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Suzanne Harrison
George Fox University

Ginny Birky
George Fox University

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Revisiting Teacher Leadership: Perceptions of Teachers and Principals

Suzanne Harrison and Ginny Birky

George Fox University

Abstract

The purpose of this qualitative study was to discover perceptions of teachers and principals regarding teacher leadership. The researchers investigated how selected Oregon teachers and administrators defined teacher leadership, as well as how they perceived roles, characteristics, and qualities of teacher leaders. Four themes emerged from the results: collaboration, interpersonal relationships, managing the work, and teaching and learning. Results showed that teacher leaders often acted in a collaborative environment and expected colleagues and administrators to be collaborative. Developing and maintaining positive relational skills were of importance, particularly related to caring and serving, as well as the dispositions of honesty, empathy, trustworthiness, and being a good listener. Managing work-related tasks was mentioned frequently: focusing on the vision for the school, enhancing the mission, chairing a committee, developing plans, and initiating tasks. Activities related to teaching and learning were of importance: planning, implementing, and evaluating instructional practices and student outcomes.

Introduction

Of the many issues confronting 21st century educators today, teacher leadership is one that has earned a prominent place of respect and practice for many school settings. In his book *The Leadership Imperative*, Reeves (2008) stated “The radical transformation toward teacher leadership is not an option; it is a necessity” (p. 17). Teachers in this role are in the spotlight in new ways, requiring 21st century skills.

Until a decade ago, teacher and principal roles were fairly traditional, and the role of public school teachers was often perceived as being limited to classroom instruction. However, *No Child Left Behind*, educational reform, an era of accountability, and teacher voice in professional development have had a significant influence on the concept of leadership in schools. So while it has been an important topic in the educational community for the last number of years, teacher leadership has recently re-emerged with an even greater importance. This description of the change which has taken place is consistent with Jackman and Swan’s (1996) statement that “organizational changes in schools resulting from a switch to site-based management and decision making have changed many schools and provided teachers with the opportunity and responsibility to assume some leadership roles that were unavailable to them before” (p. 41).

However, while the importance of teacher leadership is generally recognized, the perceptions of teachers and administrators do not always align with each other, posing challenges in the educational setting. The purpose of this qualitative study was to discover perceptions of

teachers and principals regarding teacher leadership. This led to the research study question: What are the perceptions of teachers and principals regarding teacher leadership?

In this article, we explore how the literature reveals the importance of teacher leadership, how teacher leadership affects student learning, roles teacher leaders play, and the qualities desirable in a teacher leader. We also investigate how teachers and administrators in our research study define teacher leadership, as well as how they perceive roles, characteristics, and qualities of teacher leaders. We then discuss application of the results as they relate to educational programs for future and current teachers and administrators. To conclude, we make recommendations for future study.

Literature Review

The literature in the area of teacher leadership has increasingly addressed the value teacher leaders are to others in their schools. It also highlighted current understandings of what it means to be a teacher leader. Writers also discussed the variety of roles teacher leaders perform, as well as the qualities essential for effective teacher leaders.

Importance of Teacher Leadership

Numerous writers affirm the increasing importance of the teacher leadership role, particularly in an educational reform environment. Smylie, Conley, and Marks (2011) even stated that teacher leadership “has become an established feature of educational reform in the United States” (p. 265). Darensbourg (2011) posited that teacher leaders keep a school “moving toward excellence” (p. 68). Some doubt that educational reform would move forward without teacher involvement or without teachers serving as leaders. In her book about teachers who lead, Wasley (1991) said that “research has led many people to the conclusion that teachers need greater leadership opportunities if public education is to survive in any kind of meaningful way” (p. 7). Barth (2001) also asserted that it is in teachers’ hands that the possibilities for school reform reside. He indicated that rank in the hierarchy has little relevance when it comes to school-based reform. He said “Ask the teachers--for a change. They're on the front lines. Forget the bureaucrats and politicians and statisticians. Ask the teachers. They know the daily drama of the classroom” (p. 2).

Another reason teacher leaders are seen as instrumental in advancing educational reform is because the overall goal of improving schools is to increase student achievement. Teacher leaders are seen as instrumental in making that happen. In fact, Darensbourg (2011) and Boyd-Dimock and McGree (1995) indicated that teachers become leaders because they endeavor to make a difference in the lives of their students. Moller and Katzenmeyer (1996) remarked, “Schools that have taken advantage of the valuable resource [of teacher leaders] have seen the difference it can make. Students learn more [and] teachers are more satisfied with their work...” (p. 1). And Goetz, as cited in Varlas (2003) voiced a similar sentiment when she stated, “If we're going to make the kinds of changes we hope to have in terms of student achievement, in terms of school transformation itself, then we really have to capitalize on the potential of teacher leadership in our own buildings” (p. 2). Finally, Pellicer and Anderson (1995) said, “Without question, teachers are the best and most abundant source of leadership available to schools. Teacher leaders remain the last best hope for significantly improving American education” (p. 21).

Definition of Teacher Leader

Descriptions and definitions of teacher leaders are fairly consistent throughout the literature. What they all have in common is that teacher leaders influence student learning in a positive way, usually through their fellow teachers and the administration. According to York-Barr and Duke (2004):

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development. (pp. 287-288)

As Crowthers, Kaagan, Ferguson, and Hahn (2002) stated, “Ultimately, teacher leadership is about action that transforms teaching and learning in school” (p. xvii).

Patterson and Patterson (2004) defined a teacher leader as “someone who works with colleagues for the purpose of improving teaching and learning, whether in a formal or an informal capacity” (p. 74). Formal teacher leaders are those given familiar titles such as department chair, curriculum coordinator, specialist, advisor, mentor, or members of curriculum development committees. These positions are generally identified by the principal and compensated either by additional salary or in exchange for a lighter teaching load.

Informal teacher leaders are “recognized by their peers and administrators as those staff members who are always volunteering to head new projects, mentoring and supporting other teachers, accepting responsibility for their own professional growth, introducing new ideas, and promoting the mission of the school” (Wasley, 1991, p. 112). The focus is more on the learning and improvement of school and student performance than on leading. Tasks may include many of the same as performed by formal teacher leaders, but they are often initiated by the teacher leaders and conducted on their own time.

Katzenmeyer and Moller (2009) provided a more comprehensive definition when they said that “teacher leaders lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (p. 6). This description emphasizes the importance of collective versus individual leadership, the kind that makes a difference for the whole school versus the classroom level, and that is focused on the important tasks of curriculum and instruction versus management tasks (Smylie et al., 2011).

Roles of Teacher Leaders

As stated earlier, teacher leaders fall into two categories: formal teacher leaders (those with titles and who are compensated for their work) and informal teacher leaders. While roles are similar for both formal and informal teachers leaders, formal teacher leaders are given titles such as data coach, academic coach, instructional specialist, curriculum specialist, department head, or grade level team leader. Both roles are important.

The position of informal teacher leader is becoming increasingly more common. Emphasis is placed on the opportunities for leadership in the teacher’s own classroom and day-to-day work in contrast to other assigned locations in the building. Informal teacher leader roles include facilitator, advisor/mentor to new teachers, peer observer, member of a professional

learning community, resource provider, and learner. They may also facilitate professional development, develop and implement innovative programs and initiatives, conduct and present research, or receive grants.

In their research, Boyd-Dimock and McGree (1995) found that the work of teacher leaders varied greatly, but was usually specific to the context of the school. They also found that their roles continued to expand as time went on. In their research on teacher leadership, Birky and Ward (2001) found that the most common roles that were played by teacher leaders were collaborating with peers and communication with all members of their school community. Darenbourg (2011) listed typical roles that teacher leaders perform. She said teacher leaders:

- Plan, organize, and create,
- Assist in the overall improvement of a school's community and performance,
- Collaborate with peers, parents, and school communities,
- Continuously reflect on their work and the work their school is doing. (p. 68)

Characteristics and Qualities of a Teacher Leader

What are the characteristics of an effective teacher leader? According to Darenbourg (2011), teacher leaders:

- Are passionate, driven, and have expertise in instruction,
- Engage in continuous inquiry, inform, persuade, mobilize, and energize others to do more with their communities,
- Are willing to take risks and participate in shared decision making,
- Strive to stay current in the field,
- Are often politically active and aware socially of issues pertaining to their profession and the students they work with. (p. 68)

While Darenbourg's list of characteristics and qualities is current, over 20 years ago Lieberman, Saxl, and Miles (1988) delineated a more expansive list of teacher leadership roles and characteristics. Many of the descriptors were similar, but in addition, they also said that the role includes encouraging others, taking initiative, persevering, and celebrating and recognizing program successes. Lieberman et al. found that teacher leaders also had to use and learn skills in promoting a vision, building trust and developing rapport, being non-judgmental, modeling and promoting collegiality, encouraging others, taking initiative, persevering, and celebrating and recognizing program successes.

This review of the literature summarizes the importance of teacher leadership, a definition of teacher leader, a description of roles, characteristics, and qualities of teacher leaders. In our study, we sought to explain and add to the body of knowledge about teacher leadership today.

Research Methods

The purpose of this descriptive study using qualitative methodology was to investigate the perceptions of teachers and principals about teacher leadership (Marshall & Rossman, 1989). The study included looking at the definition, role, characteristics, and qualities of a teacher leader. This exploration into teacher leadership was based on the knowledge that a renewed interest in teacher leadership has emerged, and that comparing teacher and principal perceptions may be informative to those involved.

Participants for this Oregon study were selected by utilizing convenience and purposive sampling techniques (Berg, 2007). In total, 51 teachers and principals participated in the study: 39 teachers (29 female, 10 male) and 12 principals (3 female, 9 male) from elementary and secondary levels. The sampling process took place over a period of several months through four main venues: one university doctoral leadership class, two literacy workshops for secondary teachers, one rural elementary school, and a purposive selection of principals.

We obtained permission from the university's Human Subjects Committee prior to conducting the study. Surveys with open-ended questions were created to gain a descriptive viewpoint from the participants (Marshall & Rossman, 1989). Surveys were disseminated in person to teachers and to some principals. A purposive sampling was utilized for the rest of the principals who were contacted via email. Upon the remittance of surveys, identifying information was eliminated to assure confidentiality of the participants and any identifiable institution that was a part of the study.

The survey was intended to uncover possible themes and patterns about teacher and principal perceptions regarding teacher leadership: definition of teacher leader, roles, characteristics, and qualities. We created the following open-ended questions with no forced choice items, based on the literature about teacher leadership:

- 1) What does teacher leadership mean to you?
- 2) What are the formal and informal roles of a teacher leader? (What do they do? What is the purpose?)
- 3) From the list above, star (*) the two most important roles of a teacher leader.
- 4) What are the most important personal characteristic/traits of a teacher leader?
- 5) From the list above, star (*) the two most important traits of a teacher leader.

Questions 3 and 5 were created to ensure trustworthiness in the response to questions 2 and 4. Participants were asked to highlight the roles and traits that were most important to them. This information became a part of the themes and patterns identified.

Data Analysis

Upon return of the surveys, we created a template for organizing and summarizing the data. We then recorded participant narratives related to the definitions, roles, characteristics, and qualities of teacher leaders into the chart. In addition, we organized the data based on position, gender, and years of experience (0-5 years, 6 – 15 years, 16 – over years). After coding the data, we synthesized it, seeking themes and patterns for interpretation that would shed light upon the perceptions of the participants (Berg, 2007; Creswell, 1994).

Results of the Study

The data describing principal's and teacher's viewpoints revealed valuable insight into their perceptions of teacher leadership. We looked at the data from various angles: position, gender, and years of experience. We also examined the participant responses to the definition of teacher leadership, roles, characteristics, and qualities of a teacher leader. Four major themes emerged from the data that link to the research question: What are the perceptions of teachers and principals regarding teacher leadership? The following themes are addressed: collaboration, interpersonal relationships, managing the work, and teaching and learning.

Collaboration

Even though the survey did not use the word *collaboration*, participants frequently mentioned the word. In addition, they referred to various ways of working with others, such as cooperation, working with groups, teaming, professional learning communities, and learning together.

The concept of collaboration appeared in the responses to all survey questions. Participants referred to collaboration in their definitions, indicating that collaboration was part of the work teacher leaders did with a variety of people: colleagues, staff members, department chairs, and administration. Participants brought up collaborative roles teacher leaders played such as meeting with teachers, working with administrators, and assisting teachers. They also mentioned teacher leaders' role in meetings: leading, facilitating, participating, and even creating the group. Some used it to describe a quality that teacher leaders had, for example "group skills," and the "ability to bring people together." One teacher said that a teacher leader was "group-oriented" and another that they were a "team-player." Still others used a form of the word collaboration to describe how teacher leaders work together to effectively accomplish a task: "for the purpose of student learning," "to grow and learn together," and to "facilitate teamwork." While participants came up with these descriptors related to collaboration on their own, they were consistent with the writing of both Darensbourg (2011) and York-Barr and Duke (2004) who stated that teacher leaders are frequently involved in collaboration.

One of the main functions of collaboration was that of mentorship. Many participants mentioned that teacher leaders have the ability to influence others and should therefore model professional behaviors and lead by example. They are seen as a resource to teachers in many ways. Teachers and principals believed that effective teacher leaders look at data, offer resources, advise, inspire, guide, support, motivate, and provide feedback to their colleagues who teach.

The concept of collaboration was always seen as a positive action with beneficial results. One very complete description was written by a teacher who said that teacher leaders "work together with other educators to improve and share instructional practices, increase knowledge of new research and best practices, and make positive changes in education to improve learning and success." This description closely aligns with Katzenmeyer and Moller's (2009) comprehensive definition.

Teachers who lead can make a difference in student outcomes when they help teachers improve their skills. A teacher stated, "They support inside and outside the classroom with curriculum, feedback, guidance, resources, examples, etc." Another teacher said that teacher leaders are "teachers who take the time to help other teachers, new and old, with lessons, planning, data, etc. to bring them along and help strengthen and improve instruction." The literature includes an abundance of assertions that collaboration between principal and teacher results in higher student achievement, happy teachers, and more successful schools (Darensbourg, 2011; Fullan, 2001; Kohm & Nance, 2009; Patterson & Patterson, 2004).

There were slight differences in the perceptions of teachers and principals related to collaboration. Overall, teachers referenced both collaboration and mentoring more than principals, although the differences were not great. In addition, principals and teachers with less experience mentioned collaboration more frequently than those with more educational experience.

Interpersonal Relationships

In our study, teachers and principals frequently used terminology that suggested the importance of *interpersonal relationships* with colleagues, administration, students, families, or the community. Effective principals placed high priority on relationships, listening to the voice of others, and consideration of their feelings (Donaldson, Marnik, Mackenzie & Ackerman, 2009). Not only did our research support Donaldson et al. but our results included statements from teachers that supported the value of interpersonal relationships for the betterment of the school environment. Teachers and principals both remarked about the need to build relationships among the staff.

The use of such terms as care, compassion, support, and service emerged repeatedly within the data. Although the meaning of each of these four words may vary slightly, they are generally found in the literature within the field of education. The words were used interchangeably, or in combination with each other. Teachers overwhelmingly indicated the need for a teacher leader to support their colleagues or the administration, and to be supportive of each other. In addition, they mentioned the need to care and show compassion. In ethics of care (Gilligan, 1982; Noddings, 2005), personal relationships are of importance in the development of moral principles. Principals mentioned that being service-oriented or the ability to serve others was a valuable characteristic of a teacher leader. One principal stated that “leadership is a form of service” while another mentioned that a teacher leader is a “servant first and creatively serves the needs of all involved.” Marzano, Waters, and McNulty (2005) spoke about the importance of service within the organization, and these principals highlighted this characteristic; fewer teachers mentioned servant leadership in comparison to principals.

Several personal characteristics or qualities of personhood were mentioned in the findings. In sharing what the characteristics of a teacher leader should be, participants included terms such as honesty, integrity, trustworthiness, and respect. In addition, it was indicated that a teacher leader should be charismatic and be an encourager with colleagues. These characteristics support the importance of positive interpersonal relationships within the school community. They also support what the literature states about the characteristics of good leaders (Northouse, 2010).

In addition to the characteristics mentioned, principals suggested the importance of communicating both verbally and nonverbally with others, including the ability to be a good listener; good communication was a key attribute of teacher leadership. These qualities support what Birky and Ward (2001) found in that the most common roles played by teacher leaders were collaboration with peers and communication with all members of their school community. The ability to be a good listener was another positive quality mentioned by both teachers and principals in this study, as well as Marzano et al. (2005).

Overall, both teachers and principals believed that showing care, compassion, and support were important traits for a teacher leader to possess. As one teacher shared, “[a teacher leader has the] ability to connect with all types of people and build relationships.”

Managing the Work

Another theme, *managing the work*, emerged. It related to various managerial tasks of a leader as well as the organizational development of the school. There was an influence of the *interpersonal relationships* theme as well. One participant indicated that leaders must balance between caring for others and getting the work done. The term, managing the work, refers to tasks a leader may do in the process of leading. This could mean, according to some participants, the leading of site council meetings or professional development trainings. It also refers to the basic tasks of planning, implementing, and evaluating instruction or student work within the classroom, as well as analyzing data that comes from the classroom.

Marzano et al. (2005) indicated that certain traits are necessary for leaders: healing wounds caused by conflict within the organization, being a steward of resources within the organization, and developing the skills within the organization. Participants mentioned empathy, the need to resolve conflict, monitor resources, and follow policy and rule procedures.

Principals, in particular, indicated roles, characteristics, qualities, and traits that related to teacher leaders managing the work. The data revealed that principals believed problem solving and decision making were critically important to the role of a teacher leader. According to one participant, it was important that a teacher leader “empower others to problem solve.” In addition, several participants mentioned the need for organization and setting goals. This supports Darensbourg (2011) who listed typical roles that teacher leaders perform, such as planning, organizing, creating, and assisting in the overall improvement of a school’s community and performance. One participant mentioned that “facing the challenges of doing the hard stuff” is part of the role of a teacher leader. One participant suggested that “teacher leadership means taking an active role in advocating for my students, myself, and fellow colleagues.” Another participant stated that “a teacher leader leads the charge, knows the craft, does what’s best for kids at all costs ... [and] moves forward.”

One of the qualities of a good leader is that they motivate their followers. Some of the participants mentioned that teacher leaders need to inspire others toward the mission and goals of the school. Inspiring others is an important role of a leader (Kouzes & Posner, 2007). Motivating and encouraging colleagues was also mentioned by several participants. One teacher stated that “leaders motivate and bring priorities together to help everyone focus on the most effective direction.” This is consistent with a comment made by Wasley (1991) when she said, “[teacher leaders] have the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader” (p. 170).

Participants in this study said that a teacher leader is willing to go above and beyond regular teaching duties to help guide, encourage, direct, and facilitate discussions. Setting and reaching goals within and outside the classroom was also important. Teacher leaders can “help plan and implement training,” problem solve, and “bring meaning to the tasks.” Additionally, participants mentioned “guiding the school,” “getting the work done,” and “making decisions” as an important role of a teacher leader.

Overall, teachers and principals suggested that leading and managing tasks was an important teacher leader role; however, who was supported or served depended on their position as teacher or principal. Generally, teachers discussed leading and managing tasks as those that take place in the classroom. Or if the teacher leader were in a formal position, then the tasks related to collaborating or working together with colleagues. Principals, on the other hand,

tended to look at the work of a teacher leader as one that would support and help the building administrator.

Teaching and Learning

Teachers referred to the role of teacher leader as one who was engaged in the activities within the classroom: planning, implementing, evaluating instruction, and serving the needs of students. A definition that most aptly suggests the view of teachers was stated by one participant, "Teacher leadership means taking an active role in advocating for my students, myself and fellow colleagues. This can be done by taking classes, book studies, presentations, and being a council member at school." Several participants shared that doing what is best for kids was important. They said teacher leaders work together with other educators to improve and share instructional practices, increase knowledge of new research and best practices, and "make positive changes in education to improve student learning and success."

In addition, participants indicated that a significant function of a teacher leader is to lead other teachers to utilize new methods of teaching, and instruct and support other teachers. Furthermore, teacher leaders take ownership of all aspects of teaching and learning, and they collect and analyze student data. As teachers, they help students think critically, help all students learn, and desire best practices. They work alongside other teachers to plan lessons, look at data, and strengthen instruction, all in order to improve student outcomes. In addition, the teacher leader supports teachers inside and outside the classroom with curriculum, feedback, guidance, resources, and examples. This is consistent with Crowthers et al. (2002) who implied that the whole purpose of teacher leadership tasks is to transform teaching and learning.

A definition that most aptly suggests the view of teachers was stated by one teacher participant, "Teacher leadership means taking an active role in advocating for my students, myself and fellow colleagues." Principals, on the other hand, suggested that a teacher leader should have the ability to influence others for the purpose of increasing student achievement. Overall, participants viewed the role of a teacher leader first and foremost a teacher.

Conclusion

In this paper, we described the perceptions of teachers and principals related to teacher leadership. We first looked at the data based on a definition of leadership, as well as how teachers and principals perceived roles, characteristics, and qualities of teacher leaders. In analyzing our data from multiple directions we uncovered some patterns worth mention. First, no apparent difference appeared between female and male responses for either teachers or principals. Secondly, there was minimal difference between years of experience and perceptions by either teachers or principals. Thirdly, based on position, there were some differences between teacher and principal perceptions about teacher leadership. For example, teachers tended to discuss collaboration, interpersonal skills related to care, and teaching and learning activities more frequently than principals. On the other hand, principals tended to mention the activities that related to "managing the work." In particular, they mentioned leadership style related to service, and interpersonal relationships related to communication.

It is interesting to note that three of the emergent themes in our study aligned similarly with York-Barr and Duke's (2004) themes of individual development, collaboration or team development, and organizational development. We chose collaboration, interpersonal relationships, managing the work, and teaching and learning as the main themes for our data.

Additionally, to communicate and collaborate were two of the qualities of teacher leaders that participants mentioned and which appeared in the literature about 21st century teachers (Partnership for 21st Century Schools, 2009).

The *interpersonal relationships* theme undergirded the other three themes of *collaboration*, *managing the work*, and *teaching and learning*. There was strong evidence that the interpersonal skills of care, compassion, support, and service influenced all three themes as well. Teacher leaders must care for their students and colleagues, show compassion, support one another, and serve their school community. These are what we often refer to as “soft skills.” The results of this study suggested the importance of interpersonal relationships for a teacher leader. Currently, collaboration is an expectation in many schools. But neither a good relationship or collaboration will take place without caring and supportive educators. As a teacher leader, these soft skills are necessary for performing the tasks and leading colleagues.

Although participants recognized the value of relational skills, they also acknowledged the need to complete tasks. As one participant stated, “teacher leadership at its best, is dynamic and purposeful.” We discovered that many of the qualities of a teacher leader, as well as roles they play, are similar to those of an effective principal or administrator. Yet, educational programs usually educate future administrators for these roles and characteristics, but not future teachers.

Recommendations

Katzenmeyer and Moller (2011) remind us that it is the role of colleges and universities to prepare teacher leaders as part of teacher development. Sharing the results of this study about the perceptions of teachers and principals related to teacher leadership would be beneficial to higher education administrative licensure, leadership, inservice, and preservice programs who train teacher leaders and administrators. We can explore with them the variety of roles teacher leaders play in their positions. We can teach these audiences that high performing teacher leaders possess the qualities of care, compassion, support, and service. And we can investigate with them other characteristics of effective teacher leaders so they can determine whether or not they are interested or suited for this important role. Because the role of teacher leader is important for school improvement and student achievement, a discussion about the findings of this study could also take place in professional development workshops for inservice teachers.

Several of the participants (more principals than teachers) mentioned servant leadership as important. With this knowledge, it should be brought to the attention of administrative training and teacher education programs to include servant leadership that supports collaborative work and positive relational development (Marzano et al., 2005). Furthermore, understanding the connection between servant leadership and teacher leadership could glean additional information to support content within leadership courses in higher education and professional learning community training sessions.

Since collaboration appears to be an important aspect of teacher leadership (Kelley, 2011), it would enhance the body of research to explore teacher leadership involvement in collaboration. What are the best models for working together with colleagues, both fellow teachers and the principal? In what specific ways can collaboration be used to maximize student achievement? What are the obstacles to collaboration and how can they be overcome?

With schools moving toward greater staff and student accountability and the spotlight on 21st century schools, an increase in teacher leaders will be essential to provide change agents for

the future. Effective teacher leaders will be a part of leadership teams and participate in shared leadership. The results of this study showed that overall, teachers and principals have similar perceptions of the roles, characteristics, and qualities necessary for teacher leaders. Particularly noteworthy is their commitment to the value of relational skills and connectedness with colleagues. We hope this means that teacher leaders and principals together can maximize their leadership potential to give their students the best education available today.

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