team efficacy.

Principal perspectives.

As principals described their interactions with teacher leaders, the main themes centered

on gaining input from followers and fostering team development through believing in others'

potential to lead. Principal McAllister discussed his mindset around releasing leadership control

to his teacher leaders. McAllister said:

> *I think my role and, and, and I guess as I've gotten older too, I feel like I'm there to*
>
> *support once we, once we find them and give them an opportunity to do something, just*
>
> *try to help them be successful and try to support them, answer their questions and give*
>
> *them feedback and be positive.*

Along that same line, Principal Davison promoted a 'bottom-up' leadership approach to

release components of leadership decisions to teacher leaders. In doing so, Davison indicated:

> *Our school [can] move more quickly because it's been more of a bottom up, not*
>
> *something that is done to them. They've had a hand in it. They shaped it. They are*

making the tweaks as they deem necessary to get to the end in mind." Davison also

described the how teacher leaders act as a "consensus builder or a team builder…are

they able to work as a team, build a team, build a consensus to be a team player." He

emphasized this area was difficult to quantify but necessary to weigh in when considering

teacher leaders.

Principal McAllister also commented on thoughts with PLC leadership. McAllister

indicated changes in practice regarding teacher leaders and PLCs as a forum to discuss team

success. He said, "*Over the last couple of years we've done a better job because of the way*

we've structured our course teams and what we've done with course team training." Both

McAllister and Andrews mentioned they did not perceive themselves to be a "*micromanager*"

when they described how they felt about the work of the teacher leaders and their teams. This

perception surfaced again within the PLCs during the teacher leader facilitated meetings at both

high schools. While principals were not present at the PLCs meetings, the content area

administrator attended, demonstrating a symbolic release of power and influence.

Teacher leader perspectives.

Teacher leaders discussed their feelings on how principals transferred efficacy through

their leadership practices. Principals demonstrated belief in their teacher leaders who then

continued the cycle with their teachers. Teacher leaders shared feelings of being valued and

inspired by various educational leaders, from handwritten notes to conversations of

encouragement. Describing support for professional growth, Ms. Graham remembered the words

of praise ("*I can't be more proud of you*") her principal gave as she attained a state leadership

within a professional organization.

Graham also identified her principal's skill for gaining followership and teacher input and how he transferred that action within his leadership team. Graham mentioned, "*He's [McAllister] been out of the classroom for a long time and so I think he values teacher input. They're good about listening to us in department chair meetings*." Likewise, the same value for input was seen emulated during the course team and department meetings.

Ms. Chandler said:

> *That if it's something important to him (McAllister], he's going to make it happen. He knows what needs to happen…he knows what's right for his school. I know that he does because there's been some stuff brought to him that he's like, you know, I need to think about that for a while and actually took, you know, a couple of weeks to really think through and just look at all the pieces of the puzzle and how that was gonna impact, you know, other things. So, you know, just getting to see that perspective that it might sound great, you know, for your little part, but is it great for everybody? I appreciate that about him.*

Ms. Graham added that McAllister "*is not a micromanager. He knows what's happening in all of the different programs that are in place, he lets the people that are passionate run them*." Releasing leadership control to teacher leaders was also mentioned by Ms. Russell at Lancaster High School. Russell remarked:

> *We'll say, 'okay, we see a need for this.' We're typically the ones that are looking at opportunities and then we go and talk to him [Andrews] and see can we do this? And he does the same thing, but he's much more a hands off, to give you the opportunity to find the things that would move the school forward. And if we need to put guard rails up, then that's when we say, okay, here's our limits, here's what we got to stay with. Right. And I*

think in some ways knowing, okay, here's the types of things that we can do that we can

explore that we can kind of grow this way, but having the free reign to do so, I think that

has developed us where we kind of are learning how to become leaders within that broad

range.

Performance Culture

Envisioning expectations.

Principal perspectives.

As the school leader, principals shared how they developed a high performing culture by

motivating and empowering people and holding their building level leaders accountable.

Principal McAllister reiterated that message about his leadership team and department chairs,

stating, "*Once you find that right person, they're also self-motivated.*" McAllister also described

how people will pitch ideas and even though those ideas were not his, trying new things

increased motivation with those individuals. Principal McAllister reflected that this practice

empowered others to grow. McAllister said, "*They came to me and said we want to try this. So, I*

guess the thing I do to motivate their thinking is I say yes, a lot."

Principal Andrews described his practice of mailing handwritten notecards home.

Through this practice with notecards, Andrews also revealed his personal nature of leadership

with developing people when he indicated the message had to do with the person, such as, "*I'm*

really glad I brought you on board because you are absolutely bought into this community."

Andrews shared his leader move originated from his mentor, the inspirational leader who had

shared vision and developed relationships to shape the school culture. Andrews commented:

I think about their work and the contributions they make. You know, it's easy when you

bump into them and tell them all this and great job with that, but when you put a stamp

on it, you meter the thing and it goes out in the mail, you know, and then two or three

days later, they get something in the mail at their house when they're not thinking about it

and they're sitting down and reading the mail late in the afternoon. I mean, you know, it

may be effective and may not be, but I'll do it until I'm done for years. You know, I

probably don't mail enough of them. That's a great practice though!

Principal Andrews provided his view for developing a "*culture of high performance*" in his school through his teacher leaders. Referencing a specific instructional program, Andrews indicated the success of this robust program resulted from teacher leaders concentrating on performance expectations. Andrews remarked that teacher leaders maintained, "*High expectations, high performance, getting other teachers to do some of the same practices.*" Envisioning a culture of high performance, Principal Andrews explained his use of perception surveys. He stated:

I only look at a couple of those questions on there for my survey. And one of them is 'my

principal treats me with professionalism.' And so, most say if it's too high, then there's

something wrong. I don't believe that. I was so proud the year before last; 100% either

agreed or strongly agreed with that, everything else was zeros. Yeah. And then like

last year, 98.7%. So, you know, I would like, even though teachers do not fill out

perception surveys on their course team leads and department chairs.

In a similar line of thought, Principal Davison reflected on a leadership experience which shaped his school culture. Davison said:

Opening a new school was really reinvigorating because you have a chance to build a

culture from scratch and start things and blend our staff, and just build everything from

the ground up, that was quite extreme.

Referencing his current school, Davison indicated his teacher leaders and the PLCs drive this work around a culture of accountability, linking accountability back to the teacher leader. Davison commented:

> *I build buy-in because they are creating a 90-day plan and all that's going to be included in that plan, from the timeline and the focus and the accountability piece, who's responsible piece. So that's created from within that group. You must present that outward and now I'll ask your colleagues to hold you accountable.*

> **Teacher leader perspectives.**

Teacher leaders shared similar messages as their principals for how leaders supported the expectations of increased accountability and motivating others to work toward goals and take on new responsibilities. Ms. Walsh commented that her principal conveys a message that "*he [Principal Davison] so wants this school to succeed and he wants to give teachers the opportunity to do the same thing in their classroom and he will give you as much latitude as you deserve.*" Walsh summed up her view of accountability regarding the 90-day plan presentations driven by her principal and at Wells High School with, "*He [Principal Davison] expects us to care about everybody else because we're not an island. We are a school.*"

At Hunter High School, Ms. Graham said, "*We have a reputation for being high-performing and so they [PLC team members] don't mind doing extra because those are the kind of people that are here.*" Sharing her view on leading with "*head and heart*", Graham indicated her role was supportive and where she gives back. Graham described how she translated accountability and motivation for her team through role model behaviors. She shared that many of these practices had been modeled for her. Graham elaborated:

And so, as a leader you must pulse check your people a lot. You can't just come at them, you know; like for example, we did cupcakes today for birthdays because you know, their tanks are empty, they give all day to kids. And so, I see my role as one where I give back. I followed a department chair that did not believe in that. They're always like, you give to me all the time. And I'm like, well, I just want you to feel appreciated and loved and if you don't feel that you're not going to work. And I think the value of encouraging through words, small tokens of appreciation is important…it's about professional growth.

Chandler emphasized the importance of positioning people and keeping vision within that perspective. Chandler stated:

He [McAllister] knows how to put the right people in the right place. And that he doesn't have to be the expert in everything, yet our motto is excellence in everything. So, I know that that's his goal, but it doesn't mean that he's necessarily the expert in everything. I think he does a great job of bringing in the right people to make that that vision happened, but it doesn't feel like it comes from him. It feels like it comes from everybody. And I think that's what you want in a school with a culture is that everybody is really a part of it. It's not these are in the iron fist from the guy up top making it happen. He just does it in a very almost discrete way where it feels like we're all part of it and not, you know, just being demanded of us.

Positioned to develop others.

Principal perspectives.

Each of the principals resonated with the human resources lens of leadership as they developed others. Principal Andrews shared his use of humor to develop his teacher leaders, saying, "*You have to pay attention and to get them go how you want them to go, do something*

that helps them to relate and relax. And then, you let them do their jobs once they understand the

program." Principal Andrews facilitated a monthly "*meet and eat*" professional development

where he blended a data profile dive with next steps for school improvement and celebrations.

Andrews emphasized this practice. He encouraged:

> *I think learning how kids learn and how to serve other people is more important, which is*
>
> *something that the John Hattie writes about and other people have written extensively*
>
> *about it. And so is building a high performance culture.*

Connecting back to the talent of consensus building to develop others, Davison expressed

how teacher leaders sit in a position to support others and their influence school improvement

ideas through the 90 day plans. "*We come back as a whole group and we talk about the different*

ideas or suggestions. Then, we determine feasibility and the best next steps for us to take."

Principal Davison emphasized what he looked for in teacher leaders, stating:

> *I'm looking for one person that bring people together. A person that is very skilled on*
>
> *their instructional strategies in their classroom. So that's why the evaluations are so*
>
> *great. Looking at their evaluations, types of instructional strategies that they use in their*
>
> *classroom. Are they on committees within the district? Are they on committees within the*
>
> *school building? Those are some of the things that I'm looking for, but I'm listening for*
>
> *the instructional strategy. Then I'm looking at their results as well and what are their*
>
> *results from their assessments that we use a local school, in the district level, and at the*
>
> *state level. So, all the different things I must look at for reviews.*

Principal McAllister discussed the focus on developing leadership within PLCs by positioning people for growth. McAllister embedded self-awareness of his growth areas as he explained:

> *We try to identify the people that we think would be good teacher leaders. Obviously, some of them just kind of bubble up on their own and [we] try to give them responsibilities. That's something I kind of, in my mind, I struggle with a little bit. So, it's given some teachers that aren't necessarily department chairs the opportunity to become teacher leaders. So I think that's, if we've done one thing over the past two or three years that's been very helpful is, is creating our course teams in our course team leads and pouring some time into them and doing some specific training, especially over the last couple of years.*

Andrews commented on gaining input from current leaders as well as looking at the talents of the individuals. He said:

> *So for teacher leaders if they see somebody who is really doing a good job in terms of instructional practices or they feel like, 'Hey, with a little bit of encouragement, they may be like one of our next course team leads or a new department chair on the horizon.'*

Continuing the theme of human resources practices, both Andrews and McAllister noted that hiring the right people for the right job was important to create a fit for the position. McAllister said:

> *It's kind of like the Chick-fil-A model, you know, you find the right person and then you teach them the job. I think that's more important to me than anything is, is finding that right person. So, somebody that that can communicate. I'm somebody that likes kids and obviously they gotta have a little bit of talent, but you know, I really think the communication piece is huge, especially when you get into a leadership position.*

Teacher leader perspectives.

A key theme from teacher leaders about positionality for developing others was their role in the hiring and supporting components of leadership. At Wells High School and Lancaster High School, teachers leaders were not directly involved in the interview process for hiring new staff. Ms. Craig and Ms. Walsh at Wells High School commented that they trusted their principal to hire the best candidate. Ms. Russell at Lancaster High School shared that her input was sought out and valued for hiring purposes:

> *He [Principal Andrews] gathers information from us about what we need and what we're looking for and he goes into the interviews with that…but ultimately, he bears the full responsibility of that rather than the teacher leaders*.

A different dimension of positionality for teacher leaders was presented during the process for department chair selection. Two teachers leaders at Wells High School described a two-year rotation for this position along with an application and interview process. Ms. Walsh shared the value of this process. She stated, "*Because we want to make sure that we're keeping fresh ideas and fresh people and the people really want to do it and it doesn't become a burden*."

Ms. Graham commented on the value of being part of the hiring process, both for teachers and new department chairs. Graham said, "*I work for a principal who is incredible and believes in the power of people that work with people picking who they work with…pick people who are like-minded and high achieving and want to be the very best*."

Though Ms. Chandler no longer served as department chair, she found a niche to blend her current role as a math PLC lead and past experiences as a district instructional coach and department chair to position others to build their capacity as leaders within the school. Chandler explained:

I'm in a unique position because I left the school that I'm at right now and then worked as a district leader for two years. And then coming back to the school before I left, I was a department chair and when I came back, not a department chair. That has been great because I've just had different experiences and you know, it's time for other folks to get to, to be in that role. But my formal title is geometry course team lead. But I do a lot of other informal leadership roles as well. So, I help a lot at the school right now with professional development, not just for math but for all teachers. I've done some of the course team lead training, which has been across curriculum.

Ms. Chandler expressed that within her PLC lead role, she used a growth mindset to develop others, stating:

We can all grow and learn. And I need to know, what does that team need? Where are they in their thinking so that I can help them grow? And it might be in a different way than I originally thought. Right. So, I must be open to that. We're revamping course team roles and how we function as a team…I let them know what the expectation is and [that] somebody else will be able to take over and other folks will be able to take jobs on.

Summary

Principals described the importance of communicating shared goals and vision to their teacher leaders by serving as a role model and recognizing growth mindset actions. They tended to look for teacher leaders who embraced their vision, programs, and school goals and while doing so, encouraged growth in themselves and others. Principals further shared how developing relationships generated a sense of team efficacy within the school. They indicated a high degree of trust and a belief in teachers' abilities to achieve goals. To build a high performance culture, principal participants affirmed that their hiring practices were key factors in recognizing and

retaining talented individuals, as well as positioning people in the right leadership seats to develop themselves and others.

Teacher leaders connected their perceptions of principals' beliefs, practices, and expectations to how those leaders influenced the vision and a leadership culture. Their perceptions aligned with the principal perceptions in that a leadership culture was supported by the following themes: a) a shared belief system of vision and influence, b) cultivating relationships through trust and efficacy, and c) high expectations for accountability, growth, and support for others. Viewing transformational leadership interactions within the context of school settings allowed thematic relationships to be revealed as a result of interactions among school leaders.

With a focus on the interpreting the perceptions of principals and teacher leaders, I was able to draw conclusions about the influence of transformational leadership practices on school culture and the creation of a leadership pipeline. In the final chapter, I revisit the Leadership Pipeline Model (Figure 2) to address these perceptions about transformational leadership practices and leadership. The Leadership Pipeline Model provided the mechanism to convey the connection between transformational leadership principal practices, teacher leadership development, and school climate and culture. Using this model allowed me to present the thematic findings, communicating a vision through a shared belief system, creating a circle of influence through relationships, and molding a leadership culture, within a discussion about principal practices and teacher leadership development.

5 DISCUSSION

Conclusions

Originally, the Leadership Pipeline Model (Figure 2) provided a visual representation to organize my thoughts around the study questions and how to explain possible connections between principal practices, teacher leadership development, and the school climate and culture. The Leadership Pipeline Model evolved throughout my study. This visual tool transformed to represent the drivers needed for principals to develop a leadership pipeline in schools, thus linking the study's thematic findings with how principals implemented transformational beliefs and practices to develop a teacher leadership culture.
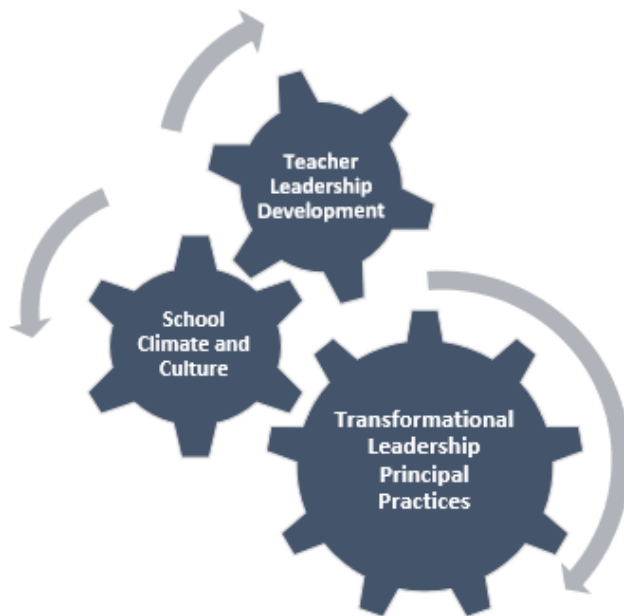
Figure 2 Leadership Pipeline Model

Embracing a holistic approach to my qualitative case study, I incorporated these central themes to expand my thoughts around the Leadership Pipeline Model to answer the guiding questions:

1. How do principals describe their use of transformational leadership practices to shape the development of teacher leaders and create a pipeline of leadership within their schools?

2. How do teacher leaders perceive the use of transformational leadership practices by principals to create a culture of leadership development?

The four pillars of transformational leadership (*idealized influence, inspirational motivation, stimulating innovation,* and *individualized consideration*) framed my conclusions about principal and teacher leadership. Culminating recommendations for principals to promote a teacher leadership pipeline in their schools were revealed after consideration and reflection around the findings (shared transformational beliefs, influential relationships, and a performance culture).

Shared transformational leadership.

Vision setting provided principals a way to convey a belief system and expectations throughout their organizations. Saldaňa (2016) describes a belief system to encompass attitudes and values while incorporating experiences, morals, and other interpretive judgements and perceptions of the social world. Principals and teacher leaders communicated the importance of a shared belief system (*idealized influence and inspirational motivation*) where leaders and followers recognize common values, such as trust, integrity, and team efficacy, in addition to open or growth mindsets about leading and developing others (*individualized consideration).* Vision served as a powerful tool to shape mindset and move others in the direction leaders intend. As principals invited others to join their journey to believe their vision and to promote the ideas and programs (*intellectual stimulation*) and a shared belief system increased within the organization.

The *idealized influence* dimension of the transformational leadership theory provided a roadmap for leaders to implement. With a high visibility role as the school leader, principals have been considered as 'always being on stage.' What principals say and do is continuously interpreted by others. Therefore, the message school leaders want communicated and acted upon must be interwoven within the culture, within the explicit words, principal and teacher leader actions, as well as the meeting structures and processes. With this perspective in mind, and an intentional focus on the development of teacher leaders and the culture of leadership within their schools, it was important to ask both principals and teacher leaders about the aspects of vision and communication. Principals focused on the intent of the message and the delivery; whether vision setting interactions were formal or informal, principals and teacher leaders were presented with an opportunity to guide how vision was developed and communicated.

Principals described how they used *intellectual stimulation* and *consideration* when principals made themselves available to aid in decision-making, problem solving, as well as gathering input, leading and growing the talents of others. Principals described their use of vision and belief systems to build a foundation for developing teacher leaders. *Inspirational motivation* was employed by participants when they shared how others inspired their beliefs, leadership style, actions, and reactions. In turn, this inspiration was then passed along from principals to teacher leaders and used to empower teams as they interacted with each other. The cyclical nature continued to be evident throughout the department and PLC meetings.

PLCs served as the embedded structures and provided communication avenues to convey the vision and belief systems, including values and attitudes, which were modeled by the principal and teacher leaders and then adopted by their followers. Teacher leaders described how they learned about the principal's vision and expectations through various ways, such as

scheduled leadership team meetings, individual conversations, and drop-in visits. Teacher

leaders explained how they transferred values, attitudes, and beliefs throughout the PLCs .

Teacher leaders commit to the camaraderie experienced as teams embrace the shared belief

systems (DuFour & Eaker, 1998). Mirroring the principals' behaviors, teacher leaders continued

vision setting within their teams. Each of the observed PLC meetings reflected the shared belief

system of the school. Teacher leaders facilitated discussions using norms, structured agendas and

protocols, as well made time for celebrations and fellowship. The PLC model set the stage for

fostering team relationships.

Additionally, principals noted how their accessibility and approachability increased

followership. Being visible, approachable, and accessible to followers influenced the climate or

the overall health of the school culture. Teacher leaders felt they could easily access and rely on

their school leader. Encouraging this thread of followership from principal to teacher leaders

established a foundation of trust and reliability. Teacher leaders gained confidence by having a

personal way to connect and communicate with the school leader about their ideas, innovative

ideas, concerns, and solutions. Promoting a common vision, programs, and goals to guide

collaborative and innovative thinking had a motivating influence on people, grounding those

relationships and interactions in a shared belief system.

Circle of influence.

Relationships influenced the culture of the organization. School culture represents the

sum of norms and organizational structures, as well as the overall belief system which

encompasses the beliefs, values, and attitudes of the school (Hoy, 1990; Saldaňa, 2016). As the

leader of the school, principals influenced the school culture by leading others through

motivation (*inspirational motivation*), role model behaviors (*idealized influence*), and fostering

growth in others (i*ndividualized consideration)*. Principals generated trust and loyalty by

increasing autonomy of teacher leaders to lead their departments and PLCs. Broadening the

circle of influence, from the principal to teacher leaders and outward to departments and PLCs,

developed the capacity of others. Teacher leaders communicated the sentiment that principals

listen to teacher leaders' ideas and then allowed them the freedom to serve and lead their teams.

Principals echoed the sentiment for releasing leadership to teacher leaders, thereby increasing the

strength of the relationship ties.

As teacher leaders accepted opportunities to lead, they internalized visionary practices

and belief systems to make sense of the work by increasing team efficacy through their

individual leadership lens. Teacher leaders described how they instilled belief in their team

members by recognizing and developing their talents, thus encouraging team efficacy as this

confidence in leadership permeated throughout PLCs. Maintaining an open mindset by principals

and teacher leaders supported team efficacy by believing in the capacity of team members to

work effectively as a team. At the same time, the foundations for relationships were bolstered by

these interactions. By following the leadership moves modeled by their principals, teacher

leaders, in turn, motivated and forged relationship ties within their teams by demonstrating belief

in the abilities of the team to accomplish shared goals.

Shaping culture.

Another conclusion revolved around principals capitalizing on the position and talents of

the teacher leaders in their organizations. Since principals cannot be everywhere in the building

or present in each PLC meeting further emphasized why the teacher leadership role was vital to

shaping their school culture. As such, principal vision for leadership permeated throughout the

organization, supporting a "bottom-up approach." Recognizing talents was a critical leadership

move that principals must finetune to develop others. Expanding the circle of influence required principals and teacher leaders to be aware of individuals expressing an interest in leading, as well as being cognizant of the talent surfacing within the candidate pool. Gathering input from all leaders in the building allowed principals to assemble the next layer of leaders while developing buy-in from followers.

One school leader spoke highly of his teacher leadership team, indicating he relied on their expertise, mindset, and ability to develop effective teams. Therefore, school culture was influenced as the same beliefs and values were shared from the teacher leaders at the same school. Both teacher leaders at this school shared the level of confidence they held for their principal as he allowed them to interact during the hiring process to bring in the right people for the right job. Though not at the same level of involvement, the other principals utilized teacher leader input for hiring needs, lending support for developing the human resources lens for leadership teams throughout the school. In this way, high expectations and leader involvement fostered the school culture as principals influenced, inspired, motivated, and coached teacher leadership development to cultivate a pipeline of next generation leaders.

Leadership pipeline evolution.

The findings from my study provided additional evidence for principals to define what teacher leadership looks like in their buildings. Wenner and Campbell (2017) suggest the gap left by the absence of a formalized definition of teacher leadership. Though my study was limited in scope and context based on the criteria and selection process, the findings offered principals guidance around the organizational mechanisms and human resources lens to promote define and promote the context of teacher leader development.

PLCs as pathways.

Principals influenced a culture of leadership as they focus on the organizational needs of departments and PLCs. The PLC structure acted as a conduit for carrying out the vision while building leadership development within the organization. Creating a pathway for principals and teacher leaders, the PLC model connected those gears within the pipeline model. School leaders have relied on teacher leaders to extend opportunities for their teams to grow professionally while meeting school goals and expectations. When principals released the reigns of leadership to teacher leaders, they empowered those leaders to build their individual capacities to lead. As such, principals and teacher leaders expressed the importance of recognizing talent and readiness to lead.

Moving forward, a recommendation for principal practice would include providing support tools, such as customized professional development about the four pillars of transformation leadership (*idealized influence, inspirational motivation, stimulating innovation,* and *individualized consideration*). In doing so, principals would be offering differentiated professional learning to provide individualized support for teacher leaders as they lead their departments and facilitate PLCs. Creating designated forums would allow principals to gather authentic input and just-in-time feedback on the influence of leadership within the organization. Feedback forums could be structured as a leadership team PLC or informal principal focus groups, where the various leadership layers can interact in the same space to identify the aspects of principal and teacher leadership necessary to foster a high-performing culture.

Perception as an indicator of culture.

The principal participants in my study self-identified as being transformational leaders; in doing so, these school leaders indicated they employed idealized influence, inspiration, vision,

innovative conversations, and professional development opportunities to shape a leadership culture in their schools. Principals and teacher leaders served as role models for their followers, using the shared belief system (attitudes, values, and beliefs) woven into the culture. By utilizing the state climate ratings as a selection criterion, climate was used to anticipate the health of the organizational culture. Each of the high school sites maintained a five-star climate rating and had personnel perception scores above 80.5 percent. Therefore, it was important to include climate and culture within this discussion to relate the participants' perceptions about transformational leadership practices within the selected schools.

To attend to the overall leadership health of their teacher leaders, principals must continue to be cognizant of the climate regarding the interconnectedness of drivers within the leadership pipeline. Climate indicators also provided principals a glimpse of how teacher leaders perceived their work environments. The embedded leadership pipeline relied on this work environment input from the interacting partners. Principals provided vision, motivation, innovation, and individualized support to guide leadership development. Teacher leaders then translated those principal practices into their own as they led their departments and PLCs. For this study, climate perception surveys represented a measure of the school culture. As a recommendation to continue the pipeline evolution, principals could consider how to incorporate teacher leader perception surveys within the organizational structure and processes. The additional component of perception surveys would allow principals to gather actionable information directly from teacher leaders to guide the next steps of their leadership development.

Rethinking human resources.

A resonating thread about principal hiring practices was revealed through the study's findings. This thread focused on how principals used the human resources lens and teacher leaders to rethink their hiring practices. The way in which principals encouraged teacher leaders to join them in the decision-making process when bringing in new employees energized the culture. Both principals and teacher leaders emphasized the importance of this principal move. While one principal intentionally aligned his hiring practices to include teacher leaders at the table, the other principal participants did pause to gather teacher leader input about the departmental and PLC hiring needs.

The final recommendation stemming from my study centered on expanding hiring practices to include teacher leaders in the interview and selection process. Principals and teacher leaders from two of the schools mentioned the use of an application process every two years to promote a continuous flow of leadership development. At the school site with a shared human resources mentality, teacher leaders provided another layer of shared input during the interview process. Thus, maintaining more frequent access to a diverse leadership pool would strategically place people in the 'right seat' to lead. Including teacher leaders promotes shared input and increases accountability as they assist in positioning new team members.

Implications

This study sought to explore how principals use transformational leadership practices to influence teacher leadership. The perspectives of teacher leaders were also examined to describe how principals shaped the culture of teacher leadership development. The findings suggested when principals used transformational leadership practices to communicate vision and role model behaviors, the area of influence extended to teacher leaders. As principals inspired and

motivated their followers to meet their expectations, relationships were strengthened within the organization resulting in an influence on the school culture. Using these findings from this case study, conclusions centered around these recommendations to continue evolving the leadership pipeline: a) using the PLC model as a pathway to release shared leadership power, b) incorporating teacher leader perception surveys to pulse check the leadership culture, and c) rethinking hiring practices through the lens of teacher leaders.

This study provided implications for educational leadership. Hallinger (2003, p.345) suggests that "highlight[ing] the synergistic power of leadership" encourages high levels of commitment and professional behaviors. The first implication involves the role leadership style may have on principals as they use transformational practices to lead organizations and influence the growth of teacher leaders. Each principal discussed how their leadership approach guided the interactions with their teacher leaders; from servant leadership to collaborative and democratic styles, principals connected those leadership approaches back to the four pillars of transformational leadership, such as, influence as a role model, motivation through inspiration and empowerment, innovative programs and discussions, and individualized consideration for developing others.

Another implication for educational leadership centers around recognition and retention of teacher leaders within the leadership pipeline. As principals foster commitment and empower others to share in the vision setting and innovative problem solving missions, these leaders then transfer this belief system to others within the organization. Believing in the collective abilities and talents of teacher leaders forges strong relationships and instills confidence in their practices. Using these relationships as a channel to develop effective teams provides opportunities to shape school culture in a positive way. Principals should monopolize every chance to recognize, build,

support, and retain effective teacher leaders by establishing a network of trust. Sharing this degree of confidence across the teacher leadership level may result in a continued influence for others to step into leadership roles, continuing to influence school culture by increasing team efficacy.

Assumptions and Limitations

By the qualitative nature of the study, identifying the situational contexts of each setting and examples of transformational practices of principals provided an important, though potentially narrow focus and assumption for studying educational leadership. The findings from this case study did not lend to generalizability due to the limiting operational selection parameters: state star climate ratings, perception survey ratings, principal interest responses, and school-level. Though these findings were not easily transferable to all situations, conducting a deeper exploration into the perceptions of principals and teacher leaders provided context for schools with similar scenarios of transformational leadership (Yin, 2018).

Additionally, while being familiar with the topic of educational leadership and organizational behaviors within high schools promoted a successful data collection procedure, this familiarity may have served as a limitation when interpreting findings. To address the limitations, the research design included setting criteria for the sample selection, training and practice with the interview question protocols (Appendices D & E), practice with the analysis tools, as well as utilizing a peer reviewer (Creswell, 2014, Yin, 2016). The peer review occurred after the rounds of analyzing data where the peer reviewer was asked to provide another round of review and feedback, in addition to the member check feedback from participants and the third round with the data. Therefore, careful attention to the components of the research design strengthened the case study.

Suggestions for Further Research

Further research supplementing the pillars of transformational leadership (*idealized influence, inspirational motivation, stimulating innovation,* and *individualized consideration*) would benefit school leaders in the area of workplace engagement and developing others within the organization. Building upon the use of perception surveys, as well as the recommendations presented in the Gallup Report (2013), employees who are more engaged at work improve growth outcomes and performance. Connecting employee engagement with principal practices such as situating leaders in the right positions

Principals encourage professional development with "every interaction with an employee has the potential to influence his or her engagement and inspire discretionary effort" (Gallup, 2013, p. 10). Using the transformational leadership perspective, as well as focusing on employee engagement in conjunction with the human resources lens, principals can set the stage for growth in their organizations. Principals continue to influence organizational culture by "select[ing] managers for the unique talents it takes to effectively manage people greatly increase the odds of engaging their employees" (Gallup, 2013, p. 10). Further research to quantify the impact of transformation leadership practices, teacher leadership retention, and workplace engagement would benefit educational leadership and policy decisions at the district and local levels of the organization.

In summary, when principals embraced transformational leadership practice, such as *idealized influence, inspirational motivation, intellectual stimulation,* and *individualized consideration*, teacher leaders adopted and emulated similar role model behaviors. Transformational leadership actions fostered a circle of influence, gaining steam as teacher leaders and followers embraced the vision and shared goals. As school leaders released

leadership power, they encouraged teacher leaders to share in hiring decisions, engage in innovative and problem solving conversations, and step into leadership roles. Principals and teacher leaders generated buy-in through establishing trust in relationships and offering individualized support and consideration for growth. Using perceptions surveys as indicators of school culture allowed school leaders to tap into several drivers of school culture, thus offering a way for leaders to gauge the overall climate health of the school.

     This cycle of leadership continued to influence school culture and leadership development through the teacher leadership pipeline. When principals embraced transformational leadership practices, teacher leaders modeled these leader moves within their PLCs and relationships with followers. Moving forward, for principals to engage their teacher leaders to develop and sustain a teacher leadership pipeline, they must first recognize the strong influence of transformational leadership practices to promote a synergistic link between principals and teacher leaders.

REFERENCES

Alban-Metcalfe, J., Alban-Metcalfe, J., & Alimo-Metcalfe, B. (2009). Engaging leaders part two: An integrated model of leadership development. *The International Journal of Leadership In Public Services, 5*(2), 5-13.

Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *NCPEA International Journal of Educational Leadership Preparation, 10*(2), 1-22.

American Psychological Association, (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC: American Psychological Association.

Anderson, K. D. (2004). The nature of teacher leadership in schools as reciprocal influences between teacher leaders and principals. *School Effectiveness and School Improvement, 15*(1), 97-113.

Angelle, P. S. (2017). Leading beyond the classroom. *International Studies in Educational Administration, 45*(3), 101-106.

Avolio, B., Walumbwa, F., & Weber, T. J. (2009). Leadership: Current theories, research, and future direction. *University of Nebraska, Lincoln, Management Department Faculty Publications*. Paper 37.

Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior, 25*, 951-968.

Balyer, A. (2012). Transformational leadership behaviors of school principals: A qualitative

research based on teachers' perceptions. *International Online Journal of Educational Sciences, 4*(3), 581-591.

Bass, B. M. (1995). Theory of transformational leadership reflux. *The Leadership Quarterly, 6*(4), 463-478.

Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology, 88*(2), 207-218.

Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership, Second Edition*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Blasé, J., & Blasé, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly, 35*(3), 349-378.

Bush, T., & Glover, D. (2014). School leadership models: what do we know? *School Leadership & Management, 34*(5), 553-571.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five Approaches (3rd ed.)*. Thousand Oaks, CA: SAGE Publications, Inc.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. Thousand Oaks, CA: SAGE Publications, Inc.

Crotty, M. (2015). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: SAGE Publications, Inc.

DeAngelis, K. J. (2013). The characteristics of high school department chairs: A national Perspective. *The High School Journal, 97*(2), 107-122.

Derue, D. S., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration of meta-analytic test of their relative validity.

Personnel Psychology, 64, 7-52.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: Solution Tree Press.

Erlingsson, C., & Brysiewicz, P. (2017). A hands-on guide to doing content analysis. *African Journal of Emergency Medicine, 7,* 93-99.

Eshbach, E. C., & Henderson, J. E. (2010). The symbiotic relationship between new principals and the climate of the schools in which they lead. *e-Journal of Organizational Learning and Leadership, 8*(1), 16- 48.

Evans, R. (1996). *The human side of school change: Reform, resistance, and the real-life problems of innovation.* San Francisco, CA: Jossey-Bass.

Gallup, Inc. (2013). *State of the global workplace.* Retrieved from https://www.gallup.com/topic/state_of_the_global_workplace_2013.aspx

Gaubatz, J. A., & Ensminger, D. C. (2017). Department chairs as change agents: Leading change in resistant environments. *Educational Management Administration & Leadership, 45*(1), 141-163.

Georgia Department of Education (2018). *Career and College Ready Performance Index.* Retrieved from http://www.gadoe.org/CCRPI/Pages/default.aspx

Georgia Department of Education (2018). Gwinnett County FY19 Equity Plan. Retrieved from http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/TitleIIPartAFY18_Equity_Plans/FY19_Gwinnett_Equity.pdf

Georgia Department of Education (2018). *School climate*. Retrieved from http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/School-Climate.aspx

Gruenert, S. (2008). They are not the same thing. *Principal*, 57-59.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education, 33*(3), 329-351.

Hallinger, P. & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement, 9*(2), 157-191.

Hibberts, M. F., & Johnson, R. B. (2012). Chapter 9: Mixed methods research. In A. R. J. Briggs, M. Coleman, & M. Morrison *Research Methods in Educational Leadership & Management* (pp. 122-139).

Hoy, W. K. (1990). Organizational climate and culture: a conceptual analysis of the school workplace. *Journal of Educational and Psychological Consultation, 1*(2), 149-168.

Hohner, J., & Riveros, A. (2017). Transitioning from teacher leader to administrator in rural Schools in southwestern Ontario. *International Journal of Teacher Leadership, 8*(1), 43-55.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89*(5), 755–768.

Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between Measures of Leadership and School Climate. *Education*, 126(1), 17-25.

Kilinc, A. C. (2014). Examining the relationship between teacher leadership and school climate. *Educational Sciences: Theory & Practice, 14*(5), 1729-1742.

Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: The mediate effect of school vision. *Journal of Educational Administration, 48*(1), 7-30.

Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration Quarterly, 30*(4), 498-518.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management, 28*(1), 27-42.

Leithwood, K., & Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices. *School Effectiveness and School Improvement, 17*(2), 201–227.

Leithwood, K., Leonard, L., & Sharratt, L. (1998). Conditions fostering organizational learning in schools. *Educational Administration Quarterly, 34*(2), 243-276.

Leithwood, K., & Riehl, C. (2003). *What We Know About Successful School Leadership.* Nottingham: National College for School Leadership.

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2004). *Review of research: How leadership influences student learning.* New York: The Wallace Foundation.

Louis, K. S., & Wahlstrom, K. (2011). Principals as cultural leaders. *Kappan*, 52-56.

Machi, L. A., & McEvoy, B. T. (2009). *The literature review*. Thousand Oaks, CA: Corwin Press.

McCarley, T. A., Peters, M. L., & Decman, J. M. (2016). Transformational leadership related to school climate: A multi-level analysis. *Educational Management Administration & Leadership, 44*(2), 322-342.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

Moolenaar, N. M., Daly, A. J., & Sleegers, P. J. C. (2010). Occupying the principal position: Examining relationships between transformational leadership, social network position, and schools' innovative climate. *Educational Administration Quarterly, 46*(5), 623-670.

Muijs, D., & Harris, A. (2003). Teacher leadership: Improvement through empowerment? An overview of the literature. *Educational Management Administration & Leadership, 31*, 437-448.

Mullen, C. A., & Schunk, D. H. (2010). A view of professional learning communities through three frames: leadership, organization, and culture. *McGill Journal of Education, 45*(2), 185-204.

Murphy, J. (2005). *Connecting teacher leadership and school improvement.* Thousand Oaks, CA: SAGE Publications, Inc.

National School Climate Center (2014). *What is school climate?* Retrieved from https://www.schoolclimate.org/about/our-approach/what-is-school-climate

Nguni, S., Sleegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement, 17*(2), 145-177.

Normore, A. H. (2004). Leadership success in schools: Planning, recruitment, and socialization. *International Electronic Journal for Leadership in Learning, 8*(10). Special issue. Available at: http://www.ucalgary.ca/~iejll/

Onwuegbuzie, O. J., Frels, R. K., & Hwang, E. (2016). Mapping Saldaňa's coding methods onto the literature review process. *Journal of Educational Issues, 2*(1)*,* 130-150.

Patterson, J., & Patterson, J. (2004). Sharing the lead. *Educational Leadership, 61*(7), 74-78.

Printy, S. M., Marks, H. M., & Bowers, A. J. (2009). Integrated leadership: How principals and teachers share transformational and instructional influence. *Journal of School Leadership, 19*(5), 504-532.

Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student

   outcomes: An analysis of the differential effects of leadership types. *Educational

   Administration Quarterly*, *44*, 635-674. doi:10.1177/0013161X08321509

Ruff, W. G., & Shoho, A. R. (2005). Understanding instructional leadership through the mental

   models of three elementary school principals. *Educational Administration Quarterly,

   41*(3), 554-577.

Saldaňa, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, CA: SAGE

   Publications.

Schechter, C. (2008). Organizational learning mechanisms: The meaning, measure, and

   implications for school improvement. *Educational Administration Quarterly, 44*(2), 155-

   186.

Schwandt, T. A. (1998). Constructivist, interpretivist approaches to human inquiry. In N. K.

   Denzin, & Y. S. Lincoln (Eds.), *The Landscape of Qualitative Research:

   Theories and Issues* (pp. 221-259).

Seashore Louis, K. (2006). Changing the culture of schools: Professional community,

   organizational learning, and trust. *Journal of School Leadership*, *16*, 477-489.

Sebastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how

   principals influence classroom instruction and student learning. *American Journal of

   Education, 123*, 69-108.

Stein, K. C., Macaluso, M., & Stanulus, R. N. (2016). The interplay between principal leadership

   and teacher leader efficacy. *Journal of School Leadership, 26*, 1002-1032.

Temi (2019). *Temi – record and transcribe* application. Retrieved from www.temi.com

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school

climate research. *Review of Educational Research, 83*(3), 357-385.

Teacher Leadership Exploratory Consortium (2011). *Teacher leader model standards*. Carrboro, NC: Author.

Thoonen, E. E. J., Sleegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijsel, F. P. (2011). How to improve teacher practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly, 47(3), 496-536.*

Turnbull, B. J., Anderson, L. M., Riley, D. L., MacFarlane, J. R., & Aladjem, D. K. (2016). *Building a Stronger Principalship, Volume 5: The Principal Pipeline Initiative in Action*. New York, NY: Wallace Foundation.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Aurora, CO: Midcontinent Research for Education and Learning (McRel).

Wenner, J., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature*. Review of Educational Research, 87*(1), 134-171.

White, D. L. (2018). Leadership pipeline model. Influence of transformational principal practices on creating a culture of teacher leadership. Manuscript in preparation.

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report, 20*(2), 134-152.

Yin, R. K. (1999). Enhancing the quality of case studies in health services research. *HSR: Health Services Research, 34*(5), 1209-1224.

Yin, R. K. (2016). *Qualitative research from start to finish (2nd ed.)*. New York, NY: The Guilford Press.

Yin, R. K. (2018). *Case study research and applications: Design and Methods (6th ed.)*.

Thousand Oaks, CA: SAGE Publications.

York-Barr, A. J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research, 74*, 255-316.

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly, 10*(2), 285-305.

APPENDICES

APPENDIX A

2018 COLLEGE AND CAREER READINESS PERFORMANCE INDEX

Georgia Department of Education
2018 Star Rating for School Climate

Year	System Name	CCRPI Single Score	School Climate Star Rating	School Study Number
2018	Gwinnett County	91.5	5	E1
2018	Gwinnett County	86.9	5	H1
2018	Gwinnett County	87.1	5	M1
2018	Gwinnett County	86.3	5	E2
2018	Gwinnett County	90.1	5	E3
2018	Gwinnett County	88.5	5	E4
2018	Gwinnett County	96.7	5	E5
2018	Gwinnett County	92.4	5	E6
2018	Gwinnett County	93.9	5	E7
2018	Gwinnett County	84.9	5	M2
2018	Gwinnett County	89.9	5	E8
2018	Gwinnett County	85.1	5	M3
2018	Gwinnett County	88.5	5	M4
2018	Gwinnett County	80.1	5	E9
2018	Gwinnett County	85.4	5	M5
2018	Gwinnett County	86.8	5	E10
2018	Gwinnett County	81.8	5	E11
2018	Gwinnett County	91.9	5	E12
2018	Gwinnett County	83.3	5	H2
2018	Gwinnett County	92.8	5	E13
2018	Gwinnett County	96.3	5	H3
2018	Gwinnett County	89.3	5	E14
2018	Gwinnett County	94.8	5	H4
2018	Gwinnett County	92.4	5	E15
2018	Gwinnett County	93.2	5	M6
2018	Gwinnett County	90.8	5	M7
2018	Gwinnett County	77.2	5	E16
2018	Gwinnett County	83.2	5	M8
2018	Gwinnett County	85.8	5	H5
2018	Gwinnett County	89.4	5	E17
2018	Gwinnett County	80.5	5	H6
2018	Gwinnett County	78.1	5	E18
2018	Gwinnett County	92.3	5	M9
2018	Gwinnett County	97.1	5	M10
2018	Gwinnett County	86.0	5	E19
2018	Gwinnett County	83.7	5	M11
2018	Gwinnett County	94.9	5	E20
2018	Gwinnett County	81.4	5	M12
2018	Gwinnett County	96.6	5	E21

Georgia Department of Education (2018)

APPENDIX B

INFORMED CONSENT FORM

Georgia State University
Department of Educational Policy Studies
Informed Consent

Title: Influence of Transformational Principal Practices on Developing a Teacher Leadership Pipeline
Principal Investigator: Dr. Sheryl Cowart Moss
Student Principal Investigator: Deborah Lipes White

Introduction and Key Information

You are invited to take part in a research study. It is up to you to decide if you would like to take part in the study. The purpose of this study is to investigate the perceptions of principals and teacher leaders on the influence of transformational principal practices on developing teacher leadership. You are invited to participate in this study because you are a high school principal or a teacher leader in the selected school within Gwinnett County Public Schools. Your role in the study will last up to 75 minutes (teacher leaders) and 80 minutes (principals) over nine months. You will be asked to do the following:

- Participate in a 60-minute face to face audio-recorded interview which will be transcribed for your review (expected 15 minutes). The interview will be conducted in a private, quiet location that is mutually agreed upon by the participant and researcher.
- Be observed during a participant-led meeting (administration, department, course team, or professional learning session); no additional time requirement will be requested for this task since leaders are expected to attend as a typical job function.

Purpose

The purpose of the study is to investigate the perceptions of principals and teacher leaders on the influence of transformational principal practices on developing teacher leadership. You are invited to take part in this research study because you are a high school principal or a teacher leader in the selected school within Gwinnett County Public Schools. A total of nine people will be invited to take part in this study.

Procedures

Study participation will span over nine months with each participant with a total time commitment of up to 75 minutes of time for teacher leaders and 80 minutes of time for principals. If you decide to take part, you will participate in the following two study related activities:

- School leaders [*principals only*] will be asked to complete an interest survey which is expected to take five minutes.
- A 60-minute face to face audio-recorded interview which will be transcribed for your review.
  - Up to 15 minutes may be needed for participants to review their copy of the interview transcription.
  - The interview will be conducted in a private, quiet location that is mutually agreed upon by the participant and researcher.
  - An interview protocol will be used to guide the session.

- You may also be observed during participant-led meetings (administration, department, course team, or professional learning session).
  - The number of meetings will not exceed two sessions; meeting sessions are typically one hour in duration.
  - No additional time requirement will be requested for this task since leaders are expected to attend as a typical job function.
  - An observation note-taking guide will be used to capture real-time data during the meeting.

Future Research

Researchers will remove information that may identify you and may use your data for future research. If we do this, we will not ask for any additional consent from you.

Risks

In this study, you will not have any more risks than you would in a normal day of life. No injury is expected from this study, but if you believe you have been harmed, contact the research team as soon as possible. Georgia State University and the research team have not set aside funds to compensate for any injury.

Benefits

This study may benefit you personally by improving your knowledge and skills by reflecting on leadership practices and strengthening your capacity to develop others. Overall, we hope to gain information about the influence of principal practices on teacher leadership development and school culture through the lens of the transformational leadership framework.

Alternatives

The alternative to taking part in this study is to not take part in the study.

Voluntary Participation and Withdrawal

You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. You may refuse to take part in the study or stop at any time. This will not cause you to lose any benefits to which you are otherwise entitled.

Confidentiality

We will keep your records private to the extent allowed by law. The following people and entities will have access to the information you provide:

- Dr. Sheryl Cowart Moss and Deborah Lipes White
- GSU Institutional Review Board
- Office for Human Research Protection (OHRP)

We will use a study participant code rather than your name on study records. The principal interest surveys will be sent via the district email server. The audio recording of the interview and the electronic transcripts will be kept on separate USB drives and erased from the original device once uploaded. The spreadsheet files used for coding and data analysis will be stored on a password and firewall-protected

computer in the office of the student investigator. Physical paper copies of the interview transcripts and observation note guides will be stored in a locked filing cabinet; the participant code keys will be stored in a separate locked filing cabinet. Both locked filing cabinets will be in the office of the student investigator. The USB drives, electronic files, and physical copies of information will be destroyed after a minimum of five years. When we present or publish the results of this study, we will not use your name or other information that may identify you, your school, or school system.

Contact Information
Contact Dr. Sheryl Cowart Moss or Deborah Lipes White at 770-317-1329 or dwhite79@student.gsu.edu if you have questions about the study or your part in it, or if you have questions, concerns, or complaints about the study. The IRB at Georgia State University reviews all research that involves human participants. You can contact the IRB if you would like to speak to someone who is not involved directly with the study. You can contact the IRB for questions, concerns, problems, information, input, or questions about your rights as a research participant. Contact the IRB at 404-413-3500 or irb@gsu.edu.

Consent
We will give you a copy of this consent form to keep.
If you are willing to be audio-recorded for this research, please sign below.
If you are willing to volunteer for this research, please sign below.

_____
Printed Name of Participant

_____   _____
Signature of Participant   Date

_____   _____
Principal Investigator or Researcher Obtaining Consent   Date

APPENDIX C

PRINCIPAL INTEREST SURVEY

Date: [Specific Date Emailed]

Dear [Specific Name of Principal],

My name is Deborah L. White, and I am an assistant principal at Discovery High School in Gwinnett County Public Schools. I have received IRB approval through Gwinnett County Public School and Georgia State University (*both are currently pending/in progress*). As a doctoral student in Educational Leadership at Georgia State University, I am writing to you with a request to participate in my dissertation study exploring perceptions of principal practices and teacher leadership development. I value your time, knowledge, and expertise, and understand the demands placed upon your time. Please accept my sincere gratitude for considering participating in my study! Potential benefits include reflection on your practice as a transformational leader and how you influence teacher leadership development to create a leadership pipeline within your school.

This case study seeks to explore how principals and teacher leaders perceive use of transformational leadership principal practices to shape teacher leadership development and foster a pipeline of leadership in their schools. My study involves a *face-to-face interview* with the principal (approximately 5 minutes for the interest survey completion, 60 minutes with 15 minutes of transcription review, as needed) and two teacher leaders (approximately 60 minutes with 15 minutes of transcription review, as needed), as well as *observations* of participant-facilitated meetings (course team, curriculum, or grade level) and a *review of documents*, such as, vision and mission, Local School Plan of Improvement, and accountability reports.

As part of the study, I am also asking other principals in the district —with 2018 CCRPI Star Climate ratings of five out of five and personnel perception scores of 80.5 percent or higher—to 1) complete this brief survey and 2) recommend four teacher leaders according to the study's definition of *teacher leadership*. A separate invitation to participate in the study, indicating you have recommended them as a teacher leader, will be emailed to each identified teacher leader though not all individuals identified will be asked to participate.

Thank you for your interest in participating in my study! Please contact me at Deborah_White @gwinnett.k12.ga.us with any questions.

Principal Name: _____

School: _____

Are you willing to participate in this study?   ☐ Yes ☐ No

Are you willing to provide access to your school location and selected participants for this

study?   ☐ Yes ☐ No

If you selected <u>YES to both previous questions</u>, please complete this interest survey and return this form to Deborah_white@gwinnett.k12.ga.us or complete the online google form using the link: https://goo.gl/forms/ZQVLtgqbn06EsfNA2

Part I: Interest Survey

1. How long have you served as a principal at this school? _____

2. Have you served as a principal at other locations? ☐ Yes ☐ No

    If YES, which locations (and district, if outside of GCPS):

    _____

    _____

For this study, a *transformational leader* utilizes vision, role model behaviors, and inspirational motivation to set high expectations for learning and professional growth in others.

3. Do you see yourself as a *transformational leader*? ☐ Yes ☐ No

4. Do you create opportunities for teachers to develop leadership skills and talents to create a leadership pipeline in your school?

    ☐ Yes ☐ No

Part II: Teacher Leader Recommendations

For this study, a *teacher leader* is identified through participation in leadership roles as department chairs, curriculum/course team lead teachers, or grade level chairs. Teacher leaders believe in their potential to influence others, motivate teams to function with high expectations and encourage innovative thinking. Serving in the identified positions, teacher leaders develop personal and professional capacity to lead others within the organization toward a common vision.

5. Please identify at least four teacher leaders you believe meet these expectations of a teacher leader:

    A. Name: _____

    Teacher leader role: _____

    B. Name: _____

    Teacher leader role: _____

    C. Name: _____

    Teacher leader role: _____

    D. Name: _____

    Teacher leader role: _____

APPENDIX D

PRINCIPAL INTERVIEW PROTOCOL

Interviewer script: *Hello, my name is Debbie White, and I am pursuing my doctoral degree in educational leadership at Georgia State University. Thank you for agreeing to participate in this study and offering your time. The purpose of my study is to explore principal transformational leadership practices and the influence on teacher leadership development. I want you to feel comfortable sharing your experiences and thoughts about your leadership and how you help develop teacher leaders.*

I have an informed consent form for you which we will review prior to your signature. At any time, participants may withdraw from the study. This study has received IRB approval from Gwinnett County Public Schools and Georgia State University. During this study, I will be interviewing you and two teacher leaders whom you have identified. Because I want to gather your exact words and intent from our conversation, I would like to audio-record our conversation during the interview with your approval. Later, you will be asked to review the transcript for any clarifications.

Additionally, I will use a notetaking guide when I serve as a direct observer during at least one administration meeting and one teacher leader-facilitated team meeting for each participant. To gain a holistic picture of your transformational leadership practices and the development of your teacher leaders, I will also review several documents related to this study, for example, mission and vision statements, Local School Plan of Improvement, Accountability Reports, and meeting agendas and presentations.

Do you have any questions before we begin?
Answer participant's questions and begin with question 1:
At the end of the interview, close with a sincere thank you, indicating when you anticipate having transcripts available.

Principal Interview Questions:	Transformational Leadership Frame-work Alignment	Anticipated Construct/Level 1 and Level 2 Coding Alignment	Research Question Alignment
1. Tell me about yourself.		• Background knowledge • Interests, Experience	Interview entrance
2. Describe your leadership style? a. Are there certain aspects that help you when working with teacher leaders?	Types of leadership behaviors exhibited, including transformational leadership	• Transformational, Instructional, Situational, Authentic, Servant	Background knowledge about principal participant

3. Describe what teacher leadership looks like at your school. a. How are the roles developed? b. How are teachers selected? c. What talents and skills do you look for?	Inspirational Motivation Idealized Influence Individualized Consideration	• Embrace a shared vision • Able to motivate others • Open mindset • Problem-solvers • Look for gaps and build capacity to fill those gaps with talent pool	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
4. Describe how you interact with teacher leaders in your school. a. How do you communicate information to followers? b. How do you create buy-in? c. How do you include teacher leaders in decision making?	Idealized Influence Inspirational Motivation Intellectual Stimulation	• Role model behaviors • Consistent practice • Organization Learning • Open communication • Motivation • Ask for push back, challenge with innovative thinking • Ask for solutions • Team input	Background knowledge about principal participant RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
5. How do you support the growth of your teacher leaders? a. Specific professional development sessions? b. How do encourage them to develop others on their team?	Inspirational Motivation Individualized Consideration	• Organizational learning • Goal setting • Inspire other influential behaviors • Building capacity in others • Recognizing talent	Background knowledge about principal participant RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
6. How do you motivate teacher leaders to lead? a. Describe any incentives or tips that have worked with your leaders?	Idealized Influence Inspirational Motivation Intellectual Stimulation	• Role model behaviors • Shared beliefs and values • Vision • Motivation • Empowerment • Role model behaviors • Expectations • Team dynamics	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
7. How do you communicate high expectations for teaching and learning? a. Describe any programs or processes that are effective.	Inspirational Motivation Intellectual Stimulation	• Organizational learning • Vision • Motivation • Shared leadership • Team input and problem-solving	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
8. Tell me about your future ideas for developing teacher leaders.	Intellectual Stimulation Individualized Consideration	• Promote innovative teamwork and programs • Developing opportunities for teacher leaders	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
9. Are there any questions you have for me?		• Background knowledge • Clarification	Interview exit Study next steps

APPENDIX E

TEACHER LEADER INTERVIEW PROTOCOL

Interviewer script: *Hello, my name is Debbie White, and I am pursuing my doctoral degree in educational leadership at Georgia State University. Thank you for agreeing to participate in this study and offering your time. The purpose of my study is to explore your perceptions of principal practices and their influence on teacher leadership development. I want you to feel comfortable sharing your experiences and thoughts about your role as a teacher leader.*

I have an informed consent form for you which we will review and sign. At any time, participants may withdraw from the study. This study has received IRB approval from Gwinnett County Public Schools and Georgia State University. Your principal has identified you as a teacher leader at this school; I will be interviewing you, another teacher, and your principal. Because I want to gather your exact words and intent from our conversation, I would like to audio-record our conversation during the interview with your approval. Later, you will be asked to review the transcript for any clarifications.

Additionally, I will use a notetaking guide when I act as a direct observer during at least one meeting where you serve as a teacher leader-facilitator. To gain a holistic picture of the influence of your principal's transformational leadership practices and organizational learning on the development of teacher leaders, I will also review several documents related to this study, for example, mission and vision statements, Local School Plan of Improvement, Accountability Reports, and meeting agendas and presentations.
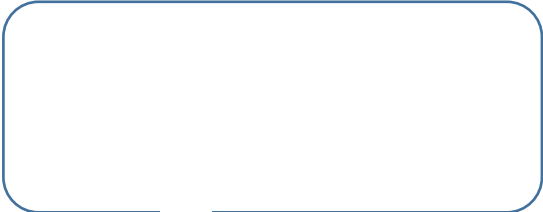
Do you have any questions before we begin? Answer participant's questions and begin with question 1: At the end of the interview, close with a sincere thank you, indicating when you anticipate having transcripts available.

Teacher Leader Interview Questions	Transformational Leadership Framework Alignment	Anticipated Construct/ Thematic Coding Alignment	Research Question Alignment
1. Tell me about yourself.	Background knowledge	• Background knowledge	*Interview entrance* Background knowledge

2. Describe your role as a teacher leader.
  a. Describe your expectations for leading your team.
  b. How has your principal communicated expectations to you about your role?
	Background knowledge Idealized Influence Individualized Consideration
	
	Inspirational Motivation
		• Instructional leader
		• Coach
		• Liaison
		• Professional development
		• Manager of team
		• Guide teaching and learning
		• Curriculum leader
		• Follow principal's vision
			Background knowledge about teacher leader participant
			
			RQ 2: Teacher perceptions of principal transformational practices on leadership development

3. Describe how you interact with your principal at your school. a. How does he/she communicate with you? b. Describe the expectations you have of your principal.	Idealized Influence Inspirational Motivation Intellectual Stimulation	• Role model behaviors • Shared beliefs and values • Vision • Motivation • Empowerment • Role model • Expectations • Organizational learning	RQ 2: Teacher perceptions of principal transformational practices on leadership development
4. Describe how your principal shares a collective mission and vision for teaching and learning.	Inspirational Motivation Intellectual Stimulation Idealized Influence	• Vision • Mission • Goal setting • Innovative programs • Expectations • Shared beliefs and values • Organizational learning	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline RQ 2: Teacher perceptions of principal transformational practices on leadership development
5. As a teacher leader, how do you set high expectations for your team? a. How do you know the expectations? b. How do you communicate the expectations?	Intellectual Stimulation	• Expectations • Organizational learning	RQ 2: Teacher perceptions of principal transformational practices on leadership development
6. Who do you see as a role model for your leadership? Why?	Idealized Influence Individualized Consideration	• Role model behaviors • Shared beliefs and values • Building capacity in others • Recognizing talent	RQ 2: Teacher perceptions of principal transformational practices on leadership development
7. Describe how your principal supports your professional growth as a teacher leader?	Individualized Consideration	• Building capacity in others • Recognizing talent	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline RQ 2: Teacher perceptions of principal transformational practices on leadership development
8. Tell me about your ideas for developing teacher leaders on your team.	Intellectual Stimulation Individualized Consideration	• Promote innovative teamwork and programs • Developing opportunities for new teacher leaders	RQ 1: Focus on teacher leadership development pipeline
9. Are there any questions you have for me?		• Background knowledge • Clarification	Interview exit Study next steps

APPENDIX F

OBSERVATION NOTETAKING GUIDE

Notes of Observer: Deborah L. White No.___ /____	Frequency Tally—TL Construct or Dimension
Date: _____ Time frame: _____ School: _____ Participant(s): _____ Location of meeting: _____ Meeting type: _____ ☐ Agenda: ☐ Norms: ☐ Team Department Vision and/or Goals: ☐ Expectations: ☐ Team Input: ☐ Problem Solving: ☐ Professional Development: ☐ Leadership Opportunities: NOTES:	*Example:* norms │ IM trust │ │ II vision │ IM leader │ │ IS, IC, II team │ │ │ IS professional learning │ │ IC communication │ │ OL structures │ │ OL
	Key: II—idealized influence IM—inspirational motivation IS—intellectual stimulation IC—individualized consideration OL—organizational learning

Sketch/Room Layout/Seating:

Example: Eight seats in a rectangle formation with department chair standing at the far end, near the projector; team members selected seats.

DLW
Observer

Adapted from Yin (2016)

APPENDIX G

REVIEW OF DOCUMENTS

Document	Theoretical Themes: Transformational Leadership Framework Alignment	Constructs: Level 1 and Level 2 Coding Alignment	Research Question Alignment
School's mission and vision	Idealized Influence	• Shared beliefs and values • Mutual respect of the group	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
	Inspirational Motivation	• Vision • Goal setting • Organizational learning	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
Local School Plan of Improvement (LSPI)	Inspirational Motivation	• Vision • Goal setting • Organizational learning	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
	Intellectual Stimulation	• Professional development offerings • Professional learning communities	RQ 1: Principal TL practices and teacher leadership
School's accountability report	Individualized Consideration	• School effect • School climate ratings • School culture • Values • Organizational learning	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
Department and course team meeting agendas	Idealized Influence	• Role model behaviors • Shared beliefs and values	RQ 1: Principal transformational practices on leadership development to create a leadership pipeline
	Inspirational Motivation	• Vision • Goal setting • Organizational learning	
	Individualized Consideration	• Professional development implementation • Professional learning communities • Leadership roles and opportunities • Organizational learning	RQ 2: Teacher perceptions of principal transformational practices on leadership development
	Intellectual Stimulation	• Team input • Instructional expectations • Innovative programs • Change initiatives	

APPENDIX H

PERSONAL REFLECTION STATEMENT

As an educational leader within a high school, I believe my experiences as a former teacher leader and department chair have shaped my views on teacher leadership and the influence of principals on developing, retaining, and promoting my professional growth. Reflecting on my career with over two decades in the high school setting, I have worked with twelve different principals who have provided me a wealth of school leadership practices and belief systems to look at for role model behaviors. I have experienced teaching and leading in a variety of socioeconomic school contexts which has broadened my scope of understanding of the challenges principals and teacher leaders may face as they make decisions from their leadership position. In all, I am a product of my individual beliefs and experiences; these events shape my world lens and rationale for my topic choice and study design.