

2006

An Administrator's Challenge: Encouraging Teachers to be Leaders

Ginny Birky

George Fox University, gbirky@georgefox.edu

Scot Headley

George Fox University, sheadley@georgefox.edu

Marc Shelton

George Fox University, mshelton@georgefox.edu

Follow this and additional works at: http://digitalcommons.georgefox.edu/soe_faculty



Part of the [Educational Administration and Supervision Commons](#)

Recommended Citation

Birky, Ginny; Headley, Scot; and Shelton, Marc, "An Administrator's Challenge: Encouraging Teachers to be Leaders" (2006). *Faculty Publications - School of Education*. Paper 1.

http://digitalcommons.georgefox.edu/soe_faculty/1

This Article is brought to you for free and open access by the School of Education at Digital Commons @ George Fox University. It has been accepted for inclusion in Faculty Publications - School of Education by an authorized administrator of Digital Commons @ George Fox University.

Running Head: AN ADMINISTRATOR'S CHALLENGE: ENCOURAGING TEACHERS

An Administrator's Challenge: Encouraging Teachers to be Leaders

Virginia Davidhizar Birky, Marc Shelton, Scot Headley

George Fox University

Abstract

This article examines how high school administrators influence teacher leadership in both positive and negative ways, particularly in an educational reform environment. It specifically looks at how they encourage, discourage, and motivate involvement in teacher leadership activities. Data from two studies were collected from teacher leaders through individual interviews and multiple surveys. The findings provide additional evidence that when teacher leaders function within a collaborative leadership model, teachers find more meaning and are motivated to continue in their leadership roles.

An Administrator's Challenge: Encouraging Teachers to be Leaders

Persons in school leadership, specifically building principals, influence teacher leadership in their schools. By their words and actions they discourage or encourage and motivate their teachers to be effective leaders. The ability of a principal to encourage and motivate leadership capacities in the building is critical for educational reform and collaboration. A principal's style and actions have great influence over a teacher leaders' motivation for performing teacher leadership roles effectively. As administrators recognize the importance of the role teacher leaders play in their schools, they can also benefit from understanding the perspectives of teacher leaders with whom they work. One purpose of this article is to share the voice of teacher leaders so that administrators can effectively motivate teachers to be leaders in their schools.

Related Literature

Patterson and Patterson (2004) defined a teacher leader as "someone who works with colleagues for the purpose of improving teaching and learning, whether in a formal or an informal capacity" (p. 74). Formal teacher leaders are those given familiar titles and the positions are generally identified by the principal and compensated either by additional salary or in exchange for a lighter teaching load.

The Practice of Informal Teacher Leaders

The literature in the area of teacher leadership has increasingly addressed the value that teacher leaders have for students, fellow teachers, and administrators. The idea of *teacher as leader* and *leader as teacher* has gained new recognition and importance, and new definitions for effective leadership exist. In addition, educational reform and the model of collaboration are having an influence on the concept of leadership in schools. The literature is often about the benefits of teacher leadership and/or about teacher leadership development. But little is written

from the perspective of the teacher leaders themselves. However, this practice seems to present challenges for administrators and researchers in that even though the concept of teacher leadership now seems to be common knowledge, the actual practice in many schools does not seem to be all that common. Katzenmeyer and Moller (2001) state, "Although progress has been made in recognizing that the principal's job is about creating a culture in which principals and teachers lead together, our experience is that this perspective is not widespread" (p. 84).

Informal teacher leaders are "recognized by their peers and administrators as those staff members who are always volunteering to head new projects, mentoring and supporting other teachers, accepting responsibility for their own professional growth, introducing new ideas, and promoting the mission of the school" (Wasley, 1991, p. 112). The focus is more on the learning and improvement of school and student performance than on leading. Tasks may include many of the same as performed by formal teacher leaders, but they are often initiated by the teacher leaders and conducted on their own time. Crowther, Kaagan, Ferguson & Hahn (2002) indicated, "Ultimately, teacher leadership is about action that transforms teaching and learning in school" (p. xvii). It is also about "continuous improvement of teaching and learning in our nation's schools, with the result being increased achievement for every student" (York-Barr & Duke, 2004, p. 255).

Over the last 15 years, educational reform has increased teachers' involvement in leadership positions in their schools. With the addition of the *No Child Left Behind Act of 2001*, the emphasis on educational improvement at all grade levels provides further incentive for teachers to be involved in teacher leadership. Because the overall goal of educational reform is to increase student achievement, and because teacher leaders are seen as instrumental in making

that happen, the topic of educational reform is seldom addressed in depth without discussing teacher leadership.

Starratt (1995) indicated there is growing evidence that involvement by teachers in educational reform is critical in order to move education toward excellence. In fact, it is doubtful that educational reform would move forward without teacher involvement or without teachers serving as leaders. In her book about teachers who lead, Wasley (1991) says that "research has led many people to the conclusion that teachers need greater leadership opportunities if public education is to survive in any kind of meaningful way" (p. 7).

Barth (2001b) also asserts that it is in teachers' hands that the possibilities for school reform reside. He indicates that rank in the hierarchy has little relevance when it comes to school-based reform. He says "Ask the teachers – for a change. They're on the front lines. Forget the bureaucrats and politicians and statisticians. Ask the teachers. They know the daily drama of the classroom" (p. 2). Pellicer and Anderson (as cited in Moller and Katzenmeyer, 1996) went so far as to say that "teacher leaders remain the last best hope for significantly improving American education" (p. 82). These authors remark that "schools that have taken advantage of the valuable resource [teacher leaders] . . . have seen the difference it can make. Students learn more [and] teachers are more satisfied with their work . . ." (p. 1). Additional literature has clearly addressed the important role of teacher leadership in the schools and how ready the existing system is for teacher-driven change from within (Barker, 1998; Lieberman, Saxl & Miles, 1988; Livingston, 1992; Zehr, 2001).

The Role of Administrators to Promote Practice

While the importance of teacher leaders is recognized, teacher leaders are seldom effective in their roles without the support and encouragement of their administrator. The

literature on school leadership is rich with writing on how school leaders' style and characteristics influence change, school improvement, and student success (DeMoss, 2002; Glickman, 2002; Supovitz, 2000; Willmore & Thomas, 2001). The term transformational leadership is commonly used to describe this new kind of leadership (Sagor, 1992).

Bess Keller (as cited in Sherman, 2000) described a University of Maryland research study that showed principals' leadership style impacted student and school success, one facet of school improvement. Principals who functioned more as managers than instructional leaders had less-successful schools than those who worked closely with teachers in their roles. In an article entitled "Balanced Leadership," Waters, Marzano, and McNulty (2003) summarized 30 years of research to show administrators can have either a positive or negative impact on student achievement, depending on their leadership style and the extent to which they share or distribute power. Student achievement is affected by teachers, and teacher effectiveness is affected by school administrators.

Schmoker (1999) also discusses the importance of teacher leadership in his book on school improvement. He indicates that principals cannot accomplish their goals, the school's goals, or the community's goals for greater achievement without the help of teacher leaders. He states that "change has a much better chance of going forward when principals team up with teachers who help to translate and negotiate new practices with the faculty. The combination of principals and teacher leaders is a potent combination, as so many schools demonstrate" (p. 116).

Much is written about the value of collaboration in educational reform environments. Fullan (2001) stated that the meaning for those involved in collaborative efforts is enhanced when work is done together. He said, "Acquiring meaning is an individual act but its real value for student learning is when shared meaning is achieved across a group of people working in

concert" (p. 46). Johnson (1990) found that when there was "intellectual sharing, collaborative planning, and collegial work," satisfaction was increased for teachers, and school was also more effective for students (p. 148).

In addition to satisfaction, a report on teacher quality indicated that high-performing schools are more likely to work toward a collegial approach to decision making (Carter, 2004). So if student achievement is the goal, the literature supports the positive impact teacher leadership and collaboration have on the success of students (Waters et al., 2003). Bottoms, O'Neill, Fry, & Hill (2003) define a "high-performing principal" as one who knows what it takes to improve schools. If effective change is the goal, then principals need to know how to collaborate with teacher leaders through mentoring and distributive leadership practices to develop high-performing teacher leaders.

Looking at teacher leadership through the perspective of an administrator presents another challenge for researchers in the literature is often about the benefits of teacher leadership and/or about teacher leadership development. But little is written from the perspective of the teacher leaders themselves. One purpose of this article is to share the voice of teacher leaders so administrators can effectively motivate teachers to be leaders in their schools.

Purpose of Study

The literature concludes that teacher leadership is important to administrators, especially in light of educational reform. Most every high school in the country is evaluating its effectiveness and pursuing ways to make school more relevant and students more successful. Principals strategize on how to get more teachers involved in taking risks and making changes. With the collaborative model of leadership, it is more important than ever for administrators to understand the perspectives of teacher leaders in their schools. With this understanding, they can

motivate teachers to be leaders involved in school-wide change. So the questions can be asked: How can administrators encourage and support teacher leadership in their schools? And specifically, what encourages and what discourages teachers to be leaders?

These are not new questions, but they add new perspectives – perspectives from teacher leaders. At times, the answers seem to make little difference in actual practice. These studies provide important and useful data from the perspective of the teachers that will inform administrators who want to find new ways to encourage and support teacher leadership in their schools and to use a more distributive, balanced, and collaborative approach to leading effective change. Our focus was to look at ways to motivate effective change related to student success and school improvement without being burdensome to the administrator.

Methods and Sources of Data

The data for this article comes from two research studies, each shedding light on the research question. While the purpose of the initial study (Birky, 2002) was on the meaning teacher leaders found in their leadership activities and involvement, a great deal of data revealed the important role an administrator played in a teacher's motivation for involvement. A second study (Shelton, Birky & Headley, 2004) adds preliminary data from the perspective of Oregon high school site council chairs and members. In order to discover the perspectives of teacher leaders concerning how administrators encourage or discourage their involvement, data was compiled from the two studies, both with teacher leaders serving high schools.

In the Birky (2002) study, four teacher leaders were screened from a total of 48 nominees representing five Oregon school districts. Forty responded to the comprehensive survey (83% response rate). The teacher leaders were identified by 11 principals, Oregon Education Association building representatives, and the site council chair, based on a list of leadership

characteristics that demonstrated extensive involvement in educational reform and other leadership activities. These teacher leaders were defined as informal teacher leaders, those who often initiated their involvement, volunteered their time and efforts, and had no leadership titles. Examples of their leadership activities included site-based management teams, curriculum writing for state-wide dissemination related to career pathways, grant writing, school- or district-wide committees, state-wide committees or task forces, and giving presentations to colleagues.

The participants completed a survey and were interviewed three times using Seidman's (1991) model of hermeneutic phenomenology. These interviews, resulting in five hours of transcripts, were conducted in the form of a conversation, as described by Rubin and Rubin (1995). The open-ended questions focused on the participants' life history, details of their current experience, and reflections on the meaning of those experiences in relation to teacher leadership. Data for this research question came entirely from the open ended questions asked during these interviews/conversations. Participants were never asked specifically how administrators encouraged or discouraged their involvement. Yet, frequent references were made, both directly and indirectly, to answer this question. Because this data revealed insight into the administrator's role in teacher leadership, additional data were sought from a different set of teacher leaders.

Shelton et al. (2004) investigated site-based decision making and collaboration for school improvement, using input from site council chairs of the 228 high schools in Oregon's 198 school districts. In the State of Oregon, each public school is required to have a 21st Century School Council. They were mailed a cover letter and survey to complete. This time specific questions were asked to gain the perspective of teacher leaders serving as school council chairs. Twenty-one percent of the site council chairs responded, representing 49 high schools. Fowler

(2002) states response rates of below 30 percent is typical for survey research conducted through questionnaires, so the focus was on affirming the findings in the comments from teacher leaders in the Birky (2002) study.

The first round of research data were collected and analyzed by May 2004 and a second round followed in June 2004. From the schools that responded as having effective site councils, a follow-up survey was sent to site council chairs with specific questions related to teacher leadership. The survey instrument was created based on the comments made by teacher leaders in the Birky (2002) study. After three requests, all 12 follow-up surveys were completed and returned. The surveys sent to the 12 site council chairs asked questions related to personal rewards received from their teacher leadership involvement, where they found meaning in the role, and what kept them going. Additional questions asked site council chairs how their administration encouraged them and how administration discouraged them in this role.

In both studies, data were analyzed to determine recurring topics and categories of data, based on similar concepts, key words, and meanings. Comments made by participants were examined for prominent and emergent themes. Three assumptions have resulted from these two studies that affirm the current literature base: 1) Teacher leaders do valuable work (Barth, 2001b; Birky & Ward, 2003; Crowther, Kaagan, Ferguson, & Hahn, 2002; Fullan, 2001; Moller & Katzenmeyer, 1996; Shelton et al., 2004; Starratt, 1995; Zehr, 2001), 2) Teacher leaders are motivated both intrinsically and extrinsically (Birky, 2002; Eckersley, 1997; Fullan, 2001; Smatlan, 1993), and 3) Administrators can either encourage or discourage teacher leadership (Adams & Hambright, 2004; Barker, 1998; Birky & Ward, 2003; Fullan, 2001; Johnson, 1990).

Results of Study

Teacher leaders in these studies indicated they received meaning and personal rewards from their teacher leadership activities. They expressed personal satisfaction in seeing progress and changes taking place at school. They indicated they cared about their school and were making a positive impact on their students, school, and district—they felt they were making a difference. Specifically in Birky (2002), several of the teacher leaders were instrumental in the initial leadership for starting new career pathways at their high school. In addition, several teacher leaders also talked about times when students came back and told them that they made a difference in their lives, even though at the time, the students didn't acknowledge it.

Participants in both studies revealed similar sentiments toward their leadership involvement and indicated that administrators can either encourage or discourage teacher leadership (i.e., collaborative decision-making, leadership style). Thus, teacher leaders acknowledged how important the administrator's role was in their leadership involvement. A number of themes emerged from the data as to how administrators encouraged and discouraged teacher leadership.

Verbal Support, Appreciation, and Thanks

Birky (2002) discovered that more than any other factor, appreciation for their work was the main motivating force behind the encouragement teacher leaders received. They used words like: "expression of appreciation", "recognition for work done," "saying thank you for how well the job is going," and "lots of kudos." One participant said he received a plaque for his involvement with site council. As one teacher said, "I certainly have been encouraged by administrators to do this. [When we were doing those seminars for schools in other states], we got high levels of support, visual and verbal, from our administrators." Of her principal, one

participant said, "He's my source of support. I get a lot of encouragement from him, and that is invaluable." Another teacher said at times she even sought out the encouragement when she said, "I often went in his office when I needed mentoring and encouragement. I learned so much."

Administrators may even be the one to identify leadership skills in their teachers, as indicated by this comment: "I've really not seen myself as a leader. I didn't know I was one. I had no idea that's what I was doing."

While the teachers in these studies were motivated enough to be involved in leadership activities, they shared some times of discouragement for their tasks. Related to the lack of appreciation and support given the, teacher leaders made the following statements:

- "I was just asked a week ago if I would do the leadership activities again, and the answer is going to be 'no' because of the lack of support administration gave me the last time."
- "Maybe as a teacher I would feel a little better if I thought my administrator would support it, rather than strike out on my own with no support."
- "I wasn't inclined to apply for any grant money from my first principal because I was too busy worrying about covering all the tracks and just making sure that all the ducks were in a row. So I'm not even going to dream about doing that."

Spirit of Collaboration

Administrators encouraged teacher leaders not only by affirming their work, but by truly collaborating with them. One said "teachers should have a voice in the major decisions about curriculum and staff development." Some teacher leaders indicated how much they felt valued by their administrators when they were asked for their opinions and allowed to "make major decisions [about] staff development," and when they "use our people to get things done" (Birky, 2002; Shelton et al., 2004). In addition to being asked for input, administrators encouraged collaboration when they gathered documents or information needed for a meeting, participated in site council themselves, and let teachers help set the agenda for meetings. When administrators

participated in meetings and when teachers felt they were working together with the administrators, it was an encouragement to them in their leadership role (Birky, 2002).

Participation by administrators caused teachers to feel valued by their administrators. Someone stated: "I have felt valued by them, not that they always agree with me, but that my input is valued and that my opinion is respected and that I can speak my piece without being afraid of what I have to say." On the other hand, a teacher leader was discouraged when he said: "[We stopped those leadership activities] when we were no longer valued for our work. Someone came in who wanted a traditional look and wanted to go backwards, so we [stopped making changes]" (Shelton et al., 2004).

Effective collaboration develops trust between teachers and administrators. Teachers stated that they were encouraged in their leadership role when they felt trusted by their administrator. As one teacher said, "Once I trusted him and we figured out who each other was, we have worked really closely together since then."

The participants in Birky (2002) indicated that the administrator's availability was very important. When important decisions needed to be made, the teachers felt like a valued member of a team if the principal was there to assist or support. One teacher leader indicated that the administrator is often "hard to find" when it is important for them to help make necessary decisions. Two participants felt controlled by others rather than experiencing a spirit of collaboration. One said she felt "placed in the middle between administrators and school/community members" and that it often feels that the "desires of the administration supersede those on the site council" (Shelton et al., 2004).

Support for Taking Risks and Embracing Change

In both studies, teacher leaders said their principals played an absolutely essential role for reform to happen in their building. Participants believed that the encouraging principal embraced change, was comfortable with mandated changes in the district or state, and allowed teachers to experiment and take risks. As one said, "When I can take risks, that's how my administration motivates me, and that's what really helps me dare and dream." One teacher leader said about her principal, "He often said to me, 'Go ahead and try it.'" Another indicated how important it was that he was given the latitude to make a program succeed, and "in the end it's better for the students." Participants made these additional comments:

- "He absolutely embraces the changes."
- "I'm comfortable with the mandated changes because I know he is."
- "[Principals] have to be progressive, and if they aren't, even if the people within the building are, then it's not valued as much, you know. Just status quo."
- "What support from an administration will do for a school's progress!"

On the other hand, teacher leaders were discouraged when their administrators wanted to lead in more traditional, authoritarian ways without being open to a more participatory process for change. One participant said that even when other teachers in the building were progressive, if the principal was not, then change probably could not occur.

Summary and Discussion

The purpose of this research was to determine how school administrators influence teacher leadership and how they encourage and discourage involvement in teacher leadership activities. Teacher leaders shared specific ways their administrators encouraged them and also discouraged them. Their comments are supported by the literature. According to Waters, Marzano, and NcNulty (2003), administrators can have either a positive or negative impact on student achievement through effective or ineffective relationships with parents and teachers.

Crowther et al. (as cited in York-Barr & Duke, 2004) found that where teacher leaders flourished, the principals either actively supported or encouraged them. As in the literature, administrators in both studies played an important role in the lives of the teacher leaders.

Teacher leaders were motivated both intrinsically and extrinsically. They found meaning and satisfaction in their leadership tasks when they felt they were “making a difference,” could be a “voice” for others, and received recognition and respect for what they did. Teacher leadership activities and involvement were influenced by their administrator in both positive and negative ways.

The literature indicates the importance of collaboration between administrators and teacher leaders. The results support that premise. Sherman (2000) suggested that principals who blend strong instructional leadership with a collaborative style that involves teachers in school decisions are leading high performing schools in that they get the best results from the classroom. This view is consistent with Patterson and Patterson (2004) who said:

School principals who value and support teachers in developing their skills recognize that school goals can only be accomplished with a committed cadre of teacher leaders. These principals involve teachers in setting direction and resolving issues related to teaching and learning. They provide professional development opportunities to strengthen teachers' leadership skills. They create a professional learning community that encourages inquiry, reflection, and risk taking (p. 78).

The results and concepts of these studies supported in numerous ways the premises stated in one *NASSP* research study by Petzko (2004). The *National Study of Leadership in Middle Level Schools* centered on teacher quality at highly successful middle schools and revealed the following related to our studies: 1) [Teacher] leadership teams in highly successful schools “were more likely to have been involved in every element of the school improvement process” than the other teams (p. 79). 2) In the successful schools, more of the teachers in any given

building were involved as leaders. In addition, a study by Moller, Pancake, Huffman, Hipp, Cowan, and Olivier (Katzenmeyer & Moller, 2001) indicated that the principal supports teacher leadership by “actively listening to teachers”...and by “being consistent in the follow-through on shared decisions made in the school” (p. 85).

In summary, administrators encouraged teacher leadership activities when they did the following:

- Valued and respected the person, work, and role of teacher leaders;
- Embraced change and allowed experimentation and risk-taking by teachers;
- Provided both verbal (affirmation and encouragement) and technical support for the tasks;
- Promoted and facilitated collaboration (including participation in meetings when helpful, and allowing independence when participation wasn't necessary);
- Empowered teachers in their teacher leader tasks;
- Involved faculty members in decision-making;
- Made themselves available when needed;
- Led by example and mentored those who were learning to lead.

While the above list is what administrators did to encourage teacher leadership, the following actions should be avoided because they discourage teacher leadership initiative:

- Withholding, controlling, or limiting the power from teachers;
- De-valuing the work and efforts that had been made;
- Placing teachers in isolated rather than in collaborative situations;
- Focusing too much on micro-managing the details of the work instead of providing and supporting the big picture; the larger goal.

Conclusion

What do these results mean to the current high school administrator? Since teacher leaders play an important role in school reform efforts, appropriate administrator actions are necessary for encouraging leadership. Because teacher leaders are influenced by their administrator's actions, it is important for administrators to understand what motivates and what discourages teachers to be leaders. Teachers were trained to teach and not to lead. As a result, perhaps teachers should be responsible for planning staff development to enhance the skills

necessary for teachers to function effectively (Birky, 2003; Shelton, 1993). Because teacher leadership activities often involve working in teams, administrators should provide time for teachers to collaborate. A study could be conducted to determine what ways teachers encourage and discourage administrators to be collaborative. In order to determine an administrator's perspective, a research study could be conducted to determine how teacher leadership improves the culture and climate of effective high schools.

How can new principals learn to encourage and motivate teacher leaders by providing ongoing leadership opportunities for teachers who are willing and able to help lead? As cited in Barth (2001a), national and state-specific studies conducted in the 1990s sought to find answers about the readiness and willingness of teacher involvement in a range of decisions from planning staff development to hiring principals (Carnegie Foundation for the Advancement of Teaching, 1990; Shelton, 1993).

The current studies affirm that teachers are more involved in significant leadership roles within high schools in the 21st Century. Administrator preparation programs need to provide relevant instruction and meaningful practicum experiences to promote a balanced approach to leading high schools. As a result of the perceptions shared by teacher leaders, school administrators may consider establishing a culture of mutual respect and shared ideas to improve student achievement by encouraging teachers to continue as leaders.

References

- Adams, K. L. & Hambright, W. G. (2004). Encouraged or discouraged? Women teacher leaders becoming principals. *The Clearinghouse*, 77(5), 209-211.
- Barker, S. L. (1998). Teachers' perspectives from within a school leadership team: A phenomenological study. *Dissertation Abstracts International*, 59, 04A.
- Barth, R. S. (2001a). Teacher leader. *Phi Delta Kappan*, 82(6), pp. 443-449.
- Barth, R. S. (2001b, February 28). Teachers at the helm. Silver Spring, MD: *Education Week*. Retrieved July 1, 2001, from http://www.edweek.org/ew/ew_printstory.cfm?slug=24barth.h20
- Birky, V. D. (2002). Perspectives of teacher leaders in an educational reform environment: Finding meaning in their involvement. *Dissertation Abstracts International*, 63, 03A.
- Birky, G. & Ward, C. (2003). Perspectives of teacher leaders in an educational reform environment: Finding meaning in their involvement. *Scholar-Practitioner Quarterly*, 2(1), 9-22.
- Bottoms, G., O'Neill, K., Fry, B., & Hill, D. (2003). *Good principals are the key to successful schools: Six strategies to prepare more good principals*. Atlanta, GA: Southern Regional Education Board.
- Carnegie Foundation for the Advancement of Teaching. (1990). *The condition of teaching: A state-by-state profile*. Princeton, NJ: Author.
- Carter, G. R. (May, 2004). Supporting teacher leadership and professional growth (Editorial). Is it good for the kids? Association of Supervision and Curriculum Development. Retrieved May 25, 2004 from <http://www.ascd.org/cms/index.cfm?TheViewID=2493>.

- Crowther, F., Kaagan, S. S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin.
- DeMoss, K. (2002). Leadership styles and high-stakes testing: Principals make a difference. *Education and Urban Society*, 35(1), 11-32.
- Eckersley, W. R. (1997). Organizational culture and standards based education: A case study of three Oregon high schools. *Dissertation Abstracts International*, 58, 12A.
- Fowler, F. J. (2002). *Survey research methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Fullan, M. (2001). *The new meaning of educational change*. New York: Teachers College Press.
- Glickman, C. D. (2002). The courage to lead. *Educational Leadership*, 59(8), 41-44.
- Johnson, S. M. (1990). *Teachers at work*. New York: Basic Books.
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin Press.
- Lieberman, A., Saxl, E. R., & Miles, M. B. (1988). Teacher leadership: Ideology and practice. In A. Lieberman (Ed.), *Building a professional culture in schools*. New York: Teachers College Press.
- Livingston, C. (1992). *Teachers as leaders: Evolving roles*. Washington D.C.: National Education Association.
- Moller, G., & Katzenmeyer, M. (1996). *Every teacher as a leader: Realizing the potential of teacher leadership*. Cambridge, MA: Jossey-Bass.
- Patterson, J., & Patterson, J. (2004). Sharing the lead. *Educational Leadership*, 61(7), 74-78.

- Petzko, V. N. (2004). Findings and implications of the NASSP national study of leadership in middle level schools, Volumes I and II: Teachers in middle level schools. *NASSP Bulletin*, 88(638), 69-88.
- Rubin, H. J., & Rubin, I. S. (1995). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Sagor, Richard. D. (1992). Three principals who make a difference. *Educational Leadership*, 49(5), 13-18.
- Schmoker, M. (1999). Results: The key to continuous school improvement. *Educational Leadership*, 57(5) 62-63.
- Seidman, I. E. (1991). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Shelton, M. (1993). An analysis of readiness and willingness of high school teachers to accept leadership roles. *Dissertation Abstracts International*, 54, 05A.
- Shelton, M., Birky, G. & Headley, W. S. (2004). *Site councils in Oregon high schools 2004 council chairs' views: A preliminary report*. Unpublished manuscript, A White Paper presented to the Oregon Department of Education.
- Sherman, L. (Spring 2000). Sharing the lead. *Northwest Education*. Retrieved March 26, 2005 from <http://www.nwrel.org/nwedu/spring00/text-sharing.html>
- Smatlan, J.K. (1993). The rhetoric of school reform and the reality of teaching: How secondary teachers make sense of school. Unpublished doctoral dissertation, Gonzaga University, Spokane, WA.
- Starratt, R. J. (1995). *Leaders with vision: The quest for school renewal*. Thousand Oaks, CA: Corwin Press.

- Supovitz, J. A. (2000). Manage less: Lead more. *Principal Leadership*, 1(3), 14-19.
- Wasley, P. A. (1991). *Teachers who lead: The rhetoric of reform and the realities of practice*.
New York: Teachers College Press.
- Waters, T., Marzano, R. J., & NcNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. (A working paper).
Denver, CO:Mid-Continent Regional Education Laboratory.
- Wilmore, E. & Thomas, C. (2001). The new century: Is it too late for transformational leadership? *Educational Horizons*, 79(3), 115-123.
- York-Barr, J. & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.
- Zehr, M.A. (2001, April 25). Teacher leadership should be strengthened, report says. Silver Spring, MD: *Education Week*. Retrieved July 1, 2001, from http://www.edweek.org/ew/ew_printstory.cfm?slug=32teach.h20

Author Note

All three professors teach in the School of Education at George Fox University.

Virginia Davidhizar Birky, Associate Professor of Education, teaches in the Master of Arts in Teaching (MAT) Department.

Marc Shelton, Associate Professor of Education, teaches in the Educational Foundations & Leadership (EDFL) Department and served as a principal.

Scot Headley, Professor of Education, teaches in the Educational Foundations & Leadership (EDFL) Department.

Correspondence concerning this article should be addressed to: Ginny Birky, George Fox University; 414 N. Meridian St.; Newberg, OR 97132.