INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.
The nature of teacher leadership: Portraits of three teacher leaders

Ballinger, Virginia Sue, Ph.D.

The Ohio State University, 1992

Copyright ©1992 by Ballinger, Virginia Sue. All rights reserved.
THE NATURE OF TEACHER LEADERSHIP:
PORTRAITS OF THREE TEACHER LEADERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate School
of the Ohio State University

By

Virginia S. Ballinger, B.A., M.A.

*****

The Ohio State University
1992

Dissertation Committee:
Nancy Zimpher
Kenneth Howey
Robert Donmoyer

Approved by

Adviser
College of Education
To my parents, my husband, and my children
ACKNOWLEDGMENTS

I express sincere appreciation to my adviser, Dr. Nancy Zimpher, who has been my inspiration throughout my doctoral studies. Her standards of a professional educator have been for me a model *par excellence* of a teacher leader. I would also like to thank the other members of my committee, Drs. Kenneth Howey and Robert Donmoyer for their insights, suggestions, and comments. Many thanks also to all the professors I had during my coursework at the Ohio State University. Without exception, the classes I attended were thought-provoking and stimulating.

I would also like to thank the Upper Arlington Schools, for granting me a one-year sabbatical leave so that I could fulfill my residency requirement. To my fellow teachers and administrators, thank you for believing in me.

This dissertation would not have been written without the generous commitment of time and energy of the teachers and administrators at the research site. A much appreciated thanks to all who participated in this study.

Finally, I thank my parents, who always believed that I could accomplish any task however large, and my husband whose love and encouragement saw me through until the end.
VITA

August 9, 1942 ................................. Born -- Cincinnati, Ohio

1964 .............................................. B. A., Spanish
Hanover College,
Hanover, Indiana

1964-1965 ....................................... Spanish Teacher,
West Geauga Junior High School,
West Geauga, Ohio

1969-Present ................................. Spanish Teacher,
Upper Arlington High School,
Upper Arlington, Ohio

FIELDS OF STUDY

Major Field: Education

Department of Policy and Leadership

Curriculum, Instruction, and Professional Development

Studies in CIPD  Professor Dr. Nancy Zimpher
Professor Dr. Kenneth Howey
Professor Dr. Gail McCutcheon

Studies in Research Methodology  Professor Dr. Robert Donmoyer
TABLE OF CONTENTS

DEDICATION ........................................................................................................ ii
ACKNOWLEDGMENTS .................................................................................. iii
VITA ....................................................................................................................... iv

CHAPTER PAGE

I. INTRODUCTION ..............................................................................................1

Three Vignettes .....................................................................................1
Background of the Study ........................................................................5
Purposes of the Study ...........................................................................9
Definition of Terms ..............................................................................17
Limitations of the Study ........................................................................19
The Significance of the Study .................................................................20
Summary ..............................................................................................22

II. REVIEW OF THE LITERATURE AND CONCEPTUAL
    FRAMEWORKS ...........................................................................................23

Teacher Leadership and Effective Schools ........................................23
Teacher Leadership and School Organization ....................................37
Teacher Leadership and Teacher Effectiveness ..................................42
Theories of Leadership ..........................................................................51
Teacher Leadership Roles ....................................................................61
Summary ..............................................................................................83

III. RESEARCH METHODOLOGY .....................................................................86

Introduction .............................................................................................86
Naturalistic Inquiry ................................................................................87
Gaining Entry ........................................................................................92
Bounding the Study ..............................................................................94
Selecting the Respondents ................................................................96
Data Collection .....................................................................................97
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structuring the Interviews</td>
<td>100</td>
</tr>
<tr>
<td>Establishing Trustworthiness</td>
<td>103</td>
</tr>
<tr>
<td>Processing the Data</td>
<td>107</td>
</tr>
<tr>
<td>Writing the Case Reports</td>
<td>111</td>
</tr>
<tr>
<td>Cross-Case Analysis</td>
<td>114</td>
</tr>
<tr>
<td>IV. DATA ANALYSIS</td>
<td>116</td>
</tr>
<tr>
<td>Mentor Teacher: A Case Study</td>
<td>116</td>
</tr>
<tr>
<td>Attributes of a Professional Teacher</td>
<td>117</td>
</tr>
<tr>
<td>Attributes of a School Leader</td>
<td>123</td>
</tr>
<tr>
<td>Attributes of a Mentor Teacher</td>
<td>129</td>
</tr>
<tr>
<td>Mentor/Mentee Relationship: Meeting the Needs</td>
<td>135</td>
</tr>
<tr>
<td>Mentor/Mentee Relationship: The Supports</td>
<td>147</td>
</tr>
<tr>
<td>Mentor/Mentee Relationship: The Constraints</td>
<td>152</td>
</tr>
<tr>
<td>Mentor/Mentee Relationship: The Payoffs</td>
<td>154</td>
</tr>
<tr>
<td>Mentor/Mentee Relationship: The Next Steps</td>
<td>158</td>
</tr>
<tr>
<td>Teacher on Special Assignment: A Case Study</td>
<td>162</td>
</tr>
<tr>
<td>Attributes of a Professional Teacher</td>
<td>162</td>
</tr>
<tr>
<td>Attributes of a Teacher Leader</td>
<td>170</td>
</tr>
<tr>
<td>Teacher on Special Assignment</td>
<td>175</td>
</tr>
<tr>
<td>TOSA: Meeting the Needs</td>
<td>184</td>
</tr>
<tr>
<td>TOSA: The Supports</td>
<td>198</td>
</tr>
<tr>
<td>TOSA: The Constraints</td>
<td>202</td>
</tr>
<tr>
<td>TOSA: The Payoffs</td>
<td>206</td>
</tr>
<tr>
<td>TOSA: The Next Steps</td>
<td>209</td>
</tr>
<tr>
<td>Dual Peer Assistant: A Case Study</td>
<td>214</td>
</tr>
<tr>
<td>Attributes of a Professional Teacher</td>
<td>215</td>
</tr>
<tr>
<td>Attributes of a Teacher Leader</td>
<td>222</td>
</tr>
<tr>
<td>Dual Peer Assistant</td>
<td>228</td>
</tr>
<tr>
<td>Dual Peer Assistant: Meeting the Needs</td>
<td>234</td>
</tr>
<tr>
<td>Dual Peer Assistant: The Supports</td>
<td>252</td>
</tr>
<tr>
<td>Dual Peer Assistant: The Constraints</td>
<td>259</td>
</tr>
<tr>
<td>Dual Peer Assistant: The Payoffs</td>
<td>264</td>
</tr>
<tr>
<td>Dual Peer Assistant: The Next Steps</td>
<td>269</td>
</tr>
<tr>
<td>Answers to the Research Questions</td>
<td>272</td>
</tr>
<tr>
<td>The Impact of Teacher Leadership on School Effectiveness</td>
<td>273</td>
</tr>
<tr>
<td>The Impact of Teacher Leadership on Teacher Effectiveness</td>
<td>278</td>
</tr>
</tbody>
</table>
V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS ........................................... 337

Introduction ........................................................................................................... 337
Summary of the Study ......................................................................................... 340
Conclusions ........................................................................................................... 343
The Qualities of Teacher Leaders ........................................................................ 343
Characteristics of Teacher Leadership Roles ...................................................... 344
The Benefits of Teacher Leadership .................................................................... 348
The Organizational Supports and Constraints of Teacher Leadership ............... 349
Conclusions and Implications for Practice ........................................................... 353
Recommendations for Further Research .............................................................. 356
Summary ................................................................................................................ 358

LIST OF REFERENCES ............................................................................................. 361

APPENDICES ............................................................................................................ 371

A. Data collection schedule .................................................................................. 371

B. Example of semi-structured interview questions ........................................... 373
CHAPTER 1
INTRODUCTION

THE WORLD OF TEACHING: THREE VIGNETTES

Tom

Tom had always wanted to be a teacher. His earliest role models were his parents, both veteran teachers, who shared their love of teaching with Tom. As Tom progressed through his school years, he developed the knowledge and skills that would form the foundation of his professional life. After high school graduation, Tom enrolled in the college of education at a state university. During his teacher training program, Tom had many opportunities to observe teachers and students in the elementary schools. The elementary students really warmed up to Tom. He had the innate ability to relate to young children. Several of his cooperating teachers commented that Tom just seemed to be a natural with the children. After several experiences working with children in the primary grades, Tom decided to major in elementary education. While he was student teaching in a second grade classroom, his cooperating teacher helped him prepare lessons, and was always there to encourage him, often sharing with him knowledge she had gained through many years of teaching. Tom's student teaching experiences confirmed his decision to become an elementary school
teacher. He knew that he could make a difference in the lives of his students just as so many teachers had contributed to his development through the years.

After graduation, a school district with an excellent reputation, hired Tom to teach second grade. As a new teacher, Tom went through three days of orientation organized by the district. He was introduced to the central office staff and to his principal who talked to Tom about school policy. Tom received his supplies and the key to his room.

The first several months Tom was extremely busy. He had twenty-six children who all seemed to need his individual attention. His days were filled with planning lessons, grading papers, developing materials, conferencing with parents, and managing his classroom, leaving him little time to rest and reflect. Tom worked long hours. He arrived at school one hour before the children, and usually stayed an hour longer after they left in the afternoon. In the evenings, Tom planned lessons and caught up on paper grading.

Tom's colleagues seemed just as busy. The teachers' lounge was the only place where Tom could meet with the other teachers. He would listen to the more experienced teachers exchange stories about their classrooms. Tom was beginning to form a close friendship with two other teachers but their association seemed to end at the door of the teachers' lounge. The principal visited Tom's classroom twice during the year but these visits were strictly formal evaluation observations.

As the year progressed, Tom began to feel more and more isolated from the other teachers. The work was overwhelming. He had so many
questions about his teaching, about his students, and about the curriculum but he felt reluctant to approach his colleagues who were involved with their own students. As Tom's feelings of frustration increased, he began to wonder if he had made the right career choice.

Shellie

Shellie has been teaching language arts at Oakview Middle School for ten years. Shellie decided to become a teacher because of her love of children and of literature. Even now, when she recalls her childhood, her fondest memories are of times when she and her mother would spend long Saturday afternoons in the public library. Books have always been among Shellie's best friends and she longed to share her love of reading with children of junior high school age.

When Shellie started teaching, her students read with ease and pleasure the books she assigned. The students' parents would tell Shellie how much their children looked forward to her classes because she had the ability to make the characters in the books "come alive." Even reluctant readers would make progress in her classes. Shellie's enthusiasm for her subject and her creativity made her an excellent teacher.

However, during the past three years, due to several boundary shifts within the district, the make-up of the students began to change. Shellie began to have children in her classroom whose reading skills were two or three grade levels behind her other students. She found herself spending more and more time helping these children improve their skills, but many children resisted her efforts. She began to wonder if she was making any difference in the lives of these children. She was also beginning to question
her ability to help these students learn to read. Shellie found herself working longer and harder and accomplishing less and less. As exhaustion set in, she even wondered if she might be "burning-out."

Roger

Roger, a career teacher, has been teaching biology and earth science to high school students for the past twenty-five years. During these years, Roger has always looked for ways to expand his teaching styles. He realized during his first year of teaching that each student has a unique learning style and he continues to learn techniques to vary his teaching strategies to accommodate as many learning styles as possible. Roger has attended several workshops on learning styles and as his expertise grew, he began to present inservice programs to teachers in surrounding school districts. Sharing with colleagues in his own school is difficult since there are few formal and informal avenues established for collegial interaction.

After ten years of teaching, Roger returned to the university and earned his Master Degree in Science Education. He became active in the state organization for science teachers. Because of his expertise in learning styles and science methodologies, he has been a frequent presenter at state and national conferences for science teachers. Attending conferences, conducting workshops, and continuing his education have been ways Roger has continued to grow and develop.

What bothers Roger the most about his career is the static nature of his job. Over the years, he has had few opportunities to vary his teaching schedule or his responsibilities. The changeless routine of his job, the lack of collegial support, and the inability to use his expertise to help his
colleagues have caused Roger to wonder if he should continue teaching or take early retirement to find other outlets for his talents.

BACKGROUND OF THE STUDY

The situations, portrayed in the lives of the three teachers in these vignettes, are all too common throughout our nation's schools. The present-day conditions of the teaching profession have been the subject of numerous reports on school reform. John Goodlad, in an article entitled "Teaching: An Endangered Profession," notes that the best and brightest students are not choosing teaching as a career and that hundreds of teachers are leaving the classroom only after a few years of teaching. He states that students are not attracted to teaching because, unlike other professions, there are no incentives to improve due to the "flatness" of the salary structure. For example, in most school districts all teachers receive the same pay, based on the number of years of service and accumulative hours of university course work, regardless of their teaching load, their classroom performance, or their involvement on committees. There are not many incentives to improve one's performance once a teacher begins teaching. In most schools, the highly skilled teacher has the same job responsibilities as the novice teacher. Starting salaries for teachers are not competitive with beginning salaries for other professions like engineering, architecture, and health related professions. Likewise, the careerless nature of teaching is not an incentive for teachers to remain in the classroom. It is widely known that if teachers want to advance in their careers, the majority leave the classroom to become administrators. In addition to non-
competitive salaries and truncated careers, many teachers find the
conditions of the workplace undesirable. Overcrowded classrooms,
undisciplined, apathetic students, lack of parental support, and lack of
administrative leadership conspire against the best intentions of teachers. In
many schools, the absence of shared goals, infrequent evaluations, and
limited collegiality, leave teachers to their own devices to solve problems
and to plan for instruction. Lack of collegial support can lead many teachers
to a loss of efficacy that often paves the way out of the classroom for
teachers who feel that they are not making a difference in the lives of their
students (Ashton, 1984). Research is beginning to show that lack of
collegial support and collaboration among teachers can cause teachers to
become disaffected and alienated from their work (Rosenholtz, 1989).
Teachers work within a bureaucratic structure and have rules and
regulations imposed upon them leaving them relatively powerless with little
autonomy to make decisions that affect their jobs. Policies that are
established by state and local school boards, state legislatures, and central
office school administrators govern what they teach, when they teach, who
they teach and how often they teach.

Against this backdrop of despair, there are winds of change that are
beginning to guide much needed reforms in the teaching profession. The
literature on effective schools reports that teachers who collaboratively set
school goals, create student discipline policies, and develop curriculum,
create strong academic communities (Purkey and Smith, 1983). In effective
schools, teachers work to combat the ethos of a school culture that is all too
commonly characterized by teacher isolationism, a denial of problems, and
a need to protect one's own turf. In addition to the research on school improvement, forums and task forces on improving the teaching profession have proposed overhauling the way teachers are trained by calling for a longer period of university preparation and increased supervision of beginning teachers in the school setting (Holmes Group, 1986, Carnegie Task Force, 1986). To attract and retain competent teachers, the studies have recommended higher salaries for teachers along with a restructuring of the system to take advantage of teacher expertise. The Carnegie Report calls for a restructuring of the teaching force with the creation of a new category of teacher, called "Lead Teachers." These designated lead teachers would assume various leadership roles within the schools while continuing to teach a limited number of students. The report of the Holmes Group, "Tomorrow's Teachers," advocates the creation of "Career Professional Teachers." These career professionals would assume leadership positions based on their increased knowledge and expert instructional skills.

Can schools be improved by designating a group of highly trained teachers to fulfill leadership positions within the schools? Although it is in its infancy, the research is suggesting that teacher leaders can create visions of the ways schools can improve and can empower others to translate these visions into reality (Rogus, 1988). What is needed, is a cadre of teacher leaders who can effect change within the school setting (Howey, 1988). In Rosenholtz's study of school environments, she found that in learning-enriched schools, teacher leaders were directly involved in helping their colleagues improve instruction. Teachers in her study said that teacher
leaders revealed new ways of doing things, inspired new ideas, and helped them become problem solvers. The end result is the creation of schools where teachers openly discuss problems, draw on the expertise of their colleagues and continually learn to teach in better ways.

What are some specific ways that teacher leaders can bring about improvements in the working conditions of schools and in the professional lives of their colleagues? Looking back on the three teachers portrayed in the vignettes, how could their professional dilemmas been resolved if their school had a cadre of teacher leaders?

Tom, the first-year teacher, who was feeling overwhelmed by his work and experiencing isolation from his colleagues, could have had a much more satisfying experience if he had been able to work with a master teacher who could have been a mentor for him. An experienced mentor teacher would have provided Tom with the support and reassurance he needed to get over the hurdles beginning teachers face.

Shellie had reached a turning point in her career. The main reason she had chosen to become a teacher was to instill in her students the joy of reading. Now, faced with many students who could not read well, Shellie was working long hours trying to meet the needs of the varying abilities of her students. If Shellie could have become part of a group of teachers, led by a master teacher, who knew how to meet the needs of a changing school population, Shellie would have found help to deal effectively with her problems. The master teacher, perhaps an expert in staff development, could have helped Shellie and the other teachers to analyze their problems and to devise strategies to meet the learning needs of their students.
Perhaps, the master teacher could have modeled a teaching strategy that had been proven effective with students who had poor reading skills. The master teacher could then coach Shellie as she learned to use the techniques with her students. Shellie might then be able to coach other teachers who want to try the strategies. Shellie's participation in a teacher group and her coaching experience would have allowed her to begin to solve the problems she was having with her students.

Roger was a valuable resource to his school but he was not able to share his talents and experiences with his colleagues. Many of the first-year teachers in Roger's school could have benefited from a mentoring relationship with a teacher like Roger. If Roger's school had a cadre of teacher leaders, Roger could have been a master teacher. In this capacity, he could have taught two or three classes and in the remaining hours, he could have been a mentor to several beginning teachers. Roger's expertise would have been recognized by the administration and by his peers. Roger, in turn, would have had new responsibilities and challenges that would have encouraged him to continue his professional teaching career.

THE PURPOSES OF THE STUDY

The purpose of this study is to explore the nature of teacher leadership in a school setting. The research is a comparative-case study of three teachers who have leadership roles in their schools. The teachers were selected based on the nature of their specific leadership role. The first case portrays a middle school physical science teacher. In addition to full-time teaching, she is a mentor to an experienced teacher who is new to the
school district. The teacher leader in the second case teaches two classes of Spanish at the ninth grade building and is a Teacher on Special Assignment in the foreign language department. The third case is a veteran classroom teacher who has been chosen to work with teachers who need to improve their instructional skills. She is released from her teaching responsibilities to help her colleagues who have been placed in the intervention program.

Expanded roles for teachers is not a recent development. For example, most schools have designated teachers to be department chairs, grade level coordinators, curriculum developers, instructional specialists and the like. A team of researchers from Michigan State University surveyed 120 "teacher leaders" across the state of Michigan (Hatfield, Blackman, & Claypool, 1986). They found that the typical teacher leader was a veteran teacher of 18 years, had held the leadership position for an extended length of time, and was appointed by the administration. About 40 percent had released time from their teaching responsibilities to fulfill the duties of their leadership role. The research found that although the teachers were satisfied with their jobs, they indicated that the job descriptions were often too vague and, as a consequence, they found themselves doing more administrative-type tasks than working directly with their colleagues. They also complained about poorly defined goals, lack of both administrative and collegial support, and a lack of authority to accomplish their jobs.

What makes these more traditional roles differ from the type of teacher leadership that is the subject of this research? It is this researcher's belief
that our schools need to redefine the more traditional roles of teacher leaders so that the primary goals of teacher leaders would be to change the very nature of teaching and the conditions of the workplace. Such innovations would encompass a change from teacher isolationism to teacher collaboration, from individual goal setting to collaborative goal setting, from infrequent and global feedback to regular and teacher-specific feedback, from perfunctory faculty inservice to personalized opportunities to learn on the job.

What can teacher leaders do in schools to demonstrate their leadership in bringing about the changes that will alter the nature of the teaching profession as outlined above? In a report prepared for the Carnegie Forum on Education and the Economy, Kathleen Devaney (1987) outlines six roles teacher leaders can play to demonstrate their leadership with their colleagues with the hope of improving the productivity and the satisfaction of teachers.

First, teacher leaders should continue to teach at least part of the school day. Teacher leaders who remain in the classroom and continue to improve their own teaching present a credible model to their colleagues. As new roles are formed, teacher leaders should strive, above all, to form strong collegial relations and should resist becoming a quasi-administrator occupying yet another layer in the existing hierarchical structure.

Second, lead teachers can become mentors and coaches for their colleagues. One of the most important components, of the mentor-teacher role is the opportunity the mentor has to counsel and observe the mentee, to offer support and constructive feedback. In addition to mentoring novice
teachers, lead teachers can set up networks among their peers so that teachers can begin to observe each other's work. As a result of these observations, lead teachers can encourage teachers to talk about their practice which can promote a common vocabulary and a common understanding of classroom practices. It is through mutual observation and coaching that teachers will begin to analyze and improve their work.

Third, lead teachers can play an important role in the evaluation of their colleagues. As schools search for ways to improve teacher evaluation, and as teachers look for ways to be viewed as professionals, teachers evaluating each other's practice would be one way to achieve both of those objectives. In many schools, the sole evaluator of a teacher's practice is the principal. Because of the myriad of tasks that principals are to accomplish, observing and evaluating teachers, by its very nature a time consuming process, is often infrequent and ritualistic. However, if lead teachers, trained in evaluation processes, were given time to observe and offer feedback to their colleagues, this process would begin to break down the bureaucratic nature of the system, and teachers could begin to accept their professional obligation to help each other improve.

Fourth, lead teachers can become organizers of inservice activities which can be tied to the evaluation process. As areas for improvement are identified through observing and conferencing, lead teachers can organize workshops, set-up group discussions on a particular teaching method, and/or give information to teachers about courses that are being given at local universities or teacher centers.
Fifth, lead teachers can organize peer review of school practice. The purpose of a peer review, would be to investigate an area in the school that needs improvement. Some examples of peer review would be setting up committees of teachers who discuss the needs of a changing student population and revise teaching in a specific subject, or discuss ways to improve teacher collaboration perhaps by setting up a peer coaching process whereby teachers could watch each other teach. The purpose of the lead teacher in the peer review process, would be to ensure that the time that the teachers spend in these meetings would be meaningful and would produce results.

Sixth, lead teachers can be instrumental in seeing to it that their colleagues are active participants in school decision making. As teachers move to a greater degree of professionalism, they should have a greater voice in deciding matters that greatly affect their work. Lead teachers can help their colleagues have a more powerful voice in the decision making process by communicating to the principal what teachers want in matters such as curriculum development, textbook selection, the hiring of new teachers, classroom size, and the like.

This research, based on three case studies of teachers in leadership roles, is an attempt to provide in-depth portraits of teacher leadership. The research questions that guided this study are based on five theoretical propositions. Below are listed the theoretical underpinnings and the research questions related to those theories.

1) School Improvement: the research on school effectiveness has show that effective schools are characterized by norms of
collaboration, strong collegial relationships, shared goals, and a sense of community.

* In what ways do teacher leaders have an impact upon other teachers?

* What are the most important achievements that teacher leaders can bring about in their schools?

* What is the role of teacher leaders in strengthening collaborative relationships?

2) Teacher Effectiveness: The literature on teacher effectiveness supports the belief that teacher leaders should be, first and foremost, excellent classroom teachers. These teacher leaders, knowledgeable in their subject matter, coupled with their knowledge of educational materials and teaching strategies, are able to deliver organized and meaningful lessons to their students. Effective teachers understand the social, political, and cultural context in which they work and are able to communicate this knowledge to others.

* How can teacher leaders help their colleagues continue to grow professionally?

* How do teacher leaders combine classroom teaching and their additional roles?

* Do teacher leaders see advantages in continuing to teach in addition to their leadership roles?

* In what ways does the leadership role contribute to the teacher leader's instructional skills?
* In what ways does the leadership role contribute to the
teacher leader's professional growth?

3) Leadership and Teacher Leaders: One of the main
contributions of the literature on leadership has been to
describe what skills a leader possesses. A consensus of the
literature portrays a leader as one who has self-knowledge and
a positive self-image, who can empower others to work hard to
achieve organizational goals, who has a vision of where the
organization is going and can communicate the vision to others
showing them how they can fulfill the vision, and who are able
to earn the trust of their colleagues by holding onto the vision
and making it a reality.

* How do teacher leaders define leadership?
* How do teacher leaders see themselves fitting into their
definition of teacher leadership?
* What formal leadership roles have teacher leaders
pursued outside of schools?
* What leadership qualities do teacher leaders possess?

4) School Organization and Teacher Leadership: Where does
teacher leadership fit within the existing bureaucratic structure
of schools? The literature on restructuring schools calls for
teachers to take a much more active role in the decision
making process. In order for this to happen, decisions affecting
the work of teachers and students would be made at the school
level by teachers working in partnership with the school's
administration. A key to a more participatory organizational structure is the use of teacher leaders because it is they who can pave the way for teachers to work together to solve common problems in order to achieve common goals.

- What supports teacher leaders in their roles?
- What incentives do teachers have to be leaders?
- What is the relationship teacher leaders have with the administration?
- What are the constraints of teacher leadership?
- What is the relationship between teacher leadership and the nature of teacher professionalism?

5) Models of Teacher Leadership and Teacher Leadership Roles:
The literature on teacher leadership and roles of teacher leaders are beginning to address the emerging issues of teacher leadership. These issues address the rationale for teacher leaders, the use of teacher leaders within the schools in the roles of mentors, peer coaches, staff developers, curriculum writers, action researchers, peer evaluators, the selection of teacher leaders, the training of teacher leaders, the evaluation of teacher leaders, the benefits of teacher leaders, and the constraints of teacher leaders.

- What do teacher leaders do?
- How are teacher leaders trained?
- How are teacher leaders selected?
- How are teacher leaders evaluated?
* What do teacher leaders learn about themselves, their colleagues, and their schools?

* In what ways does the school benefit from teacher leaders?

Now that the warnings have been sounded about the ills of the nation's schools and as educators begin to act upon the recommendations of those who have taken a long, hard look at the public school system, the emergence of new leadership roles for teachers has begun to play an important part in the broader spectrum of school reform. As teachers begin to assume roles of mentor, teacher consultant, peer reviewer, teacher advisor, peer coach, and the like, there is a need to study these teacher leaders and the roles they play so that the public can begin to understand who these leaders are, what they do, and in what ways they impact the lives of those who work and learn in our schools.

DEFINITION OF TERMS

Mentor Teacher

The mentor teacher in the Rosewood City Schools is an experienced teacher who is selected by a principal to be responsible for assisting either a newly certificated teacher, an experienced teacher new to the district, or a teacher who has been assigned to teach a subject not previously taught by that teacher. Mentor teachers are full-time classroom teachers. They do not receive a stipend nor do they have released time to meet with their mentees. All mentor teachers and newly hired staff participate in one orientation meeting scheduled before the beginning of the school year. Throughout the
year, the mentors and their mentees are invited to attend a series of monthly meetings organized around themes specific to the needs of beginning teachers.

Teacher On Special Assignment

The purpose of the Teacher On Special Assignment is to implement a set of recommendations that were made by an Internal Evaluation Team after a three-year study. A direct result of the internal evaluation study was the creation of a Council that continues to oversee the recommendations of the Internal Evaluation Team. The Council is composed of a group of teachers representing a particular content or interest area. An administrator also serves on the Council. The Council members select a teacher to be on special assignment. This teacher has the responsibility to carry out the tasks defined by the Council. Generally, a teacher on special assignment teaches a reduced load with the remaining time allocated to special assignment duties such as writing curriculum, organizing resources for teachers, conducting workshops, planning inservice programs, supervising textbook selections, helping colleagues with teaching strategies, and acting as a liaison between the elementary schools, middle schools, and the senior high school. The Teacher on Special Assignment reports monthly to the Council and is evaluated and directed by the Council.

Dual Peer Assistant

The role of Dual Peer Assistant originated in Win-Win negotiations between the Teachers’ Association and the Board of Education. Both the School Board and the Teachers’ Association were concerned about what course of action to take with regard to those teachers who experience
difficulties in the classroom, i.e. the marginal teachers. After two years of study, a committee recommended that a teacher be selected to become Dual Peer Assistant. This teacher would be released from teaching so that she could provide assistance to staff members who had been placed on intervention by the building principal. The Dual Peer Assistant is to be a neutral party between the staff member and the building administrator and is never to be in the position of an evaluator. She is to observe the teacher's performance, offer resources and strategies to the staff member, and provide appropriate feedback so that teaching skills can be improved. In addition to working with teachers on intervention, the Dual Peer Assistant takes an active role in the district's mentor program, providing help with planning meetings for mentors and mentees, and clarifying the district's policies to beginning teachers. The Dual Peer Assistant has an extended contract.

Intervention

Intervention is a term used to identify teachers who are not performing up to district standards. There are two phases of intervention: early intervention and crisis intervention. The former is a preventive measure. The hope is to identify a teacher who is just beginning to have problems so that assistance can prevent the situation from becoming critical. The latter, crisis intervention, is serious because job performance is very low. Assistance is critical and if performance does not improve, termination may occur.

LIMITATIONS OF THE STUDY

The results of this research apply to the subjects, settings, and situations described in each case study. For each case, the researcher was
limited by the amount of time spent in the setting, the number of teachers that could be interviewed, and the number of observations that could be made. The researcher spent approximately eight to ten hours interviewing each subject, plus additional hours observing each subject at meetings, in their classrooms, conducting workshops, and counseling colleagues. The researcher was not able to observe everything the teacher leaders did, so it is difficult to determine if what was seen would be representative of their day-to-day-activities. Several colleagues and administrators were interviewed but it is impossible to say that their comments would be similar to what other teachers and principals would have said. Issues of confidentiality prohibited the researcher from interviewing or observing the teachers on intervention. The researcher was also concerned that the norms of politeness which were exhibited by the participants may have prevented the researcher from obtaining a totally realistic view of the roles of the teacher leaders. The purpose of this study is to present three in-depth portraiture of teacher leaders in their specific contexts, so attempts to use the data to make generalizations about all teacher leaders are impossible.

THE SIGNIFICANCE OF THE STUDY

Teachers across the country are beginning to assume leadership roles within their schools. Whether they be mentors, lead teachers, curriculum developers, peer evaluators, or staff developers, the outlook for increasing numbers of excellent teachers in leadership positions is very promising.
Research on teacher leadership indicates that teacher leaders can help their colleagues improve their performances in the classroom (Wise & Darling-Hammond, 1984-85), that they can help to mentor novice teachers (Little, 1987), and that they can help to enhance school effectiveness (Pratzner, 1984).

The three case studies in this research will provide in-depth analysis of each teacher leader so that the reader can have a clearer understanding of how teacher leaders and their colleagues perceive their leadership roles, what teacher leaders do in their roles, and what impact teacher leaders have on their colleagues and on the instructional programs in their schools. In addition, it is the hope of this researcher that the answers to the research questions can add further support to the five theoretical underpinnings of this study: school improvement, teacher effectiveness, leadership, school organization, and teacher leadership roles.

Knowledge about the salient characteristics of teacher leaders can help guide school districts in establishing systems that provide teachers the opportunities to assume a variety of leadership roles. As school districts across the country are taking the steps to restructure their staffing policies to allow for variations of job descriptions for teachers, more research will be needed to describe the ways in which schools plan, organize, and implement differentiated staffing. More information will be needed that describes what teacher leaders do in their expanded roles and the effect they have on their colleagues, the instructional program, and the total school environment. This study hopes to add a few more pieces to the puzzle so that a clearer picture of teacher leadership begins to emerge.
SUMMARY

In the first chapter, the researcher has presented the problems inherent in the conditions of teaching, with particular emphasis on teacher isolationism, lack of collegiality, a limited role in decision making, lack of incentives for professional growth, and few opportunities for career advancement. The researcher has proposed that a solution to these problems is the utilization of teacher leaders, who, in various leadership roles, can help to improve the overall school climate.

In addition, the research questions that guide the development of each case are listed, specific terms necessary for the understanding of the cases are defined, the limitations of the study are set forth and the significance of the study presented.
CHAPTER II
REVIEW OF THE LITERATURE AND CONCEPTUAL FRAMEWORKS

The focus of this chapter is to present a research base for teacher leadership roles. As schools seek ways to improve, attention is focused on a growing body of research that has begun to identify characteristics of effective schools. The research on effective schools along with research on school organization, successful teaching practices, qualities of effective leaders, and models of teacher leaders form the foundation of this study on teacher leadership. The emerging research on school improvement and effective schools has begun to identify characteristics common to schools that have high student achievement. Tied to high academic achievement are school characteristics that emphasize effective teaching practices, a school organization that encourages collaborative decision making, strong leadership from both teachers and administrators, and the use of teachers in both formal and informal leadership roles.

TEACHER LEADERSHIP AND EFFECTIVE SCHOOLS

Research on School Effects

The effective school research of the last decade has shed new light on the importance of school influence on student achievement. In the 60's
and early 70's the research of Coleman (1966) and Jencks (1972) produced findings that suggested that student achievement was based primarily on the socio-economic level of the student and the student's family background rather than on specific characteristics present in the school setting. In other words, the school did not seem to have an impact on student achievement. The research of Coleman and Jencks tended to support the notion that "a school is a school, is a school, is a school."

In the decade of the 80's several national reports were published that drew attention to the dismal state of education (National Commission of Excellence in Education, 1983; Committee for Economic Development, 1985; California Commission on the Teaching Profession, 1985). The failure of American schools to graduate students who had the skills to read, write, and compute so that they could compete for jobs in an ever-increasing global economy had reached crisis proportions. Parallel to these reports on the nation's schools, a body of research was beginning to emerge that focused on the school. Researchers were asking if student achievement could be based on the educational practices of the school rather than on the socio-economic levels of the students who attended the school. Variables such as school goals, school climate, school organization, classroom management techniques, effective teaching strategies, teacher collaboration, strong instructional leadership, and parental involvement began to emerge as predictors of student achievement.

The research was beginning to point to the school as the focus of improvement. If students were to achieve and graduate with the skills needed to lead productive lives, schools needed to look within. Cohen
(1987) states that the research is showing that schools can make a
difference, and that the school is the fundamental unit of reform. These
statements are supported by several research studies completed during the
decades of the 70's and 80's. Purkey and Smith's (1982) review of the
school effectiveness research analyzes several types of research on
effective schools. In the outlier studies, highly effective and unusually
ineffective schools were identified (Austin, 1978; Brookover, & Schneider,
1975; Lezotte, Edmonds, & Ratner, 1974; New York State Department of
Education, 1974a, 1974b, 1976; Spartz, Valdes, McCormick, Myers &
Geppert, 1977). These schools were examined in order to determine what
variables accounted for the wide variations in student achievement. Purkey
and Smith report that the highly effective schools were characterized as
implementing improved discipline practices, holding high expectations by
teachers for student achievement, and emphasizing instructional leadership
by the principal or other staff members. The authors of the review are quick
to point out, however, that the outlier studies are not without several
methodological weaknesses. Relatively small samples, possible errors in
eliminating the effects of social class and home background, and the
subjective meaning of "effective" all contribute to the danger of applying the
results to all schools without taking into consideration the unique
circumstances of individual schools. In the eight case studies reviewed by
Purkey and Smith, (Brookover et al., 1979; Brookover, & Lezotte, 1979;
California State Department of Education, 1980; Glenn, 1981; Levine, &
Stark, 1981; Rutter et al., 1979; Venezky, & Winfield, 1979; Weber, 1971),
the commonality of findings tends to give credibility to the results of each
study even though the case studies suffer from the same methodological problems as the outlier studies. The characteristics commonly found in effective schools as listed in the Purkey and Smith article are: strong leadership by the principal or other staff; high expectations by staff for student achievement; a clear set of goals and an emphasis for the school; an effective schoolwide staff training program; and a system for the monitoring of student progress. In the California Study, specific mention was made of the contribution of positive leadership from the building principal or a group of teachers that included the sharing of responsibility for decision-making and the implementation of those decisions. In addition, several cases stressed the importance of having a staff that planned together and made decisions collaboratively.

A third kind of school effectiveness research that was reviewed by Purkey and Smith was program evaluation (Armor et al., 1976; Doss & Holley, 1982; Hunter, 1979; Trisman et al., 1976). The findings of these studies are remarkably consistent with the outlier and case studies. The Armor et al. study showed that gains in reading were found to occur in schools where teachers had a strong sense of efficacy, and teacher collaboration occurred frequently so that teachers could discuss, plan, modify, and adapt their instructional strategies. Schools that had unusually effective reading programs were evaluated in the Trisman et al. study. Their findings indicate that schools that were effective in teaching reading had strong instructional leadership and that teachers shared ideas. Doss and Holley compared the effectiveness of school-wide programs with pull-out programs. They found that the school-wide programs had more effect on
student achievement than the pull-out programs because in the school-wide programs the teachers collaborated in developing and implementing the reading programs.

Based on the results of the effective schools research, a theory of school improvement has begun to take shape. Purkey and Smith suggest that a portrait of an effective school is composed of both organizational and process variables. Among the organizational variables are the curriculum, classroom teaching practices, instructional leadership, staff development, and district support for the educational program. The process variables, which define a school's culture and climate, include collaborative planning and collegial relationship, clear goals and high expectations that are commonly shared, a sense of community, and an atmosphere of order and discipline. The organizational and process variables do not occur in isolation from each other, rather in effective schools the variables are interwoven to create an environment that supports and nourishes student learning.

Research on Schools as Workplaces

In the mid-80's, Susan Rosenholtz (1989), conducted a study that vividly illustrates the effects a school's organization has on the teachers and the students who work and learn within its walls. In a two-year study of 78 Tennessee elementary schools located in 8 districts, rural, urban, and suburban, Rosenholtz identified, by means of teacher surveys and teacher interviews, the salient characteristics of moving, learning-enriched, high consensus schools. In the survey, teachers responded using a five-point Likert scale, to 164 items relating to their perceptions of the conditions of
their workplace. Coupled with these responses was information on teacher characteristics such as number of years of teaching experience, number of years in their present school, information about their formal training, and the sizes and academic composition of their classes. From the survey data, five social organizational variables were selected: goal consensus; teacher collaboration; teachers' learning opportunities; teachers' instructional certainty; and teacher commitment. The interview questions were constructed to expand or clarify the quantitative findings from the survey data and to allow teachers to describe in more detail their personal views of the realities of their schools. The major theoretical assumptions of this study are: 1) that teachers' definition of their work--how it should be done, the way it is learned, what constitutes successful performance--is guided by their subjective construction of reality; and 2) that uncertainty about the technology of teaching is the enemy of rational planning and action (p. 11).

The importance of the Rosenholtz study is two fold. First, the findings are consistent with the data derived from the effective schools research, and second, it explains how teachers perceive their work so that a picture begins to emerge of the connections between the social organizations of schools and why teachers in some schools have more certainty about their practice, greater commitment to their students, strong collegial relationships, focused goals, and continual learning experiences while other teachers in other schools have greater uncertainty about their teaching, unclear goals, isolated teaching environments, fewer learning opportunities, and fewer contacts with colleagues.
Taking a closer look at the effective schools in the Rosenholtz study, the data from the surveys and teacher interviews reveal the reasons why students who attend the high-consensus and learning-enriched schools tend to have higher achievement levels than students in the low-consensus, learning-impoverished schools. What are the characteristics of the high consensus, learning enriched school? First, there is a sense of shared school goals. This sense of goal consensus is brought about by strong leadership by both the principal and the faculty. An open communication system is established so that, once mutually agreed upon school goals have been developed, teachers talk openly about how those goals can best be achieved. Teacher talk in high-consensus schools is about teaching and learning. In this study, the strongest predictors of shared school goals are the socialization of new teachers and the ways in which teachers are evaluated. Beginning teachers are purposefully mentored by experienced teachers who talk to them about the importance of embracing the school goals and then help new teachers focus on achieving the school goals in their daily interactions with their students. Time is used during teaching evaluations to reinforce school goals. These shared school goals become the basis of the evaluation process. Sharing school goals develops a cohesiveness among the teachers. All teachers become equal partners in the education of their students, sharing a commitment to achieve the goals of their school.

Second, in high-consensus, learning-enriched schools, teachers collaborate with each other and with the principal. Rosenholtz defines collaboration as requests for and offers of collegial advice and assistance.
Previous research has shown that teacher collaboration occurs infrequently in most schools (Feiman-Nemser & Floden, 1986; Lortie, 1975; McPherson, 1972; Sarason, 1982). Norms of self-reliance seem to prevail, because teachers perceive that asking for assistance is a threat to their self-esteem. In low goal consensus schools, teachers devalue work-related talk choosing rather to talk about weekend activities, current events, etc. When teachers do talk about problems they are experiencing with certain students, colleagues will often offer sympathy, because the norms against offering assistance are too strong to be broken. In collaborative settings, teachers believe that teaching is inherently difficult and that asking for and giving assistance is legitimate. The principal can play an important role in bringing about collegial behavior. In a school where the principal both asks for advice and gives assistance to teachers, a message is communicated to the teachers that it is acceptable to seek advice. When a principal involves teachers in making decisions about the instructional program, teachers become involved in dialogues with each other. They learn that no one is immune to classroom problems and that everyone benefits from an exchange of ideas. The norm of collaboration is a hallmark of a high consensus school.

Third, supported by the norm of collaboration there is a high degree of teacher certainty in high consensus schools. The teachers' certainty or their sense of efficacy is believed to have a profound impact on student achievement (Ashton & Webb, 1986). Instead of a routine orientation to teaching, where teachers tend to rely on established patterns of practice, in a learning-enriched, non-routine technical culture, teachers who are certain
about their technical knowledge and teaching skills, place an emphasis on experimentation in order to develop unique solutions to the varied problems they encounter in their classrooms. Teachers can gain a sense of certainty through positive feedback they receive from principal evaluations, communication with their colleagues, students, and parents. As collegial relationships develop, teachers have greater opportunities to learn new skills. Learning-enriched environments tap the human resources within the schools to provide teachers the time and support to meet so that they can learn from one another. Using the data from her study, Rosenholtz states that "the degree of teacher collaboration strongly and independently predicts teacher certainty, expands pedagogical options and decreases uncertainty" (p. 111).

Fourth, shared school goals, strong collegial relationships, and a sense of certainty all contribute to teacher commitment. The amount of commitment teachers exhibit is strongly tied to teachers' perceived notion of how well they are performing the job. For most teachers, the psychic reward of knowing that they are helping young people grow, develop, and learn motivates them to continue to put forth the required effort to do the best job they can. The teachers in Rosenholtz's study who exhibit high commitment also experience personal responsibility for the outcomes of their work. Because these teachers use their discretion in meeting the day-to-day realities of their classrooms, teaching holds meaning for them. Their commitment to teaching is continually renewed because they are constantly finding new ways to meet the challenges of their workplace.
A common thread running throughout the effective schools research is the presence of strong instructional leadership either from a principal, or a group of teacher leaders, or a combination of both. The research is suggesting that schools begin to improve when teacher leaders play an active role in helping to establish school goals, in creating norms of collaboration with their colleagues, and in assisting to alleviate the uncertainties of teaching. Rosenholtz found that, in the learning enriched schools, teachers describe teacher leaders as those who reveal new ways of doing things and inspire others to experiment with different techniques. Teacher leaders are always willing to share ideas and to offer assistance. Another avenue that is opening for teacher leaders is in the area of teacher evaluation. Teacher leaders, respected for their knowledge and years of successful practice, are helping principals evaluate teachers. Rosenholtz states that teacher leaders have a pivotal role in the evaluation of their colleagues. "Although principals may initially have the power to define teachers' performance levels and set them remedially on course, colleagues' collective involvement in that effort makes principals' evaluations about performance perceived more convincingly as fact, rather than opinion. Consistent performance evaluation by principals and colleagues tends to tighten the system of feedback and presses teachers toward betterment" (p. 90). As schools seek to find ways to change and improve, the roles of teachers and specifically the roles of teacher leaders cannot be overemphasized.
Research on School Improvement

Results of a five-year project on the Study of Educational Change and School Improvement conducted by John Goodlad and several of his colleagues, underscore the importance of engaging teacher leaders in improving their schools (Goodlad, 1975). The researchers in this study encouraged those who work in the schools to improve their own programs. They introduced a process of dialogue, decision-making, action, and evaluation (DDAE), and then observed and studied the process. The underlying belief is that the school is the agent of change and that those who work in the school are best equipped to make the necessary changes to make their schools more effective. The research focused on the League of Cooperating Schools which was made up of eighteen schools from eighteen districts in southern California. During the first year of the study, only the principals were involved. They attended a series of monthly meetings where they dialogued with each other about ways to improve their schools. During the second year of the study, teachers were asked to participate. Goodlad (1975) states in retrospect that he would have brought teachers together during the first year, but that he did not fully realize the potential power of teachers learning from teachers. As the study progressed, the researchers identified schools that were making significant changes. Characteristic of these high DDAE schools were more task-oriented communication networks among teachers, more friendship networks among teachers, and more teacher influence in decision making, especially in areas affecting schools as total units. The spin-offs of more teacher involvement were increased teacher professionalism, teacher potency, and teacher morale.
From the same study of the League of Schools, Bentzen (1974) draws several conclusions about the educational beliefs of teachers from both low DDAE and high DDAE schools. Based on interviews, questionnaires, surveys, and observations, a considerable gap was found between teachers from low DDAE and high DDAE schools. Teachers from high DDAE schools had moved toward much less traditional beliefs about schooling than the teachers in the low DDAE schools. This data supports the Rosenholtz discussion of the differences between teachers who endorse a routine technical culture as compared to teachers who are more certain about their practice and exhibit a non-routine orientation to teaching. Bentzen hypothesizes that teachers who develop less traditional beliefs about their practice are probably formed through professional discussions and support for experimentation. Teachers who worked in high DDAE schools were encouraged to act upon their insights and new rewards were opened to them. Bentzen (1975) describes these teachers as "veterans who were taking on new roles, becoming the spokes-people for a fresh look at old ways. These teachers maintained positions of informal leadership within their staffs and within the League" (p. 142).

The research on school effects, the teachers' workplace, and school improvement all support leadership roles for teachers as a way to revitalize schools. We learn from these studies that one of the most important characteristics of effective schools is the leadership of key teachers who, by their example, encourage strong collegial relationships, model certainty about their teaching ability, and maintain a high level of commitment to their students' ability to learn.
Constraints to Teacher Leadership

The discussion that follows looks at the link between school organization and teacher leadership with specific emphasis on teacher collaboration. As we have seen in the previous discussion about the research on effective schools and school improvement, schools that are organized to support and encourage teacher collaboration are able to improve the learning of both teachers and students, but, in general, schools are not organized to support teacher collaboration, nor do they allow for continuous teacher improvement. In most schools, teachers work in isolation, separated from their colleagues both physically and emotionally. The traditional organization, from elementary to secondary schools, finds a teacher assigned to a particular classroom, responsible for a certain number of students, leaving very little time for planning or interaction with colleagues. Those who have studied the teacher in the schools have noted that isolation from colleagues is the rule rather than the exception, and that teachers quickly learn that, in order to survive, they cannot rely on others for sources of knowledge, advice, and encouragement (Lortie, 1975; Lieberman, Miller, 1984). Glickman (1984-85) identifies four factors in the work environment that prevent schools from improving: 1) inverse beginner responsibilities (beginning teachers receive the most demanding schedules and the most difficult students with little support from administration or colleagues); 2) invisibility and isolation (teachers do not see each other teach); 3) lack of professional dialogue (teachers do not have time to meet together to discuss, share ideas and materials, and plan); 4) restricted
choice (teachers have no choice over schedules, teaching assignments and exercise little involvement in school decisions).

Adding to the description of how schools organize the teaching profession, Bird and Little (1986) comment that, in addition to the isolation that teachers experience in the work setting, teachers receive very little formative feedback about their teaching which, over time, tends to turn teachers inward, relying on their own experiences in the classroom to guide instruction. A direct consequence is that teachers are deprived of the stimulation of working with their peers and the continued improvement that results when teachers openly critique each other. Because teachers do not observe each other in the act of teaching, teachers are deprived of the recognition that they deserve.

Little, in her study of teachers as colleagues (1982), has found that collegial work is extremely rare, fragile, and short-lived. This is so because in order for teachers to work together, first, the school must be organized in such a way as to require teachers to become interdependent, i.e., they must depend on one another regardless of personal preference, and second, the school must provide opportunities for teachers to work together.

Organization Support for Teacher Collaboration

The way a school is organized has a direct bearing on the degree of teacher collaboration that takes place within that school. Little lists six ways that schools can support teacher collaboration. First, there can be symbolic endorsements and rewards that place value on cooperative work. Second, staff assignments support the need for interdependence. Third, teachers have influence on crucial matters of curriculum and instruction. Fourth, there
is time embedded in the school day for teacher collaboration. Fifth, teachers receive training and assistance in learning the skills to work more collaboratively, and sixth, there is material support for collegial interactions.

Collaborative schools are characterized by what Little (1981) calls "critical practices of adaptability." In her study of three elementary and three secondary schools, she discovered that the more successful schools were differentiated from the less successful schools by patterned norms of interaction among staff. She found that four classes of interactions appear crucial to the continuous professional development of teachers. First, teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice. This talk helps to build a precise language about teaching which, in turn, helps teachers communicate to others about their practice. Second, teachers are frequently observed and provided with useful critiques of their teaching. Third, teachers plan, design, research, evaluate, and prepare teaching materials together. Fourth, teachers teach each other the practice of teaching. In addition to these four practices, Little discovered that, in the more successful schools, teachers engaged in these practices in several locations throughout the building; in their individual classrooms, in faculty meetings, inservice programs, hallways, teachers' lounge, and offices. Collegial relationships pervaded the school. It was the way of life for these teachers. Teacher talk was also centered on practice. There was a conscious effort to separate talk about what a teacher did from the competence of that teacher. Teachers in the more collegial schools knew that there was a value placed on collaboration. Teacher collaboration was tied to teacher evaluations, access to resources,
and released time. Teachers in the more successful schools also knew that they could be vulnerable to criticism as they exposed their teaching practices and ideas, and therefore, interactions about teaching came to be seen as reciprocal. Each party shared equally in the public discussions of ideas and practices. And finally, in the more successful schools, there was a large proportion of the faculty who participated in collaborative relationships.

Benefits of Teacher Collaboration

Who benefits from teacher collaboration? First, the students benefit. In Little's study of six schools, schools identified as successful were on the basis of aggregate standardized achievement scores over a 3-year period in reading, language arts, and mathematics. The successful schools were characterized by high levels of teacher collaboration. In Susan Rosenholtz's (1989) study of 78 elementary schools in eight districts in Tennessee, teacher collaboration was a strong predictor of student gains in reading and math. In Purkey and Smith's (1982) review of the research on effective schools, they found that among the variables that contribute to student achievement was the presence of collaborative planning and strong collegial relationships among teachers.

Secondly, teachers benefit. Collegial relationships help to foster the intrinsic rewards of teaching. People chose to be teachers because they want to make a difference in the lives of their students. They want to feel that they have helped their students become successful. Teachers also want to improve their skills and take pride in their accomplishments. They want the support and respect of their supervisors and their colleagues. Second to these intrinsic motivators are the more extrinsic motivators of adequate pay
and humane working conditions. When teachers no longer feel that they can contribute to the success of their students nor continue to develop and refine their teaching skills, motivation to continue teaching begins to decline. It is difficult to improve one's skills alone or to sustain continual professional growth without the support of one's colleagues and supervisors. Teachers who work together as colleagues can begin to break down the barriers of isolation that work to erode the intrinsic rewards of teaching. Little reports (1987) that a combination of visibility (teaching planned for and done in the presence of others), shared responsibility, and widespread interaction heighten the influence of teachers on one another and on the school as a whole. As teachers search for ways to enhance their profession, it has been suggested that teachers need to improve their status, their knowledge base, and their access to decision making. In an article entitled, "Blueprint: Empowering Teachers", Gene Maeroff (1988) suggests that these can be accomplished by "connecting teachers with one another and with principals, building collegiality and a process of shared decision making" (p. 474).

Building a culture of teacher collaboration will also benefit the schools. As teachers form collegial relationships to accomplish the work in schools, schools will become more innovative, exciting places to work and learn. Teachers, working together, can try out new methods, materials, and forms of evaluation. Schools that foster norms of collegiality also ease the tensions of teacher turn-overs and reassignments by providing built-in support systems.
Fostering Collaboration

Schools become more collaborative through a variety of practices such as the establishment of lead teachers, peer coaching, team teaching, peer evaluation programs, and mentor programs. In these programs, teachers are taking the lead in their schools to work together to accomplish school goals and to further their own professional growth. The Carnegie Task Force on Teaching as a Profession recommends the creation of a cadre of lead teachers who would be responsible for organizing and directing a range of programs within a particular school. These teacher leaders would use their expertise in teaching and their knowledge of educational research to help their colleagues improve their teaching. A specific example of teachers influencing other teachers is the crucial role experienced teachers have as mentors to beginning teachers. As Little (1988) points out, "the conditions, forms, and consequences of mentor-protege relations in learning to teach deserve closer attention because the relevant outcomes go well beyond ensuring adequate technical performance in the classroom. The wider set of outcomes includes beginning teachers' sense of personal and institutional efficacy, their ability to grapple intellectually with crucial substantive problems in education, their inclination to work and learn with colleagues, and their professional commitment to teaching as a career" (p. 499). Peer coaching has also proven to be a very effective method in providing teachers with a system to observe each other, offer feedback, and learn new ways of teaching. In an article entitled, "Visions, Decisions, and Results: Changing School Culture through Staff Development," Garmstron and Eblen (1988) describe a school
that engaged in a five-year program to improve, among other things, the professional development of teachers and to encourage collegial sharing about the science and art of teaching. A vehicle for the accomplishments of these goals was to institute a system of peer coaching. Through peer coaching, teachers were able to engage in professional dialogues about their teaching. This process helped to promote collegiality, experimentation, open and honest communication among teachers, and tangible support to try out new teaching techniques.

Lead teachers are also playing a role as evaluators of their peers. In the book, *The Collaborative School*, Smith & Scott (1990) state that "peer review is acknowledged to be the hallmark of a profession, whose practitioners monitor one another's performance. Peer review is so essential to the reform of the teaching profession that it provides the best argument for renewing the school's structure" (p. 26). In addition to enhancing the professionalism of teachers, peer review, by its very nature, begins to open up the traditionally closed system of teaching and promotes collegial dialogue about the everyday events that are occurring in the classroom. Among the advantages of peer assistance review is the expert knowledge that master teachers bring to the evaluation process. Peer reviewers are close to the classroom, in many cases, continue to teach their own students, and therefore, are skilled in the subject areas and pedagogical matters of the teachers they observe. Unlike the traditional methods of evaluation done by the principal, which are usually infrequent with little follow-up, the peer reviewers have an on-going relationship with the teachers they observe. These types of collegial interactions are the
foundations of collaborative schools in which experimentation and continuous professional growth are the norms rather than the exceptions.

As the pressures continue to improve schools, lessening the constraints to teacher collaboration can be one way to make schools more effective. Teacher collaboration can be promoted in schools by having teachers take on a variety of leadership roles that foster collegial relationships such as mentors, peer coaches, and peer evaluators. Research points to the benefits of these teacher leadership roles. Students benefit through improved classroom instruction, and teacher and schools benefit through improved teacher morale and cooperation.

TEACHER LEADERSHIP AND TEACHER EFFECTIVENESS

Characteristics of Effective Teachers

Teacher leaders are, above all, excellent classroom teachers. Identifying the characteristics of effective teachers has not been an easy task. Cruickshank (1990) reports that researchers who have attempted to identify effective teachers have fallen into one of two camps. Prior to 1960, researchers tried to identify teacher traits and characteristics that had been considered to be exemplary by administrators and supervisors. Lists of teacher characteristics such as flexibility, enthusiasm, emotional stability, forcefulness, etc. were used to rate a teacher's effectiveness in the classroom. These lists of teacher traits proved to be unreliable because several raters observing the same teacher were not consistent in their scoring nor were the items correlated to student learning.
Researchers after the Sixties took on a different perspective in their attempts to identify effective teachers. Instead of describing teacher traits that were not tied directly to student learning, researchers began to look at what teachers were doing in the classroom when students were achieving. Observation instruments were developed to allow researchers to observe and record specific teacher and student behaviors. As researchers began to record specific teacher actions, they began to correlate these actions and behaviors to specific student outcomes. As a result of these studies on teacher effectiveness, Cruickshank (1990) summarizes the findings from the research of Rosenshine and Furst (1971), Dunkin and Biddle (1974), Medley (1977), Borich (1979), Good (1979), Emmer and Evertson (1982), Stallings (1982), and Porter and Brophy (1988). Based on this research, effective teachers exhibit the following actions and behaviors in their classrooms:

1) Clarity. Effective teachers give clear, concise directions and explanations.

2) Organization. Effective teachers organize their lessons and student activities.

3) Enthusiasm. Effective teachers are enthusiastic about what they teach, and they are enthusiastic when they teach.

4) Task-oriented. Effective teachers keep students on task. Time is spent on learning. Very few minutes are spent giving directions, disciplining, etc.

5) Absence of criticism. Effective teachers do not criticize their students.
6) Positive classroom climate. Effective teachers accept students feelings, and ideas. They know when to use praise and encourage students to do their best.

7) Smoothness. Effective teachers can move from one activity to the next with little disruption.

8) Accountability. Effective teachers hold students accountable and responsible for their learning.

9) Variety of materials. Effective teachers use a variety of materials and activities to meet the individual needs of their students.

10) Feedback. Effective teachers let students know how they are progressing.

11) High efficacy. Effective teachers take responsibility for student progress. They know they can make a difference in their students' learning.

12) High expectations. Effective teachers have high expectations for their students and continually motivate them to achieve.

13) Subject knowledge. Effective teachers know their subject(s).

14) Plan. Effective teachers have classroom goals and plan to achieve them.

15) Instructional materials. Effective teachers select and use instructional materials that will achieve curricular goals.

16) Reflective. Effective teachers take time to think about why and what they are doing and the effect it has on their students.
17) Student knowledge. Effective teachers know their students as individuals. They know their interests, learning styles, and personal goals.

Teacher's Sense of Efficacy

Further research is beginning to isolate specific teacher behaviors that have been identified in the teacher effectiveness research as instrumental in bringing about student achievement. Ashton (1983), in her study on teacher efficacy and student achievement, found that students of teachers who have a high sense of efficacy achieve more than students of teachers who have a low sense of efficacy. Teachers who believe that they have the capacity to affect student achievement are able to translate that belief into actions that promote student achievement. Ashton has described the following traits of teachers who possess a high sense of efficacy:

1) A Sense of Personal Accomplishment. High efficacy teachers believe that they have a positive impact on student learning.

2) Positive Expectations for Student Behavior and Achievement. High efficacy teachers believe that their students will learn, and they communicate those expectations to their students.

3) Personal Responsibility for Student Learning. High Efficacy teachers take responsibility for whether their students learn, and if students are failing, they examine their own performances to see how they can improve and help students learn.

4) Strategies for Achieving Objectives. High efficacy teachers set goals and plan for teaching.
5) Positive Affect. High efficacy teachers convey positive feelings about themselves, their students, and their teaching.

6) Sense of Control. High efficacy teachers are confident that they can help students learn.

7) Sense of Common Teacher-Student Goals. High efficacy teachers feel that they and their students are partners in the learning process and will accomplish shared goals together.

8) Democratic Decision-Making. High efficacy teachers listen to the ideas of their students and encourage them to share in the articulation of instructional goals.

It appears that the behavioral traits associated with a high sense of efficacy correlate with those teacher characteristics that have been identified in the teacher effectiveness research as impacting positively on student achievement.

The question then becomes, how can teachers achieve and maintain a high sense of efficacy in a workplace where it is all too common that teachers work in isolation, receive infrequent feedback about their teaching, lack collegial and administrative support, have little time to reflect on their teaching, and often have to deal with hostile, unmotivated, and undisciplined students? Ashton (1983) suggests that teachers can learn to have and maintain a high sense of efficacy by first, helping them to clarify their efficacy beliefs and then helping them see the relationship between those beliefs and their behaviors in the classroom. Second, teachers can learn to see themselves as change agents. Research has shown that experienced teachers often attribute students lack of learning to external factors, such as
low socio-economic standing, low ability, lack of motivation, etc. In one study (Johnson, Baldwin, & Wiley, 1969) it was shown that teachers often do not make causal relationships between what they do in the classroom and student achievement because they often do not see the direct connection between their instructional activities and student learning. If teachers could identify and analyze those factors that contribute to a low sense of efficacy, they could then begin to devise methods that would help them overcome the helplessness that often leads to teacher burn-out. Third, teachers need to cultivate positive attitudes when working with students. High efficacy teachers are able to maintain positive accepting relationships with their students. The trust developed between teacher and student promotes greater student achievement. In order to maintain trust, teachers need to develop human relation skills that foster open communication between teacher and student and acceptance of student ideas and feelings. Fourth, when students become hostile, teachers need to know how to deal with their feelings of anger and frustration. Pent-up emotions of anger have caused teachers to become critical and sarcastic, behaviors that have been correlated with ineffective teaching and low student achievement. Fifth, teachers need to be able to identify the sources of low feelings of efficacy, expose them, and then deal with them. Sixth, teachers need to know how effective they are in helping students achieve. Research has shown that one way teachers can evaluate themselves is to observe their colleagues. Teachers need opportunities to establish collaborative relationships with their peers, so that standards of teaching performances can develop. Seventh, as Lortie (1975) observed in his study of the classroom teacher,
teachers face uncertainties about their own teaching effectiveness. These uncertainties can lead to a low sense of efficacy. One way to overcome teaching uncertainties is to form a support group that would work to bolster teachers' motivation and enthusiasm.

Continued Professional Growth

One of the vehicles to improve a teacher's classroom performance is staff development. There is growing evidence that teachers involved in staff development programs have been able to improve their teaching skills. Gage (1984) reviewed the findings of nine inservice teacher education programs and reported that in eight of the nine programs, inservice education was effective enough to improve teaching skills that led to better achievement, or attitudes, or behavior of students. But he cautions that these inservice programs were conducted as research experiments and that routine staff development programs in schools may or may not have the same effects. However, staff development programs continue to improve as more is learned about how to organize these programs for maximum effect. We now know that staff development is most effective when the initiative comes from the teachers themselves, and when they have identified areas they would like to improve.

In a synthesis of research on staff development Sparks (1983) describes the parameters of staff development programs that have as their focus the improvement of classroom teaching. She examines the content, context, and the training process of these programs. The content for staff development programs that focus on improving instruction is based on the growing body of research on effective teacher strategies. These include
classroom management strategies, group or team learning, teachers' interpersonal communication skills, teacher efficacy, encouraging teacher reflectivity, etc.

Research has also shed light on the importance of the contextual, or environmental factors that ensure the success of staff development programs. Sparks (1983) reports that a Rand study conducted by Berman and McLaughlin (1987) concluded that a major factor for the success of staff development programs was the support from both principals and administrators. Little (1981) found that staff development programs were most effective when the school climate supported collegiality and experimentation where teachers were encouraged to work collaboratively, share ideas, and be innovators.

As greater numbers of teachers are assuming staff development roles within their schools, teachers are taking responsibility to create their own staff development programs. In her review, Sparks (1983) describes two models that have proven successful for staff developers. One such model is RTPIM, (Wood, Thompson, and Russell, 1981). This model guides teachers through five steps: readiness, training, planning, implementation, and maintenance. Another model is the CBAM, Concerns-Based Adoption Model (Hall and Loucks, 1978) which addresses the needs of teachers as they progress through the change process. Another model is the SDSI, the Staff Development for School Improvement, (Titsworth and Bonner, 1983). This six-step process (awareness, readiness, and commitment among staff; needs assessment; planning; implementation; evaluation; and reassessment and continuation) involves school planning teams and an
outside consultant, usually a university facilitator, who has a three year commitment to the program.

The heart of the staff development program is the training the teachers receive to improve their classroom instructional skills. Sparks (1983) outlines a program that research has shown to be successful in improving teacher performance (Joyce and Showers, 1980-81-82), (Stallings, 1982). There are five components to these training programs; diagnosing and prescribing: based on profiles of their own teaching, teachers select areas they want to change or improve; giving information and demonstrating: teachers are given information along with demonstrations of the practice they are trying to learn; discussing application: teachers take time to discuss the new technique with their peers; practicing and giving feedback: teachers practice the new technique and then receive feedback through video tapes, student comments, or peer observations; and coaching: teachers observe each other and then provide in-class assistance, perhaps modeling the practice that the teacher wants to learn.

Staff development programs are often ineffective in changing classroom practices. Sparks concludes her review by suggesting that teachers will be more likely to participate in staff development activities if first, the goals are stated clearly; second, if the new practice fits with their philosophy of teaching; and third, if the payoff for learning the new skill is worth the effort.

School leaders, concerned with school improvement, will ultimately need to focus their attention on what happens in the classroom. Research is
beginning to reveal positive connections between what teachers do, how they relate to their students, what they believe about their students' ability to learn, and the achievement levels of their students. Linked to teacher effectiveness is the continued professional growth of teachers. This becomes the heart of the matter. Teachers who are continually improving their skills through meaningful staff development programs can, in turn, help their students to have greater achievement in the classroom.

LEADERSHIP

Definitions of Leadership

What is leadership? Leadership has been defined from several perspectives. From a business perspective, Bennis and Nanus (1985) define a leader as one who has a vision, can communicate that vision to others, can position himself, or herself so that trust is built throughout the organization, demonstrates knowledge of oneself and possesses a continual desire to learn about the organization.

From an educational perspective, school leaders have been defined as those who are risk takers, honest, responsible, and purposeful (Maley, 1985). Howey (1989) purposes that "leaders are those who can coalesce others to act when they otherwise might not have" (p. 28). Sergiovanni and Starratt (1983) provide yet another definition of a leader. They say that people who lead have both the tactical and strategical qualities of leadership. They define the tactical qualities as the knowledge base of leadership. This knowledge base consists of leadership theories, team management principles, group processes, conflict management tactics, etc.
The strategical qualities of leadership stem from the leader's vision or set of beliefs about what is ultimately important. Taken together, the tactical qualities of leadership place the emphasis on the leader's behavior and the tasks to be accomplished, whereas the strategical qualities of leadership are concerned about the holistic values of purpose, goodness, and importance. Sergiovanni & Starratt (1983) purpose that the tactical qualities of leadership represent the short-term, day-to-day leadership activity and without the strategical qualities which supply the very meaning of the tasks at hand, activities become ends in themselves, devoid of meaning.

Mary Parker Follett, as quoted in Sergiovanni (1983) probably sums up this viewpoint best when she defined a leader as one who "can organize the experience of the group and thus get the full power of the group. The leader makes the team. This is pre-eminently the leadership quality—the ability to organize all the forces there are in an enterprise and make them serve a common purpose" (p. 197).

Theories of Leadership Style

What do we know about leadership? How can people who take on the leadership role garner the talents, the enthusiasm, and the support of those around them? Why do some leaders have a profound effect on their organizations and the people within them, while other leaders never or only occasionally achieve the desired outcomes? Theories of leadership have begun to provide answers to these questions. Studies on leadership style divide how a leader functions into two broad arenas. First, we can look at the tasks a leader does. Tasks are those activities that a leaders does to get the job done. These may include skills in organizing, administering,
controlling, maintaining, directing, initiating, evaluating, etc. The second dimension of leadership style relates to how the leader interacts with the people around him or her. These "people skills" include skills in listening, accepting, trusting, encouraging, integrating, motivating, etc.

Researchers Blake and Mouton (1964) devised a grid that could be used to define a leader's style. By measuring the amount of attention the leader pays to the leadership tasks as compared to the amount of concern for the needs and feelings of the people in the group, a leader's style can be determined to be either people-oriented or task-oriented or a combination of both. Their normative theory of leadership identifies a one best style of management. Those leaders who exhibit a high concern for the task, coupled with a high concern for people, exhibit the most productive leadership style.

A more descriptive theory of leadership style has been proposed by Reddin (1970). Reddin's 3-D theory of leadership uses a similar managerial grid as proposed by Blake and Mouton, but his theory differs in that there is no one best leadership style. The interplay between task and people relations produces four types of leadership styles: separated (low task, low people relations), dedicated (high task, low people relations), related (low task and high people relations) and integrated (high task and high people relations). Reddin suggests that each type can be effective depending on the situation at hand. The effective leader is one who can analyze the situation and come up with the correct mixture of task and people relation variables to match the needs of the organization to solve a particular problem.
Closely related to Reddin's 3-D theory of leadership is a type of leadership style called situational leadership. Hersey and Blanchard, (1977) using a similar managerial grid as in the Reddin 3-D theory, propose that the best leadership style is the one that matches the maturity level of the followers. They define types of leadership style as direct, participatory, and non-directive. The maturity of the followers is defined as the ability to set high but attainable goals, the willingness to accept responsibility and the amount of knowledge they have about the job. For example, if the follower has a low maturity level, the leader should use a more direct supervisory style. If the follower has a moderate level of maturity, the leader can use a more participatory leadership style and if the maturity level is high, the leader provides support but uses a less directive type of leadership style.

In an educational setting, Carl Glickman (1981) has proposed a model of leadership that has proven helpful in working with teachers. Developmental supervision provides a framework for supervisors involved in helping teachers improve their classroom instruction. He has defined three leadership styles: directive, collaborative, and nondirective. Glickman's theory of leadership closely parallels Hersey and Blanchard's situational leadership in that there is no one right leadership style. Just as Hersey and Blanchard's styles match the maturity levels of the followers, Glickman's leadership styles match the commitment levels of teachers combined with the teachers' levels of abstract thinking. Glickman defines a teacher's level of abstract thinking as the ability to stand back and observe one's own teaching, to diagnose and analyze problems, form solutions to problems and then plan a course of action. Glickman suggests that leaders use more
direct supervision when a teacher’s level of commitment and abstraction are low. A more collaborative type of leadership is used when the teacher exhibits a low level of commitment but a high degree of abstraction or when there is a low degree of abstraction but the commitment level is high. A more indirect type of leadership is most effective when the teacher has both high commitment and high levels of abstraction.

In a school setting, a leader is presented with the challenge of knowing when to use a particular type of leadership style. A school leader will be working with teachers who do not all have the same levels of commitment, maturity, nor abstraction. In addition to these variables a leader needs to analyze the degree of involvement a teacher wishes to have in the various programs of the school. Teachers who exhibit little concern for a particular area of the school require leaders who are more task oriented. However, as the interests of the teachers increase, leaders find that a more relations-oriented, less directive style of leadership is most effective.

Traditional Roles of School Leaders

Traditionally school leadership resides in formalized positions. School leaders such as superintendents, principals, supervisors, curriculum coordinators, and instructional specialists are administrators whose jobs are performed, by and large, outside the classroom. In the bureaucratic hierarchical structure of schools, these people occupy leadership positions by the very nature of their job descriptions. In most schools, the important decisions are made outside the classrooms, but the implementation of those decisions falls upon the classroom teachers who are seen as leaders within
a much narrower scope. Teachers are recognized as leaders within their own individual classrooms. The bulk of a teacher's day is spent with students, leaving precious few moments to assume leadership roles that would affect the school as a whole.

Within the school setting, principals become the models for leadership. This is true, because the recognized leader of a school has traditionally been the principal. In a study of 85 classroom teachers in 5 school districts Pfeifer (1986) attempts to link the leadership role of the principal to teacher effectiveness. He discovered that from a teacher's perspective, an effective principal and leader is one who builds an environment that minimizes uncertainty and maintains a positive atmosphere, who enables effective instruction by teachers, and can problem solve. This study on the principalship, and others like it, have become the first steps in identifying the qualities and characteristics of effective school leaders. Teachers report that principals who are effective school leaders help them to maintain high levels of efficacy and autonomy. Principal-leaders create environments that are supportive. They build trust, camaraderie, and meet individual needs of their teachers. Teachers give principals high marks for giving them effective feedback about their teaching, but acknowledge that lack of time, expertise, and resources, prevent most principals from giving the type of feedback that teachers perceive as supportive and useful.

As schools become more and more complex with an ever expanding student population and a widening range of learner needs, a principal's job of leading the school becomes overwhelming. The picture of one leader at
the helm surrounded by a group of teacher-followers is beginning to fade. Superimposed on this picture is that of a school that uses the talents of many who can lead because of their expert knowledge and skills. Schools that are populated with students who are achieving, are also populated with teachers, who are helping their colleagues to improve their teaching skills (Rosenholtz, 1989).

The reforms of the 80's are calling for just such a restructuring of schools in which teachers would assume new leadership roles that would have direct ties to the classrooms and to the larger school context. Tied closely to calls for differentiated staffing, in which teachers take on roles as mentors, master teachers, curriculum developers, and peer evaluators, is the notion of teacher professionalism. A professional has been defined as one who has important tasks to do and performs these tasks by making decisions which have been grounded on an empirically-supported knowledge base. It has been suggested that teacher professionalism and teacher leadership go hand-in-hand (Barth, 1987).

The following discussion explores three aspects of teacher leadership: the characteristics of teacher leaders, the possibilities for teacher leadership, and the pitfalls of teacher leadership.

Teacher Leadership

What are the characteristics of teacher leaders? Rogus (1988) characterizes teacher leaders as, first and above all, effective classroom teachers. These teacher leaders have knowledge and skills in what Berliner (1983) identifies as the executive functions of teachers. They are adapt at organizing, managing, planning, differentiating learner needs, developing
materials, utilizing resources, and creating optimal learning environments. Rogus outlines three characteristics of teacher leaders. First, teacher leaders possess high self-esteem. Teacher leaders are self directed and are constantly growing and developing. Second, teacher leaders work selflessly to meet the needs of others within the organization. They continually work to build the organization as they empower others to grow and accept responsibility for the achievement of school goals. Third, teacher leaders have a vision, and can articulate that vision to others so that visions can become realities.

Based on a study of 17 teacher leaders in three different programs, Lieberman, Saxl, & Miles (1988) describe several characteristics of teacher leaders. Teacher leaders in this study develop both process and content skills in three broad areas. First, teacher leaders become knowledgeable about school culture and use that knowledge to pinpoint areas for improvement. They make diagnoses and share these with colleagues, who in turn, are able to plan strategies for action. As they become involved in this process, teacher leaders learn ways to build trust and support among their colleagues. Second, they find ways to demonstrate their expertise to their colleagues and, in turn, encourage their colleagues to build support groups so that it becomes legitimate to receive non-judgmental technical assistance. Third, teacher leaders learn to set priorities so that they can organize their time efficiently. Delegating responsibilities and tasks to others is just one of the ways teacher leaders use their time effectively. As teachers step out into the arena of school leadership, they become more self confident about their own skills and abilities as teachers and as colleagues.
Lieberman suggests that teacher leaders become a professional model for other teachers to emulate. As teacher leaders model collegiality as a mode of work, build support groups for teachers, and encourage others to assume leadership roles, teacher leaders begin to forge new identities for themselves and for their colleagues.

Is teacher leadership possible in the schools? In four separate studies conducted by Little (1982) on teacher leadership, her findings link teacher leadership to the professionalization of the workplace. She concludes that teacher leadership is possible when the benefits of teacher leadership are linked directly to the classroom, when teacher leadership can produce more successful solutions to the problems of student learning, and when teacher leadership can help teachers take the lead in advancing the understanding and practice of teaching. Little suggests that teacher leadership is possible when teachers within a school are willing to observe each other's classrooms and, based on these observations, discuss ways to improve. Teacher leadership must be linked to the classroom door. Teacher leaders must be credible in the classroom. Colleagues will be more willing to open their classroom doors to teacher leaders who are acknowledged by their peers as master teachers. Through a series of teacher interviews, Little found that teachers are more willing to be observed by their colleagues when the observations are reciprocal, that is, when the observer is working just as hard as the teacher during the observation. Coupled with an established degree of collegiality, teacher leadership is possible if teachers are willing to accept the initiative of teachers within their midst who have been designated as leaders based on their expertise, knowledge, and skills.
What are the barriers to teacher leadership? The existing structure of most schools works against leadership by teachers. As stated previously, leadership generally resides with the school principal, and many principals are reluctant to relinquish what they perceive as power (Barth, 1987). If teacher leadership is coupled with influencing what goes on in classrooms, then schools are not typically organized to support teacher leadership. In most schools a teacher's teaching is influenced by the curriculum, the teaching materials, the students, the goals of the school district, a teacher's own experience as a student, etc. but not by a close working relationship with one's colleagues. The isolation of teachers from their colleagues communicates a view of teaching as an individual enterprise and discourages a view of teaching in which teachers who have achieved advanced knowledge and expertise can offer this knowledge to their colleagues. In addition to threats of eroding the power base of principals, and the egalitarian nature of teaching, teacher leaders must wonder if they have anything to offer that isn't already known by their colleagues. In most schools, teachers who have leadership roles such as mentors, advisors, or specialists must tread cautiously and carefully.

In most schools, principals are the recognized leaders because they are invested with the authority to make decisions, evaluate teachers, and implement change. If teachers are to exercise leadership, they must take on the characteristics of effective leaders. They need to become knowledgeable about theories of leadership and become skillful in using that knowledge when working with their colleagues. Breaking the barriers of teacher isolation so that teachers leaders can influence classroom
instruction throughout the school can become the very foundation that will support teacher leaders.

TEACHER LEADERSHIP ROLES

From a review of the literature on teacher leadership roles three questions emerge whose answers can begin to define the teacher leader. The three questions are: How have teacher leadership roles been defined in the past, what are teacher leaders doing now and what can be the future roles of teacher leaders?

The Past

In November 1968, the Association of Classroom Teachers of the National Education Association devoted its annual Classroom Teachers National Study Conference to the topic "Differentiated Teaching Assignments for Classroom Teachers." In the late 60's the rationale for differentiated staffing was due, in part, to the wide spread movement for individualizing instruction for students. Parallel to meeting the needs of the individual child was the need to recognize individual differences among teachers. Through programs of differentiated staffing, teachers were given responsibilities to match their own varied interests, talents, and abilities. Just as students were encouraged to become involved with their own learning, teachers were encouraged to become involved in decision-making, curriculum and instructional planning, and staff development. Many schools across the country were initiating a team approach to classroom teaching. For example, in Fountain Valley, California, traditional schools were transformed into clusters of six to eight classrooms that surrounded a
resource center housing teaching materials (Beaubier, 1969). Each teacher in the team had a designated role, depending upon their knowledge, interests, and talents. For every six to eight teachers, there was a coordinating teacher, or lead teacher, who was selected to oversee the teaching team. The lead teacher, who was selected by a committee of peers and administrators, was trained in curriculum development, with specialized knowledge in child development, and the ability to deal effectively with others. Students were not directly assigned to the coordinating teacher. The primary responsibility of the lead teacher was to provide leadership to the team. A typical teaching day would find the coordinating teacher conferencing with individual teachers on the team, working in small groups with students, or managing the many volunteers who participated on a short term basis throughout the year. Additional support for the team came from students from the University of Southern California. These "work-study" college students performed many non-instructional duties as well as completing a twelve month student teaching program.

In September 1968 two schools in Kansas City, Missouri also implemented a differentiated staffing plan. Although somewhat different in structure from the Fountain Valley plan, the Kansas City plan held the same rationale for initiating a differentiated staffing plan as the Fountain Valley California plan. They were attempting to widen the concept of meeting the individual needs of the students by meeting the individual needs and abilities of the teachers. However, unlike the Fountain Valley Plan, which did not include as a rationale job enhancement, the Kansas City plan specifically stated that the differentiated staffing plan was implemented so
that teachers would have the chance to advance in status and salary and yet remain in teaching (Hair, 1969). The differentiated staffing plan evolved from an analysis of tasks that were accomplished at the school level. By identifying these tasks, such as coordinating a grade level or subject area, diagnosing student learning problems, developing and prescribing materials, etc., job descriptions were then written. In the Kansas City plan, the following job descriptions were proposed: coordinating instructor, senior instructor, instructor, associate instructor, intern, student teacher, paraprofessional, and clerk. Only the instructors, who were certified teachers, had the responsibility for teaching. The other staff members provided support, and in the case of the intern and student teacher, were fulfilling university requirements to become certified teachers. For each job, a description was written outlining the responsibilities, tasks, and needed expertise. The lead teacher, in this case, the coordinating instructor, was responsible for a broad range of activities, including curriculum innovation and implementation, materials development, demonstration teaching, program evaluation, and inservice programming. The principle role of the senior instructor, who was a leader in a specific subject or grade level, was to serve as team leader. In this leadership role, the senior instructor was responsible for scheduling activities, demonstrating effective teaching techniques, and working with student teachers.

The Present

Variations of differentiated staffing have become common place in today's schools. Positions such as department chairs, grade level leaders, technology experts, curriculum developers, mentors, are just a few of the
roles teachers now assume in addition to their teaching responsibilities.

Two studies have attempted to describe these more traditional teacher leadership roles. Hatfield, et al. conducted a three-phase investigation among Michigan K-12 teachers who held leadership positions within their schools (Hatfield, Blackman, Claypool, 1986). The study included in-depth interviews with five teacher leaders, a survey of job-titles, and a survey containing questions that had been generated through the interviews with the five teacher leaders. The data from the questionnaires indicated that the teacher leaders in this study had at least ten years experience in teaching, were selected for their roles primarily by the administration, that more than half had formal job descriptions and that 63% received additional salary and regularly scheduled released time. The teachers leaders surveyed had a high level of job satisfaction. They worked directly with other teachers in both curriculum development and classroom improvement activities. They were able to communicate openly and honestly with others. They were organized, flexible, patient, and objective, and were competent in their field of expertise. The survey also revealed some organizational constraints that limited the effectiveness of these teacher leaders. For example, many teachers felt that they often lacked the needed support from administrators and from their colleagues to accomplish meaningful change. They expressed their feelings of working in a "no-man's land" and often felt the lack of respect from their colleagues. Occasionally they felt that the principal was threatened by their increased power, but at the same time expressed concern that they were not generally included in official administrative networks. The authors discovered that even though these teacher leaders
had specific job descriptions, they had a wide range of job responsibilities. However, they also discovered that the effectiveness of the role of the teacher leader was in direct relationship to the specific expectations the group held about what the teacher leader could do to influence their work. The teacher leader was also more widely accepted if the group with whom the teacher leader was working had participated in the selection process.

The authors concluded that groups of teachers in leadership roles working throughout the schools, with common responsibilities and competence, can have a tremendous impact on the schools. If the extended roles of these teacher leaders provide a collegial support system so that teachers throughout the school can do their jobs more effectively, teacher leaders can play an important role in accomplishing the goals of the school by their continual influence on others in the school.

Another study that looked at the more traditional leadership roles within schools was conducted by Little and Bird (1985). Through in-depth interviews and observations, the researchers attempted to define the interactions teachers in leadership roles had with their colleagues, the descriptions of the leadership roles, and their usefulness in accomplishing the goals of the school. The case studies included information from five schools; three high schools in a large urban district, and one high school and one junior high school in a small city district. Studied were the more formalized roles of department chairs, and more informally, teachers, who had been identified by their colleagues as master teachers. The data revealed that teachers believed that department heads should deal with the administration so that they could concentrate more on their teaching. They
also indicated that it was appropriate for department heads to encourage teachers to attend conferences and workshops. Three schools in the study indicated that colleagues had a tolerance for department heads who offered suggestions for how they could improve their teaching, who asked teachers to attend after school meetings to explore instructional techniques, or to attend an after-school workshop on teaching methods.

Master teachers were accepted by most teachers but the data showed that there were varying degrees of acceptability. For example, in the schools where the principal played a significant role in observations and evaluations, master teachers in these schools were more accepted than in schools where there was infrequent principal observations and evaluations. The data also revealed that colleagues accepted a wide variety of activities performed by master teachers. For example, master teachers often gave advice when asked, led workshops, circulated educational articles, and encouraged colleagues to attend seminars and conferences. Colleagues were moderately accepting when master teachers gave advice to new or inexperienced teachers, or would praise a colleague’s work. Master teacher activities that were rarely accepted by colleagues were occasions when master teachers would suggest to their colleagues ways they could improve their teaching or when they were asked to comment on each other’s course materials and tests. Activities that required the greatest initiative on the part of the master teacher were the most rare.

As part of the survey data, the researchers asked teachers to respond to a series of statements that measured teachers’ approval of ways they might work together. The data showed that teachers moderately approved
when a new teacher would ask a more experienced teacher for advice, or when an experienced teacher would ask another experienced teacher for advice about a particular classroom problem. Teachers also approved talking to each other about ways to handle events in the classroom, sharing articles, books, and other instructional materials, and noticing and praising each other's work. However, this study indicates that there is relatively little support for two teachers to get together to share lesson plans for the day, or for teachers to recommend a specific teaching practice to their colleagues.

One conclusion drawn from this study on teacher leadership is that given the traditional norms of teacher isolationism and lack of collegial relationships, teachers are willing to approve some leadership initiatives by their colleagues.

Emerging Teacher Leadership Roles

Classroom teachers are assuming a variety of leadership roles. In addition to teaching classes and, sometimes in place of classroom teaching, teachers are becoming mentors, advisors, researchers, curriculum developers, staff developers and peer evaluators.

Well over half of the fifty states have mandated entry year programs for beginning teachers. These programs call for an experienced teacher mentor to work with a novice teacher for at least one year. In the state of New York the mentor/intern program has a two-fold purpose: first, because research has shown that the transitional year for most first year teachers is extremely stressful, the mentor/intern program has been established to help beginning teachers make an easier adjustment to the demands of full-time classroom teaching and secondly, the mentor/intern program has attempted
to stem the flow of quality teachers who begin teaching but because of the
tremendous demands of the classroom, leave the profession (Bower, 1989).
In New York, a pool of mentors is chosen by a selection committee, but the
pairing of mentor to mentee is done by the superintendent. The mentors and
the mentees have released time, rather than a stipend, to establish their
relationship. The mentors have 20% of their teaching day released to
observe and meet with their mentee. The mentees receive 10% released
time but during their first year teach only 60%. The program has expanded
to allow full-time mentors to be released from teaching responsibilities so
that they can devote their full attention to the needs of the mentee. Mentors
can serve no more than two years out of a five year period. One of the
mentors interviewed in this study revealed that fulfilling the mentor role has
afforded her an opportunity for professional growth and, because of her
interactions with the mentee, she has been able to impact many more
students than she could have done on her own (Bower, 1989).

The Toledo Plan in Toledo, Ohio has combined a mentor/intern
program with a peer review program (McCormick, 1985). Teacher leaders,
referred to as consulting teachers, oversee the intern program for beginning
teachers and an intervention, or peer review program, for veteran teachers
whose teaching is not up to standards. Any teacher who has five or more
years of teaching experience can apply to become a consulting teacher.
Teachers are selected by the union president and the assistant
superintendent. An applicant must submit five references including one
reference from their principal, one from the building-level union
representative and three from teachers in their school. A consulting teacher
is released from all teaching responsibilities and receives a stipend of $2,500 in addition to their regular teaching salary. Consulting teachers must return to the classroom after three years.

As a mentor, the consulting teacher works directly with their mentees providing advice, encouragement, and the needed support that first year teachers require. They are also responsible for informing the mentees about district policies and procedures. Perhaps the most valuable service they render to the mentees is the frequent visits to their classrooms and the classroom feedback that they are able to give to beginning teachers. Because the consulting teachers are given only six to eight teachers to work with, they can provide the individual attention that is often lacking in schools.

The other component of the Toledo Plan is the intervention program which has been developed to help colleagues who are experiencing difficulties in the classroom improve their teaching techniques. Teachers, who need the help of a peer consultant, have been identified by the building principal and a building-level union committee. During the year, consulting teachers observe their colleagues and offer advice and feedback to help them meet the teaching standards of the district. The consulting teacher must submit a report to a review panel, who then decides if they will recommend termination, continued remediation, or release the teacher from peer review. If administrators decide to terminate the teacher, the decision to terminate is sent to the union office. Teachers then decide if they will support the administrative decision or support the teacher. One of the benefits derived from the peer review program has been a strengthening of staff morale. Teachers in Toledo are now taking an active part in helping to
improve or helping to rid the system of incompetent teachers whose practice reflects poorly on the rest of the staff.

Teachers helping teachers can become formalized through a teacher-advisor program. In a study conducted by Little (1985) of a group of fourteen teachers and eight advisors, the advisors took on a variety of roles. They became role models for their peers showing them how to relate more professionally with their colleagues by engaging in discussions about teaching, sharing problems and looking together for solutions. Advisors also became staff developers. Because advisors were able to observe the teaching of their colleagues, they were able to pick up on areas that teachers needed to improve and would offer training and consulting on specific topics. Advisors became senior colleagues. Their expertise and knowledge afforded them the right to initiate, lead, and advise. The researcher is quick to point out, however, that the job of advisor is hard-won in most schools. Teachers are not accustomed to colleagues offering advice, observing in their classrooms, nor demonstrating teaching techniques and yet this acceptance is crucial to the role of the advisor. Little points out that a principle of advising is reciprocity. In order for the advisor-advisee relationship to function, there must be reciprocity. The advisor, the one who has certain knowledge, skill, and authority must display these qualities to the advisee, who, in turn, must be willing to accept the advice of the advisor and then respond to it. Teacher leadership can become a powerful way to improve teaching in schools if colleagues can accept teacher leaders' special status and expertise. Based on this special status, teacher leaders could involve their colleagues in the joint work of the
schools, help teachers to confront the difficult issues, and offer to teach others what they know.

In Marin County, California, a teacher advisor project was established on the belief that teachers can and will define their own professional development needs, and that to affect change in the classroom or school, assistance must be given on-site (Kent, 1985). Two new positions, a teacher-advisor and a peer facilitator, were created. The teacher advisor was released from either half or full-time classroom teaching but received a regular teacher's salary. The teacher advisor worked with teachers at two or three school sites. The peer facilitator continued to have full teaching responsibilities but was released three days each month to work with the Teacher Advisor Project. A peer facilitator generally worked with only one teacher over a period of time.

Based on documentation from the teacher advisors and peer facilitators several roles began to emerge. These teacher leaders became resource linkers, trainers, coaches, and supervisors. As resource linker, they developed materials, arranged for speakers, and linked teachers who had common interests. In the role of trainer, they studied effective teaching research and trained teachers in cooperative learning, peer observation, behavior management, and modeled various teaching techniques through workshop presentations. As coach, they learned to observe their colleagues as they tried to learn new teaching techniques, and they offered specific feedback. During the third year, a few teacher advisors took on the role of supervisor but then only at the request of the teacher. District policy
prohibited a teacher advisor or peer facilitator to participate in teacher evaluation.

The Marin County Teacher Advisor Project has raised three issues with regards to teacher leadership. First, the teachers in these leadership roles realized that they needed additional training to be effective. Being an excellent classroom teacher is only one criteria for becoming a teacher leader. As advisors and peer facilitators began working with their colleagues, they realized they needed more knowledge about adult learning and development, change theory, and research on teaching. They also needed to sharpen their interpersonal skills. Building trust and mutual respect was essential in learning to work with their colleagues. Second, the teacher advisors and peer facilitators encountered jealousies among their colleagues. In some schools, teachers did not have access to the additional training that was needed to qualify them for these leadership roles. Third, the teacher advisors and peer facilitators encountered a fear of empowerment. If teachers are to assume more leadership responsibilities, both teachers and administrators must re-examine their beliefs about control issues. Often teachers and administrators are not sensitive to one another's issues about power.

The New York City Teacher Centers Consortium offers a variety of services to the classroom teacher. A recent study of the Center looked at the role of the teacher specialist (Saxl & Robison, 1987). There are thirty-three teacher specialists assigned to individual schools. This study documents the wide range of responsibilities afforded these teacher specialists. Their work can be divided into four major categories; individualized professional
development, technical assistance (TA), presenting workshops and courses, and outreach. In the first category, individualized professional development, a teacher specialist is able to work with a classroom teacher for an extended period of time. The teacher specialist might observe, offer feedback, and coach the classroom teacher. The purpose of this program is to help teachers analyze their teaching and become involved in professional growth as an on-going process throughout their career. Technical assistance, in contrast, is a short-term intervention with a specific purpose. For example, a beginning teacher may need help with classroom management skills, or a more experienced colleague may need some advice on testing methods. Third, the teacher specialist organizes workshops and courses to introduce teachers to new teaching techniques and to promote collegial discussions about problems in teaching. Fourth, the teacher specialists extend their services to a variety of school districts. For example they may serve as specialists in training new teachers and mentors.

In some districts whole schools are designed with the expressed purpose of promoting teacher development. In Pittsburgh, Pennsylvania, there are three schools, one secondary, one middle school, and one elementary school that operate as training centers for all the other teachers in the district (Ward, Pascarelli, & Carnes, 1985). Each teacher development school operates as a regular school with administrators, teachers, and students, but the teachers have various roles that move them out of the classroom for part of the day to work with their colleagues. One-third of the teachers serve as clinical resident teachers. These teachers teach students for approximately three hours each day and the remaining time is devoted to
working with the school's visiting teachers. Visiting teachers are regular classroom teachers in the district who have been released from their teaching responsibilities to spend several weeks at the teacher development school. Part of the day they team-teach with a clinical resident teacher and the remainder of the day they work on professional development projects and spend time in seminars conducted by the teachers at the center. Working with visiting teachers is an integral part of the work for clinical resident teachers. In the teaming structure, the clinical resident teacher can conduct model lessons, plan, observe, and coach the visiting teacher.

Teacher leaders are also assuming roles as researchers. The American Federation of Teacher's Educational Research and Development Program has created two new leadership roles for teachers, visiting practitioner (VP) and teacher research linker (TRL). This program is now in operation in 76 school districts throughout the country (Ward, Pascarelli, & Carnes). Visiting Practitioners receive a one-year sabbatical and enroll in a university that has a VP program. They attend graduate seminars and teach courses to preservice teachers about the "real world of teaching." They also compile data on the latest research on teaching and organize the information in a form that can be easily utilized by teachers.

Once the research has been compiled, the Teacher Research Linkers deliver it to teachers throughout the school districts. TRLs receive training in research dissemination from AFT staff and other TRLs. A TRL usually works in a single school but occasionally may serve several schools throughout a district. At the school, the TRL conducts seminars to introduce teachers to the research. They also conduct demonstration lessons in which they apply
research knowledge to a specific teaching situation. As teachers begin to experiment with new teaching techniques, the TRLs become observers and coaches helping teachers incorporate the new teaching strategies into their daily routines. TRLs who work in a single building may continue to teach a regular schedule, or they may be released part of the school day to interact with their colleagues.

The differentiated staffing plans that were described at the beginning of this section on teacher leadership roles is revisited with the career ladder programs being proposed in several districts across the country. The Charlotte-Mecklenberg Teacher Career Development Program in North Carolina and the Tennessee Master Teacher Proposal are two career ladder plans that are receiving wide attention. Both plans link expertise in teaching to advancement and establish long-term opportunities for teachers.

The Charlotte-Mecklenberg career ladder consists of six levels. Teachers in the beginning levels, provisional, career nominee, and career candidate concentrate on achieving classroom instructional skills. The provisional teacher also participates in a training program designed to introduce the novice teacher to a variety of teaching strategies. Teachers in the next two levels, career nominee and career candidate, participate on task and study committees. Teachers who advance through the next three levels, career level I, II, and III, assume leadership roles throughout the school. They may serve as program evaluators, staff developers, action researchers, or they may develop areas of expertise in technology, curriculum development, or staff development. Each level of the career ladder requires teachers to demonstrate performance of specific
competencies before advancement can occur (Schlechty, Hoslin, Leak, &
Hanes, 1984-85). At the heart of the Charlotte-Mecklenburg career ladder
plan is teacher evaluation. All teachers are knowledgeable about the
criteria for each level of the career ladder. As teachers move along the
ladder, they are given feedback as to their level of performance. Career
ladder teachers maintain a portfolio that documents their performance. Each
teacher has an action growth plan that specifies the competencies they have
achieved and those they are striving to fulfill. All teachers are evaluated by a
team of observer-evaluators. The observer-evaluator is a new position
created for teachers who have reached the top level of the career ladder.
For example, provisional teachers are observed three times by three
different observer-evaluators. Career candidates are observed a total of
nine times by three different observer-evaluators. The observer-evaluators
must also write a report that becomes part of the career teacher’s portfolio.
In addition to documenting a teacher’s competencies, the evaluations serve
to determine needs of the teaching staff which, in turn, drive the staff
development thrusts for the school.

The Tennessee Master Teacher Program was part of the
Comprehensive Education Reform of Act passed by the Tennessee
Legislature in 1984. In addition to the career ladder and incentive pay, the
Master Teacher Program emphasizes the importance of professional
development, gives top priority to teacher evaluation, and has encouraged a
reassessment of university teacher preparation programs. The career
ladder has five steps; probationary, apprentice, and career levels I, II, and III.
Teachers who reach career levels II and III assume a variety of leadership
roles within their schools and their school districts. Because teachers who have advanced to levels II and III on the career have been judged as excellent classroom teachers, and have completed a series of competencies, they are awarded special status by their colleagues and administrators. For example, teachers at the career level II step receive an additional $2,000 and work under an eleven month contract. In addition to their classroom teaching, these teachers may work in curriculum development and mentor teachers who are on the first rung of the career ladder. Career level III teachers receive an added $3,000 per-year performance incentive. They also may choose to work an eleven month contract and receive an additional $2,000 in pay or they may work twelve months and receive another $2,000. An important role played by career level III teachers is their participation in the evaluation of their colleagues. Teachers who want to move to the second or third rung of the career ladder are evaluated by three-member teams made up of career level III teachers from a district other than their own. Teams of career level II teachers are also evaluators of administrators and supervisors who have opted for career ladder advancement.

Proponents of career ladders cite many advantages, such as attracting and retaining excellent teachers, making performance evaluations more meaningful, providing teachers with job incentives, and fostering innovation and cooperation among teachers to name just a few (Palaich, 1983). For teachers interested in becoming school leaders without having to completely relinquish contact with students in the classroom, career ladders seem to provide avenues that open up new job possibilities providing them
with career incentives such as additional pay, released time to work with colleagues, and opportunities for continued professional growth.

The Future

What can teacher leaders accomplish and what are the conditions that will support teachers in leadership roles? Devaney (1987) suggests that teacher leadership must become the reform agenda for the improvement of schools instead of just one component of school reform. She calls for teachers to become "the architects of school reform." She believes that until teacher leaders focus on the total improvement of schools by bringing their colleagues together in a communal relationship, the roles of teacher leaders will remain fragmented and isolated with little or no support from administrators and colleagues.

She proposes that lead teachers continue to teach but that time be divided between teaching students and interacting with colleagues. Daily interaction with peers is essential if teacher leaders are to enact reforms so desperately needed in schools. Time and time again it has been documented that reforms have proven ineffective because teachers have not been part of the reform agenda nor have teachers received guidance in the implementation of these reforms (Sarason, 1982). Teacher leaders, working with colleagues in their classrooms, can get teachers to start talking to each other about their practice. Devaney suggests that teacher leaders help all teachers to improve, not just those teachers who are having problems in the classroom. To involve more teachers in the improvement of their schools as well as their own professional improvement, teacher leaders should have a role in developing inservice education programs. As greater
numbers of teacher leaders assume roles of mentor, observer, coach, and peer evaluator, staff development programs can become more directly tied to classroom teaching. Teachers' individual, as well as collective needs, can become the focus of staff development. Teacher leaders can take an active role in developing building level staff development teams. Moving into the wider arena of the total school, teacher leaders can develop peer reviews of school practices. For example, in the peer review process teachers can begin to analyze specific teaching practices so that a consensus can be reached about what constitutes effective teaching in the school. Based on this knowledge teachers can indeed take a more active role in making decisions about instruction.

Conditions For and Constraints Against Teacher Leadership

If these are ways that teacher leaders can become more effective in their roles, what are the necessary conditions that would promote teacher leadership? To answer this question perhaps looking at the constraints to teacher leadership would lead to more effective ways to structure future teacher leadership roles.

In studies of teachers in leadership positions, lack of time to work with colleagues, inefficient teacher leader selection processes, lack of specific training, ill-defined roles, insufficient collegial and administrator support, insufficient funds, and not being able to build the needed trust and rapport with colleagues are often mentioned by teacher leaders as constraints that limit their leadership roles (Wasley, 1989, Hatfield, 1986, Griffin, 1985).

Teachers in more traditional leadership roles, such as department chairs at the secondary level, and grade level specialists at the elementary
level, spent the majority of their released time in planning and administration instead of working directly with colleagues. Teachers who, in addition to their classroom teaching, were mentors or advisors, often had to find time to meet with their colleagues either before or after school. In some schools, teacher leaders are now receiving released time to perform their new roles.

Most teacher leaders continue to be selected by administrators (Hatfield, 1986, Wasley, 1989). If teacher leaders are to be accepted by, and answerable to, their colleagues, then it only seems appropriate that they be selected by their peers or committees made-up of teachers and administrators. For example, many career ladder proposals specify that teachers who progress from one level to the next, be selected by a panel made up of peers and administrators with the majority of the panel members being teachers (Schlechty, et. al., 1984-85). In the Toledo Plan, consulting teachers are selected by the union president, who represents the teachers in the district, and the assistant superintendent.

The criteria for selection has also been a constraint on the role of teacher leaders. Colleagues, interviewed in a study of three teacher leaders, said that the creation of the positions and the selection of the teacher leaders had been problematic for them (Wasley, 1989). Saying that one teacher is a master teacher and capable of being a lead teacher while recognizing that another teacher is not a master teacher and not capable of leadership goes against the traditional notion of a "teacher is a teacher is a teacher." The identification of lead teachers challenges the egalitarian nature of teaching. Also problematic is the identification of mastery. Griffin states that (1985) teaching will continue to be a semi-profession as long as
teachers are unable to codify a specific body of knowledge that is a requirement for teaching which is known only to teachers. As teachers grapple with the concept of mastery, Griffin warns that teachers must be careful to include a variety of different but equally valued contexts. Excellent teaching may often be context specific. For example, teaching behaviors can take on a variety of forms depending on the goals of the lesson, the composition of the students, the norms of the school, etc. (Doyle, 1985). A description of a master teacher can begin to emerge when teachers are able to articulate what specific knowledge they need to know to do their job.

Research on effective teaching coupled with craft knowledge about teaching, can form a basis for the selection of lead teachers.

Teachers who are selected for leadership roles often comment that they need specialized training to do their job. Being an excellent classroom teacher is important to achieving credibility with peers, but teacher leaders soon discover that working with colleagues is often quite different from teaching students and requires a whole new repertoire of skills. For example, as teacher leaders move into roles of peer evaluator, teachers will need to learn skills that are not typical of classroom teachers. Teachers who evaluate their colleagues need to learn a wide range of observation skills and recording systems. They will need to have an understanding of what constitutes effective teaching based on research and knowledge about a variety of teaching models and strategies. Underlying this knowledge will be the ability to communicate effectively with their colleagues and to establish a high level of trust and mutual respect. Working with their colleagues,
teacher leaders will also need to understand concepts of adult development and how adults react to change.

Teachers encounter difficulties with their leadership roles when these roles are ill-defined. Ill-defined roles lead to a lack of collegial and administrative support. Teacher leaders find that it is difficult to justify these positions to their colleagues when colleagues do not see what they are doing. In a three-case study of teacher leaders, Wasley concludes that of the three teacher leaders in her study, collegial support was most positive for the teacher who was perceived by his colleagues as interested in the same things they were--teaching kids-- (Wasley, 1989).

Also when teachers are involved in the creation of leadership positions, the greater the collegial support. In the Toledo Plan for example, teachers took an active role in the creation of the consulting teacher role and have continued to be supportive of these lead teachers.

Lack of administrative support also diminishes the power of the teacher leader position. Traditionally, school administrators evaluate teachers, make decisions about staffing, oversee curriculum development, and organize staff development programs. If teacher leaders assume these functions within a school, teachers and administrators will have to work on developing more collaborative decision-making skills so that teacher leaders will have the power to carry-out their leadership roles more effectively.

Critical to the work of teacher leaders is a need to fund the programs so that teacher leaders will have the resources available to implement innovations. Typically school funds are allocated for already established
programs such as bussing, negotiated items, special programs such as reading remediation or students with special needs. In the state of Ohio, for example, the Legislature mandated entry-year programs in 1986 but was unable to provide the necessary funding until several years later. Schools that began entry-year programs had to reallocate funds and human resources to begin the program. Teacher leaders receive mixed messages when they are asked to make innovations and then are not given the funds nor the authority to implement the changes.

In addition, if teacher leaders are going to bring about structural changes within the teaching profession, they must have the trust of their colleagues. It appears that teacher leaders are on their way to building this collegial trust if they can address these constraints to teacher leadership. The removal of these constraints to teacher leadership will help to improve instruction and life in schools for both teachers and their students.

**SUMMARY**

This review of the literature has looked at teacher leadership through several lenses. First, the research on effective schools provides a rationale for teacher leadership. Effective schools have strong instructional leaders. In these schools both principals and recognized master teachers help all teachers focus on strengthening their instructional skills. Second, the research on effective teachers is beginning to build a base that can be used as one way to identify master teachers. It will be these master teachers who should have leadership roles in their schools. Third, the way schools are organized can constrain or promote teacher leadership. Schools organized
to offer teachers a variety of leadership roles will benefit from the expertise of these master teachers. Fourth, teachers can learn to be leaders, but in order for teachers to use their new knowledge and skill, schools must provide teachers with opportunities to practice leadership. Fifth, teacher leadership roles are becoming more formalized. As teachers become mentors, peer coaches, evaluators, advisors, curriculum and staff developers, and researchers, schools will need to consider new organizational structures that will promote and sustain teachers in these new leadership roles.

This literature review concludes with a series of questions that have surfaced from this discussion of teacher leadership. These questions help form the conceptual framework for this study on teacher leaders.

1. In what ways can teacher leaders help break the norms of teacher isolation and self-reliance?
2. How can teacher leaders play a role in creating an atmosphere of collegial trust and sharing?
3. How can teacher leaders develop more collaborative relationships with their colleagues?
4. How can schools restructure to promote more teacher collaboration?
5. Does restructuring schools mean that teachers will have more decision-making power to affect changes in their school day?
6. How can teacher leaders take a more active role in organizing staff development activities?
7. What are ways to help teachers continue to grow professionally?
8. How can the research on effective teachers be used to help teachers improve their instructional skills?

9. How can teachers learn to be school leaders?

10. What knowledge and skills do teacher leaders need to have to be effective school leaders?

11. How can teacher leaders legitimize their new roles?

12. How can teacher leaders begin to remove the constraints to teacher leadership?

13. How do teachers perceive formalized teacher leadership roles?

14. How do teacher leadership roles affect typical school norms of principal evaluations and top-down decision-making?

15. How do principals accept teachers in leadership roles?

16. Are some teacher leadership roles more accepted than others by teachers and principals?
CHAPTER III
RESEARCH METHODOLOGY

INTRODUCTION

This chapter presents the inquiry methods used to conduct a multi-case study which explores the nature of teacher leadership roles. The chapter is divided into three sections. The first section describes the philosophical basis for the research methodology. Gaining entry into the research site, determining the focus of the research, and selecting the subjects for the case studies are also discussed. The second section explains the data collection process. Included is a discussion of the methods used to collect the data, the amount of time spent at the site to collect the data, the amount and types of data collected, as well as a discussion of the research questions that guided the data collection. Also in this section will be a discussion of how trustworthiness was established by means of triangulation, peer debriefing, and member checks. The third section is a description of the data analysis process with an explanation of how the data was coded, how the categories were established, and how the case studies were written. In addition, there is an explanation of the cross-case analysis process with a comparison of the data emerging from the three cases.
NATURALISTIC INQUIRY

The focus of this naturalistic inquiry is to gain an understanding of the concept of teacher leadership. For the naturalistic inquirer, meanings are derived from the interpretations people give to their actions. A person's view of reality is constructed through symbolic interactions with others and with the environment (Bogdan & Biklen, 1982). Because the naturalistic inquirer believes that the self is continually defined through interactions with others, the researcher and the respondents interact to influence each other. The knower and the known are inseparable. Lincoln and Guba (1985) describe the relationship between the investigator and the respondent as dual creators of the data of the research. "Each influences the other, and the direction that the data gathering will take in the next moment is acutely dependent upon what data have already been collected, and in what manner. There is in the investigator-respondent dyad a transitivity, a continuous unfolding, a series of iterations. Each shapes the other and is shaped by the other" (p. 100). How the actors in a particular setting give definition to their lives is the subject of this inquiry. Teacher leadership, therefore, can be understood by looking at the interplay between how people come to define teacher leadership and the specific situations in which these teachers find themselves. Teacher leadership can be defined in different ways.

The theoretical underpinnings for this search for meaning is embedded in phenomenology and ethnography. It is the phenomenologist who believes that events and people can best be understood by entering the worlds of their subjects. It is this subjective view of reality that leads to the
"verstehen," an interpretive understanding of human interaction. The meanings that people attach to their experiences constitutes their reality, which for the phenomenologist is socially constructed (Bogdan & Biklen, 1982).

Ethnography is the attempt to describe a given culture. This defining process helps to shape the work of ethnographers as they attempt to form a picture of the world of the respondents. The goal of the ethnographer is to provide "thick description," a term originated by philosopher Gilbert Ryle, by which he means that the researcher enters the world of the respondents as an outsider with little knowledge of the culture of the participants, but over time, learns the perspectives of the participants. The degree to which the researcher understands the culture from an insider's perspective determines the value of the study. For example, a researcher who studies the concept of teacher leadership might be capable of naming and defining a variety of leadership roles for teachers. However, because human beings differ in the ways they define their worlds, there always exists the possibility that different teachers may have different interpretations of the concept of teacher leadership.

Erikson (1986) describes this process as the need to distinguish "between behavior, the physical act, and action, which is the physical behavior plus the meaning interpretations held by the actor and those with whom the actor is engaged in interaction" (p. 127). Therefore, the investigator enters the research site with questions which are best answered by using the methodologies of the naturalistic paradigm. Researchers who use a naturalistic paradigm ask questions such as: how do the participants
interpret and make sense of what is happening in their world; what meanings do the participants attach to their actions and to the actions of others; how does the specific social context in which the actors live and work influence their understandings of their roles; and how are the actions of the participants inter-related?

Research methodologies related to a naturalistic design include: (a) a prolonged, intensive participation by the investigator at the research site; (b) a systematic recording of data by the researcher by writing field notes and collecting additional data through interviews, memos, and documents; (c) the use of the researcher's tacit knowledge which helps to guide the inquiry process; and (d) the process of inductive data analysis which permits the researcher to form hypotheses from bits and pieces of data from which the design of the research is continually emerging.

In naturalistic inquiry, the case report or case study is often the most effective way to report the data. Bogdan & Biklen (1982) define a case study as "a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event" (p. 82). The authors cite several variations of the single case study including multi-case studies where the researcher studies two or more subjects, settings, or depositories of data, and comparative case studies in which the researcher investigates two or more subjects and then compares and contrasts the data.

Lincoln & Guba (1985) state that a case study is the form that is most responsive to the naturalistic paradigm because the report provides the "thick description" that is necessary for transferability. Through the narratives of the case study, the researcher is able to describe the multiple
realities of the respondents and to include the interactions between the investigator and the respondents. The case report has the potential to transport the readers to the world of the respondents, to have the readers view reality as experienced by the respondents, and to have the readers achieve a sense of *déjà vu* if they were to enter the research site.

The reporting of data in the form of a case study is often attacked by those who conduct research with the goal of determining generalities which can be applied to all situations with the purpose of control and prediction. The naturalistic inquirer would counter that the purpose of the investigation is to uncover the particulars of the case which can lead to the working hypothesis, a concept proposed by Cronbach (1975). Cronbach suggests that there are particulars in every situation, and that to make generalizations in the nomothetic sense can become an impossible endeavor. However, the researcher can, by reporting the differences in each situation, reveal the unique characteristics of each site which leads to the formulation of a working hypothesis. But how can findings from Context A be applicable to Context B? Lincoln and Guba (1985) propose that "the degree of transferability is a direct function of the similarity between the two contexts" (p. 124). If there is sufficient congruence between the two contexts, then working hypotheses originating from the data in Context A may be applicable to the receiving context. The degree of transferability of the working hypotheses depends on the degree of fittingness of the two sites.

Another perspective on the issue of generalizability and the single case study is proposed by Donmoyer (1988). Utilizing the Piagetian schema theory of assimilation, accommodation, integration, and differentiation as a
way of characterizing the development of cognitive processes, Donmoyer proposes an alternative way of thinking about the concept of generalizability as it relates to the single case study. Utilizing the principles of schema theory, individuals come to make sense of the world by first incorporating new experiences without modifying their cognitive structures. New experiences are viewed in terms of the old ones. However, as individuals learn to adapt to the demands of new information, they modify or accommodate their cognitive structures. According to Piaget's theory, the process of assimilation and accommodation is followed by integration and differentiation in which individuals are capable of expanding their understanding of a particular concept because they have extended the boundaries that were once used to define that concept.

Donmoyer proposes that authors of case studies can provide vicarious experiences for the readers which can literally transport readers to places that they could not nor would not ordinarily experience, to see things in a different way as they experience reality through the eyes of the researcher, and to be less defensive when learning about new experiences. What could be the benefits of these experiences for the reader? Referring to the schema theory of cognitive development, even though readers cannot experience directly the phenomena being described by the author of the case study, they can accommodate, integrate, and differentiate their knowledge to arrive at a richer, fuller understanding of the situation.

Donmoyer suggests that instead of searching for the one correct interpretation, "the purpose of research is simply to expand the range of interpretations available to the research consumer" (p. 26). With regards to
this case study on teacher leadership, it is the intention of this researcher that readers will expand their knowledge of the roles of teacher leaders through the vicarious experience of reading the case studies.

GAINING ENTRY

The naturalistic inquirer collects data by going to the natural setting of the respondents because that which is studied cannot be separated from its context. Bogdan & Biklen (1982) define the role of researchers as people who "join the subjects' world, but in another way they remain detached. They unobtrusively keep a written record of what happens as well as collect other forms of descriptive data. They attempt to learn from the subjects, but not necessarily be like the subjects. They may participate in their activities, but on a more limited basis and they do not compete for prestige or status. They learn how the subjects think, but they do not think like subjects. They are empathetic, but also reflective" (p. 119). Lincoln and Guba (1985) acknowledge that, in the naturalistic design of inquiry, the entry of the researcher into the natural setting tends to disturb the context. The effects of this intrusion are lessened when the investigator becomes a part of the setting by spending a prolonged engagement at the site.

Because the purpose of this study was to explore the professional lives of teachers in leadership roles, it was necessary to locate a school district which had teachers in a variety of leadership roles, and that believed in and supported teacher leadership. It was made known to me, during a discussion with one of the professors on my dissertation committee, that a local school district would be initiating a course to train a group of teachers
to be school leaders. The course, called "New Leaders" and organized by
two of the teachers in the district, their Assistant Superintendent for Human
Resource Development, and two professors in the college of education at a
local university, was to be conducted at the school district's central office
building. The class was comprised of approximately thirty elementary,
middle school, and high school teachers who had been selected to
participate by the organizers of the course.

After contacting the Assistant Superintendent for Human Resource
Development and explaining to him my desire to conduct a research study
on teacher leadership, I was granted permission to attend the classes of the
New Leaders course which began in November, 1989 and continued
through the school year ending in May, 1990. My participation in the New
Leaders course was to familiarize myself with the district, to meet teachers
who were interested in becoming teacher leaders, and to discuss with the
Assistant Superintendent for Human Resources the possibility of conducting
a research project which would involve a series of interviews with teachers
and administrators in the school district.

During this introductory phase of the research, my role in the New
Leaders course was that of a participant-observer. Even though I did not
officially enroll in the New Leaders class, I attended every session, during
which I participated in most of the activities with the other teachers, and
wrote accounts of each class in the form of field notes. My participation in
the New Leaders class helped me to validate my intent to conduct a
research study on teacher leadership with a group of teachers in the district.
The prolonged engagement in the New Leaders class also helped to
diminish my presence as a "disturbing" element at the site. After I had been attending the New Leaders course for four months, the assistant superintendent granted me permission to conduct the study.

The research was conducted in the Rosewood City Schools, a district located approximately fifteen miles from a large metropolitan city. Families living in Rosewood are in the middle to upper-middle socio-economic class. During the past several years, the school district has undergone an increase in student enrollment, which has spurred construction of several new school buildings. At the time of this research, there were nine elementary schools, three middle schools, one ninth grade campus, one high school, and one alternative high school campus. The Rosewood City Schools are committed to creating an environment of excellence for both students and the schools' employees. Several Rosewood schools have been recognized at the state and national level for their outstanding educational programs.

Of direct bearing to this research is the district's commitment to teacher leadership roles. Three areas which provide leadership opportunities for teachers are the mentor program, the teacher on special assignment program, and the dual peer assistance program.

BOUNDING THE STUDY

It was during my participation in the New Leaders class that I was able to clarify the research focus. The study would describe three teacher leaders, each one with a different leadership role. A portrait would emerge of each teacher which would include descriptions of their educational, teaching, and leadership experiences, as well as a description of the nature
of their leadership roles. I also wanted to examine a variety of leadership role structures in the district. While participating in the New Leaders class, I learned that teachers in the district had opportunities to occupy several different leadership roles within the schools. The structure of the roles varied from being loosely-determined, in which the teachers in these roles did not have a specific job description nor released time, to teachers in more formalized roles that had specific job descriptions. The teachers in the more formalized roles were selected on the basis of an interview. They received released time to perform their leadership tasks, and one was given a stipend by extending the contractual year.

Representative of the loosely-determined role was the teacher/mentor. The district had a large mentor program that engaged approximately seventy-five to one hundred mentor teachers. Mentors were not selected by means of a formal interview; rather they were chosen by their principals. They were not given released time to fulfill their mentoring role, nor did they receive additional compensation.

A more formalized role was the Teacher on Special Assignment (TOSA) who could have up to a full-day released time to fulfill given leadership responsibilities. Some TOSA's divided their time between teaching and leadership tasks. For example, some were teachers working within a specific content area such as science, foreign language, English as a Second Language, or technology. Other TOSA's worked full-time in the district's personnel office by interviewing teacher candidates, or with principals by evaluating teachers.
Also bounding the study were my personal assumptions about teacher leadership. I believe that teacher leadership roles can work to change the structure of schools by creating collegial relationships which will help to improve the quality of teaching. I also believe that teachers need to take an active role in the creation of the job descriptions and that both teachers and administrators comprise the selection committees.

SELECTING THE RESPONDENTS

Because I wanted to conduct a study of teacher leaders who had different types of leadership roles within their own schools and/or within the school district, I decided to observe a mentor teacher, a part-time Teacher on Special Assignment who worked within a specific content area department, and a full-time Teacher on Special Assignment who had a title of Dual Peer Assistant. The three teachers also had leadership roles that ranged in structure from loosely determined to highly formal. In selecting the subjects, I also considered the range of influence of each teacher leader. The mentor teacher was a middle school physical science teacher who worked with one mentee who was also a middle school physical science teacher. The part-time Teacher on Special Assignment was a high school foreign language teacher who continued to teach two classes, but was released from teaching the remainder of the day to work with her colleagues in the Foreign Language Department. There were a total of twenty-four foreign language teachers: eight middle school teachers and sixteen teachers at the secondary level. The Dual Peer Assistant was also a Teacher on Special Assignment. However, she was released from all classroom responsibilities so that she could devote full time to helping teachers who had been placed
on intervention, a term used in the school district to indicate a teacher in need of improved teaching skills. Even though the Dual Peer Assistant had been a secondary English and History teacher, as Teacher on Special Assignment she worked with principals and teachers district-wide.

Two of the teacher leaders in the study (i.e., the mentor teacher and the Dual Peer Assistant) were participants in the New Leaders class. The Dual Peer Assistant was one of two teachers who had organized and developed the class along with the Assistant Superintendent of Human Resource Development and two university professors. Both the mentor teacher and the Dual Peer Assistant agreed to participate in the study. The part-time Teacher on Special Assignment was not a participant in the New Leaders class, but was recommended by the assistant superintendent as a possible subject. When asked to participate, this Teacher on Special Assignment also agreed to become part of the study.

DATA COLLECTION

The human is the instrument of choice for a naturalistic inquiry because the investigator and the subjects under investigation interact to influence one another. Supporting the human as instrument, Lincoln and Guba (1985) outline specific characteristics of humans that qualify them as the instrument of choice. First, because humans are responsive to personal and environmental cues, they can make these cues explicit. Second, humans are adaptable. They can sense the need to zero in on a question or an issue without having to establish the need to do so \textit{a priori} to the data collection. Third, humans are capable of viewing the reality of a situation
holistically. They can make sense out of seemingly meaningless bits and pieces. Fourth, humans rely on their tacit knowledge to delve into the realm of the felt which can bring a richness to the study. Fifth, humans can process immediately the information received from the site. During interaction with the respondents, the investigator can form hypotheses and test these hypotheses at the same time. Sixth, during interactions humans can summarize information being gathered and ask for clarification from the respondents. Seventh, humans have the opportunity to follow up on atypical or idiosyncratic responses perhaps leading to a deeper understanding of the world of the subjects.

In this study, the primary method used for data collection was the structured interview in which I was the only interviewer. As suggested in Bogdan & Biklen (1982), because I was conducting a study of individuals who share a particular trait, but who were not members of the same group, the interview is a better technique for data collection as compared to participant observation. "What [the respondents] share will emerge more clearly when [the investigators] individually solicit their perspectives rather than observe their activities" (p. 60).

Data collection began on November 18, 1989, and continued until June 18, 1990. The data collection consisted of twenty-six structured interviews. The interviews were audio-taped and transcribed verbatim as a 234-page single-spaced document. The majority of the interviews were forty-five minutes to one hour in length with a few interviews lasting as long as two hours. In addition to the structured interviews, I collected data during observations of meetings, class sessions, and informal conversations the
teacher leaders had with their colleagues. This data was collected in the form of 39 pages of hand-written field notes. I endeavored to record carefully not only what was said, but also non-verbals, including specific actions of the participants. The field notes became a running log that I maintained during the data collection phase. It was also common for me to write in the margins of the field notes insights gleaned from watching the teachers interact with their colleagues, their administrators, and their students. Often these insights brought to mind additional questions which I would then ask during the formal interviews. For example, on one occasion during a session in the New Leaders course the participants were presented with a set of assumptions about teacher leadership. These assumptions prompted me to ask the Dual Peer Assistant a series of questions about how the teachers in the class could assume more leadership roles within their schools.

In addition to the structured interviews and field notes recorded during observations, I collected approximately 48 documents. These included official information about the school district, such as job and program descriptions, a copy of the contract between the teachers' association and the Board of Education, communiqués to faculty, a copy of a grant proposal for the mentor program, meeting agendas, a graduate-level course syllabus, and minutes from council meetings.

Because the three teacher leaders who participated in this study were not selected until February, 1990, the data collected from November, 1989 to February, 1990 were related to the New Leaders course. The structured interviews for this study began on February 21, 1990 with the last interviews
taking place on June 18, 1990. The mentor teacher was interviewed three times, the Teacher on Special Assignment was interviewed five times, and the Dual Peer Assistant was interviewed four times. In addition to these twelve interviews with the teacher leaders, there were two principal interviews, two interviews with assistant superintendents, and ten interviews with colleagues of the teacher leaders.

STRUCTURING THE INTERVIEWS

The degree of structure of the interview has been defined by Lincoln and Guba (1985) as either structured or unstructured. In the structured interview the investigator has formulated a series of questions prior to the interview. In other words, the investigator knows what he or she does not know. In the unstructured interview the investigator does not know what he or she does not know. Therefore the purpose of the interview is to have the respondent generate both the questions and the answers.

In this study, I used a combination of structured and unstructured interviews. During my participation in the New Leaders class, a series of structured interview questions was formulated based on the focus of the study. Because the research would be written as three separate case studies, each portraying the life of a teacher leader, I began to develop a series of questions relating to specific themes which included biographical information (educational background, teaching experiences, reason for choosing teaching as a career, professional activities, professional goals, the most rewarding and the most frustrating experiences as a teacher), leadership training and/or experiences from the professional and personal
lives of the teachers, the supports and constraints of their leadership role, the nature of their leadership role, and the benefits of their leadership role.

During the initial phase of the interviews, the teacher leaders were asked to respond to these structured interview questions (e.g., Tell me about your background in teaching? What was your reason for choosing to be a teacher? What do you think is an effective teacher? What have been your leadership experiences? What do you do in your present leadership role? Why did you choose to have this leadership position? What supports you in your role? What are the constraints? What are the benefits?). Even though each teacher leader had a different leadership role, I wanted to ask each teacher these same questions so that a cross-case analysis could be conducted in which the roles could be compared and contrasted.

During the series of interviews with the first teacher leader, I decided to add an additional question to the original list of structured interview questions. This question dealt with the future development of the leadership role. It occurred to me that the tenuous nature of the future existence of each position impacted on the way each teacher felt about the role as teacher leader. To be a mentor teacher was not a new leadership role in the district. However, the mentor program was continually in the process of development and improvement. The Teacher on Special Assignment and the Dual Peer Assistant both had leadership roles that were relatively new in the district, and therefore uncertain as to their continued existence. Because I became interested in the future of these three roles, a question about the evolution of these roles was added to the list of structured interview questions.
It was during the second phase of the data collection that my questions became more unstructured. For example, during an interview with one of the Teacher on Special Assignment, the teacher mentioned that one of the benefits of her job had been the opportunity to build a rapport with her colleagues in the Foreign Language Department since she had released time to visit the schools on a regular basis. I followed up by asking her if she could see herself working more on an individual basis with the teachers in the future. This led to a lengthy discussion about the possibility of arranging for classroom observations which would have expanded her job responsibilities. Taking the cues from the interviewee during these later sessions, I was able to expand on the initial set of structured interview questions, either by asking a question that was formulated based on the conversation during the interview and/or by reflecting on what was discussed during the interview and formulating additional follow-up questions which I used during subsequent interviews.

Also, during the second phase of the interviewing process I scheduled a series of interviews with administrators and colleagues of the teacher leaders. I interviewed two assistant superintendents, one middle school principal, one secondary school principal, and ten colleagues of the teacher leaders. These interviews were important to the data collection because, first, they helped to provide background information. For example, during an interview with the Assistant Superintendent for Curriculum and Instruction, he was able to explain the origin of the concept of Teacher on Special Assignment because the position had been essentially his idea. Second, the administrators frequently brought a different perspective to the
discussion of teacher leadership. Because they held more of a district-wide perspective, several predicted that one of the greatest challenges to teacher leaders would be their need to earn the respect of their colleagues. Because teachers generally work mostly with students and have few opportunities to collaborate with their colleagues, principals recognized this limited contact with colleagues as an obstacle to teacher leadership. One principal also noted that the egalitarian nature of teaching tended to work against teachers accepting their colleagues as leaders. Third, the interviews with the teachers' colleagues and administrators served as a method to triangulate the data. For example, information that I received from one respondent could be validated or disconfirmed by interviewing the respondent's colleagues.

ESTABLISHING TRUSTWORTHINESS

A prolonged engagement in the field, triangulation of the data, peer debriefings, negative case analysis, and member checks were methods I used to establish credibility. The time frame for this study, from my first entry at the site to the last formal interview, was seven months. During the first three months of my participation in the New Leaders course, I became known to the district's Assistant Superintendent for Human Resource Development and to approximately thirty teachers in the district who were participants in the class. Because I was given the opportunity to become "part of the class," I was able to talk informally with the teachers, work with them in small groups, and observe them interacting with their colleagues. This involvement helped to accomplish two objectives. First, it afforded me
an opportunity to learn about the culture of the district. For example, during
the first class session, the teachers were asked to list what they thought were
common attributes of themselves. In another session, the teachers, by
discussing their beliefs about leadership, were able to give several
definitions of a teacher leader. In yet another session, the teachers supplied
a list of paradigms that were operating in the district. This discussion was
particularly meaningful for me because, as a result of this activity, the main
characteristics of the district were defined. Because the purpose of the class
was to train teachers for leadership roles, I was also able to learn about the
district's commitment to teacher leadership. These sessions of the New
Leaders class helped me to define, however tentatively, the issues of
teacher leadership which I later explored in detail during the interview phase
of the study.

Second, my participation in the New Leaders class helped to
establish a basis of trust. Because I had hoped that the three teacher
leaders for my study would also be participants in the New Leaders class,
the three months that I spent in the class was an opportunity for the teachers
to become acquainted with me. When I was introduced to the teachers
during the first class session, the assistant superintendent told them that I
was in the doctoral program at the Ohio State University and that I would like
to conduct research on the topic of teacher leadership. During the informal
breaks in the class sessions, the teachers asked me about my doctoral
program and about the research that I wanted to conduct. My participation in
the course, which allowed me time to discuss my studies with the teachers,
helped me build trust between myself and the teachers.
The data was triangulated by using a variety of sources and methods. For example, the Dual Peer Assistant's accounts of her interactions with the district's principals were verified in an interview with principals and central office administrators. While interviewing the Teacher on Special Assignment (TOSA), she would frequently mention her goal of strengthening communication among her colleagues by conducting weekly visitations to the middle and high schools. During interviews with the teachers in the foreign language department several mentioned that they had the opportunity to meet with the TOSA during her weekly visits to their schools. In the initial interviews with the mentor teacher, I asked her to describe her leadership roles. During a follow-up interview with the mentor teacher's principal, he, too, spoke of her leadership in school activities as well as in district programs. On another occasion the mentor's account of her activities with her mentee was verified in a succeeding interview with the mentee. By using different methods, I was also able to triangulate the data. For example, data obtained from interviews were verified through observations as well as checking the information that was recorded in documents and reports.

During the process of triangulation, I simultaneously conducted a negative case analysis. For example, because a major goal of the TOSA was to open communications among her colleagues, her weekly visitations to the schools was one method that she used to accomplish this goal. I thought it important to check her perception of the weekly visits with her colleagues by asking them to comment on the frequency of their contact with
the TOSA. In only one instance did a middle school teacher remark that the 
TOSA's visitations were probably every other week instead of weekly.

As part of the ongoing study, I frequently talked about my field 
experiences with a trusted friend. She and I, both doctoral students, but in 
different areas of research, became friends while we were working on a 
project that later played a major role in her doctoral dissertation. My peer 
debriefer was also knowledgeable about qualitative methodology since she 
took the sequence of qualitative methodology courses at Ohio State. At the 
outset of the study, we discussed the series of structured questions that I 
would use during the formal interviews with the three teacher leaders. Even 
though additional questions were asked during the interviews, these 
structured questions, which were asked to each teacher leader, provided the 
beginnings of the data collection. Fleshing out these questions with my 
peer debriefer took several weeks, but the more I tried to explain the 
purpose of the research, the easier it was to formulate the structured 
interview questions.

Once the formal interviews began, the debriefing sessions were 
valuable because, as I would explain to her what I was learning from the 
interviews, she would help me draw conclusions, which was actually the 
beginning of the informal data analysis. We had six sessions, each session 
usually lasting about two hours. Since she was working on her dissertation 
as well, part of the time was spent in discussing her progress.

During the data collection, both formal and informal member checks 
were conducted. For example, after an interview, I would summarize what I 
thought had been the main points. This was an opportunity for the
interviewee to make additions or corrections to the transcript. On occasion, I would type a verbatim transcription of the interview and ask the interviewee to read it to check the accuracy of the information. I also gave each teacher leader a copy of the final report to read. They were instructed to make comments on the interpretations of the data, to correct any inaccuracies of factual information, and to verify the correctness of the information.

In summary, the data collection process for this study on teacher leadership began with entry to the site in November, 1989 and continued through June, 1990. The data were collected by means of tape recording a series of structured and nonstructured interviews, by making both formal and informal observations, and by collecting documents pertinent to each case study. The prolonged engagement at the site, the triangulation of the data by using multiple sources, the peer debriefing sessions with a trusted colleague, and the completion of both formal and informal member checks during the data collection period and at the end of the time in the field are proof that the the case studies present an accurate description of the lives of these teacher leaders.

PROCESSING THE DATA

As soon as the data collection phase ended, I transcribed verbatim the remaining recorded interviews. Even though I had tried to transcribe the recorded interviews shortly after they were conducted, by the end of the formal data collection period there were approximately twenty interviews remaining to be transcribed. I spent several weeks typing the verbatim transcriptions which were then placed in three-ring binders, one binder for
each case study. I then sorted through the field notes, which had been written during the observations, and the documents, which had been collected at the site. I placed the field notes and the documents in the three-ring binders along with the transcribed interviews.

With all the data collected and sorted according to each case study, I began to read through the data, one case at a time, making notations in the margins of the notes. These notations were essentially statements and/or short phrases which served to summarize large chunks of the data. This process of summarizing the data was the first step towards the identification of the categories.

As I read through the data, certain patterns began to emerge that were similar for each case. These patterns eventually became the themes I used to code the data. The themes that emerged were:

1. **The Teacher**: including information about their educational background, their teaching experience, their reasons for choosing teaching as a career, their definition of an effective teacher, descriptions of their own personal teaching styles, and their on-going professional development experiences.

2. **The Leader**: including a description of their personal and professional leadership experiences, characteristics of their leadership style, their personal definitions of a leader, and their experiences in leadership training.

3. **A Role Description**: including a description of their specific leadership role, how each teacher was chosen for their
role, the reasons each teacher had for accepting their role, and the methods of evaluating the roles.

4. **The Nature of the Role**: including a description of what each teacher leader did in their leadership role, and their interactions with colleagues and administrators.

5. **The Supports of the Role**: including a description of what gives support to the teacher leaders as they perform their roles, the background of their roles, collegial and administrative support, and organizational supports.

6. **The Constraints of the Role**: including a description of what constrains the teacher leaders in their roles, the lack of time, the lack of funds to support the role, the inability of teachers to change, and the organizational constraints.

7. **The Benefits of the Role**: included are the benefits to the teacher leaders themselves, as well as benefits to their colleagues, to the administrators, to the district, and to students.

8. **The Future of the Role**: including a description of the future development of each role.

9. **The Site**: including a description of the district as a whole, (e.g., staff development programs, policies such as evaluation and released time), and of the individual schools, (e.g., scheduling, team teaching, the curriculum, etc.).
The ideas for the first seven themes above were established *a priori* to the data collection because the structured interview questions asked the participants to respond to those particular areas. The eighth and ninth themes emerged from systematically reading through the data in an effort to uncover any additional themes.

The interviews with the colleagues and administrators of the three teacher leaders also added insights into the development of the themes. In these interviews, I asked teachers and administrators to comment on: the teacher's leadership style; her effectiveness as a teacher; her role responsibilities; her ability to implement the role requirements; the supports and constraints of the roles; the benefits of the roles for themselves, for their colleagues, for the district, and for the students; and projections about the future of the roles.

Once the major themes had been determined, I wrote each theme on a different colored index card. Assigning different colors to the themes was a way to represent visually each theme for easy identification. As I read through the sheets of transcribed interviews, I recorded pieces of information on colored cards (the colors matched the colors of the theme cards). The cards had an adhesive strip along one side which made it possible to attach the cards to the transcribed notes. For example, after reading through a page of data and recording the information on the cards according to themes, there would be approximately five to seven cards attached to the page when I had finished.

I also invented a coding system so that when the cards were removed from the pages of data for sorting, I could easily return to the original data to
locate the quote or the explanation that I had written on the card. For example, for the first case study of the mentor teacher, I numbered consecutively the pages of the transcriptions of the formal interviews I had conducted with her. Information taken from her interviews was then marked in the top right hand corner of the card. For example, "1M int 4" meant the first case study (1), the mentor (M), the type of data, which in this case was the interview (int), and the page number of the transcriptions (4). I invented similar codes for all the data for easy reference to the original data source.

Once all the data had been coded, I went through the cards by sorting them according to the major themes. At this point, in order to see all the data that had emerged for a particular theme, I taped large pieces of newsprint on a wall. I attached all the same colored cards to the individual sheets of newsprint. At a glance I could see the amount of data that had emerged for each theme. In the first case, the mentor teacher, there were 256 pieces of information which pertained to the nine themes. In the second case, the Teacher on Special Assignment, information relating to the nine themes filled 420 cards. In the third case, the Dual Peer Assistant, there were 445 cards. Identifying the themes by systematically reading through the data, coding the data on cards according to the themes, and organizing the cards according to the themes led to the final stage of the data analysis: the writing of the case studies.

WRITING THE CASE REPORTS

Before starting to write the case studies, I re-read the data that I had recorded on the cards. Because the data had been sorted into categories,
these categories became part of an outline that guided the writing process. Since I had used the same categories for all three cases, I decided that each case study would follow a similar structure. I began each case study by introducing the teacher leader which included a brief description of her leadership position and her work context.

Following the introduction, I started to build portraits of each teacher leader. The first three sections of each case study provided a background for the portrait of each teacher leader and were entitled 1) "Attributes of a Professional Teacher," 2) "Attributes of a School Leader," and 3) "Attributes of a Mentor Teacher," or "Attributes of The Teacher on Special Assignment," or "Attributes of The Dual Peer Assistant." This section included information about the teachers' educational background, their teaching and leadership experiences, and information about each teacher's specific leadership role.

The heart of each portrait was the section I entitled, "Meeting the Needs." Weaving together the data I had collected through interviews, observations, and field notes, I was able to describe the nature of their leadership role. For example, I decided to portray the nature of the Teacher on Special Assignment's leadership role by describing a typical day in her life. In this way, I could condense all the activities that she had been involved with during the entire year into one day. The mentor/mentee relationship was described thematically. Themes such as "Transmitting the Culture," "Teaching the Curriculum," "Improving Instruction," and "The Personal Dimensions of the Mentor/Mentee Relationship," formed a framework for the discussion of the mentor role.
The description of the nature of each teacher's leadership role was followed by a discussion of "The Supports of the Role" and "The Constraints of the Role." These sections included not only what the teacher leaders themselves perceived as their supports and constraints, but also included comments from their colleagues and administrators on what they considered to be supports and constraints of teacher leadership roles.

Included in each case report was a discussion of the benefits of teacher leadership. The teacher leaders, their colleagues, and administrators mentioned personal and professional growth for the teacher leaders, the development of stronger collegial relationships among teachers, and the beginnings of a shared leadership between administrators and teachers as positive outcomes of teacher leadership.

As the teacher leaders talked about their roles, each teacher was concerned about the future of their positions: Would their roles continue? How long would they continue to have these leadership roles? Would the roles change? If so, in what ways would the roles change? Therefore, each case study concluded with a section entitled "The Future of the Role." In the case of the mentor teacher, the future of the role involved a discussion of the development of the district's mentor program. The Teacher on Special Assignment expressed concerns about the stability of her position and wondered if the district would be able to support her for an additional year. The Dual Peer Assistant's leadership role was also dependent on the availability of funds to support the role for an additional year. Because the Dual Peer Assistant's position had only been in effect for one year, it was in a continual state of evolution. The discussion of the future of these
leadership roles included comments from the teacher leaders, their colleagues, and the administrators.

CROSS-CASE ANALYSIS

The findings of the three case studies are compared and contrasted by identifying and discussing themes that emerge from the data. The themes relate to the five research areas which are presented in Chapter II. Listed below are the research areas, the theoretical propositions about teacher leadership that stem from each research area, and the themes which serve to organize the cross-case data analysis.

The first research area is the impact of teacher leadership on school effectiveness. The theoretical proposition emerging from the research is the belief that teacher leaders are effective in developing more collaborative relationship with their colleagues, thus diminishing the norms of teacher isolation and self-reliance. The themes which serve to compare and contrast the cases are: developing norms of collaboration; and reducing teacher isolation and self-reliance.

The second research area is the impact of teacher leadership on teacher effectiveness. The theoretical proposition is the belief that teacher leaders can help their colleagues improve their instructional skills and that the experiences a teacher leader has in performing his or her role improves one's own teaching. The themes which serve to compare and contrast the cases are: attitudes and beliefs of effective teachers; linking teacher leaders to instructional improvement; on-going connection with the classroom; and strengthening collaboration through collegial reciprocity.
The third research area is the impact of teacher leadership on school organization. The theoretical proposition is the belief that there are certain organizational constraints to teacher leadership. These constraints are: time; the egalitarian nature of teaching; the issues of power; the financial limitations; and the lack of role clarification for teacher leaders.

The fourth research area is the relationship between teacher leadership and the theories of leadership. The theoretical proposition is the belief that teacher leaders exhibit the qualities of effective leaders. Themes which serve to compare and contrast the cases are: 1) expertise in teaching and continued professional growth; 2) creating and communicating a vision for teacher leadership; 3) empowering others; and 4) building trust.

The fifth research area is teacher leadership roles. The theoretical proposition based on this research area is the need to examine the existing teacher leadership roles with particular attention to: specialized training for teacher leaders; the selection of teacher leaders; the possibility of teachers and administrators sharing the leadership; and the legitimization of teacher leadership roles.
CHAPTER IV
DATA ANALYSIS

This chapter presents the results of the data collection. The report of
the data is divided into three sections: 1) the description of each case study,
2) answers to the research questions, and 3) a discussion of the emerging
themes. The first section contains three case studies which describe the
professional lives of three teacher leaders. Included in the descriptive
portraits is information about their professional backgrounds, their
leadership characteristics, a description of their leadership roles, their daily
activities, a discussion of the supports, constraints, and benefits of their
roles, and a future projection of each role. The second section summarizes
the research questions introduced in chapter one. Answers are provided for
each question based on the data. The third section presents a discussion of
the themes that emerged from comparing and contrasting the data.

MENTOR TEACHER: A CASE STUDY

Louise, a veteran teacher of twenty-two years, is in her fifth year of
teaching eighth grade physical science at Mill Creek Middle School, one of
three middle schools in the Rosewood City Schools. The middle school
is composed of seventh and eighth graders. Each grade level is divided into
two groups of approximately one hundred and twenty students. Four
teachers are assigned to each group of students. The teachers for each
group comprise a teaching team. The teaching team and their students are
a small community within the total school. In addition to teaching the core
subjects (science, English, math, and social studies), the teachers have time
to meet with students in small groups or individually to provide assistance in
their academic subjects. In her five years at Mill Creek, Louise has been
part of the Rosewood Mentor Program which orients new staff members into
the district and continues to support them throughout the year by assigning
each new staff member a mentor. At Rosewood, mentees are teachers who
are newly certified. Also designated as mentees are teachers who are new
to the district, the building, the subject matter, and/or the grade level.

ATTRIBUTES OF A PROFESSIONAL TEACHER: DEDICATION,
ENTHUSIASM, LIFE-LONG LEARNER

Louise is an energetic, creative, and dedicated teacher who sees
herself as a teacher/facilitator. She stresses the importance of teaching the
whole child. Students in her classes, learn to work cooperatively. The
science curriculum, which she has helped to develop, is a hands-on
approach. Because Louise is always learning how to be a better teacher,
she has been actively involved in the district's staff development program.

Several of her colleagues describe Louise. Her principal says of her,
"One of the things that people would say about Louise would be how hard
she works. Nobody works as hard as she does." Her mentee adds, "She is
always moving. She is in constant motion. Her energy level is something I
am very jealous of. She is always going 90 miles per hour. She is a good
model for me." A fellow teacher says, "Louise is an excellent mentor. I have
seen her many times sit down with her mentee and really go over things with
him. I don't mean just half an hour. They were there for quite a bit of time.
She did an excellent job."

You can tell that Louise feels right at home at school. She often refers
to the people at her school as the "Mill Creek family." The first day I met
Louise, she showed me around the school and introduced me to her
colleagues. It was as if I had just come to her home for a social gathering
and she, the hostess, was introducing me to her family and friends. As she
introduced me to the principal, the secretaries in the office, and her
colleagues, she greeted them all with warm smiles and the same degree of
importance.

This afternoon, Louise sits at her desk in the teachers' work room and
muses about her years as a student and her desire to be a teacher. Her
desk is covered with science notebooks, students' folders, and papers to
grade, all examples of the possessions and tasks of most teachers. Louise
readily admits that she cannot remember a time when she did not want to be
a teacher. She laughingly says, "I have always wanted to be a teacher from
the day I started to school. I guess I enjoyed books and crayons and glue
and paste. All those things that go with it. I have always enjoyed being in
school." Teachers were positive role-models for Louise. She recalls that
when she was a young girl, the most outstanding people in her community
were teachers. She adds, "They were people I respected and they were
respected by the people in the community and I think that is one thing that
caus ed me to think that teachers were important people."
Louise graduated from high school in 1959, but, because her family was experiencing some financial difficulties, she was not able to attend college right away. Instead, after taking a government test, she was offered a job with NASA. She accepted the position and moved to Washington D.C., where she met the man she would marry. Immediately after marrying, she and her husband moved to Indiana where Louise enrolled in Oakland City College where she earned her degree in education with a major in science and a minor in English. She has since completed her Master’s Degree and has been enrolled in two Ph.D programs. Commenting on her interest in pursuing an advanced degree, Louise adds, "I have been in two Ph.D programs and every time my husband gets transferred. So I have said 'heck with it' and kiss that to the wind. But it isn't that important to me. I just don't have that desire right now." When asked about her career goals, Louise comments, "I want to stay in the classroom. I have no desire to go into administration and I guess maybe some people think that that is kind of a dead-end, but I am happy in the classroom."

During her twenty-two years of teaching, Louise has taught in six different school districts in four different states. In her first teaching job, she taught biology and advanced biology, as well as ninth, tenth, and eleventh grade English. In another district, she taught English literature to eleventh graders, and, under a Title IX program, taught English and science to a group of children in a resource room. When her husband was transferred to Texas, she taught English grammar and composition to freshman at a local community college. Another job transfer for her husband brought them to
Connecticut where Louise taught English and science in a private preparatory school.

Mill Creek is Louise's sixth school district where she was hired the day before the opening of school. She has just completed her fifth year of teaching physical science to eighth graders. Summing up all her teaching experiences, she admits that teaching middle school students is more to her liking then any other grade level she has taught because she is able to build a rapport with her students. She contrasts teaching middle school to her experience at a community college. "When I taught college, I didn't like it because the kids would come in and be there for one semester or one quarter, and then they were gone and the relationship or the rapport was not really developed. And also they would come in and absorb rather than really wanting to become involved."

At Mill Creek, Louise has a reputation as one of the outstanding teachers on the staff. The principal, who has observed her during her five years at Mill Creek, describes her as "bright, energetic, and very dedicated." He is quick to add, "She takes her work seriously, but still maintains a sense of humor." Her mentee, Bob, who is an experienced classroom teacher new to the district this year, has frequently observed Louise with her students and is impressed with her wonderful classroom climate. He does not hesitate to say, "I have never seen a teacher as good as she is, as connected to the kids as she is. She continually appraises what she is doing, and she is open to doing things in new and different ways."

Passing by her classroom, the observer can see her students, working in small groups, engrossed in a scientific experiment. There is a
quiet murmuring of voices as students are actively involved. Walking among
her students, Louise offers suggestions, answers questions, and gives some
encouraging words to a group of students who seem to be having some
difficulties.

The science curriculum is hands-on and very process-oriented which
for Louise means the constant revision and refinement of materials. There is
no textbook, but rather notebooks that she has put together over the years.
These notebooks contain lesson plans, teaching suggestions about what
does or does not work, and a collection of articles she uses to enrich each
lesson. These notebooks represent countless hours of work. According to
Louise, a teacher is more than just a lecturer who teaches pages from a
textbook. She prefers to see herself as a teacher-facilitator with an
emphasis on teaching the whole child. She describes an effective teacher
as one who "establishes a close rapport with kids and understands their
needs. Someone who goes beyond the academic day, so that they can get
to know them in other ways besides what they put down on paper about
science. It is someone who gets beyond the classroom and works with the
whole child." She adds, "Kids need to feel good about themselves."

For example, after her students had participated in a camp that
focused on drug and alcohol abuse education, Louise and one of her
colleagues decided that a follow-up was needed for these students. They
wrote a sequel curriculum and invited the entire eighth grade to spend one
Friday until midnight locked in the school gym. Louise recognizes that
teaching is more than being with her students in the classroom. For Louise,
teaching young people has extended the time and space boundaries of the classroom.

Teaching for Louise is never static. She is continually perfecting her skills. On several occasions she has admitted that excellent teaching is always in the process of being created. "You never reach the ultimate. You are always changing the curriculum or finding a new activity. You are always seeking for something better." The search for "something better" probably explains why Louise frequently attends workshops, conferences, or courses given by the local university.

Since becoming a teacher at Mill Creek, Louise has completed training in TRIBES and TESA, and has shared with her colleagues what she has learned. Louise explains that through the TRIBES training, she has learned to organize her classes into cooperative learning groups. Her students learn the four basic principles of TRIBES: attentive listening, no put-downs, confidentiality, and the right to pass during class discussions. Louise acknowledges that her participation in the TESA training has helped her in the classroom. She adds, "TESA teaches you how to give positive strokes and ways to build a student's self-esteem. TESA means, Teacher Expectations, Student Achievement, and if the teacher has high levels of expectations, then the kids are going to get there if you give them the opportunity."

Louise is acknowledged by her principal and her colleagues as an excellent classroom teacher. They see her openness to growth, her curricular innovations, and her dedication to her students and colleagues as qualities of an effective teacher.
How can professional teachers, like Louise, contribute to the improvement of our nation's schools? Recent reports on the status of education have recommended that one way to improve the schools in general and the teaching profession in particular is to provide opportunities for teachers to use their expert knowledge by creating leadership roles to be filled by career professional teachers (Holmes Group, 1986) or by lead teachers who have proven their expertise in a variety of school functions from teaching, to curriculum development, and to supervision of their colleagues (Carnegie Task Force, 1986).

In the Rosewood City Schools there are no specific teacher designations such as master or career teacher. However, without the titles of master or career teacher, teachers do perform a variety of leadership roles in addition to their regular teaching assignments. What are some of these teacher leadership roles? What are some characteristics of teacher leaders? Are there specific leadership roles for teachers? How are they created? Are teachers trained to be school leaders? How are they trained? What are the goals for teacher leaders?

**ATTRIBUTES OF A SCHOOL LEADER: COMMITTED, RISK-TAKER, INVOLVED**

Louise has held formal leadership positions in both the school and the community. At school, Louise has provided leadership to the district's teachers' association, her teaching team, and her colleagues at Mill Creek. In the community, she has held leadership positions in her church and in civic organizations, and has worked on community campaigns. For Louise,
her leadership is a natural extension of her total commitment to the education of young people.

Louise's principal comments about her leadership at Mill Creek.

"Yes, Louise is a teacher leader in many ways. She is one of those people who, first of all, is a very bright, very energetic, and very dedicated person. She takes her work very seriously. Not so seriously that she doesn't have a sense of humor about it, but she takes it very, very seriously. She works hard, and she is not the kind of person who necessarily expects everyone around her to work as hard as she does. But by her example, I think, she has been here for five years now, and I think anyone in the building who has any contact with her on a daily basis, one of the first things that would come out of their mouths about her would be, 'Boy, that Louise, she really works hard,' and 'Nobody works as hard as she does.' She leads by example. I think she is a creative person who is always open to new ideas. She is the kind of person who would go to a workshop on a new approach to teaching. It may or may not have anything to do with her subject matter, but it has to do with helping kids and she hears about it, is intrigued about it, and does it. And she wants to bring it back and tell other people about it. I don't think she sees herself as one who is trying to lead anybody anywhere. She gets excited by ideas and she wants to share them with other people. She is kind of a natural teacher of teachers as well as of kids."

At the district level, she is an officer in the teachers' association as well as being one of the official representatives at both its state and national conferences. At Mill Creek, the principal believes that she is the informal leader in her teaching team, and says, "She is the one who is the glue for
that group. She keeps them together and focused." He also acknowledges
that she is the leader in the science department.

When asked about being a teacher leader, Louise admits, "It is kind of
hard to talk about that without sounding egotistical, but I think that I am
probably one of the leaders in the school and people frequently come to me
and talk about personal problems or problems here at school. I have been
chosen to participate in a number of classes and staff development
programs here at school."

When Rosewood collaborated with a local university to give a course
on teacher leadership to train a cadre of teacher leaders for the district,
Louise was one of thirty-five teachers, district-wide, chosen to participate. As
a final project, the teachers were to design an activity that would encourage
other teachers to take on leadership roles within their schools. Louise and
two other teachers from Mill Creek presented to their colleagues a plan that
would give everyone an opportunity to assume a leadership role within the
school. Louise and her colleagues formulated a list of "small tasks" which
they distributed to the teachers at Mill Creek. They encouraged teachers to
select areas which interested them and to take responsibility for their
implementation and completion. Examples of the "small tasks areas" were
student issues, staff meeting agendas, student recognition, talent show, end-
of-year luncheon, and coordination of the interdisciplinary program.

When asked about the results of the project there is a gleam in her
eye. She excitedly comments, "Hey, listen, we have gotten things rockin'
and rollin'. We are going to have a banquet for our volunteers here at
school and that was all through getting people to sign-up and volunteer for
new things. We have a number of people who have taken leadership roles who did not prior to [this time] and they just feel really important. And that is what we wanted. And we got them involved and prior to that, they were willing to sit back in their classroom and do their own thing. But just given a responsibility, now they are going with it." As a result of their project, she happily admits that there seems to be more collegial relationships than there were before. As Louise says, "The key is to pull on people's strengths and recognize their talents."

She has also had leadership roles outside school. She has always been active in groups at church: from singing in the church choir, to being an Elder in six Presbyterian churches, and to serving on various church committees. One committee that she recalls vividly was Ministerial Relations which dealt with conflict resolutions between ministers and their congregations. What she recalls learning from that experience is that the person at the top can be very lonely because there is no one who ministers to him or her.

In addition to her leadership roles at school and church, Louise has worked in her community by participating in a variety of activities from serving on zoning committees and working on school levies, to volunteering her services to the Lung Association and the Heart Society. She does all this because, as she says, "I have always been a real people person and involved."

As the conversation steers from Louise's own personal experiences as a leader to teacher leadership in general, she makes the connection between how a teacher who is a leader in the classroom evolves into a
leader in the school and eventually becomes a leader in the district. She comments, "A teacher leader is probably someone who is very, very comfortable in the classroom and is more of a facilitator than a teacher-lecturer type. Someone who would be doing a lot of cooperative learning, hands-on activities and small groups. And I think that when you are comfortable with that kind of classroom, then it is easy for you to move out into other areas within the school in leadership roles, whether it be committees or district-wide workshops or whatever it is. I think that the leaders in the classroom evolve into leaders of the school, [then] into leaders of the district and community. They are the ones that are listeners and who are willing to share whatever it might be, a personal experience or something they have experienced in the classroom or whatever it might be. They are just willing to give of themselves." She identifies those teachers who keep popping up at mentor meetings, workshops, classes and teacher association meetings, as teacher leaders because, as she says, "They are, first of all, very, very comfortable in the classroom, and secondly, they are concerned about the reputation of public education and what is happening to children in our schools. They are probably the people willing to risk and put themselves on the line to go ahead and make some of the things happen."

Louise is a leader who has dedicated herself to helping improve her school and community. At school, Louise's leadership is evidenced by her participation in the teachers' association, by her guiding influence in her teaching team and curricular area, and by her ability to engage her colleagues in school improvement projects. In the community, her
involvement in church and civic affairs finds her serving on governing boards and local committees.

At Rosewood teachers who want to exert leadership can do so formally by becoming active in the teachers' association. There also exist several informal opportunities for teachers to become school leaders. For example, Louise was unofficially recognized as the leader in her teaching team. She was also selected to participate in the New Leaders course which led to an opportunity to exert some informal leadership at Mill Creek. Since there are very few formally developed avenues for teacher leadership, it would appear that teachers, like Louise, who aspire to perform leadership roles outside the classroom, must do so on their own time.

On the one hand, the district does see the need to recognize teachers who are potential leaders and to train them to serve in leadership roles within their schools. The teachers who participated in the New Leaders course were trained to become school leaders in their individual schools. However, when these teachers returned to their schools, there were no specific leadership roles for them to fulfill. It was left to the individual teachers to define and implement their roles.

In addition to her leadership roles defined above, Louise is also a mentor teacher. In the Rosewood City Schools, mentoring is a semi-formal teacher leadership role. How does the school district define a mentor teacher? How does Louise define a mentor teacher? What are the characteristics of an effective mentor? What are the responsibilities of a mentor teacher? How are mentor teachers selected and trained? How important is the role of mentor teacher to the mentor, to the mentee, and to
the school district? Is mentoring a way to establish enduring collegial relationships? Can mentoring lead to a more collaborative organizational structure within schools?

**ATTRIBUTES OF A MENTOR TEACHER: CARING, SHARING, HELPING OTHERS**

Louise has accepted the responsibility of mentoring because she likes to help people. She hopes that her mentees see her as caring, enthusiastic, and supportive. Her present mentee, Bob, an experienced teacher new to the district, describes Louise as extremely helpful. He continues, "Without exception, every time that I wanted to talk to Louise, she would put down what she was doing and help me with whatever I was having difficulty with."

In her short time at Mill Creek, Louise has built a reputation as an excellent classroom teacher and has proven her ability to work successfully with adults. In the five years that Louise has been a teacher at Mill Creek, she has been a mentor three times. Her mentees have not all been beginning teachers. Her first mentee was a veteran teacher at Mill Creek, but due to some shuffling around of teaching assignments, he discovered that he would be teaching a different grade level and a new curriculum. Louise helped him adjust to his new teaching assignment. As she looks back on the experience, she modestly admits that, "It wasn't truly mentoring. It was just basically helping him with the curriculum."

Louise describes her second mentee, Sally, a first-year science teacher, as "a bright, energetic, go-getter who adapted very well to the
middle school student and the middle school philosophy of nurturing the whole child." The relationship that developed between Louise and Sally was one of mutual support. They shared ideas about the science curriculum and worked together on a seventh grade camp. Since Sally was interested in learning about TESA, Louise shared with her all she had learned from the TESA workshops that she had attended. It was Sally who helped Louise organize the eighth grade lock-in and who stayed with Louise and the group of eighth graders until midnight one Friday.

Bob is currently Louise's third mentee at Mill Creek. Bob is a veteran math and science teacher who taught eight years in another district before coming to Mill Creek. Bob also has a MA degree in Future Studies and is currently working on his doctoral dissertation in Educational Administration.

When Bob was hired by the school district and assigned to Mill Creek, the principal and the building representative looked over the list of newly certified teachers and teachers new to the district. At Rosewood, the principals play a major role in the selection of mentors because they are the ones who come into close contact with all the teachers. The principal selected Louise to be Bob's mentor. It was a natural match because Bob was assigned to teach eighth grade physical science, and the only other eighth grade physical science teacher at Mill Creek was Louise. As she is quick to point out, her mentee, like herself, is a science teacher, and so she feels responsible to give him help. She comments, "When you come in new, you just don't know what's happening." In Bob's case, even though he is a veteran teacher, he is confronted with several new situations. He finds
himself teaching a new grade level, using a different science curriculum and working in a new school district.

When Louise is asked why she is a mentor she admits, "I think it is a personal thing, whether you enjoy being with other people and enjoy talking with other people, or if you like to go into your classroom and do your own thing. There are no monetary incentives. Mentors do not get paid, nor do they get released time. We don't get any compensation at all. It is just sort of an intrinsic reward you get for having helped someone and having established a nice relationship with someone. I think when you make a new friend, you help yourself." Louise remembers when she was a teacher new to a school district and recalls that she needed someone to befriend her. She continues, "People are so busy, but knowing you have a person you are suppose to be helping makes it a lot easier."

Louise has been selected by her principal to be a mentor because she exhibits the traits of an effective mentor. According to the principal, "She has a sense of how to work with adults. She is open to new ideas, likes to be involved in helping kids, gets excited by a new idea, and wants to share it with others. She leads by example."

By her own admission, Louise acknowledges that she has never taken an official mentor training course, but she adds, "I have taken all those performance learning classes, TEACH, and the one about parent conferencing. And then I took 'Beyond Self Discipline' and one on managing stress, 'Lifestyles.' I have taken 'Adventures in Attitudes' and TRIBES, TESA, and 'New Leaders'. I have about forty-five credit hours since coming to Rosewood and most of that has been in affective and personal
relationships with other people. So, whether that makes me qualified, I don't
know, but those are the kinds of things I have taken."

In addition to her training, Louise describes what she considers
characteristics of an effective mentor. "I hope that my mentees would
describe me as a fun, enthusiastic, caring person who was always willing to
listen and support them when they needed my friendship." She continues, "I
think that we have to listen, and sometimes we have to hear what is not
being verbalized. We have to read some body language and just some
comments that might be said in a kidding manner or just in passing.
Sometimes people are not real open to express frustrations, but you really
have to listen, be willing to share, and be available when they need you, not
[just] when you would like to be available. You have to get along well with
adults and have the time available to spend with the mentee." She readily
admits that there are times when her mentees need something when she is
involved with her own work, but she stops what she is doing, because, as
she says, "I think it is important they get their questions answered and get
what they need. I guess you could add flexibility as a characteristic of an
effective mentor."

Louise has been chosen to be a mentor because she enjoys working
with adults. She is recognized by her colleagues and her principal as an
excellent mentor because she is willing to spend time with her mentees, to
share her technical knowledge, which she has acquired through her
continual participation in staff development activities, to share her
knowledge of the science curriculum, and to be supportive, a good listener,
and a caring friend.
The research data on mentoring suggest that schools can become more effective when teachers are given the opportunities to work with their colleagues (Purkey & Smith, 1983; Rosenholtz, 1989). Induction year programs can provide the mechanisms for expert teachers to help their colleagues through planned observations, conferencing, and assistance in learning the culture of the school. Anderson and Shannon (1988) speak about the need to articulate a conceptualization of mentoring. Included in their conceptualization model are three mentor dispositions which they hold essential to the mentoring process. First, mentors must be able to open themselves by allowing the novice to observe them in the classroom and then to discuss openly the teaching process. Second, mentors need to lead their proteges incrementally over time. Third, mentors must be able to express care and concern for their proteges, both personally and professionally.

An examination of the titles used to describe mentor teachers ranges from "buddy teacher," which suggests a very informal, highly personal relationship between mentor and novice, to "teacher consultant," which implies a more formalized, scientific, relationship.

Anderson (1985) designates four titles to distinguish different types of mentoring relationships: clinical mentors, colleague mentors, consultant mentors, and community mentors. The different categories of mentors is based on the types of relationships that are established between mentors and novices. For example, a clinical mentor has the responsibility to observe systematically and to provide feedback to the novice, whereas a
colleague mentor may not have the time to observe the beginning teacher, but rather, tries to encourage, support, and help the novice on a daily basis.

As a teacher in the Rosewood City Schools, Louise has the opportunity to assume a leadership role as a mentor teacher. The school district’s mentor program pairs veteran teachers with newly certified and/or experienced teachers new to the district for one year. However, teachers who are chosen to be mentors at Rosewood are not officially recognized as teacher leaders, nor do they receive formal training, compensation, or released time. Mentors are selected by their principals. The selection process is not guided by a set of formal guidelines, but rather based on the knowledge a principal has of the teacher in the classroom and the teacher’s willingness to serve as a mentor.

A more formalized mentor program consisting of a standardized selection process, specialized training for mentors, released time for mentors and their mentees, and compensation for mentors would move the program from a buddy/friend type of relationship to a more formal, professional relationship.

Many of the goals of induction year programs center around the need to help beginning teachers reduce the problems that are common to novice teachers: to provide opportunities for beginning teachers to talk about and to analyze their teaching; to socialize novice teachers into the school, the school district, and community; and to support them as they increase their knowledge and skills (Odell, 1989).

What defines the relationship that is established between a mentor and mentee? Are there specific goals that guide the mentor/mentee
relationship? Who establishes the goals? What are the various dimensions of the relationship?

MENTOR/MENTEE RELATIONSHIP: MEETING THE NEEDS

Louise's role as a mentor has been to make Bob's transition to teaching at Mill Creek as smooth as possible. In this section we see Louise describe for Bob what it is like to teach at Mill Creek. This includes explaining to him about the teaching teams, the school culture, teaching eighth-grade students, and the science curriculum. We witness Louise and Bob observing each other's classrooms, sharing in the development of instructional materials, discussing their work together, and learning more about themselves as a result of their collaboration. Louise has also contributed to Bob's professional growth by introducing him to a hands-on approach to the teaching of science. In addition, his classroom management skills have been enhanced by learning about TRIBES and TESA. We see also how their personal and professional relationships have evolved over the course of the year. Finally a description of the district's mentor program provides a framework for the understanding of the mentoring process at Rosewood.

Transmitting School Culture

It is during the beginning weeks of school that Louise tells Bob about what she terms the "nitty, gritty" things: school rules and regulations; school policies concerning interims and report cards; forms for personal, professional, and sick leaves; and all the "unspoken expectations" that a newcomer to Mill Creek needs to know.
Louise explains to Bob, "Rosewood stresses a family atmosphere and teachers' wellness. Not only just being in the classroom on time and that kind of thing, but teachers feeling good about what they are doing and teachers feeling physically and emotionally healthy."

Part of belonging to the Rosewood family are the expectations which are placed on teachers to contribute to the overall functioning of the family. Louise continues, "There are high expectations for teachers: the committee commitments; the extra activities for students like canteen, class trips, and field trips; and being involved in extra curricular activities, like no more than being a timer for a track meet. But still it seems like everybody is expected to participate, to make the whole organization tick." She tells Bob, "In some schools, you can come in just before the bell and leave just after the bell, and it is OK. But that is not the typical teacher in Rosewood."

Bob chimes in, agreeing with Louise. "It is almost a joke here at Rosewood. They have a committee for everything, and almost no major decisions are made in this district without community input and input from teachers and everybody else."

Another aspect of school culture which is a new experience for Bob is the emphasis placed on the students. He comments, "The whole culture of the school is very kid-centered which I think is as it should be. It has just been a big adjustment for me in terms of just how to deal with kids given the day-to-day situations in the classroom. They are handled very differently here. For example, very little discipline goes through the office here. Almost all discipline is dealt with through the team, and there is a lot more communication with the parents than I was ever accustomed to before. I
think that it makes it more of a stressful situation for the teacher, and I think the kid gets a lot more individual attention. That is something that may be very special to Rosewood. It is something that I have noticed everywhere I have been here. This place really puts education first and puts the kid in the center of that."

Teaching Teams

The English, science, social studies, and math teachers at Mill Creek are part of an interdisciplinary team. The seventh and eighth grades are divided into four teams, two teams for each grade level. Each team is comprised of four teachers and approximately 125 students. On most days, Bob meets with four groups of students, but occasionally the teachers will have the whole group together for special events like a movie, a speaker, or a party. The teachers also have time during the day to meet with students either individually or in small groups. In addition, there is planning time each day for the teachers in the team to meet together.

When asked to describe his first year at Mill Creek, Bob mentions his teaching team and how working with a group of teachers has contributed to his growth as a teacher. "I think that one of the biggest things has been the teaming situation. This has helped me a great deal. I have never worked on an interdisciplinary team. The advantage of an interdisciplinary team is that you have other teachers who see the same kids that you do. So you get some other perspectives that you don't necessarily get in another situation. This has been a year of tremendous adjustment for me. I think that the thing that contributed to me getting through the most was Louise and the team that I teach with. Their concern and their ability to pick me up when I was down
and their ability to see when I was stressed out and do some things to help me out of that has been a very positive experience for me."

Because Louise and Bob both teach eighth grade science, they are not members of the same eighth grade team. There are some pluses and minuses to this situation. Louise explains some of the benefits to this arrangement. "Bob's teaching is in the afternoon and mine is in the morning. So he can come in and observe me or even just wander in and out to see what is happening, which makes it convenient for him."

Bob echoes, "There is always space in Louise's classroom if I want to watch her teach. But there is not time for us to discuss what I have seen. As soon as she finishes her last class, I am beginning my classes."

The principal at Mill Creek also acknowledges some difficulties inherent in the teaming schedule. "The team structure, in some cases, works against the mentor/mentee relationship. The teams overlap in such a way that those teachers who teach on opposite teams never actually see each other. In Louise and Bob's case, they don't have that common time because they are on different teams. But they are teaching the same subject. So they end up meeting before and after school."

Bob and Louise have learned to work within the teaming structure, grabbing time when they can. Louise explains that the "assist time" that exists within the teaming structure has allowed them some flexibility. She explains, "We have what is called 'assists' or small groups, and they are like 12-15 kids. And during those 'assists,' the team teachers are given opportunities to work with students in groups of three, or one-on-one, or however we need to work with them. It is just a time for the kids and the
teacher to come in close contact and to share. That is two periods. And then we have preparation time. That makes it real convenient. In the morning my mentee can come and observe me if he wants, which he usually does. He probably won't spend the whole period, but he will ask when I am going to do such and such, and then he will come. For example, if I am using a video, that is a good preview time for him, and he can hop in and see it."

Teaching the Curriculum

Bob admits that his first year at Mill Creek has been a very difficult year, but he adds with a grin, "It would have been a very, very difficult year, if it had not been for Louise." Bob has been confronted with several challenges at Mill Creek. In addition to working with a teaching team for the first time, Bob has had to learn a whole new approach to teaching physical science. Bob comments, "A large part of why it has been hard for me is the curriculum that I am teaching this year is very different from what I have taught before. Rosewood deals with a very process-oriented approach to science which I very firmly believe in. But there are no good process texts out, and what has been put together over the years is a set of materials, and there are a lot of gaps in terms of what students are expected to know at the end of each of these units and things like that. So it has been a struggle this year just to make sure that I am doing justice to what the curriculum is meant to be."

Transmitting the curriculum to Bob has played a major role in establishing the mentoring relationship between Bob and Louise. Bob continues, "This curriculum has an oral tradition, and unless there is someone there to pass that tradition on to you, you are really in the dark. I
have put myself in front of Louise as often as I can just to ask her about what is going on, and she has always been extremely helpful."

Louise admits that a teacher coming in new and having to teach the science curriculum without a textbook or any formal guidelines would be very difficult. She adds, "We talk everyday and that makes it easy. He has expressed to me a lot of his frustrations. At the beginning of the year he just didn't see how the curriculum was going to fit together. He felt that it was very disjointed, and I agree with him. There are a lot of things that could be written down. But since we don't have a textbook, there are a lot of things that just stay in the head, and the units just kind of flow."

Louise has spent hours with Bob helping him understand the curriculum. At the beginning of the school year, they sat down together so that she could give him a broad overview of the curriculum. She prepared a time-line so that he could see how the course content was divided into weekly segments. Louise also compiled a notebook for each unit in which she placed ideas for hands-on activities, articles that enrich the curriculum, notes to herself about what has worked in the past, snags the students have encountered in the labs, and copies of her tests and quizzes.

At the beginning of each unit, Louise makes sure Bob has copies of lesson plans that she has in her notebook. Her notebook is always open to him. She admits, "What I do with my mentee is really tied to classroom instruction. Everyday I try to make sure he is put together, has all the equipment and the handouts. I have shared everything I have with him."
Teaching a New Grade Level

Even though Bob is an experienced teacher, he has found that teaching a new grade level has added another challenge to an already difficult first year at Mill Creek. He comments, "I think that one of the biggest areas of my growth has been my approach to working with eighth graders. I don't think, given my nature and my personality, that working with eighth graders is going to be a natural for me. I am a very introverted kind of person, but getting up on the stage and teaching will never be something that I gain energy from. It will always be a kind of draining experience for me, especially working with eighth graders. I think these kids have perhaps less respect for authority than any place else that I have ever been, which is not necessarily bad. They question a lot of what you do, and a lot of eighth graders do that. But there is that given respect that has been in other places that I have been."

Louise recognizes that Bob is experiencing stress teaching a new grade level. Because their classrooms are adjacent to each other, separated only by moveable walls, Louise is often in her classroom correcting papers while Bob is teaching his students. She comments on how she has helped him with managing his students. "I am in my room a lot of times cleaning up and the kids may not know that I am there just listening. And Bob will ask me to stop in, or if he has a group of kids that are being a little frustrating, he will ask me if I have any suggestions."

Helping Bob learn to establish a positive classroom environment has been one of the priorities in their mentoring relationship. Louise mentions that Bob has questioned her about the methods she uses to organize her
students into cooperative learning groups. This has given Louise an opportunity to share with Bob the principles she learned through her training in TRIBES. Louise adds, "Bob has done a lot to get cooperative learning going on in the classroom, and he wants to get involved with TRIBES and try some of those techniques. We have talked about the necessity for the kids to see that work is a cooperative endeavor."

Bob is quick to comment on the classroom climate that Louise has established with her students. "Seeing somebody who is such a good science teacher and seeing what is possible in a good science classroom has been another high point for me. I have never seen a teacher as good as she is, as connected to the kids as she is. She has a wonderful classroom climate."

Improving Instruction

When Louise is asked to describe her role as a mentor, she comments that one of the primary goals of the mentor/mentee relationship is to help her mentee become a better teacher. We have seen how she frequently has the opportunity to observe Bob teaching his students and on occasion, has gone into his classroom to help him with a lesson. As she says, "We just work together. Through feedback I can let him know if he is performing up to standard or beyond standards. To help another teacher, I believe that you need to listen, and then, through techniques such as cognitive coaching, help them to establish their own expectations. I can help them realize what they are doing is good, and in addition, help them think through how they might improve."
Talking about the events of his first year at Mill Creek, Bob admits to experiencing a very difficult year. But he is quick to add, "It has been a year of a tremendous amount of adjustment for me, but I think that the thing that contributed to that the most was Louise and the team that I teach with, and their concern and their ability to pick me up when I was down. And their ability to see when I was stressed out and do some things to help me out of that has been a very positive experience for me. Without exception, every time that I wanted to talk to Louise, she would put down what she was doing and helped me with whatever I was having difficulty with."

Bob and Louise have both expressed an interest in continuing their collegial relationship into the next school year. Bob comments, "I have already spoken to Louise about coming in and seeing some more of her classes next year, especially early on when she is doing some of the things to establish the cooperative atmosphere that I think is really important to eighth graders." In regards to the curriculum Bob adds, "One of the things I want to talk about as we come to a close is sharing my ideas of placing some things in a different place [which] could be just as effective or more effective."

As Louise reflects on the coming year, she talks about the advantages of maintaining a close, working relationship with Bob. "I have taught in school systems where you had kind of a buddy system, and everybody had a mate or partner. You could do a lot of things together: taking classes and workshops, team teaching, whatever it was. And that person could help with your evaluation and you helped with theirs. It was nice to have someone to give you feedback and strokes."
Both Louise and Bob share their perceptions of an effective mentor. Bob portrays a teacher who has had experience in the district and can impart the school culture to a newcomer. He adds, "I think that it needs to be a person who has been around awhile and who understands the culture of the system, and that it is important to impart that kind of information really soon. There are so many little things, procedural kinds of things, that a mentor can be a big help with early in the year."

In addition, Bob describes a teacher who is consistently learning new and better ways to teach. He continues, "[A mentor] should be a person who has some interest in the art of teaching, and has some interest in learning new and better ways of learning what it is they do. They have to be a person who is also engaged in the process of development as well as in the person they are mentoring. And they have to be accessible."

Personalizing these traits to his own situation, Bob continues, "Louise continually appraises what she is doing. She is open to doing things in new and different ways." In the area of accessibility, Bob is very candid when he explains, "I think Louise is very accessible. The only problem with Louise is that she is just so busy, and [being accessible] cuts in to some of that. These are not limits that she is placing on her accessibility, but because of what I feel in terms of seeing all the things that she does. I am sometimes not real anxious to interfere even if there are some needs. So in cases like that, I'll sneak in and watch what she is doing, and the intent of something I didn't understand will come through."
Louise recalls that one of the activities that all the mentors were asked
to do during the mentor orientation meeting was to write what she would like
her mentee to say about her. She comments, "I wrote that 'Louise is a fun,
enthusiastic, caring person who was always willing to listen and support me
when I needed her friendship."

On another occasion, much later in the school year, Louise still holds
on to her desire to be perceived as kind and caring, but she realizes now
that she has had to temper her need simply to tell her mentee what to do.
Louise explains, "As a mentor, it is very difficult with the scrunched time, and
sometimes it is easier to say 'go do such and such;' and that is not really
what you want to do at all. I don't want them to think that they have to do
anything that I do or follow my pattern. I want them to have the freedom to
teach in their own style."

Louise and Bob acknowledge that they have very different personality
styles. Louise laughingly admits, "This is really funny because, on the
Myers-Briggs, Bob and I are just totally opposite. I am the feeling, extrovert,
sensing, and he is the introvert, thinking and intuitive. He could talk
something to death, and I have to do it to death. I have to give him time to
talk, and he has to give me time to do. He knows I have to have closure on
something, and I know that he needs time to think about it."

Bob chimes in, "Louise and I are very different in terms of personality
and in the terms of the ways we look at things, and in a lot of cases that
makes our relationship stronger because I think we both bring something to
it that the other would not have alone. I am a person that enjoys sitting down
and meeting with other people, and Louise is a lot more task-oriented, a lot
more detail-oriented person than I am, which has been a big help to me because she helps me with the details, and hopefully sometimes, I give her a point of view that is different from her own."

Commentary

Louise and Bob’s mentor/mentee relationship is multi-dimensional. We see Louise orienting Bob to the norms and climate of the school by explaining to him the science curriculum, observing his classes, providing feedback, helping him create a positive classroom environment, encouraging his professional growth, helping him plan lessons, supplying him with materials, and nurturing him by means of emotional support.

In turn, Louise has learned to work with another teacher whose personality style is very different from her own, which has caused her to reflect on her own practice.

At Rosewood, the goals of mentoring are broadly defined. Mentors are to provide emotional support, integrate newcomers to their specific schools and to the school district, and encourage personal and professional growth. Within these parameters, Bob and Louise have created their own goals that guide their mentoring relationship. It would appear that mentoring at Rosewood is a highly personalized process. Their relationship is established and defined based on the specific needs of the newcomer. Because Louise teaches the same grade level and subject area as her mentee, she is able to provide critical information to Bob about the curriculum. Because Bob is not a newly certified teacher, Louise can focus greater attention on helping Bob understand and teach the hands-on
science curriculum. Less attention needed to be paid to helping him with classroom management issues.

As mentors and mentees form their relationships, what role does the school district play in supporting them? How formalized should a mentor program be? What should be the major components of a mentor program? Should mentors receive specific training to perform their role? How should mentor teachers be selected? Should teachers who are selected to be mentors be required to demonstrate specific skills which have been identified as prerequisites for mentoring? What are the skills teachers need in order to be effective mentors? Should programs differ for mentors of newly certified teachers from mentors of experienced teachers who are new to the district?

MENTOR/MENTEE RELATIONSHIP: THE SUPPORTS

For the past ten years, Rosewood has paired experienced teachers with newly certified teachers and with teachers new to the district. In 1979, a formalized mentor program was designed and implemented by three experienced teachers under the guidance of the Assistant Superintendent for Personnel. The program was started based on the following needs: the loneliness of new staff members, lack of supplies/materials for classroom use, a need for recognition for the new staff members, a need for the new staff member to be informed about administrative responsibilities such as completing forms, parent conferences, open house, grading and reporting, and learning who to contact for specialized needs.
To meet these needs of new teachers, the district organizes an orientation session, a series of monthly meetings which cover a variety of topics, and a banquet at the end of the year for all mentors and mentees. In addition to the district-wide meetings, there are meetings at the high school for new staff. These meetings focus on writing and sending student interim progress reports, explaining procedures for semester and final exams, and offering suggestions for meeting parents at open house.

At the middle school, the mentor program is supported by the individual departments, the teaching teams, and the building principal. New teachers, who are not members of a teaching team, can receive help from teachers in their department. Newcomers, who are part of a teaching team, can go directly to their team members for assistance. The principal contributes to the mentoring process through individual conferences with the mentees and their mentors, and through regularly scheduled school meetings.

This year the district-wide orientation session for mentors and mentees was organized by the mentor committee which consists of one elementary school teacher, one middle school teacher, one secondary school teacher, a classified staff member, and the district's Assistant Superintendent for Human Resource Development. Louise describes the orientation session as "a lot of sharing and small group discussions." The Assistant Superintendent for Human Resource Development talked to all the teachers about the mission of mentoring, stressing the importance of everybody feeling a part of the Rosewood family. There were also small group activities on the nature of the mentoring relationship. In one small
group activity, the mentors wrote what they felt would be helpful for them to do with their mentees while their mentees wrote what they thought their mentors could help them do. Then the mentors and mentees met together and shared their ideas.

The mentors also learned about the needs of beginning teachers. Louise explains, "We learned that beginners need a lot of positive reinforcement. They need to realize that some days do not go well for experienced teachers either. We learned that our mentees need time and space and understanding."

Concluding the orientation session is a bus tour of the district during which the new staff members have an informal opportunity to make new friends. The mentors and mentees return to their buildings where they have time to meet informally and to prepare for the first few days of classes.

The monthly meetings cover a wide range of topics. This year the mentors and mentees attended sessions on topics such as learning effective communication skills, teaching the student whose native language is not English, applying discipline techniques, teaching students with learning disabilities, and learning problem-solving techniques.

Louise and Bob attended several of the monthly meetings. Louise comments, "It is sort of optional for the mentor, but I went with Bob. I guess one of the neat things about the mentoring program is that you feel a direct responsibility to that person. If you know that somebody is depending on you, then you go the extra mile."

Bob has a slightly different view of the monthly meetings. As he explains, "The mentor program here is very loosely constructed. We have
meetings once a month and, for the most part, it was not relevant for me. Maybe for a brand-new teacher it would have some relevance. There were things that I was already familiar with and some of the areas that I thought the program could have addressed, really weren't addressed. But it would be quite a task to pull together a lot of relevant things that I think would really be meaty enough for people. My feeling was that it was kind of a grab-bag approach. So I didn't attend all the meetings, but I know I attended more than half of them."

As Bob thinks about how he would improve the mentor program, he shares the following insights. "There needs to be more formalized ties between the mentor and the mentee, some very specific kinds of processes that the mentee and mentor engage in over the course of the year. For example, I would include classroom observations followed by time where the mentor and the mentee could sit down and discuss what went on. I think if you schedule interaction with other people, you tend to get it done instead of just waiting until a crisis develops. There should be time, maybe one day before school starts, that the mentor and mentee can sit down and get to know each other, and specify some areas of mutual concern. It should be a relationship where both people grow, not just the mentee. There needs to be a much stronger sense of an on-going, developmental kind of feel to it. Also I think the mentorship program could be woven into some of the evaluation components, especially since the evaluation here is not so much a summative kind of thing, but is more of a development kind of thing instead of just trying to get somebody fired. There needs to be a firming up of the
processes of what the mentor/mentee relationship is supposed to be, because I think that it is very much left to the individual right now."

Mentoring in Rosewood has two components: the district's mentor program, and the individual efforts of the mentors and their mentees. The first component, the district's formal mentor program, provides a structure that gives support to the mentors and their mentees. The district-wide orientation program helps mentors become knowledgeable about the needs of beginning teachers, while the monthly meetings are formal ways to bring mentors and mentees together to hear about and discuss issues relating to teaching in Rosewood.

Missing in the Rosewood mentor program are substantive issues regarding specific program goals. Lacking is a standardized selection process whereby mentors are chosen based on demonstrated skills characteristic of successful mentors. There is no distinction made between the needs of newly certified staff and experienced teachers who are new to the district, and there are no programs to meet those specific needs. There is no on-going training program for mentors. Missing is a role description of an effective mentor.

Due to the absence of a substantive mentor program, the success or failure of the mentoring relationship appears to be based almost entirely on the inherent skills of the mentor. How much expertise a mentor brings to the relationship and how well the mentor contributes to the personal and professional development of the mentee has very little connection with the district's formal mentor program. The day-to-day, week-to-week interaction that occurs between mentor and mentee is really up to the teachers
themselves. Louise comments about what her relationship would have been like without the structure of the mentor program. "I probably would have felt a responsibility since Bob was the other eighth grade science teacher, but maybe not to the same depth of responsibility."

And Bob adds, "Even without the mentorship program, I don't think our relationship would have been much different. The one thing the mentor program did was join us in some formal sense, but even without that, the way the curriculum is structured, I would probably have been on her doorstep anyway."

Because there are no strict guidelines provided by the Rosewood school system as to how the mentoring process is to proceed, Louise and Bob are confronted with fashioning a relationship within the constraints of finding time within the school day to interact, conflicting teaching schedules, and juggling the multiple demands of the workplace. Are mentors and mentees given released time to work together? Is there a planned observation schedule wherein the mentors and mentees can observe each other in the classroom and then discuss their observations? Is there time for mentors and mentees to meet on a regular basis to plan lessons and to develop materials?

MENTOR/MENTEE RELATIONSHIP: THE CONSTRAINTS

Time

Louise's greatest challenge as a mentor is finding the time to meet with her mentee. Given the scheduling structure at Mill Creek, time for discussions with her mentee must take place either before or after school.
For Louise, mentoring, preparing for classes, and participating in staff development activities are all competing demands on her time. Louise expresses the frustration. "I want to be perceived as kind and caring, but anyone who has ever been a teacher knows that there is never enough hours to go around. There are always kids in the wings and meetings to attend. We struggle to find the time to adequately do the mentoring." The mentor program does not provide released time for the mentors and mentees to meet together during the school day.

Bob, too, is sensitive to the time issue. He continues, "There is always space in Louise's classroom if I want to watch her teach, but there is not time for us to discuss what I have seen. As soon as she finishes her last class, I am beginning my classes." Knowing how busy Louise is with her classes, her after-school workshops, and the days she has to be away from the building to serve on the science curriculum team, he often wonders if he is "stepping into her space." He continues, "Without a real formalized structure, I often feel that I am intruding in on Louise's time."

Louise dreams of having released time during the day, a planning period so that she and Bob could spend time developing the curriculum and more time talking about education, their philosophies, and their teaching.

The principal at Mill Creek is also sensitive to the demands placed on teachers who assume additional responsibilities. He comments, "I think one of the real problems of getting teachers to take leadership positions or to give teachers opportunities to grow and develop is that we don't give them time to do that on the job. We are asking them to do it outside of the job."
Juggling Needs

Louise is constantly juggling her own needs as well as the needs of her students, her teammates, and her mentee. She sighs, "Being a mentor takes a lot of time and sometimes you feel you are usurping the time you could be grading your own papers or whatever, but you can't put it on hold. Mentoring has to be a top priority item, and you have to help them with whatever their situation is at the moment."

Bob is also sensitive to the conflicting demands on Louise's time. He adds, "Louise is involved in so many committees, and she is very active in the teachers' association, so she has limited time. These are not limits that she is placing on her accessibility, but because of what I feel in terms of seeing all the things that she does. I am sometimes not real anxious to interfere even if there are some needs. It would be nice if there were some time in the day where we could get together, but with the way our schedule is at this school, it is just not possible."

At Mill Creek, time and scheduling constraints as well as multiple demands on a teacher's time all limit the mentor/mentee relationship. Working within the constraints of a semi-formal mentor program with no released time nor formal training for mentors, what are the positive outcomes of the program? Do mentors and their mentees benefit, and if so, in what ways? Is instruction improved? Are collegial bonds strengthened?

MENTOR/MENTEE RELATIONSHIP: THE PAYOFFS

In spite of the constraints to mentoring, the mentoring program at Rosewood continues to grow. Teachers and principals are supportive of the
program because they see several benefits which result from pairing experienced teachers with newcomers.

The principal at Mill Creek acknowledges that the way the mentor program has evolved at Rosewood gives teachers a legitimate kind of leadership role that does not seem to conflict with the informal stricture on teacher leadership. He explains, "Schools really don't organize for teacher leaders. In the first place, teachers are often isolated from their colleagues, and are trained and conditioned to think in terms of leading young people, not working with adults. So we don't really set them up to lead each other. And in the second place, a lot of teachers feel that they are all equal: equally professional, equally autonomous. So for any one of us to put ourselves above the others is sort of an affront. This is the kind of thing that really puts a restraint on any teacher who has a desire to lead. But mentoring is one thing that all teachers seem to find acceptable. It is one way that teachers have a chance to do something with the knowledge and the talents that they have developed."

The principal also sees the mentoring program as an effective way to integrate new staff into the district and into the school by insuring a continuous support system for the mentees. He adds, "The mentoring program gives a new person a sense of the district sooner than they might get otherwise, which adds to making the newcomers feel more welcomed."

Teacher collaboration is strengthened and supported by the mentoring program. Louise and Bob have found many rewards in observing each other's classes, working together on the science curriculum, sharing materials and equipment, as well as sharing frustrations and triumphs. On
observing each other's classes, Louise admits, "It keeps me on my toes. It is the idea that my mentee might be coming in to see what is going on, and I need to have my act in order. If I expect him to have his act in order, then I'd better, too. It is a kind of checks-and-balance system that helps everybody. It makes you think about the way you do things." Louise continues, "I think that I always learn more when I work with someone and see how it is that they do things. Plus when you have two people working together, it makes it fun. It is also fun to have someone help prepare for the labs. Then we just have half the work, rather than each of us trying to do everything."

Working collaboratively with his teaching team and with Louise have been high points for Bob. He comments, "Observing Louise, who is such a good science teacher, has allowed me to see some things in ways that I didn't before, especially the neat things she does with setting a positive classroom climate. From Louise and from my team members, I have learned more how to individualize. I am able to get several perspectives on my students from my team-mates, so I have more information readily at my finger tips."

Teacher development is an added benefit of the mentor/mentee relationship. The school district has invested time and money to train Louise in TESA and TRIBES. As a result of her mentoring relationship with Bob, we have seen how she has been able to share her knowledge about cooperative learning groups and techniques in creating a positive classroom environment with him.

Louise has learned several things about herself while being a mentor. For example, she admits that she has a tendency to be very directive, but
having to work collaboratively with Bob has helped her learn not to be so
directive in her approach. She comments, "You just can't tell them what you
think is right or the way to do it. Rather, you give them options or ask what
they think we should do. Maybe I am learning not to be so precise and
conscientious, and loosen up a bit."

The mentor/mentee relationship also has reciprocal benefits. While
Bob learned a new approach to teaching science, Louise admits to receiving
new insights from her mentees. "I have learned about different classroom
techniques and the ways of managing the classroom, and I have picked up
some really good hints from the people whom I have mentored. I'll hear
them say something that I think is a real clever way to get the kids' attention
or to take care of routine business. I think that every time you come in
contact with another person, you learn something."

One of the most important benefits to the mentoring experience for
Louise has been the opportunity to examine her own practice. "I think that I
have gained more by being a mentor than the mentees have. Not only that,
it makes me think about the philosophy of the school. It makes me think
about the way I do things, the way I react with the kids and my peers. My
mentee will say something, and I think, 'Oh gosh, I never perceived it that
way,' and then I begin to evaluate the situation because, when an outsider
comes in, he sees it from a different point of view from what an insider does."

Mentoring in Rosewood involves a tremendous time commitment.
There are no monetary rewards. There is no regularly scheduled released
time for mentors and mentees to work together. The district does not train
teachers to be mentors. So why be a mentor? Perhaps Louise sums it up
best. "Being a mentor is very time consuming, but yet it is very rewarding. You do develop some very nice relationships with people. And then, in the long run, those people are happy, and that makes your whole school run more smoothly. If they are happy and satisfied, then it makes for a better family atmosphere. To see your mentee happy and successful is very rewarding."

Given the existing mentor program at Rosewood, what additions need to be incorporated into the program to create a more successful experience for both mentors and mentees?

MENTOR/MENTEE RELATIONSHIP: NEXT STEPS

In a spring planning meeting, the co-chairs of the mentor committee and the Assistant Superintendent for Human Resource Development discuss the future of the mentor program. One of the teachers on the committee states, "A real frustration with the mentor program has been the lack of continuity and commitment of the mentors and their mentees to the entry-year program." Based on surveys from both mentors and mentees, and informal discussions with administrators and representative of the teachers' association, a real need exists to expand the mentor program in ways that will support teachers, both mentors and mentees, in establishing meaningful, committed relationships. Under consideration are revisions and improvements in the areas of mentor training, mentor selection procedures, mentor evaluation procedures, mentor incentives, and program evaluation procedures.
Mentor Training

Under the present format, mentors receive very little formal training to perform their job. During the orientation session, mentors discuss the needs of beginning teachers while the monthly meetings provide time for mentors to meet to discuss informally concerns that they may have. In the future, the committee wants to provide mentors with systematic training. They propose a year-long course in conjunction with a local university to train mentors in a whole host of areas, such as adult development theory, observation and conferencing skills, peer and cognitive coaching techniques, knowledge about classroom processes, and ways to conduct action research. In addition to the university course, mentors will be encouraged to participate in local workshops on such topics as cooperative learning, whole language reading, social styles, and situational leadership.

In conjunction with the training, each mentor will receive a handbook which will contain research about the needs of the beginning teacher, information about the mentor monthly meetings, articles about effective mentors, check lists so mentors can keep track of when they meet with their mentees and what they do, and an evaluation form that they can use to write a summative evaluation of their experience.

Further training will consist of mentor team building sessions which will be held throughout the year in which the mentors can develop specific skills they have identified as necessary.

Selection of Mentors

Currently mentors are selected primarily by their principals. At Mill Creek, for example, the principal and the building representative select the
mentors. The matches are usually made based on which grade level the mentee is teaching in the case of the elementary schools, or the subject area taught in the case of the middle and secondary schools.

In the future, it is proposed that administrators and teachers develop a common understanding of the skills, knowledge, and attitudes of an effective mentor. Teachers who exhibit these characteristics will be chosen to be mentors. The district hopes to create a "mentor pool" made up of teachers who have qualified to be mentors. Principals can then go to the "mentor pool" and select teachers who are committed and trained to be mentors.

In an interview with the co-chairs of the mentor program, both teachers talked about the mentor selection process. "Once we get our mentor pool, then the teachers in the mentor pool can help the principal make the selection. Maybe in the future, teachers would make a formal application to be a mentor. Maybe if mentors were selected by their peers, it would mean more than it does right now."

Incentives for Mentors

The district hopes to pay each mentor an additional $1,000.00 and provide each mentor with a minimum of five released days to meet with their mentees. Mentors are to use the released time to observe, coach, and assist new teachers right in their classrooms as they teach their students. Each new teacher will also have five released days to observe other teachers and to attend staff development activities.

Evaluation of Mentors

Currently there is no formal evaluation of mentors. Mentors are evaluated informally by their principals. Future plans indicate that mentors
will be evaluated based on their performance compared with the performance characteristic of effective mentors. In addition, mentors will develop a growth plan which will become part of the evaluation process. The mentor steering committee, plus one principal, and an assistant superintendent will evaluate the mentors as to whether they are satisfactorily progressing toward the goals of their year-long growth program. Mentees will also report, in the form of periodic surveys, if their mentors are providing adequate support.

The future mentor program in Rosewood will be a partnership of administrators, mentors, and mentees. Teachers and administrators working together have proposed to improve the mentor program through the creation of a mentor training program, the development of a more systematic mentor selection process based on identified knowledge and skills of effective mentors, and the creation of incentives, including additional salary and released time for mentors.

Operating within a more formalized mentor program, Louise and Bob's relationship could have been enhanced in several ways. Mentor training would have equipped Louise with coaching skills, including observational and conferencing skills, knowledge about the needs of the beginning teacher and the stages of teacher development, ways to determine how best to offer support to her mentee, and the development of effective communication skills.

A schedule of systematic released time for both Louise and Bob would have increased the amount of time they could spend talking about the
curriculum, developing materials, and providing feedback to each other after classroom observations.

A more formalized mentor selection process would add prestige to the job of mentoring. Teachers, who are selected by their peers and principals to be mentors and who are given additional pay to carry out their responsibilities, are recognized as professionals who are committed to providing leadership to their colleagues and to their schools.

TEACHER ON SPECIAL ASSIGNMENT: A CASE STUDY

Having taught French and Spanish in both public and private schools, Margaret brings to Rosewood twenty years of classroom experience. After teaching one year at Rosewood High School, Margaret has been selected by her peers to be a Teacher on Special Assignment (TOSA). As a TOSA, Margaret continues to teach two classes, but, in addition, has released time to provide leadership to the district's twenty-six Foreign Language teachers.

MARGARET: ATTRIBUTES OF A PROFESSIONAL TEACHER

Margaret is a creative, innovative teacher. Whether it be developing her own teaching materials, or teaching a course in which she had limited knowledge, or traveling to a foreign country to teach, she is able to meet these challenges successfully. Creating a supportive environment for her students, challenging her students to think by asking them questions, and meeting the individual needs of her students are the hallmarks of Margaret's teaching.
An assistant superintendent comments: "Margaret has a lot of support from the teachers. She is a friend to them. She doesn't push and shove. She is gentle. She enhances the natural leaders. She allows others to lead."

One of the principals observes: "It is my sense that Margaret has a lot of respect automatically. She comes across as a very mature, with-it professional who knows what she is about without ever having a sense of arrogance at all about her."

A ninth-grade French teacher adds: "Margaret is very patient, and she is willing to go out of her way to help you. She is always happy and enthusiastic. She relates well to everybody. No matter what she is doing, she has time for you and that is what this job takes."

A high school Spanish teacher says: "She is a good listener. She is not intimidating. She is pretty gentle about it. She does not seem to have her own agenda either."

Margaret stands by her door greeting her students by name as they pass by her on their way into the classroom. This year Margaret is teaching only two classes of Spanish because she is also a TOSA in the Foreign Language department. Her classes meet from 8:00 to 10:00 each morning in a building that houses only the ninth grade. The first thing you notice about her is her size. She stands about as tall as most of her fourteen-year-old students. Today, wearing a white blouse and a dark skirt, with her long brown hair falling in soft curls around her face, she appears to be a young college student. Margaret shares this classroom with one of the science teachers, which makes for an interesting combination of wall decorations.
and bulletin board displays. Hanging over the heads of the students, who are sitting two-by-two at long tables, is a brightly colored piñata. Lining one wall is a row of counters with individual sinks filled with science paraphernalia.

Today her students are seeing a video on Mexico in preparation for reports on Mexican culture that each student will write and present to the class. After the video, Margaret asks several students to comment on what they have seen. By asking questions about the video, she helps them relate the video to their projects. When one boy asks why they are doing the project, she says that she cannot imagine anyone not doing it because there is too much at stake. She reminds them that each student has a responsibility to their classmates to present a report.

Margaret holds up five large white envelopes and explains, in Spanish, the next activity. A couple of students groan, but Margaret challenges them by saying that she put in a few words that they do not know. She suggests that they might have to use their books. Each pair of students receives an envelope containing several slips of paper. On each piece of paper is printed one word. The object is to put the words in the correct order to make a coherent sentence. Margaret hands one envelope to each pair of students, and then stands back to watch them work. A low murmuring of voices lets Margaret know that most of her students are busy trying to figure out the sentences. A couple of students seem to be having difficulty staying on task. She seems very concerned about them. A couple of minutes before the end of class everyone is still working. The bell rings. Students
quickly gather up their books, return envelopes to Margaret, and hurry from the room.

Margaret's teaching career spans almost twenty years, during which time she has taught a combination of French, Spanish, and Latin, in both public and private schools. Her teaching style reflects what she describes as an effective teacher. "An effective teacher gives kids direction and support. An effective teacher also knows how to ask good questions in order to get kids thinking about whatever it is they are going to be learning. An effective teacher gives kids responsibility for their own learning and gets them thinking by asking questions. I think effective teaching and effective learning go hand in hand."

She chose teaching as a career because, as she says, "It was an accepted profession for women at the time. I had thought of psychology as a field but that was before women started really being involved in those kinds of things which is so perfectly accepted now. I guess I was just too conservative. My family background was very conservative."

Margaret grew up in New York City. Her family home was in the County of Queens located near La Guardia Airport and Shea Stadium. She describes her old neighborhood with a little nostalgia, because it is no longer the Irish, German, and Italian neighborhood that it used to be. She explains that it has gone through various stages of transformation. In the early sixties, with the great numbers of Cuban refugees settling in New York, it became the "barrio cubano." Nowadays, it is almost all Korean. "It looks very much like pictures you see of Hong Kong except the signs are in
Korean. You look up the street, and you see all the Korean flags hanging in front of the stores. It is a very interesting place."

Margaret explains that she went to Catholic schools because public schools in New York City were large and very overcrowded. "We really had no choice except to go to private school in order to have a decent education." It was while Margaret was a high school student that she decided to become a French teacher. "I had a French teacher who was good but, a little too strict. I thought that maybe I could be a better French teacher. I think that planted the idea in my head, and I pursued it. I thought I could do things differently."

Margaret chose to attend a small private women's college in Connecticut. She almost majored in chemistry, but with all the difficult math requirements, she decided to major in French and minor in Latin. "I did like the French language, so I decided that it would be French. I really did not care for Latin, but decided it would help me out in the long run."

It was while she was in college that her neighborhood was becoming populated with Cuban exiles. "When I would go home, people used to stop me in the street and ask me questions in Spanish. This was a real incentive to learn Spanish." So, Margaret studied Spanish for two years in college. After the beginning level course, she was able to enroll in an advanced literature survey course because, as she explains, "I had a strong background in French and Latin, and Spanish was very, very simple for me."

When her first job in a public high school on Long Island required her to teach French and Spanish, she continued to take Spanish classes every chance she could. That first summer, she took a graduate class in Spanish
composition. She laughs, "Not only did I jump from a level I Spanish course to a survey of Spanish literature, but now I had jumped into a graduate course which was given all in Spanish. It was very good for me. I had never written anything in Spanish, so this was a great challenge."

After three years of teaching on Long Island, Margaret decided to resign her position in order to go to graduate school. She was accepted at Middlebury College in Middlebury, Vermont where classes in Hispanic culture, mini-sessions on the Spanish novel, and writing courses in Spanish sharpened her skills as a Spanish teacher.

While at Middlebury, Margaret was hired to teach French and Spanish in a public junior high school. After four years, feeling the need for a greater intellectual challenge, she decided to apply for a teaching position overseas. She was quite excited when she heard that she had been hired to teach Spanish at a private school for high school students in Tehran, Iran. Margaret learned that the school was very international. She would be teaching students from China, Japan, the Philippines, The United States, and Iran. "It was a very interesting place to be. There were always a couple of languages going on at the same time. It is when you get to a place like that that you say, 'I know nothing.' I started learning Farsi while I was there."

Her stay in Iran proved to be very short. Early one morning of her first week in Tehran, Margaret was awakened to the sound of machine gun fire. A massacre was occurring in Jaleh Square, only three blocks from her school. She recalls the moment. "There were probably a thousand people killed in the Square that morning. That was the beginning of the end, my first week there. I was there only five months. I was back in the United States right
after Christmas. I had just wanted to go there for the fun of it, for the travel, and for the experience, but it did not work out that way." However, it was while Margaret was in Iran that she met John, the man she married.

Back in the United States, Margaret and John located two teaching positions in a small K-12 private school on Long Island. After three years, wanting to find a larger school, they moved to Danbury, Connecticut where they found jobs teaching in a private boarding school for students in grades 7-12. Margaret explains that the boarding school had its disadvantages because she and John had to work on the weekends in addition to their teaching responsibilities. It was during their fifth year in Connecticut that John was accepted at The Ohio State University to continue his studies in mathematics. The move to Ohio brought Margaret to Rosewood.

Reflecting on her teaching career, Margaret recalls several turning points that have contributed to her professional growth. One such moment came when she was hired to teach Latin. "Latin was my minor in college and I had never touched it in some twenty years. I was to teach Latin to 7th graders. There was no textbook for that age group. So I dusted off the cobwebs and created my own materials. I wrote dialogues in Latin which the kids learned to say. We did oral Latin."

Not satisfied with the ways she was evaluating her students, Margaret decided to revamp her testing methods. "I spent a lot of time making tests in a manner that would be interesting and where kids would be able to show their abilities." This was years before performance-based assessment in foreign language testing had become the preferred method of student evaluation.
When Margaret was asked to define herself as a professional teacher, she listed, without hesitation, a number of characteristics. "Being a professional, I have to represent many things. First, I have to represent the languages, French and Spanish, and all the people who speak those languages. Second, I have to be able to present the subject matter to my students in a way that is understandable to them, which means I need to know how my students learn. Third, I believe it is important to establish relationships with my colleagues. Fourth, I read the literature and attend conferences to improve. And fifth, I maintain contact with the parents of my students.

What sustains Margaret year after year in the classroom? She smiles, recalling several events that have accumulated which help sustain her enthusiasm for working with young people. For example, a former student, who had been in her high school French class for two years, returned to the district as a French teacher. Also, a mother of one of her students wrote her a note thanking her for believing in her son who was thrilled when Margaret had asked him to participate in the Ohio Scholastic Achievement Test. And then there are the times when her students pass her in the hall and say, "Hola, ¿cómo está?" verbalizing something dear to her. These little rewards make her say, "OK, this is worth it."

As educators seek to establish the criteria which will delineate the characteristics of a master teacher, teachers like Margaret, can serve as models which will help to set the standards of a professional teacher. What will be the hallmarks of a lead teacher?
A lead teacher will be recognized for excellent classroom teaching. Like Margaret, lead teachers will challenge their students to think for themselves, will meet the individual needs of their students, and will continue to learn how to teach. Lead teachers will continually challenge themselves by taking on new responsibilities. Margaret sought out new experiences, by teaching in a variety of schools both in the United States and abroad. In several schools, Margaret was the leader of the Foreign Language department.

Even though Margaret's first area of certification is French, she learned to speak Spanish and added it to her teaching credentials. She stays current in her profession by attending conferences and reading the research which she then uses to expand her instructional strategies. Not satisfied to teach only her students, Margaret goes beyond the classroom by organizing and conducting workshops for her colleagues who desire to improve their teaching and second language skills.

A career teacher, Margaret demonstrates her commitment to the profession by challenging her students, establishing strong collegial relationships, and continually pursuing her own professional growth.

As teachers meet the professional standards for lead teachers, what specific skills will they need as they work to effect changes in their schools?

MARGARET: ATTRIBUTES OF A TEACHER LEADER

Throughout her teaching career, Margaret has been a teacher leader. Never willing to accept the status quo, Margaret has been instrumental in bringing about changes that have improved foreign language teaching.
Now, as a Teacher on Special Assignment, chairing committees, challenging her colleagues to examine their teaching, and encouraging teachers to share their teaching techniques and materials, Margaret continues to pave the way for change.

This was the culminating moment, the day the French and Spanish teachers in the Rosewood schools would decide which set of textbooks they would adopt for use with their students for the next several years. The previous textbook adoption meeting that had occurred, about eight years ago, was very divisive. One teacher recalls the ugly story. "The last textbook adoption was quite violent. The senior high teachers wanted a particular book, which was not supported by the junior high teachers. Since there were more senior high teachers, they had a heavier vote. The senior high teachers won the vote leaving the junior high teachers to live with the text."

This year, Margaret organized the textbook adoption process. Her major goal was to have both the junior high and senior high French teachers reach a unanimous decision about the textbooks. She preferred to have the teachers reach a consensus, rather than take a vote.

Margaret orchestrated the textbook adoption process with precision. One of the high school teachers explains what Margaret did. "First, she was responsible for writing to all the major foreign language textbook publishers to make sure that examination copies would arrive at school in the fall. Second, she made sure that all twenty French and Spanish teachers were able to preview the materials. This meant physically carting the books around to five different buildings. Third, she wrote an evaluation form which she distributed to all the teachers so that they could give their opinions about.
the texts. These forms were collected and tabulated. Fourth, she found ways for small groups of teachers to meet together informally to discuss the books. Fifth, she managed to arrange a full day of inservice for the final selection process."

The French teachers, meeting in one of their colleague's home, gathered around the dining room table. While the teachers ate pizza and chatted amicably with one another, Margaret made sure each teacher had sample copies of the textbooks, workbooks, and other student materials. The teachers had narrowed the possibilities down to two books. To start the meeting, Margaret asked the teachers, one-by-one, to share their comments, concerns, and questions about the textbooks. When the discussion seemed to become side-tracked, she steered them back to the textbooks by asking them to think how each book would compliment the new graded course of study. Throughout the meeting, Margaret summarized the teachers' comments to keep them on task. There never was a vote. The nine French teachers reached consensus and the textbook was selected. One high school teacher summed it up best. "Margaret's leadership took a lot of the burden of the book search from the rest of us because there was somebody who was in charge of it. She made sure the books were in various places. She made contacts with teachers and talked with them during the whole process. I think the success of reaching consensus was part of the careful ground work that she did."

When questioned about her leadership style, Margaret describes herself as a back-door leader. "Maybe I am a pusher, not a leader. The
important thing is to get people to start thinking. It takes awhile for things to take root. They have to take root down, before they start sprouting up."

Looking back on the whole textbook adoption process, Margaret comments, "There was a lot of congeniality and understanding among the teachers about different learners, different styles, and different teaching styles. The hour of congeniality was worth it. It was a good example of me leading through the back door rather than through the front door. I believe that a person who does a little pushing and prodding is probably a better leader in the long run than a person who leads everybody off the cliff."

She remembers her leadership roles happening accidently. For example, she describes a situation that occurred with her colleagues in the school in Connecticut. Noting that the enrollment in the upper level Foreign Language classes was quite low, she challenged the teachers to look at ways to encourage students to continue their Foreign Language study at the high school level. She questioned why 7th grade students were having to complete the Level I requirements in one year. This made her colleagues think about the learning needs of the junior high student, which led to an examination of the requirements for each level. Teachers decided to provide more time for younger students to learn, which, in turn, encouraged more students to remain in the Foreign Language program in the upper levels.

For the past several summers Margaret and a colleague have organized and taught a one-week workshop for French teachers. Margaret describes the course by saying, "We discuss things like how to develop listening comprehension, reading comprehension, and writing. And we talk
about culture. It is a real exchange of ideas. I don't like lecturing. It has to be a two-way street." Reminiscing about the workshops, she wonders if those experiences sold her on the importance of having colleagues meet together and share ideas. She recalls, "Maybe this is where I get my idea of sharing and opening the back door and pushing from the back. I didn't want to conduct a lecture course. It had to be an idea-sharing course. That is the way I wanted to establish it. When my colleague and I first started it, we decided that we would lead the discussion, but there had to be some giving, too. When we wrote the letter to the people who were attending, we asked them if they had any materials that they would want to share and to please bring them. And some people did, so it turned out to be a really interesting experience."

One summer, Margaret conducted a one-week workshop, completely in French, for teachers who were teaching Level III. "This was probably the greatest challenge: to conduct a full week workshop, from 8:00-4:00 with the topic, 'What do you do in French III'? It turned out to be the most marvelous experience, because I learned so much from all the sharing of ideas. It was just absolutely fantastic."

In her present leadership role Margaret finds that working with her colleagues in the Foreign Language department is extremely satisfying. She comments, "I could probably spend three hours right now with my files trying to remanipulate things and finding out how to do things better and bringing ideas to the Foreign Language teachers. It is really a great experience to be able to work with adults."
As a leader, Margaret evidences certain characteristics. To bring about the needed changes within her department, Margaret established a routine of taking time to meet with teachers and to talk with them about their specific needs and concerns. Through this process she was able to create an environment of trust and collegiality. Once a supportive atmosphere was established, Margaret encouraged teachers to share ideas and materials with each other, to discuss issues openly, and to reach consensus on major decisions.

As a leader, Margaret continually challenged her colleagues to experiment with new teaching techniques. She asked provocative questions which, in turn, led the teachers to become more reflective about their practice. She facilitated the change process. She led by example.

If teachers are given opportunities to lead, what will constitute their roles? What specific needs can be addressed by teacher leaders? Who will determine these needs? What will be their job descriptions? How will they be selected? How will they be evaluated? Will teacher leaders be accepted by their colleagues?

MARGARET: TEACHER ON SPECIAL ASSIGNMENT

Fulfilling the role of Teacher on Special Assignment is an opportunity for a teacher in Rosewood to have a leadership position among her colleagues. In this role, Margaret performs the tasks given to her by the Foreign Language Council.

A TOSA for the Rosewood Foreign Language department was one of the recommendations made by a group of teachers and administrators who
conducted a three-year study of the Foreign Language department. Walt, the district's Assistant Superintendent for Curriculum and Instruction, explains that the study, called the Internal Evaluation Team Study, was a concept that he and a former superintendent started along with a university professor. He explains, "It is simply a way of getting staff together, training them in evaluation procedures, and having them look at the program in terms of what research tells them about what is happening in exemplary programs around the country." He continues, "I think a district could effectively coordinate K-12, if we could bring teachers together on a district level council and assign a right arm, a working arm, to that council in the form of a Teacher on Special Assignment."

One year after the Internal Evaluation Team Study, the Foreign Language department formed a Foreign Language Council. Members of the Council are three high school Foreign Language teachers, one Foreign Language teacher from each of the three middle schools, the assistant superintendent for curriculum and instruction, and one teacher who serves as a liaison between the middle schools and the high school. The Council functions specifically to provide coordination and articulation of the 7-12 program. In addition, it oversees the planning of inservice programs, maintains a resource bank of teaching materials, and serves as a forum for issues.

It was during the Council's first monthly meeting that a recommendation was made to discuss the role of the TOSA. The Internal Evaluation Team (IET) had recommended that the Foreign Language department have a TOSA for a two-year period, and now it was the Council's
responsibility to write a job description. The TOSA would help open the lines of communication between Foreign Language teachers at the middle schools and the high school. The TOSA would start a reunification effort to pull the schools together while developing a feeling of collegiality among all the faculty members of the Foreign Language department. The Council members agreed that the TOSA should work in three broad areas: program development, inservice, and instruction. The specific tasks in each area are as follows:

**Program Development**

1) Work with the Council to establish a procedure for coordination and articulation of the 7-12 program and plan for 4-12 articulation for the future.

2) Assist in the development and implementation of a more proficiency-oriented curriculum by collecting and coordinating activities packets for teachers, 7-12.

3) Establish a resource bank: videos, computer software, culture materials.

4) Investigate methods of addressing the needs of lower and higher level students. Develop an honors option at the fourth level.

5) Investigate exchange programs for all foreign languages.

6) Assess the needs with regard to the new high school in the district.

7) Create an instrument to survey sixth grade students evaluating the appropriateness of the foreign language offerings.
8) Work with the Multi-Cultural Committee and English As a Second Language (ESL) staff to coordinate multi-cultural activities.

9) Assist with the development of the Foreign Language in the Elementary School (FLES) program and plan for the coordination of the FLES program in its beginning years.

Inservice

1) Oversee the implementation of the inservice program established by the Foreign Language Council and arrange an inservice for new teachers.

2) Coordinate language-specific and language-oriented meetings for better communication among teachers.

3) Keep teachers informed of the latest trends and techniques through current literature.

Instruction

1) Oversee the selection of textbooks.

2) Gather career education information and develop activities for grades 7-12.

3) Evaluate and compile supplementary readings for levels 1-3.

4) Collect and distribute realia.

5) Provide teachers with packets of visuals for classroom use.

6) With the implementation of the FLES program, assist classroom teachers in implementing language and culture realia in individual classrooms and in the school in general.
With the job description in hand, two teachers from the Council met with the Rosewood superintendent to discuss the need for a TOSA in the Foreign Language department. They outlined the philosophy of the department, the needs of the teachers, and the practical jobs that the TOSA would do.

That spring the Council interviewed three Foreign Language teachers for the TOSA position. The members of the Council were looking for a teacher who could do the leg-work of the Council, but, given the need to articulate and coordinate the Foreign Language program, it had to be a person who was well respected, knowledgeable, and skillful in human relations.

In the words of one high school Spanish teacher, "The TOSA has to be somebody that people can trust. This person will represent the organization. So it has to be somebody who will work very hard. The TOSA must be a self-starter because there is nothing scheduled for the TOSA to do. There is a task list that we as a department have said are the things that the TOSA should deal with, but how the TOSA does them is really up to that person. So it has to be a person who can impose a deadline on themselves. And we need somebody who is a good classroom teacher since part of it is to help teachers with their teaching."

A German teacher from the high school continues, "It takes a special kind of person to do this. One thing I want to mention is that the person who does this job has to be very non-threatening. We are looking for someone who can communicate, listen, and establish trust. These are very important."
Another Spanish teacher adds, "It needs to be somebody that can deal with the administration, too. And, in order to do that, you have to have a certain presence and carry a certain weight. Somebody who has been around awhile."

During Margaret's first year at Rosewood, she was already demonstrating her willingness to participate in the leadership of the Foreign Language department. She was elected secretary of the Foreign Language Council and became a member of the French Proficiency Committee. It was Margaret and the Council Chair who wrote the goal description for the TOSA and presented it to the superintendent.

Margaret applied for the TOSA position because, as she says, "I figured that I could offer something to people who are looking for a person who has experience in the various aspects of foreign language teaching, a person who is able to know where to go to get information. This is something I have been establishing for the last seven or eight years. This is something I like doing. I like organizing. I like giving out information, and I really do like working with adults."

Of the three Foreign Language teachers that interviewed for the position, Margaret was selected to be the TOSA. The assistant superintendent comments, "Margaret did something rather special. She is a veteran, but she is new to the district. And they chose her. They chose the person who would meet the goals that they needed."

Margaret fits the description of a TOSA, articulated by the district's assistant superintendent. "In most cases the TOSAs tend to be people who want to contribute in different ways. So you find them on the Council. They
have already extended themselves. They are interested in a bigger picture than their one classroom. They are going to be people who have shown their stuff, and they are going to have earned the respect."

Establishing her credibility with the two teachers who had applied for the TOSA position is a good example of her ability to work effectively with adults. She admits that, at first, there were a few hard feelings, mainly because she had only been a teacher in the district for one year, whereas the other two teachers, who were interviewed for TOSA, had been in the district for several years. She explains that one of the teachers, who has a very strong personality, could have prevented them from dealing with each other, but Margaret says, "I went out of my way every week to listen to her very carefully. She has some great ideas, but can be very opinionated. That's OK because we all have our opinions of things. I just wanted to make sure the air was clear between us. Now, I think, we can chat, pat each other on the back, and give each other a hug."

To accomplish the tasks defined by the Council, Margaret admits that she has had to tread cautiously. This is the first time that a Foreign Language teacher, other than the department chair, has been given released time to work with both middle school and high school Foreign Language teachers. She feels that acquainting herself with the teachers, sitting down and talking with them, and letting them know what she can do for them have helped to build a level of trust. This alone, Margaret confesses, has been a marvelous experience. "Just going around, spending a half hour of time chatting back and forth has really been so helpful. It has helped me to get to know them, their personalities, their fears. That little bit
of interaction that takes place gives people confidence. A little bit of rapport is set up." Carefully laying the groundwork so that teachers begin to trust her has been one of Margaret's biggest objectives. Margaret continues, "It is a matter of pushing, but very gently. It is a matter of me saying to a teacher, 'I have this little game that you could try with your students,' and then we sit down and talk about it."

"Gentle power" is the way one of her colleagues describes Margaret. "She is competent, prepared, and knowledgeable." A good example of her gentle power is her participation on the Council. Teachers had been debating the possibility of changing the fifth level language curriculum to an Advanced Placement (AP) course. The challenge for Margaret was to present the idea of Advanced Placement in such a way that would not be threatening for teachers. "The way information is presented makes a big difference in whether people are going to be offended by it and be completely against it. The AP, for example. I did research on it. I have taught AP in another school district, so I was able to give them a personal experience. I told them I believed very strongly in it, and that I thought we should go for it because kids are being offered an extra challenge which could even increase enrollment in the Level V class." The Council was convinced, and AP became a reality for the following year.

Margaret was selected a TOSA because her colleagues see her as a competent professional, one who can accomplish successfully the tasks set forth by the Council. In her first year as a TOSA, Margaret has won the admiration and cooperation of her colleagues. One colleague describes Margaret as the perfect fit for what was needed at this point in the Foreign
Language department. Personality, background, leadership have all contributed to making the match.

Margaret's success as a teacher leader appears to be dependent on four critical issues: (a) the creation of a specific job description, (b) her personal qualities as a teacher leader, (c) the method of selecting her for the job, and (d) the collegial support she receives.

The Foreign Language Council, comprised of teachers in the Foreign Language department, was responsible for outlining the specific nature of the TOSA position. Because the job helps to meet the needs of the Foreign Language teachers in the areas of program development, inservice, and instruction, Margaret's colleagues are supportive of her role.

Margaret's personal qualities also help her function in a leadership role. She is perceived by her colleagues as non-threatening, a self-starter, trustworthy, and an effective communicator. The fact that Margaret is a veteran teacher and remains in the classroom part-time establishes her credibility among her colleagues. Her additional skills in the area of working with adults, in which she has helped them to grow professionally, proves that her leadership extends beyond her own classroom.

A factor which strengthens her leadership role is the manner by which she was selected to be the teacher on special assignment. Margaret was interviewed by a panel of her peers, who, in turn, chose her to be their leader. Because Margaret is selected by her colleagues, she is answerable to them.

How does a teacher leader determine how to perform the tasks that are outlined in the job description? How can their days be characterized?
What contributes most to the success of a teacher leader? How can their success be measured?

TOSA: MEETING THE NEEDS

Margaret's day-to-day activities are guided by the specific tasks, defined by the Foreign Language Council, which have been given to her to accomplish. Opening the lines of communication among the Foreign Language teachers, organizing inservice activities, encouraging teachers to implement the new graded course of study, facilitating the textbook adoption process, and creating a resource bank of materials have been Margaret's main objectives.

One of Margaret's colleagues describes her and what she does. "TOSA is always so positive. She gives the impression she likes doing the job and does not grumble and complain. She is there to provide a service to teachers." What services does the TOSA provide? How does she spend her days? If it were possible to condense the year's activities into one day, it would look something like this.

From 8:00 to 10:00a.m.: Teacher

Every morning, Margaret is in her classroom at the ninth grade campus. She teaches two Spanish Level I classes. Having a dual role as teacher and teacher leader has advantages and disadvantages. The main disadvantage to having classroom responsibilities is the time factor. The hours Margaret spends preparing for her classes, as well as the hours spent teaching, is time that she is not able to devote to accomplishing the many tasks given to her by the Council. On the other hand, Margaret feels that
being a teacher helps her maintain credibility with her colleagues. "I am still teaching, which establishes me as one of the teachers. I think this is extremely important. A lot of what I have to do is communication and sitting down with people. Because I have my half-time in the classroom, I can sit down and say, 'How are things going?'"

Several of her colleagues realize that being in the classroom emphasizes the need to prioritize. One middle school teacher comments, "If you look at the job descriptions for the TOSA, they are three times what any person can do in one year, and to add teaching to that complicates the matter. She has to decide what she can do for today, and just do that, and know that she can never get everything done." However, another colleague voices her support for the TOSA to remain part-time in the classroom. "I think as soon as you do not have your foot in the classroom, you become a different beast. You need to be in the classroom to have credibility with the teachers. I think that having Margaret still part-time in the classroom is better, maybe not technically, but psychologically better. She is still one of us."

From 10:00 to 10:15 a.m.: Building Communication

One of Margaret's primary responsibilities as a TOSA is to build a network of communication among the Foreign Language teachers. The twenty-six Foreign Language teachers in the Rosewood school district are spread out over three middle schools, one ninth grade campus, and a senior high school. The three middle schools are not in close proximity to one another, nor are they close to the ninth grade campus or the senior high school. The ninth grade campus, in walking distance of the senior high
school, is nonetheless separated by several blocks. The physical distances of the schools has been a factor in the deterioration of communication among the Foreign Language teachers.

Margaret describes the situation. "These other schools are out there with two or three people in them, and they feel left-out. They do not feel a part of the whole picture. And that is one of the most important jobs of the TOSA: to make sure everyone is taken care of and spoken to. That feeling of community has been developed this year."

After teaching her classes, Margaret enters the teacher's lounge to work on this month's edition of "Oye, Oye," a Foreign Language department newsletter that she distributes to all the Foreign Language teachers in the district. For example, in this month's edition, she will inform teachers about up-coming events: the next inservice day, the agenda for the next district Foreign Language meeting, information about the status of the graded course of study, and an up-date on visual materials for classroom activities. She also attaches a copy of an article gleaned from one of the Foreign Language journals. With a sense of pride, she admits, "I think people have read more professional articles this year then they have in the past because I have given them about six long articles and several shorter ones. Little things to get the brain sparked up a bit."

Pushing the newsletter to the side, Margaret prepares to write a notice of the next Foreign Language Council meeting. As a TOSA, she serves on the Council, and shares the responsibility with the Council Chair for preparing the agenda and notifying teachers of each monthly Council meeting. This month, she has been asked to include with the agenda a copy
of each teacher's schedule. The Council has been discussing the possibility of having teachers observe each other's classes. Therefore, making sure each teacher has a copy of the master schedule will be a first step in this process.

From 10:00a.m. to 1:00p.m.: Making the Rounds

Margaret is now ready to visit the schools. Her first stop is the high school Foreign Language office. She spends a few minutes touching base with the high school department chair who has just received student enrollment figures for next year. A discussion ensues about the numbers of sections that will be offered for next year in each language. This has important implications for the textbook adoption process that Margaret is chairing. Margaret shares with the department chair the price lists of the various textbooks under consideration. Before leaving, Margaret and the department chair arrange a date to clean out the Foreign Language office. They have to vacate the office because the English department will be moving in. The Foreign Language office and classrooms will be relocated on the first floor as part of the renovations that are taking place at the high school. Part of the cleaning process will be to make an inventory of all the foreign language material that has accumulated over the past several years.

On her way out, Margaret runs into the Russian teacher who had been promised a packet of visuals. Margaret tells her that she will be receiving them soon. Dispersing materials to teachers has been one of the TOSA's main jobs.

Getting into her car, Margaret heads out to one of the middle schools. One of her goals this year has been to visit each of the five schools once a
week. She explains, "Going out to talk with teachers has probably been one of the most important things. It is extremely important that I get out to everybody during the week even just to sit and, have lunch with them, and ask how things are going, and to find out what is going on with them. It makes people feel part of the Foreign Language department." She feels that she has been 90% successful in reaching the goal of visiting the schools once a week. One of the middle school teachers comments about Margaret's goal of visiting the middle schools. "My perception is that she makes a real point of getting around to see us, not every week, but once every other week. I bet she makes contact with every Foreign Language person, which, again, is real good." Another teacher at the high school comments on Margaret's visitations to the schools. "I usually see her once a week. She makes regular rounds. She has a kind of schedule where she will drop in on each school at least once a week."

As Margaret reflects about being constantly on the move, she comments, "Sometimes I feel that I am going in fifteen different directions. It is a good thing that I am used to doing things in fifteen different directions because it could prove frustrating." When asked what she would miss the most if she were no longer the TOSA for the Foreign Language department, Margaret answers, "I suppose I would miss going around and being with people and exchanging ideas. I would miss that a lot, and I think the district would miss it because it has been such a good thing for everybody."

Today she has several reasons to visit the middle school. First, she hopes to discuss a couple of ideas with one of the middle school Spanish teachers about her upcoming presentation to the Board of Education who
will be presented with the new Foreign Language graded course of study for approval. Having the opportunity to get feedback from colleagues has been one of the highlights of her job.

Second, she is scheduled to eat her lunch with three teachers who have asked her for some assistance on an assignment they have for a university class. All three teachers are working on completing a Master Degree in Foreign Language Education, and this is their final project. They have asked for Margaret's help because they have come to rely on her knowledge about Foreign Language teaching. Through her weekly visits, Margaret has been able to share materials, as well as classroom techniques, with her colleagues. In this way, she has been able to build a reputation as someone who is extremely knowledgeable in the field of Foreign Language instruction. In this particular instance, these three middle school teachers need help in developing a series of activities to accompany a piece of literature. Because middle school teachers never have the opportunity to teach advanced classes, they look to Margaret's expertise in this area to assist them.

Third, Margaret always makes a point to speak with the building principal. She comments, "I try to touch base with the middle school principals when I go out and make sure I say 'Hello.' If I have the opportunity, and if they are free, I spend some time chatting with them." Today, Margaret makes sure she sees the principal because, as he is the administrative representative on the Spanish textbook adoption committee, she needs to inform him about the upcoming textbook adoption meeting.
Back in her car, Margaret drives to another middle school. At this middle school are two beginning teachers. Margaret has felt a special responsibility to these new teachers. "At the beginning of the year, I tried to make myself aware of the beginning teachers, and I did work with them more. We talked about what was going on in their classrooms, about their expectations, and things like that. They enjoyed just having the opportunity to confirm what they had been doing." Today, she is leaving a copy of one of her French exams with the beginning French teacher. She is going to use some parts of the exam which will save her some time. Margaret sees her role as a facilitator. As she says, "I am not an administrator. I go in and out of schools more to gather information, to share things, and to exchange ideas. I like to talk to as many people as possible." It is through the talking and sharing that Margaret has begun to accomplish a very important goal: getting the teachers to implement the new graded course of study.

On the way to the next middle school, Margaret explains that the new graded course of study is a radical departure from the previous grammar-based curriculum. The new curriculum is a proficiency-based approach to teaching and learning a second language. What this means is that teachers who are accustomed to a more teacher-centered classroom need to change to a more student-centered classroom. Instead of teachers being seen as dispensers of knowledge, they must become more like coaches, helping their students use the second language instead of only learning about the second language. Foreign Language teachers at Rosewood are questioning the role of grammar in language instruction. Traditionally, the curriculum has been guided by the specific grammar items to be taught.
Now, teachers are using proficiency levels to guide instruction. A proficiency level is a description of a student's performance level in the skill areas of speaking, reading, listening, and writing. A proficiency-based curriculum means that the teachers have to change their methods of teaching. They have to learn new ways to group students, which involves learning how to write more pair-practice activities and create more small group interactions. They have to learn new testing techniques so that they can accurately measure the proficiency levels of their students. Tests that require students to fill in the blanks and choose correct answers will not measure proficiency. In a proficiency-based classroom, students are evaluated not only on specific items, but also on the students' ability to demonstrate performance in the four skills of listening, speaking, reading, and writing. As Margaret describes this new approach to language teaching, she explains her role in helping teachers change. "Our teachers are relatively still center stage classroom managers. They are thinking of getting less center-stage and more student-oriented because we have been talking about this since last year. But you do not train teachers by telling them what to do. You have to make them aware of what it is they are trying to accomplish. So what they are asking me is, 'What do I do, and what do I do with this chapter?' So helping teachers to try new techniques is what I have been doing all year." She laughingly adds, "I tell teachers, if you want your kids to talk more, you have to talk less."

As Margaret's car comes to a stop in the parking lot of the third middle school, she checks the box in the back seat to make sure she has brought the packets of partner practices she has promised the three middle school
teachers. "Teachers are trying these activities. A couple of teachers tell me that the kids become much more involved. Teachers are asking me how to involve the kids, and I have given them some help in trying to do that." Today she is bringing packets to these middle school teachers to help them get their students involved in learning about sports, professions, and the world of entertainment.

One of her colleagues corroborates Margaret's leadership in helping teachers implement the new curriculum. "If we are really talking proficiency, then we have got to put into the hands of teachers things that they can use. So, a lot of what Margaret has been doing has been providing resources and helping us share materials with each other."

From 1:00 to 1:30 p.m.: Creating the File

Margaret returns to home-base, the ninth grade campus. She has promised herself that she would spend some time organizing the resource bank which contains packets of vocabulary visuals, proficiency type activities, and cultural units. Margaret points to a file cabinet over in the corner of the teachers' lounge. "I need to spend time creating the file system. This was another thing teachers wanted: a central location where all teachers can go to find instructional materials. The bottom three drawers contain materials that teachers have available to them whenever they need to use them."

Adding to the files is a constant challenge for Margaret. Today she is beginning a career unit file. Informing students about ways they can use their second language ability in their future careers is one way Foreign Language teachers can motivate students to continue their study of a
second language. Putting these units together is extremely time consuming for teachers because they have to go to a variety of sources to find information, and then to organize it for student use also takes time. Margaret explains that she has collected about fifty pages of newspaper articles that pertain to the importance of speaking a second language. Now it is a matter of organizing it, putting it together, and making copies for the teachers.

Most teachers are aware of the files. One middle school teacher explains that she also has contributed to the files. "Once I get my pair-practices created, I send copies to Margaret. And then anybody can go over to Margaret's master file and pull stuff out." However, a teacher at the 9th grade campus seemed to be unaware of the files. When asked if she knew about a place she could go to get materials, she commented that she was not aware of a place. She added that she had her own materials, or she could get materials from the library.

From 1:30 to 2:00p.m.: The Larger Picture

This afternoon, Margaret meets with another part-time TOSA at the senior high school. They have been asked to gather information from sophomores in the Foreign Language classes about concerns they might have regarding the transition to the new high school. In two years, the student body will be divided in half when the second high school is ready for occupancy. This year's sophomores will be seniors, so the administration wants to know their feelings about the up-coming division of the senior class. Margaret has solicited information from students to share with the administrators. This meeting will include the other TOSAs in the district.
Margaret feels uncomfortable in these larger meetings because she feels inadequate. She compares herself to the other TOSAs who, she thinks, are more experienced and better trained than she. "The other TOSAs seem to have a better perspective of the whole district, while I feel like I am straddling three areas: my classroom, the Foreign Language teachers, and the district."

After each TOSA has written their student concerns on large pieces of newsprint, the assistant superintendent hangs the sheets on the wall, and asks each TOSA to share their information. Margaret takes her turn. Even though Margaret has expressed her uneasiness in these meetings, she is very professional, very competent. The assistant superintendent thanks her for her contribution.

From 2:00 to 3:00 p.m.: Implementing the Curriculum: Inservice

Even before Margaret had officially begun her job as a TOSA, she was already beginning to think about ways to encourage teachers to change their teaching practices. She arranged to have a consultant present a workshop on proficiency-based instructional strategies for the first Saturday following the first week of school. The teachers came away from the presentation with ideas for enlarging their teaching repertoire, including a variety of communicative activities to get students engaged in speaking the second language. Margaret reports, "The September workshop has been a catalyst for the production of student-oriented activities. Even those teachers, who have not used the partner practices, have become more cognizant of alternative methods of teaching."
Now she is putting the final touches on the textbook selection inservice. Details, such as where the teachers will meet, when they will meet, and who will bring refreshments, all have to be considered. Margaret laughs admitting that her job does not entail a lot of high-powered decision making. "I don't have quite the responsibility that the assistant superintendent has. Things like dates and who is going to bring the refreshments are the things I have input on. I don't think I have much decision-making power because I am working with the Foreign Language Council. So, I always go back to them, report what I have discovered, and then they make the decisions."

When asked to comment on her role as it relates to decision-making, Margaret responds, "Some of the decisions I make are probably based more on research rather than on my own opinions. I think the discussion on the Advanced Placement was a good example of that. I did research on it. I've taught Advanced Placement. I've had students who have gone through the whole thing. So, I was able to give, not only the research, but give them personal experience on it. I told them that I believed very strongly in it. And I told them that I thought that we should go for it because the students are being offered an extra challenge, and they might be even more attracted to take the Level V class. So, the Council said, 'OK, you have convinced us. It sounds good. So, we will do it.' I do little things like how to present some ideas perhaps. I have to decide how to present ideas so they are not a threat to people. And I think mostly the decisions I make are how to present information because that can make a big difference in whether people are going to be offended by it and be completely against it."
From 3:00 to 4:00 p.m.: Preparing for the Foreign Language Council

This afternoon Margaret will be attending a meeting of the Foreign Language Council. She has been asked to make a report on two areas of concern. First, Margaret has been given the responsibility to prepare a survey to be administered to all fifth and sixth grade students and their parents. The survey is to discover student and parental interest in adding a third language choice at the middle school level. Presently, two languages, Spanish and French, are offered to seventh and eighth grade students. In order to extend a sequence of a given language, the Foreign Language department is researching the possibility of adding either German, Russian, or Latin at the middle school level. At the present time, students can only begin these three languages when they enter high school. A proposal of this nature would require Board approval. A survey would provide part of the documentation needed to present this plan to the Board.

A second area of research has been an investigation of changing the Level IV language courses to an honors option. Margaret has already met with several English teachers to obtain background on the English honors program. Now, she will write a short report outlining her findings so she can present them this afternoon to the Council.

From 4:00 to 5:30 p.m.: Foreign Language Council Meeting

Margaret greets teachers. She is chairing the meeting this afternoon because the Chair is unable to attend. Margaret makes her reports to the Council. There is considerable discussion about issues of the middle school survey and the Honors option at the fourth year language level. They decide to delay giving the survey because the decision will ultimately depend on
the passage of the levy. Adding an additional language to the middle school will be very expensive. Council also decides to continue gathering information about offering an honors option for fourth level students. They ask Margaret to talk with the teachers who are presently teaching the fourth level for their input.

There is some discussion about the length of the TOSA position. The IET recommended that the TOSA be a two-year position. The assistant superintendent has told Margaret that her position will depend on the enrollment figures at the middle school. If the enrollment has increased significantly, the TOSA will need to return to the classroom full-time. Teachers voice their disapproval of the TOSA position being tied to enrollment.

There is a report from the proficiency sub-committee. This committee has made several recommendations to aid the implementation of the new graded course of study. The Council decides to select two recommendations which they can focus on with the rest of the staff. One recommendation that they choose to consider is the need to work more closely with the personnel department. They recommend that a Foreign Language teacher be present during the interviewing of perspective Foreign Language teachers. Margaret suggests that the teachers devise a list of possible questions that could be used during the interview.

On her way home Margaret thinks back over her accomplishments this year. "The Advanced Placement is a go. The French and Spanish teachers have adopted their textbooks for next year. The graded course of study has been approved by the Board. There is a new spirit of collegiality
among the Foreign Language teachers. Lines of communication are being opened. Teachers are sharing materials and exchanging ideas. This has been a good year. I have enjoyed it very much. It has been more work that I thought. There is always something coming up. The assistant superintendent has asked me to write two more proposals: the inservice proposals for next year, and a program to implement foreign languages in the elementary school." Margaret smiles and adds, "It is a constant go. It is like sleeping on foamy cushions, one goes up, the other goes down, but they all get their turn. It will get done."

Building a sense of community in which teachers can openly discuss their practice has been a major achievement for Margaret. Being a TOSA has given Margaret the time to visit with teachers which has enabled her to facilitate an open exchange of ideas. Now that teachers are beginning to share teaching techniques and materials, a sense of community is being built. Teachers are sensing that they are part of a community, bound together by a common purpose, the implementation of the new graded course of study.

Establishing and maintaining a strong base of support is critical to the success of a teacher leader. What administrative support does Margaret receive? How does she foster this support? How does she sustain collegial support?

TOSA: THE SUPPORTS

The Teacher on Special Assignment receives both administrative and collegial support. Central office administrators and principals value
Margaret's efforts to implement the recommendations of the Internal Evaluation Study. Margaret's colleagues endorse her accomplishments on behalf of the Foreign Language Council.

The TOSA position for the Foreign Language department was part of a process that began with a recommendation from the assistant superintendent to form an Internal Evaluation Team to study the Foreign Language department. The three-year study set forth a series of recommendations to be implemented by the teachers in the Foreign Language department. One year after the IET concluded its study, the Foreign Language Council was formed. It was during that year that the Council recommended to the superintendent the creation of a TOSA for the Foreign Language department. Margaret's leadership position is, therefore, supported by the administration, the IET, and the Foreign Language Council.

The TOSAs in the Rosewood district have a very special relationship with Walt, the assistant superintendent. The TOSAs are his favorite people because they have helped to flatten out the organizational structure of the district. Walt comments, "It was my dream to have a group of teachers, who represent the staff in a particular area, come together in a Council to plan and pull the pieces together for themselves and for their kids. Councils and committees are only good in planning. They can't do much work because they all have full-time jobs. The TOSAs become the working arm of the Council. They do not take themselves all that seriously because they know that they are one step out of the classroom. They know that their real job is to enhance more and more people contributing. They enhance other people's contributions. Beautiful."
Margaret and several of her colleagues in the Foreign Language department admit that Walt has been extremely supportive. One Spanish teacher at the high school expresses the thoughts of her colleagues. "I have to give credit to the success of this to the assistant superintendent, who has been nothing but 100% supportive. They have given us days off to work. They have supported us. They have patted us on the back. We have felt enabled in a real sense. I have felt empowered. I have felt really valued. The financial support, the released time support, and the verbal support have been real important and makes it all worthwhile."

When Margaret first began her TOSA responsibilities she would call Walt and discuss with him her ideas and plans for the Foreign Language department. She quickly realized that he had placed complete trust in her ability to implement the job requirements. He would say, "Great, fine, marvelous. Move along. You know what you are doing." Now, the only times that Margaret and Walt meet is when Margaret needs to plan an inservice. Then they will get together to schedule the meeting on the computer, and Walt will look for money to support her. Frequently the assistant superintendent will attend the Council meetings and inservice programs.

Margaret does not have much contact with the principals or vice-principals other than to exchange a friendly greeting when she meets them on her school visitation rounds. Margaret comments, "The principals I deal with when I go out and visit the schools have been very, very friendly, very open, and very happy to see me. I have also gotten very positive feedback
from the principals because their teachers have told them they are very happy with what I have been doing."

Margaret's relationship with one of the middle school principals is a bit more in depth because he is the administrative representative to the Foreign Language department. Margaret reports that he has been particularly supportive of the efforts of the Spanish teachers in the textbook adoption process. He was a former Spanish teacher, so his positive feedback to Margaret about the congenial, professional attitude of the Spanish teachers during the textbook adoption meetings holds a special meaning for her.

Margaret's colleagues are also very supportive of her role. One of the teachers at the high school compares the TOSA and the department chair. Both teachers have leadership roles within the Foreign Language department. But, as this teacher comments, "The department chair is more of a teacher organizer. She keeps us more organized technically, making sure we have textbooks and the right number of students in our classes. On the other hand, the TOSA is a professional helper. I don't feel that the department chair does anything to improve my teaching. And I see the TOSA in the role of helping me do my job better, to be a better teacher."

Margaret has earned the trust and respect of her colleagues: first, by continuing to be one of them, a teacher; and second, by using the released time to build lines of communication between the middle school and high school teachers. In doing so, she has contributed to promoting a heightened sense of collegiality among the Foreign Language teachers. Her
professionalism, her training, and her devotion to improving Foreign Language teaching have won her high accolades.

Perhaps a colleague sums it up best when she says, "Margaret has been a leader from day one when she organized the workshop at the beginning of the school year and has continued to demonstrate her leadership in the monthly Council meetings. She has been a great link with the central office administrators and with the principals. She has been an outstanding leader just organizationally. She has done a good job."

In spite of Margaret's several accomplishments, she is challenged to address several constraints which limit her leadership role. What are these specific constraints? How can these constraints be overcome?

**TOSA: THE CONSTRAINTS**

With increased student enrollment at the middle schools and the threat of diminishing funds, the opportunity to continue another year as a TOSA is being threatened. In addition to the possibility of losing the continuity of her position, maintaining a balance between her teaching and her department work is a continual struggle. Accomplishing her goals is a constant challenge for Margaret.

**Funding**

The number one constraint for the TOSAs at Rosewood is the constant threat of reduced funds or no funds at all to support them. Walt, the assistant superintendent, expresses his frustration with the relationship between a district's ability to support teacher leaders and the district's desire to put teachers in leadership roles. "The district that mobilizes teacher talent,
like we are trying to do with the TOSAs, will be a great district. The district that suppresses and holds down or controls talent will remain mediocre. I hope we will have more opportunities to use teacher talent. But we are in tough straights, and if we lose this levy, we will lose it all. All the TOSAs will go. Obviously wherever a district like us is under the threat like we are with levy failures, it is really easy to put TOSAs back into the classroom, and it will be hard to get any of them back because it is too expensive. We are probably talking 30 grand a shot."

Walt has communicated the instability of the Foreign Language TOSA position to Margaret. She knows that her position is dependent on the enrollment in the middle schools. If there is a significant increase, then her position will be eliminated, forcing her to return to the classroom full-time. Other teachers in the Foreign Language department express their frustration with the uncertainty of the position. One ninth-grade French teacher comments, "It is definitely a position I would hate to see us loose. I know we all appreciate her tremendously because she has been a big help. I can't imagine not having her as TOSA because I think you really lose the contact, not just with her, but with the other schools which has taken us so hard to get."

A high school Spanish teacher recognizes the reality of the situation. "It has everything to do with the levy. If there would be a change, and there would be a need for a teacher in the classroom, they would pull the teacher from this. TOSA is still not priority. Teaching is still top priority. It has to be. We are at the mercy of the big guys with the money, so we can't count on having someone next year doing that job."
To establish continuity, the IET study recommended that the TOSA be a two-year position. After serving as TOSA for one year, Margaret endorses the recommendation of the IET. "Now being involved in it, I can see that one year is just not really enough. Two years is needed to have continuity, to develop further, to keep momentum going."

Time

Finding the time to accomplish the list of tasks that the Council delineated for the TOSA has been a challenge. Margaret is constantly aware of the conflicting demands on her time. Preparing for her own classes, keeping the lines of communication open, visiting the schools, arranging for inservices, preparing reports for the Council meetings, and preparing materials for teachers has forced her to budget her time and set priorities. Margaret comments, "I have spent more time in the last three days doing my TOSA than I have been doing my class preparations. Sometimes it is a matter of balancing. I'll do school work one night and TOSA work another. There is always something to do. There is never a time when I am finished."

One of her colleagues sees this balancing act as one of Margaret's most important challenges. "It was not humanly possible to do all those tasks recommended by Council. Margaret has had to get some sort of a balance between her school schedule and this extra stuff. She had to decide what to work on and not get too scattered."

The Change Process

Sometimes working with her colleagues can be a challenge. For example, the Foreign Language Council has asked Margaret to help
teachers implement the new proficiency-based curriculum. But getting teachers to try new teaching techniques is often frustrating. She has found that some teachers verbalize support for the new curriculum, but are reluctant to change their teaching styles. Margaret says, "For some teachers it is just too scary to do some different things. These teachers are afraid that they will lose control if students are allowed to work with partners or in small groups."

Helping teachers to change and grow often involves knowing which problems to address. Coupled to this challenge is then finding the time to meet together and discuss solutions. Asking teachers to meet together at 4:00 when they are tired after a full day of teaching is perhaps an unrealistic expectation if teachers need to put forth their best efforts. When teachers have to meet after school, their attitude can be one of indifference.

Job insecurity, competing time demands, and convincing teachers to change challenge Margaret in her leadership role. Based on the testimonials of the administration and her colleagues to the value of Margaret's leadership role, why, in the face of decreasing funds, would the district cut back on such an important program? Where does teacher leadership fit in relationship to other programs in the district? Is teacher leadership a priority? What would be the benefits of teachers in leadership roles to the district which would maintain them in their positions in spite of budgetary limitations? What real differences has Margaret made? What contributions has she made to the district, to her colleagues, and to the improvement of teaching?
TOSA: THE PAYOFFS

Margaret's colleagues, the Foreign Language department, the students in the Foreign Language classes, and Margaret herself have all benefited from having a Teacher on Special Assignment. Having a TOSA has allowed the Foreign Language department to accomplish several recommendations articulated by the Internal Evaluation Study. The coordination and articulation of the Foreign Language program has been enhanced by Margaret's leadership. Teachers are communicating more openly with their colleagues than ever before. A feeling of trust has begun to grow between middle school and high school teachers which has started teachers to build a sense of community. The sharing of materials and ideas have caused teachers to begin to look more critically at their practice.

Personal Growth

Margaret admits that learning to work with a variety of personalities has caused her to become a much more active listener. "I've learned to be supportive and not possessive." To open the lines of communication and to help change people's mindsets have been the TOSA's two main goals. Her weekly visits to each school helped her establish open communications because it afforded her the opportunity to talk with teachers about their needs and the needs of the department. By encouraging teachers to share their frustrations and successes with one another, Margaret was able to begin the slow process of helping teachers analyze and critique their own teaching. Margaret comments, "It has been a marvelous growth experience to be able to add to somebody's professionalism. To see that some growth has taken place or to see that some thought processes are taking place.
Helping people to do things differently has been very gratifying. Helping people to share ideas has been great."

Margaret feels that she has been energized by this experience. She speaks about the reciprocity that has occurred between herself and her colleagues. "Being TOSA is like an extension of the workshops I did in Connecticut, where going out and being able to talk with people in my field, helping them, and giving them a little bit of confidence has helped me out, too, because that means what I am doing is on the right track. So when I go back to my classroom, I feel even more invigorated, more inspired, and more confident."

Contributing to the Professional Growth of her Colleagues

Margaret's colleagues also voice their appreciation for what Margaret has accomplished this year for themselves and for the department. The Foreign Language teachers view Margaret as a helper, a facilitator, someone they can trust. One middle school teacher comments, "Having Margaret as TOSA has affected me in the sense that it has made things a lot easier, because she has been able, with the released time, to get things that we need. For example, things that we can use in class like drawings, visuals, things we can use to get the kids talking."

One teacher, who had been identified by the principal as needing to add more variety to his classroom instruction, benefited directly from Margaret's expertise. After sharing with him several activities that he could use right away to get his students more actively involved in the class, the teacher reported to her, one day, that the materials she had given him had
been effective with his students. Margaret admits, "That was probably the best break-through I've had all year."

Strengthening Articulation

Opening the lines of communication has benefited the whole Foreign Language department. For example, the process of selecting the French and Spanish textbooks was much less threatening then it had been in the past because teachers had already begun the process of sharing ideas and concerns weeks before the final selections were made. Margaret facilitated the process by being able to communicate to both middle school and high school teachers each other's concerns. One high school teacher comments, "I think the atmosphere has changed so much because now the middle school teachers feel less threatened by the high school teachers, and the high school teachers are more familiar with what is going on in the middle schools. We just all see each other in a different light. I think TOSA has allowed us to do this."

One principal, who observed the textbook adoption process, believes that the kids will be the direct beneficiaries. He adds, "The kids in the Foreign Language classes are going to have an excellent textbook, and they are going to have enthusiastic teachers because those texts were chosen by those teachers and reflect their beliefs."

Exchanging ideas, building collegiality, and sharing materials have been the methods the TOSA has used to build a stronger Foreign Language department. Teachers express their pleasure by telling Margaret that it is so much more fun to work in a place where people are constantly going back
and forth with ideas. When teachers can laugh and joke together, it just changes everything.

Helping build a community among the Foreign Language teachers has been a beneficial process for both Margaret and her colleagues. As Margaret assists her peers with the improvement of their teaching, Margaret's confidence in herself as a teacher is strengthened. As Margaret completes her first year as a TOSA, she looks forward to continuing her leadership role for another year. There are many tasks still remaining to be accomplished. Even though her term may be shortened because of a lack of funds, she finds herself planning for another year. How does she envision the future? How will she build on the progress she has made this year?

**TOSA: NEXT STEPS**

However uncertain the future is for Margaret in her role as a TOSA, she is already laying the ground work for next year. Helping her colleagues implement the new graded course of study will continue to be the focus of her work. Adding to the resource file, sharing instructional materials with teachers, arranging inservices that will help teachers learn new teaching strategies, and talking with teachers about ways they can help their students increase their second language skills will constitute her tasks for a second year.

In addition to talking with teachers and sharing materials, Margaret envisions the practice of peer observation and peer coaching as effective avenues in helping teachers learn new teaching methods. This year she addressed the idea of peer observations in a meeting of the Foreign
Language Council. Margaret describes what happened. "The first time I presented the idea to the Council of peer visitation, it wasn't that they rejected it, but they have to digest it. I have found also that when you present an idea that might be a little bit controversial, there is always a reaction of 'Can we do that?' The idea has to be recycled and recycled and recycled, and, about the third or fourth time, people start to feel comfortable with the idea."

Trying to get teachers comfortable with the idea of visiting each other's classrooms is not going to be easy. The Foreign Language teachers in all the schools teach alone. In the middle schools, the Foreign Language teachers are not part of the teaching teams, nor is there team teaching in the 9-12 levels. Margaret feels that she has to be very careful in instigating classroom visitations. She does not want to establish herself as an administrator or as a threat to her colleagues. One way she has approached the idea has been to invite teachers to her classes. Margaret comments, "I can see that because I have established a non-threatening collegiality, even, I would go so far as to say, friendship, in a lot of cases, I can see myself inviting teachers to come and watch me do some activities."

Margaret would like to learn the techniques of cognitive coaching. She feels that this would give her a whole set of communication skills that would help her dialogue with her colleagues about what she has observed in their classrooms. She has also thought about implementing several components of the Teacher Expectation, Student Achievement (TESA) program. In TESA training, teachers learn how to watch for specific events in the classrooms of their peers, record these events, and then discuss these
occurrences with their peers. Margaret believes that one way to strengthen the curriculum would be through regularly scheduled peer observations which would, in turn, provide teachers with the opportunities to dialogue about their practice.

Margaret has been given a mandate from the proficiency committee, as well as from the Foreign Language Council, to help teachers reconsider ways that they evaluate their students. Foreign Language teachers at Rosewood traditionally test their students' ability to write the language, but infrequently do they test their students' speaking ability. A proficiency-based curriculum requires that teachers evaluate the proficiency levels of their students in the four skill areas: listening, writing, reading, and speaking.

Margaret is already investigating people who can help them with evaluation of student speaking skills. She is scheduling a workshop for the first week of school in which she will introduce to her colleagues the focus for the coming year. And she continues to push gently.

Summary

Margaret was selected by a panel of Foreign Language teachers to be their Teacher on Special Assignment. Even though Margaret had only been a teacher in the district for one year, she was chosen because of her expertise in teaching. In one year, she had earned the reputation as being an excellent classroom teacher. Her twenty-two years of experience in both public and private schools distinguished her as a career professional teacher. During her first year at Rosewood, she volunteered to serve on the Foreign Language Council where her colleagues learned of her expertise in the areas of curriculum, Foreign Language methodologies, and her working
effectively with adults. She was a good communicator and an attentive-listener. She was willing to share her expertise with others.

Margaret was supported in her leadership role by the teachers in her department, and by the teachers and administrators who served on the Council. Her specific job description, which had been developed by the Foreign Language teachers, helped her determine how she would spend the released time that she received to fulfill her role. Margaret would continue to teach two classes. She used the rest of the day to accomplish the three goals which had been established by the Council: (a) improve articulation between the teachers at the junior high schools and those at the senior high school, (b) implement the proficiency-based graded course of study, and (c) organize inservice days.

Evidence of Margaret's success in her role was a renewed sense of community among the Foreign Language teachers. Margaret was able to open up the lines of communication between the junior high schools and the high school. She published a newsletter each month which would feature information about inservice programs, agendas for district meetings of the Foreign Language teachers, and resources for teachers to use with their students such as visuals, activity sheets, and teaching suggestions. Often attached to the newsletter would be one or two articles about teaching foreign languages.

Teachers were sharing materials and talking to each other about their teaching. An example of an increased spirit of collegiality was the textbook adoption process. The French and Spanish teachers were able to come to a consensus on the textbook they would purchase. There were no hurt
feelings or misunderstandings. Several of the teachers admitted that the just-completed textbook adoption process, which in the past had been very stressful, went very smoothly due to Margaret's ability to foster communication among the teachers.

Another goal was to help teachers improve their instruction. To implement the new curriculum, which was more student-centered, several teachers had to learn a new set of strategies. Margaret encouraged these teachers to change by her sharing with them materials that were more interactive. She taught them cooperative learning techniques. She listened to their problems. She offered suggestions.

Margaret also had a reciprocal relationship with her colleagues. Because Margaret also taught two classes every day, her interactions with the Foreign Language teachers also brought new perspectives to her own teaching. There was a give-and-take relationship established which is often missing when teachers talk with supervisors or administrators.

In spite of the many benefits of her role, Margaret is constrained by the great number of tasks she has been asked to accomplish. Her daily visits to the junior high schools and to the high school limit the amount of time she can spend organizing her files and compiling teaching materials for her colleagues. She also must plan for her own classes, create materials, write tests, grade papers, average grades, and communicate with the parents of her students.

An additional concern for Margaret is not knowing if her role will continue for another year. The TOSA position is for a two-year period. However, due to budget constraints and the need for additional staff in the
Foreign Language department, Margaret may have to return full-time to the classroom next year. She knows that much of the ground work which she has been able to complete this year toward accomplishing the goals of the department will not be completed unless she continues in her role for at least one more year. Being tied to a limited budget lessens the power of her role.

In spite of these limitations, Margaret's leadership role, supported by her colleagues and the administration, has been a critical factor in the formation of an atmosphere of collegiality among the Foreign Language teachers. Due to her leadership, teachers are communicating with each other on a more regular basis, learning new instructional strategies, implementing the new graded-course of study, and continuing to grow professionally. Teacher leaders, like Margaret, play a major role in the improvement of schools.

**DUAL PEER ASSISTANT: A CASE STUDY**

Even though Lynn says that she never had any attention of becoming a career teacher, she has been in the classroom for almost twenty-three years. Lynn has been teaching English and history at Rosewood High School for the past eighteen years. During her years at Rosewood, Lynn has been an outstanding teacher leader. As examples of her leadership, Lynn has been instrumental in developing the district's mentor program. She also developed the new department of Interdisciplinary Studies, served as this department's chairperson, and has conducted training sessions for her colleagues on learning styles, TESA, and Myers-Briggs. Lynn has
recently been selected to be a Teacher on Special Assignment (TOSA) with the specific duty of Dual Peer Assistant. Working in collaboration with the principals, she assists teachers who are in danger of loosing their jobs because of their poor classroom performance. Lynn is no longer teaching which enables her to devote full-time to helping her colleagues improve their teaching skills.

LYNN: ATTRIBUTES OF A PROFESSIONAL TEACHER

Lynn did not choose teaching as a career; it chose her. Having a career was not part of her up-bringing. Rather, as a young girl, she was raised to get married and have a family. Lynn recalls, "I wasn't raised as ever thinking I would have a career. Education for me was a back-up process so that when I had children, if anything happened to my spouse, I could support my children." Lynn did get married, but she also graduated from college with a degree in education. In Lynn's day, a woman got married and was either a nurse or a teacher. Since Lynn did not like the sight of blood, that left teaching, which became a time-filler until Lynn had children. Although Lynn never did have a family of her own, she has touched the lives of thousands of young people during her twenty-two years in the classroom.

From her first days in a Los Angeles high school classroom, where most of her students were Black and Hispanic with very limited reading skills, to students in Rosewood, where skill levels are above the national norm, Lynn's philosophy of teaching has remained the same: to support and guide kids in the learning process. Lynn explains, "I think probably the best
teachers are those who are always learning because as long as they are a student, they can stay in touch with what it means to be a student. And I think the person, who knows what it means to be a student, understands the frustrations of the learning process, and addresses that, and sets kids up for success. I think a good teacher is one who goes for the growth of the kid. When you know that you are teaching people, and not British Literature, you will know that you have arrived."

Recalling her experiences in Los Angeles Lynn comments, "The majority of those classes were Black and Hispanic. I had very few white students in that mix. It took me a month and a half for them to believe me when I said, 'Good morning, how are you?' [it] was not something that was antagonistic. Probably, I look back at that year as one of the most rewarding because we had a curriculum director at the high school who was able to facilitate our needs with our students. I said to her that these kids can't read, and I don't know what to do here. If I just had a tape recorder or something, we could put into a play process of doing the reading. It wasn't anytime until I had equipment, and then she taught me how to use the equipment. I had a tape recorder and turn table so that we could make radio broadcasts. I taught that whole year through radio broadcasts. It was a very exciting year because it took me about a month to get them into that. But when I did, they learned, and they grew. They absolutely loved it."

Other experiences have helped shape Lynn's teaching philosophy. For example, she relates the time she was hired as an extended substitute to teach English and Latin. One of her areas of certification is English, but the only Latin she had ever studied was two years in high school. She and her
students learned together. Lynn smiles as she describes what it was like to teach a subject about which she knew very little. "Well, it was the most incredible experience because that was when I learned that you don't have to know anything about something to get kids to learn. That [learning] is a process of inquiry and mutual support. That when [the students] have responsibility for figuring some of this stuff out, and you are just there guiding, you can get absolute amazing results. And I think it was at that point that probably that experience changed my philosophy about having to be the information giver, the song-and-dance man in front of a group of kids, pouring information in. When I recognized that the kids are human critters and that they come to me in a given place, and I can move them somewhere beyond where they are when they come to me, then I am an effective teacher."

In one school district, where Lynn taught five classes of senior English, she was faced with the challenge of teaching non-college bound students to read examples of British literature such as *Beowulf* and *MacBeth*. Lynn found ways to connect the stories to the students' own experiences. She explains, "We looked at *Beowulf* from a TV producer's perspective. The students chose who would play Grindel, the monster, and they chose the actor for Beowolf. They loved it. We had such a good time." When the students read *MacBeth*, she had them relate the play's themes to their own family experiences. One of the best compliments she received was when her students told the principal they wanted to continue reading *MacBeth* even when they discovered that she was not returning for a few days because of a skiing accident.
When Lynn began teaching at Rosewood, she had support from her colleagues and the administration to continue experimenting with a variety of teaching techniques. She describes the principal as supportive. "He set an atmosphere in which teachers could take risks and experiment. Nobody ever questioned me if my kids were not in their chairs because, whatever it took for kids to learn, you did it, and you were respected as a professional. Your judgment was never questioned if you could show results."

Part of this innovative spirit was a World Humanities course that was team taught by five teachers. Lynn was one of the teachers on the team. Teaching this course was a highlight in Lynn's career because, for the first time, she found herself working with colleagues, each responsible for a specific content area. Lynn explains, "I loved it because you were never alone in the process. And if something didn't go well, you had a group to support you, not judge you, but support you. Probably the most strengthening thing as a teacher was to have the feedback I got from them because it was positive."

Students in the World Humanities course had the advantage of learning from five teachers representing the areas of English, history, art, music, and a foreign language. Developing a theme to include information from these five areas was a challenge not only for the teachers but for the students as well.

Lynn recalls with pride one lesson that the teachers developed which had as its focus "Man in Search of Himself." This was the last lesson for a group of seniors who were just counting the days until graduation. Lynn recalls, "We decided on four plays which dealt with the issues of living. We
had *Othello*, *Hamlet*, *MacBeth*, and *Lear*. We divided the kids into four groups. Each group chose a play that they wanted to read. They were responsible for reading the play and making a presentation to the class so that all the students would know about three plays and would have read one. I will never forget as long as I live the final day of their senior year. We were in a hot discussion of the character, Lago, from the Othello group. They were talking about what you do when somebody seems to be on your side but is really stabbing you in the back all the time. When the bell rang, we were all just stunned. We had taught until the last day. We didn't even have a count-down calendar. When kids are engaged, when they are responsible, there is real power in that, and there is real teaching."

Her experience in the World Humanities course encouraged her to develop a new course which she named American Humanities. This course teamed an American History teacher with an English teacher with the purpose of integrating the two content areas. Lynn became department chair of the Interdisciplinary Studies Department. In addition to chairing the department, she was first the English teacher and then later became the American History teacher on the American Humanities team.

After teaching in two different teams, Lynn comments about the teaming approach. "Team teaching, WOW. We are missing the boat in education. The power of collaboration, the power of growth, and the power of support. The power of saying to a colleague, 'Have you thought about working with this kid this way?' The power of knowing that if the kid doesn't connect with you, there are four others that they can connect with."
After teaching for about seven years at Rosewood High School, Lynn began to notice a dramatic shift in the tone of the building. She explains, "We began to hire people who began to focus on the process of teaching; everybody teaches in a lock-step method. The tone in the high school shifted dramatically. It was no longer open. As it became an older staff, it became a less-tolerant staff. Teachers became concerned with covering a curriculum while sometimes forgetting the students in the process." Lynn remembers taking a lot of criticism from her colleagues because she was not doing things like everybody else. She explains, "People didn't understand that when I asked kids to construct things or do hands-on things, it was really beneficial. They saw it as child's play."

Not succumbing to the pressures of her colleagues, Lynn continued to have her students learn in a variety of ways. What her colleagues saw as play, Lynn viewed as multiple learning strategies. Lynn adds, "What mattered to me was, not how the student learned, but what the student learned." Her students were allowed to choose whatever method worked best for them to accomplish the objectives. She explains, "When you want them to know something, it is not how they get to it that is important; it is that they know it. It may be listening to a tape, reading a book, talking to me, working in a small group. It doesn't make any difference how they get it. Just get it."

While controlling the classroom and what happened within the classroom seemed to be of overriding importance for many of Lynn's colleagues, Lynn's approach to teaching was quite the opposite. Her concept of control was to clarify for her students what it was they were to
learn, give them choices of how they could learn the objectives, and then allow them the freedom to make their choices. Allowing students to make choices builds student responsibility. Lynn explains, "In fact, teachers have taken all the responsibility and have carried it for so long that we have to rethink the role of teacher because the role of teacher is one of facilitator, I think."

Believing that the best teachers are ones that are always learning, Lynn decided to return to the university for her Master's Degree in Humanities Education. She was able to continue her studies in American literature, culture, and history. Now that teaching had become a career, Lynn, with an eye to the future, also received an administrative certificate. While continuing to teach, Lynn applied for a number of positions that would have given her more administrative responsibility. Lynn admits that she was tiring of the routine of teaching. "I had grown beyond the classroom, and I knew it. It is not that I didn't love the kids because I did, but I wanted something challenging. I was tired of the fifty-three minute time segments, the grind. I was ready for something different. I just felt like I had so much more to offer."

Since Lynn's first teaching experiences, she has encouraged her students to become active participants in the classroom. Her students have recorded radio shows about American Literature and have produced TV shows featuring characters from British Literature. In Lynn's classes, the content is always tailored to the learning needs of her students and to their personal lives. Even when her colleagues pressured her to become more teacher-centered in her approach, Lynn continued to believe in the
importance of having her students accept the responsibility for their own
learning. She explains, "First of all, I know what I want the outcomes to be of
their learning, and I build in choices, and I make the kids a part of the
process. I treat them as though they are smart enough to have a sense of
what we need to do, and how we need to do it, and the time we need to
spend. I don't control. I think to the extent that they can have autonomy, they
will have internal motivation, not external motivation such as grades or
points." Lynn helped her students become more responsible by allowing
them to make choices about what they were to learn and how they would
learn. By helping the students make choices about their learning, Lynn
assured their ownership in the learning process.

Even though Lynn loved being in the classroom, she was beginning
to search for new outlets for her talents. Because of the experiences she
had teaming with her colleagues, she knew she liked working with adults.
How could she extend her teaching job to include more time for collegial
interactions? What leadership opportunities are available within the school
system for teachers? What kinds of skills do teachers need to qualify them
for leadership?

LYNN: ATTRIBUTES OF A TEACHER LEADER

Envisioning ways to improve instruction has prompted Lynn to
become a teacher leader. Creating a course in American Humanities,
chairing the Interdisciplinary Studies department, presenting sessions
locally and nationally to colleagues on learning styles, organizing a course
in collaboration with a local university to train teachers to be teacher leaders,
and developing the district's mentor program are all examples of Lynn's leadership capabilities.

One of Lynn's colleagues at Rosewood, who is presently co-chair of the district's mentor program, has always looked to Lynn to provide leadership. She recounts Lynn's involvement in several major instructional improvement programs at Rosewood. "Lynn is really one of your most outstanding types of teacher leaders. She has worked with me in the mentor program, and I consider her to be one of my informal mentors. She has a lot of empathy and a lot of qualities of a good mentor herself. Lynn has also worked with me in learning styles. When we would travel together to present the learning styles approach to teachers in different school districts, Lynn would always take the lead."

Lynn describes a teacher leader as "someone who has a vision of something that needs to be done, who then steps out and makes the vision a reality, bringing along other people in the process. I think the leader is the one in reality who knows when to take charge and literally take the reigns. The leader is the one who is able to get things done, who takes the responsibility." As an example, the existing mentor program at Rosewood is largely due to Lynn's vision and hard work. Lynn was a member of the new staff orientation committee for five years during which time the mentor program evolved from a one-day orientation for new teachers to a year-long program for new staff and their mentors. It was also during her involvement with the mentor program that Lynn learned that she was not afraid to take risks and deal with criticism. "I think one of the goals of a teacher leader would not be afraid to stand up when it is time to stand up. One of the things
I've learned is if you stay with the group, you can't lead. If you need other's approval, it will hold you back."

One example of Lynn's determination to push the district forward was her interest in improving the district's mentor program. For several years, Lynn had dreamed of organizing a year-long training course for mentors in collaboration with the university. Lynn knew that in order for the mentor program to be more effective, the mentors needed to have specialized training in the areas of adult development, observational strategies, and coaching techniques. She took the idea to one of the assistant superintendents. As more people became involved with the idea, it evolved into a training course for teacher leaders, called "New Leaders." Lynn explains, "I am real proud of this course. This was my baby. The idea is to feed to some people in every building knowledge about the current literature and skills, so that they can return to their buildings and begin to make some changes." Even though the course was not designed specifically to train the district's mentors, among the participants were several teachers who were serving as mentors.

The course objective, to train teachers so that they can take on leadership roles within their schools, fits Lynn's notion of teacher leadership. She sees these teachers as informal change agents working within their schools to make the environment better for teachers and students. "I think that the smallest thing that can be accomplished differently because they understand a little more about leadership, we are farther ahead. We have bettered-up. If we can set the expectations that it is the little things that build upon each other to accomplish the larger piece, then what we need to do is
celebrate those things. I see my role as keeping the inspiration going by bringing them together periodically and celebrating their accomplishments. I think that we will have the opportunity to reinforce them continuously next year, both with the administrators and with our staff."

Lynn gives an example of a group of teachers who, after participating in the New Leaders course, have returned to their building with a plan to have all the teachers take the Myers-Briggs personality style inventory. Lynn points out, "As a result of this teacher leadership, the staff will have a better understanding of each other. And if they understand each other better, then they will understand a divergent student better."

Another example of Lynn's leadership within the district has been her involvement with cognitive coaching, a process that colleagues can use with each other or that administrators can use with teachers to help teachers think through their actions in the classroom with the purpose of helping them become critically self-reflective about their work. In a discussion about teachers-coaching-teachers, Lynn compares peer coaching to cognitive coaching. "I wouldn't let just any peer in my classroom because I could be destroyed as a teacher. If someone who has a very different perspective on teaching, a very narrow perspective on teaching, and would judge me, it would destroy me. And I think that is why, when I compare peer coaching to cognitive coaching, I celebrate cognitive coaching so much more because peer coaching doesn't address the thinking or put the responsibility on the teacher's shoulders."

After Lynn attended a workshop on cognitive coaching, she returned to Rosewood and shared what she had learned with the assistant
superintendent. Using her leadership skills, she convinced him to invest some of the district's resources in training sessions in cognitive coaching for several teachers and administrators. Lynn explains what happened. "I think cognitive coaching is an example of my leadership. I saw it in Chicago. I came back, and I didn't let go of it. Other people said there were other things, but, when push came to shove and I asked the Assistant Superintendent for Human Resource Development if we could take some people to training, several teachers and administrators jumped on the bandwagon. We took seven people, but it took me to do all the phoning, all the arranging." Since then, Lynn has arranged for two consultants to conduct an in-district, six-day training session on cognitive coaching for several administrators and supervisors. It is Lynn's dream to share her knowledge of cognitive coaching with teachers, so that teachers can become skilled in using cognitive coaching with their colleagues.

At Rosewood Lynn is able to extend her influence beyond the classroom. Her continued involvement with the mentor program, her inspiration to create the New Leaders course, and her efforts to train teachers and administrators in cognitive coaching skills are all testimonials to her leadership. When asked about leadership opportunities for teachers Lynn responded. "Well, I think that the key to it happening is that we are seen as professionals with trust in professional judgment. I think for too long, teachers have just gone along on this little mouse-like maze that we travel, and whatever people tell us, we do, and that hasn't necessarily worked. Teachers have gotten tired. They haven't been replenished. They haven't been revitalized. There are times when I think that we ought to have
a career ladder, when we ought to have some celebration that you are moving in a certain direction along your career. The problem is that we get into a rut and we get stale. So I think that teachers have to assume more. For example, teachers could exert leadership by insisting on some team-teaching and sharing the load. If you have five people doing a class, the total is not nearly so much. And then you have time and energy to do other things. If we would let ourselves think differently, it would be one of the first places to exert leadership. To shift our thinking and our perspectives about how things could be done."

As Lynn reflects about teacher leadership in the district she recalls a group of elementary school teachers who became very excited about using cooperative learning strategies in their classrooms. Lynn explains, "TRIBES is a good example in our district. That was a group of teachers who discovered it and brought it back. They were excited about it. They got the principal excited about it. The principal trained the whole building, and before you knew it, these folks were training others in our district, and there are whole buildings in our district that have TRIBES. That is teacher leadership."

At Rosewood there are both informal and formal opportunities for teacher leadership. For example, Lynn envisions the teachers who participated in the New Leaders course returning to their schools and sharing what they learned with their colleagues. These teachers do not carry a formal title of teacher leader, but they are expected to implement changes in their schools to improve the working environment and teaching. Lynn comments, "I think that these teachers might be perceived as more
demanding. I think they might be perceived as taking more control of their own destinies. They might take more of a stand professionally. They might stand up and say, 'Hey guys, we are the ones who have the understanding of the development of a human being. This is what we need to be doing.'"

Teachers who are on special assignments (TOSA) are officially recognized as teacher leaders. These teachers are released either part-time or full-time from classroom teaching. It is also possible for a teacher leader to have an extended contract which is a method the district uses to pay a teacher leader more than a classroom teacher. The teacher leader remains on the teacher pay scale but is compensated for additional working days.

Lynn is now a Teacher on Special Assignment. She has a formal leadership position which is part of the district's teacher evaluation program. What are the unique characteristics of her leadership role? How was she selected? What skills qualifies her for this role? Why was this leadership role developed?

LYNN: DUAL PEER ASSISTANT

The Rosewood City School District is committed to hiring and maintaining an excellent staff. Because the district values the continual improvement of its personnel, a comprehensive evaluation program has been developed which supports the competent teacher. In addition, a Dual Peer Assistance program has been developed which lends support to a Dual Peer Assistant who provides help for the marginal teacher. The district defines a marginal teacher as one whose job performance does not meet
the district's standards. These standards are published in a document entitled the "Competent Teacher." The standards outline the areas of teacher competency. These include planning and organizational skills, classroom management skills, knowledge about and planning instruction to address student individual learning styles, and human relations skills.

Several years ago, the Rosewood district came very close to having a strike which was avoided when the district chose to adopt the Win-Win process for negotiations developed by Irving Goldaber. All the issues that were not negotiable were put out on the table for discussion by a Win-Win committee, composed of the Assistant Superintendent of Human Resources Development, teachers, classified employees, and school board members. One area of concern that kept reappearing was the whole issue of teacher evaluation. Specifically, the committee wanted to deal with the marginal teacher. To answer this question effectively, a sub-committee of the Win-Win committee, that had been appointed to study the area of evaluation, recommended that the district implement a Dual Peer Assistance program. As stated in the district's evaluation policy, the Dual Peer Assistance program refers to the cooperative effort between the administration and peer staff members to assure a high level of professionalism throughout the school district. The major goal of this program is to stimulate professional growth and improvement for staff members whose performance does not meet the district criteria. The Assistant Superintendent for Human Resources Development explains, "The Dual Peer Assistance program is for the marginal people, for those that are having some problems. The idea was: how can the Rosewood Education Association, the Classified
Education Association, and the Board work cooperatively to provide assistance to these people to make them better or to get them a position outside of education where they can be successful."

The Dual Peer Assistance program stands parallel to the district's evaluation program. A teacher who is not making progress in the district's evaluation program can be referred to the Dual Peer Assistance program. That teacher, therefore, comes out of the regular evaluation program during the time he or she is receiving peer assistance. The help a teacher receives comes directly from the Dual Peer Assistant. A principal explains how the Dual Peer Assistance program differs from evaluation. "The Peer Assistance program is just not another layer that people have to go through. We have to work constantly about keeping it away from evaluation. The Dual Peer Assistant is not here to evaluate, but to provide assistance, resources, and help for the staff member."

In the area of evaluation, the Rosewood Dual Peer Assistance Program differs from other models throughout the country. For example, in the Peer Assistance and Review Program (PAR) in the Columbus (OH) City Schools, the teacher consultants serve initially as a mentor to beginning teachers and ultimately provide evaluative information which determines if a beginning teacher will be considered for continuing employment (Zimpher & Reiger, 1988).

Lynn was interviewed by a steering committee that coordinates the Dual Peer Assistance program. This committee is composed of a Rosewood Education Association representative, a Rosewood Classified Association representative, the Assistant Superintendent of Human Resources
Development, and a principal or supervisor. The steering committee has both a representative of the certified staff and the classified personnel because, as Lynn explains, "This process allowed for a classified person to do this for classified personnel, and then a certified person, which is highly unusual. Most districts, if they do anything like peer assistance, will have it for only certified personnel. But we have taken a real stand in our district that our classified are as important as our certified. So I am working with a classified person."

Lynn was selected to be the Dual Peer Assistant because she fit the qualifications of the position. The committee chose Lynn because she had demonstrated leadership skills among her peers, had interpersonal and communication skills, and had a desire to improve. The Assistant Superintendent for Human Resources Development comments, "We needed a person who could take critical feedback, at times, as well as the compliments. We were looking for a Dual Peer Assistant that could work well with other people and could build the trust. Lynn and Jennifer, the Dual Peer Assistant for classified, have very compatible personalities, and that was important because they have to work together. They are both enthusiastic, and I knew that we would have to have an enthusiastic person to start this program because it was threatening. We were looking for a person who had some in depth experiences in some areas, and Lynn did have that experience in learning styles. And probably most important though, she was someone who really wanted to learn, because there were so many things to learn and adapt to. So, relationships with other people,
enthusiasm, and willingness to learn are some key areas, plus some specific skills in the technical side."

Lynn acknowledges that she has a wide range of experiences that are blending together to make her successful in her role as Dual Peer Assistant. She adds, "I think it is a combination of things, of experiences. I think it is understanding learning styles. Learning styles allows me to know that every person doesn't do exactly the same thing nor does every person need the same thing. So probably, of everything, that has been the most mind-opening process in terms of understanding the people I am dealing with. It is understanding Myers-Briggs and social styles. These have been important because they have helped me understand differences and cope with differences. It also allows me to suspend judgments, and that is a difficult piece. I think it is understanding the whole process of cognitive coaching and the importance of communication and rapport skills. I think it is loving people and wanting to help. I think it is the conflict resolution strategies that I have learned. I think all of that blends. I have had the sense on this job that so many experiences that I have had, that seemed disjointed at the time, seem to have blended together into a group of skills that seem to work."

In addition to all her experiences and training, Lynn believes that she has benefited from her involvement over the years in the mentor program. It was through her leadership experiences in the mentor program, that Lynn was able to establish a perspective that encompassed the entire district. Her participation in the mentor program put her in contact with teachers and principals throughout the district, which afforded her the opportunity to work
on her people skills. Lynn adds, "I really had to work on people skills. I was great with kids, but I wasn't so great with other adults. But what I get from teachers now is that they are glad I'm there. They feel cared for. I know that I am seen as a caring person."

A principal, with whom Lynn has worked closely, adds, "Lynn, I feel, is very, very effective. She establishes rapport very quickly with people. She comes from an emotional center about caring for people very deeply, and yet she has a very clear sense of what it means to be a good teacher herself. She is able to share these perceptions with teachers who may be having some difficulty. She shares them in ways that are not threatening to them because she does care deeply about them as persons."

In summary, the question of how the district can provide assistance to teachers who need to improve their classroom performance was answered by the creation of a Dual Peer Assistance program. The working arm of the program is the peer assistant who, in collaboration with the principals, works with teachers who need remediation. Lynn, who was chosen to be the Dual Peer Assistant, is an experienced classroom teacher who possesses specific skills to help teachers improve their practice. These skills include her knowledge about classroom processes, learning styles, and cognitive coaching strategies. Lynn also brings a wealth of interpersonal skills. She is an effective communicator and an attentive listener. Above all, she is an enthusiastic, caring professional who has made a commitment to provide assistance to her colleagues. The next question to be answered is how the Dual Peer Assistant provides help.
DUAL PEER ASSISTANT: MEETING THE NEEDS

Determined how to implement her job of Dual Peer Assistant was Lynn's first responsibility. A series of interviews with the district's administrators helped her establish the framework of her role. The Dual Peer Assistant's responsibilities would be divided into three areas: (a) overseeing the induction program, (b) working with teachers in early intervention, and (c) collaborating with principals to help teachers in crisis intervention. The Dual Peer Assistant would be a mediator facilitating communication between the teachers in crisis intervention and their principals. In addition, the Dual Peer Assistant would help teachers write a Performance Improvement Plan which would outline specific areas needing remediation. By working with the teacher on intervention, observing classes, suggesting teaching strategies, and providing feedback, Lynn would hope to help the teacher improve. In addition to her intervention cases, Lynn would continue to have an important leadership role to play in the district's staff development program. She would plan inservice days and continue to conduct workshops in TESA, cognitive coaching, and Myers-Briggs.

Establishing Her Role

Even though the district had a formalized plan that described the Dual Peer Assistance program, the way the Dual Peer Assistant was to provide help was very open-ended. A framework needed to be established that would provide direction to the work of the Dual Peer Assistant. Lynn decided that the first step was to interview all forty-three of the district's administrators to help determine the needs of the district. In addition, Lynn interviewed several key people outside the district who were knowledgeable
in the areas of writing job descriptions, performance management, and leadership. From that data, Lynn reports that several key themes emerged which led to the development of the framework for the program, as well as for the design for the role of Dual Peer Assistant. She reports, "It has progressed in that we really saw a need to cover more of a spectrum. We discussed with staff and administrators how we could provide expectations for new staff members and how we could provide early intervention."

Based on the data from the interviews, three areas are now under the auspices of the Dual Peer Assistant. The first level is the new staff orientation/mentoring process. It is the responsibility of the Dual Peer Assistant to work with the mentoring program to assure that all new staff members are knowledgeable about the district’s performance standards. New teachers receive copies of the district’s "Competent Teacher" document which describes the standards for all teachers. Establishing clear expectations and providing feedback to all new employees are important aspects of the effort to orient teachers for success. In the event that the district can implement a more formalized mentor program, the role of the mentor may be expanded so that the mentor would become part of the assistance team and work in conjunction with the administrator and the peer assistant. The peer assistant would have the responsibility of involving the mentor in the assistance process.

The second level, the early intervention phase, is intended as a preventive step. If principals, through the normal evaluation process, see signs of a teacher beginning to experience difficulties, this teacher may seek assistance from the Dual Peer Assistant. Teachers who are in early
intervention can self-refer to the Dual Peer Assistant, or they can be referred for assistance by their principal. It is projected that a help cycle of two to six weeks would bring about the needed change. The Dual Peer Assistant makes several classroom observations and provides feedback to the teacher through a series of conferences. For the teachers in early intervention, the process is less formal because they are not formally admitted to the steering committee for placement in intervention.

The third level, the crisis intervention level, is a formalized process of intervention. A principal must submit an application to the steering committee in order to place a teacher in crisis intervention. A teacher is placed in crisis intervention because their performance is not meeting the district's standard. The low quality of their teaching is causing problems with students and their parents. The Dual Peer Assistant will work with this teacher on a ninety-day cycle. After that time, the principal determines if the teacher returns to the regular evaluation program or repeats the cycle. If, after a second cycle, the teacher's performance does not meet standards, the teacher is counseled to resign. Termination can take place at this point.

In both the early and crisis intervention, the Dual Peer Assistant has a very specific role to play. The Dual Peer Assistant facilitates a process of communication between the teacher and the administrator with the purpose of finding the common ground between the two. As part of the communication process, the Dual Peer Assistant listens and reflects what is heard between the teacher and the principal. The Dual Peer Assistant then observes the teacher in the classroom and provides resources and strategies which will aid the teacher to improve his or her practice. The Dual
Peer Assistant maintains also a log book for each teacher who is in the program and submits a summary of the intervention process and the results when a teacher has completed the program.

Building Support for the Program

The steps involved in setting the framework for the Dual Assistance Program by surveying administrators and staff provided Lynn with some additional resources for her job. The Assistant Superintendent of Human Resource Development comments, "It was a matter of getting the background. She needed some additional tools. It was the way Lynn was able to build confidence in herself, as well as getting the trust and support of the staff and administration."

Another way Lynn was able to build support for the program and for herself as the Dual Peer Assistant was to go to all the buildings to give a formal presentation to staff and administrators in which she explained the Dual Peer Assistance program. One of the principals speaks about some of the doubts he had at the beginning of the program about Lynn's ability to do the job. "I had some doubts about Lynn at first because I didn't know her as well as I do now, and I wasn't quite sure the strength that she would be able to convey. There was some doubt on the part of many staff members who felt that she was too 'soft' as a teacher, too affectively oriented, too much of a feeling person. So she didn't have the quote 'respect' from some of the other content teachers who didn't see her as professorial enough. Well, she has earned the respect real quickly because the staff began to pick up on those with whom we were working. These folks were getting regular feedback. They were getting very clear, written documentation. I did the
documentation, but Lynn helped me to facilitate and help them process. It was very clear to the staff very quickly that we were serious about these particular individuals, and they were very, very pleased, and gave Lynn a great deal of staff respect. They don't always automatically give that respect. You have to really earn it, and Lynn did, especially when they learned that one of the teachers that we were working with was going to be non-renewed. Lynn got some additional status points for that, and the staff really valued, then, the program of Dual Peer Assistant. So, because she was gaining stature all the time, she was then finding more and more staff coming to her, seeking advice, getting ideas, finding out what they could do about this problem situation or that problem situation. So this was beginning to say a lot about how the staff was perceiving her as a leader.

Explaining the program and selling it to both teachers and administrators have been crucial first steps in the future success of the program. Lynn adds, "We figure, as we have successes in certain buildings and people talk about that, that will be what will sell it, not us talking about it."

Working with Teachers in Intervention

Lynn is now working with ten teachers. Seven out of the ten teachers are in crisis intervention, and were referred by their principals to the Peer Assistance Committee which in turn assigned Lynn to work with them. Lynn explains the role of the committee. "For crisis intervention, there has to be an application to the committee, and that is to predominantly guarantee that the principals have done what they are supposed to do, and that there is a paper trail."
Two teachers out of the ten are self-referrals which means that they went to Lynn on their own for her help. Lynn explains, "These self-referrals got to me before they were officially referred by the principals, which is fine because then they are highly motivated to deal with the whole process."

One teacher, who had been referred to Lynn by the building principal, is on early intervention. Lynn is really pleased when she can work with a teacher on early intervention. "What it says is, if we can get administrators to confront an issue that is not job threatening and get it turned around, we can interrupt a process before they get into crisis intervention."

When Lynn begins to work with a teacher, either in crisis intervention or early intervention, the process is the same. First, Lynn meets with the principals to get their perspective on the problem. Second, Lynn talks with the teachers to arrive at an understanding of the situation from their point of view. In addition to meeting with the teachers, she schedules a time to observe several of their classes. Then, by looking at the similarities and the differences of the situation viewed by both parties, Lynn begins to put together a composite picture of the problem. Third, Lynn arranges a meeting with the principal, the teacher, and herself to establish the goals of the Professional Improvement Plan. The Dual Peer Assistance program specifies that the Professional Improvement Plan is the heart of the program. This plan details the performance improvements to be met by the teacher and the specific assistance to be provided by the Dual Peer Assistant. The plan is designed to be accomplished within 90 calendar days.

Lynn describes the third stage of the process. "The principal, the teacher, and myself hammer out the indicators. We encourage teacher
input, so when it is done, it is a plan all three of us have hammered out, and all three of us must sign it." Lynn explains that the indicators are specific teacher behaviors that can be seen in the classroom that indicate whether a teacher is meeting the objectives set forth in the Professional Improvement Plan.

Once the plan is written and signed, it is Lynn's responsibility to implement the plan. "It is very different for each person. I run the gamut from spending hours and hours with people to seeing people once every couple of weeks, depending on where the individual is."

Even though Lynn stresses that she deals with each case on an individual basis, she has been able to generalize the type of teacher who needs intervention. "I have worked with both men and women, and I don't see any gender-specific problems. It is human problems. It is the human critter's inability to get along with each other that again and again causes them to be in this program. It isn't issues of content or knowledge. It is issues of them relating to the students, to those students' parents, and to their colleagues. One of the common traits is, I think, a lot of them are very isolated. They don't even have friends on the staff."

Trying to address these needs, Lynn has relied on her skills as a classroom teacher plus her additional training in cognitive coaching, situational leadership, and learning styles to aid her in assisting these teachers. Just as Lynn believed in giving her students control by offering them choices about how they could learn the objectives, the teachers that Lynn works with are presented with choices on how they will meet their performance objectives. Lynn adds, "When it comes right down to the
bottom line, the teachers are human beings, and human beings need to feel in control. You need to build in choices, and you need to let them have the final word. I find myself building in choices, setting up options, accepting if they want to do it another way. Any means, but get to the end point. This is my way of being direct."

As a specific illustration of this tactic of "being direct," Lynn was working with a beginning teacher who needed help organizing her classes so that her students would be more involved. She had been recommended for intervention because the principal had been receiving parent concerns that their children were not learning in her classes. She relied solely on the lecture method for instruction. When Lynn observed her classes, she could see students who were not able to follow the lecture and become distracted and uninvolved. After several observations, Lynn also realized that the tests the students took were not congruent with the teacher's explanations.

During a planning session with this teacher, Lynn asked her to clarify the objectives for the unit. During the clarification of objectives, Lynn helped the teacher verbalize the objectives by questioning and probing until the teacher had the objectives clearly in mind and written down. Lynn then helped the teacher develop the lesson plan. During this process, Lynn suggested several methods the teacher could use to present the lesson. The suggestions appeared as choices. The teacher then chose the activities she wanted the students to do based on her knowledge of her students. As the teacher made more and more choices, she began to think of more ways her students could become actively involved in the lesson. She began to take on more ownership of the lesson.
Looking back on the session with this teacher, Lynn comments, "I give them the structure of choice. I reach back and give them some choices, and then they take it, and pretty soon they are on their way. The problem that I have to watch is that I don't make them dependent on me. In the final analysis, they have control of their choices; they have control of their classroom; they have control of their thinking about those choices. When we can get people to think about their choices, we can get them to change."

This particular teacher has been taken off crisis intervention. Her classroom has shifted from a teacher-dominated classroom to a student-oriented classroom. Her students are working in groups. The teacher is no longer in front of the classroom lecturing, but instead she can be seen moving from group to group, responding to students, keeping them focused, addressing individual needs. Lynn reports what happened the last time she went into this teacher's classroom. "The difference in her classroom from when I went in the first time and the last time is that I couldn't find her the last time. And finally, I realized that she was bent over a table of students working with them so diligently and so integrated into that group, that I didn't even see her."

Responding to this teacher's individual need to move to a more student-centered classroom, Lynn used the tactics of probing and questioning to help her clarify her objectives. By suggesting a choice of strategies from which the teacher could choose as she planned her lessons, this teacher was able to engage her students during instruction, thus fulfilling the objectives set forth in her Professional Improvement Plan. The teacher's principal comments, "To see a teacher turn around is a very exciting thing to
do. To see kids in a teacher's classroom begin to flourish is a very exciting thing. So those were very important successes for us."

When a teacher is placed in crisis intervention, a teacher may deny that there is any problem, especially when that teacher is a veteran of seventeen years. One of Lynn's most difficult challenges is to confront a teacher who is in this denial stage. Lynn describes a teacher she was working with who exhibited these characteristics. "It was really difficult to get him to look at himself, at his issues. It was always everybody else's fault. There was incredible denial. I realized that according to him, everything was the principal's fault. He was picking on him. He was trying to get rid of him. This was the typical language."

She began the case, conferencing with the teacher and observing his classes. She also talked with the principal. As she listened to both the teacher and the principal, and followed up with the classroom observations, she began to put together a picture of the problem. The principal was seeing a teacher who had very poor human relation skills. Lynn adds, "The students did not like to be in this teacher's classroom because they felt that the teacher did not care for them. They perceived this teacher to be very cold. And he was. Whatever he said, that was the way it was. And there were no exceptions for anyone. There was no human compassion."

From Lynn's perspective, this was a teacher whose only method of presentation was to lecture to his students. He had told Lynn that it had taken him five years to perfect his lesson plans. Consequently his lessons never changed.
Lynn thought that one way of conveying the problem of student dissatisfaction to the teacher would be to conduct a student survey and confront the teacher with the feedback from the survey. The teacher was very reluctant to do the survey, but Lynn convinced him that, if the survey data were supportive, then the principal would have information that would lessen the case against him.

It was Lynn's responsibility to write the survey, administer it to the students, tally the results, and write a report for the teacher by summarizing the survey data. The majority of the student comments were very negative. When the teacher and Lynn reviewed the survey data, the teacher had a way of explaining away all the bad things. Lynn adds, "His comment was, 'Well, I don't take this personally.'"

Lynn was not able to share the survey data with the principal because this was a situation between her and the teacher. So the principal never knew the results. Lynn was hoping that the survey would spur the teacher to change, but because the teacher was in total denial, the teacher rationalized the survey data away. Although the survey data did not help the teacher, it did confirm for Lynn the principal's perception of the problem.

Lynn continued working with this teacher. One of the objectives in the Professional Improvement Plan was to teach him strategies that would allow for more student involvement during the lessons. Lynn taught the teacher how to group students and how to manage the students as they worked in groups. She trained the teacher to keep a record in his daily lesson plans of the number of teacher-directed activities as compared to the number of student-centered activities. On a reference page, the teacher wrote a list of
behaviors to work on. Every week the lesson plans were monitored and checked to see if the classes had a balance of teacher activities and student activities.

After working with this teacher for several months, Lynn describes the progress. "Have we made progress? I doubt it. With this teacher it will be another year of intensive work. We will keep the pressure on. I don't know where we are going to end up with him. I don't think he can change. It is one of the first times I have felt that we may be batting our heads against the wall."

Sometimes, regardless what assistance Lynn is able to provide for the teacher, the situation ends in a non-renewal. "I do not feel badly about the people who are leaving. I think that is their best possible choice, their best possible decision. And that surprises me because the part of processing through, that was hard, but once they began to accept that, we moved ahead."

Non-renewal was the best option in the case of a second-year teacher that Lynn was trying to help. Lynn comments, "There was no way to train her because she thought she was wonderful where she was. It was all the principal's fault that she was in crisis intervention, and we never got beyond that. It was her way of having to avoid the whole issue." This teacher had been placed in crisis intervention because of her lack of organizational skills which led to a lack of substance in the classroom. Parents were complaining that their children were not learning anything in this teacher's classes.
Lynn describes what happened when they would plan a lesson. "We would plan, but whenever I went in to observe to see the day's work, something had always come up, and the lesson was off, and something else was going on." Once when Lynn was observing, she realized that the teacher was upset that the students were not prepared for the lesson. She could see that the teacher was going to punish the students by giving them a pop quiz. Lynn approached the teacher, asking her if she could take the class for a few minutes. The teacher agreed. In a few sentences, Lynn told the class what they were going to do to learn the material. She put them in groups of four. Immediately the students began to quiz each other on the material. Lynn walked from group to group checking on their progress. At the end of the class, most the students had learned the material. Lynn says, "After the teacher saw me model the lesson, she became more open, but she could never find paper or other things. It was just massive disorganization. I tried to help by suggesting organizational processes, but there were always reasons why she couldn't do it. I just backed away because she wasn't ready. She never asked, 'How can I get organized?' The bottom line was that I never felt like I had accomplished anything with her." When Lynn learned that this teacher was leaving the system, she did a lot of listening, a lot of absorbing of emotions. Lynn adds, "I helped put things in perspective for her. I still feel pretty good about that."

One teacher came to Lynn on a self-referral. The teacher had been talking with the department chairperson and the president of the teachers' association about her problems with the students and the students' parents. She was having difficulties establishing a positive classroom environment
which resulted in student and parental complaints. The teacher, herself, was not feeling good about her classes.

First of all, Lynn approached the department chair who shared some of her insights about the case. Lynn learned that it had been the department chair and the president of the association who had convinced this teacher to seek early intervention. Several classroom observations revealed to Lynn that this teacher did not have a student-centered classroom. Her classes were high-control and teacher-centered. To lessen the control, Lynn suggested that the teacher give the students some choices in determining the activities in the class. Lynn describes what happened, however, the first time the teacher tried giving her students choices. "She had not been specific enough about what she wanted. When the students did not complete the activity the way she wanted it, she nailed them. It blew sky high. She was ready to resign."

One of the options Lynn has available is the use of resource people who can provide specialized assistance to her, the principal, or the teacher. In this case, Lynn asked a colleague of this teacher, who is a skilled mediator, to go into the teacher's classroom to talk with the students about the incident. The outcome was extremely positive. The teacher called Lynn to tell her that she and the students saw each other as people for the first time. Her students saw her cry. She saw some of her students cry. She saw some of her students get angry, but they worked it through. Lynn says, "From that point on, the class that she hated to go to the most has become the class that she absolutely loves. She talks about the kids differently. She still struggles with issues of consistency. If she sets a rule, it will be applied
the same way for all the time. That gets her into trouble still. She doesn’t take ownership of the fact that she could make judgments, and it would be OK not to have consistency. But she is not ready for that yet.”

Lynn also recommended that the teacher take the TESA training. As part of the TESA training, teachers visit each other’s classrooms and offer feedback to the teacher on specific teacher behaviors. Lynn says that she has watched her take a lot of suggestions from herself and from her peers. She has taken lessons that before had been dry and has changed them into positive experiences for her students. In this case, Lynn reports, “The principal has been very pleased. He is not considering putting her in crisis intervention. He does not consider doing anything more for next year, so I feel really good about that.”

Intervention Strategies

To summarize Lynn’s work with teachers on intervention, Lynn assists each teacher according to their individual needs after the initial conferences with the teacher and the principal. In the first case, she helped a first-year teacher learn how to state her lesson objectives clearly, to develop her lessons so that her students are actively engaged during the class, and to brainstorm a wide variety of instructional strategies to make her lessons more interesting for her students. In the second case, Lynn tried to confront the teacher with his problems by conducting a student survey. Lynn then gave this teacher a systematic plan to follow as he developed his weekly lessons. In the third case, Lynn modeled a lesson for the teacher so that the teacher could see how a class could be organized effectively for student learning. From this case, it is apparent that to change a teacher’s behavior
is sometimes impossible. In the fourth case, Lynn used two outside resources to assist this teacher. A colleague helped to mediate a difficult situation between the teacher and her class, and the teacher took advantage of the TESA training that was being offered in the district.

In each case, teachers on intervention are being asked to change some aspect of their behavior. Lynn describes how she acts as a change agent. "I don't think I am changing personality. I think I am working on behaviors based on cognitive process: thinking about what they are doing, being intentional, forcing them to think about what they are doing, and giving it meaning. I think that the way I get them to think is to ask them to talk about what they are going to do and ask why. So often I discover that they have never thought about why. They just do things without any consciousness about them. The more I question them, and the more I probe what it is they are after, and clarify, and solidify their vision--that is the piece that nobody has seemed to have ever done for them. So part of what I do is bring that vision to a conscious level. The effective teacher does know what he/she wants. They do have a vision. They do know where they are going. And these folks don't. So the questioning, I think, is what changes the thinking or teaches them to think."

Staff Development

Lynn also provides leadership for the district's staff development program. Lynn explains her involvement in staff development as the positive side of her job. "The work I do with individuals isn't always positive. It is like working with the slow kids of a given class. You need something positive and uplifting. And that is what my cognitive coaching, and TESA, and the
New Leaders course, and Myers-Briggs have been. They are really helping people in positive ways. These are people who come in positive. They are not in any trouble."

For example, this year Lynn is team-teaching TESA to a group of secondary educators. She is working with another teacher and two university professors in the New Leaders course. She has set up cognitive coaching training for administrators. She goes around the district doing Myers-Briggs sessions with teachers. She has also been invited to speak on learning styles to groups of teachers involved in a collaborative project.

The Assistant Superintendent for Human Resource Development explains that Lynn's participation in the staff development program has been very important for two reasons. First, she has learned the skills that have helped build the climate and morale for teachers. He gives one instance when her skill in dealing with people in a crisis situation was invaluable. "She had impact and provided support when one of the elementary school principals died suddenly." Second, Lynn needed a broader base, so that when teachers saw her talking with another teacher, they did not automatically suspect that their colleague was in intervention.

Summary

Because the Dual Peer Assistance Program is new in Rosewood, Lynn had a great deal of freedom in establishing and clarifying her role. The program had broad guidelines, but it was the insights she received during her interviews with administrators and outside consultants that led to the creation of the three facets of her job. First, her role includes working with the teachers on the mentor committee by providing information to mentors
and their mentees about the district's standards during the mentor orientation. Second, she assists teachers who either self-refer or are referred by their principal. Third, teachers who have been placed in crisis intervention by the Peer Assistance Program committee are to work with Lynn for a period of 90 days.

Establishing her credibility with her colleagues and the administrators was a major priority. This is the first time a teacher in the district has had the mandate of the teachers' association and the administration to work with teacher evaluation. Officially Lynn is only to facilitate establishing a working relationship between the principal and the teacher on intervention, to listen to both sides, to reflect, to observe; and to offer resources and strategies for improvement. She is never to evaluate, judge, nor diagnose personal problems. However, in reality, we see Lynn observing the teachers and then diagnosing their problems. She admits that the majority of teachers are placed on intervention because their human relation skills are inadequate to deal with the demands of the school community and the classroom. If Lynn is not officially evaluating these teachers' instructional and human relation skills, she is still required to keep a written account of the teachers' progress and to report verbally her findings to the principals. Speaking about her records, Lynn says, "I do a little log sheet for the committee, and I have to go over my cases with the committee. The committee meets once a month. So once a month I update them on everything that I have done. The paper work is necessary in case I am called to court. Now they don't want me to be in that position, but we haven't tested it yet, so I don't know what would
happen. But at least I can go back and reconstruct what I've said or done hopefully."

At Rosewood, the Dual Peer Assistant walks a fine line between a collegial observer-coach and an evaluator. There is a strong belief in Rosewood that a teacher in the role of peer assistant has a greater chance of being effective in working with their colleagues if the peer assistant has no official capacity as an evaluator.

In her role as mediator, Lynn tries to help the teacher and the principal clarify their concerns. Once problems are identified and a Performance Plan is written, Lynn uses her observational and coaching skills to help teachers improve.

Even though each plan is highly individualized, Lynn’s primary tactic with all the teachers in intervention is to ask questions and probe for explanations to help them verbalize what they need to do to improve. By offering choices, she believes that she puts teachers in control of their own behaviors.

DUAL PEER ASSISTANT: THE SUPPORTS

The Dual Peer Assistant receives support from a steering committee, the administrators, and the teachers' association. In turn, Lynn, too, plays a supportive role. She is an advocate for the teachers in intervention, as well as a welcome resource to the principals. Establishing and maintaining the trust of both the principals and the teachers is the underlying foundation of the Dual Peer Assistance program.
District Support

Lynn's leadership role as Dual Peer Assistant is formally sanctioned by the school district. She is officially supported by the Board of Education, the administrators, and the staff. A steering committee meets on a regular basis to monitor, evaluate, and recommend improvements in the Dual Peer Assistance program. In her role as Dual Peer Assistant, Lynn is also a Teacher on Special Assignment (TOSA). Lynn differs from the other TOSAs, because she is on a 205-day contract, whereas the TOSAs who represent the content areas are on a regular 183-day teaching contract.

Lynn explains the difference from her perspective. "I am a TOSA, but I am a little bit different in the fact that I have a very specific title of Peer Assistant. I can't talk about what I do. I certainly move in a different realm in relationship with the administrators because I am dealing with confidentiality issues. I have a lot of access to records and am privileged to a lot of information about people, and that is real critical. The job is more formalized because our responsibilities are very different, very much more precise."

Administrative Support

Lynn's relationship with the administrators involves a tremendous amount of reciprocity. The very title of the program, Dual Assistance, emphasizes the cooperation between the evaluator (the principal) and the peer assistant (Lynn). At first, Lynn was anxious about working with the principals. Because she had never been a principal, she thought that she would not know how to interact with the principals. This fear quickly subsided when Lynn began to meet with them to discuss the teachers on intervention. Lynn adds, "What has really been interesting to me is that I am
seen as such a welcome resource to them, that I am such a help to them, and they are so appreciative, that the rapport and the relationships have been wonderful in every instance."

For example, when a principal is trying to decide how to confront a teacher, Lynn will sit and brainstorm ways that the principal can handle the teacher. Lynn adds, "Because I know what is going on with the teacher, I can guide them to take the appropriate direction so that the relationship is one of trust and closeness."

Lynn has also helped principals complete the paper work that is required when a teacher is in crisis intervention. Lynn reports, "Sometimes they ask me to read their letters and make suggestions about how I react to certain words and phrases." One principal shares that Lynn has helped him get through the thought process as to what he has wanted a teacher to do in terms of change, and has helped him get that down on paper.

She has also been able to keep the channels of communication open which allows everyone to be aware of the details of a situation. One principal comments, "Even though Lynn is accountable to the Assistant Superintendent for Human Resource Development and to the steering committee, she always lets me know what she is going to say to them and keeps me abreast of what is happening."

When Lynn expresses her amazement to the assistant superintendent about the amount of confidence the principals have placed in her, he suggests that they have come to rely on Lynn to help them. Up until the implementation of the Dual Peer Assistance program, principals have been reluctant to place teachers in crisis intervention because they have not had
the time that it takes to deal with the process. With the Dual Peer Assistance program, principals now have Lynn's help to do observations and to keep written records of teacher conferences. They also know that Lynn will be spending time with the teachers to help them improve their skills. One of the principals comments, "The Dual Peer Assistant is a teacher advocate, but more than that, they have the time to spend with the teacher. I mean hours needed to be spent breaking down a teacher's misconceptions about what was going on. The administrator does not have that time. An advocate does. And it takes hours and months."

Lynn also relies on the principals to assist her with the teachers. For example, after working with a teacher for several weeks, Lynn often asks a principal to do a classroom observation. After the observation, Lynn and the principal have a conference during which the principal gives her feedback about the teacher's performance. This is one way Lynn has of knowing whether she is accomplishing any improvement with the teacher.

Lynn also finds that one of her roles is to make sure that the paper work is complete. Not keeping accurate records on each teacher leads to the danger of not having the appropriate documentation if it becomes a situation of a non-renewal. Even in this role, Lynn is surprised at the support she receives from administrators. Lynn says, "I'm finding that one of my roles is to, I call it nag, but, is to remind the assistant superintendent to follow through on a couple of issues. Sometimes I am even brazen enough to suggest to him what those things are that need to be done, and when that happens, there are parts of me that are flabbergasted that I get such support from an administrator."
Supporting Her Colleagues

When a teacher is placed in crisis intervention, Lynn finds herself in the precarious position of being in between the teachers and the principals. She supports and is supported by the principals, while at the same time her role is to be supportive of the teachers. The assistant superintendent believes that Lynn can provide more support for teachers than a building administrator can. For example, he sees her being able to spend more time with the teachers than a principal can, and she is able to establish a greater degree of trust because she is not an evaluator.

Lynn adds, "Teachers more readily approach me than an administrator because some say I am one of them still, and I don't have a title per se." The assistant superintendent adds, "I believe that the support of these teachers is pretty good now. They do tell me that they are supportive because they know what the Dual Peer Assistant is doing, and this was purposively designed in the program. Also, Lynn got out there and told staff what she is about."

Establishing Trust

Lynn has devoted hours to building trust between herself and the teachers on intervention. One way she has been able to establish trust is during the conferencing sessions with the principal and the teacher in crisis. A principal reports, "The teacher could see that Lynn was not taking my side, but helping clarify for her what I was trying to say." Lynn also knows that the teachers worry that she says too much about them to the principals, but Lynn says, "They soon learn. The principals know that I am in such a precarious position that they tend to be super conservative about feeding anything back.
to the teachers. Sometimes I will tell a teacher what I have told the principal because she/he really needed to know, and the teachers trust me. So right now, I enjoy a lot of trust on both sides.”

Lynn also earns their trust because she is willing to spend hours with them by helping them become more successful in their jobs. She is committed to them as a professional and as a peer. A principal who has observed Lynn working with teachers in his building comments, "I have seen Lynn a number of times working with a teacher in crisis. Lynn, I feel, is very, very effective. She established rapport very quickly with people.”

Lynn knows that having the trust and confidence of teachers is one of the keys which allows her to have an influence in their lives. She tells how she has been able to earn the support of her peers. "I demonstrate caring. For example, I have gone to bat for a couple of people with an administrator and have gotten the administrator to back off temporarily. I've brought materials to them and have tried to be there when I said I would be. I have been encouraging, and I think they know I care when I tell them something that is pretty hard for them to take. I think all those things denote caring.”

Lynn continues to gather support from her peers. They know that she is helping teachers who are in jeopardy of losing their jobs. They have seen her make the difference in whether a teacher is non-renewed or offered a continuing contract.

Principals support her. One principals adds, "I don't feel threatened at all. I see it very much as an opportunity to do more for teachers who can then do a better job for kids. And that is what it is all about.”
Administrators support her. The assistant superintendent adds, "Lynn has helped people help themselves, and that is the key."

In summary, Lynn is supported in her role as Dual Peer Assistant by the principals. They see her as a welcome resource, helping them communicate with their teachers in intervention, spending time with teachers through observations and planning, and offering assistance with the paperwork required in documenting a teacher's progress. Principals are also appreciative when Lynn is able to keep the lines of communication open between themselves and the teachers in intervention.

Lynn is also supported by the teachers. Teachers have come to realize that Lynn is their advocate. By showing that she cares for them, the teachers, in turn, have placed their trust in her.

In addition to receiving support, Lynn is also supportive of the principals and the teachers. Lynn supports the principals by relieving them of the time consuming tasks of assisting a teacher in intervention. She supports the teachers by mediating for them with the principals and by helping them achieve the objectives in their Performance Improvement Plans. Often teachers on intervention will feel threatened by the principal and other colleagues. It is common for them to deny the problems they are experiencing. To perform her role Lynn must maintain a delicate balance between being a trusted advocate to a teacher in intervention and a working partner with the administration. The built-in supports and the teacher support she has worked hard to develop help her preserve that balance.
DUAL PEER ASSISTANT: THE CONSTRAINTS

Time, teachers in denial, the paperwork, the questionable stability of her role, and the feelings of loneliness put constraints on Lynn's effectiveness as a Dual Peer Assistant.

Managing Her Time

In this role the whole notion of time is different for Lynn. When Lynn was a classroom teacher, each day was divided into seven 54-minute time periods. After a few weeks, the routine became very predictable. She could count on meeting the same group of students everyday at the same time. Time was bounded by her classes. Lynn explains how time has changed for her as Dual Peer Assistant. "Time is so different for me in this job than it was for me in the classroom. The classroom was so specific. Here you are dealing with much larger quantities of time, like a month at a glance. Now I'm living in May and really going through April, and in March, I was living in April because that was what was scheduled. There are days that I don't even know what day it is. Time is so very different."

When Lynn is working with teachers, the time that she spends conferencing with them often involves hours of work. If a teacher is experiencing a crisis, as was the case with the teacher who was non-renewed, she often finds herself spending hours and hours with that teacher, which means that she has to neglect her other cases. In the case of the non-renewal, when the teacher was unable to come to school because of her emotional state, Lynn went to her home to spend the afternoon with her. Lynn adds, "That was very time consuming. But that was what it took, so I just did it."
Competing Tasks

Because Lynn is also involved in several staff development activities, she has several competing tasks. The staff development activities, like TESA, New Leaders, and cognitive coaching are not part of the job description for the Dual Peer Assistant, but Lynn feels that they are important enough to the district to risk being involved in them. Lynn expresses her frustration. "I tend to take on way more than I can possibly do, and I spread thin sometimes. I worry that I don't follow through in the way I think that I should. Sometimes it is with a teacher; sometimes with projects; sometimes it is the paper flow."

A principal gives a testimonial to the amount of time that Lynn has spent when she is working with a teacher in crisis. "There were days when she would call me at 10:00 at night, and had just finished up scoring a feedback instrument, and we talked about the implications. I know she spent long hours doing it. She was very dedicated to what she was doing. She wasn't a 9-to-5 person. She knew what the personal costs were to this job, and she was willing, nevertheless, to put in the time to give her personal time, to get the job done."

Balancing Personal and Professional Life

For Lynn, trying to maintain the balance between her professional life and her personal life has been a difficult one. She knows that this job could devour her whole life if permitted. She adds, "It takes more of my life than I am really happy with. I am trying and working really hard to achieve some sense of balance. The other piece is the ambiguity tolerance, the fact that nothing is ever really totally done."
The 90-Day Cycle

Trying to meet the 90-day cycle established by the steering committee has also been difficult for Lynn. She has a battle with some of the members on the committee because their thinking is, "Well, just get on with it and tell the teachers what to do." Lynn has to remind them that, if the program is to help teachers change, then the 90-day cycle for many teachers is very unrealistic. "I question if we are really addressing change, or are we just putting people through the hoops and dismissing them." Lynn adds, "What I would say is that it is a much slower process than people want to admit. The parameter for us are 90-day cycles, and that is laughable. The kinds of changes that we are talking about and the kind of things that we are doing, I would say, are more like two-year stints in many cases."

One of the reasons the 90-day cycle is unrealistic is the amount of time Lynn must spend with teachers who are in denial. She comments, "The frustrations are getting people to accept reality, getting people out of denial. Denial is the toughest critter to deal with because sometimes it goes on a long time. One has to be consistent, constantly saying the same thing over and over again. And sometimes it hits home, and sometimes it doesn't. Once you get them out of denial, you can begin moving with them."

The Paper Work

Lynn has discovered that the paper work takes an inordinate amount of time. Her written log must contain accounts of every meeting, every conference, and even phone calls with her teachers and their principals. Her documentation is to be judgment-free, which Lynn has discovered to be a challenge. "Sometimes I get to the point of avoiding doing it because I am
making judgments, and it is real hard. It just takes an incredible amount of energy to write something that is judgment-free."

At the end of the 90-day cycle, Lynn must write a summary report which is submitted to the principal. The principal will use Lynn's summary report, along with his/her own evaluations, to make a final recommendation to the steering committee which will determine the status of the teacher.

Other than the principal, no one sees Lynn's written record. There always exists the possibility that a teacher who is non-renewed will take the issue to court. In that situation, it is very likely that the court would subpoena Lynn's documentation of the case.

Role Stability

The pilot program of the Dual Peer Assistance specifies that the Dual Peer Assistant will be assigned to the program for up to two years. If the district is able to pass an additional levy in the up-coming months, Lynn has been assured that she will have the position for at least three years. At the end of the third year, Lynn probably will be cycled out, and another teacher will assume her responsibilities. Lynn adds, "Talk about cycling me out makes me very sad because I really do like what I am doing. At the very least, I will go back to the classroom, and that is not all bad." If the levy fails, all the Teachers on Special Assignment will return full-time to the classroom. If that happens, Lynn feels that the Dual Peer Assistant would be the last of the TOSAs to be cut. She adds, "We are providing an invaluable service for people, and they have said as much."
Loneliness Of The Role

Because Lynn is the only Dual Peer Assistant for teachers in the district, she has no one to go to for advice or with whom to debrief. Keeping the tensions within makes it difficult for her not to become personally involved with the teachers and their problems. One of her most significant constraints is that she is always out in no man's land. She is always out there alone.

In summary, Lynn's job as Dual Peer Assistant has forced her to manage her time differently from when she was in the classroom. Now, her days are more unpredictable which has required her to schedule activities at least a month in advance, constantly causing her to focus attention on the future. It is also common for Lynn to find herself in a crisis situation with a teacher, which often requires her to spend hours helping the teacher through a difficult situation.

She is also under the pressure of the 90-day time frame established by the steering committee. If teachers are in the denial stage or have severe problems, the time allotted for intervention can prove to be unrealistic. If teachers do not believe that there are valid reasons to improve, then whatever Lynn tries to accomplish will be meaningless. Even if the teachers accept the fact that they need to improve, the problem may be so complex that it would require more than 90 days to resolve.

Because Lynn is also a teacher leader in the staff development program, she has competing tasks. She often worries that her staff development interests detract from her ability to spend time with her teachers in intervention. Another demand on her time is the constant need
to document each encounter with a teacher. As the number of her cases continues to increase, the amount of paper work will consume more and more of her energies. Further, she is still learning how to balance her time between her personal and professional lives. Because it seems that nothing is ever finished, Lynn could devote her whole life to the job, while leaving no time for her own personal needs. Lynn wishes that she could have a confidant, a trusted friend with whom she could confide. This would lessen her feelings of isolation which often cause her to become too personally involved with her cases.

All the TOSAs know that their positions are not permanent. However, the threat of reduced funds, which would force all the TOSAs to return immediately to the classroom, is a constant reminder that their positions are not the district's top priority.

**DUAL PEER ASSISTANT: THE PAYOFFS**

In its first year, the Dual Peer Assistance program has provided benefits for Lynn, for the teachers in the intervention program, and for the principals.

**Benefits for the Dual Peer Assistant**

For Lynn, her role as Dual Peer Assistant has been an invaluable growth experience. Her training in cognitive coaching, TESA, Myers-Briggs, situational leadership, and learning styles have added to her knowledge base. Observing her peers, helping them with lesson planning, and building teaching strategies have afforded her opportunities to sharpen her technical skills. Observing her peers, Lynn has been able to compare her teaching
with that of her colleagues. She has come to realize that, even though there were times when her peers criticized her teaching style for not being content-centered, she never succumbed to the peer pressure to be like them. Lynn describes the impact of this experience. "The job that I have has allowed me to go out and observe all kinds of teachers. What I have come to realize is what a good teacher I truly am. I didn't understand that from my own perspective when I was in the classroom because I took a great deal of criticism. I wasn't doing things like anybody else was doing them. As I have been in this job and can come up with all kinds of ideas for people, I recognize what a truly talented teacher I am."

Benefits to the District

The Assistant Superintendent for Human Resource Development also sees the value of having teachers in leadership positions. Using Lynn as an example of what can happen to teachers when they are given leadership roles beyond their classrooms, he says, "Teaching itself doesn't have much of a career ladder. And so I believe that we have to provide opportunities to keep people excited about what they do and do best. By having Teachers on Special Assignments and by having teachers take a more active role in their schools, I believe this can help to keep the enthusiasm going over a period of 20-30 years of their career as they play different roles. It really gets down to empowering people to do the best job that they can do. It promotes a growth for that individual that they can take back to their teaching. I believe that when Lynn goes back to the classroom, she will take a wealth of knowledge back into the classroom. It has provided her a focus for her own
growth: to help other people grow. I have seen a real excitement in her. She knows now that she can do it."

Benefits to the Teachers on Intervention

Eight of the ten teachers on crisis intervention are still with the district. Because Lynn is able to give these teachers consistent attention and feedback, they have the chance to improve. Teachers, who had only one method of presentation, are now expanding their strategies to accommodate a wider range of student abilities. Teachers, who were experiencing difficulties relating to their students, are receiving help from Lynn and their colleagues to learn classroom management techniques that promote more positive classroom climates. Teachers, who lacked the knowledge to plan and evaluate their students, are learning ways to organize their ideas so that their lessons have clear objectives, and their tests reflect what was taught. Teachers, who have lost the desire to teach, are becoming excited again about teaching.

Lynn attests to the changes. "I know I am making a difference when I see changes in the classroom, when I see changes in a person's face, when I hear someone say that they thought teaching was OK, and now they love teaching."

The two teachers, who are no longer with the district, attest to the power of the Dual Peer Assistance program. The purpose of the program is to assist the remedial teacher. The Professional Improvement Plan focuses on ways a teacher can improve. If a teacher does not improve, the procedure is to accept the resignation of the teacher or to initiate termination. The two teachers who resigned are indicators that the program is working.
Lynn comments, "Part of my success, I suppose, is that two people have resigned because they decided that teaching is not for them. So that saves a group of kids, which is really good. I don't see this as a failure because, if they couldn't make the changes, then the next step is to get them out of the system. So to me that is a success."

One principal, who has three teachers in crisis intervention, sees several benefits of the Dual Peer Assistance program. First, this principal believes that a peer has more credibility than a principal, when it comes to working with another teacher to improve classroom instruction. He feels that, because Lynn is a veteran classroom teacher, there is a basis of trust already established, whereas it would take longer to establish this trust between the teacher and the administrator.

Second, Lynn becomes an advocate for the teacher. She is a third party, a mediator between the teacher and the principal. In her role, Lynn is able to clarify if there are communication breakdowns between the teacher and the principal. A principal explains, "When an administrator is trying to convince a teacher that they need to make some changes, the third party can see it from both sides and help us reach a resolution or understanding of what each is saying. You can't do that with two individuals. Sometimes it takes a third, neutral party, and a party that the teacher sees as on her side."

Third, this principal sees Lynn's role as a real time saver for him. He explains the normal procedure when an administrator has a teacher in intervention. "We have to put the cards on the table pretty quickly and say, 'These are the things that we need to have you do, and here is why. Now go and do them.' And even though you can meet with them maybe once in
awhile, you really can't put in the time to really help someone change their perceptions." He has seen Lynn spending the necessary hours with the teachers, discussing, sharing ideas, planning, observing, all the activities required to bring about improvement. Principals, working alone, just do not have this time to give.

Fourth, Lynn helps the principal with the paper work. When a teacher is in intervention, thorough records must be maintained. Records become of particular importance if a teacher would find it necessary to take the school district to court over a job termination procedure. Even though principals are sensitive to this issue, they often find themselves hard pressed to complete the documentation.

When the benefits to teachers and principals of the Dual Peer Assistance program become more apparent, this principal believes that the program will continue to develop. He comments, "I think there is a good chance that it will grow as principals become more aware that they can help these people. So they won't have the tendency to allow a teacher to just tread water. It surprised me the number of people Lynn is working with. I thought it would build slowly, but the principals need help."

In summary, Lynn has benefited by being a Dual Peer Assistant. Having the opportunity to observe her colleagues has made her realize that she is a skillful, extremely competent teacher. Assuming this leadership position has provided Lynn an outlet for her advanced knowledge and skills. The role has been a catalyst for her continual growth as a professional educator. She is encouraged when she sees her colleagues changing their behaviors and improving their skills. She knows she is making a difference,
even when teachers decide that it would be to their advantage to leave teaching to seek employment in another field.

In addition to being beneficial to Lynn, the Dual Peer Assistance program provides an opportunity for teachers to help each other. Teachers experiencing difficulties have an advocate, that is, a fellow teacher who is always on their side. By sharing similar classroom experiences, the Dual Peer Assistant can establish credibility, an important ingredient in building a trusting relationship.

The principals are also beneficiaries in the Dual Peer Assistance program. They have come to rely on the Dual Peer Assistant to keep communication lines open, break down barriers of mistrust, and spend the time needed to help teachers improve their skills.

One principal, who has worked with the Dual Peer Assistant, expresses his satisfaction with the benefits of the program. "Because of Lynn, there are teachers who are stronger teachers today and are having much more exciting things happen in their classes than were happening in the past. And so those kids will be the direct beneficiaries of this whole leadership effort."

DUAL PEER ASSISTANT: NEXT STEPS

Future concerns of the Dual Peer Assistant program are: (a) insuring the continuity of the Dual Peer Assistant's role, (b) enlarging the impact of the Dual Peer Assistance program to encompass the entire staff, and (c) creating a staff development program which is more responsive to each teacher's individual needs.
Continuity

In a planning meeting, the Assistant Superintendent for Human Resource Development and Lynn discuss the future of the Dual Peer Assistant role. One concern is the phasing out of Lynn as she returns to the classroom and the phasing in of her replacement. The teacher replacing Lynn needs to have time to work along side Lynn so that Lynn can help train them. Lynn also suggests that there be a support system for the Dual Peer Assistant. She would like the Dual Peer Assistant to have unlimited access to a counselor in the district’s Employee Assistance Program for the purpose of debriefing.

They also discuss the need to form small study groups for those teachers who have been in intervention, but who no longer need to be in the program. Lynn believes that this would be one way to keep the pressure on so that the new skills the teachers have learned could be constantly reinforced and kept at the conscious level.

Expanding the Program

The assistant superintendent projects the continued growth of the program which might require an additional Dual Peer Assistant. During the first year, Lynn worked with teachers at only the middle and high school levels. There were no elementary teachers in the program. The assistant superintendent says that, when principals see the benefits of the program, they will want to participate. He is surprised that there are no elementary teachers participating in the program. He cannot imagine that there would not be a single elementary teacher in need of peer assistance. Perhaps in two years, there will be a need for two full-time Dual Peer Assistants.
Staff Development

Talk turns to the district's staff development program. Discussion revolves around how the district can encourage every teacher to improve. Lynn suggests that every teacher have a personal growth plan, which would help the teachers focus on specific ways they could improve. She has an idea to publish a tri-fold brochure for all staff members that would explain the staff development program. Included in the brochure would be a calendar which would indicate the dates and times of the staff development offerings. Using the calendar, each teacher could plan their growth activities for the year.

As the Dual Peer Assistant becomes more involved in staff development, the assistant superintendent suggests that in the future the Dual Peer Assistant position could be phased into a Teacher on Special Assignment in staff development. This staff development specialist would continue to train teachers in the areas of cognitive coaching, TESA, Myers-Briggs, and learning styles. The specialists would also support the administrators in planning staff development programs in each building and would continue to work with principals to assist teachers in early and crisis intervention.

In summary, in the future the district will need to consider how to ensure the continuity of the Dual Peer Assistant role. Determining the most expedient way to phase one teacher out and to bring another teacher into the position must be accomplished with a minimum of disruptions to the teachers in intervention.
Also of importance is the need to insure the continuity of the impact of the program. Keeping the pressure on the teachers to maintain their skills after they are no longer in intervention is vital to the program's overall impact. As principals become more aware of the program's benefits, and as more teachers self-refer or are placed in intervention, there may be a need to increase the number of dual peer assistants. This presents the interesting possibility of transforming the position of Dual Peer Assistant into a Teacher on Special Assignment who would be a specialist in the area of staff development.

The district looks forward to the time when the continual growth of all staff members becomes a top priority, when every teacher would have a personal growth plan, and when each school would have a staff development specialist who would be responsive to the immediate needs of the teachers in that school. In this manner, the staff development program would truly be job-embedded.

ANSWERS TO THE RESEARCH QUESTIONS
The purpose of this section is to provide an analysis of the data with respect to each of the research questions that were presented initially in this study on teacher leadership. A connection is made between the five areas presented in the literature review and the data on teacher leadership: school effectiveness, teacher effectiveness, school organization, leadership theory, and teacher leadership roles.
The Impact of Teacher Leadership on School Effectiveness

The research on school effectiveness has shown that effective schools are characterized by norms of collaboration, strong collegial relationships, shared goals, and a sense of community. The research issue stemming from this theoretical proposition is teacher leader effectiveness in developing more collaborative relationships with their colleagues, thus diminishing the norms of teacher isolation and self-reliance. Evidence from the three cases in this study on teacher leadership roles suggests that teacher leaders are effective in fostering more collaborative relationships with their colleagues, thus diminishing the norms of teacher isolation and self-reliance.

Developing Norms of Collaboration

In effective schools teachers and administrators establish patterns of collaboration. In a study of interactions among faculty, Little (1981) found that teacher interactions that occurred in collaborative schools focused on discussions of classroom practices based on peer observations and the development of instructional materials. Collaborative teaching patterns were also valued in the school. Teachers who worked with their colleagues to improve their instructional skills were rewarded with released time and additional resources.

In many schools teachers are helping to establish norms of collaboration by assuming leadership roles which promote collegial interactions. Mentoring, peer coaching, and peer assistance and review are just a few roles that teachers are assuming which foster peer relationships.
In this study, Louise, Margaret, and Lynn have leadership roles which help them establish collaborative relationships with their colleagues. Observing their colleagues in the classroom, sharing and creating materials, explaining the curriculum, suggesting new teaching methodologies, and creating time to talk about teaching are all examples of how these three teachers are able to build collegiality among their peers. For example, both Louise and Margaret shared their knowledge about curriculum. One of Margaret's responsibilities was to teach her colleagues ways to implement the new foreign language graded course of study. Several teachers relied on her expertise to assist them in creating materials and activities for the classroom that would be compatible with the new curriculum. Bob admits that his first year at Mill Creek would have been very difficult if Louise had not been there to help him understand and teach the hands-on science curriculum.

In Lynn's role as Dual Peer Assistant her ability to build collegial relationships is more problematic. Because Lynn works with teachers who have been placed in the intervention program by their principals, these teachers do not ask Lynn directly for her assistance. Several teachers even deny that they are experiencing problems with their students. Ultimately Lynn is able to help only those teachers who welcome the opportunity to work with her. The teachers who are open to her suggestions are the ones who are able to change. It appears that collaborative relationships are more easily achieved when teachers are open and willing to learn from each other.
Reducing Teacher Isolation and Self-Reliance

Those who have studied the interactions teachers have with their colleagues describe schools as places where teachers work isolated from their colleagues, and when teachers do see each other in the lunchroom or in staff meetings, they seldom have conversations about instruction. If teachers are experiencing problems with their students, they tend to keep these issues to themselves (Lortie, 1975; McPherson, 1972; Sarason, 1982). What are the kinds of activities that teachers can engage in to help replace the norms of teacher isolation and self-reliance with norms of collegiality? How can teacher leaders help teachers to become more collegial? Sharing materials, encouraging teachers to talk to each other about curriculum, scheduling peer observations, establishing an atmosphere of acceptance, sharing articles on teaching strategies are all activities that Louise, Margaret, and Lynn are able to accomplish. Having the time for these collegial interactions is always problematic. In this study, Lynn and Margaret have released time from their teaching responsibilities to meet with their colleagues. On the other hand, Louise and her mentee, who do not have released time, must meet either before or after school to discuss school issues.

When teacher leaders are given specific job responsibilities that require them to establish collegial interactions, the opportunities to reduce teacher isolation and self-reliance increase. These teacher leaders do not operate in a vacuum. Their effectiveness can only be measured by the effect they exert on their colleagues. A cross-section of teachers who were interviewed for this study expressed their support for the work these teachers
were trying to accomplish. One of Margaret's colleagues states, "This year, because Margaret only teaches two periods in the morning, and I do have a prep period with her, we spend a lot of time talking about what I do in French class and what she did, and we kind of share ideas. I think she has been a big help." Another colleague adds, "I kind of wondered at first if there was enough of a need for a TOSA to justify it, but I think that after seeing what has been done, it has been well worth it, and it has been helpful. I think probably one of the most important things that she has been able to do is get us all together and tie everything together because she moves through the middle schools and the different buildings and the high school, and I feel like I am more in touch with the other people. Even though I don't see them a lot more, she is able to bring us their ideas and comments, so I feel a little closer to them."

At Rosewood teachers in leadership roles are beginning to establish patterns of collaboration among their colleagues. Research on school effectiveness has identified characteristics of schools that have been successful in improving the achievement levels of their students (Purkey & Smith, 1983). Among the indicators of school success is the presence of teacher collaboration, strong collegial ties, and a sense of community.

Teachers in the more successful schools offer and seek advice from their colleagues.

In a study of teacher collaboration and school effectiveness, Little (1982) reports that teachers in leadership roles are able to help their colleagues engage in discussions about their teaching by developing procedures for peer observations. Louise, Margaret, and Lynn strive to help
their colleagues improve their instructional skills. One of Margaret's goals is to develop an open atmosphere which will support teachers and encourage them to observe each other in the classroom. Margaret does not want classroom observations to be threatening. Rather she views them as an opportunity for teachers to discuss their teaching. She continues, "Some people are not comfortable having people in their classroom. But maybe if they get out to someone else's classroom, it would make them feel a little better. I would like to see more dialogue between and among the teachers, like peer observation and peer helping. We are still working on getting teachers to see that classroom observation is not a threatening situation. We are all different and that is OK, but let's share some of our techniques."

Classroom observations and discussions about teaching are at the heart of Lynn's role as Dual Peer Assistant. But establishing a trust level is often difficult. Lynn recalls the process to establish her credibility with her peers. "I went to all the buildings and did presentations on peer assistance. There are some who are extremely suspicious. There is one building who is in need of me, but the negative perception [is there] and I don't know where it came from, and I don't know how to overcome it, so I'm not doing anything about it. I figure as I have successes in certain buildings, and people talk about that, that will be what will sell it, not me talking about it." Even though Lynn's role is not to evaluate her colleagues, she may be perceived as an evaluator by her peers. The threat of formal evaluations by one's peers may be detrimental to establishing strong collegial relationships.

Teachers observing teachers is a form of collaboration which can serve to lessen the uncertainties of teaching. Rosenholtz, in her sociological
study in 1989 on the teacher's workplace, found that teachers in learning-enriched schools expressed more certainty about the effects their teaching had on their students. Their high sense of efficacy resulted from frequent evaluations by their principals and opportunities to interact collaboratively with their colleagues. Rosenholtz states, "The degree of teacher collaboration strongly and independently predicts teacher certainty. Teachers who share ideas, who unabashedly offer and solicit advice and assistance, and who interact substantively with a greater number of colleagues, expand their pedagogical options and minimize their uncertainty" (p.111).

The research on effective schools suggests that schools that encourage strong collegial relationships are more apt to have higher student achievement and a more supportive work environment for staff than schools where teachers work in isolation from their colleagues. Teachers in collaborative schools have a heightened sense of certainty about their work because they share their problems and successes with their colleagues. Teacher leaders can play important roles in establishing collaborative norms by providing feedback to colleagues about their teaching, by developing materials together, by establishing networks of communication, and by encouraging teachers to engage in discourse about their practice.

The Impact Of Teacher Leadership On Teacher Effectiveness

The research on teacher effectiveness has helped to clarify the behaviors of effective teachers. Knowing what an effective teacher does offers guidelines to all teachers in helping them become competent. Possessing the knowledge of what constitutes effective teaching and then
striving to become a competent teacher by putting the knowledge into practice in the classroom are challenges to all people who desire to improve teaching. The research issues based on the theory of effective teaching are: (a) the beliefs and actions of effective teachers, (b) linking teacher leaders to instructional improvement, and (c) the benefits of collegial reciprocity.

The Beliefs and Actions of Effective Teachers

The research on effective teaching is beginning to identify teacher behaviors that correlate with student achievement. Teachers who are direct in establishing learning objectives, who hold high expectations for student achievement, who give students continual feedback about their progress, and who communicate clearly to their students during instruction are likely to improve the success of their students (Good, 1979). However, as cautioned by Doyle (1985), what teachers do in the classroom must be viewed in the context of the individual classroom. Teaching behaviors can be tempered by several factors such as the composition of the group, the lesson objectives, the culture of the school, and even the time of day or year.

It was never the purpose of the research on teacher effectiveness to serve as a standard for the selection of teachers, however the research does present indicators which can be used to generate knowledge about successful teaching practices. If teachers are to be selected as leaders among their peers, what will distinguish these teachers as master teachers? Evidence from the three case studies indicates that Louise, Margaret, and Lynn are recognized by their administrators and many of their peers as expert teachers. If there is one trait common to Louise, Margaret, and Lynn it is their belief that a teacher always needs to learn new skills. Louise says,
"Since I have had my Masters Degree I didn't want to quit [going to school]. [There are] so many staff development activities...offered through the schools where I have worked, and I have always felt that I have needed to continue to grow and new philosophies and ideas...keep coming, and so to keep current you have to go to school. At least I think you do."

For Margaret a professional teacher is one who never stops learning. She adds, "A professional has to keep on top of what is going on in his or her profession. I try to read journals and to keep up on what is going on generally in education...and attend conferences to improve myself."

Lynn's belief in continuing to learn is evidenced by her return to the university for her Masters Degree and an administrative certificate. She is also a certified trainer in the principles of Myers-Briggs, TESA, and cognitive coaching as well as a frequent workshop presenter on learning styles. Lynn adds, "I think probably the best teachers are those who are always learning because, as long as they are a student, they can stay in touch with with what it means to be a student. And I think the person who knows what it means to be a student understands the frustrations of the learning process, and addresses that, and sets kids up for success."

Understanding the whole child, spending time with students beyond the confines of the classroom, and connecting the science curriculum to each individual student are actions which characterize Louise's teaching style. Louise adds, "I think you have to work with the whole child. A lot of affective things need to be brought in so that kids can feel good about themselves. Unless you know something about the child, you can't get him/her to produce. Once they know you know about them, you have some
other things to talk about in addition to science." Students in Louise's classes learn science, not by listening to lectures about science, but by working in cooperative learning groups involved in conducting experiments to learn scientific principles. The hands-on science curriculum has been developed largely through Louise's leadership. The notebooks which she has compiled contain lessons, student activities, resources, and suggestions for experiments.

Students in Margaret's classes are actively involved in learning to speak a second language. Margaret's philosophy is, "if you want to have students talking more, the teacher has to talk less." At the beginning of each school year, Margaret takes time to explain to her students her expectations. She adds, "When kids know what is expected of them, that, I guess, is good teaching because they know. Margaret continually refers to "the process of learning." The process for Margaret has four steps. First, she articulates her expectations to her students. Second, she provides activities which require the students to take responsibility for their own learning. Third, she challenges her students by asking them questions which require them to think for themselves. Fourth, she supports her students while they learn.

For Lynn an effective teacher is one who teaches the child instead of just the curriculum. Lynn adds, "An effective teacher is one who teaches people and not content. When you recognize that these kids are human critters, and that they come to you in a given place, and you acknowledge that, and you determine to move them somewhere beyond where they are when they come to you, that to me is an effective teacher." Lynn, like Margaret, follows a process. First, she makes sure she has thought through
the lesson so that she can articulate the outcomes. She clarifies the objectives for herself and for her students. Second, she builds in choices for her students. Students can choose how they would like to learn the objectives. Lynn helps them determine for themselves what they need to do, how they need to do it, and how long they need to accomplish the objectives. Lynn adds, "I don't control. I think to the extent that they can have autonomy, they will have internal motivation, not external motivation such as grades or points. Third, Lynn sets her students up for success. She explains, "A week before the test, I might hand them a sheet which says that these are the four objectives, here are sample essay questions I would ask you, so prepare them because they will come from this page. No surprises--no second guessing."

**Linking Teacher Leaders to Instructional Improvement**

Evidence from the three case studies indicates that teacher leaders are effective in improving the instructional skills of their colleagues. Louise, Margaret, and Lynn are viewed by their colleagues as teacher leaders because the types of leadership roles held by each one are closely related to the work that teachers do; i.e., classroom instruction.

Louise, as Bob's mentor, was sensitive to the special needs of a teacher new to the district. Louise's efforts to help Bob understand the school culture were important to his overall ability to become part of the school staff. Through the mentor/mentee relationship Bob has learned a more process-oriented, hands-on methodology to teaching science. He has increased his resources by using the materials of his mentor. Through reciprocal classroom observations, Bob has received feedback about his
teaching, while Louise has had the opportunity to examine her practices through the eyes of another teacher. She explains, "Being a mentor makes you think about the philosophy of the school. It makes you think about the way you do things, the way you react with the kids, and your peers, [your colleagues. They will say something, and you think, 'Oh, gosh, I never perceived it that way.' And then you begin to evaluate the situation because, when an outsider comes in, he sees it from a different point of view, many times, from what an insider does."

In addition to learning new teaching strategies, Bob has asked Louise to teach him how to establish a positive classroom climate by using cooperative learning groups. Because Louise has participated in the workshops on TRIBES, she is able to share her knowledge with her mentee.

Bob sums up his first year at Mill Creek. "I am very self-critical about a lot of things that go on, and, in Louise, I think I have a model which has allowed me to see some things in ways that I didn't before. I have never seen a teacher as good as she is, as connected to the kids as she is. And I think that is very important. The fact that we know each other, and that I have spent a year with her, and we are familiar with each other, I will feel much less anxious about sitting in her classroom and watching some of the things she does. I still have a lot to learn from Louise, and I will continue to utilize her wherever she allows me to."

Margaret's focus is to help her colleagues implement a new graded course of study which emphasizes a more student-centered approach to teaching foreign languages. Instead of teachers telling their students about the structure of the language, the teachers learn to design classroom
activities so that students are actively engaged in practicing the language skills. Even though Margaret does not observe the teachers in their classrooms, she distributes teaching materials to her colleagues, encourages them to try new teaching techniques, and arranges time to talk with them about the new teaching methodologies. One of her colleagues comments, "A lot of times if I have a question or if I am at a loss for something to do, then I do go to Margaret because she does have a lot of time to research these things and find out what all of us do. [She brings us] good ideas and good techniques that other teachers use. So it is helpful."

Another teacher comments, "Having a TOSA has made things a lot easier because [Margaret] has been able, with the released time, to get things that we need. For example, things that we can use in class like drawings or sketches that we can use to get the kids talking. One of the things that I needed to work on this year was adding variety, doing more than just dittos. And so I have used a lot of the things that she has given me."

In her role as TOSA, Margaret also organized two inservices. A few days before classes started in the fall, all the foreign language teachers met to learn how to develop and use communicative activities with their students. Mid-way through the year, Margaret organized another inservice day in which the teachers met together to share all the communicative activities that they have used with their students.

Encouraging teachers to share materials, engaging her colleagues in discussions about instruction, organizing inservices, opening-up lines of communication among the teachers in the foreign language department
have all contributed to making teachers more effective in their classroom. A colleague explains, "Margaret is a professional helper. I see [her] in the role of helping me to do my job better, to be a better teacher because I have the resources, the skills, the knowledge, because I am talking with my colleagues, because we are articulating our program in a more coherent way...that is how she helps."

Lynn, in her role as Dual Peer Assistant, can have a direct impact on a teacher's performance in the classroom. Working with marginal teachers who are on intervention, Lynn has a rigorous schedule of classroom observations and planning sessions. She has the responsibility to assist the teacher on intervention to write a Professional Improvement Plan and then to help the teacher meet the objectives of the PIP. Lynn's skills as an effective classroom teacher are similar to the skills she uses with her colleagues to help them improve. As with her students, Lynn believes in discussing the outcomes and giving her colleagues choices about how to achieve the desired behaviors. Lynn describes how she relates to her colleagues. "I do individual things for each one. I haven't done anything alike for anybody. I am open enough that if I try something and they say 'no,' then I back off and come at it another way. I try to meet their needs. I've tried to advocate for them, and I've tried to be there for them. I think I have used a lot of situational leadership where there are times when I am very directive and then I pull away and try to get them to assume that."

Another strategy that Lynn uses in working with her colleagues is her knowledge of cognitive coaching skills. Her training in cognitive coaching has taught her how to use a wide range of questioning techniques which
can lead teachers to verbalize their thoughts about lesson planning, student activities, and ways to test. Lynn has discovered that teachers who experience problems in the classroom are teachers who have never clarified for themselves and for their students the learning objectives. Having teachers become more reflective about their practice has helped to improve their teaching.

The teachers in intervention have learned new skills. Several have learned to accommodate a wider range of student abilities. They have learned new ways to group students so that all students are engaged in learning during the class period. They have learned to clarify the lesson objectives for themselves and for their students. Several teachers have learned the necessary skills to create a more positive classroom environment. Of the ten teachers Lynn is assisting, two teachers have improved their teaching skills and are no longer on intervention. Several teachers are in varying stages of improvement and continue to work with Lynn. One teacher was unable to meet the expectations of the district and resigned.

**On-Going Connection With The Classroom**

Performing their leadership roles does not take these teacher leaders far from their own classroom doors. Louise and Margaret both continue to teach. For Louise, the positive side of remaining in the classroom full time is that her day-to-day experiences with her students provide her with concrete information she can use to discuss teaching and learning with her mentee. They both have similar teaching assignments. They teach the same curriculum and the same grade level. They work in the same building.
However, being a full-time teacher requires that Louise and Bob find the time to work together. In an already crowded school day, this means that they must meet either before or after school.

Margaret teaches two periods a day and has the rest of the day to work with her colleagues. Both Louise and Margaret think that their leadership positions are strengthened by the fact that they are still classroom teachers. Several of Margaret's colleagues agree that because she continues to teach, she is viewed as "one of them." Continuing to teach adds credibility to their roles.

Lynn, on the other hand, has stepped out of the classroom after twenty-three years of teaching to become Dual Peer Assistant. However, Lynn also believes that, because she is not an administrator, her ability to establish rapport with her colleagues is enhanced. Margaret and Lynn do not have permanent positions. The TOSA position is a two-year commitment. After two years, Margaret will return full time to the classroom. Lynn's position is for three years, after which she will return to the classroom.

**Strengthening Collaboration Through Collegial Reciprocity**

Collegial bonds are strengthened when both the teacher leaders and their colleagues feel that each of them has something to contribute to the relationship, and that their relationship will be mutually beneficial (Little, 1982). Collaborative relationships are difficult to achieve in schools because existing school norms work against such relationships. Teachers are scheduled to work with students most of the day leaving little time to talk with colleagues (Lieberman & Miller, 1984). Because teachers receive infrequent feedback about their work, they often feel uncertain about their
effectiveness as a teacher. The isolation and the uncertainty have forced teachers to rely upon their own instincts to guide their practice (Rosenholtz, 1989). If schools are to become more collaborative, teachers must feel comfortable in exposing their teaching practices to their colleagues. This risk of exposure is possible if interactions about teaching become more reciprocal.

Louise and Bob have established a reciprocal relationship. Because of their willingness to open their classroom doors and observe each other, to share their successes and frustrations with each other, their relationship is mutually supportive. In fact, one of the reasons Louise accepts the responsibility of mentoring is the opportunity to work with another teacher. Louise states, "I think that basically you need a friend, someone to help you through. And it is a beneficial program for both the mentor and the mentee. They both learn a lot. And sometimes just knowing that you have someone there makes a big difference. I use my mentee as a sounding board when I get frustrated...I will share my happy moments too....Being able to share makes it so much fun."

Louise says that being a mentor improves her own teaching. It has encouraged her to think more critically about what she does. Also, knowing that her mentee could come in anytime to observe her keeps her "on her toes." Having her mentee observe her classes is an added incentive to having an excellent lesson. She comments, "I think that I always learn more when I work with someone and see how it is that they do things through team teaching or sharing of ideas, planning together. And I think not only are you helping the other person to be a better teacher, but you help
yourself. So it is kind of a double reward. I don't know how you could be a mentor and just help the mentee. It doesn't work that way."

One of the reasons Margaret finds success in her leadership role is that she is able to give of herself. As she shares her materials and teaching strategies with the foreign language teachers, she takes the risk of being more and more vulnerable to possible criticisms from her colleagues. However, instead of becoming critical, her colleagues follow her lead, sharing experiences with each other. After talking with her colleagues, Margaret returns to her classroom more energized, more inspired, and more enthusiastic. She adds, "I think that when I go out and talk to [my colleagues] and say, 'Hey, have you tried this thing?' It gives them a little boost of energy. It has re-energized me in many aspects. I like the aspect of the teacher training part. Some people are training me, and I am training some people. It goes around and around. It is a mutual thing." When her colleagues seek her out for advice and follow her suggestions, Margaret knows that she is perceived as a competent teacher. Margaret comments, "A couple of [teachers] have told me that they have tried what I suggested,...and they tell me that the kids became much more involved. So people have asked me how to involve the kids and I have given them some help in trying to do that."

Lynn's chances of being successful in her job as Dual Peer Assistant often depends on her colleagues willingness to cooperate with her. In order to help teachers improve their instructional skills, Lynn counts on their cooperation. At the same time, the teachers on intervention rely on Lynn to understand their problems and be an advocate for them. For example, when
a teacher was able to improve her teaching skills so that she was no longer on intervention, Lynn felt extremely proud of this accomplishment. Their relationship had been mutually beneficial.

For Lynn, helping her colleagues improve their instructional skills, their classroom management techniques, and their personal interactions with their students has provided a focus for her own growth. To help her work more effectively with her peers, she has received training in TESA, Myers-Briggs, cognitive coaching, situational leadership, and learning styles. This knowledge will go with her when she returns to the classroom. The Assistant Superintendent for Human Resource Development, who has worked closely with Lynn, comments, "I believe that when she goes back to the classroom, she will take a wealth of knowledge back into the classroom....[Being Dual Peer Assistant] has provided her a focus for her own growth to help other people grow, and she has taken advantage of these types of things through readings, through tapes, through attendance at seminars, and then assimilating that. And I have seen a real excitement in her."

Having the opportunity to observe her colleagues has given Lynn the opportunity to examine her own teaching style from a different perspective. When Lynn was a classroom teacher, she was sensitive to the criticism of some of her peers who questioned her teaching methodologies. Now that Lynn has observed her peers, she realizes that she is an extremely competent classroom teacher. Lynn adds, "As I have been on this job and can come up with all kinds of ideas for people, I recognize what a truly talented teacher I am." If I were put back in the high school as a classroom
teacher, the people who used to get my goat the most are powerless now because what I understand is [it] doesn't make any difference what they say, I know that I am good in that classroom, and I handle kids and parents well....Whatever level they are at, they learn."

If teacher leadership is to be credible, teacher leaders must be recognized as expert teachers. They must be willing to demonstrate to their colleagues their expertise in the classroom. They must exhibit the ability to organize and plan instructional activities. They must know how to create a positive classroom environment where students are accepted and not criticized. These teachers must know their subject matter and their students' individual learning styles. They must be enthusiastic, hold high expectations for their students, and know that they can make a difference in the lives of their students (Ashton, Webb, & Doda, 1983).

Because teacher leaders are master teachers, their leadership roles must be linked to the classroom. Research suggests that teachers who are recognized by their peers for their expert knowledge and effective instructional skills will be credible in leadership roles. Several studies on teacher leadership further suggest that these roles will become powerful if teacher leaders can initiate more collegial interactions among their peers, thus changing the norms of isolation which are typical in most schools (Little, 1982). Teacher leaders, because of their reputations as effective teachers, can be instrumental in influencing the lives of their colleagues.

An added benefit to teacher leaders is the effect their roles have on enhancing their own skills as a classroom teacher. Louise, Margaret, and Lynn all attest to the positive impact their collegial relationships have had on
their own teaching. Observing their colleagues, sharing materials, and discussing teaching strategies have provided the opportunities for these professional teachers to reflect on their practice. For Louise, by explaining the science curriculum to her mentee, she has received insights to her own teaching. For Margaret, by opening up communication among her peers in the foreign language department about ways to implement a new graded course of study, she has increased her repertoire of classroom activities and returns to her classroom with renewed enthusiasm. For Lynn, by observing her colleagues in their classrooms, she has been able to clarify for herself the qualities of an effective teacher.

The opportunities to create strong collaborative relationships are strengthened when the benefits of collegial interactions are reciprocal. Little (1982) cites examples of teachers who become more receptive to collegial observations when both the observer and the teacher being observed are working equally hard during the observation. Olson and Carter (1988), in a study on mentoring, reports that one of the benefits to the mentor/mentee relationship is the reciprocal nature of their conversations. The mentors discover that conferencing with their mentees gives them the opportunity to talk about their teaching with another colleague which helps them articulate clearly their teaching philosophies and practices. In most schools it is not common for teachers to discuss their personal teaching philosophies. Because teachers have few opportunities to work collaboratively with their colleagues, conversations that center on teachers' personal theories of instruction are rare indeed. The teachers in this study were able to communicate with their colleagues about classroom practices because
these discussions about classroom instruction were inherent in their job descriptions. Perhaps more teachers would be encouraged to engage in conversations about what they teach, why they teach, and how they teach if time were available during the school day so that teachers could meet together to reflect upon their practice.

The Impact Of Teacher Leadership On School Organization

Typically schools are not organized to support teacher leadership. The traditional leadership roles are reserved for superintendents, principals, supervisors, and directors. These school leaders are entrusted with power to make the major decisions that determine how the school will function. Decisions about staffing, teacher evaluations, curriculum, and budget allocations are entrusted to administrators. Administrators spend their time planning, organizing, and networking with each other and with teachers to accomplish the goals of the school. Teachers, however, have little time available to network with their peers. Teachers make few decisions which effect the total school environment. Typically teachers work in isolation, separated from their colleagues. They spend most of their time teaching students, which allows for only brief encounters with other adults. This lack of time for collegial interaction places constraints on teachers' efforts to meet together to plan, share ideas, develop materials, and made decisions about the curriculum. Establishing more leadership roles for teachers would help to bring all teachers into the decision making process. Teachers in leadership roles could help to establish and perpetuate collegial relationships which research suggests is a factor in improving schools and making them better places for both students and teachers. The research
issue based on school organization theory is the organizational constraints to teacher leadership.

The organizational constraints to teacher leadership are (a) lack of time to perform job responsibilities, (b) the egalitarian nature of teaching, (c) the issues of power, (d) financial limitations, and (e) the lack of role clarifications for teachers who desire to lead.

**Time Constraints**

Louise, Margaret, and Lynn all testify to the difficulties of accomplishing their roles due to the conflicting demands on their time. Constraining the mentoring role is the lack of released time available for mentors and their mentees to meet together during the school day. Bob and Louise meet either before or after school in order to have a block of time to plan together. When asked how the mentor program could be improved, Bob answers, "I think that...there needs to be some time when the mentor and mentee sit down and actually discuss...because I think the bottom line in any school system is the time factor and just being able to find time that is perhaps not there to get some things done that need to get done. I know how difficult that is because it is expensive. So time needs to be structured in so some things can happen. It would be nice if there were some time in the day where we could get together."

Even though Margaret and Lynn are given released time from their classrooms to perform their new leadership roles, the demands on their time often require them to juggle their responsibilities in order to accomplish their tasks. Margaret is constantly balancing the demands on her time. Because she continues to teach two classes each day, Margaret must continue to
make time for her own students in addition to scheduling weekly visitations to the middle schools and the high school. She explains her frustration, "I have five days to visit five schools. Then I don't get anything else done because, once I go out, I'm out for the rest of the afternoon. On Monday afternoon I returned to [the high school]. That was my last stop and I was here until 4:30 in the afternoon." Often the amount of tasks Margaret has requires her to finish her work at home. One goal she had hoped to accomplish this year was to publish a schedule of classes for all the foreign language teachers so that they could begin to make classroom observations. Margaret adds, "I am a teacher and a TOSA, and last night I spent three hours setting up the schedule. I have to finish up tonight which will probably be another hour or two. I have spent more time in the last three days doing my TOSA than I have been doing my class preparations."

Lynn is released full time from her teaching responsibilities, and is on a 205-day contract as compared to a 180-day teaching contract. Constraining her role are the competing job responsibilities that force her to balance her time. Because the nature of her job is unpredictable, as when helping a teacher has taken more time than expected, she often finds herself neglecting people she has promised to help. For example when a teacher is placed in intervention, sometimes laying the ground work can take hours. Lynn explains, "This particular teacher first called me to let me know that the principal was picking on her. And as I listened, it took probably six hours of listening, three different times. And [then] I sat with the principal and we talked,...and that was another six to eight hours of listening. And then I brought the two of them together and we talked." In addition to
communicating with the teachers and principals, Lynn must keep accurate written records of each encounter. She explains, "I run the gamut from spending hours and hours with people to seeing people once every couple of weeks depending on where the individual is. And the paperwork gets a little [complicated]. I'm not sure but what we haven't done ourselves in on the paperwork. But we have to answer to the committee, and they want certain things, and we have to be able to have a record."

Whether teacher leaders have released time like Margaret and Lynn or no released time like Louise, the nature of their jobs requires them to prioritize their tasks and deal creatively with conflicting demands on their time. If the amount of released time given is in proportion to the perceived importance of the teacher leadership role, it would appear that at Rosewood the TOSA's are more valued than the mentors, and that the Dual Peer Assistant is the most highly valued of the teacher leaders.

**The Egalitarian Nature Of Teaching**

The hierarchical structure of schools is characterized by top-down decision making, principal-conducted teacher evaluations, the patterns of the workplace which isolate teachers from their colleagues, and the prevailing norms that work against teachers distinguishing themselves from their colleagues, all of which contribute to maintaining the egalitarian nature of teaching. The widely held belief that all teachers are equally skillful in the classroom is also supported by the manner in which teachers are paid. The only differentiation among teachers' salaries is the number of years of experience and the number of course credit hours beyond the Bachelor's Degree.
Research on the nature of schools and teaching has shown that teachers who aspire to leadership are often viewed by their colleagues as receiving special favors from the administration. They may even run the risk of calling attention to the inadequacies of their colleagues by establishing standards of excellence. Teachers are reluctant to go against established school norms of individual teacher autonomy (Feiman-Nemser & Floden, 1986).

The principal at Mill Creek discusses the concept of teacher leadership and how it relates to the teaching culture at Rosewood. "We don't really set [teachers] up to lead each other, and we have a lot of talented people who are doing their own thing but not really having much influence on their peers. And [they] could be very influential in positive ways with their peers...but are reluctant to push themselves to the front as a leader. I think there is a kind of an informal ethic that has been developed among secondary teachers in particular...that they feel we are all equals, and we are equally professional, and we are all equally autonomous. And for any one of us to put ourselves above the others is sort of an affront, and it is the kind of thing that really puts a restraint on any teacher who has a desire to lead and to have some leadership goal. And I think it is a subtle kind of thing, but it is pretty clear. Teachers are often reluctant to present any kind of idea that would appear to put them in the position of having a talent that might separate them from everyone else and make them appear that they are trying to get people to do something that they haven't chosen to do themselves."
In her role as TOSA Margaret has tried to develop a leadership style that does not threaten nor antagonize her colleagues. She describes a teacher leader as one who is open to ideas. She comments, "Leadership is trying to share things with people and get their ideas in return. I think [a leader] has to be somebody who is open to ideas. [A leader is] someone who has ideas and communicates them and wants to share and find out other opinions and then make decisions based on what types of opinions and ideas are communicated."

Perhaps the creation of teacher leadership roles will encourage teachers to display their unique talents thus replacing the egalitarian nature of teaching with a culture that accepts teacher differences as a way to strengthen the profession. One such mechanism to enhance role differentiation would be the creation of career ladders. Specific jobs would be created for teachers at different levels of the ladder which would serve to expand the role of the classroom teacher. Teachers who have extended preparation and training can use their expertise to serve as mentors to beginning teachers, as peer advisers to colleagues, and as curriculum developers. Another image of the structure of teacher leadership is the notion of career lattices (Howey, 1988). Replacing the vertical imagery of the career ladder, career lattices would allow teachers to move in and out of leadership positions dependent on the specific needs of the students, the teachers, and the school programs. Schools that recognize the unique talents of teachers and utilize their expertise by creating a variety of leadership roles can provide opportunities for collegial interactions, teacher empowerment, and career enhancements.
Power Issues

The formal structure of schools places the power in few hands. Power is invested in those who hold formal leadership positions such as central office administrators, principals, supervisors, curriculum specialists, and coordinators. Within a school, it is the principal who traditionally evaluates the faculty, makes decisions about scheduling, sets the goals for the school, and works closely with the administrators in the central office by serving on district-wide planning teams. If teachers achieve status as school leaders, the threats to the power of the principal become very real (Barth, 1987).

In this study on teacher leadership, Lynn has the most formalized leadership role. She is released full-time to assist teachers who have been placed on intervention by the administration. However, her job description clearly delineates that she is not to evaluate formally her colleagues. The final decision to retain or to dismiss the teacher still remains with the principal. The Assistant Superintendent for Human Resources explains, "We have to work constantly about keeping [the Dual Peer Assistant] away from evaluation. They are not there to evaluate, but to provide assistance, resources, and help for that staff member. Principals still do the evaluations....It is not taking away from the principal."

Another principal who has worked closely with Lynn comments about how some principals may perceive her role. "There are principals in the district who are threatened by the TOSA’s who are pulling off more and more tasks and making decisions outside the sphere of influence that has always been traditionally [in the domain of] the building principal."
The Assistant Superintendent for Curriculum and Instruction describes the responsibilities of a Teacher on Special Assignment. "One thing is that we don't give them much administrative tasks. They are not saddled with evaluation. They are facilitating people." Even though Margaret has a leadership role in her department, she perceives herself to have very little power. She describes her relationship with the Assistant Superintendent for Curriculum and Instruction. "He asks others and is willing to listen and not comment nor make any kind of judgments. Yet, we know that he is the decision-maker and what decision he makes, we are going to have to live with it. He has to listen to everybody and then make his own decision based on the input that he has received. But at least he is willing to listen."

Where does the role of the teacher leader fit in the existing structure of schools? Can teachers and administrators share the leadership roles? Will administrators share the responsibilities of teacher evaluations, curriculum decisions, and scheduling formats with teacher leaders? Will principals perceive teacher leaders as usurpers of their power?

Financial Limitations

New roles for teachers must be funded by schools which are constantly under the pressure of having to make budget cuts. In addition, monies that schools receive from property taxes and state and federal governments are often spent in trying to maintain the status quo. Teachers are paid according to negotiated agreements make between the school board and the teachers' association which typically supports a salary scale
based on years of experience and the number of university credit hours beyond a B. A. degree.

Creating leadership roles for teachers will require additional funds. The school district has to hire additional teachers to replace teacher leaders who no longer have full-time teaching responsibilities. Teacher leaders will need new skills and knowledge which will require schools to offer training seminars, inservice workshops, and funding for university course work. Examples of the difficulties that schools experience when they try to alter the teaching staff are evidenced in the state-mandated entry level programs. When schools are required by law to establish programs to assist and assess beginning teachers, the success of these programs is often based on the resources available in each school district to fund these programs. Strong mentor programs provide training for the mentors so that they can learn the skills necessary to be successful mentors. In addition to the training, mentors and their mentees need released time for classroom observations, for planning, and for discussions about teaching. The presence or absence of resources at the local level often determines the success or failure of these entry-level programs (Edwards, 1984).

In a study of the master teacher concept, Griffith (1985) raises additional questions with regards to funding and implementation of teacher leader positions. If the creation of leadership roles for teachers requires schools to create additional funds, what resources will need to be reallocated to meet these demands? If funds are reallocated, will some teachers be denied the expected salary increases based on years of experience? Will some teachers have increased class sizes to compensate
for a decrease in the numbers of teachers who have full-time teaching loads? Will teacher leadership roles be the first to be cut when the school district faces financial pressures?

At Rosewood mentor teachers do not receive monetary compensation for their leadership role, nor do they have regularly scheduled released time to spend with their mentees. The Rosewood school district is trying to implement the state mandated entry-level program by using existing monies. To improve their program they have applied for a grant from the state department which will provide funds for five released days for both mentors and mentees and pay each mentor a stipend of one thousand dollars.

Margaret’s position is contingent on the enrollment figures. If the foreign language classes can be staffed with the existing number of teachers in the district, Margaret can continue to be released part-time to be a TOSA. Her job continuity is in jeopardy each spring until the enrollment figures are known for the following school year. A colleague comments, “If there is a need for a teacher in the classroom, [the administration] would pull it from this. It is still not priority. Teaching is still top priority.”

Lynn’s position is tied to the district’s ability to convince the people in the community that additional levy monies are needed to continue school programs. Lynn comments, “So next year if the levy fails, it is conceivable that I will be back in the classroom immediately following the defeat of the levy….Then I will just roll with it and do whatever I have to do.”

At Rosewood, teacher leaders have a tenuous position in the structure of their schools because their jobs are dependent on the yearly budget demands. Because leadership is not an established role for
teachers, these positions are among the first to be eliminated or sized down when budget cuts need to be made.

Lack Of Role Clarification

What do teacher leaders do? Who determines the responsibilities of teacher leaders? Do teacher leaders work closely with their colleagues by observing classes, writing curriculum, coaching their peers, or do they perform administrative tasks such as managing budgets, scheduling classes, and determining class size? Because the research on teacher leadership is in its infancy, school districts which create leadership roles for teachers are faced with the enormous task of defining these roles with few guidelines to follow. A danger inherent in this process is the placing of expectations on the teacher leader which are not realistic given the nature of the school. Teacher leadership occurs within the context of the school. In order to be successful, teacher leaders must be able to function within that context which means that job descriptions need to consider the prevailing norms of collegial interactions, the methods of teacher evaluations, and the existing leadership roles within the school such as department chairs and coordinators.

In a report on leadership by teachers, Bird and Little (1985), present the results of a study of eight secondary schools which, through a series of in-depth interviews and surveys about the nature of teacher leadership, make the following conclusions: (a) In schools where teachers routinely observe each other, discuss teaching practices, and collectively set the standards for effective teaching, teachers tend to approve of a wider range of collegial and leadership practices; (b) In the majority of the schools
surveyed, the teachers accepted the role of the teacher leader as a mentor to beginning teachers, but were reluctant to have a teacher leader meet with experienced colleagues to help improve their teaching; (c) To talk about teacher leadership is to introduce in schools a status difference among teachers based on knowledge and teaching skills which goes against the established norms of teacher autonomy and the belief in an egalitarian profession. Teachers who have leadership positions often feel the strain of having to justify their positions to their colleagues which leaves teacher leaders to wonder if they have anything new to offer.

The study concludes with suggestions which would strengthen the chances for teacher leadership roles. First, teacher leaders need to perform tasks that are deemed important and difficult by their colleagues, the administration, and the community. Second, they need to demonstrate that they are capable of improving teaching and learning, not just serving as "hit men" to help remove the incompetent teacher. Third, teacher leadership will be promoted by insuring that specific ground rules are laid so as to promote the interests of administrators and teachers alike. Fourth, schools must provide incentives for teachers to favor collaborative work. Fifth, teacher leadership should be supported by district policies and practices in order to provide stability for the role.

At Rosewood there are no clear guidelines which provide direction to the mentoring process. It is largely the responsibility of the individual mentors to take the initiative to establish the relationship with their mentees. With the exception of the orientation program at the beginning of the school year and the monthly meetings which are not mandatory, the mentors and
their mentees determine when and how often they will meet together. There are no reporting procedures to be followed. Consequently without specific job requirements the mentors are not formally evaluated. At best, mentors at Rosewood can be powerful sources of knowledge for the mentee by helping to socialize the mentee into the system, by offering assistance in the classroom, by sharing materials, and by providing support. At the least, mentors can be helpers in name only. Bob, Louise's mentee, comments, "I think there needs to be some more formalized ties between the mentor and the mentee. I heard from a couple of the people...that they barely knew who their mentor was. And if you are going to have something which is going to have an impact, then there needs to be some very specific kinds of ties drawn. I think there needs to be some very specific kinds of processes that the mentee and the mentor engage in over the course of the year. There needs to be some flexibility there, but I think there needs to be ways in which they can engage in areas that would be satisfying to both of them. And that is really not structured into the mentor program right now." What Bob is seeking is a clearly articulated role description that would outline specific activities which the mentors and their mentees would accomplish throughout their year-long relationship.

The research on teacher leadership roles suggests that these roles are constrained by an absence of a clear understanding of what teachers do when they step out of the classroom and "lead" their colleagues. Most teachers do not work in schools where teachers have the responsibility to improve each others' skills. In order for teacher leaders to exert an influence on their schools, teaching must become much more public. Also, teachers
must become more certain that working collaboratively with a colleague will help them to become better teachers. When teachers are rewarded for improving and when teacher leaders are viewed by their colleagues as instrumental in helping them improve, teacher leaders will achieve the support they need to be effective in improving schools. If teachers can decide what specific activities they want teacher leaders to accomplish, there is a much better chance that teacher leadership will be valued.

Of the three teachers in this study, Margaret has the most support from her colleagues. The teachers in the foreign language department understand her role because a council of foreign language teachers wrote the job description and interviewed teachers for the position. It is clear to Margaret that she is answerable to her colleagues. She explains, "I report to the Council. The Council is really my boss." The foreign language teachers who served on the Council determined the specific areas that Margaret is to address in her role as TOSA. She continues, "The articulation of the [foreign language] program was one of the top priorities that was recommended by the Internal Evaluation Team because...these other schools are out there with two or three people in them and they feel left out. And that is one of the most important jobs of the TOSA: to make sure everyone is taken care of, spoken to, and that feeling of community has been developed for this year." Because there are specific tasks for Margaret to accomplish and these tasks are made public to her colleagues, Margaret's leadership role is widely accepted by her peers.

However, having a specific job requirement does not lessen the responsibility Margaret feels for the need to define her leadership role.
When asked to describe the challenges of leadership she replied, "Probably trying to find out what my particular role is as a leader. It is not an evaluator as some roles are. It is probably more colleague-peer observation. Not even observation but peer chatting and exchanging of ideas. I think the role of TOSA is [one] of communication...and to try to get a feeling of collegiality among the faculty members of the foreign language department." For Margaret there were no specific guidelines which defined how she was to develop communication among her colleagues. She took risks. She did not know whether her colleagues would accept her, but she challenged them to be open and honest with each other and with her. She concludes, "I think a nice atmosphere has developed in the whole department."

Even though the Dual Peer Assistant has a clearly defined leadership role which was jointly developed by representatives from the teachers' association and the administration, Lynn's ability to perform her responsibilities can be problematic. At Rosewood, Lynn is the only teacher on a staff of approximately 500 teachers who has the authority to enter another teacher's classroom and offer assistance. Her role is further complicated because the majority of teachers who Lynn assists has not asked her to help them. The teachers have been placed in the assistance program by their principals. Judith Warren Little (1985) in a report about the role of teacher advisers and the potential pitfalls of collegial observations comments, "Such interactions enable teachers to learn from and with one another, and to reflect on crucial aspects of curriculum and instruction. However, they also place teachers' self-esteem and professional respect on the line, because they expose how teachers teach, how they think about
teaching, and how they plan for teaching to the scrutiny of peers" (p. 34). Little also makes a distinction between a teacher facilitator and a teacher leader. It appears that colleagues are able to accept the assistance from a peer if they perceive the peer to be a facilitator, one who respects them as professionals and only assists them when asked. On the other hand, a teacher who has been designated as a leader and has achieved special status may appear to their peers as being too assertive by raising tough questions and offering to teach their colleagues what they know. If the goal of teacher leadership is to help improve the teaching practices of all teachers, then teacher leader roles must be clearly articulated, schools must restructure time and resources so that teacher leaders have the opportunities to accomplish their role responsibilities, and teacher leaders must receive support from both colleagues and administrators.

The Relationship Between Teacher Leadership And Theories Of Leadership

The research on effective schools links school improvement to strong instructional leadership by both principals and lead teachers. In like manner, the research on leadership can give direction and support to teachers who are assuming leadership roles in their schools. The literature abounds with descriptions of the qualities of effective leaders. Leaders possess a vision of what the future can be and then are effective in communicating the vision to others. Leaders are perpetual learners. Their learning is not random but rather focused on what matters to the organization. Leaders earn the trust of their colleagues by consistently being ethical, by establishing a set of ethical norms for the organization, and by communicating clearly their position relative to those within and outside
the organization (Bennis & Nanus, 1985). Leaders empower others to act when they might not do so otherwise by addressing the motivational needs of others and by linking the needs of the organization to the needs of the followers (Burns, 1978). Leaders maintain a proper balance between the use of their tactical and strategical skills. Effective leaders not only know how to achieve their objectives effectively and efficiently, they are also able to articulate why a particular set of objectives are worthy of accomplishment. Leaders operate from a personalized set of beliefs that give meaning and substance to their leadership (Sergiovanni, 1982). The research issue based on leadership theory is: the ways in which teacher leaders exhibit the qualities of effective leaders.

**Expertise in Teaching and Continued Professional Growth**

Teacher leaders view their own learning as a life-long process. They work hard to increase their instructional skills. They view teaching as a never ending process of becoming. In a study examining the school as a workplace, Susan Rosenholtz (1989) identified five organizational variables (i.e., goal-setting, evaluation, shared goals, collaboration, and learning opportunities) that determined whether a school was categorized as either learning-enriched or learning-impoverished. In the interviews with teachers from both learning-enriched and learning-impoverished schools, teachers were asked how long they thought it took to learn to teach. In the learning-enriched schools, 80% of the teachers responded that learning to teach is on-going and developmental, life-long pursuit, while only 17% of the teachers in the learning-impoverished schools believed that learning to teach continued throughout the life of a teacher.
In this study on teacher leadership, we see three teachers who are considered expert teachers by their peers and the administration. Louise is described by her colleagues and her principal as energetic, creative, open to new ideas. Her professional activities go well beyond the classroom. She attends staff development programs, serves on committees, and holds leadership positions on councils and in the teachers’ association. Louise talks about the importance of learning new teaching skills. "You always got to be seeking for something better. Society is changing and expectations are changing. We are just in a very changing and flexible world right now. So you have to be able to turn loose and try new things."

In the classroom Louise describes herself as a facilitator rather than an information giver. Guiding her students, coaching them, and working alongside of them are her preferred teaching styles. She is concerned about the development of the whole child and works hard to address both their cognitive and their affective needs. Through her training in TRIBES and TESA, Louise has learned positive classroom management skills. For Louise, how her students learn is of equal importance to what they learn. Louise comments, "At the beginning of the year I did quite a few TRIBES things to just get [the students] started and to establish the kind of atmosphere that the teachers on our team expected. The respect for one another and the listening. I think that this year's class has been the most cooperative and congenial class that I have every taught in eighth grade. I think a lot of it comes from TRIBES and a lot of the things I learned in TESA."

Louise is continually looking for ways to further her professional development. For example, to assist her in her mentoring role, Louise
realizes the need for additional training to improve her coaching skills. She speaks about the importance of learning new ways to interact with her colleagues. "Next year I am going to take cognitive coaching and I am going to see if I can get [my mentee] into it too. I think that if both of us took it then that would be a real nice relationship since we work so closely together. I have taught in school systems where you had kind of a buddy system, and everybody had a mate, or partner. But you could do a lot of things together: taking classes and workshops, team teaching....And that person could help with your evaluation, and you helped with theirs. And it was nice to have someone to give you feedback and strokes, and I think that is what the cognitive coaching is all about."

Margaret is constantly challenging herself. Her teaching career is characterized by a continual desire to learn new skills. When she perceives her job in one school as becoming stagnant she finds new opportunities to grow by moving to different schools, teaching different grade levels, organizing and conducting training sessions for adults on teaching foreign languages, being a department chair, and even teaching in a different country. Margaret comments about her own growth. "I've learned an awful lot during the last couple of years especially like more and more has been said about the diversity in the classroom, and that some kids can't just listen but they have to see things [too].

In the future Margaret would like to encourage the foreign language teachers to observe each other in the classroom. To establish this process among her colleagues, Margaret sees the need to learn coaching skills. She adds, "I would like to learn some of the cognitive coaching. I don't want
to be a supervisor, but I would like to see if I can encourage very strongly
other people to visit each other's classrooms, to learn something from each
other, ... and have dialogue between the teacher being observed and the
observer. If I knew the cognitive coaching, then I could be a facilitator for
other teachers."

Margaret is recognized as an outstanding professional by her
colleagues. A Spanish teacher comments, "She is obviously professional.
She is obviously well read, and she is aware of things. I mean she knows
stuff, and it is quite obvious that she knows it. She is current in literature,
and she knows the latest trends, and she reads the journal articles." In the
classroom, Margaret organizes her lessons so that students are engaged in
learning. Margaret sees herself as a teacher/facilitator, one who creates a
student-centered classroom in which students learn a second language by
practicing with partners or in small groups. Questioning her students to
guide their learning is the foundation of her teaching philosophy.

An administrator who served on the selection committee for the Dual
Peer Assistant explains why Lynn was chosen for the job. "Lynn is very
enthusiastic, and I knew that we would have to have an enthusiastic person
who had some in-depth experience in some areas. And Lynn did have it in
learning styles... and probably most important though was someone who
really wanted to learn because there were so many things to learn and
adapt to." To be successful in her new role, Lynn has continued to learn on
the job. Lynn reflects about her training and her experiences that have
helped prepare her to work with her colleagues. "I have had a wide range of
experiences. I think it is understanding learning styles; it is understanding
Myers-Briggs and social styles. I think it is understanding the whole process of cognitive coaching and the importance of communication and rapport skills. I think it is the conflict resolution strategies that I have learned. I have had the sense on this job that so many experiences that I have had, that seemed disjointed at the time, I seem to have blended them all together into a group of skills that seems to work."

The effective teaching skills Lynn demonstrates with her students and the techniques she uses with her colleagues to help them improve their performance are similar. As a classroom teacher, Lynn believes that her role is to clarify the lesson objectives, provide choices and resources for her students, and guide them in the learning process. When working with her colleagues she builds rapport by allowing them to be responsible for their own decisions. Her training in cognitive coaching has taught her specific communication skills which, by knowing the right questions to ask, helps teachers clarify for themselves the learning objectives for their students. By engaging teachers in discussions about their teaching, Lynn helps them become more reflective about their practice.

Creating and Communicating a Vision for Teacher Leadership

If teacher leadership is going to have a legitimate place in the lives of schools, teachers will need to envision their leadership roles and take the lead in the creation of their roles. In school districts across the country, teachers are realizing that the quality of their professional lives can be enhanced when teachers have responsibilities that extend their influence beyond their own classrooms.
Louise, Margaret, and Lynn had leadership roles that were created and sustained, in large measure, by the teachers at Rosewood. The mentoring program at Rosewood was begun several years before the state mandated induction programs for all schools state-wide. The success of the mentor program is due to groups of teachers who, through the years, have been responsible for the organization, development, and maintenance of the program. Currently, the mentor program is directed by a committee of teachers. Also contributing to the program is the Assistant Superintendent for Human Resource Development. Approximately one hundred teachers participate in the mentor program each year. The committee has written a grant requesting funds from the state which will enable them to make significant improvements to the program. The heart of the mentor program at Rosewood is a staff committed to welcoming and supporting new teachers to the district.

In Rosewood, a section of the negotiated contract is devoted to the specifications of the Teacher on Special Assignment. The teachers' association bargained with the Board to include, as part of the contract, provisions for teachers to assume leadership roles. In most cases, the Teacher on Special Assignment is limited to a two-year period unless the administration determines that there is no longer a need for the position, or if there are no longer funds in the district to support these teachers.

After the Foreign Language department had undergone a formal evaluation which determined their needs, a Council was formed, comprised of several foreign language teachers. These teachers were responsible for writing a job description for a Teacher on Special Assignment who would be
in charge of accomplishing the tasks specified by the Council. When Margaret made her weekly rounds to the middle schools and the high school, talking with teachers, sharing materials, discussing ways to implement the new graded course of study, she was seen by her colleagues as a welcome resource. Margaret's leadership role was effective because it was created by her colleagues, and it addressed their needs.

The Dual Peer Assistance Program was born out of negotiations with the teachers' association and the Board of Education. Teachers, as well as administrators, were seeking a more positive method for dealing with the marginal teacher. Teachers felt that they could play an important role in helping their colleagues who had been identified as marginal by their principals. The broad framework for the Dual Peer Assistance Program was designed by teachers and administrators. After the steering committee selected Lynn to be the district's first Dual Peer Assistant, it was up to her to formulate a plan of action that was agreeable to both principals and teachers. Based on a series of interviews she conducted with administrators, and through informal discussions with colleagues, Lynn created a program that encompassed three groups of teachers: inductees, teachers on early intervention, and teachers in crisis intervention. Going to each school in the district, she was able to meet with teachers and principals to explain the Dual Peer Assistance Program and her role as Dual Peer Assistant. Unlike other peer assistance programs in which teachers are evaluators of their peers, Lynn is strictly a teacher advocate. Her role is one of helper, not evaluator. Lynn works cooperatively with the principals
and the teachers. She is more of a mediator, clarifying for each side the issues and problems.

The teachers-helping-teachers program at Rosewood has had some successes. People close to the program feel that its power is derived from the collegial relationships that are developed. Lynn takes the lead in working with the teachers. She is the one who spends hours observing her colleagues, conferencing with them, giving them feedback, and keeping written documentations of each case.

The mentors, the Teachers on Special Assignment, and the Dual Peer Assistant are all teacher leaders who, with the help of the teachers' association, have had a clear vision of their leadership roles and have taken the lead to develop their positions, to communicate them to their colleagues, and to keep the roles powerful.

Empowering Others

Because teachers typically work independently of their colleagues and rarely have time to engage in productive conversations with their peers about their teaching, teacher leaders can play an important role in helping their colleagues develop and achieve professional goals. In an article on ways to encourage, support, and sustain teacher growth, Robert Evans (1989) recognizes that few schools have mechanisms in place that systematically meet the career needs of teachers. Throughout their careers teachers need opportunities to continue their professional growth, to receive recognition for their accomplishments, to have new outlets for their talents and experiences, and to have greater opportunities to form strong collegial bonds. Evans points to strong leadership within schools, teachers and
administrators working collaboratively to empower teachers to take an active role in establishing high standards of professional performance.

Rogus (1988), using the leadership qualities outlined by Bennis and Nanus (1985), also suggests that teacher leaders can empower their colleagues to reach their fullest potential by helping them improve their instructional skills, by planning staff development programs, and by leading their peers through the curriculum development process.

The three teacher leaders in this study were successful to varying degrees in helping their colleagues improve their teaching practices. Because of the mentor/mentee relationship, Bob learned to teach a more process-oriented, hands-on science curriculum. Margaret assisted her colleagues in the foreign language department to implement a graded course of study that emphasized a more student-centered approach by creating and sharing materials, by engaging teachers in discussions about teaching, by facilitating the textbook adoption process, by organizing inservice workshops, and by encouraging teachers to try new teaching techniques with their students. Through peer observations and conferencing, Lynn has been able to provide assistance to her colleagues who were experiencing difficulties in the classroom. With her help, some teachers have accomplished the goals in their Performance Improvement Plan and have been removed from intervention.

Building Trust

It has been documented that teachers who desire to lead their colleagues find themselves on very unfamiliar ground (Little, 1985; Little and Bird, 1986; Griffin, 1985; Lieberman, Saxl, and Miles, 1988). Studies on
teacher leadership suggest that teachers who attempt to lead their colleagues are suspect on several accounts. First, teacher leaders who are no longer in the classroom find that they must justify their position to their colleagues by explaining to them what it is they hope to accomplish. Second, teacher leaders must find ways to establish their expertise with their peers. This requires them to build rapport and trust by showing teachers that they are there to support them, to help them, and to build collaborative relationships. Schools where teachers have established collaborative working norms, where teachers observe each other and engage in dialogue about their practice, provide fertile ground for teachers who have been designated as teacher leaders (Little, 1988).

In this study, Louise and Margaret continue to teach in addition to their leadership responsibilities. Remaining in the classroom adds to their credibility with their colleagues. Despite the lack of time during the school day for Louise and her mentee to meet together, Louise's mentee valued the assistance she was able to offer. He is quick to admit that without Louise's help with the curriculum, his year would have been very difficult.

Margaret's top priorities were to establish communication and a sense of collegiality among her colleagues. By listening to her colleagues during her weekly visits to the middle schools and the high school, she was able to increase open, supportive communication. Because Margaret was not pressing her own agenda, but rather offering assistance when asked by her colleagues, she was not a threat to them. For example, Margaret could see that the next step in opening up communication among the teachers would be to encourage classroom visitations across grade level
and from building to building. However, she was also deeply concerned that the idea of teachers observing each other could be viewed as an affront to teacher autonomy, even a threat to a teacher's self esteem. Margaret comments on the prospects of having teachers observe each other. "Not to make [a visitation] an evaluation, but just to be encouraging and a supportive type of visitation and discussion, and to have this a mutual thing. So I have not started [visitations], but it is something that is building up. And you have to be careful of doing something like that. You just don't want to establish yourself as an administrator or as a person who is threatening. It has to be a non-threatening situation." It seems that there are varying degrees of trust that must be established by teacher leaders who will be working closely with their colleagues. Studies on the actions of lead teachers and the acceptance of these actions by colleagues suggest that when the initiative comes directly from the master teacher, the less willing their colleagues are to approve of the action (Bird & Little, 1985b).

Developing and sharing materials requires a rather low level of trust among colleagues. However, situations such as observations of teaching, which could be a threat to a teacher's self-esteem, require a much greater trust among colleagues.

Because Lynn's position as Dual Peer Assistant was tied closely to evaluation, it was more difficult for her to establish trust with her colleagues. In addition, no teacher at Rosewood had ever had the authority to observe teachers who were experiencing problems with their students nor to serve as a liaison between the teacher on intervention and the administration. With some teachers, Lynn was never able to build a trusting relationship.
Because these teachers felt threatened, they continued to deny that they had problems in the classroom. The teachers with whom Lynn was able to establish trust acknowledged her concern for them and cooperated with her because they recognized her ability to help them improve.

The research on leadership is beginning to identify behaviors which are characteristic of effective leaders. As teachers assume leadership roles within their schools, the research can provide a conceptual framework around which a teacher leadership program can be formed. The teachers who are selected to be leaders will be those teachers who are consistently seeking ways to improve themselves both personally and professionally. They search for innovative ways to teach their students by attending workshops, reading the literature on methodology, and observing their colleagues. They have a passion for learning.

Because teacher leaders have a clear vision of how schools can improve, they are able to transform their vision into a reality by creating programs which put into place the major components of the vision. When teacher leaders link the fulfillment of the vision to the wants and needs of their colleagues, teachers can become empowered to achieve their professional goals. Binding teachers together is trust. Teacher leaders can build trust by being trustworthy, by communicating ethical norms to colleagues, and by acting consistently even in difficult situations.

Teacher Leadership Roles

Improving schools, widening the scope of influence of experienced expert teachers, creating opportunities for professional growth and career advancement, and recognizing and rewarding excellent teaching, are all
reasons for expanding the role of the classroom teacher. Teachers are becoming school leaders in the areas of curriculum development, staff development, research, and teacher evaluation. Teachers are assuming roles such as researcher, peer coach, teacher adviser, and mentor. As schools create and implement expanded roles for teachers, attention needs to be given to the selection and training of teacher leaders. Lacking specific hiring policies and having little or no preparation for their new roles, teachers will have difficulty legitimizing their new leadership positions. Sharing the leadership with administrators could also prove problematic for both teachers and principals. New roles may require teachers to perform tasks that have been traditionally the domain of school administrators. Making decisions about curriculum, determining the budget, and offering advice to principals about teacher evaluations are not the traditional responsibilities of teachers. The research issues which focus on leadership roles for teachers are: (a) the specialized training for teacher leaders, (b) the selection of teacher leaders, (c) the possibility of teachers and administrators sharing the leadership, and (d) the legitimization of teacher leadership roles.

The Training of Teacher Leaders

If teachers in leadership roles are to be accepted by their colleagues, they must be viewed as expert teachers who possess specialized knowledge in the areas of classroom instruction, curriculum development, staff development, adult learning theory, development of interpersonal skills, and leadership theory. They must also be skilled in the areas of supervision and evaluation. They must be able to conduct research, promote reflectivity
among their peers, and be knowledgeable about effective teaching practices (Kent, 1985; Zimpher, 1988).

Mentor teachers at Rosewood do not participate in a formal training program, nor has the district identified specific skills that teachers must demonstrate in order to be selected to perform the mentor role. Louise was selected to be a mentor because she has demonstrated her expertise in the classroom and is viewed by her colleagues and her principal as an outstanding teacher. Her participation in professional development activities, such as TRIBES and TESA, have taught her effective classroom management processes. During the year of this study, Louise was enrolled in a two-quarter long class conducted jointed by two education professors from a local university, two teacher leaders and the Assistant Superintendent of Human Resource Development in the district. According to the course syllabus, the course was designed as an opportunity for continued professional development for Rosewood teachers considering and/or currently engaged in informal leadership roles in their building. The course was broadly defined to include the areas of: (a) stages of adult development; (b) interpersonal relationships and motivation strategies; (c) knowledge about classroom processes with a particular emphasis on cognitive strategies; (d) approaches to instructional observation, conference techniques, and peer coaching strategies; (e) dispositions toward inquiry in the classroom and reflective practice relative to collegial roles and responsibilities; (f) building community through collegiality and networking for professional growth to foster job-embedded staff development; and (g)
the development and refinement of leadership roles which teachers in the district might assume along with their regular instructional responsibilities.

When Louise was asked to comment about her participation in the "New Leaders" class, she responded, "I guess the thing that I enjoyed most was being in a class that was completely compiled of Rosewood people, and having them share their experiences, and getting to know people from the other buildings....It gave [me] a more overview of the whole district. I think that I have used some of the techniques that [the Assistant Superintendent for Human Resource Development] talked about in situational leadership. It made me more aware that you need to guide people from where they are and that you do need a leader. But everybody in the group has to be a driving force to make it a success. Even though you know those things, it is nice to go back, and rethink, and think about your leadership styles, the techniques and tactics you need to work with people."

Throughout the weeks of the "New Leaders" class, the teachers read articles summarizing recent research on instructional practices, leadership theories, and adult development. They participated in peer teaching and simulated classroom observation strategies. They were encouraged to become more reflective about their practice. For example, they learned that by keeping a personal journal, they could record their thoughts, ideas, problems, discoveries, and so forth, which could help them clarify events, find solutions to problems, and even share their thoughts and feelings with their colleagues. Teachers were also taught how to formulate conclusions about concerns or problems they might be having in the workplace by completing a critical event form. This required them to describe the situation
by writing a factual account of the event. In addition to the factual description, the teachers described how they felt and what they thought about the event. And finally, they were to draw some conclusions.

Margaret and Lynn have benefited from a variety of experiences that have helped train them for their leadership roles. Margaret's professional training in education and foreign language teaching, coupled with her continual participation in seminars and workshops, have made her knowledgeable in her field of foreign language education. However, Margaret has had no specialized training in adult development theory, peer coaching, and leadership styles. Of the three teacher leaders in this study, Lynn's training for her role as Dual Peer Assistant has been the most extensive. She is a veteran classroom teacher with a Masters Degree in Humanities Education. She has also earned an administrative certificate. She is a certified trainer of cognitive coaching and Myers-Briggs. She has been a presenter of learning styles and social styles, and has been trained in the principles of situational leadership. When asked what specific training has been the most valuable, Lynn responds, "The learning style process. Getting people to get the kids responsible and yet understanding there are differences and how to manage those differences. I think that is the biggest skill. I think having that in myself allows me to know that every person doesn't do exactly the same thing, nor does every person need the same thing. So probably, [learning styles] has been the most mind opening process in terms of understanding the people that I am dealing with."

One way to insure that teacher leaders are fully accepted by their peers is to broaden their training to help them learn strategies which will
facilitate their ability to work more effectively with their peers. What is missing at Rosewood is a systematic training for all teacher leaders. If the district values the roles of teacher leaders, then efforts and financial resources must be garnered to train teachers for this important role.

The Selection of Teacher Leaders

Examining the issue of selecting teachers to assume leadership roles raises several questions. On what criteria will the selection process be based? Who will select teachers to assume leadership roles within the schools? In discussing the selection processes under consideration by schools throughout the country, Little (1988) observes that, if teachers rarely discuss classroom practices with their peers, if teachers' work remains hidden behind closed doors, observed only by students and an occasional administrator, teachers will have no means to determine which of their colleagues possesses the necessary expertise and skills to lead them. One way schools can begin to determine the criteria for selecting teacher leaders is to study the findings of recent research on teacher leadership roles. In a study of seventeen teachers who played a variety of leadership roles, Lieberman, Saxl, & Miles (1988) made the following recommendations:

1. Successful teacher leaders are able to use a variety of techniques to gain acceptance by their peers. They provide opportunities for teachers to meet together to communicate with each other about school issues. They encourage teachers to work cooperatively to solve classroom and school problems. They build strong collegial relationships.
2. Teacher leaders are effective communicators. They listen to their colleagues and offer suggestions. They resist the temptation simply to tell their colleagues what to do.

3. Teacher leaders are aware of the importance of building trusting relationships. They are ethical in their interactions with colleagues and administrators alike.

4. Teacher leaders demonstrate an understanding of the school culture. They have figured out how to make their roles credible to their peers.

5. Teacher leaders know how to garner the resources that are needed to help their colleagues improve their instructional skills. They present workshops. They collect and distribute teaching materials. They demonstrate effective teaching techniques. Once teachers have the resources, teacher leaders follow through to see that their colleagues are able to use the materials effectively with their students.

6. Teacher leaders are good managers of time. They have strong organizational skills, so that the time they spend on tasks is well-proportioned, and their numerous demands are all accomplished.

7. Teacher leaders are effective negotiators. They know how to use their power without usurping the authority of principals and administrators. They know that their ultimate goal is to forge strong collaborative relationships between teachers and administrators.
The manner in which teachers are selected for leadership roles varies from school to school. For example, in the Columbus (Ohio) Public Schools' Peer Assistance and Review Program (PAR), teachers who desire to become teacher consultants must complete an application for the position. In addition, the candidate must submit four letters of reference. The application and the letters are reviewed by the President of the local teachers' association and the Manager of Personnel Services who then make recommendations of possible candidates to the PAR Panel consisting of four members of the teachers' association and three people who are appointed by the Superintendent of the Columbus Public Schools. The PAR Panel interviews and selects the teacher consultants.

A peer review/mentor program in Toledo, Ohio was also forged by the teachers' association and the school board. Teachers wanting to be teacher consultants must submit an application and five letters of reference. Applicants are selected by the president of the local teachers' association and the assistant superintendent.

Teachers in the Charlotte-Mecklenburg School District in North Carolina are selected to become teacher leaders through advancement on a career ladder. Teacher evaluation is at the heart of the selection process. Teachers who are selected to progress along the career ladder have been evaluated extensively by their peers and their principals. A system-wide advisory steering committee which oversees the overall direction of the program consists of both administrators and teachers. In addition to the advisory steering committee, each school appoints six to eleven teachers who serve as a liaison committee.
At Rosewood mentors are not chosen through a formal selection process. Louise was selected to be a mentor teacher by her principal. Having the principal choose the mentors seems to make sense to Louise. She comments, "I think that [the principal] has usually made the assignments, and he has come into closer contact with all the teachers and knows their broad spectrum, personality, classroom techniques, more than just classroom teachers can. I am not sure that I would want the responsibility of choosing the mentors, unless there was some real criteria established." The principal at Mill Creek chose Louise to be a mentor because she is a strong classroom teacher, a hard worker, a participant in professional development programs, a teacher at the same subject and grade level as her mentee, and a person willing to work with her colleagues.

Unlike the informal selection process for the mentors, Margaret and Lynn were selected by means of a formal interview conducted by their colleagues and administrators. Teachers who serve on the Foreign Language Council wrote the job description for the TOSA, interviewed the candidates, and selected the teacher for the position. The Dual Peer Assistant was formally interviewed and selected by the Dual Peer Assistance program steering committee which is comprised of a teacher representative of the education association, a representative of the classified employees' association, the Assistant Superintendent of Human Resource Development, and a district principal.

If schools create leadership roles for teachers, much thought needs to be given to the selection process. In most schools, the district's personnel director makes the final decision to hire a particular teacher. Should the
selection of teacher leaders remain in the domain of school administrators? What risks would teachers take if they were responsible for making decisions about the roles of their colleagues? Would teacher leaders be more effective in establishing credibility if they are selected by their colleagues? It appears from the studies on teacher leadership roles that the more formalized the role, the greater the importance of the selection process. For example, teacher leaders who serve in a evaluative role must submit a formal application with references and be interviewed by a committee of their peers and members of the administration. Perhaps one way to legitimize leadership roles for teachers would be to formalize the selection process.

Sharing the Leadership

Research suggests that effective schools are characterized by norms of collaboration, strong collegial relationships, shared decision making, and a commitment to instructional leadership by both principals and teachers (Purkey & Smith, 1983). Studies of organizations have also shown that employees who participate in the decision making process express high job satisfaction, show increased productivity, and commitment to the organization (Hersey & Blanchard, 1977).

Currently, the National Education Association and the National Association of Secondary School Principals are working together to establish norms of collaboration in the nation's schools (Barth, 1990). They are recommending that teachers and administrators, working jointly, make decisions regarding school budgets, the evaluation of administrators, the
hiring of personnel, and the development of instructional improvement plans.

At Rosewood, several administrators have expressed support in establishing norms of shared leadership. The Assistant Superintendent for Curriculum and Instruction believes in utilizing the talents of teachers in the district. It was his idea to create subject area councils to be comprised of teachers and administrators. Teachers in these councils would be given time to meet together to discuss ways to improve their individual departments. He also envisioned teachers, designated as a Teacher on Special Assignment (TOSA), who would have released time to implement the recommendations of the councils. He describes the job of the Teacher on Special Assignment. "The TOSA reports to the council. [The TOSA] does not chair the council. There is usually a teacher who is chosen to chair the council, and the TOSA carries on the will of the council. People in the field see the TOSA...as a real helper. They don't have to have all the expertise, and they don't have all the answers. But they can find them."

The Assistant Superintendent for Human Resource Development also believes that teachers' professional lives are strengthened when they have opportunities to take a more active leadership role in their schools. He comments on the prospects of teachers assuming different roles within the schools and of the opportunities for teachers to improve their skills, as well as the skills of their colleagues. "Well, teaching itself doesn't have much of a career ladder. And so I believe that we have to provide opportunities to keep people excited about what they do and do best. By having teachers on special assignments, and by having teachers take a more active role in their
schools, I believe this can help to keep the enthusiasm going over a period of twenty to thirty years of their career as they play different roles, and as they see that they can have an impact. I believe we have to have that for every one of our staff members, that possibility. It lets them take ownership in some of these things. It brings them more satisfaction. They see that they have an obligation beyond the classroom, in pre-service or inservice [with] colleagues or [with] their own continuous growth."

It has been suggested that the lack of administrative support could be the demise of teacher leadership (Barth, 1990). If principals are unwilling to relinquish their power, teachers who have leadership roles within their schools will perform their job in name only. Barth (1990) outlines several actions that principals can take to encourage the development of teacher leadership. First, principals need to articulate to parents, to school board members, and to teachers that teacher leadership is one of the goals of the school. Second, principals need to relinquish their control over major school decisions by inviting teachers to solve school issues and then supporting the decisions made by their teachers by sharing in their successes as well as their failures. Third, when principals can honestly admit to teachers that they do not know how to accomplish everything there is to accomplish, they can create an atmosphere of a shared responsibility.

The Assistant Superintendent for Human Resource Development discusses the relationship between teacher leader and administrator. "I believe that the role of the administrator is going to change. There has to be more of a sharing of the responsibility. It isn’t a matter of the principal controlling evaluation. It just isn’t possible to deal with it all. And so
administrators will help other people to take charge of these things. Yes, the principal may be held accountable for that. But he or she is going to do it through other people, and they have to change that mindset that they have to be in charge of all the curriculum committees and then go back and do all the evaluations. I believe that is where it becomes a partnership between administrators and teachers, where each of us has a role to perform and not going to do it alone, but together."

A building principal at Rosewood, who has worked closely with Lynn, recognizes the benefits of a shared leadership. He realizes that he is not able to accomplish all the tasks alone. "I can't do it all, and I have to rely on others to do it with me and for me. So the more help I have,...well, the better off I am, and the more effective I am." Even though this principal accepts the help of teachers like Lynn, he still sees himself as the one responsibility for making the judgments about what needs to happen in his building. For example, in the area of teacher evaluation, organizationally the principal is accountable. But operationally, it is Lynn who works with the teachers on intervention.

Through their leadership roles Louise, Margaret, and Lynn have been successful in developing collaborative relationships with the district's administrators. Louise's principal values her mentoring role because the relationships she can establish with her mentees help to lessen the demands the principal faces when integrating new teachers into the school. The Assistant Superintendent relies on Margaret's expertise in the area of foreign language curriculum. For example, when the possibility existed to expand foreign language teaching to include the elementary grades, he
called Margaret to ask her to prepare a proposed curriculum along with an estimated budget. To accomplish this project, Margaret needed to make major decisions about the curriculum, the staffing needs, the types of instructional materials needed, and the amount of money required to implement the program.

To perform her leadership role, Lynn must establish a partnership with the district's administrators. Her title, Dual Peer Assistant, emphasizes the cooperative nature of her job. Her work with teachers is done in collaboration with the teachers' principals. One principal commented that before Lynn was available, it was often difficult to break down the barriers of communication between himself and the teacher.

It appears from this study that teacher leadership is acceptable when teacher leaders are perceived by administrators as helping them to perform their jobs better. The mentors and their principals share the responsibility for welcoming new teachers to their schools. The TOSA's efforts to establish collegiality among the foreign language teachers is supported by the administration. Lynn shares with the principals the task of helping teachers improve their skills. However, the teacher leaders in this study do not assume tasks that are traditionally in the domain of principals, such as making teacher evaluations, determining teaching schedules, and establishing school goals. Because these teachers only share tasks with administrators and not the responsibilities of the administrators, they are only assisting the administrators and not sharing in the leadership of the school.
Strengthening Leadership Roles For Teachers

The research on teacher leadership suggests that, first, schools must be organized to support teachers in leadership roles, and second, teachers must be trained to perform their roles. Established norms of collaboration among the faculty, processes of shared decision making, adequate time and resources for teacher leaders to do their jobs, specific role descriptions, and a selection process that is managed by both teachers and administrators, are characteristics of schools which are organized to support teacher leaders. Training programs must offer new teacher leaders the opportunities to learn new skills. In order for teachers to be successful in working with their peers, they must demonstrate their knowledge in the areas of classroom instruction which includes the research on effective teaching, observation and analysis techniques, the stages of adult development, and techniques of coaching and supervision. Teacher leaders must also learn to have a disposition toward inquiry. In order for teachers to become inquiring professionals, they must be trained to use methods of reflectivity such as writing personal journals, recording critical incidents, and conducting self-interviews. Teacher leaders then use these skills to engage their colleagues in dialogues about teaching.

The three teacher leadership roles portrayed in this study range in structure from the informal role of mentor teacher to the semi-formal role of Teacher on Special Assignment and to the formal role of Dual Peer Assistant. To strengthen the mentoring program mentors and mentees need released time throughout the year to work together. They need a formal training program which would help to raise the status of the mentor. As
Louise comments, "Maybe more people would be mentors if they knew what was expected. Because the way I am doing it now is that we go to this meeting before school starts for a couple of hours, and they tell you [that] you are suppose to listen and do such and such. And common sense tells you some of the things you are suppose to do, but if it were more formalized, it would make it easier for some people to say yes."

Mentors at Rosewood are selected by their principals. Research suggests that a more formalized selection process would give the program more credibility. Teachers wanting to be mentors would complete an application which they would submit to a selection committee comprised of teachers and administrators. There would be a formal interview, and teachers would be selected to be mentors by members of the committee.

As Teacher on Special Assignment, Margaret's time is split between teaching and her responsibilities as a TOSA. Margaret's leadership role has a more legitimate position than the mentor teacher because she has a specific job description and was selected by a committee of her peers through a formal interview. Margaret, however, does not have specific training for her job. She was chosen for her role because she is an excellent classroom teacher, has organized and presented workshops for adults, and is knowledgeable about innovative methods in foreign language teaching. Margaret's role is constrained by the lack of collaborative norms among the foreign language teachers. She has spent much of her time trying to establish open communication among her colleagues.

Factors which contribute to the strength of the role of the Dual Peer Assistant are: (a) time given to perform the tasks; (b) a formal job description
which is sanctioned by the Board of Education, the administration, and the
teachers' association, and (c) specific training to conduct classroom
observations. The Dual Peer Assistant was also interviewed by a committee
of teachers and administrators who selected her for the position.

Giving teachers time to perform their tasks, creating roles that meet
the needs of the schools, training teachers so that they possess the
necessary skills and knowledge to work with their colleagues, formalizing
the selection process, and establishing norms of collaboration will help to
legitimize teacher leadership roles. These necessary conditions for the
legitimization of teacher leader roles cannot simply be created by the
administrators acting solely on their own initiative. Teachers must be
proactive with the administration to formulate the policies which will lead to
strong leadership roles for teachers.
CHAPTER V
SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study, a statement of conclusions, and a discussion of their implications for practice. It concludes with recommendations for further research.

INTRODUCTION
During the last decade attention has been drawn to the problems of the American educational system. Researchers, state and federal policy makers, school administrators, teachers, and parents have been challenged to find solutions to problems such as declining test scores, ill-prepared teachers, and a bureaucratic system that is no longer capable of addressing the specific needs of teachers and students. In our schools teachers face tremendous pressures each day as they try to teach in classrooms which are often over-crowded with young people who bring a myriad of needs, both emotional and cognitive, to the educational setting.

Much has been written about the world of the teacher. In most schools teachers spend six to eight hours working with groups of children. Often isolated in their classrooms, teachers have little contact with their colleagues. What few opportunities for career advancement exist, often means having to leave the classroom and enter school administration.
The work of teachers is often repetitive. The same lesson plans, the same teaching materials, and the same papers to grade can lead to teacher burnout. In addition, the mounting problems that students bring with them to school often contribute to a teacher's loss of efficacy. Most teachers enter the profession because they believe that they can help young people learn skills so that they will be able to lead productive lives. When teachers no longer think that their efforts are making a difference, many either leave teaching or become detached and cynical.

Teachers are also affected by the unquestioned assumptions which govern the organization of schools. In most schools principals are the school leaders. Many principals aspire to be instructional leaders. Their major responsibilities include planning, goal setting, and making policy decisions. Teachers are expected to support school goals and implement the policies. Principals control the budget which affords them the opportunity to make decisions about staffing, curriculum, allocation of time, and resources. Teachers have little input into budget-making decisions. Principals evaluate teachers' performances in the classroom. These evaluations are placed in the personnel file and become a permanent record of a teacher's instructional skills. Based on these evaluations, principals have the power to retain or dismiss teachers. Few teachers conduct official evaluations of their principals, nor do these evaluations effect the principal's job status. In addition to the norms governing principal/teacher relationships, teachers are on the receiving end of professional researchers and curriculum developers. Generally teachers
are the consumers of educational knowledge, not the producers. Teachers are the implementors of curriculum, not the authors.

Undergirding this study on teacher leadership roles is the belief that one way to change the traditional norms of schools is to provide opportunities for expert, experienced teachers to become school leaders. Research suggests that schools improve when there is strong leadership from both principals and teachers. Schools improve when goal setting and decision making become the shared responsibility of teachers and administrators. When effective, experienced teachers are given time to work with their peers, norms of collaboration can begin to replace the traditional norms of teachers working in isolation. When teachers have the responsibility to assist their colleagues, whether they be beginning or experienced teachers, a personal sense of efficacy can be enhanced for both the teacher leaders and their peers. Job differentiations can also provide incentives for teachers to continue their professional growth. For some teachers, the opportunities for leadership will effect their decision to remain or to leave the teaching profession.

If schools can improve by restructuring the teaching profession to include leadership roles for teachers, then standards must be formulated which will serve to guide the development and implementation of these roles. Consequently it has been the rationale of this research to explore the nature of three leadership roles so that knowledge is generated which will aid in the creation of these standards.
SUMMARY OF THE STUDY

Two purposes guided the development of this study on the nature of teacher leadership. First, the relationship between five domains of knowledge, which provided the theoretical bases for this study, and the concept of teacher leadership is explored. The five research areas are: 1) school effectiveness; 2) effective teachers; 3) school organization with particular attention to the development of collaborative relationships; 4) the research on the qualities of effective leaders; and 5) the characteristics of teacher leadership roles. Second, questions were formulated with the purpose of fleshing out the qualities of teacher leaders, the characteristics of teacher leadership roles, the benefits of teacher leadership roles, and the organizational supports and constraints of teacher leadership.

Five Domains of Knowledge and Teacher Leadership

The literature on school effectiveness presents a rationale for placing teachers in leadership positions. Effective schools are characterized by strong collaborative relationships among staff and administrators. Many teachers in the more effective schools are recognized for their instructional leadership by both their students and their colleagues. These expert teachers are also instrumental in mentoring their new colleagues. Talk in these schools centers around teaching and learning. The teachers and administrators in the more effective schools share a common sense of purpose.

The ways schools are organized is a contributing factor to the success of teacher leadership roles. Teachers who work in schools which are organized to support collegial relationships are more likely to be successful
in their leadership roles as compared to teachers who work in more traditional settings. Patterns of collegiality are built into the workplace when teachers have time during the school day to meet together to plan lessons, to create materials, and to discuss teaching practices. Principals who display a more participatory management style by routinely involving teachers in the decision making process are also seen as playing a key role in the degree of success of teacher leadership.

The research on teacher effectiveness, effective leaders, and teacher leadership roles provides the theoretical underpinnings for the discussion of the qualities of teacher leaders and the characteristics of teacher leadership roles. Teachers who lead others must be considered by their colleagues to be exemplary classroom teachers. The literature on teacher effectiveness has begun to identify certain teacher behaviors which have been correlated to rising student achievement levels. Teachers who create positive classroom environments, who present challenging tasks for their students, who are clear in their expectations and explanations, and who hold high expectations for themselves and for their students demonstrate the qualities of effective teachers.

Teachers who aspire to leadership portray the qualities of effective leaders. Teacher leaders demonstrate their commitment to education by their willingness to work selflessly to meet the needs of their students and their colleagues. They model the highest from of professionalism by constantly growing and developing. Teacher leaders are visionaries who can articulate their visions to others and empower others to act so that visions become realities. Teacher leaders are trustworthy. Establishing
trusting relations among their colleagues affords teacher leaders the opportunities to build relationships that encourage teachers to open their classroom doors, to share problems, to discuss solutions, and to observe one another.

Fitting into the prescriptions for reform in the nation's schools is the emphasis on establishing collaborative relationships among staff. In the last decade over half of the fifty states has mandated teacher induction programs in which an experienced classroom teacher becomes a mentor to a beginning teacher for at least one year. In many schools the concept of beginning teacher has been extended to include experienced teachers who are new to a school district. In the state of Ohio several school districts, notably Toledo, Cincinnati, and Columbus, have instituted the position of consultant teacher. A consultant teacher is released from classroom teaching for a period of three years to work with beginning teachers and teachers who need to improve their teaching skills.

In less formal arrangements, groups of teachers are trained as instructional coaches. These teachers remain in the classroom but receive released time to work with their colleagues. Instructional coaches help their peers learn new teaching techniques by observing them in the classroom, by offering them specific feedback, and by modeling the new teaching strategy.

Teacher leaders, whether they be mentors, consultants, coaches, researchers, advisers, or curriculum developers can be powerful change-makers. It has been widely documented that attempts to change classroom instructional practices often fail because, once teachers are trained to use a
new instructional strategy, there is little follow-up once the teachers return to their classrooms. As a result, teachers frequently discard the innovation and return to their usual practices. Teacher leaders who are released part time from their own classrooms can provide their colleagues with the necessary feedback and coaching to assist with the implementation of new methodologies. In addition, teachers must take an active role in the identification of their own needs and play a major part in helping one another achieve new levels of expertise. Norms of collaboration, which are essential to the change process, can become a reality in schools with the creation of teacher leadership roles.

CONCLUSIONS

Qualities of Teacher Leaders

The three teacher leaders in this study manifest similar qualities. First, these teachers are effective classroom teachers. They are recognized as excellent teachers by their students, by their colleagues, and by their administrators because they consistently demonstrate teaching skills that have been identified by the district and by the research as effective in helping students learn. Holding high student expectations, explaining clearly the learning objectives, giving students choices in the learning process, knowing the right questions to ask to help students clarify their thinking are characteristics of their teaching styles. These teachers see themselves as facilitators of learning rather than dispensers of knowledge. In addition, these teachers are reflective, creative, and open to new ideas. Their participation in workshops, inservice activities, and university classes attest to their commitment to continued professional growth.
Second, these teachers extend themselves beyond their individual classrooms. Because they value opportunities to share their experiences with their colleagues, they are willing to take the time to give of themselves. Their desire to create a non-threatening atmosphere allows their colleagues to take risks by exposing their successes as well as their failures. These teacher leaders are also effective communicators. They express their ideas clearly and listen closely to the ideas of their colleagues. The multiple demands of their classrooms and their extended responsibilities with their colleagues require these teacher leaders to be competent organizers of time and resources.

Characteristics of Teacher Leadership Roles

In this study the nature of the teacher leadership role is defined by the degree of structure of the role and the purpose of the role. The degree of structure determines the guidelines for the selection process, the specificity of the job description, the training required to perform the role, the type of compensation received by the teacher leader, and the methods of evaluating the work of the teacher leader. The three teacher leader roles in this study are defined as: 1) loosely structured; 2) formal, part-time; and 3) formal, full-time. The purpose of the role encompasses the day-to-day activities of the teacher leader in her leadership position.

At Rosewood the mentor teacher role is loosely structured, whereas the Teacher on Special Assignment is a part-time formal role, and the Dual Peer Assistant is a formal, full-time role. Mentors are selected informally by their principals. They do not submit an application nor do they solicit letters of support from their colleagues. There is no formal interview procedure.
The principal interviewed for this study said that he chose Louise to be a mentor because he knew her to be an excellent classroom teacher. In addition she and her mentee would be teaching the same subject and grade level. The TOSA is selected through a formal interview by a committee of her peers, whereas the Dual Peer Assistant is selected through a formal interview by members of the Dual Peer Assistance Team. Members of the team include a representative of the teachers' association, a representative of the classified employees' association, a central office administrator, and one principal.

The degree of job specificity varies among the three roles. There is no formal job description for mentor teachers. The mentors are expected to integrate their mentees into the culture of the school by explaining the rules, regulations, and policies which are school related and/or district-wide. Further interactions that mentors and mentees establish are based on the individual needs of the mentees. Both the TOSA and the Dual Peer Assistant have formal job descriptions which outline their duties and responsibilities. The job description for the TOSA was written by a committee of teachers in her subject area department. The members of the Dual Peer Assistance Committee in conjunction with a sub-committee of teachers formulated the duties and responsibilities of the Dual Peer Assistant.

The district does not have a formalized training program for the three leadership roles. At the beginning of the school year all mentors and their mentees attend a one-day orientation program. Throughout the school year the mentors and mentees are invited to attend monthly meetings at which
attendance is not mandatory. Even though mentor teachers are not officially trained to perform their role, Louise did participate in the New Leaders course which offered seminars on adult learning theory, classroom observational techniques, the principles of cognitive coaching, and situational leadership. As part of the course, teachers were also taught to become more reflective about their practice by learning to write critical incident papers and personal journals. The TOSA's extensive training as a foreign language teacher and her experiences in conducting workshops for foreign language teachers provided her with skills to perform her role. In addition to her knowledge of learning styles, TESA, TRIBES, Myers-Briggs, and situational leadership, the Dual Peer Assistant was officially trained in the techniques of cognitive coaching.

Mentors at Rosewood do not receive monetary compensation for their added responsibilities, nor do they have released time to meet with their mentees. Meetings are usually arranged either before or after school. The TOSA teaches two classes with a half-day released time to perform the duties of her leadership role, whereas the Dual Peer Assistant is released full-time from classroom teaching to work with her colleagues. In addition, the Dual Peer Assistant has an extended contract. Instead of the 183-day teacher contract, she receives a 205-day contract which affords her approximately one month additional salary.

Each teacher leader is informally evaluated by her colleagues, but there is no formal evaluation process for the mentor or the TOSA. Mentees are asked to submit recommendations and comments to the mentor committee, but they are not used to officially evaluate their mentors. The
TOSA must complete a year-end report which outlines her accomplishments. This report is submitted to the Foreign Language Council and to the Assistant Superintendent for Curriculum and Instruction. The Dual Peer Assistant, however, is formally evaluated each year by the members of the Dual Peer Assistance Committee. Her continuance in the position is based on their evaluation of her performance.

Even though their purposes may vary, the three teacher leaders in this study are involved in establishing and maintaining collaborative relationships with their colleagues. None of the teacher leaders in this study serves officially to evaluate their colleagues. The mentor teacher facilitates her mentee's adjustment into a new school by informing him of school policies, by sharing teaching materials, and by explaining to him the science curriculum. The TOSA improves articulation within the department by scheduling weekly visits to the middle schools and to the high school to exchange teaching materials and to establish open communication lines among the foreign language teachers. The Dual Peer Assistant confers with teachers who have been identified by their principals as needing to improve their instructional skills by observing teachers and by offering them feedback and specific suggestions on how they can improve. She also acts as a liaison between her colleagues, their principals, and members of the Dual Peer Assistance Committee.

Even though the teacher leaders in this study do not evaluate their colleagues, there is a fine line between offering their assistance to their peers and evaluating their colleagues. For example, inherent within their interactions with their peers, the teacher leaders made judgments based on
their abilities to evaluate the needs of their colleagues. For example, in conferences with the principals, the Dual Peer Assistant would convey the status of the teachers on intervention based on her evaluations of their progress. Even though her evaluations were not officially recorded and placed in the teacher's personnel file, her reports to both the principals and the members of the Dual Peer Assistance Committee were evaluative in nature. Research suggests that teachers helping teachers is a practice that is accepted by both teachers and administrators. However, in school systems that are utilizing teachers as evaluators, these teachers have explicit job descriptions and extended training in supervision which serve to legitimize their roles.

The Benefits of Teacher Leadership

When teacher leadership roles focus directly on helping teachers improve instruction in the classroom, teacher leaders can be instrumental in diminishing the traditional norms of teacher isolation and self-reliance that are characteristic of most schools. The teacher leaders in this study encouraged their colleagues to experiment with new teaching methodologies, to create more student-centered learning environments, to clarify for themselves and for their students the objectives for each lesson, and to become more reflective about their teaching. During lunch, conference periods, and after-school workshops, teachers were beginning to interact with each other. They had a forum to share their classroom experiences, to compare notes, and to exchange ideas.

Research suggests that collaborative relationships are strengthened if the interactions between colleagues are reciprocal. In each case, the
teacher leaders in this study not only helped their colleagues, but they became more energized, more competent, more certain of their own skills as a teacher through their interactions with their peers. Observing her mentee and helping him learn a new teaching methodology has helped Louise become more critical of her own teaching. Margaret receives recognition from her peers when they ask her for advice. Helping others grow has provided a focus for her own growth. Assisting teachers in the district's intervention program has helped Lynn realize her own competencies as a classroom teacher.

Administrators also benefit when teachers cooperate with them to accomplish school goals. Louise assists her principal with the induction of new staff. Margaret maintains open lines of communication among the foreign language teachers and their principals, and Lynn, who provides continual support for teachers who are on intervention, serves as a buffer between her peers and their principals.

The Organizational Supports and Constraints of Teacher Leadership

Teacher leadership roles at Rosewood benefit from administrative and collegial support. The job descriptions for both the TOSA and the Dual Peer Assistant were written by groups of teachers and administrators. Even though mentor teachers do not have a formal job description, teachers have voluntarily given their time to work with beginning teachers and teachers new to the district. The program is perceived by both administrators and teachers as beneficial to the success of new staff. In addition to their formal job descriptions, the TOSA and the Dual Peer Assistant receive released time to fulfill their job responsibilities.
Constraining the teachers in their leadership roles are the issues of time, budgetary limitations, the lack of role clarification, and the egalitarian nature of teaching. All three teacher leaders spoke of the conflicting demands on their time. Because Louise taught a full schedule of classes, finding the time to meet regularly during the school day with her mentee was impossible. This forced Louise and Bob to meet either before or after school.

Even though Margaret and Lynn had released time, they felt the continual pressure of trying to meet the multiple demands of their roles. Margaret had to balance her need to prepare for her two classes with the need to communicate on a regular basis with her colleagues. The unpredictable nature of Lynn's role often found her spending long hours with one teacher while neglecting the needs of her other colleagues. Lynn's role also required her to document each teacher's progress in a written report. In addition trying to adhere to the 90-day cycle of intervention often proved problematic for Lynn. It was often unrealistic to expect a teacher to improve in three months when Lynn realized that, for many teachers, it would take much longer just to have them reach the point of admitting there was a need for change!

Because Margaret and Lynn had released time, monies had to be reallocated to fund their positions. Due to the continual budget constraints the district was experiencing, both teachers were unsure of the stability of their leadership roles. Knowing that their position could be dissolved at any time due to lack of funds contributed to a sense of powerlessness. For the mentor, there were no additional monies to fund a program which would
have provided training and monetary compensations for the mentors and released time for both mentors and their mentees.

Teachers who lead their colleagues are establishing new definitions for what it means to be a teacher. Traditionally, excellent teachers are not promoted for demonstrating outstanding instructional skills, nor are they compensated with higher salaries, perks, or decision making opportunities. Identifying outstanding teachers and compensating them for their excellence goes against the prevailing belief that all teachers are equally skilled and equally professional. Many merit pay plans have failed for these very reasons.

At Rosewood, to be a mentor teacher does not go against the egalitarian nature of teaching. Because there is no official selection process, monetary compensation, or released time, mentor teachers are not perceived by their colleagues as receiving special favors from the administration. However, the leadership roles of the TOSA and the Dual Peer Assistant expand the traditional norms of a teacher. The specific job descriptions and the released time communicate to colleagues that these teachers have been selected for these roles because of their personal and professional qualifications. Both Margaret and Lynn had to spend time garnering support from their colleagues and the administrators. Margaret was particularly sensitive to the need to talk with the two foreign language teachers who had also interviewed for the TOSA position. She spoke of the need to "clear the air." One colleague had wonderful ideas but was also very opinionated, while the other teacher could be very critical. Margaret made it a point to talk with each teacher to solicit their opinions and to garner
their support. On several occasions Margaret mentioned that to be effective in her leadership role, she must be perceived by her colleagues as non-threatening.

Because Lynn was the first Dual Peer Assistant in Rosewood, it was her responsibility to explain the role to all the teachers and administrators in the district. Even though the position had the support of the teachers' association and the administration, Lynn was the first classroom teacher in the district who would be released full time to assist teachers who were on intervention. Lynn knew that one way she could gain the support of her colleagues would be through the successes of her clients. If teachers were helped during the intervention process, then her colleagues and the administration would see the benefits of her role. However, Lynn has admitted that she is aware of several teachers and administrators who could profit from her assistance but have not requested her services.

Teachers who intervene directly with colleagues, who observe their teaching, and offer suggestions for improvement are redefining the role of a teacher. The purpose of this study is to increase the understanding of teacher leadership. The data from this investigation of three teacher leadership roles supported by the theoretical findings of the research on school and teacher effectiveness, theories of school organization, theories on the qualities of effective leaders, and the literature on the characteristics of teacher leadership roles have served to extend the definitions of teacher leadership.
CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

Emerging from the data of this study are: 1) the rationale for teacher leadership; 2) the procedures to legitimize teacher leadership roles; and 3) a discussion of how teacher leadership can contribute to a professional culture of teaching. First, evidence from this study suggests that teacher leaders can foster collegial relations among their colleagues thus reducing teacher isolation and self-reliance that is often characteristic of teachers' work. Teacher leaders can assist their colleagues by modeling teaching techniques, by sharing materials, and by helping them plan lessons. Through classroom observations teacher leaders can offer valuable feedback to their colleagues. Receiving frequent feedback about one's own teaching has been shown to lead to a greater commitment and enthusiasm for teaching.

In addition collegial interactions among teachers often lead to opportunities for staff development and continued professional growth. When teachers see their colleagues creating positive classroom environments or managing cooperative learning groups, they are able to learn these strategies from their peers. They do not have to wait for school-organized inservice days or attend after-school workshops. Their development is on-going and job embedded.

In this study, several groups of teachers benefited from the expertise of teacher leaders. A teacher new to a school district is mentored by an experienced teacher and learns a new methodology for teaching eighth grade physical science. Foreign language teachers who are visited regularly by a colleague are encouraged to talk with each other about
creating more student-centered classrooms. Teachers whose instructional skills need improvement are assisted by a peer who observes them, models lessons, and helps them analyze how they think about teaching. Research suggests that schools improve when school norms support and encourage collaborative, collegial relationships. These relationships can be maintained and strengthened over time when teachers have specific leadership roles that provide them with frequent opportunities to collaborate with their colleagues about the work of teaching.

In addition, this study suggests certain criteria for the legitimization of teacher leadership roles. First, roles need to be purposeful, i.e., role descriptions must meet specific needs of teachers. Initiating new teachers into the profession, creating teaching materials, coaching colleagues, planning and developing curriculum are all tied directly to the classroom and should be included in the job description. Job descriptions must also be written by groups of teachers. They must specify the nature of the job, the qualifications a teacher must have to apply for the job, and the amount of time a teacher can serve in that position. Because teacher leaders have responsibilities that are linked directly to instruction, they should remain, at least part time, in the classroom.

Second, in addition to being excellent classroom teachers, teacher leaders need to receive specialized training in the areas of adult development, supervision of classroom instruction, research methodologies, interpersonal relationships, and coaching techniques. Collegial support, which is necessary for the success of teacher leadership, is more likely to be
granted to teachers who are recognized for their extended training and knowledge.

Third, teacher leaders should be selected by a committee of their peers. A formal selection process strengthens the legitimacy of the leadership role. Teachers who desire to be leaders must submit an application containing information about their qualifications, their motivations for wanting to be a teacher leader, and letters of recommendations from several colleagues and administrators. Roles become more valued when there is a formal selection process. Also, when teachers are formally interviewed and selected by a panel of their peers, teachers are assured that their colleagues in leadership roles have all been subjected to the same process, not merely chosen through administrative favoritism or whim.

Fourth, in order for teacher leadership to be valued, schools must make a monetary commitment to support leadership roles. Money is needed to fund training programs, to provide released time for teachers, and to secure additional compensation in the form of stipends and/or extended teaching contracts. Teacher leadership roles should become part of the line items in the school budget and not be subjected to the passing or failing of school levies. If teacher leadership is to be a priority in schools, then when budget cuts need to be made, teacher leadership roles are not among the first programs to be eliminated. In some school districts teacher leadership roles become part of the negotiated contract. Teachers bargain for the establishment of their leadership roles just as they bargain for salary increases, insurance benefits, and class size.
Finally, teacher leadership can contribute to the growth of a professional culture of teaching. Professionals have the right to make decisions that affect how they perform their jobs. These decisions are based on their recognized expert knowledge and skills. In schools that embody a professional culture of teaching, teachers not only implement decisions but are empowered to make decisions as well. In this study the hierarchical lines of authority and decision making begin to blur when committees of teachers meet together and fashion job descriptions that empower teachers to establish on-going relationships with their colleagues. The hierarchical lines of authority and decision making begin to blur when a few teachers are selected by their peers to be released from teaching either part time or full time so that they can assist others in the improvement of classroom instruction, or when a teacher and an administrator conference about another teacher's classroom performance. If involvement in educational decision making is the hallmark of a professional, then teacher leaders can play important roles toward creating a professional culture of teaching.

RECOMMENDATIONS FOR FURTHER RESEARCH

One of the focuses of this study was to investigate the organizational variables which support teacher leadership roles. This study indicates that teacher leaders need to have released time to work with their colleagues, monetary resources for specialized training programs, formalized job descriptions, a selection process conducted by one's peers, and the support of colleagues and administrators in order to accomplish their objectives. This study shows how three teacher leadership roles are both supported
and constrained by the organizational variables which operate in one school
district. What is needed are further studies that portray teacher leaders in a
wide range of school environments. How would these roles develop in
different organizational environments? In which kinds of organizational
environments do teacher leadership roles thrive? Which organizational
variables constrain teacher leadership?

Why should schools invest in teacher leadership? What are the
benefits of teacher leadership? This study suggests that experienced,
knowledgeable classroom teachers can have an effect on the teaching
performances of their colleagues. But more research needs to be done to
document the specific nature of these effects. In what ways do teachers
improve when they are able to interact on a regular basis with a teacher
leader? How do teacher leaders use their skills and knowledge to assist
their colleagues? What are some possible constraints when one colleague
tries to help a peer improve? How could these constraints be overcome?

Ultimately teachers in leadership positions could have a profound
effect on altering the traditional conceptions of school. Teacher leaders can
begin to change the norms that govern teacher interactions by replacing the
norms of self-reliance and isolation with norms of collegiality and
interdependence. The hierarchical structure, along with the traditional
understandings of administrator/teacher roles, may be replaced with a
structure that is more horizontal than vertical, where teachers and
administrators share many of the leadership roles previously in the domain
of school administrators. As norms and roles change, further research is
necessary to document the change process. What strategies will teacher
leaders utilize to fashion more cooperative relationships with their colleagues? In what ways will teachers resist the change process? How will administrators' roles change with the addition of teacher leaders? Will administrators resist the change process? Because the change process takes place incrementally over time, longitudinal studies are needed to document the effects of the innovations.

In part, this study was based on the theoretical propositions of school effectiveness, teacher effectiveness, and the qualities of effective leaders. This study identified the leadership qualities of the three teachers who were portrayed as teacher leaders. Knowledge about the qualities of effective teacher leaders can be helpful in formulating job descriptions, selection procedures, and training programs. Just as the research on school and teacher effects have added to our understanding of the qualities and characteristics of effective schools and teachers, more information is needed to describe the qualities and characteristics of effective teacher leaders.

What personal qualities of a teacher leader contribute to their successes? Are there commonalities among the qualities of successful teacher leaders? What are the factors which determine the success of a teacher leader? Could a teacher leader who is deemed successful in one setting, be equally successful in a different setting?

SUMMARY

This chapter provided a summary of the five theoretical domains which guided this study of the nature of teacher leadership. It also included a discussion of the conclusions of the study and their implications for
practice. The chapter concluded with recommendations for additional research.

This study began with three stories. Each story described teachers in different stages of their careers. Each teacher had entered teaching committed and competent, with a desire to help young people learn the skills to become knowledgeable citizens. But each teacher discovered that remaining committed and enthusiastic is difficult when confronted with the everyday realities of school. The beginning teacher needed the assistance from his more experienced colleagues, but the demands of the teaching day left little or no time for collegial interactions. The young woman felt overwhelmed with the individual demands of her students. She was working harder and harder, but felt her students were learning less and less. She needed to learn some new teaching strategies to better meet the needs of her students, but her colleagues were busy with their own students. An experienced classroom teacher is uncomfortable with the routine, predictable nature of his work, but there are no outlets for his advanced knowledge about teaching. Teaching schedules remain the same year after year, and the administration expects him to teach five classes of science until he retires, which he will probably do very soon.

Stories like these are all too common in our nation's schools. Young college graduates who are trained to be teachers enter our public schools eager to teach young people, but they are often left to their own devices to either "sink or swim." As a result, more than half of these young teachers leave after the first three years of teaching. Experienced teachers too can lose their sense of efficacy and become burned-out due to the normal
stresses and strains of the workplace. Long hours spent with children, little or no adult interactions, the constant demands of lessons to prepare, papers to grade, parents to contact, reports to write, and materials to create can leave even the most committed teachers tired and over-worked.

This study on teacher leadership has suggested that one of the solutions to the problems experienced by these teachers is to institute opportunities for experienced, expert teachers to exert leadership within the educational community by assuming a variety of leadership roles. Leadership roles for teachers was then supported by five areas of research including the literature on school and teacher effectiveness, school organizational theory, qualities of effective leaders, and characteristics of teacher leadership roles.

This study then portrayed the lives of three teacher leaders in a school setting. The data revealed the nature of their leadership roles, the benefits of their roles, the organizational supports and constraints of their roles, and a description of the leadership qualities of each teacher leader. Based on the data, implications for practice were made. It is the hope of this researcher that the knowledge produced from this study will be used to guide the design and implementation of teacher leadership roles.
LIST OF REFERENCES


APPENDIX A
DATA COLLECTION SCHEDULE
### DATA COLLECTION SCHEDULE

<table>
<thead>
<tr>
<th>Activities</th>
<th>Case Study 1</th>
<th>Case Study 2</th>
<th>Case Study 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviews</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Leaders</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Principals</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Asst. Supt.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conf./colleagues</td>
<td></td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Meetings/colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or admin.</td>
<td>13</td>
<td>3</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td><strong>Documents Reviewed</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pertaining to school district</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Pertaining to teacher leadership role</td>
<td>10</td>
<td>25</td>
<td>10</td>
<td>45</td>
</tr>
</tbody>
</table>
SEMI-STRUCTURED INTERVIEW QUESTIONS

Questions to Mentor Teacher

Tell me about your educational background.
Tell me about your teaching career.
Tell me about your role as a mentor.
Describe the structure of the mentor program at Rosewood.
Talk about the time you have to be a mentor.
What training have you had to be a mentor?
What are some of the rewards of being a mentor?
What are some of the frustrations of being a mentor?
How would you define a teacher leader?
What have been some of your leadership responsibilities?
Has the role of mentor had any effect on your classroom teaching? In what ways?
What kinds of things do you think an effective mentor does?
What do you think are characteristics of an effective mentor?
How did you become a mentor?
What supports you in your mentor role?

Questions to Teacher on Special Assignment

Tell me about your teaching background.
How has your professional background prepared you for a leadership role?
What are your professional goals?
Why did you decide to be a teacher?

Tell me about your role as a Teacher on Special Assignment?

Why did you interview for Teacher on Special Assignment?

What do you think have been your major contributions in this role?

What have been the supports and constraints of your role?

How have you grown professionally through this experience?

What supports you in your role as Teacher on Special Assignment?

How would you define leadership?

As a Teacher on Special Assignment, what decisions do you make?

As a Teacher on Special Assignment, what is your relationship with administrators?

Can you draw some parallels between your role as a classroom teacher and your role as a Teacher on Special Assignment?

Do you find that teachers ask you for advice about teaching?

Questions to Dual Peer Assistant

Tell me about your teaching career.

Why did you choose teaching as a profession?

Describe your role as Dual Peer Assistant.

Describe the teacher evaluation process.

How does the role of Dual Peer Assistant relate to the teacher evaluation process?

What are your responsibilities as Dual Peer Assistant?

What kinds of things do you do when you are working with teachers on intervention?

What kinds of successes have you had in your role?
What are some of the frustrations in your role?

What training have you had to perform your role?

What specific skills do you use as Dual Peer Assistant?

What is the most significant thing that has happened to you in this role?

What is an effective teacher?

What is your relationship with the central office and building administrators?

How would you define a teacher leader?

Describe any leadership roles you have had in addition to being the Dual Peer Assistant?

Describe the teachers with whom you have been working?