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Who Am I Now? Teachers' Development of Leadership Identity a Phenomenologically-Informed Qualitative Research Study

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WHO AM I NOW? TEACHERS' DEVELOPMENT OF LEADERSHIP IDENTITY

A PHENOMENOLOGICALLY-INFORMED QUALITATIVE RESEARCH STUDY

by

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ABSTRACT

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Due to the complexity of schools and more challenges to teaching and learning, teacher leadership is an answer to reform that addresses both improving teaching and restructuring of schools (Smylie & Denny, 1990). While empirical research exists that speaks to teacher leadership work, what teacher leaders do and why particular teachers emerge as leaders. An expanding body of research (e.g., Day and Harrison, 2007; Day, Kington, Stobart, & Sammons, 2006; Lord and Hall, 2005) advocates the acceptance of coupling identity and leadership, and the acknowledgment of the influence on leader's development and behaviors. This phenomenological study examined the leadership identity development of a sample of teacher leaders in order to better understand their perceptions about what contributed to the development of their leadership identities. Using semi-structured interview questions, the lived experiences of the teachers were explored to build on the limited existing research on teachers' leadership identity development and offer further insight into the phenomenon of teacher leadership identity formation. The goal for this study was to help gain a greater understanding of how teachers become leaders, choose to identify themselves as leaders and what organizational experiences have influenced their development and comprehension of their leadership identities. The teachers' experiences shed light on a specific process of teacher leadership identity development. After teachers established a professional identity and were enlisted to lead in formal teacher leadership roles, they engaged in formal leadership, learned and developed leadership capacity and skills, established a leadership identity, and then assumed a teacher leadership identity.

DEDICATION

First, I would like to praise God, my Lord and King, for giving me the strength, knowledge, wisdom, energy, and opportunity to undertake this degree and research study and to persevere through completion. Without Him, this achievement would not have been possible. Thank you to Dr. R. E. Carr for your example and the International Kingdom Life Worship and Training Center family for your prayers and encouragement.

The biggest source of my strength is my family and this dissertation is dedicated to them. To my husband, Lester III, who has been a constant source of love, support, and encouragement during the challenges of work, school, and home. You supported me all throughout these three years and I appreciate it. I am truly thankful for having you in my life. To my sons, Malcolm, Lester IV, and Shane, I thank you for your understanding why Mommy could not always do everything and be everywhere. I love you and hope I have demonstrated to you the value of education and modeled what a "strong, educated, black woman with a dream" can look like. I dedicate this work to my parents, Cleveland and Grace, whose temperaments I inherited. They have always let me be me and loved me unconditionally; they taught me to work hard for the things that I aspire to achieve. Thank you to my in-laws, all of my aunts and uncles, cousins, and other members of my extended family for the love and support you provided. Finally, this project is also dedicated to my grandparents whose shoulders I stand on, Lula May Bolton, Ralph B. Brown Sr., Willie Garvin, and Cleopatra Bing: you are gone and missed, but your foundation, fortitude, and faith have made my journey possible.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

The discussion of teacher leadership is rooted in educational reform and is part of the broader conversations surrounding school reform, teacher education, and educational leadership (York-Barr & Duke, 2004). Research regarding identity in leadership is starting to gain repute in the fields of psychology and sociology (Lord, Brown, & Freiberg, 1999). While it is crucial to consider the phenomena of teacher leadership in organizations, it is also important to examine the phenomena of teachers' development of a leadership identity. Using this as the basis, this dissertation investigates the implications for teachers and their identity in contexts of schools and leadership.

Statement of the Problem

With increased focus on accountability for student achievement, educators have begun to look for ways to take the lead in school reform. Due to the complexity of schools and more challenges to teaching and learning, teacher leadership is an answer to reform that addresses both improving teaching practices and restructuring of schools (Smylie & Denny, 1990). In efforts to improve student learning, teachers are called upon to serve as resources for school improvement and serve in multiple roles that share the leadership workload. Traditionally, teachers' extra duties are managerial in nature, but this process is now designed around the complexity of the school as an organization and the business of teaching and learning activities. But, as Bolman and Deal (1994) point out, rarely are teachers provided with the lens to help them understand the nature of their leadership work within the complex system of their schools. A shared approach to leadership requires a shift from the traditional definitions of leadership and problem solving. Instead of the hierarchical model with single leaders possessing solutions, we move to multiple

levels of people participating in solving problems regarding the challenging work of student achievement (Shoup & Studer, 2010).

Empirical research exists that speaks to teacher leadership work, what teacher leaders do and why particular teachers emerge as leaders. An expanding body of research (e.g., Day and Harrison, 2007; Day et al., 2006; Lord and Hall, 2005) advocates the acceptance of coupling identity and leadership, and the acknowledgement of the influence on leader's development and behaviors. Knowing that leadership is action and is a complex human achievement, using identity as a lens to look at leaders and leadership development is necessary (Day & Harrison, 2007). Empirical research also highlights the process of teacher leadership is a feasible plan for addressing the complexity of schools to activate teachers' expertise to grow the profession and increase student achievement (Crowther, 2012; Danielson, 2006; Darling-Hammond, & McLaughlin, 1995; Katzenmeyer & Moller, 2009).

When teachers have a strong professional identity, there is a sense of confidence and agency used to influence their own growth and development as well as the students and the school environment (Bandura, 2001; Beijaard, Meijer, & Verloop, 2004; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Izadinia, 2015; Lasky, 2005; Mifsud, 2018). Additionally, school districts have created positions for teacher leaders and created funding avenues to support teacher leadership roles. Yet, some teachers struggle with identifying as a leader despite their leadership responsibilities or title (Fairman, & Mackenzie, 2012). Sherrill (1999) reports that beginning teacher leaders experienced aggravation because they felt they were not prepared for their leadership responsibilities and roles. She explains that while teacher preparation programs are being developed for improvement in teaching and learning, they have not dedicated time and effort to prepare future teachers to lead.

Furthermore, a teacher's leadership identity has to be internalized, takes root in one's self concept when he/she demonstrates practices leadership and demonstrates leadership behaviors in the process, and is socially constructed by the leader's exchanges to, from, and within a group (Carroll & Levy, 2010; Day & Sin, 2011; DeRue & Ashford 2010; Karp & Helgø, 2009; Komives, Owen, Longerbeam, Mainella, & Osteen, 2005; Lord, & Brown, 1999). Despite multiple studies surrounding increased accountability, teacher leadership education, identity, skill development, and leadership development, the literature is limited regarding teacher leadership identity development.

Research Purpose

The purpose of this research is to examine teachers' professional journeys in order to explore and create an understanding of how teachers develop a leadership identity. This study sought to construct meaning from the lived experiences of the participants in order to inform educators on how teachers develop into leaders using research on identity and leadership development and applying them to teacher leadership. Additionally, this study will contribute to the literature on teacher leadership identity development. The practical implications resulting from this research will be applicable to teacher preparation programs, school districts, school leaders, and teachers in future practice. Two research questions will guide this study during the exploration of the lived experience of these teachers and their leadership:

Research Questions

For the purpose of this study, the research seeks to answer the following questions:

1. How does leadership identity develop in teacher leaders?

2. What are the intrapersonal, interpersonal, and contextual factors affecting teacher leaders' work?

Rationale and Significance

The significance of this study will be two-fold. First, the findings will contribute to the knowledge base about who teacher leaders are, how they developed their teacher professional identity, if they have adapted a leadership identity, and what activities and experiences cause development to their identity. A teacher with a leadership identity believes in the profession, the organization and the work beyond his or her classroom. This type of teacher would also garner trust, credibility, and respect by others in the organization. These characteristics are needed to approach the challenging work of student achievement as a member of the school's collective body.

Second, this study will inform practitioners of leadership education and training that may be needed to support teachers' leadership identity construction, identity work, and leadership development. Since a teacher's professional identity can be challenged based on school reform and other contextual factors to include new teaching expectations, policies, practices, or curricula, and believing leadership identity can strengthen that teacher's professional identity, then understanding who teacher leaders are, what activities and experiences constructed their teacher and leadership identities, what they do in schools, and how they approach that work will provide implications for practice and additional research.

Key Terms

The definition of key terms is included for readers to become acquainted with unfamiliar or unknown terms that will help to promote understanding and comprehension of this study:

- **Identity**: The global concept you develop about yourself that evolves over the course of your life to include goals, values, beliefs; religious and spiritual beliefs; standards for behavior and decision-making; self-esteem and self-evaluation; desired, feared, and

expected future selves; and one's overall life story (Schwartz, Luyckx, & Vignoles, 2011).

- **Leadership Development**: A continuous learning process that spans an entire lifetime; where knowledge and experience promote, encourage, and assist in one's leadership potential (Brungardt, 1996).

- **Leadership identity**: A sub-component of one's identity that includes leadership schemas, leadership stories, leadership experiences, and future representations of oneself as a leader (Epitropaki, Kark, Mainemelis, & Lord, 2017).

- **Leadership**: The process whereby an individual influences a group of individuals to achieve a common goal and mobilizes the discipline necessary to develop one's self by reflecting on his/her identity in a social context and coupling this to the acts of leadership (Karp & Helgø, 2009; Northouse, 2018).

- **Teacher Leader:** An educator who (a) maintains K-12 classroom-based teacher responsibilities while also taking on formal or informal leadership responsibilities outside of the classroom; (b) is first of all competent in the classroom through the facilitation of students' learning; (c) and is internally driven to expand his/her professional knowledge and skills, experiment, take risks, collaborate, seek feedback from colleagues and question his/her own or other's practices, all because of their strong interest in improving the conditions and outcomes of student learning. A teacher leader is *not* a teacher with a title, a substitute or aspiring administrator, or someone carrying out supplemented responsibilities (Fairman & Mackenzie, 2012; Wenner & Campbell, 2017).

- **Teacher leadership:** "The process by which teachers, individually or collectively; influence their colleagues, principals, and other members of school communities to

improve teaching and learning practices with the aim of increased student learning and achievement. Such leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development" (York-Barr & Duke, 2007).

- **Teacher Professional Identity**: A framework for teachers, combining professional and personal identity, to construct their own ideas of how to be how to act and how to understand their work and their place in society. It is not something that is fixed nor is it imposed; it is negotiated through experience and the sense that is made of that experience (Beauchamp & Thomas, 2009).

Overview of Methodology

This phenomenologically-informed qualitative study collected data through structured and semi-structured interviews, and a document analysis. A single school district, to be known as Proway School District, located in the southeastern region of the United States was selected to research for the study. All of the Proway's teaching staff were contacted regarding the study via e-mail. The first twenty teachers to submit the consent paperwork were selected as the study participants. All participation in the study was voluntary and all participants opted in to participate. For the first interview, each participant was interviewed and interviews averaged fifteen minutes in length. Based on their responses' alignment to the key terms of the study, ten teachers were selected to continue in the study. Each participant was then assigned a pseudonym to protect her identity. For the second interview, each participant was interviewed and interviews averaged one hour in length. They each received and reviewed the transcript for validity purposes. For the third interview, each participant was interviewed and the interviews averaged fifteen minutes in length. All

interviews were recorded and transcribed for data collection purposes. Following, the data was organized in a spreadsheet and was analyzed through in vivo, descriptive, and causation coding processes.

Organization of the Study

The research study is organized into five chapters where Chapter One serves as an introduction to the study. Chapter One also provides the research purpose, research questions, and a definition of key terms. In Chapter Two, the current literature surrounding identity, teacher professional identity, leadership development and teacher leadership is reviewed. Chapter Three details methodology for the study is reviewed and explained including participant selection, data collection, and data analysis. In Chapter Four, the ways in which the data was organized and analyzed to draw conclusions in the findings is outlined. To end, Chapter Five provides the overview of findings from the study and discusses the implications for practice and for future research.

CHAPTER 2

LITERATURE REVIEW

Overview

In this chapter, I present a review of the related literature that will serve as conceptual and contextual lenses for this research. For the purposes of this study, I explore (a) the phenomenon of identity (b) leadership development, (c) teacher professional identity, (d) teacher leadership, (e) teacher leaders, and (d) teacher leadership identity. This presentation of the literature will support the body of knowledge used to create frameworks to address the deficiency identified concerning this researchable problem. An overview from theory central to the concept of identity in the literature is discussed in the following sections.

Identity

The purpose of this section is to justify the use of identity as an analytical lens, understand the phenomenon of identity, and explore its sub-identities. I will delve into the sub parts of identity and define the personal, social, organizational, professional, and leader identities. Global identity, represented in Figure 1, is a foundational concept in the field of psychology and a phenomenon that results in the definition of who someone is (Beijaard, 1995; Kaplan & Garner, 2017). It can change, be unstable, and is developed over time by one's traits, tasks, and stories (Day & Sin, 2011; Karp & Helgø, 2009). Because identity is dynamic (Thomas & Beauchamp, 2007), relationship-based (Beijaard et al., 2004), and answers the recurring question, "Who am I?" (Gee, 2000), it develops continuously. Various terms represent the emergence and shift of identity to include identity change, identity learning (Geijsel & Meijers, 2005) identity development, identity construction, identity formation, identity making,

and identity architecture (Beauchamp & Thomas, 2009; Rogers & Scott, 2008; Samuel & Stephens, 2000; Taylor, 1989).
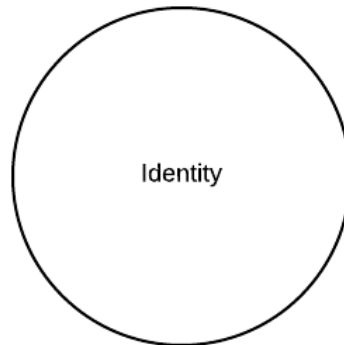
Figure 1. Representation of identity.

Dimensions and Levels

The concept of identity has multiple dimensions. At a person's core is his/her personal characteristics, values, and emotions. Jones and McEwen (2000) present the argument that identity is developed within and around various contexts such as family background, sociocultural conditions, current experiences, career decisions and life planning, shown in Figure 2. They find that the core identity was a person's attributes and characteristics, while social identities included class, religion, gender, culture, and race (Jones & McEwen, 2000). Identity also has three levels of interaction and connection. Lord et al. (1999) conceptualized a person's self-views, current goals, and possible self-views are all interconnected at each of the levels. The first is the individual: how I see myself in contrast to others. The second is relational: how I see myself in comparison to others. The third is collective: how I see myself in connection to this group or organization (DeRue & Ashford, 2010; Komives et al., 2005; Lord et al., 1999). When a person intentionally chooses to work on him/herself, he or she is participating in identity work (Carroll & Levy, 2010; Nicolson & Carroll, 2013). The next section outlines the literature that was considered and utilized in framing the use of the construct of identity as a research tool for

educational contexts. It is followed by a brief discussion on the early stages of identity

development.
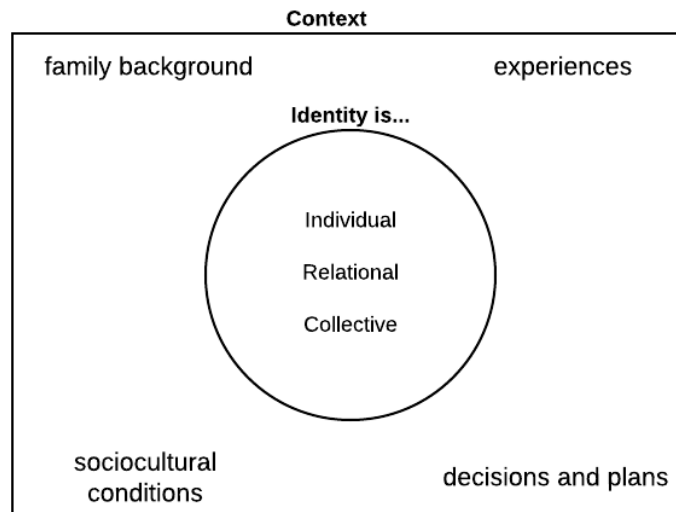
Figure 2. Identity within contextual frame.

Identity As A Research Tool

Identity can be used as a lens for research to become more aware of a phenomenological

experience. Johnston (2012) asserts using identity provides a way to protect the individuality of

those being studied, to highlight each person's story and complexity, and to understand the

effects of events and contexts on people in a deep way. Sfard and Prusak (2005) conclude

identity is an appropriate lens when the researcher is seeking to understand people in action and

how this occurs. Coll & Falsafi (2010) postulate identity as an educational and analytical tool

and support the idea of a person's thoughts, feelings, and actions in situations being

interconnected.

Gee (2000) presents four perspectives of identity development that justify using identity

to analyze educational research (Gee, 2000). He notes identity can be developed from nature (ie:

gender or race), from authority such as a specific role or position, from individual traits like

being friendly or creative, and from experiences such as attending camp or playing sports (Gee,

2000). One important way to determine identity is through social or affinity groups. Gee finds

these groups of people share allegiance to, access to and participation in specific practices. They

connect with each other through their shared desires, events, and plans. The four perspectives

and affinity groups lay a strong foundation for identity development as a conceptual framework

for research within the context of the teaching profession (Gee, 2000).

Early Identity Development

Dunkel, Mathes, and Harbke (2011) find developing identity is a critical task during the

transition to adulthood as it links childhood and future together. Figure 3 shows the addition of

childhood and adolescence influencing the global identity components. First, teens had to break

away from the beliefs they held as children and from the identity their parents projected onto

them (Marcia, 1966). The adolescent stage is when a person first begins to question identity and

his/her purpose in life (Munley, 1977). Teens ask themselves "Who am I?" and "Where am I

going?" for the first time as they seek to understand and establish a sense of self with various

level of commitment and exploration. They explore areas such as religion, sexual orientation,

and values and beliefs (Marcia, 1966).

One of the most crucial areas in which the adolescent must make a commitment to is

occupation (Marcia, Waterman, Matteson, Archer, & Orlofsky, 2012). Friends and popular

culture play a larger role in the shaping adolescents' identity because their social relationships

are primary in this stage. If adolescents cannot figure out who he/she is, then their sense of self

is disconnected, and they cannot make decisions on their own (Dunkel & Sefcek, 2009; Marcia,

1966; McLean & Syed, 2014). Parental influences including support and involvement also alter

the early stages of identity development and could result in role confusion. Dunkel & Sefcek's

study (2009) also asserts that parental influence has strong correlations with adolescent identity

formation and low levels of parent investment can lead to a teen experiencing identity confusion, weak relationships with parents or friends, or psychological difficulties.

A teen mastering developing his/her identity is engaged in an important process of developing a sense of direction in life (Munley, 1977; Waterman, 1982). Exiting adolescence means young adults will be able to commit to who they are and how they are different from other people, and, they will also be able to relate to others and form relationships. This sense of self should be steady across multiple scenarios as time progresses (Dunkel & Sefcek, 2009). In conclusion, early identity development of personality takes place from childhood to early adulthood and affects decision-making skills, beliefs, self-image, and relationships (Marcia, et al., 2012).
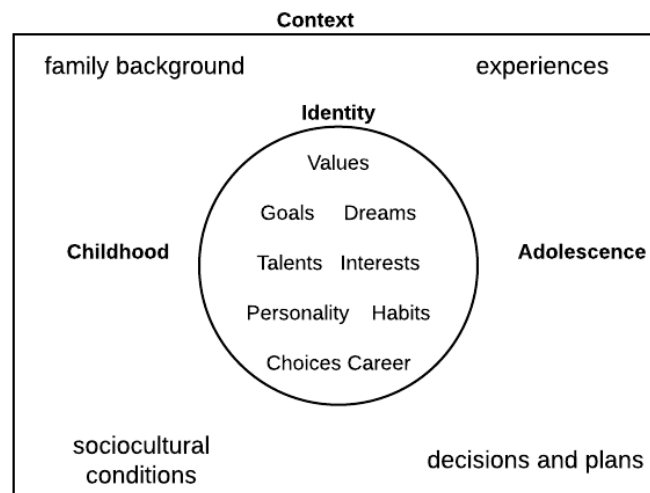
Figure 3. Identity and early development.

Identity Sub-Categories

Identity can be seen as a global perspective but also as sub-identities of one's global identity (Munley, 1977). According to Mishler (1999) the sub-identities do not take turns "showing up" but rather they all exist at the same time. Gee and Crawford (1998) share that people can take on various identities, depending upon the social settings, and that there are

relationships between each. Further, the more a person's sub-identities are aligned, the more consistent his/her values are; this consistency leads to consistent decision-making, actions and behaviors. The following sections define the personal, social, organizational, professional, and leader sub-identities, as shown in Figure 4.
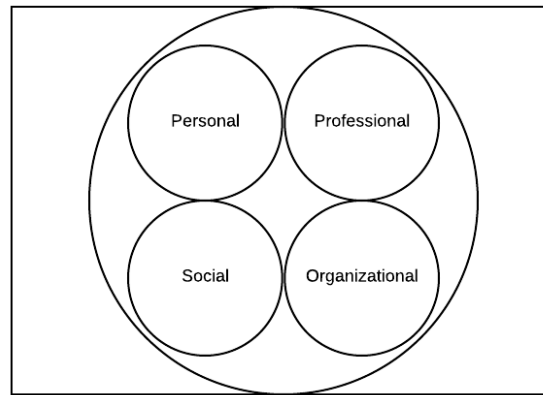
Figure 4. Sub-identities.

Personal Identity

  Personal identity is one's concept of self: "an organized representation of our theories attitudes, and beliefs about ourselves" (Beijaard, 1995; Day et al., 2014). A person's identity is developing continuously. Thomas & Beauchamp (2007) refer to identity as dynamic while Beijaard, Meijer, & Verloop (2004) claim it is relationship-based and people make meaning from the people and roles they connect with. Additionally, Gee (2000) state identity answers the recurring question, "Who am I?" while Ashforth & Mael (1989) share identity is subjective for others but is a reality for the individual. To sum it up, Geijsel & Meijers (2005) conclude personal identity is interpreted and reinterpreted as people identity with their varied experiences and interactions with people and adjust who they are and what they believe. When a person's social and personal identities become more complex, characteristics of his/her identity begin to emerge (Komives et al., 2005; Shoup & Studer, 2010).

Social Identity

A person's social identity is the sense of belonging to or association with various social categories driven by such things as age, ethnicity, race, religion, socioeconomic status, nationality, organizations, and sexual orientation (Ashforth & Mael, 1989; Goodson & Cole, 1994). The internalized feeling of group membership enables people to refer to themselves and the other members of the group as "we" or "us" (Haslam, Reicher, & Platow, 2010). A person can have multiple social identities based on how many groups to which they belong, some of which are outwardly visible (ie: gender or race). A person develops a social identity after describing his/herself as a member, noting the same attributes in self as in the others, and feeling a sense of belonging (Huettermann, Doering, & Boerner, 2014). When there is a high degree of belief and connection to a social identity, a person may feel empowered to exercise power associated with that identity. In contrast, identity prejudice can negatively influence one's credibility just from being a member of a group. Fricker (2007) found particular social identities to be more important to a person based on the context or situation. The next section describes how a person can also identity as belonging or being associated with organizational membership.

Organizational Identity

Organizational identity is how a person identifies with an organized body and it answers the question, "Who are we as an organization?" (Ashforth & Mael, 1989; Gioia, Price, Hamilton, & Thomas, 2010). Whetten (2006) described identity as a connection to the character of an organization. People, as organization actors, create meaning for themselves from the activities and conversations in the organization's environment; this could be a place of employment, worship, education, or recreation (Weick, 1995). Gioia et al.'s (2010) grounded theory study compares organizational identity development to global identity development by proving

organizational identity could be formed in 8 stages with the fourth being converging on a

consensual identity (2010). A person can engage in the complex process of construct his/her

organizational identity through mimicry. Individuals who take a cue from the other actors and

talk and act like everyone else will build legitimacy in the organization. This in turn will

increase a person's acceptance of new meanings and secure the organizational identity (Gioia et

al., 2010; Weick, 1995; Whetten, 2006).

Employees can identify with both their profession as well as their organization and can

view themselves as professionals first, organization members second, view themselves as

organization members first and professional second, or view both identities as one in the same

(Luehmann and Tinelli, 2008; Pillen, Beijaard, & Bork, 2013). But, a person can actually have a

professional identity that is stronger than their organizational identity. A supervisor cannot

socially coax this employee to adopt new work behaviors because the behaviors being requested

conflict with the professional value. This particular conflict can also cause identity conflict at

work (Hekman, Steensma, Bigley, & Hereford, 2009; Ashforth & Mael, 1989). The next

section reviews identity's connection to career and work knowing personal identification has to

connect with the goals and purposes of the profession he/she selects (Geijsel & Meijers, 2005).

Professional Identity

Professional identity is a subset of personal identity and is defined as a social connection

of one's identity to a profession (Beijaard et al., 2004) or the "sense of being a professional"

(Trede, Macklin, & Bridges, 2012). Professional identity is connected to people and

communities and is constructed from talking to, learning from, and working with other people of

practice. Therefore, a person's professional identity is connected to their job and the social

interactions. As a result, an individual develops commitment to the work, collective

competence, and membership (Coburn, 2001; Gioia et al., 2010; Hekman et al., 2009; Weick, 1995; Wenger, 2000). De Weerdt, Bouwen, Corthouts, & Martens (2006) determine professional identity formation arises from multi-community membership and this Identity transformation involves profound change. Shared learning, sensemaking, and dialogue are critical for professional identity to develop (Coburn, 2001; Geijsel & Meijers, 2005; Spillane, Reiser, & Reimer, 2002; Weick, Sutcliffe, & Obstfeld, 2005). Discourse throughout the organization is necessary for professional identity to develop. It is in the interpretation or recognition of that participation, by self or others, that identities are actually formed (Gee, 2000).

Professional identity can be firm or in conflict with the personal identity; therefore, it is set when an individual lines up his/her thoughts and actions with the profession's principles, roles, beliefs, responsibilities, and values (Luehmann & Tinelli, 2008). Professional identity begins during the course of professional training and education (Pillen et al., 2013). It is during this time that tensions between the professional and personal identity may clash causing identity conflict (Ashforth & Mael, 1989; Hekman et al., 2009). Further, a person may have acquired all of the skills and knowledge to perform the work, but this does not ensure a professional identity has been developed (Trede et al., 2012). Reid, Dahlgren, Petocz, & Dahlgren (2008) contend that forming a professional identity can only occur between individuals learning experiences and the manner in which they anticipate and participate in their professional working life. Not developing a professional identity could be a sign of a lack of responsibility and maturity. Maturity is the assuredness and conviction needed for the work. Miskelly and Duncan (2014) determine leadership development is linked to growing one's maturity and professional identity formation. Responsibility coupled with building knowledge and relationships will support professional identity development (Miskelly and Duncan, 2014).

Leadership Identity

Leadership identity is one factor out of many that can construct identity and affect leadership development (Day & Harrison, 2007; Day & Sin, 2011). First, it is one of the sub-identities of one's self-concept. Second, it forms what people think about themselves and the goals they set for themselves. Third, leadership identity is another lens that one looks through and determines how to associate with others. Hence, leadership identity supports the development of one's identity, leadership, and effectiveness (Day & Sin, 2011).
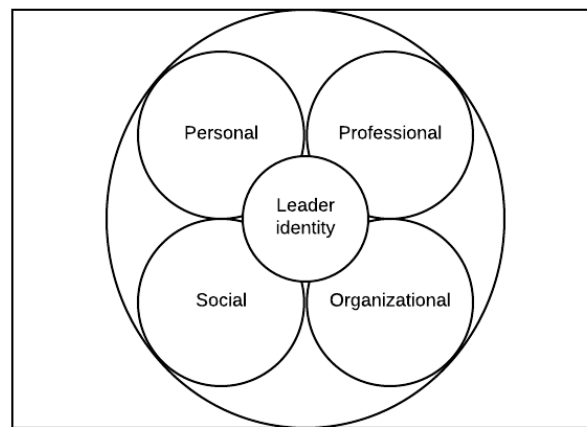
Figure 5. Leader sub-identity.

Leadership Identity and Leadership

In order to discuss leadership identity, it must first be framed with leadership. Leadership is regulated by values, demonstrated when one is able to model commitment to a purpose, and best understood in the midst of challenges researchers are using leadership identity as a theoretical and methodological lens to understand leadership development (Carroll & Levy, 2010; DeRue & Ashford, 2010; Karp & Helgø, 2009; Komives et al., 2005). Just like global identity, leadership identity is thought of in three concepts: individual, relational, and collective. It 1) has to be internalized, 2) takes root in one's self concept when one demonstrates practices leadership and demonstrates leadership behaviors in the process, and 3) is socially constructed by

the leader's exchanges to, from, and within a group (Carroll & Levy, 2010; Day & Sin, 2011; Karp & Helgø, 2009; Komives et al., 2005; Lord, & Brown 1999). DeRue & Ashford (2010) learned that a person can explore his/her identity and their leadership interactions with the help of narratives and telling stories. Day & Sin (2011) and Lord & Hall (2005) all agree that due to the time it takes to gain and learn from experiences and varied rates of development required to gain leadership skills, leadership identity should be a sub-identity of one's global identity, as seen in Figure 5. This framework would ensure people's personal motivation to grow remains a priority. The next two sections examine two different components of leadership identity: its construction and its development.

   Leadership identity construction. Leadership identity construction is a social process within organizations between leaders and followers. Day and Harrison (2007) argued that using identity as a development tool promotes leadership. Individual and group level interactions and characteristics influence a person to exhibit leader behaviors and construct a leader identity (Huettermann et al., 2014; Oc & Bashshur, 2013). DeRue and Ashford (2010) posit leadership identity is constructed when interactions between people result in claiming and granting of leader and follower identities. This takes place is when a person take actions to assert their identity while granting bestows that identity to another person. People who are perceived to match the behavior and conversation of the others around them are more likely to be approved by the others as a leader. This "leader" then begins to think of him/herself as a leader which builds one's identity. Hogg (2001) via the social identity theory of leadership found a group prototype is a person who strictly adheres to the group's norms and expectations and the others validate this person's leadership.

This mutual, relational cycle of leadership and followership involves the perception of competence. Karp and Helgø (2008) suggest the concept of leadership is actually identity construction because of the ongoing emergence of leadership from people's social interactions between each other, the credibility that is built practicing leadership, and one would receive as a leader. Further, Huettermann et al. (2014) derive those social interactions that build leader's identity are providing guidance, encouraging others to be involved, serving as a role model employee, and facilitating teamwork and team communication. Both individual and group influences reveal leadership and followership behaviors that contribute to a person beginning to own their identity as a leader.

Marchiondo, Myers, and Kopelman (2015) tested and expanded DeRue and Ashford's theory using quantitative methods and they assert the response to the process of leadership claiming and granting is based on the perceived competence of another person. This perceived competence is important in shaping a person's perception of leadership in the construction process (Marchinodo et al., 2015). However, sometimes people believe they are called to lead and bring a sense of entitlement into the social interactions. In, Humphreys, Haden, and Davis' case they find that if those leadership claims are not granted by others, the leadership identity is weakened (2015). Therefore, leadership identity is socially situated, knowledge is constructed via interaction with others and through stories, and "moments of consciousness" (Carroll and Levy, 2010, p. 224). These all reveal the existence of leadership as identity construction.

Leadership identity development. Once there is a construction of leadership identity, it has to be developed. This development is generated through intentional acts and interactions, (Karp & Helgø, 2009; Lord & Hall, 2005). An individual shifts his/her view of leadership, develops him/herself, and comprehends group and developmental influences throughout this

process (Brungardt, 1997; Conger, 1992; Day, Harrison & Halpin, 2009; Komives et al., 2005; Komives et al., 2006; Lord & Hall, 2005; Miscenko, Guenter, & Day, 2017). Both Komives et al. (2005) and Gibson, Dollarhide, Moss, Aras, & Mitchell (2018) conducted grounded theory research with college-age students, aligning with Erikson's identity development stage during adolescence (Munley, 1977). Both studies resulted in stages a person goes through as they develop a leadership identity and a transition from an earlier stage of leadership identity to a deeper understanding of self and leadership. Gibson et al. (2018) determined there were three components an individual goes through both during young and mature leader stages: (a) influence, motivation, and support to lead; (b) leadership skills; and (c) reinforcing experiences. Similarly, Komives et al., 2005 found individuals to go through circular stages that are experienced repeatedly resulting in deeper understandings from emerging to immersion to transition within stages of awareness, exploration, leadership identity, leader differentiation, generativity, and integration (2006).

Awareness. Leadership identity moves through developmental stages of awareness throughout one's life. A leader's identity could be in different stages depending on the different context in their life. A person first has to become aware of the leadership occurring around him/her. Next, as involvement in organizations and activities increases a person builds confidence and skills and explores leadership and being an active member of a group. As a youth, this could begin with the recognition of personal influences such as parents, teachers, coaches, or other authority figures such as police, mayors, and religious or political leaders (Gibson et al., 2018; Komives et al., 2005; Komives et al., 2006).

Exploration. The next stage of a leader's identity development is the identification of his/her being a leader. That view could be from others or from a self-realization. Komives et al.

(2005) assert the individual does not identify as a leader until another person brings this possibility to the individual's attention (Komives et al., 2005). As one begins to identify as a leader, the new beliefs may cause older ideas connected to one's identity to be undone because they no longer fit (DeRue & Ashford, 2010, Nicholson & Carroll, 2013). What is also understood in this stage is positional leadership, power, and authority (Epitropaki, Sy, Martin, Tram-Quon, & Topakas, 2013; Nicholson & Carroll, 2013).

In this stage, a leader also begins to understand that the group's work is different than the leader's work (Day et al., 2009; Komives et al., 2005; Komives et al., 2006; Miscenko et al., 2017). If an individual believes it is their call to lead, this could result in a false sense of entitlement and a lack of acceptance or even resistance from followers (Humphreys et al., 2015; Uhl-Bien, Riggio, Lowe, & Carsten, 2014). While leadership is not limited to roles, a leader and others would have to perceive the person as a leader beyond the title and be willing to accept the direction and work towards the goals and intended outcomes (Epitropaki et al., 2013; Uhl-Bien et al., 2014).

Leader Identified. Leadership identity continues to emerge when the leader acts and garners trust, credibility, and respect by others in the organization. This leads to others granting recognition of leadership to the leader. In return, the leader must claim or recognize his or her own leader-like qualities and if this self-awareness matches the leader's personal thoughts about leadership, a leadership identity will follow (Day et al., 2009; DeRue & Ashford, 2010). As Nicolson & Carroll (2013) note, as an individual participates in identity work to discover and reinvent him/herself further understand the process of leadership, he/she searches for development opportunities and looks for other leaders to serve as role models.

Leadership Differentiated. Once a leader has been identified, that leadership then becomes differentiated. The awareness is now about leadership as a group process and any person can be a leader without having a specific responsibility. The value is placed on connectedness and learning and demonstrating emotional intelligence and personal effectiveness (Day et al., 2009; Komives et al., 2005; Komives et al., 2006). In addition, Karp & Helgø (2009) found leaders picture themselves in the future and operate with the future in mind as they make choices and map out next steps. This stage also has the leader thinking beyond his/her influence and engages in legacy preparation when considering sustaining a project, group, or organization.

Generativity/Integration. These final stages of identity development show have team promotion and obligation as evidence. Komives et al. (2006) state that in stage of generativity, the leader's view of leadership includes being responsible for the development of other group members in the organization. They exhibit an inward focus to be true to oneself continue to learn and mature in all situations (Day et al., 2009; Komives et al., 2005; Komives et al., 2006). The leader in this stage initiates activities that build and transform others into leaders in an act of giving back. In the integration stage, the leader recognizes that he/she is a credible leader who has contributed to the work and the organization. The leader knows that he/she has the ability to serve as a role model for others. In conclusion, a person's overall leadership journey is more effective once the leader recognizes that being a leader is just a part of who they are (Day et al., 2009; Miscenko et al., 2017).

Leadership Development

The purpose of this section is to define leadership development, to identify its types, to distinguish leader development from leadership development, and to compare and contrast the concepts of leadership training and leadership education. When organizations spend time and

money on leader development, their aim is to maximize the human capital. On the other hand,

leadership development is an investment in social capital (Day, 2000; Fiedler, 1996). This

model builds interpersonal competence and increases social skills and awareness for the

organization's gain. Leadership development emerges when people create a new meaning

building on a foundation of commitment, trust, and respect (Conger, 1992; Day 2000).

Therefore, the focus on leadership development is important because today's leaders are

constantly required to lead, grow, and improve; thus, leadership development focuses on

building interpersonal capacity in anticipation of the novel, complex, ill-defined, and unforeseen

challenges that leaders encounter in a given setting (Conger, 1992; Day, 2000; Day et al., 2014;

Lord & Hall, 2005; Machida & Schaubroeck, 2011).
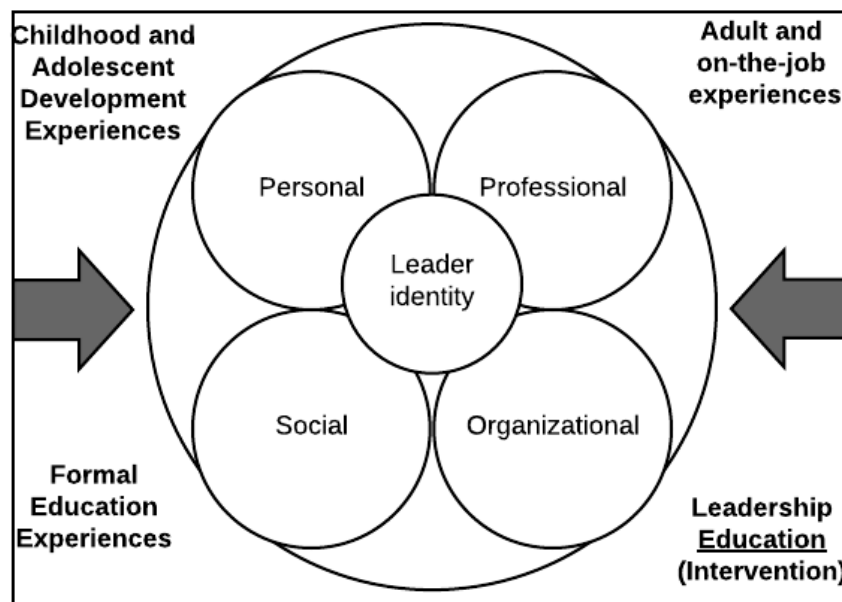
Figure 6. Leadership development.

Leadership Development Defined

As represented in Figure 6, leadership development results from early childhood and

adolescent experiences, formal education, adult experiences, on the job experiences, and

specialized leadership training (Brungardt, 1997; Day et al., 2014). Carroll & Levy (2010) assert leadership is practiced at the same time it is being developed. Day (2000) and Day et al., (2014) suggest that while leadership development is comprised of both intrapersonal and interpersonal development and is contingent on a person's skill, experience, and self-efficacy, the emphasis for leadership development is on building interpersonal intelligence and using interpersonal competence. This focus is on the ability to understand people, therefore, leadership is developed over time in social settings (Day, 2000; Gibson et al., 2018). The following sections describe how the act of leading people in an organization contributes to a person constructing his/her global identity.

Leadership Development As Identity Construction

Empirical studies recognize the important role that identity plays in a leaders' personal growth. Lührmann & Eberl (2007) suggest leadership development affects identity due the involvement of a person's motivation, the conformity to a group or organization, the resources and power a person may have or use, and the interaction within social and organizational relationships. Plus, a person's perception of their skill as they function in a leadership role contributes to overall identity construction. For instance, Miscenko et al. (2017) found evidence that when leaders perceive themselves as having more effective skills than before, their identity increases. Likewise, leaders compare themselves and their identities to other people with whom they interact. For example, Nicholson and Carroll's study (2013) focuses on identity work as a leadership practice and its contribution to a person's identity development.

Further, they found that positional authority over another can undo a person's identity by disrupting or challenging their belief of who they are. This exposes the power of managers of others with influence over another person (Nicholson & Carroll, 2013). Guillén, May, and

Lorotov's study (2013) present theory on the connection between self-efficacy perceptions and leadership motivation. When individuals compared themselves to others who were models of leadership, their motivation to lead increased. Leadership development affects and can assist in the construction of the global identity, as represented in Figure 7. Leadership and life experiences enable a person to develop confidence in who they are and to practice the skills he/she learns along the journey. The following paragraphs explore two areas that contribute to leadership development: experience and self-efficacy.
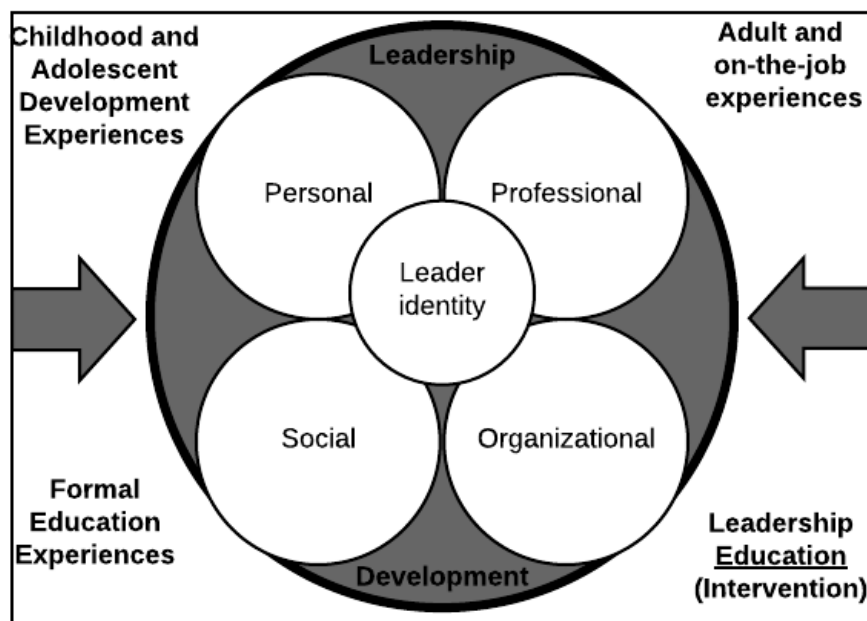
Figure 7. Leadership as identity construction.

Development via Experience

Experience plays a significant role in the leadership development process (Day & Sin, 2011; Day et al., 2014). People gain experience by dealing with colleagues and supervisors and become involved with tasks (Brungardt, 1997; Lord and Hall, 2005). Heslin & Keating (2016) state success of experiential learning is dependent on the learner having the identity of being a learner. This includes trusting the learning process, searching out new challenges and

experiences, clarifying the consequences of failure, and re-evaluating what you believe you know and are good at (Kolb & Kolb, 2009). The more one associates as a leader, the important learning is to that individual. Leaders have a determination to grow when they deliberately use their experiences, whether positive or challenging, as lessons that they should learn from and reflect on (Dweck, 2008; Heslin & Keating, 2016; Kolb & Kolb, 2009). Heslin & Keating (2016) found leaders were motivated to engage in personal growth and goal setting if they are poised to learn. Dweck (2008) asserts leaders' growth mindset is critical to personal and team development, motivation, and goal achievement in an organization and helps a person be more willing to accept new initiative designed to produce results. This metacognitive practice is a strategy for increasing self-efficacy as a learner.

Development via Self-Efficacy

The role of self-efficacy is key in the development of a leader (Day et al. 2014; Epitropaki et al., 2017). Machida & Schaubroeck (2011) created a self-efficacy leadership development model and identified the factors of feedback, challenges, and support as factors that inflict self-efficacy for leadership. These factors combined with developmental experiences, and a learning orientation result in a leader engaging in various self-correcting changes on the path to optimal leadership development. How a leader builds resilience, finds value in the work they do, learns a skill, asserts agency, performs in situations, and engages in learning influences the context of his/her development (Bandura & Wessells, 1997; Brungardt, 1997; Machida & Schaubroeck, 2011; McCall, & Lombardo, 1988; Snow, Anderson, Cort, Dismuke, & Zenkert, 2018). Within a positive leadership experience, one's self-efficacy can increase and add motivation for further development. In addition to self-efficacy, leadership development is also

affected by individual motivation, readiness, learning orientation, and identity (Brungardt, 1997; Day et al., 2000; Machida & Schaubroeck, 2011; Snow et al., 2018).

Self-efficacy affects choices for learning, goals and challenges, the amount of effort and perseverance expended, and the determinants of the value of failure. Bandura (2008) claims self-efficacy is a bi-product of vicarious learning experiences when one is able to compare her/his own accomplishments against someone else's accomplishments. This can result in the increase of leadership identity (Day et al. 2012; Day & Sin, 2011). Though experience, skill, and self-efficacy are elements of leadership development, the chief outcome of leadership development is the construction one's leadership identity (Lord et al., 1999; Lord & Hall, 2005) because leadership is identity construction (DeRue & Ashford 2010; Karp & Helgø, 2009).

Distinguishing Leadership Development

Leadership development is often confused with other concepts and researchers have coined many definitions. Leader development differs from management development. Leader development is a focus on the intrapersonal development of individual leaders' skills and abilities while management development focuses on applying solutions to known problems (Day et al. 2012; Day et al., 2014). Leadership development is also used incorrectly and

synonymously with the concepts of leadership training and leadership education.
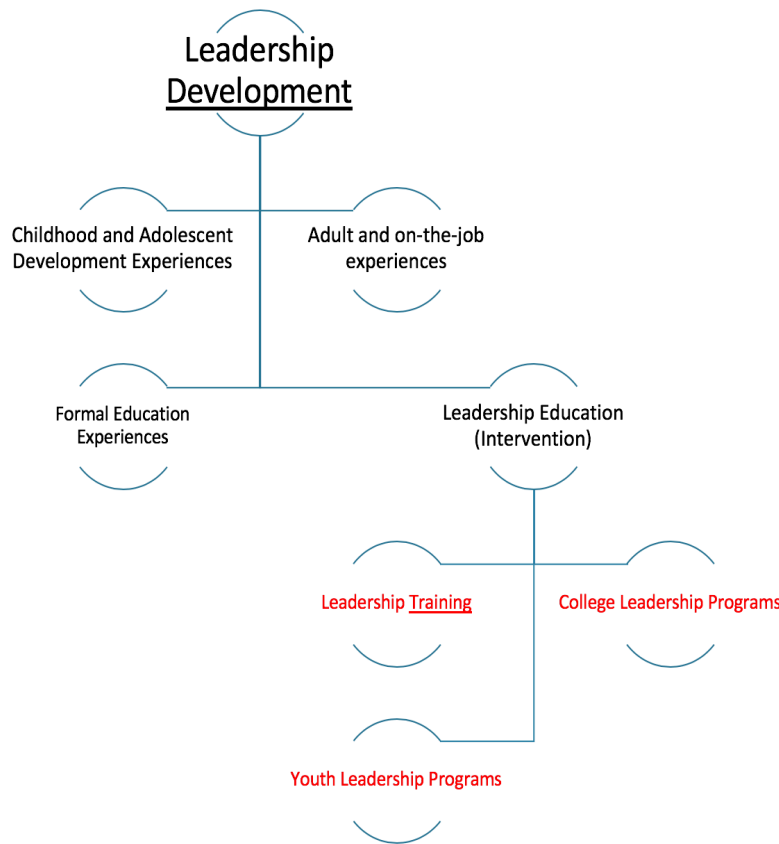
Figure 8. Representation of leadership development.

Leadership development is the umbrella term encompassing formal and informal experiences that contribute to one's overall leadership potential. Leadership education, one component of leadership development, is comprised of the activities and environments intended to foster leadership ability. Leadership training, one component of leadership education, is the narrowest of all the terms and speaks to learning activities designed for distinct leadership positions or jobs. Other types of leadership education include specific leadership programs at schools, youth programs, and college certifications. (Brungardt, 1997; Day, 2000; Day et al. 2012). Leader development can take place within the scope of leadership training and education.

Leadership Training. Effective leadership training aligns with adult learning research and can include activities designed to promote active engagement such as lectures, problem-solving, project-based learning, discussions, role play, writing, simulation, case studies, modeling (Heslin & Keating, 2017; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). Effective leadership education could have different approaches that can be employed in an organization to influence long-term growth and development: coaching and mentoring, networking, action research, personal and professional growth opportunities, feedback, conceptual understanding and awareness, and skill building (Day, 2000; Day et al., 2014). Concentrating on conceptual understanding will build awareness so participants can function on the job with it. Options for skill building allows organizations to home in on building specific skills that are lacking. One way to alert people about where they are and what they need is feedback. Feedback opportunities provide participants growth opportunities as a result of leaders' thoughts and insights from observing on the job decisions, knowledge use, and behaviors (Brundardt, 1996; Day et al., 2014).

Leadership Education. Leadership education centers on personal growth highlights participants' values, skills and talents, and where they fit in the big picture. Many universities offer leadership certificate add ons or the option to minor in leadership. Additionally, grounded theory research has been conducted at the university level to capture students' experiences as they developed as leaders (Brungardt, 1997; Komives et al., 2005; Sorensen, McKim, & Velez, 2016). Programs may contain one or all of these approaches (Conger, 1992; Day, 2000; Machida & Schaubroeck, 2011). There could be an inconsistent transfer of learning from training programs to the real-world context of the work, therefore, structured programs could have negative consequences (Day, 2000). Notwithstanding, leadership development can take place

anywhere at any time because "Leadership is developed through the enactment of leadership" (Day, 2000, p. 25).

Leadership Knowledge and Skills. There are various domains of skill associated with leadership development: task, emotional, social, emotional intelligence/motivational, and values (Day et al., 2014; Epitropaki et al., 2017; Lord & Hall, 2005). Despite all of the skills that fall within these domains, such as managing complexity, problem-solving, vision and goal setting, creativity, and communication, they are employed differently based on the group members, the context, and the leader's skill level (Lord & Hall, 2005). Leaders progress from novice to intermediate to expert in their knowledge and skills and the way they use and access them. Leaders with novice skill level know basic leadership and problem-solving skills and depend on their memory of past experiences to solve current issues. They view leadership as their position. Those with skills at the intermediate level have more understanding of leadership and problem-solving behaviors, have creative solutions, and they can assess and address a circumstance by analyzing the actors involved, and they can look for patterns. Leaders demonstrating expert leadership skills understand the principles of leadership, the nature of complexity, and focus more on understanding a situation versus solving it by first determining if it is a true problem, and then by looking for the power, values, the actors involved (Day et al., 2012; Fowler, 2013; Lord & Hall, 2005; Shoup & Studer, 2010).

All of the sub-identities of social, personal, organizational and professional identity are tightly coupled with each other and form the teacher professional identity (Akerman & Meijer, 2011; Beauchamp, 2006). When that person is employed as a teacher, all of these sub-identities are influenced through social interactions with students, teachers, and administrators in the classroom, school, and district settings. A person can have multiple identities operating together

as he/she approaches life and social, work, and organizational environments. The next section

defines Teacher Professional Identity (TPI), describes its characteristics, and explains its starting

point with beginning teachers.

Teacher Professional Identity

The theoretical construct of teacher professional identity (TPI) is complex and rooted in

philosophy (Taylor, 1989), social science (Bandura, 2003; Holland, Lachicotte, Skinner, & Cain,

2001) and psychology (Erikson, 1950; Erikson, 1968, Marcia 1966). The emergence of TPI is a

phenomenon that warrants its use; first, as a conceptual framework for examining a teacher's

development and second, as a tool to assist teachers as they make sense of their lives and their

profession (Beauchamp & Thomas 2009). Additionally, TPI has been studied using multiple

approaches including (a) how it is formed and how teachers reinvent themselves, (b) life stories

(c) the context of teachers' work and practice, (d) and its characteristics (Beauchamp & Thomas,

2009; Beijaard et al., 2004). When a teacher possesses a TPI, this indicates the interrelationship

of the social-self and professional self with the moral purpose core belief in caring for children.

It is this belief that is carried out through personal investment in their work as teachers (Day et

al., 2006; Hargreaves, 1998; O'Connor, 2008). The following sections will explore TPI, name

its characteristics, and review the changes it experiences via stories and emotions.

Figure 9. Teacher professional identity.

Teacher Professional Identity Defined

More than fifty percent of empirical studies did not produce a straightforward definition of TPI or found conflicting definitions (Beauchamp & Thomas, 2009; Beijaard et al., 2004). In a review of recent TPI research, Beijaard et al. (2004) found that they all fell in the categories of identity formation, TPI characteristics, and teachers' stories. TPI is connected to concepts of self-identity, organizational identity, social identity, and personal identity (Rogers and Scott, 2008). It includes both a person's professional actions and ideologies (O'Conner, 2008). Further, the ability to eventually merge the personal and professional identities results in an established TPI, as depicted in Figure 8 (Lasky, 2005). Identifying as a teacher can mean being recognized by self or others as a certain kind of teacher (Gee, 2000) and can differ based on subject, student-teacher relationships and teacher's roles (Beijaard, 1995) or in terms of teacher

expertise in subject matter, pedagogy, and didactic teaching ability (Beijaard, Verloop, & Vermunt, 2000).

Teacher Professional Identity Characteristics

TPI is made up of two factors: the concept of self and the concept of being a professional teacher; this includes self-image and self-esteem, commitment and motivation to the job, their perceptions of the tasks of the work, and their future perspective of themselves in the role (Beijaard et al., 2004; Beijaard et al., 2000; Lasky 2005; Rogers & Scott, 2008; Samuel & Stephens, 2000). Teachers may believe that being a teacher is their answer to a personal and vocational calling (Rodgers & Scott, 2008). Additionally, the formation of TPI is a dynamic process determined by teachers' interactions: personal and contextual (Beijaard et al., 2004; Lasky, 2005). All of the people teachers encounter in the social settings at both the school and district levels affect their TPI (Beijaard et al., 2004; Lasky, 2005; Rodgers & Scott, 2008; Thomas & Beauchamp, 2007; Tateo, 2012). When teachers have a strong identity there is a sense of confidence and agency used to influence themselves, the students, and the environment (Bandura, 2001; Beijaard et al., 2004; Day et al., 2013; Izadinia, 2015; Lasky 2005). A teacher's professional identity develops over time.

Teacher Professional Identity Development

Teachers' identity is not just something they have, but it is a learning process that happens when they construct meaning from new situations and experiences (Weick, 1995; Geijsel & Meijers, 2005). TPI is gradually constructed and depends on professional learning opportunities providing information beyond pedagogical information to include contextual realities and micropolitics such as authority, power, and status. These equip teachers to navigate successfully through the teaching profession (Goodson & Cole, 1994; Kelchtermans, 2005; Nias,

1995). Due to the shift from traditional teaching to a contemporary focus on student learning and development, teachers' views of their roles in the classroom and practices they carry out may change the way they identify with the work (Bransford, Brown, & Cocking, 2000; Gee, 2000; Geijsel & Meijers, 2005). Teachers could also experience a change in their perception of their TPI as their career progresses: from a subject matter expert to a pedagogical expert (Beijaard et al., 2000). TPI can be challenged based on school reform contexts to include new teaching expectations, policies, practices, or curricula (Hargreaves, 1989; Lasky, 2005). Teachers' stories and emotions affect professional and personal identity development based on their contexts and relationships as they seek to understand and merge who they are and who they feel ought to be (Beauchamp & Thomas, 2009; Rodgers & Scott, 2008).

　　　Teachers' stories. Written and oral stories are how a person generates a sense of self. The empirical research on TPI is broadly based on narrative and biographical work and qualitative studies (Beijaard et al. 2000; Kelchtermans, 2005). Therefore, teachers' written and oral stories are how they make sense of their TPI (Beijaard et al., 2004). Teachers' identity is constructed when they have the opportunities to tell their stories of their journey, weaving in their values and beliefs, and their challenges, celebrations, and accomplishments (Day et al. 2006; Hargreaves, 1998). Beijaard et al. (2004) unearthed research on teachers' storytelling in an informal manner such as reflecting by themselves or with others, journaling, telling and passing down institutional stories about changes and experiences, or formally by publishing blogs, articles, biographies, and books. This narrative opportunity helps teachers reflect and then connect their accounts to their working knowledge and emotions (Kelchtermans, 2005). Luehmann & Tinelli (2008) argued that opportunities to construct stories over time was central to the development of teacher professional identity.

Teachers' emotions. Emotion, on the other hand, is a factor in how identity is defined, informed, and conveyed. They are a part of one's self and connect to personal values (Kelchtermans, 2005; O'Connor; 2008). In her 2008 study, O'Connor found teachers activate their identities to shape their professional and emotional decisions. Teachers construct their identity through actively employing their emotions when delivering instruction (Nias, 1995). Hargreaves (1989) determines emotions help teachers to connect with their practice and with their students to find fulfillment in the work, both when it is rewarding and challenging. The emotions teachers experience in their various contexts can motivate, help and inspire them, or, limit the development of their identity. Teaching and learning is an emotional labor and requires emotional understanding which plays a role in the teacher's ability to cement their mastery of pedagogical and classroom management strategies (Beauchamp & Thomas, 2009, Day et al., 2013; Rodgers & Scott, 2008). Hargreaves' (1998) study finds teachers possessing a TPI have strong emotions towards and for their students, the planning and delivery of instruction, and the structural setting in which they work.

Teachers' emotional commitment should be taken into account by administrators and policymakers when engaged in reform and change (Hargreaves, 1989; Kelchtermans, 2005). Geijsel & Meijers (2005) asserts professional learning initiatives in a school can actually not take place until a teachers' professional identity is modified, due to the emotional aspects required for assumptions, goals, and values to shift. When a teacher deals with reform demands, it can separate their personal and professional identities (Kelchtermans, 2005). Consequently, a teacher's professional identity is resistant to change because of emotions being such a critical part of the change process (Beauchamp & Thomas, 2009; Geijsel & Meijers, 2005; Hekman et al., 2009; Lasky, 2005).

Beginning of Teacher Professional Identity

Teacher's professional identity develops throughout the course of one's profession, but the foundation is from the stories, emotions, and experiences as a pre-service and novice teacher. TPI begins when one becomes a student teacher or works in preservice teaching opportunities (Beijaard et al., 2004; Beauchamp & Thomas, 2006; Hong, 2010; Thomas & Beauchamp, 2007). The following paragraphs describe the teacher professional identity of beginning teachers and its earliest stages, the experiences and emotions that connect with TPI, and the teacher burnout that could result.

Preservice teachers. While they may enter higher education seeing themselves as students and not thinking of themselves as professionals, eventually teachers begin to define their role and see themselves as such (Beauchamp & Thomas, 2009; Goodman & Cole, 1994). A student teacher's identity formation is influenced by his/her own experiences in school as a student (Samuels & Stephens, 2000) and perceptions of his/her future self (Hong, 2010). Ivanova & Skara-Mincɭne's study (2016) concludes student teacher's professional identity develops as a result of reflective self-evaluation. Beginning teachers' identity is also shaped by the reflective opportunities ranging from those provided by the supervising teacher during the practicum experience to those occurring during preservice; this affects teachers' ability to build knowledge, understand new situations, react to problems and make connections to new situations. The result is the teacher voice and attitude towards teaching that solidifies professional identity (Sutherland, Howard, & Markauskaite, 2010; Walkington, 2005).

Beginning teachers. The career of a teacher goes through stages or cycles that begin when a teacher works the first few years as a novice teacher. Throughout in-service teaching experiences, novice teachers lack experience and confidence, are in survival mode, and are in a

state of discovery as they become more aware of the inner workings of their profession. Their

identity is affected by their own and others' view of their incompetence (Huberman, 1989; Steffy

& Wolfe, 2001). Hong's study (2010) found that beginning teachers were unsuspicious of the

challenges to teaching; they also have concerns for their classroom settings, including classroom

management and discipline issues. Olsen's work (2008) frames his teacher knowledge and

education study and clearly links teacher identity and teacher learning. He shows that

developing a teacher professional identity is less about building technical or intellectual

knowledge and more about reconstructing one's own identity through learning the profession.

Additionally, TPI can be influenced if there are early changes in professional contexts such as

school leadership, collaboration and work teams, and student demographics (Beauchamp &

Thomas, 2006; Hong, 2010; Samuel & Stephens, 2000). Authentic learning experiences also

contribute to the successful identity transformation from a student teacher to professional teacher

(Sutherland & Markauskaite, 2012).

A teacher will be unable to build and assume a TPI if they do not believe in and commit

to the core values of teaching, if they do not learn how to teach or understand their content and

the knowledge of schools' micropolitics, and if they cannot manage the emotional labor and

exhaustion (Goodson & Cole, 1994; Hong, 2010; Kelchtermans, 2005; Keller, Chang, Becker,

Goetz, & Frenzel, 2014; Nias, 1995; O'Connor, 2008; Pillen et al., 2013). In describing what

teachers need to learn, Shulman & Shulman report beginning teachers need to obtain and

development knowledge and skill base and increase insight into pedagogical practices in order to

be successful (2004). If a TPI is not assumed, this could lead to unresolved teacher tension,

burnout, and ultimately, an exit from the profession (Hong, 2010; Pillen et al., 2013). Therefore,

tension, burnout, emotional exhaustion and other factors of decreasing TPI are contributors to

high teacher attrition rates (Beijaard et al., 2004; Darling-Hammond & Sykes, 2003; Ingersoll & Smith, 2003; Keller et al., 2014).

Beginning teacher tension. Tension can have multiple effects on beginning teachers' professional identity formation for many reasons. Beginning teachers can experience tension when there are contradictions between their sub-identities. This can occur when their perceptions of being a teacher do not match the everyday realities of teaching (Ben-Peretz, 2001; Pillen et al., 2013). Thomas and Beauchamp (2007) showed that beginning teachers were distracted by their new role and responsibilities as they attempted to balance and grow their view of their personal and professional selves. Likewise, Pillen et al. (2013) found novice teachers experienced strain on the job if their personal and professional selves could not live in harmony with each other.

There is also anxiety once the work begins (Huberman, 1989; Moir, 1990). Further stress can result from misalignment between teachers' efforts and student achievement outcomes (Huberman, 1989; Zembylas, 2003). Tension is also prevalent when teacher's personal goals and actual achievements do not match (Pillen et al., 2013; Samuel & Stephens, 2000). Additionally, a teacher can experience strain if he/she feels that established practices and requirements result in change, a loss of control, and a decrease in his/her desire and ability to experience novelty and creativity in their practice (Laskey, 2005; Pillen et al., 2013).

Beginning teacher burnout. Burnout is experienced when there are interpersonal stressors from the job and teachers have high chances of experiencing it (Keller et al., 2014). Tension turns into burnout often times when novice teachers become vulnerable and feel threatened by judgments of colleagues, school administration, or parents about their students' outcomes or their practices (Lasky, 2005; Zembylas, 2003). Burnout is also a result of teachers'

inability to maintain their emotional commitments to students and the work, often due to contextual changes as a result of restructuring and reform efforts (Hargreaves, 1989). As a result, a teacher may lose or fail to build efficacy or become unable to recover their strength and spirit in the face of adversity (Hargreaves, 1989; Pillen et al., 2013; Rogers & Scott, 2008).

When a teacher is unable to accomplish the objectives he/she has set in lieu of focusing on the school's prescribed goals or agendas, negative emotions set in (e.g., anger, anxiety). These negative feelings that may result from tension can combat feelings of dedication and caring because emotions are the epicenter of the teachers' actions, reflections, and interactions with students and colleagues (Hargreaves, 1989; O'Connor, 2008; Zembylas, 2003). While a lack of social support leads to tension, tension can be alleviated if there is sufficient support from mentors or colleagues (Izadinia, 2015; Pillen et al., 2013). Moreover, a teachers' will to teach and desire to improve can be based on their own perception of self as a teacher and the teacher they want to become. Their skill and self-efficacy can be positively shifted by the receptivity of professional growth efforts, school improvement efforts and opportunities for creativity (Beijaard et al., 2000).

Cheng and Szeto (2016) discovered when beginning teachers initiated their own leadership by expressing their willingness to the principal, they were directed to participate in student-centered leadership activities while the more seasoned teachers participated in leadership activities surrounding teaching and learning. In partnership with principals, teachers have become a part of the leadership in their schools and several types of formal, non-supervisory roles for teachers have been created and developed during times of educational reform (Harrison & Killion, 2007; Knight, 2007; Mangin & Stoelinga, 2008). The following sections introduce the theoretical concept of teacher leadership.

Teacher Leadership

In their seminal literature review, York-Barr and Duke define teacher leadership (TL) as "the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement" (York-Barr & Duke, 2004, p. 287). Researchers Louis, Leithwood, Wahlstrom, and Anderson (2010) confirm school leadership is second only to classroom instruction as an influence on student learning. While principals and administrators' leadership is crucial and necessary, a more collaborative approach has resulted in the emergence of TL. Teachers get to a certain point in their career when they begin to experience a need for their work to be more than just a job (Carr, 1997). It is this need to do more that results in what Poekert, Alexandrou, & Shannon (2016) refer to as a phenomenon that results from teachers' personal growth as teachers, researchers, and learners and as they work to respond to challenges within and outside of their classroom. The challenging work of student achievement, curricular, and instructional leadership cannot depend on school administration alone. This work depends on the input and insight from teachers who plan and deliver instruction. The following sections describe the purposes of TL: to improve teacher quality and to influence school reform and change.

Improve Teacher Quality

A shared effort on behalf of administration and teachers is needed to develop the capacity and quality of teachers. As TL becomes more widely accepted in some schools, the culture of teaching has more readily embraced leadership from peers (Mackenzie, 2007). But, teachers can be leaders of change in other teachers' classrooms if they take the charge and help their colleagues, ultimately leading to success for all students. This process helps teachers apply new

standards, deliver changes in instructional practice, and understand policy, curriculum, and

evaluation implications. This professional learning requires teachers to develop and practice on

the job or participate in job-embedded professional development (Darling-Hammond &

McLaughlin, 1995; Lave & Wenger, 1991; Ross, Adams, Bondy, Dana, Dodman, & Swain,

2011; York-Barr & Duke, 2004). When teachers go about varied professional development

activities, this can result in TL, which then leads to continued professional development for

everyone: the teachers enacting the leadership and their peers (Poekert, 2012).

Fullan (2007) asserts this type of professional learning is the only learning that results in

outcomes in the classroom. York-Barr and Duke (2004) point out that working teachers are able

to provide the context and sustainability necessary to change other teachers' learning experiences

because teachers are the people who possess the internal classroom, school, and district

knowledge necessary. In 1996, Smylie, Lazarus, and Brownlee-Conyers' 5-year quantitative

study found that when teachers participation in decision making was high in a given school,

responsibilities regarding curriculum and instruction as well as staff development were shared

between the teachers and administration. Lai and Cheung's research (2015) supported the idea

of TL surrounding participation in curricular and pedagogical activities as teachers learn with

each other and influence each other's practices. Further, Mangin and Stoelinga (2008) contend it

is teachers who are the best choice to support others and promote change as they are in the

unique position to do so because teachers, not administrators, are involved in the planning and

delivery of instruction.

But first, the teacher providing the leadership must be seen as competent as found evident

in their students' performance. Little (1995) calls this legitimacy for leadership and deems it

necessary for teacher leaders to influence their peers. She found this legitimacy could not just be

handed down by a principal or assumed because a teacher has a title. Fairman and Mackenzie (2012) describe multiple activities in which teachers influenced teacher quality to include coaching colleagues in the use of curriculum, instructional or grouping practices, and implementation of new structures and initiatives, as well as working cooperatively with their peers to plan, create, and evaluate curriculum and instructional practice. Beyond this, there are factors that need to be in place to ensure that teachers are able to lead the learning of others. Fitzgerald & Gunter (2008) highlight trust, autonomy, and respect for teachers' professionalism and time, resources, and chances for relationship building as being integral for building a community of learners. Teacher leadership is one approach with empirical evidence that gives way for teachers to add their voice to the implementation of instructional policy and to use their knowledge, skills, and experiences to influence instructional practice on the ground level (Katzenmeyer and Moller, 2009; Levenson, 2014).

Support School Reform

Teachers must adopt new approaches to decision making and define roles for themselves to address teacher and learning issues during reform and restructuring efforts. This makes TL an option for influencing school improvement efforts that advanced over time in three waves or iterations (Gonzales & Lambert, 2014; Silva, Gimbert, & Nolan, 2000). The first was the formation of administrative roles to support decision making and expand the work of the school administration (York-Barr & Duke, 2004). Spillane, Halverson, and Diamond (2001) identified traditional leadership roles such as grade chair and department chair used in schools. However, all teacher leaders' work does not necessarily lead to teacher learning and school improvement. Little (2003) note that some teachers managed administrative details and department resources, but that these roles do not meet the needs of teachers in climates of accountability. Gigante and

Firestone (2008) find teachers conduct two sets of leadership tasks: administrative/support tasks that helped teachers do their work and developmental tasks that facilitate teacher learning. Therefore, all teacher leadership efforts are not impacting teaching and learning. The next wave saw the beginning of teacher roles that depended on teachers' expertise and lined up with the instructional goals of the schools (York-Barr & Duke, 2004). Those roles included professional development facilitators, coaches, master teachers, curriculum leaders, and mentors. However, these roles were ineffective in changing the hierarchical structures surrounding them (Smylie, 1992).

The third iteration is still developing and incorporates teacher leadership practice creating and re-shaping school culture (York-Barr & Duke, 2004). Teachers can be involved in strategic activities such as communicating the sense of urgency using open and honest dialogue, searching out others with high levels of commitment to work alongside, and determine what needs to happen, and develop a plan and share it with others to create change (Cooper et al., 2016). The focus shifts away from the roles and towards the work, most of which is informal and ambiguous leadership (Spillane et al., 2001; York-Barr & Duke, 2004). Teacher leadership in this wave is considered solution to three primary objectives that influence teacher practice and student performance: to increase the quality of teacher work, to support the professional learning and development of other teachers, and to improve school improvement and policy reform initiatives (Smylie, 1995).

Cooper et al. (2016) finds when teacher leaders engage in conscious change efforts they seek to foster more substantial, specific changes in teaching practice. In their 2011 study, Taylor, Goeke, Klein, Onore, and Geist's data points to the fact that when teachers widen their lens beyond their classroom, they see what adjustments are needed and take advantage of

opportunities to use their voice to influence their school and instructional practice. An urban

school study by Johnson et al. (2014) reveals teachers progressively realize whole school

improvement cannot be achieved only in their own classrooms and that all students in the

building deserved to learn. This wave challenges traditional school authority and requires

administrators and teachers to take different approaches to the work and take more collaborative

approaches to the relationships between them.

Factors Impacting Teacher Leadership

Cooper et al. (2016) raises a glaring concern: a teacher's non-directive influence is not

enough to remove barriers and a more directive approach may be needed to bring about real

change. York-Barr and Duke (2004) consider three areas that are crucial to teacher leadership

(a) school culture, (b) relationships, and (c) school structures. The following sections describe

three components of school that can serve as barriers or supports to teacher leadership: school

culture, school structures, and the principal.

School culture. School culture consists of its norms, beliefs, and written and unwritten

rules that shape and influence every aspect of how the school functions; it is developed through

social interactions (Roby, 2011). High-stakes accountability reforms, ranging from national to

local, cause districts, administrators, and teachers to experience pressure and for systems

established to cater only to student results and performance (McCay, Flora, Hamilton, & Riley,

2001; Weiner & Woulfin, 2018). This negative school culture is contributed to narrow views of

standards and practice, teacher isolation and minimal opportunities for informal teacher

leadership. Teachers have chronicled school climate hindering their ability to lead and leave

schools to find places they can meet their leadership goals **(**Katzenmeyer & Moller, 2011).

Roby's study (2011) finds informal teacher leaders have the potential to influence the culture of

a school. He recommends that they inspect their school culture, determine the concerns other

teachers have, and can intentionally reverse negative practices with personal actions such as

becoming proactive versus reactive or from complaining to being more accountable (Roby,

2011). Poekert et al.'s (2016) findings suggest teachers' activities play a key role in school

reform efforts when teachers have a favorable environment, effective professional learning

opportunities, and leadership opportunities. The school culture must be one that prioritizes

learning, communication, and collaboration (Little, 2003).

      School structures. Factors for successful teacher leadership include supportive

structures and routines as well as time and access (Smylie & Denny, 1990). As Muijs and Harris

(2007) note, supportive structures and routines are essential to generate teacher leadership

because they provide a channel of sorts for teachers to exert their influence. Likewise, Beachum

and Dentith (2004) find learning communities, structured collaboration, and teachers in

leadership roles while still being in the classroom supported teachers initiating changes and

participating in decision making at the school level. With that, administrators embraced the

teachers' leadership, collaboration, and innovative practices (Beachum & Dentith, 2004). Muijs

and Harris (2007) determine that when teacher leadership was fully developed, that leadership

involved administrative support for teachers as they engaged in decision-making tasks.

      Unfortunately, most schools are not structured to accommodate effective teacher

leadership. Silva et al. (2000) find the practice of teacher leadership defies traditional school

structures because of the shared leadership. In 2007, Johnson and Donaldson's study explains

the difficulty for school restructuring, Despite teachers having the expert knowledge, the

problem lies in the traditional norms of school culture—lack of teacher autonomy, teachers' fear

of being different or singled out, and teachers desire to be compliant to the system (Johnson &

Donaldson, 2007; Scribner, Sawyer, Watson, & Myers, 2007).

Likewise, when professional trust (Smylie et al., 2007) supportive administration (Birky,

Shelton, & Headley, 2006) and appropriate resources (Galland, 2008) are not in place that

absence can cause hindrances to teacher leadership. In the same study, Muijs and Harris (2007)

determine in the schools exhibiting emergent or restricted teacher leadership, teacher leadership

as a concept they supported, yet the level of teachers' decision-making was limited or absent.

When examining social justice and leadership preparation, Wilson (2016) found a lack of shared

leadership and low teacher buy-in served as barriers to teacher leadership.

The principal. Principals' instructional leadership is a crucial factor to the success of

teacher leadership (Wenner & Campbell, 2017). When principals are highly knowledgeable in

pedagogy and content, they are able to share tasks that support improving teacher quality. These

principals also demonstrate understanding of the roles, job responsibilities, and goals of teacher

leadership (Johnson et al., 2014; Mangin, 2007). Their leadership can promote teachers'

leadership and this support may look differently depending on the situation. Activities could

include advocacy, providing resources, managing external contexts, and setting up organizational

structures to improve the political and social conditions for instructional and leadership practices.

Youngs and King's 2002 findings indicate that effective principals can sustain high levels of

teacher leadership capacity by building relational trust, connecting teachers to internal or

external expert resources, and maintaining or creating structures that promote teacher learning

and collaboration. Principals should also be willing to distribute their leadership and discontinue

holding all of the power (Harris, 2003). Mangin's (2007) findings uncover highly supportive

principals modeled for teacher leaders how to ensure their work and focus is aligned to strategic

goals; how to hold formal and informal meetings that focused on improving instructional practices; and how to participate in robust two-way communication about instructional improvement and expectations for working with the other classroom teachers.

Principals can also develop teachers' personal leadership capacity. Huggins, Klar, Hammonds, and Buskey (2016) studied principals who differentiated their support with teachers as they designed and assessed learning opportunities and offered ideas. These efforts ranged from coach-like activities such as strengths-based appreciation to providing guided reflection and feedback. Further, Ash and Persall's theory (2000) suggests the principal should model for teacher leaders the attitude and skill sets of overcoming fear of failure, attacking problems, and skillfully practicing the art of conversation. Principals must also identify teachers who have the capacity to lead beyond the classroom and design experiences that will build teacher leader capacity (Smylie & Eckert, 2017).

Teacher Leaders

A teacher leader (TL) is an educator who (a) maintains K-12 classroom-based teacher responsibilities while also taking on leadership responsibilities outside of the classroom; (b) is first of all competent in the classroom through the facilitation of students' learning, (c) is internally driven to expand his/her professional knowledge and skills, experiment, take risks, collaborate, seek feedback from colleagues and question his/her own or other's practices, all because of teachers' strong interest in improving the conditions and outcomes of student learning (Fairman & Mackenzie, 2012; Wenner & Campbell, 2017). The following section delves into teacher leaders' roles, work, and preparation.

Formal and Informal Teacher Leaders

Both formal and informal teacher leadership roles involve teachers in many conversations with a focus on change regarding planning, professional development, or curriculum. Silva et al. (2000) also find that forging relationships was paramount to teacher leaders' work. Teachers often experience leadership first in a formative manner, being asked to lead their peers as a result of their exemplary teaching (Livingston, 1992; York-Barr & Duke, 2004). Many teachers are encouraged further into leadership through involvement in unions, leading staff development focusing on curriculum is another way that many teachers develop leadership skills. Fairman & Mackenzie's study (2015) found TL are reluctant to take on formal titles as this may reduce their influence if negatively viewed as a pseudo-administrator. They may also fear losing touch with the classroom or losing their collegial relationships with peers (Smylie & Denny, 1990). Danielson (2006) ascertained that while some teachers have administrative aspirations, teacher leaders identify as teachers first and want to disassociate from management, remain in the classroom, and assume leadership roles that impact their practice and their students. The next section will analyze the leadership development, education, and training for teachers used to prepare teachers in these various roles.

Preparation and Development

Smylie & Eckert (2017) highlight the difference between teacher leader training or formal preparation and development. Training is learning to be reactive to past situations and to approach problems from a linear perspective, while development is learning how to be proactive and having the capacity to think critically and identify and understand new problems and opportunities. Based on the literature, teacher leaders are largely being prepared formally via professional development such as local training, conferences, or university master's programs (Wenner & Campbell, 2016). In studying the organizational transfer of leadership learning,

Snoek and Volman (2014) find inconsistencies. Some teachers who participated in a leadership master's program used the knowledge as a tool for school improvement and personal development while others had low knowledge transfer and only viewed their experience as personal development (Snoek & Volman, 2014). In a most recent study of teachers involved in an organizational multiple day institutes, Weiner and Woulfin (2018) share findings that showed teachers making sense of their leadership and work via case studies. Additionally, factors either served as promoters of their knowledge transfer, such as coaching and communication skills or barriers to their knowledge transfer, like accountability pressure and traditional school structures (Weiner & Woulfin, 2018). Clemans, Berry, and Loughran's 2012 research shows when teachers engaged in writing up their experiences as case studies, their knowledge of the work moved from tacit to explicit. Teachers found this process validated their professionalism and affirmed their association with whom they shared similar situations.

In 2011, the Teacher Leadership Exploratory Consortium created the research-driven Teacher Leader Model Standards (TLMS) to address the intensive focus on these unique leaders and their work (Berg, Carver, & Mangin, 2014). One purpose of the seven domains, is to offer direction for professional development and curriculum. Within each domain are specific functions beginning with the stem "the teacher leader" and notes specific tasks that a formal or informal TL might do on the job. While stakeholders and research have already confirmed that the TLMS are functional and beneficial to promoting the work, the standards do not solve the problem of developing teacher leaders. The standards are not enough to serve as a training framework and they are missing vital information such as competencies that teacher leaders in various roles should have-the need for the skill of building a shared vision and inspiring people

to support it nor the instructional expertise necessary to have the credibility needed from colleagues (Berg et al., 2014).

Adult learning theory also speaks to the range of formal, non-formal, and informal learning activities which are undertaken by adults that result in the acquisition of new knowledge and skills (Peterson & Ray, 2013). Smylie and Eckert reinforce this idea specific to teacher leadership when they mention the "webs" of various activities and experiences TLs participate in that focus jointly on the teacher leader capacity and leadership practice (2017). While there are multiple factors that serve as supports and barriers impacting the activities and experiences of = TLs, their development is necessary. Smylie and Eckert (2017) determine that formal training is useful, but there is no replacing learning from the work of leadership. Their conceptual model addresses leader and leadership development by building teacher leader capacity and increasing teacher leadership practice, activities, experiences, that will result in the development of leader capacity (Smylie and Eckert, 2017).

Teacher leaders set their own course to grow their knowledge and skills because of their personal motivation for student learning. Fairman & Mackenzie, after a mixed methods qualitative study during the 2006-07 school year, developed a conceptual framework that defined teacher leadership. They identified nine spheres of teacher leadership actions that led to learning and were centered around the goal of improving student learning. Sphere A describes how teacher leaders can build self-efficacy when he/she makes conscious decisions and takes on the responsibility to strengthen their professional knowledge, skills, and instructional expertise in order to change their instruction in the classroom (Fairman & Mackenzie, 2012). TLs are motivated to pursue information they need to do the best job they can and to learn what they do not know already. This can happen formally, by seeking training opportunities, reading books,

or attending lectures or webinars. Teachers also learn in informal settings when they seek help from other professionals in the building and/or district, take part in informal discussions, and collaborate within professional learning opportunities with their peers (Fairman & McKackenzie, 2012).

Teacher Leadership Identity

Tla are expected to reshape the way they think, and approach and accomplish their work. According to Carver (2016) there are two significant transformations: thinking beyond one's own classroom and taking on a leadership identity. This means there are teacher leaders who have altered their professional identity and modify their beliefs about leadership is a part of who they are rather than it being the person in charge, a title, or a specific responsibility (Poekert et al., 2016; Struyve, Meredith, & Gielen, 2014).

When studying a teacher leadership development program, Carver (2016) stresses the importance of identity transformation as a pivotal step in preparing teacher leaders. She noted that teachers have to believe they can lead, participate in learning activities to grow leadership knowledge and skills, develop an inquiry approach to problem solving, and collaborate with peers who shared their passion and goals (Carver, 2016). Interestingly enough, Carver's study indicates that even with a leadership identity, if supportive school and administrative structures are not in place, a teacher could miss reaching his/her full capacity as a leader. Gonzales and Lambert (2014) studied teachers' leadership who worked in professional development schools and were actively involved in professional development provided by the local university. They found that the teachers were offered roles and opportunities by others who saw them as leaders before they did. These new roles such as coaches, mentors, and master teachers added increased responsibility, then experience practice and feedback all leading to increased confidence, new

peer relationships, and leadership self-perception. This ultimately produced a shift in identity (Gonzales & Lambert, 2014).
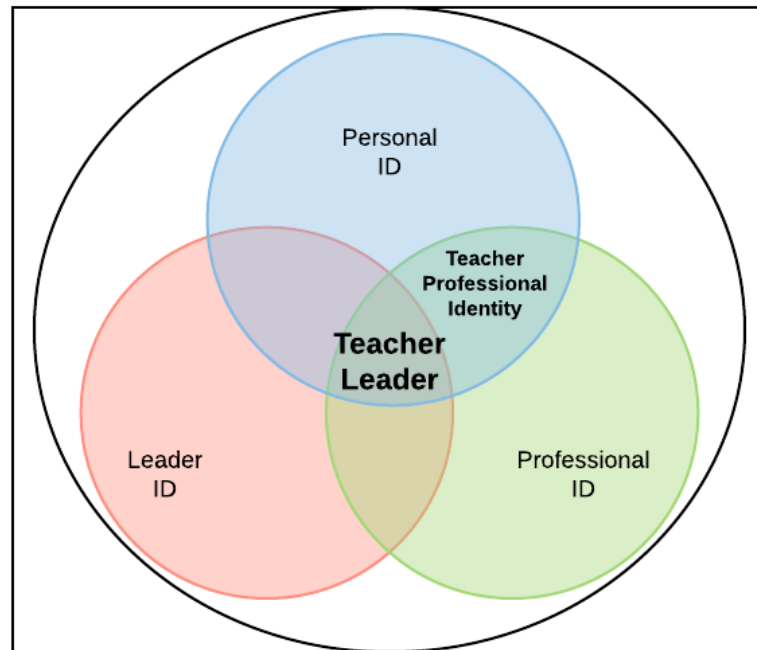
Figure 10. Teacher leadership identity.

Summary

There is an immense amount of literature surrounding identity, leadership development, and teacher leadership. The research supports the importance of understanding identity of teachers, the development that occurs, and the factors that prevent or support the process of teacher leadership. Identity includes research on the dimensions and levels of identity, the sub-categories of identity, and teacher professional identity. The literature of leadership incorporates research on leadership identity and development. Further, the literature of teacher leadership contains research on the intended outcomes of the teacher leadership process, the roles of teacher leaders, the preparation and development of teacher leaders, and the teacher leadership identity. The teacher professional identity and leadership identity development literature are used as a framework for this research.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

Overview

The purpose of this chapter is to explicate the methodology used for this study to understand how a teacher identifies as a leader. The research design was selected after conducting a pilot study with high school teacher leaders about their professional journey and leadership. This qualitative study was informed by capturing collective experiences and stories shared by teachers about their professional journey and their leadership identity development. I will interview the teacher leaders in one district in a state in the southeastern region of the United States to determine what teachers and leaders need to know about this phenomenon. In this chapter, I describe the techniques that were implemented in the study of developing a teacher leader identity. Also included are the research questions, research design, participant selection, data collection process, and a description of the data analysis.

Research Questions

The literature review presented information on identity, teacher professional identity, and leadership identity and describes how it is developed. It also explored the rationale for teacher leadership, the formal and informal leadership work, leadership development and preparation, and teacher leader identity. This phenomenologically-informed qualitative study examines teacher leaders' professional journey in order to explore, examine, and create an understanding of how teacher leaders develop their identity. I will seek to construct meaning from the lived experiences of the participants in order to inform educators on how to effectively develop their identities and serve as effective teacher leaders. This research design will answer the following research questions:

1. How does leadership identity develop in teacher leaders?

2. What are the intrapersonal, interpersonal, and contextual factors affecting teacher leaders' work?

Research Design

The choice of research method should be guided by the researcher's theoretical perspective, strategies of inquiry that will inform the procedures and methods of data collection and analysis (Creswell, 2003). A phenomenologically-informed qualitative study will be used to understand how teachers developed a leadership identity. Husserl originally established the concept of phenomenology and knew that to study the structure of consciousness, one would have to distinguish between the act of consciousness and the phenomena itself (Devlin, 1995). Developing on this concept, Creswell (2007) defined a phenomenological study as one that, "describes the meaning for several individuals of their lived experiences of a concept or a phenomenon" (p. 57). The purpose of this type of study is to bring different people's experiences under the designation of a universal essence. One contrast between this study and a narrative study is that more than one person will be interviewed. While conducting an ethnographic study was considered, its' aim is to explain and interpret observed events in terms of their cultural existence. Seeking to understand identity formation does not require an examination of teacher leaders' interactions with students, administrators, or other teachers. Conducting a case study was also considered; however, the researcher is not analyzing a specific location where teacher leadership is in place nor a group of people participating in a specific training or program (Creswell, 1998).

Creswell (2007) described three philosophical assumptions regarding phenomenological study: (a) the study is of lived experiences, (b) the participant is conscious of those experiences,

and (c) the development, not analyses of the descriptions is what will capture that universal essence (pg. 58). Additionally, he detailed four philosophical perspectives in phenomenology one being a "philosophy without presuppositions" (pg. 58). This study explored the meanings and essence of teacher leadership and teachers' identity without any assumption of any kind on the researcher's behalf prior to. Creswell also notes two different types of phenomenology: hermeneutical (more interpretive) and transcendental (purely descriptive). A hermeneutical framework can be described as "a dynamic interplay between six research activities" (Van Manen (1990, pg. 30). The researcher turns to the nature of the lived experience, investigates the lived experience, reflects on essential themes, writes and rewrites, maintains a strong & orienting relation, and finally balances the research context by considering parts & whole (Van Manen, 1990; Creswell, 2007).

Phenomenological data analysis builds on the data answered by the research questions. First, statements that illustrate the phenomenon are identified, coded, and grouped for meaning. Next, the researcher writes two accounts: what the participants experienced (textual description) and how context or setting influence how participants experienced the phenomena (structural description). Some researchers write about their own experiences and context or settings that influenced experiences (Creswell, 2007). Finally, from the structural and textual descriptions, the researcher is to write a composite description that represents the essence of the phenomena (2007). Magrini clarified that the goal for philosophical hermeneutics was to deepen our understanding and not to arrive at categories or solutions (2012). This study was conducted not as a pure phenomenological study, but a phenomenologically-informed study.

About the Researcher

As a Certified Coach, I came into this project with skills such as paraphrasing, clarification, summarizing, recognition of types of silences, reflection of feelings, self-revelation, and empathetic listening (Padilla-Díaz, 2015). Bogdan & Biklen (1997) remind us that phenomenological researchers subjectively approach the study as if they do not know what it means and study it to find out what is actually taken for granted. I work in the Proway School District as a professional development facilitator and I am responsible for providing leadership education and training to school-level teachers serving in formal roles as well as district-level leaders. Therefore, I had to intentionally put aside all my experience, knowledge, and assumptions regarding this topic in order to understand the journey and reality of each participant. "The world of the self may appear to the outsider to be subjective and hypothetical, but to the individual experiencing it, it has the feeling of absolute reality" (Beijaard et al., 2004, p. 108).

There were many benefits approaching this research as a professional coach, professional development facilitator, and employee of Proway School District. I was grateful for the number of interested participants for the study upon my first inquiry. I was able to move swiftly because my goals for numbers for the study was met quickly. I was disappointed to not have any male teacher leaders as participants, but I was very pleased with the final 10 and how their experiences and responses in the structured interviews aligned with my key definitions and characteristics. These final 10 participants in the study were known teachers to me and we had a basic level of professional relationship, but I was not too close to any of them in a way that I felt I knew too much about their work and personal stories and situations. Also, I was not intimately familiar

with their work or leadership in the schools. While this was the case, I continued to focus on setting my district and personal knowledge down during the study.

There were challenges to my stance and position as an employee and a researcher as well. One of my semi-structured interviews shifted from an interview to a coaching session for a moment, as a TL was sharing about her difficult setting at work. She became emotional and this prohibited her ability to move forward in the interview. This resulted in a directional swing of our conversation. After listening to the TL and helping her to reflect and do some goal setting, I was able to get her back on track with the questions. I hope I represented her story well. Additionally, when the TLs shared stories about their school administrators, at times I felt torn when they shared the barriers impacting their leadership because I know all of the principals mentioned. My thoughts in the first interview wandered to what I could do from my position to influence change in administrators' knowledge and practice. After that interview, I kept specific notes to use in chapter 5 for implications for practice so I could keep my attention on the teacher leaders.

Participant Selection

The source district for the TLs participating in this study was Proway School District, named after its city. It is a large urban school district in a southeastern region of the United States and serves approximately 20,000 students. Proway has 1 alternative school, 2 elementary/middle combined schools, 19 PreK/Elementary schools, 5 middle schools, and 4 high schools. Thirteen of the elementary and middle schools receive Title I Part A federal funds. The district employs approximately 1,500 teachers.

In order to solicit interested participants, a message was sent to all teachers in the district via electronic mail telling the basic information about the study, including the definition of a

teacher leader, the data collection process, and estimated timeline for the interview and journal

process. Anticipating the busy schedule of a teacher leader and realizing that time conflicts may

prevent one from expressing interest, the study was presented as an optional professional

learning opportunity that teachers can participate in and receive credit hours in the educational

project licensure category as a motivation. Interested teachers emailed the researcher and they

were sent the abstract, purpose of the study, a modified definition of teacher leadership and the

anticipated time commitments for the interviews and reflective writings, and the study consent

paperwork.

Participant Criteria

The first 20 teachers who submitted their consent paperwork moved forward to round 1

interviews. They met the following criteria: employment as a full-time classroom teacher with a

roster of students to whom they are responsible for providing instruction, assigned to a PreK-12

public school, hold a professional teaching license, and have completed three years of teaching.

The participating teachers also had teaching and learning-related leadership responsibilities

outside of the classroom in addition to of their teaching responsibilities. Due to the subjective

nature of identity, the teachers alone initially determined if they were teacher leaders eligible for

the study. For this reason, the idea of soliciting teacher leaders' names from administrators was

rejected. Attribute coding was used to determine the teacher who identified as leaders; school

features and demographics were reviewed in order to create a representative sample (Saldaña,

2015).

Using criterion sampling and ensuring all the teachers have met the predetermined

criterion of teacher leadership identity (Patton, 2002), the initial group of 20 teachers based on

their leadership work and identity as a teacher, as a leader, and learner, was narrowed down to 10

teachers. These teachers represent all levels of Proway schools (elementary, middle, high) as well as share a balance of their demographics (i.e. ethnicity, years of experience) and served as final participants for the remainder of the study. While three male teachers were interviewed with the initial twenty teachers, only female teachers made up the final 10 participants. Each participant was assigned a pseudonym to protect his or her identity and each participant received and reviewed the transcript for validity purposes.

Table 1

Study Participants

Teacher	Gender	Position	Age	Race	Years Teaching	School Level
Hope	F	Spanish	30	Hispanic	7	High School
Victoria	F	English	39	White	12	Middle School
Harmony	F	5th grade	32	White	8	Elementary
Joy	F	Science	61	White	18	High School
Charity	F	English	44	Black	12	High School
Faith	F	1st grade	48	White	25	Elementary
Melody	F	1st grade	49	Black	26	Elementary
Trinity	F	Kindergarten	49	White	26	Elementary
Destiny	F	Science	50	Mixed	16	High School
Grace	F	Music	61	Black	33	High School

Data Collection

This study's data collection used two qualitative research methods to understand how teachers develop a leadership identity. The data collection will include interviews and document

analysis. Although the building administrator was considering for participant selection and interview, only the teachers will be the interviewed, as the phenomena of identity development is a reality only to the individual experiencing it. The next sections provide further explanations of these methods.

Interviews

There were three rounds of interviews. The first round was structured interviews to determine demographics and alignment to the key terms of teacher leader, teacher professional identity, and leadership identity. While 38 teachers initially expressed interest, only 27 were eligible to serve as candidates for participation. All participation in the study was voluntary and all participants opted in to participate. For the first interview, each participant was interviewed and interviews averaged fifteen minutes in length. The second round of semi-structured interviews were conducted with the ten teachers selected based on the above criteria in order to on obtain all the data needed to answer the research questions. For the second interview, each participant was interviewed and interviews averaged one hour in length. An interview protocol served as a guide through the process. The semi-structured allowed the researcher a balance of structure and freedom during the interview to explore and ask probing questions of the participant for more information on insights, thoughts, feelings, and opinions. (Saldaña, 2015).

The semi-structured interview asked about the teachers' personal and professional journey, their teaching and leadership experiences, and the development that has taken place up to this point. The interview protocol will include scripted lead in and closure sections as well as a request for consent to record the interview (Jacob & Furgerson, 2012). Additionally, there was a follow-up interview for each participant. They were asked to clarify their responses once themes were identified and they were asked questions about how they perceive their growth,

identity construction, changes, and development were asked after the document review. For the third interview, each participate was interviewed and the interviews averaged fifteen minutes in length.

The researcher reviewed the audio files and transcriptions to discover new topics or questions that the data suggested to discuss during the follow-up interview (Saldaña, 2015). The researcher reviewed audio and transcription to discover new topics and questions that the data suggested to discuss during the follow-up interview (Saldaña, 2011). Furthermore, the researcher provided opportunities for participants to review transcripts as a member check. This added validity to the accuracy of the interviews. The researcher also shared portions of the findings and solicited feedback for further affirmations of credibility (Birt, Scott, Cavers, Campbell, & Walter, 2016).

Document Analysis

As a components of participation in the study, the TLs reflected on their leadership with three structured prompts to tell stories about specific recent events they experienced as a teacher and leader. These reflections occurred after the second round of interviews and before the third round of interviews. Teachers electronically submitted their reflective writings and the researcher coded the content of these documents to confirm themes found during the first round of interviews. These findings also determined what clarification or follow up questions were needed for the follow-up interview.

Data Analysis

Creswell (2003) tells of one of the first steps in phenomenological analysis being to describe one's own experience with the object of study in order to identify personal judgments and prejudices in order to preserve the validity of the process. A research journal was kept

capturing memos and reflections during the research project as another attempt to step away

from the content of the study. Glesne & Peshkin (1992) found this practice to be a benefit for

researchers to get their thoughts down and out of the way before they start to analyze the data.

Based on the research questions and concepts, the researcher then analyzed the data into certain

categories using coding systems (Bogden & Belkin, 2007). A code in qualitative research is " a

word or short phrase that symbolically assigns a summative, salient, essence-capturing, and /or

evocative attribute for a portion of language…" (Saldaña, 2015, p. 4). Coding was used to

determine what words and phrases represent topics and patterns. These groupings were used to

determine the meanings of the data presented (Strauss & Corbin, 1990). The researcher coded

the teachers' reflection writings and initial interviews using descriptive coding.

In Vivo coding was used as an initial process for the semi-structured interviews to

capture specific language that was repeated. After an initial review, descriptive coding was used

to analyze the semi-structured interviews the teacher reflection to assign topics to the stories.

Descriptive coding was used to summarize participant comments in short phrases to capture

basic topics (Saldaña, 2015). Before the follow-up interviews, causation coding took place. On

the other hand, causation coding was used to determine what the data revealed about the TLs

perception of their leadership identity development. Saldaña (2015) shared that causation coding

is appropriate for "the complexity of phenomena" (p. 292).

Confidentiality of Participants

Pseudonyms were assigned to all of the final 10 participants. While leadership titles and

some work details are shared, the names of schools, job assignments, or any other identifying

information have not been used in the reporting process. Identifying information that was

mentioned during the interviews was removed during the review of the transcripts and replaced

as necessary. Additionally, transcripts and audio-recordings were stored on a personal computer

and storage account with limited access. In closing, audio recordings and transcripts were

deleted once the research was complete and the data has been reported in the findings section of

the dissertation.

Chapter 4

FINDINGS

Overview

The research explored the phenomenon of teachers, their journey into teacher leadership, and the development of leadership identity. The selected teacher leaders (TLs), their stories, and the outcomes from this study are described in depth in this chapter. The following research questions were examined through structured and semi-structured interviews with the TLs: 1) How does leadership identity develop in teachers? and 2) What are the intrapersonal, interpersonal, and contextual factors affecting teacher leaders' work? A document analysis of reflection journals was also conducted.

After an extensive analysis of the data, four themes emerged including: The Journey to Professional Teaching, Learning and Working Outside of the Classroom, Development as a Teacher and a Leader, and A Shift In Thinking. The first theme was driven by the beginning of the TLs stories about how they became the teachers that they are. Subthemes emerged including Becoming A Teacher, Key Relationships, Teaching Successfully, and Launching Into Leadership. The second theme, Development As a Teacher Leader, explores the TLs formal roles and responsibilities in schools and the contextual factors that impact their work. This theme consists of three subthemes: Working Outside the Classroom, Leadership Strategies, and Negative Factors Impacting Leadership. The third theme, Development As a Teacher and Leader, delves into the formal and informal training TLs participate in to develop their skill set. This theme includes three sub themes: Professional Development, Watching and Learning, and Advocating for Students. The fourth theme, A Shift In Thinking, looks at the effect of leadership

on the TLs' thoughts about leadership and teaching and includes the sub themes of Leadership

Identity Recognized, Broadened View of Leadership, and Being a Teacher and A Leader.

Table 2

Themes and Subthemes

Theme	Subtheme
The Journey to Professional Teaching	Becoming A Teacher
	Key Relationships
	Teaching Successfully
	Launching into Leadership
Learning and Working Outside of the Classroom	Formal Roles, Responsibilities, and Teamwork
	Leadership Strategies
	Negative Factors Impacting Leadership
Development as a Teacher and Leader	Professional Development
	Watching and Learning
	Advocating for Students
A Shift In Thinking	Leadership Identity Recognized
	Broadened View of Leadership
	Being a Teacher and a Leader

Theme 1: The Journey to Teacher Leadership

Leadership development is a continuous learning process that spans an entire lifetime;

where knowledge and experience promote, encourage, and assist in one's leadership potential

(Brungardt, 1996). Teacher professional identity is constructed through narrative as teachers

share their stories and shape their journey (Beijaard et al., 2004). As a part of the semi-

structured interviews, the researcher asked each teacher about her story and how she became a

teacher leader. . The TLs had definitive moments that solidified their paths to teaching and

leading. The TLs shared their adventures ranging from childhood to the present, including the

relationships and experiences or events that shaped their identity. This theme yielded four sub

themes of To Be or Not to Be a Teacher, Key Relationships, Teaching Successfully, and

Launching Into Leadership.

Table 3

Theme 1 and Subthemes

Theme	Subtheme
The Journey to Professional Teaching	Becoming A Teacher
	Key Relationships
	Teaching Successfully
	Launching into Leadership

Becoming A Teacher

      The participants from Proway School District all ended up at the same general destination

of teacher leader. However, their defining moments, critical decisions, and paths of life differ

greatly. Some knew from childhood they wanted to be a teacher and it was their first choice.

For others, the resolve to change direction came later: college, after college, or in another career.

Numerous opportunities with children helped a few of the TLs determine their love for children

or provided some pre-teaching experiences along the way. Introducing the TLs and

understanding the teachers' leadership identity means understanding the start of their stories.

Table 4

Teacher Leaders' Education and Licensure

Teacher	State License Endorsement Areas	Licensure Path	Highest Education
Hope	Spanish PreK-12	Non-Traditional	MA
Victoria	Elementary Grades PreK -8	Traditional	BS
Harmony	Elementary Education PreK-6	Traditional	Ed.S.
Joy	Biology; Earth and Space Science	Non-Traditional	MA
Charity	English; English as a Second Language, PreK-12	Non-Traditional	BS
Faith*	Early/Primary Education PreK-3; Middle Education Grades 4-8; Gifted Education	Traditional	MA
Melody	Early/Primary Education PreK-3	Traditional	BS
Trinity	Early Education PreK -4	Traditional	BA
Destiny	Middle Ed. 6-8: Science Biology	Non-Traditional	MA
Grace*	Music in High and Elementary School	Traditional	MA

Note. *Indicates a National Board-Certified Teacher

Hope is a 30-year-old high school Spanish teacher who grew up in Puerto Rico and came to the identified state to live with her retired military father. With her master's degree in Public Administration, she did not want to be a teacher. She shared, "I always wanted to be a lawyer. Well at first I actually wanted to be a judge ...move aside, Judge Judy." Hope recognized that being a teacher was not for everyone and she did not think it was for her, "I think you have to be a special kind of person. And that was my thing, like you had to be a special kind of person to be a teacher." She taught English to elementary students at a private school before entering the

classroom. She describes herself as a "born boss and a leader," recently completed her second

master's degree in Educational Leadership and desires to become an assistant principal.

Victoria is a 39-year-old middle school English teacher. She also did not start out

desiring to be a teacher, "So I [was] like, well, I'm going to be an art major. I [had] never been

successful at anything academic." After changing from her original goal of being an artist and

receiving an art major degree she made it into the teaching profession. She figured it out when

she started substitute teaching, "I was like, I get these kids. Like I, I understood like where they

are coming [from]." Victoria completed a liberal studies degree before successfully teaching in

two different states and four different districts before ending up in Proway. She started teaching

elementary school and transitioned four years ago to a secondary school. Her experiences

helped her "see how all the different districts and states internalized different parts of

education."

Harmony is a 32-year-old fifth grade teacher born and raised in Proway. She revealed, "I

think I always knew I wanted to be a teacher...I just love[d] school and then, you know, you have

those teachers that impact your life and I think somewhere at some point it must have triggered,

'hey, that's what I want to do too.'" She has spent her entire career teaching in schools with high

populations of economically disadvantaged students. Harmony is furthering her education and

seeking a Ph.D. at a local university. Her dream job is one where she could "work in curriculum,

but work with teachers and still be in the classroom with students in some capacity."

Joy is a high school science teacher who started teaching at age 43. Her childhood dream

did not include becoming a teacher because her "first goal was to become a veterinarian." She

holds a master's degree in Animal Science. She started working as an instructional assistant in

the local community college. She shared "I taught labs but not lectures and I was able to order

materials and organize the lab and keep the inventory in that kind of thing. So then, my immediate supervisor found out that I was, had a master's degree and said we need an adjunct to teach this Friday night class." She spent her twenties and thirties teaching at the local community college and staying home to raise her children. She has been a public-school teacher for 18 years and at age 61, she is "not even looking at retirement" because she is not finished "growing and getting better...even after 18 years [she has] a lot of room for improvement."

Charity is a 44-year-old "New York City girl" who has dabbled in and out of education. She started her first degree in education but felt the program did not "really prepare you for education and teaching" and had a limited view of what education looked like. Charity stated "...[they were] trying to box me in…...I didn't want to be put in that box. So, I said later for your education program." She majored in English with minors in journalism and criminal justice with her eyes set on law school. After working in an alternative school setting, Charity came back to education and became a high school English teacher, but she left and returned to the classroom, taught in two different states, lived in another country, and then returned to the United States to begin teaching in Proway.

Faith always knew she "wanted to work with children" and was being pressured to go in a different direction but she followed her heart. Faith shared, "I turned down a four year fully paid ROTC scholarship, which did not make my dad happy because I decided I did not want to be in the military. It's not what I wanted to do." She is a 48-year-old first grade teacher who worked all 25 of her teaching years in Proway and has degrees in elementary education and reading. Faith left the classroom for a few years to serve as a gifted specialist but returned because she "just missed having [her] own kids...and seeing them grow." She returned to teach at one of the magnet elementary schools. Faith is proud of her badge of service and her list of

activities and involvement goes on and on as she also works as an advisor for two student groups and sits on multiple auxiliary and advisory groups and committees.

Melody, age 49, was born into a family of educators and raised in the city right next door to Proway. However, she got a history/political science degree because, "But believe it or not, teaching was not on the top of my priority list growing up. I wanted to be a lawyer." Her mind was divinely changed when she discovered education was her "calling." Melody got her master's degree in education because this is what she was "designed to do" and teaches first grade. She had lots of experiences working with children, "...at church I've worked with a youth ministry, I would babysit my cousins and my younger cousins...I just enjoyed being around children for some reason. I didn't find it to be like a headache or anything like that." Melody was also a substitute teacher and a classroom assistant before she entered the classroom. She has also worked in schools with high concentrations of low-income students only.

Trinity, a 49-year-old Kindergarten teacher, loves the babies and majored in early childhood education. As a teenager, she worked as a lifeguard at a private preschool. She vowed to not be like her kindergarten teacher and remembered "not feeling warmth from the teacher" and decided, "I don't want to be that way." When she started college, she thought, " maybe I'll do the teacher thing and see how that goes." Trinity has taught prekindergarten, kindergarten, and first grade students all in Proway schools receiving Title I, Part A funds. This school year has been "challenging" for her due to school improvement efforts and personal and professional challenges facing her team.

Destiny is a 50-year-old high school science teacher who had a non-traditional start to education. "[This] was probably karma because I said I would never be a teacher. I wanted to be a doctor." She started a career as a physical therapist, holds a master's degree in physical

therapy and is "a few credits shy of a neuroscience Ph.D." After becoming "disillusioned" with that field, she intended to go into medical sales but stumbled upon public school teaching. She holds another master's degree in curriculum and instruction and went to Proway just three years ago after teaching in a neighboring state.

Grace is completing her 25th year of teaching at age 61. She worked out of state for eight years as a substitute teacher before going to Proway. Grace taught middle school for 16 years and finally made it to high school and is in her fifth year as a music and engineering teacher. She grew up out of state and was a daughter of an educator and granddaughter of a musician. Grace thought she would be a mass communications major but she majored in music education and minored in gerontology and holds a master's degree in music performance. She is filled with faith and is grateful for her administrative team because they "...absolutely love music, so they will do whatever needs to be done. They back us up, you know, 100 percent, which is a blessing."

Key Relationships

While each TLs story was unique to each teacher, all ten of them had significant relationships that were influential to their personal and professional identity. There were people who loved, supported, and promoted the TLs during different points in their lives. For others, unique occurrences served as defining moments in their lives. These developmental influences were meaningful to their path to teacher leadership.

Family. The TLs family members served as anchors of support and inspiration during their lives. Parents and grandparents served as role models, jumped in to assist in child rearing responsibilities, and offered support systems and encouragement and advice during difficult times. Grace told of her mother's significance in her life and the role model she was a teacher, "I

remember I'm working to help her set up her classrooms and I used to get so much joy out …watching my mother just prepare for it.

For Charity, who was living in Asia, her grandfather needed her after her grandmother's passing, and for this reason only she went back into the classroom because she came to the US to move to Proway. Victoria's grandmother was a model of strength for her as a child and reminded Victoria of her mother's word about her leadership even from childhood:

> She said, 'you were always a leader, from the gathering of all the kids up in the neighborhood, to making up make believe events, and venues.' She said that I didn't always lead for the good...So, she wanted me to know that I was strong willed from the beginning of time, but that I just started admiring the right people.

Teachers. Some of the TLs discussed the unforgettable teachers who made a positive and lasting impression on them. Their teachers motivated them to learn, piqued their interest with the subject matter, and worked diligently with them and even pushed them to see strengths and skills they did not see yet. Victoria would have been a mass communications major without this teacher', "So [the professor] said, 'So you're going to major in music. Right?' And I looked at him and I said, 'Mm, no sir. I'm not good enough…'He said, 'You're going to major in music.' And I said okay." Faith had the same teacher in second and fourth grades who cared enough about her to intervene:

> [She] actually wrote to my father and told him the impact of his leaving was, was having on me and she arranged for my dad...to call me at school one day and basically to set me straight because I was acting out because I missed my dad had been acting...But it made a huge impact on me that she cared enough about me to do that. And I always wanted to be like her. I wanted to embrace my students. I wanted to give them the world.

Pivotal people. There were some non-related people in the TLs' lives who actually suggested the teaching profession and may have even provided a nudge in the right direction. People such as clergy and friends gave the TLs suggestions about teaching and their unsolicited thoughts on going into the profession. Many even facilitated interviews and other opportunities for the TLs to step into the profession. One of Joy's pivotal people was a friend who was a teacher leaving her position and she recommended her to the principal, "…And my friend said, well, I know someone, she'll be great. You need to hire her. So, I came in and interviewed and wow, I got hired."

Teachers, family members, or other loved ones provided support and words of encouragement to the TLs. These key people invested in the them and shaped the journey of the TLs by serving as models, heroes, and examples for their future selves. There are parents and grandparents who provided love, guidance, support. Other times, it was a teacher who left a mark on their lives by inspiring or challenging them. Or, there were close friends who served as connectors to the job opportunity that changed their lives. The TLs did not make it through their journeys on their own.

Teaching Successfully

All teachers are expected to be knowledgeable about their content, to know how to design and analyze assessments, and understand how to employ a variety of instructional strategies to meet students' needs. However, all 10 Proway teacher leaders did not define their success just by students' performance on evaluations. They defined their success by the amount of growth their students experienced and the relationships they built with their students. The TLs take risks, make learning fun, and work to design learning environments that result in a climate where

relationships with their students can flourish. In turn, the students are able to connect with

school and experience academic success.

Student Relationships. The majority of the TLs found that their time invested in

developing a strong rapport with their students yielded in student feedback, trusting

relationships, and open communication. They witnessed large returns beyond the current school

year. The TLs mentioned former students crediting their success to their teaching when they

come back and share with the TLs the impressions left on them. Both the elementary and

secondary TLS recognize their learners need love and a sense of community when they come to

school every day. They detailed the communities they create in their classrooms and the skills

they teach beyond the curriculum so they help their students become productive citizens in the

classroom. The TLs emphasized the relationships they build and their willingness to share of

themselves. Destiny was quick to share that older students also need loving kindness. She

knows she is not evaluated on how her students feel, but that is her priority, "How I'm measured

professionally is definitely on scores and that is always an area of growth and it's always

something that I strive for…But I really truly measure it by if that child feels important and

loved."

Student Growth. The other four of the ten TLs define their success by student growth.

They verbalized how important it is for their students to show their learning across time while

working on attainable, but rigorous goals. They told all about how standardized assessments are

important but are not the only data they collect to determine if students have learned. They also

share the difficulty in watching students grow, even if some are below the mark. The TLs

defined their success in the classroom by the relationships they have with their students and the

growth they witness their students making. They felt the relationships they have with their

students will in turn impact their students' achievement.

The TLs reported how help their students feel safe, how they develop trust in the

classroom, and how they their learning environments so their students will love coming to

school. The TLs also figure that student growth has to be considered as they make decisions that

might affect their learning opportunities. Harmony tells that the standardized assessments are

not the only data she collects to determine if her students have learned, "Not just their

standardized scores or their balanced assessments, but on how much they achieved throughout

the school year and then their love for school. If it grows, I consider that a success."

Launching Into Leadership

The teacher leaders begin to shift their work from solely working with teaching students

to activities beyond their classrooms. While the TLs may have been willing to help, none of the

ten TLs initiated this leadership. As colleagues began to notice the TLs' willingness and desire

to assist, the TLs were approached to take on various roles and responsibilities that enabled

them to begin acts of leadership. No matter who approached them or their level of will was for

the opportunity presented, the TLs accepted the challenge.

Collegial Assistance. Sometimes, the leadership opportunity came about because other

teachers made recommendations or suggestions of several duties and tasks along the way. Other

times, leadership roles dropped into the TLs' laps, as it was a "your turn" or rotation scenario on

a team. Charity was returning to a district with the intention to teach, but her friend and former

teammate had something else in mind:

And you know, there was a position available and she was like, 'you should apply for this

position... it was an academic intervention facilitator and...she was like, you'll be great.

And I'm like, I don't know. I don't know. It was feeling like, yeah, I'm not going to. I wasn't qualified enough...she was like, "You'd be good! Go on and do it!" And I said okay.

Selected By The Administrator. The majority of the TLs did not seek out their positions. Rather, they were approached by other teachers or administrators to take on the responsibility and take a risk. Often times, the sitting teacher leader reached out to the current TLs to secure them as their replacements. Last year, Hope's assistant principal noticed her growth and approached her, "My AP was like, well, you know, you've grown, why not try it? I said, okay, so I interviewed and he said, yeah, we're going to give it, we're going to change Instructional Leaders and we give you the opportunity."

Willing to Help. Because they are so willing to help or have shown success in their classrooms, the TLs were assigned certain tasks or formal roles. Some TLs shared their willingness to assist when there was a change in administration. This happened for Melody when her school received a brand new principal who selected her to serve as the team leader after she offered to help, "I actually remember when [she] first came to me and she did, she called staff members and I believe I told her, I said, if there's anything you need just let me know." Trinity's school was assigned a new administrative team and she was approached to serve, "I introduced myself and I always say if there's something that you need, I'll be happy to help out…[she asked] ask if I would be on the leadership team. I said sure I don't mind."

One of the first stops on of the TLs' journey was to the classroom. They credited certain people, teachers, or family members who had a profound impact on their lives. Whether teaching was an initial goal or an afterthought, they all elected to enter the teaching profession to work with children. They settled into their professions and realized that their success was

connected to the relationships they had with their students and the growth their students experienced. At some point, each TLs was contacted by a colleague or administrator and they began to operate in a formal teacher leadership role. The TLs' stories now shift from achieving the positions to how they participate in the leadership.

Theme 2: Learning and Working Outside of the Classroom

As colleagues began to notice the TLs' willingness and desire to assist, they were approached to take on various tasks. The teachers began to explore leadership strategies that they used in their work outside of the classroom. This concentration required a shift in their development and they learned to lead from watching others, attending training, reflecting on their practice. This development assisted the TLs to grow and expand their skills and connect to their colleagues. The TLs' experiences led them to begin to see and think of themselves as leaders and see leadership in a different light. This theme yielded four sub themes of Formal Roles, Responsibilities, and Teamwork; Leadership Strategies; Factors Impacting Leadership; and Advocating for Students.

Table 5

Theme 2 and Subthemes

Theme	Subtheme
Learning and Working Outside of the Classroom	Formal Roles, Responsibilities, and Teamwork
	Leadership Strategies
	Negative Factors Impacting Leadership

Formal Roles, Responsibilities, and Teamwork

The Proway TLs have a number of formal roles responsibilities surrounding data, writing curriculum, planning and delivering instruction, and managing instructional resources. They facilitate numerous meetings with department, career, or grade-level teams, and learning

communities. TLs prepare agendas, assign roles, and determine the outcomes for their time with their colleagues. They also communicate and coordinate with administrators and district curriculum staff regarding instruction, teachers, students, and specific projects and programs occurring in their buildings. They use a different set of skills to engage with the adults than they do when they work with their students.

The Proway TLs function within formal roles with titles and specific job responsibilities. Some were appointed to these positions by administrators while others participated in selection or application procedures, and were selected by a group of peers, administrators, or both. The TLs play vital roles in the schools and in social settings. They primarily conducted their leadership activities through the various meetings held within the schools and teams. They have to not only participate in group meetings but engage and collaborate with the adults. In some cases, the TLs are held accountable for the activities and actions of the team and individual team members.

Table 6

Teacher Leaders' Roles and Years of Experience

Teacher	Leadership Roles/Responsibilities	Years of Leadership
Hope	department lead, IL, curriculum writer, SILT	3
Victoria	team lead, IL, curriculum writer, mentor	12
Harmony	team lead, IL, curriculum writer, SILT, coach	6
Joy	IL, SILT, mentor	13
Charity	institute lead	4
Faith	team lead, IL, curriculum writer, SILT, mentor	20
Melody	team lead, SILT, mentor	6
Trinity	team lead, SILT, mentor	9
Destiny	IL	3
Grace	team lead, institute lead, curriculum writer, mentor	20

Note. *IL Instructional Leader, SILT School Improvement Leadership Team

Mentorship/Supervision. Six of the TLs currently serve as mentors. They work with novice teachers or with teachers new to their grade or subject, or new to the district. The goal is to induct new hires to the district, their buildings, and to the profession. The TLs share information about school and district expectations and guide their development of the art and science of teaching. In their roles as mentors, they provide instructional materials, check in regularly to field questions, and sometimes help their novice teammates work through frustrations expressed.

Supervision. Grace serves and a mentor to preservice teachers who are observers, practicum students, or student teachers. She demonstrates instruction with her students and serves as a role model for what professionalism looks like for a music teacher. Her shared efforts serve as a recruitment tool for Proway, "..I've mentored the up and coming teachers coming in. So I've mentored teachers from [the] University."

Informal Mentoring. Two teachers mentor informally because of their desire to support others and in response to the new teachers' willingness to learn. Victoria has two different experiences with her assigned teachers and another teacher who wants to learn from her: "The same thing I do with them but then she gets something out of it...And she's like, okay, I'm going to giving it a try and the other ones are just in here, like 'I'm not doing it.'" Trinity is so willing to help, she supports newly-hired Kindergarten teachers in a neighboring building, "Well, I'm doing a mentorship, [with] the two other teachers...this is not like a written mentorship thing…"

Formal Mentoring. As experienced teachers, The TLs help their new teachers, referred to as proteges, understand the actualities of teaching in a public-school classroom. They teach them how to take what they learned in college and how to apply it. They also help the proteges develop effective instructional strategies and manage the classroom discipline. The mentors do

receive training from district level staff on understanding induction, providing feedback, and understanding the beginning teachers needs and struggles. They work to ensure that their protégées are in the know, unlike their beginning years. Harmony held an ad hoc district mentor role last year specific to elementary science and supporting planning activities with teachers outside of her school. Melody shared a time when her leadership was stretched, as her support required more than after school meetings with her protege:

> Well, I know my first year as a mentor to a protégé, there were a lot of issues going on with classroom management. So my principal wanted me to sort of shadow her...she allowed me to go for half a day into the classroom...just let me kind of see what's going on, is there some way I can help by sharing strategies or ideas...I modeled for her...so I've had that opportunity.

Unsuccessful Mentoring. Most of the TLs spoke about the successful relationships built with their proteges and the successful work they accomplished together. However, mentoring does not always work out as planned. At Proway, there are many mentoring issues connected to schools experiencing high turnover rates and having multiple inexperienced staff in the buildings. Some TLs struggle with their mentoring for different reasons. Because of low numbers of experienced staff in some buildings, the TLs are often called upon to support teachers in other grades or disciplines outside of her own. They also combat unwilling proteges. For some of the mentors, new teacher turn-over, or teachers leaving in the middle of the year causes major disruption to the school culture and student learning. Joy recalls a very rough situation when her protege walked off the job:

> One of my proteges walked out May 1...middle of the day walked out. We're coming into testing time...She could not have picked a worse time....because those students needed a

pass on that...test and what was happening was not helping them...It was very awkward for me, but I was determined I was not going to drop those students in the trash can just because their teacher walked out on them.

Department/Team Lead. Nine of the ten TLs are the official lead of a department or a team. Typically, at the elementary level, the team is a grade level and at the secondary level, the department is made up of content-specific teachers (e.g.: all math teachers). The TLs meeting responsibilities range from creating agendas ahead of time, facilitating the discussions around the agenda, creating roles to facilitate the meeting, co-creating lesson plans, making decisions, and creating action steps. Melody discusses her responsibilities in preparing the meeting, "I do the preparation for our meetings in regards [sic] to what is to be discussed. I usually will let my team members know, because there are certain roles like we have a facilitator, timekeeper, recorder and a scribe." The TLs reported various levels of accountability by their administrators. According to them, some of the principals hold the TLs completely responsible for the outcomes of the meetings while others hold the entire team responsible.

Institute Lead. Proway's high schools began professional institutes two years ago to work towards a focus on college, career, and life capable citizens. All of the high school TLs are feeling the impact of this implementation as they serve on newly formed institute teams and as they fold in professional institute concepts and skills into their content and instruction. Both Charity and Grace are team leads for these unique teams consisting of teachers from multiple disciplines united and driven by the focus of professional institutes; those are mini concentrations within the high school's overall career and technical education focus areas. Charity is the lead for the Information and Culture institute, but she was not open to the task and

felt she was "voluntold" to serve in this capacity. But now, she owns being "the face of the institute" and has stepped into the leadership role in running the meetings:

> As the team lead for our newest academy, my tasks are to facilitate the meetings, prepare the agenda and ensure that we are meeting the goals and objectives set by the academy team protocol...my efforts to establish and execute the norms [is] evident and that the team members had come to expect them…leading the meeting and making sure all the high points are in there and trying to bring, some kind of cohesion there... a spirit of collaboration and building rapport."

Grace is the lead of the Fine Arts and Creative Design Institute. She shares her story of how she ended up in that position because she wanted her students to have the same opportunities as those in other schools when she said, "If we're setting up the rest of the school in institutes so these children are nurtured in the pathway that they want to go, what are we doing for those who want to go into music or music education pathway."

Both Charity and Grace work with their teams to build collective responsibility for their meetings: With the newness of the institute initiative, there is a lot of publicity and angst with these roles as they are very new and are frequently featured in the district and city news. Neither TL enlisted for the job but have proven to take the obligation seriously because they know the effect on students' learning and performance in school and in life after school.

Instructional Leader. Instructional leaders (ILs) in this district are selected by school administrators to serve as the point of contact between a specific curriculum department and the school. Six of the TLs serve in this capacity. What this role looks like depends on if you are an elementary versus secondary teacher and on the discretion of the building administrator. Some departments have specific materials and inventory that have to be monitored as well as

instructional materials budgets to manage. Many times, the IL is responsible for instructional delivery tasks, such as supporting teachers in planning and curricular materials, and even modeling or co-teaching a lesson.

Instructional Resources. Depending on the grade level and subject taught, ILs are hold differing levels of responsibility for the professional resources in the building. These jobs include tracking budgets, inventories, and making sure teachers have and are using what they are supposed to. The TLs attend meetings, organizes equipment, receive budgets, and may support the classroom directly. Faith explains all she is responsible for as IL, "I'm responsible for all the science equipment in the school, the text, the textbook inventory and all of that...Materials and classroom support I do all of the purchasing of science materials for them when they want things."

Reporting Out. The ILs all meet with the district's curriculum staff, either monthly or quarterly, to participate in training, hear updates and information from the state, and learn about instructional and assessment activities that may be coming up. It is the ILs job to disseminate the information to their group. They may do this in a very informal way like Harmony who goes around informally to her teammates, "Hey, I went to the meeting today. Here's what I found out." In contrast, Destiny spoke about her "Science Snippets," official newsletter she creates to share news from her meetings with all the science ILs meet district-wide and talk about upcoming things:

> So after an IL meeting, matter of fact, as I sit in the IL meeting, if I am not the recorder, I'm typing in or cutting and pasting as we're kind of can we create a Google document as we meet and people make notes in there and so I will cut and paste what staff needs to know."

Curriculum Writing. Five of the TLs reported participating in curriculum writing activities in the last three years. Many times, the ILs are asked to assist with writing curriculum. Proway is concluding a five-year written curriculum overhaul. They attended multiple training sessions with curriculum staff to learn about the connection between curriculum, instruction, and assessment, and the changes from the foci of content coverage and transmission of facts to curriculum with more critical thinking skills, and connections among subject areas. The TLs were tasked to write units for their subject areas to include standards, essential questions, activities, assessments, differentiated options, and learning materials and resources. Harmony finds the curriculum writing experience helpful with planning and collaboration, "Well and what's helped me with that because I wrote the curriculum so that makes it even easier because then I'm like, oh, okay, yeah. I wrote this…so that makes it even easier because then I'm like, oh, okay, yeah. I wrote that that. "

Supporting Classroom Instruction. As instructional leaders The TLs can help their colleagues by providing ideas for differentiating instruction or planning lessons or sharing instructional resources. While many of the TLs indicated this was a part of their job, only Harmony and Faith shared their opportunities to visit classrooms, model instruction, and provide feedback and recommendations to help their teammates be successful. They enjoy supporting their colleagues by modeling, co-teaching, conducting experiments, and supporting student work in the classroom if given the opportunity.

School Instructional Leadership Team Member. Six TLs serve on the School Leadership Instructional Team (SILT). This opportunity allows the TLs to voice insight and share information with administrators that impact decisions for the school. In most cases, your appointment as ILs or Team Lead automatically makes you a member of this administrative-led

group. The TLs participate in meetings and bring information back to their respective teams.

The SILT is also responsible for overseeing the school's strategic improvement plan which is a

working document that houses the school's data and SMART goals.

The TLs are often assigned specific action steps to monitor. Some of their roles do not

stop in the SILT meeting and they are held accountable for disseminating the information actions

the rest of their teammates need to take. Their administrators may give certain mandates to

accomplish with their team. But how they get there may be up to the TLs. So, they talk about

ideas and different alternatives of what to do to meet goal and then they decide as a department

on the best approach. Hope explains how this sounds when she talks with her team, "This is

what we're supposed to do now, are we going to reach it or not… how do we reach as a

department our goal?"

Monitor School Plan. From time to time, the TLs monitor specific goals and activities

that are components of the school's strategic improvement plans. Both Hope and Melody have a

focus on the climate and culture activities in their buildings. Hope shared how she contributes,

"I currently am on the SILT to, you know, monitor the school learning plan... So, I really focused

mainly on the culture and climate... I just provide supports on initiatives." Melody says, "My

current principal...has a person representing each grade level as a team leader so that way when

we meet, we're able to disseminate information back to our grade levels and make them aware of

what's going on."

Professional Development Input. Schools in Proway have opportunities for professional

development (PD) that the principal directs based on the school's strategic improvement plan. In

the SILT meetings, the TLs may be asked to provide input or share PD suggestions on learning

experiences that would meet interest as well as specific goals or strategies. With her school

involved in reform efforts driven by district administrators, Trinity has additional responsibilities as a SILT team member regarding student data for her grade level, "I am responsible for getting ...ready for the district office data presentation. Therefore, I spoke with [my] teachers about being sure that their [student] tiers were in for this quarter so that I would have that information to work with.

A major component of serving in these formal roles is facilitating the formal meetings the TLs participate in. They are responsible for many facets of focused meetings that goes beyond setting objectives and assigning jobs. They have to lead the group, manage the dynamics, consider teachers' opinions and needs, and ensure all voices are heard. It is the TLs job to ensure outcomes are met, solutions are reached, and that meetings are purposeful. They are also responsible for resources, information sharing, and supporting classroom instruction for their schools.

Leadership Strategies

The TLs had to figure out how to lead and work within the positions they held. They all realize they are not the administrators and are not in charge. But the TLs are responsible and are held accountable for not only their actions, but now their colleagues' actions. So, they have found and practiced strategies that help them solve this delicate dance of power they experience. All ten of the TLs now utilize a particular communication skill and an action skill.

Communication. The TLs practice different communication skills with their co-workers. They often have to get a group or team to focus on a goal or make decisions that require consensus. The leaders shared, tested, and tried many strategies beyond just sharing what they know. They found effective communication was the key to their relationships with the adults. This included listening, persuasion, building consensus, and providing feedback.

The TLs reported skills such as setting foundations, creating relationships, articulating the school vision, bring people together, listening, compromise, seeking consensus, persuasion to get other people to see things differently help them navigate the meetings and the school culture. Trinity found that her listening, helps her figure out what else to do to help navigate the culture, "...well I try to be a good listener...I try to see what they need. I'm trying to think what else I do try to be there for them, try to boost them up. We try to stay positive."

The TLs have also learned how to work through difficult situations with their colleagues. They shared their use of skills such as speaking face to face with people versus electronic correspondence and how to table a conversation when there is no immediate resolution in sight. Faith touted the importance of trust and compromise when she's trying to work with her team on common goals:

> Compromise, communication. So, things that I'm very, very strong about because there's no compromise in communication, any organization, any committee, any, anything is going to fall, making sure that everything's transparent, that's important around is this setting because if you're not transparent, everybody knows everything, then it creates problems.

Hold Up Standards. The TLs hold many conversations with their colleagues. They frequently find that they have to remind their teams of the expectations or responsibilities that may not be getting done. They will make personal pleas and share deadlines, give reminders about due dates, and offer to assist if something is not completed. The TLs also holds up the standards by referring to them or reminding others of them in order to create buy-in and shift the "messenger" to their principals or departments.

Hope does this when she shares the consequences of not doing what needs to be done, "So I try to, like for instance, when we have to do lesson plans, you know, it's something that's required of us. So, there's two options: we can get on board or we're going to sink." Joy also had to remind her teammate of standards and put it on what the principals expect, "I relayed administration expectations concerning common assessments - study guides and aids on the board are not allowed, since the data is examined and used to guide instruction." The TL recognize the difference between reminding and telling and they help lessen the blow by including themselves in the work. A tool many referred to was openly lamenting with their teammates about the workload, but they use that to get everyone on board to finish the work.

One on One Conversations. The TLs routinely but safely confront their colleagues in a private way. They try to consider the other person's perspective, especially since they are sharing difficult information. The TLs talk individually with their teammates to Hope had to address late work, poor performance, and when teammates "drop the ball" on assignments in order to share feedback on their behavior and the effects of that behavior.

Destiny was tasked to address her teammate once the principal found out she was leaving school:

> I did not place blame or fault I explained the expectations and clearly enunciated her
> obligations to the team and the school. I reviewed the procedure to taking time off and
> how and when co-planning is to be done. I followed it up in writing so she could show
> the principal that she now has the proper procedures.

The TLs often take the blame or the "low road" and apologize for misunderstandings or other things that are not their faults to approach their colleagues proactively.

Share Feedback. The TLs are in a position to influence administrative decisions and practices. TLs mention their administrators provide a platform so they can speak freely

and truthfully if asked. They feel their principals had confidence in their ability to offer

constructive criticism and recognize that they know if they have the ear of their

administrators or not. Trinity noticed the declining morale at her school and decided to

provide feedback, "I made a suggestion to my principal about trying to have a goodie day

…[and] about having another new teacher celebration meeting. I felt like this …would

be another way to promote positivity..."

Choosing Action or Non-Action. All 10 TLs began to practice another leadership

strategy: choosing action or non-action. Their responses indicate that both approaches

were appropriate at times. They also admitted that some strategies they use they

probably should not have used and they realize that listening and respect is very

important to their teammates. Their action and non-action strategies include non-

compliance, just doing work themselves, and influencing others.

Non-Compliance. Two of the TLs admitted to refusal to comply as a strategy to meet

their agenda. This head to head challenge with people in positions of authority is risky and only

used when necessary. Both TLs engaged in a verbal attack because they felt strongly enough

about their position or idea that they had to buck the authority. Victoria had a back and forth

negotiation with her principal after failure to agree on an events activities after she put her foot

down:

> And I was like, 'I don't want to do the drama play with fine arts tonight.' And he's
>
> like, 'I want you to.' And like, 'I'm not going to do it on fine arts night.'…He's
>
> like, 'Here's [what] I'm going to say. I will let you out of fine arts for the play, but
>
> then you're going to have to set it up and run multiple stations there.' And I'm
>
> like. 'I see your multiple stations and I raise you…'

Destiny stated there are times when she will, "help kind of fight and defend our, our position on things." She shared an example of an exchange with the district curriculum leader:

> She wanted us to do an activity and it was not feasible for us to do that because we had a lot of other responsibilities in the building that we had to do and that we needed to do....take a different path. And she said, 'every other school in the district is doing this today.' And I said, 'well, if they all jumped off a bridge, we'd be standing there by ourselves cause we're not doing it.'

I'll Just Do It. Half of the teacher leaders detailed one of their choices in action is doing the work themselves. It was easier than the alternatives: battling or overwhelming their teammates, waiting, or, less than par quality. The TLs feel the weight of responsibility with the work and expressed frustration. They resort to just providing the plan for everyone to follow when they will not do it themselves. The TLs will write lesson plans for teammates or even the entire team when they are not supposed to, all in the name of getting it done and keeping the peace. Some admitted doing the work to just take it off the plate of teammates.

Victoria shares her hindsight about writing the lesson plans for her novice team because they just lack the skills to do so, "So none of them could write an aligned lesson plan…It makes me not feel upset that I write all of them because they can't...I just do it... I shouldn't do it and I know this is my other greatest weakness." Harmony has fallen into the same lesson planning practice:

> We had one year where there was a new teacher on our team who that exact situation would happen. We're either, it wasn't getting done or getting them to the standard at which we thought it should be... I think we've made a mistake there. Because instead of really working with that person we just were like, we'll just do it, we'll do it for you,

which is not good. And I think that helped us realize that, no, what we should have done in that situation is not have just given her the easy out.

Influence. Other times, the TLs use tools they are able to access to shape their colleagues' attitudes and decisions or to get them to think or act differently. These tactics may seem minimal but go very far. The TLs invest in building and fostering relationships with their coworkers and this allows teachers to trust them. Grace tries to influence her institute members by seeking their input, "I tried to, I tried to pose questions to them as to how they think they should work ... How have they think this should work? What can you bring to the table? What are you willing to do for this?" The TLs work hard with to coax teachers to minimize resistance to share advantages and disadvantages so teammates can hear the entire idea how it could benefit the students." Harmony discusses her approach so teachers will want her to work with them, "We've kind of coerced them…through actions because when they see that you're doing…and the kids are doing so great, it's like, hey, how can I do that too?"

There are multiple strategies the TLs use to help them complete their tasks: communication and choosing action or non-action. They learned how to build on other's strengths, using influence, or gentle coercion. They focus on developing relationships and recognize the importance of having one on one conversations at times and not depending on e-mail for all messages. TLs also use their communication skills of listening and questioning to make the exchanges more conversational and not confrontational. Even reminding teachers of the deadlines or expectations and helping teachers understand the purpose or the why of a particular duty has proven helpful to the TLs.

Negative Factors Impacting Teacher Leadership

The process of teacher leadership is dependent on multiple factors being in place within the school. York-Barr and Duke (2004) consider three areas that are crucial to teacher leadership (a) school culture, (b) relationships, and (c) school structures. Supportive administration, a positive and collaborative school culture, and the organizational structures are critical to TLs having the information, environment, and time needed to meet, plan, and coordinate activities.

The TLs spoke about the factors that promote their ability to carry out their leadership. Two areas are where the positive responses fell were administration and common planning time, with three and four TLs addressing them respectively. Some TLs felt administrators supported and recognized their leadership; this helped the TLs feel supported and appreciated. However, all 10 of the TLs reported the negative factors that impede the ability for them to do their jobs. They stated they are unable to impact teaching and learning if there are barriers such as administration, school climate, lack of time and their colleagues.

Administration. While principal can be positive influences on the TL process, they are also at times a negative factor that can hinder progress. The teacher leaders run into administrators who lack vision, consistency, are unable to communicate effectively or do not communicate with all teachers or are not ready to release the leadership reins. They express the need to understand their role and to have direction for their work. Some TLs have a full plate of extra duties because their administrator continues to reach out to them making the TLs believe it is impossible to say no. Harmony feels like her principal does not want to distribute leadership in her building, "I think she knows I'm going to do a great job, but as far as putting me in places in the building to help, I don't know, I think maybe she might worry that toes might get stepped on..."

Too Much Work. The TLs; plates are full of multiple leadership responsibilities. This is because they are approached and cannot say no. The result is they become frustrated or burnout. Trinity felt this way when she was asked to take on another project, "But then I got to a point where I was so busy pouring into others that but I said who is pouring into me?" The TLs acknowledge that while they have a lot of responsibility from principals, they are also to blame.

Need direction and communication. The secondary TLs report a lack of visionary action on behalf of their principals. They are starved for direction and have no problems taking orders, but no one is giving them. They want to do their work right and want to be effective in leading their departments, but experience uncertainty when there is no direction. Charity has regular encounters with her new administrator who is learning the job and unable to provide the instructions necessary for her to feel comfortable:

> [She] is our institute principal, but at the same time, she, this is her first year in the assistant principalship position, first year. ..and not a lot of support of the from the administration, particularly when we see that we have an institute that is brand spanking new...she has no time for the institute. So that means I have no direction, I have no direction.

In addition to a lack of direction, the TLs state their principals' communication is not consistently clear. They feel principals do not demonstrate consistency, communicate expectations, or do not think out of the box. The TLs then have to fill in the gaps, which could mean a conflict from what the administrator wants to do. This is an uncomfortable place for the TLs, as they shared they would rather facilitate the action instead of create the plan, because "that is the principal's responsibility."

School Culture. Negative school culture is contributed to narrow views of standards and practice, teacher isolation and minimal opportunities for informal teacher leadership (Katzenmeyer & Moller, 2011). The TLs provided many examples that contribute to a negative school culture including lack of administrator vision, a clique mentality, and school improvement reforms. Melody feels the weight of the culture when her team comes to her to vent, "Well, I feel that it's (culture) impacting in a negative way because I feel though they're just people on my team who were just frustrated…" The TLs know that their school climate suffers during school reform efforts when there are a lot of compliance components added to regular teaching and learning tasks.

Time. While there is adequate time built into the school day, the TLs shared that there is still a lack of time during the instructional day. They reported this can be a barrier in certain situations. They don't have enough time to meet, mentor, and support instructional delivery because of busy schedules or conflicting events. Proway provides time in the schedule for teams to meet, however, the TLs at elementary agree that planning block at elementary (45 min) is just not adequate compared to the secondary teachers (90 min.). The TLs have to use their personal time during the day or afterschool to complete various assignments. They note that there are multiple meetings at school, with departments, and at the division office to attend. Hope's team infrequently meets because of conflicts, "Sometimes we hadn't met all semester long but I have touched so I have touched base with them, but face to face we just haven't had the opportunity…"

Colleagues. While administrators, culture, and time were factors that were expected to negatively impact the teacher leaders, one unexpected factor was working with adults. The TLs' responsibilities caused a change in their relationships with the other teachers. While teachers

know they will work with children, many teacher leaders could not have imagined the additional responsibilities would result in the careful navigation of interacting more with the adults in the building. They battle with trust issues and run into confrontational people who challenge them. These TLs are faced with power struggles and colleagues who are burnt out, resistant, unwilling, and disinterested about working and collaborating on a day-to-day basis.

Destiny describes the unique personalities of her colleagues, "When you're in a school full of all women with very diverse personalities I'm saying this professionally, there are some crazy fools." Grace get disappointed with her teammates do not step up, "So even to walk into institute meetings and I tend to be one that expects everybody to volunteer to do. And when I walked in and I realized that's not happening and so they're all looking at me…"Joy has trust concerns with her co-workers, "I don't trust people because they're not doing what they're to be doing and other people have not trusted me because they don't have a clear understanding of where I'm coming from. So there... That's been great."

Melody was very soft spoken until this particular topic. She tells about the predicaments she is placed in when she is the only one ready for team planning. It takes her out of her comfort zone, "Although ideas have been shared, no one wants to take the initiative to get the necessary materials ready for this display. I realize that although I am team leader, there are four of us on the team, and I shouldn't have to initiate or get the ball rolling when we're all aware of our responsibility..."Victoria described it best as she spoke about not being the same person as she was when she was a regular member of a team with her colleagues due to isolation:

> I really thrived in camaraderie. Like when I first started college and had like this great
>
> camaraderie and then like even in my first school leadership [team it] had so much
>
> camaraderie. I guess that's the thing and that's what was fueling [me]. And I for I don't

know the cause, but for whatever reason, leadership in the past few years of my life has created a separation.

The TLs embarked in a different type of work outside of their classrooms. In their formal roles and primarily in meetings, they served their colleagues in instructionally-based roles. Being in positions such as mentors, team leaders, and instructional leaders allowed the TLs to resorted to strategies to help them with their tasks and responsibilities. They utilized various communication strategies and in certain situations, they had to determine if they needed to take action or not. Now that they are engaged in the leadership, their development continues to happen as they work through their roles with their co-workers.

Theme 3: Development as a Teacher and Leader

 The TLs are engaged in diverse learning opportunities to help them grow personally and professionally. Their voices were loud and clear that learning is a part of who they are and what they do. Trainings and offerings within the district, leadership training, coursework, lessons learned vicariously from observing others on the job. Six TLs actually mention "loving learning" and being "students" in their industry. Many TLs discuss the fact that their PD must be relevant for them. This theme yielded three sub themes: Professional Development, Watching and Learning, and Advocating for Students.

Table 7

Theme 3 and Subthemes

Theme	Subtheme
Development as a Teacher and Leader	Professional Development
	Watching and Learning
	Advocating for Students

Professional Development

All ten of the TLs attribute professional development (PD) offerings to their professional growth. PD they participated in covered topics including instruction, collaboration, and leadership. The TLs search for PD that will assist their work with students and adults. They think of PD as tools and love to attend if it will contribute to their learning. They all take advantage of the offerings Proway has to offer and local training provided by the multiple universities are also helpful options.

Joy attends required PD since she teaches International Baccalaureate (IB) classes and she really [wants to] be a good IB teacher, [and is] still trying, "Every other IB training I've been to has been fantastic and has helped me be a better IB teacher…[they showed me] How do, how do we get the kids to remember that much material? How, what do they need to know? How, what are the questions look like? How, how do we prepare for this exam? I've learned a lot through going into the IB because IB teachers are always the instructors and they have the insight...they are always [taught] by IB teachers who teach nothing but IB which is great because then you can really concentrate on doing a good job.

Mentoring and Leadership PD. All ten of the Proway TLs have participated in some type of leadership training, whether before arriving to Proway or in the district. Proway requires formal mentors to attend training once a summer and offers an optional Teachers As Leaders Program that consists of an introductory course and continuing education sessions across two years. Trinity addressed the impact of mentoring training, "It just, even taking the mentorship workshop this past summer, things to continue to make you think about how you can be more successful, but to me successful is kind of how you can help other people too." Joy shares her

takeaways from the Teachers As Leaders Program, "I realized that other people are different than me and then I can't expect them to think and do like I do think and do and to. That's huge." Trinity reflected on her experience in her two years in the program, "Going through those workshops has probably made me think more about how… I want to be perceived…I want to focus on what I can do for the children, and how I can help other people…"

Hope as a student, and Destiny and Joy as teachers came across programs and learning experiences that taught them valuable lessons that could not be gained in a classroom. Hope was in a volunteer program that taught her many lessons yet dealt her positive and negative experiences in a civil air patrol with a volunteer program when she was12. Destiny participated in a summertime Teacher Academy before she moved to Proway that offered her intensive collaborative training and leadership first steps.

Watching and Learning

By standing back and watching their administrators, five of the TLs noticed numerous practices they either learned to do themselves or they used as non-examples of how to operate. They learned how principals are able to motivate people with their personal passion for children and how to demonstrate professionalism. The TLs have witnessed leadership in action by watching current principals communicate and guide the staff through concerns and reform efforts. However, they also learned mistakes not to make in talking with people and communicating such as blaming the entire team or group for one person's actions or delegating tasks that should not be delegated, in their opinion. Joy also learned from her current principal how to strike a balance, "...my current principal is a perfectionist. He is, but she's nice. I have worked with perfectionists before who are not nice,...but that does not decrease her expectation. She has expectation, but she's willing to talk and listen as well."

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Proway School District provides multiple in-house opportunities for PD. The curriculum departments provide content-specific training for teachers by grade and subject and the office of organizational learning supports teachers and administrators with a series of PD offerings on instruction, classroom management, social and emotional learning, climate and culture, mentorship and supervision, and leadership. The TLs are basically learning on the job and are being socially constructed, because the setting for their work is outside of the classroom with their peers. They are also learning vicariously and with formal leadership training and intervention. The TLs roles and skills give them the opportunity to serve as advocates for their students. Their beliefs and practices are continually reshaped as they observe, reflect, and learn.

Advocating for Students

Every TL spoke about how they look out for their students to help them be successful, both in school and in life. Their message rose above basic planning and delivering instruction. They spoke to their efforts to get resources, to meet kids' personal, academic, emotional and physical needs so they can experience success. The TLs, through their experiences, have found they need to speak up and act in the name of their kids. They know many of the students do not have the support at home and access to instructional, legal, or medical support.

The TLs often question themselves and in the interviews, they all said at one point or another, "Is this what is best for students?" They will put their own needs and comforts aside at times to prioritize the value of their students and to ensure their students' needs comes first. Destiny's advocacy is equitable with all of her students, I have taught privileged students and disadvantaged students my willingness to advocate has never changed." Grace believes her

leadership role in many arenas gives her a platform to do more for her students, "As an Academy leader, I plead their cause and help to create an environment where their voices are heard."

These examples of learning and development assisted the TLs to grow and expand their skills and connect to their colleagues. The lessons came formally through classes and professional development, or from watching and emulating other leaders in their lives. This leadership and development assisted the TLs in seeing and thinking of themselves as leaders and see leadership in a different light. With this new view of themselves, they fight for their students, even if that means going against the grain.

Theme 4: Assuming A Leadership Identity

The Proway teacher leaders entered into their leadership roles and began to practice and develop leadership skills. Sometime during their journey, they began to identify as a leader. This leadership identity did not replace their teacher identity, but instead strengthened it through their own insight and their experiences (Epitropaki et al., 2017). This theme yielded three sub themes of Leadership Identity Recognized, Broadened View of Leadership, and Strengthened Teacher Identity.

Table 8

Theme 4 and Subthemes

Theme	Subtheme
A Shift In Thinking	Leadership Identity Recognized
	Broadened View of Leadership
	Being a Teacher and a Leader

Leadership Identity Recognized

The Proway TLs all acknowledged they were leaders. None said this claim was because of their role or position. The rationale of this knowledge was attributed to their awareness of

their environment and the viewpoint they now have of themselves and their schools. Therefore, they are more outspoken and they have more confidence in themselves.

I Am A Leader. The TLs spoke to their formal roles solidifying the idea that they were already a leader. They claim to have more confidence and have seen the outcomes of their efforts, including personal growth and development and goals being met with their teammates. Some tell that they know they identify as a leader because the skills have been transferred to their homes or to their work with other organizations. Charity knows she is a leader, "I'm a know that I'm a leader because I affect change and I think that if you're a leader, that's what you should do." Joy now handles situations in a different way, "I thought I was alert and aware enough to, to handle that [issue]. Whereas several years ago I might've just not replied at all. So, okay, now I'm stepping up and okay, I am the leader. Let me address this…"

I Am More Aware. The teacher leaders have become more aware of themselves and their schools. The TLs use their knowledge of their beliefs, personal communication skills, strengths, and weaknesses to manage themselves and their work. These teacher leaders show more confidence in their teaching and leading and cite evidence of awareness of themselves. They especially recognize and understand their emotions and awareness of others in their organization. The TLs act on that awareness by managing and adapting themselves as well as applying their knowledge of others as they collaborate, influence, and interact with them and support them.

School Awareness. The TLs have come to realize that the work of teaching and learning is about more than their students and is about the teachers, the administrators and all of the connections. They can now see what was already there: their schools' concerns, leadership, and relationships at play. They admit they are more aware of the positional leadership in their

school. Harmony revealed, "I see things differently than before. I focus more on the leadership within my building and how things are being done…"

Self-Awareness. The TLs stories suggest they have higher levels of consciousness of their thoughts, emotions, and actions as they work with the adults in their buildings through these formal roles. However, what they are more aware of differed from person to person ranging from awareness of body language, the need to reflect, personal communication, and strengths and weaknesses. Faith is more aware of her body-language, "You can see it in my face. You know, I've heard the old saying fix your face. Well sometimes I have to fix my face real fast because I'm like, you're doing what?" Hope speaks to awareness of her weaknesses and how leaders should operate, "It's about knowing when you're weak and when you can do something, recognizing your own weaknesses..." Grace and Victoria are aware of the power their reflection. Grace relayed, "So, I continued to look at the things that had happened to me and how I internalize, right, wrong or indifferent." Victoria reflected on her leadership and had a huge eye opener about her communication, "I figured out what my problem is as a leader! Now I know where the ick is coming from. I have two deficits: Having tough conversations and relinquishing control to unknown outcomes." Grace and Harmony both has revelations about how they balance their work and personal lives. Harmony had an ah ha about her plate, "I think it is important to know how much you can put on your plate to ensure that the tasks are being completed with excellence and not just mediocrity. This also helps with ensuring that I do not get overwhelmed and not stretch myself to thin..."

I See Things Differently. The TLs now see their colleagues and their schools with a different perspective. Because of their experiences, they can now appreciate different perspectives, especially in conversations, because these enabled them to hear and react to things

very differently. They are more accepting, more open, and aware of other's values and opinions. The TLs use that knowledge to bring people together. Melody claimed, "As a leader, I have learned to work around people that do not have the same vision as I do. I have learned to work with people that do not like me and create collegiality." Hope no longer sees things as black or white, "You know, there's no one right or wrong way. More as now there's multiple ways to get at the same solution. "Joy realizes people are different than she is: "I don't stop to think, oh, that person is not going to approach this the same way that I would. So, I need to allow for that and ask them, how would you do this?" Victoria now sees how school relationships now have to be monitored differently because of her leadership role, "I realized I have grown when I no longer let those people get a reaction out of me and I don't let them see how the loss has affected me."

Charity reflects on how her experiences helped her vantage point, "I'm able to work with diverse populations of people...I see all these different perspectives and see how they operate, what, how it operates within a particular demographic or population. So I think those experiences kind of heightened that awareness." Trinity has learned to navigate through different personalities during meetings with people in negative attitudes, "…it can't always be the principal's role to do, to try to smooth, you can't always smooth everything but [you can] try to lead it, lead it in a different direction." These lessons and more are evidence of the TLs seeing themselves in a different way than they were before. What they did not share is if "before" was before their teacher leadership role or just earlier in their TL journey.

I Am More Outspoken. The TLs confidently challenge and ask questions to seek to understand the purpose of actions that impact students. They find themselves speaking up in meetings regarding measuring student learning or questioning others to determine the why behind decisions. Their outspokenness is a result of a range of emotions from outrage to shock

when presented with information. Even if they claim to be introverted, the TLs are more outspoken and ensure people are doing right by all of the students.

One story to highlight is Grace's outspokenness regarding the possible elimination of the arts at her school:

I was determined that we weren't going to be left behind and somebody had to make a stand. So, I'll be the one to make a stand...So that's how I ended up in the institute because I was determined that we are not going to be low man on the totem pole. We are not going to be left out. You're not going to trot all over top of us and try to disseminate our departments, we work too hard to build them up. That's not going to happen. So, my mighty little mouth will be right in the mix and we'll just see what happens now.

The TLs have identified as leaders. As a result, they have increased their awareness and they see their leaders, schools, teammates differently. The TLs also pay more attention to their own behaviors, thoughts, and emotions. Consequently, they evaluate themselves and adjust their responses according to that knowledge.

Broadened View of Leadership

The TLs, whether they initiated their roles or were encouraged, have all come to understand that leadership does not rest with one person. They think very differently about the type of person a leader should be and the qualities they should have. All ten of the TLs know from experience leading is giving, serving, and is more than a title. The TLs now distinguish leadership from a person or position and from directions people send out. It requires heart and giving of self.

Giving and Service. The TLs realize they have to give and serve within their role as formal teacher leaders. They understand that they have to share my gifts, talents, ideas with

others to truly lead. Both Hope and Victory speak about leadership taking heart. Hope claimed, "Sometimes you have to, it has to be tough love. But sometimes people don't need tough love. They just need to know that you're there for them." Victoria now knows she has to consider the head and the heart, "I used to think that you can run it with your mind, but now I know you have to run it with your heart. Because if you come in with just a mind, you trample a whole lot of people."

Trinity, Harmony, and Destiny believe leadership is about service to others. Trinity understanding her leadership goes beyond herself, " It's not just about what I can do, but maybe how I can help someone else or help the students in the classroom makes me look at things in a different light." Harmony said, "I believe a leader is, some is someone who serves, who people will follow in that order is so that's what I try to do. That's what I've tried to be. I try to serve my teachers and my principal." The TLs now believe a leader someone who serves and who people will follow.

Leadership Is Not A Position. The TLs see leadership differently than they did before. Most thought that leadership was about being in charge and telling people what to do. They thought directing people was leading, but they have experienced a shift in their thinking and understand leadership engages people in conversation, sets the vision, helps the people, figures out how they're going to get there and provides plenty of support and encouragement. Because of a shift in thinking, Trinity has given up on trying to be responsible for all outcomes, "I mean, I can keep trying, but I'm not sure that I'm not always in control of everybody else…you have to remember you can't control everything. .

The TLs expressed their realization that leadership is not positional and can be shared. Some of them shared they feel can now both lead and follow comfortably. Harmony disclosed

her thoughts about leadership being with the principal, "I think that teachers and others, not just principals, are fantastic leaders and that's where leadership can start and thrive and they help your principal. It should be a team effort, not a hierarchy of command." Charity understands that leadership can be practiced to anyone, "I used to think that leaders were extraordinary people and now I know that they're just ordinary people doing extraordinary things."

Being A Teacher and a Leader

The Proway TLs perceive their teacher professional identities to be stronger than they were before they were leaders. They are teachers and are more than teachers. Their mindsets have changed, they have grown, they are more aware, and they have more confidence and competence than before. While this is not the end of their journey, each TLs words on her combined identity will close this theme, just as their introductions opened the themes.

Hope now realizes she has what it takes to be a teacher:

I've grown from when I first started teaching, I don't think, I think every, every step of the way I've learned that I'm growing into a better teacher. I'm growing into a better educator...I do believe that having leadership skills allows me to better teach my students since it lets me learn new techniques and ways to reach them.

Victoria learned along the way, even though it has been a rough journey:

I think that being a flawed leader has helped me in the classroom, because I discuss those flaws all the time when I am setting up collaborative teams...I spent a lot of time running from the leader identity, but it kept chasing me down versus me seeking out leadership. I think in the future if I embrace the leader[ship], than I will be more successful as a teacher, because at the end of the day every teacher

leads a room full of students, and people are people, so the more effective I get

with adults the more effective I'll be with children.

Harmony credits her professional growth to her TL identity:

I believe I am a better educator due to the professional and personal growth I

have experienced on my journey to become an educational leader…Learning is a

very social process...My leader identity has strengthened my teacher identity

which impacts my organization and ultimately my students-which is why I do

what I do, for them."

Joy feels her leader has expanded her teacher identity:

I guess you could say that the leader has expanded the teacher. I think my teacher

identity is still part of me, but it has expanded into leader qualities, too. Being a

teacher leader encompasses both skill sets. I am a teacher for the majority of the

work day, but now I teach with leadership skills.

Charity refers to her identity being grown by her world view:

I believe that the type of teacher I am is based on the type of person and am and

the experiences that have molded my worldview...I identify [as a leader] and I

think it's just intrinsic. You know you are either are a leader or a follower.

Faith's role models shaped her:

I definitely think that my life experiences have strengthened the leader I have

become. I grew up in an environment with people who led. I had positive and

negative role models throughout my journey. This has shaped how I want to treat

others. It has driven my work ethic and it has made me become a teacher that

takes chance.

Melody knows her relationships have made all the difference:

> It's all about relationships and building those relationships because I've been blessed over at least 27 years working with some phenomenal people, teachers and administrators and other teacher leaders, people from other districts when I've had the opportunity to collaborate and work... My leadership experiences have enabled me to be a teacher who I hope has made a positive impact on students, colleagues and the educational community overall.

Destiny knows she has taken her new knowledge and skills back into the classroom:

> We step out as a leader we gain a broader perspective and develop a new skill set of communication and organization that we naturally bring back in the classroom. I feel it is so much easier now to get my students to see the bigger picture, develop a sense of community and global thinking because I am out of my bubble and doing the same things. It is a natural beneficial effect.

Grace's career experiences caused her to look inward:

> As a teacher, I am ever looking for experiences that cause me to stretch my horizons and influence the experiences I craft for my students. All of the developmental classes I have taken to develop my leadership skills, have caused me to take a strong look at who I am as a teacher, leader, colleague, and more importantly, as a Black woman who cares about the student body.

The TLs reflection, experiences, relationships, and work have led to their broadened view of leadership and their strengthened view of their teacher identity. They now understand that leadership is about what they have to give of themselves. For some, the goal of the leadership is to serve the students and staff. The TLs also see leadership beyond the traditional view of one

person in charge. They know leadership belongs to more than one person and is not about a specific role or title.

The data suggests the TLs developed their teacher and leadership identities throughout their entire journey, from before the beginning of their professional career throughout the years of experience. While each story was exclusive, the TLs' interviews revealed commonalities across their careers: in key relationships they held, in the formal leadership roles and experiences they had, and the growth and development they experienced. The TLs also underwent a change in the way they think about leadership and how they identify. The researcher will discuss a causation of teachers' leadership identity development and a summary of the findings will be presented in Chapter Five.

CHAPTER 5

DISCUSSION OF FINDINGS AND IMPLICATIONS

Overview

This study examined the lives and paths of public-school teacher leaders in formal roles of leadership. The focus of the study centered on their work and leadership development. Two research questions guided this study: 1) How does leadership identity develop in teacher leaders? 2) What are the intrapersonal, interpersonal, and contextual factors affecting teacher leaders' work? The literature review provided the conceptual and contextual frameworks that were used for this study: teacher professional identity, leadership identity and development, teacher leadership, and teacher leadership identity. This phenomenologically-informed qualitative research included structured interviews with twenty participants, then semi-structured interviews with ten participants. The researcher also conducted a document analysis of reflection journals. This chapter will summarize the six findings of the research and discuss implications for practice and future research.

Summary of Methodology

This phenomenologically-informed qualitative study collected data from ten teacher leaders (TLs) in a single school district who have a wide range of teaching and leadership experience. The TLs were selected after structured interviews and criterion sampling. Following the selection process, semi-structured interviews and a document analysis were conducted. Each participant was then assigned a pseudonym to protect her identity and to ensure the data were valid. Each TL reviewed the transcript upon completion and confirmed with the researcher that everything was represented accurately. The data were then analyzed through in vivo, descriptive, and causation coding processes to create codes. The data was then organized

in a spreadsheet for ease in organization. The codes were examined to identity themes and subthemes and then findings were revealed. Finally, a peer researcher reviewed the findings and asked questions for validity purposes.

Discussion of Findings

Teachers are now being called upon to serve as resources for school improvement and serve in multiple roles to share the leadership workload. However, some teachers struggle with identifying as a leader and lack leadership training or preparation despite formal leadership opportunities (Fairman & Mackenzie, 2012; Sherrill, 1999). This research supports the importance of teachers developing and internalizing a leadership identity and the demonstration and practice of leadership skills. Four themes were identified through the data yielded from interview and document analysis: The Journey to Professional Teaching, Learning and Working Outside of the Classroom, Development as a Teacher and a Leader, and A Shift In Thinking. Within each theme, data was organized to show sub themes that were raised to highlight the journey of teacher leadership identity development. This chapter is organized into four sections: findings categorized by theme and connections to the literature, implications for practice, implications for future research, and conclusions as related to the research questions presented.
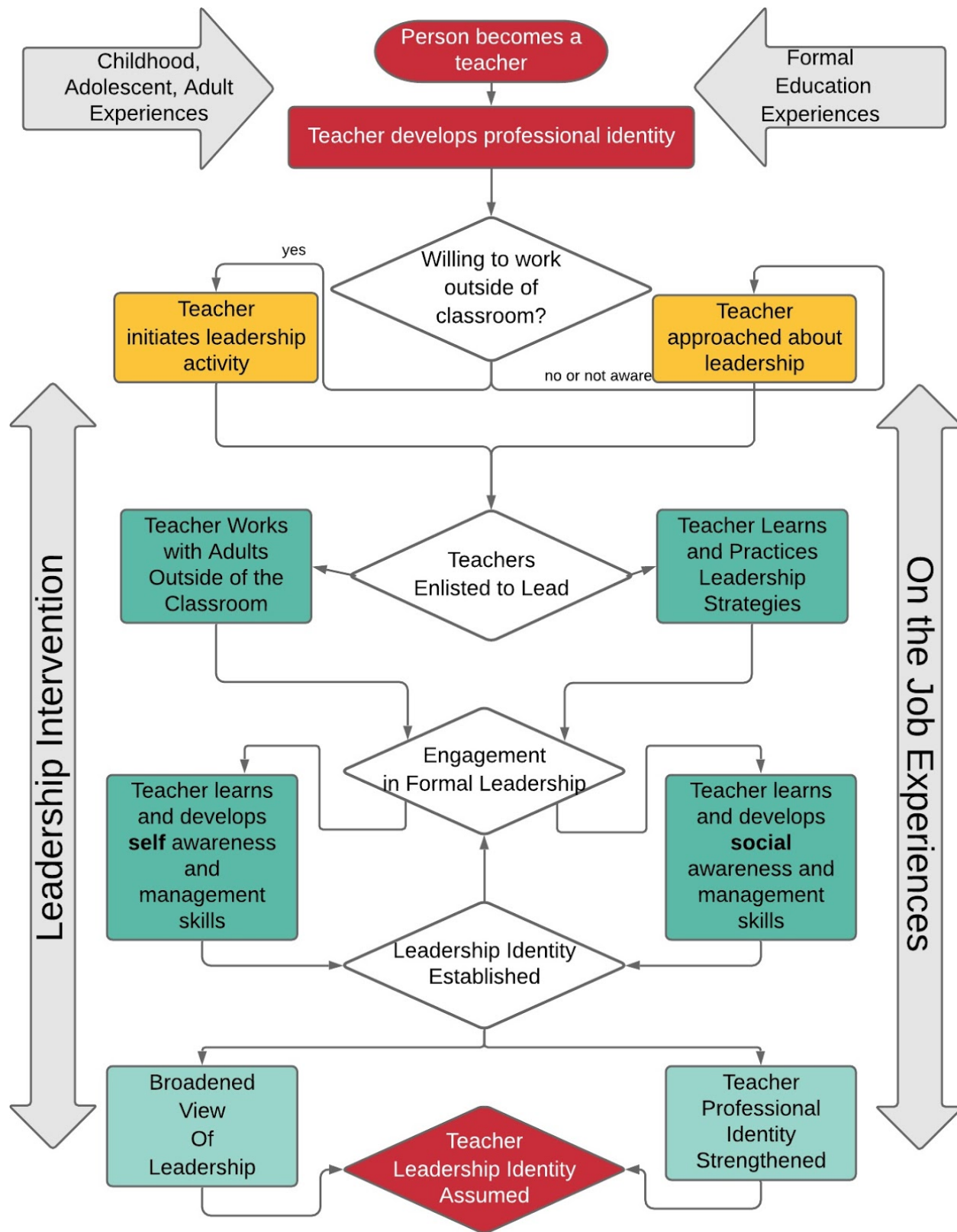
Figure 11. Teacher leaders' lived experiences leading to teacher leadership identity

Summary of Findings

Theme 1: The Journey to Professional Teaching

The first theme, The Journey to Professional Teaching, as reported in Chapter 4, was revealed first through the data and supported by the literature. Upon further analysis the sub themes of Becoming A Teacher, Key Relationships, Teaching Successfully, and Launching into Leadership developed. The sub theme of Becoming a Teacher unveiled the importance of teachers' childhood and adult experiences that supported their decisions and paths to becoming an educator. Key Relationships highlights the fact that there were people who significantly impacted the TLs decisions and paths to becoming a teacher. Teaching Successfully presents the non-traditional criteria the TLs use to determine the success of their work in the classroom. Finally, the sub theme of Launching into Leadership shows a commonality in the TLs' stories about how they started in leadership. All of these sub themes support the TLs creation of their professional identity and mark the beginning of their work in leadership.

Two findings emerged from the theme The Journey to Professional Teaching. The first finding, Development of Teacher Professional Identity, is a result of the entire story the TLs shared as they entered their profession and began to combine their personal and professional identities. The second finding, Enlisted to Lead, details how the TLs started down the path of leadership. These findings are explained in detail below.

Table 9

Overview of Themes and Findings

Theme	Findings
The Journey to Professional Teaching	Finding 1: Development of TPI
	Finding 2: Enlisted to Lead
Learning and Working Outside of the Classroom	Finding 3: Engagement in Formal Leadership
Development as a Teacher and Leader	Finding 4: Learning and Developing Leadership
A Shift In Thinking	Finding 5: Leadership Identity Established
	Finding 6: Teacher Leadership Identity Assumed

Finding 1: Development of Teacher Professional Identity

This finding was developed through structured and semi-structured interview analysis data and is strongly connected to the teacher professional identity (TPI) literature. Evidence throughout the data concluded that TLs had a clear picture of what they wanted to be when they grew up, whether that career was in education or not. Each had a unique story as to how she became a teacher. The TLs chronicled childhood, education, key events, and relationships. They spoke of and shared stories about their experiences, and both written and oral stories are how a person generates a sense of self (Beijaard et al., 2004). Teachers firm up the belief of who they are when they have the opportunities to tell their stories of their journey including their trials and accomplishments (Day et al., 2006; Hargreaves, 1998). Moreover, the TLs' stories are also the timeline for their leadership development, as leadership development emerges from early childhood and adolescent experiences, formal education, adult experiences, on the job experiences, and specialized leadership training (Brungardt, 1997; Day et al., 2014). Therefore, each component of their stories contributed overall to the TLs' development of leadership.

The literature states that TPI is the fusion of the personal and professional identities (Lasky, 2005). The TLs did not refer to teaching as a job, but being a teacher is how they

defined themselves and that their personal success was their professional success. Evidence also suggested that TLs do not find their success merely with academic achievement data, but rather the academic growth their students experience. They also noted their personal and professional success was in the relationships they develop with their students. This belief of success is also evidence the TLs' professional identity and includes both a person's professional actions and ideologies (O'Conner, 2008).

Finding 2: Enlisted to Lead

The second finding was also determined through structured and semi-structured interview analysis data. Evidence from the data revealed there was an intervention of sorts that brought the TL to consider the possibility of serving her school in a different capacity. Each TL was launched into working outside of the classroom because of another person's intervention. That intervention may have been another colleague wanting to either give away the responsibility or suggest the TLs' involvement. However, the majority of the data suggest that building principals or assistant principals saw something in the TLs and approached them about pursuing the formal leadership roles. Further data showed that because of the assistance the TLs offered, in response they were given formal responsibilities. These data are supported by the assertion that individuals do not identify as a leader until another person brings this possibility to the individual's attention (Komives et al., 2005). The TLs were offered roles and opportunities by others who saw them as leaders before the TLs saw themselves in that role.

Theme 2: Learning and Working Outside of the Classroom

The second theme, Learning and Working Outside of the Classroom, as reported in Chapter 4, was revealed first through the data and supported by the literature. Further examination surfaced the sub themes of Formal Roles, Responsibilities, and Teamwork,

Leadership Strategies, and Negative Factors Impacting Leadership developed. These subthemes answered the second research question: What are the intrapersonal, interpersonal, and contextual factors affecting teacher leaders' work? The sub theme Formal Roles, Responsibilities, and Teamwork unveiled the various job titles the TLs took on once approached by their administrators. Leadership Strategies discussed the myriad of skills the TLs began to use with their colleagues to get the work done. The Negative Factors Impacting Leadership sub theme uncovered the barriers within the building that impact the ability for the TLs to conduct their leadership activities.

One finding was uncovered from this theme. Finding Three, Engagement in Formal Leadership, was revealed from the TLs' participating in leadership and the work, responsibilities, and interactions with the adults in the building. They had to employ strategies and were impacted by negative factors as they worked with and led their peers. The finding below is explained in detail.

Finding 3: Engagement in Formal Leadership

This finding was established through structured and semi-structured interview analysis data as well as from document analysis data. Evidence from the data revealed the TLs were placed into formal leadership roles with specific responsibilities within their schools. They hold positions such as mentor or team leader and they serve on teams including School Instructional Leadership Teams, and they interact with the adults in the building regarding instructional planning, delivery, and school climate. The TLs also participate in decision-making for staff regarding school improvement and professional development.

Evidence from the literature supports this finding and the idea that leadership is not in the title but the process of influencing others to achieve a common goal (Karp & Helgø, 2009;

Northouse, 2018). The additional responsibilities allowed the TLs to take their classroom

knowledge and expertise and work with teams and administration to support school goals (York-

Barr & Duke, 2004). The literature supported the fact that roles like professional development

facilitators, coaches, master teachers, curriculum leaders, and mentors add increased

responsibility, then experience practice and feedback all led to increased confidence, new peer

relationships, and leadership self-perception. This can ultimately produce a shift in identity

(Gonzales & Lambert, 2014).

The data showed the primary setting in which the TLs developed their leadership skills

was in meetings. Since they had to facilitate various conversations, goal set, plan for outcomes,

problem solve and manage the group's processes, they had to figure out how they would operate

with these adults personally while also learning how the other adults behaved and how to

respond appropriately as they worked to achieve their goals and assignments. This aligns with

literature that suggests leadership development is comprised of both intrapersonal and

interpersonal development (Day, 2000; Day et al., 2014). It is through these formal

responsibilities that the TLs began to practice using various strategies to engage in leadership

with their colleagues.

The data showed that the TLs began to use various communication skills to remind their

co-workers of expectations and to share feedback with them. They found that one-to-one

personal conversations with their colleagues was a strategy that allowed them to maintain their

collegial relationships, but still share important information. The TLs used influence and did not

attempt to force actions upon their teammates. The communication leadership skills the TLs

employed were all different due to individual teams, schools, and their own skill level (Lord &

Hall, 2005). When people perceive themselves as having more effective skills than before they began in leadership, their identity increases (Miscenko, et al., 2017).

Furthermore, the data suggested that TLs encountered contextual factors that negatively impacted their leadership. One cause was their building administration; according to the TLs, they did not provide enough support, assigned too many additional responsibilities to the TLs, or struggled with providing communication that is necessary for consistency and clarity. Lack of time to plan or work with and support newly hired teachers or time to meet with other colleagues was also a concern. Additionally, the TLs found, as a result of a stricter atmosphere due to increased monitoring from school reform efforts, that it was difficult to navigate through a negative school culture and support their colleagues.

Evidence from the literature again supports this finding. York-Barr and Duke (2004) state there are three areas that are crucial to teacher leadership (a) school culture, (b) relationships, and (c) school structures. One surprise in the data was connected to relationships. The reviewed literature spoke to colleagues reacting to change in TLs' status in negative ways such as resisting or not wanting to follow or oppose the leadership. These actions are expressed *towards the TLs*. However, the data showed the Proway TLs experienced relationships with colleagues as a barrier. This is because the TLs expressed frustration *towards the colleagues*' negative attitudes and inactions in the work of teaching and learning.

Theme 3: Development as a Teacher and Leader

The third theme Development as A Teacher and Leader as reported in Chapter 4, was revealed first through the data and supported by the literature. Upon further analysis the sub themes of Professional Development, Watching and Learning, and Advocating for Students were established. These subthemes unveiled the various ways the TLs developed their knowledge and

skills. The sub theme Professional Development shows the formal opportunities the TLs had to be trained in their content areas, teaching and learning, climate and culture, and mentorship, supervision, and leadership. Watching and Learning reviews the various skills the TLs learned vicariously. Bi-products of the TLs growth and development is their confidence and need to speak up on behalf of children. The revealed supportive behaviors demonstrated by the TLs led to the sub theme Advocating for Students.

A fourth finding, Learning and Developing Leadership, emerged from the TLs' dual experience in learning leadership skills while practicing leadership on the job. The researcher found that the TLs learn and develop leadership simultaneously. As a result of ongoing practice, their confidence and skill mastery increased. The literature supports this finding which is explained in detail below.

Finding 4: Learning and Developing Leadership

This finding was discovered through structured and semi-structured interview analysis data as well as from document analysis data. Evidence from the data revealed the TLs felt learning was a part of who they were and what they did as teachers and leaders. They participated in multiple training and formal learning opportunities that they felt contributed to their growth and development as a teacher and a leader. With teaching and learning, specific core content, and leadership offerings at their disposal within the district, the TLs took part in sessions that would promote their skill set.

This finding is connected strongly to the supporting literature on leadership development. TLs can build self-efficacy when making conscious decisions to take on the responsibility to strengthen their professional knowledge, skills, and instructional expertise in order to change their instruction in the classroom (Fairman & Mackenzie, 2012). Further, this study went on to

state teacher leaders are driven to seek out information they need to do the best job they can and to learn what they do not know already. The TLs only volunteered to participate in PD that they felt was relevant to them and worth the investment in time. If they needed to, they would look elsewhere for formal and informal ways of acquiring the details they needed. The process of teacher leadership can be a result of teachers going about varied professional development activities as they enact leadership with their peers (Poekert, 2012).

The data uncovered that five of the TLs learned certain lessons vicariously. These lessons came from colleagues and administrators alike. They became skillful at teaming, holding high expectations, operating as a professional, and fostering relationships. The literature puts forward this concept: teacher leaders could learn leadership skills if modeled by the principal (Ash and Persall, 2000). The TLs also learned what not do by watching how others interacted with colleagues. They were able to compare their own accomplishments against someone else's accomplishments, resulting in self-efficacy (Bandura, 2008).

Finally, the data indicated TLs developed the confidence and experience to advocate for their students. This action had TLs speaking up and providing their personal insights and opinions. This advocacy spirit appeared to prioritize children above all other rationale in decisions the TLs were a part of making, "it's all about the kids." This component of the finding is connected to the leadership development and TPI literature. As teachers with a strong identity, they have obtained a sense of confidence and agency that they use to influence themselves, the students, and the environment (Bandura, 2001; Beijaard et al., 2004; Day et al., 2013; Izadinia, 2015; Lasky 2005). The researcher was surprised that the interview data revealed every TL spoke about advocating for children.

Theme 4: A Shift In Thinking

The final theme A Shift In Thinking as reported in Chapter 4, was revealed first through the data and supported by the literature. Upon closer examination, the sub themes of Leadership Identity Recognized, Broadened View of Leadership, and Being A Teacher Leader surfaced. These subthemes unveiled the new levels of realization and activity the TLs have now that they identify as both a teacher and a leader. There was a distinct moment for the TLs when they realized they were more than teachers, which is presented in sub theme Leadership Identity Recognized. Broadened View of Leadership reveals the shift the TLs made about what leadership is and who can perform it. The sub theme Being A Teacher Leader shows the resolve of the TLs multiple identities of a professional teacher and a leader.

Two findings are proved from this theme. Finding Five, Leadership Identity Established, focuses on the beginning awareness the TLs experienced as they participated in leadership activities. Finding Six, Teacher Leadership Identity Assumed, highlights the personal revelations the TLs had as they finally owned the fact that their identity now included being a leader. Findings Five and Six are discussed below.

Finding 5: Leadership Identity Established

Finding Five rose from the semi-structured interviews and document analysis data. The data uncovered the TLs experienced an increase of awareness. Because of their work outside the classroom with their co-workers and their personal and professional growth, the TLs became more aware of themselves and their schools. They took notice of and learned to manage their communication and collaboration approaches, thoughts, and actions. They also saw the larger view of their school as an organization and were privy to their schools' innerworkings, concerns, and leadership.

The data showed the TLs can see the different perspectives from their teammates and co-workers and have more tolerance and acceptance of others' points of view, temperaments, and ideas. Additionally, the data revealed the increased confidence level of the TLs that empowered them to challenge the purpose of decisions and ask questions to seek to understand the purpose of other's actions and decisions, and to question how their students are affected. When teachers widen their lens beyond their classroom, they see what changes are needed and take advantage of leadership opportunities to influence their school and instructional practice (Taylor et. al, 2011).

Finding 6: Teacher Leadership Identity Assumed

The final finding came from the semi-structured interviews and document analysis data. As a result of all of their personal and professional experiences as well as their interpersonal, intrapersonal, and leadership skill development, the data showed TLs have assumed a leadership identity. How they know they are leaders as well as teachers is because of the different view they now have of the broader concept of leadership. Before their formal leadership opportunities and development, the TLs understood leadership belonged to a person in a specific role which had the responsibility of directing and supervising work. Now, they understand leadership to be something that they can do and that it is a process that requires them to give from their hearts to others and to share their gifts and strengths. Teacher leaders adjust their professional identity and modify their beliefs about leadership and associate it with who they are and what they do rather than leadership belonging solely to the person in charge with a specific title or responsibility (Poekert et al., 2016; Struyve, Meredith, & Gielen, 2014).

Likewise, the TLs know leadership is about personal development, commitment, and service that requires them to prioritize other people, share their knowledge, influence others, and help others to do their jobs knowing that everyone will benefit. Therefore, the TLs have

experienced a shift in thinking and understand that they can lead and that they are leaders. The literature supports the idea of a broadening view of leadership. Carver's research (2016) aligns with this data as he noted that teachers have to believe they can lead and participate in learning activities that will grow leadership knowledge and skills.

Moreover, the data reveal that TLs do not solely identify as a teacher or leader, but as a teacher and a leader. This association is not because of their formal teacher leadership role but of their TPI set as a foundation and their leadership identity enhancing it. They now realize that with increased confidence and skills, they have what it takes to perform the job in and outside of the classroom. They have all reflected and realize that this dual identity and strengthened view of their teacher identity is all due to their individual paths comprised of people they have met, their education, experience, growth and development, skills and knowledge, trials, and celebrations. The literature supports the understanding of this life-long process since it changed the way the TLs think, approach, and accomplish their work. Day and Sin (2011) and Lord and Hall (2005) concurred that due to the time it takes to gain and learn from experiences and varied rates of development required to gain leadership skills, leadership identity should be a sub-identity of one's personal identity.

It is within the last two findings that the researcher was able to answer: How does leadership identity develop in teachers? According to Carver (2016) there are two significant transformations: thinking beyond one's own classroom and taking on a leadership identity. This is what happened to the Proway teachers as a result of taking on formal leadership roles. Karp and Helgø (2008) suggest leadership is an identity construction because of the ongoing emergence of leadership as a result of people's social interactions among each other, credibility being built, and recognition and performance as a leader. Because the TLs were already

personally and professionally identifying as teachers, and becoming involved in leadership

responsibilities, they interacted with colleagues, began to develop leadership skills, increased

their awareness, and began to see leadership in a different light. Per their stories, their leadership

identity emerged as a result of this formal leadership process as a part of their personal and

professional background, experiences, and growth. This process is represented in Figure 11.

Implications for Practice

The research uncovered six major findings within the four themes of The Journey to

Professional Teaching, Learning and Working Outside of the Classroom, Development As a

Teacher and Leader, and A Shift in Thinking. Through the data analysis process, six findings

were uncovered and presented. The teacher leadership process is a shared journey between

schools, districts, and higher education. This section will highlight two areas: higher education

preparation and leadership training and development, as they influence the development of both

the leader and the practice of leadership. Below are recommendations for universities and

districts to explore in becoming more strategic with the selection and training of teacher leaders.

Teacher Preparation

There are several implications for higher education for both teachers and building

administrators. First, teacher preparation programs could enhance coursework that would help

teachers understand 1) the components of teacher professional identity, and 2) the various styles

and models of leadership. As Finding One suggested, one's development of a teacher

professional identity is a personal story with characters, events, and lessons learned in

discovering oneself. Programs could assist students in assessing their journey and the impact

their personal paths have on who they are and their choice of profession. If teacher preparation

programs included TPI or weaved components of professional identity development throughout

in their courses, this would help teachers anticipate how their TPI develops so they could have more intentional actions on their identity construction. It would also be helpful for coursework and practicum and observation settings to help students make connections with the social interactions with other teachers that occur in schools, as the social setting of a school and the relationships with the adults is the foundation of the TL process. As a result, future teachers could better understand how processes in their future workplaces operate and what professional activities occur outside of the classroom.

An additional point to consider is that teachers already have a level of collaboration that is expected of them in a school. It would be beneficial for beginning teachers to know what to expect from interaction with TLs when certain directives or expectations come from both their administrators and other teachers. Courses or content could include basic exposure to the Teacher Leader Model Standards (TLMS) that address the intensive focus on the leaders and their work (Berg, Carver, & Mangin, 2014).

Teacher Leader Preparation

Sherrill (1999) explains that while teacher preparation programs are being developed for improvement in teaching and learning, these programs have not dedicated effort for preparing future teachers to lead. Based on the literature, teacher leaders use professional development such as local training, conferences, or university master's programs (Wenner & Campbell, 2016). However, teachers could experience low knowledge transfer and only view their learning as personal, not professional development (Snoek & Volman, 2014). To maximize the effectiveness of these programs, colleges and universities could partner with districts to provide teachers with leadership learning opportunities in the form of seminars or certificate programs that coincide with districts' mission, vision, and core values; Then teachers could learn the trust,

collaboration, micropolitics, organizational structures, responsibilities, and the overall processes of school improvement, as they examine options for formal leadership engagement. Furthermore, exposure to the process of teacher leadership may allow teachers to understand various paths to leadership and further education that may not include becoming a building administrator, if they do not desire to leave the classroom.

Building Leader Preparation

The finding, Enlisted to Lead, promotes the idea that administrators are primarily responsible for teachers moving into formal roles of leadership. Educational leadership programs can add or continue to enhance courses that expand on Hierarchical Leadership verses Nonhierarchical Leadership models with a focus on understanding distributed leadership in schools. This approach will allow future administrators to understand top-down vs. collaborative problem solving and decision-making and also how to focus on people and processes and other value-added activities (Ash & Persall, 2000). Coursework should also make connections with the leadership and building the collaborative school culture that would support teachers as leaders, including fostering relationships with administrators and teachers. Organizational theory content can include the contextual factors that administrators can be aware of that impede or promote the process of teacher leadership.

Public Education K-12

The district and building leader learning strategies should support skill development of both principals and teachers. Various contextual factors, including building leadership practices, organizational barriers, and lack of focus on teaching and learning could create settings where teacher leadership is not possible. A school full of learners is a school full of leaders and if every staff member is able to contribute to decisions and actions about teaching and learning practices

and student achievement. Training and development and systems of ongoing support will help school staff so teacher leadership is able to thrive in the school environment.

Building Principals. A major implication for practice in K-12 schools is that teacher leader roles should be clearly defined by the district or school leaders. There should be a distinction between pseudo administrative roles and sponsorship activities, such as a club advisor. TL roles that support teaching and learning will also support school wide initiatives. A second implication is the need for teacher leadership to be a part of the overall strategic improvement plans. Administrators can align teacher leadership outcomes with school goals that support teaching and learning and avoid putting teachers into power struggles and directive responsibilities with their colleagues. District leadership can establish training for their building leaders around various leadership models and organizational context so building administrators understand how to distribute leadership and organizational structures that would promote teacher leadership. Additionally, districts could plan to provide teachers with opportunities to participate in training and development that would enhance teacher identity and introduce leadership concepts.

When teachers have a strong TPI, there is a sense of confidence and agency used to influence their own growth and development as well as the students and the school environment (Bandura, 2001; Beijaard et. Al, 2004; Day et. Al, 2014; Izadinia, 2015; Lasky, 2005; Mifsud, 2018). It is also necessary for districts to examine the criteria school leaders use to select teachers for formal leadership roles. Principals should also be able to recognize the characteristics of teacher professional identity so they know how to support teachers as they build their TPI. Leadership identity can only be added to teacher identity if it exists. It would be important to initially include training on how to identify initial teacher leadership capacity, select

teachers for formal roles, and how to design learning experiences and leadership opportunities for teachers. One crucial activity would be to help building leaders distinguish future teacher leaders from the teacher prototype. This person, noted by Hogg (2001), is the teacher that models all of the expressed norms and expectations but may not have the capacity or interest for leadership outside of the classroom. But as Smylie and Eckert (2017) note, that while formal training is useful, there is no replacing learning from the on the job work of leadership.

Teacher Leaders. Smylie and Eckert (2017) highlight the difference between teacher leader training or formal preparation and development. Training is learning to be reactive to past situations and to approach problems from a linear perspective, while development is learning how to be proactive and having the capacity to think critically and identify and understand new problems and opportunities. Differentiated professional learning is needed in order for formal teacher leadership roles to succeed. TLs should have options for collaborating with their peers in job-alike networks since they may be the sole person doing that leadership work in their school and may not be able to collaborate with others. States and districts should work to decide who can provide this formal support, what the content should be, and how it should be delivered. Also, districts can support principals' understanding on the teacher professional identity and identification of teachers who have the capacity to lead beyond the classroom and design experiences that will build teacher leader capacity (Smylie & Eckert, 2017).

Finding 4, Learning and Developing Leadership, supports the literature and teachers learn to lead as they practice leading. Teachers would benefit in regular reflection, opportunities to assess their leadership, and learn leadership skills that could be practiced and applied at their individual schools. Districts should also work with schools and formal teacher leaders to design leadership development providing opportunities for TLs to make sense of their leadership.

Consequently, having formal responsibilities or title does not mean a teacher identifies as a leader as the personal and professional identity must merge and the new identity has to be internalized and rooted (Carroll & Levy, 2010; Day & Sin, 2011; DeRue & Ashford 2010; Fairman & Mackenzie, 2012; Karp & Helgø, 2009; Komives et. al, 2005; Lord, & Brown, 1999). While there is no specific process, timeline, nor structure to help a teacher establish and assume a leadership identity, as found in Finding 5: Leadership Identity Established and Finding 6: Teacher Leadership Identity Assumed, principals can support TLs' personal and professional growth and development and help them set personal and professional goals that align with school improvement, improved teaching, and improved student outcomes.

Recommendations for Future Research

There are recommendations for research that would extend or enhance this study. In accordance with phenomenological methodology, this study offered a description, not an explanation, of the TLs experiences. This research has offered descriptions of the experiences of a specific group of formal TLs but cannot be generalized to describe all TLs. With this in mind, the researcher encourages future investigation of the concepts described in this study using other sample populations and other research methods.

Future researchers could add to the data collected in this study. Observations could serve as another data set to see TLs 1) teach in their classroom with students and 2) interact with teachers in various meetings and PD. Additionally, document analysis of student achievement data may be helpful to assess teachers' effectiveness, but this may not contribute to their leadership identity. Another option is to research teachers who may be participating in a specific teacher leadership development program, whether provided by a school or district, or a self-initiated study. A longitudinal case study following a specific group of teachers participating in

a specific leadership training or program would yield data assessing TPI and leadership identity before, during, and after the learning experiences. This type of study would help pinpoint specific contextual factors, skills and practices that may contribute to the TL identity being assumed. Another version of a "before and after" study could be to collect data before, during, and after the time a teacher accepts a formal leadership role. This would be dependent on a principal's input and the researcher could seek to determine if a leadership identity is eventually assumed.

Chapter two reviewed literature on multiple sub-identities: organizational and social. Data from this study did not surface strong connections of the other sub-identities such as having a specific teacher identity within a building or district, or combined with a gender, racial, ethnic, or regional identities. A future study look at the identities of teacher leaders who also have closely coupled another sub-identity with their TPI and leadership identity.

Proway School District is one with many levels of district office staff and departments that provide teachers many chances for professional development: for teaching and learning, climate and culture, and leadership. The TLs in this study attributed various degrees of their development to learning that occurred in the district. Future research could occur in a district where this amount of and/or content for PD is not present. Another consideration for future research is to examine the development of leadership identity in teacher participation in policy or association leadership outside of the classroom and school but within his or her district. Due to the nature of the roles and responsibilities, a comparison could be made on the process of teacher leadership identity development. This finding would challenge the definition of teacher leadership presented in this study and in the literature.

There are many possibilities for future research with teacher leadership identity development. Future research could explore the TLs' leadership experiences and the development of their leadership styles. In thinking about participants such as Victoria, researchers could examine the journey leading to negative leadership experiences with teachers who do identify as leaders. This could reveal specific people or activities along the journey who contributed to this negativity. Researching the teacher leader identity development using a framework of power, sensemaking, adult learning, or formative leadership would provide more opportunities to add to the body of research regarding this phenomenon. Or, a study could emphasize formal TLs who struggle with self-identification as a leader.

Of personal interest, a future study of building principals who served and identified as teacher leaders could explore the rationale for the decision to move into administration and the impact on their identity. Danielson (2006) found that while some teachers have administrative aspirations, teacher leaders identify as teachers first and want to disassociate from management, remain in the classroom, and assume leadership roles that impact their practice and their students. A study examining this reluctance of TLs to move into administration could uncover why some teacher leaders view the building leader role as incongruent with their own identity, values and beliefs about students, teaching and learning. Finally, another future study could include both co-workers' and administrators' vantage points of TLs who identify as leaders for alignment of perceptions of the leadership, work, and effectiveness.

Conclusions

The purpose of this study was to identify the ways teachers developed a leadership identity and to examine the factors impacting their leadership ability. A conceptual and contextual framework of teacher professional identity, leadership identity and development,

teacher leadership, and teacher leadership identity drove this study. This study was guided by two research questions: 1) How does leadership identity develop in teacher leaders? 2) What are the intrapersonal, interpersonal, and contextual factors affecting teacher leaders' work?

Each of the ten participants in this study described the development of her leadership identity as a process on a journey that occurred over time. The research revealed the fact that leadership development is indeed a lifelong journey and leadership enhanced the identity the TLs had already. These leaders understood that there was a potential within themselves that was not being realized, and with the proper opportunity of formal roles, they set out to help their schools and in turn, they developed leadership skills and discovered their leadership identity along the way. The TLs' narratives are nowhere near the end.

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APPENDIX A
PROSPECTIVE PARTICIPANT E-MAIL INVITATION AND INFORMED CONSENT

SUBJECT: Research Study for Teacher Leaders

INTRODUCTION: You are invited to participate in a research study conducted at Old Dominion University (ODU) for the Educational Leadership Department. The investigator of the study is Kimberly Richardson. Approximately twenty participants will be enrolled in this study. Initial participation should require about thirty minutes of your time.

ELIGIBILITY: You are eligible to participate in the study if you meet the criteria based on this definition of a **Teacher Leader:** An educator who maintains K-12 classroom-based teaching responsibilities while also taking on formal or informal leadership responsibilities outside of the classroom. A teacher leader is *not* a teacher with a title, a substitute teacher, aspiring administrator, or someone carrying out supplemented responsibilities (Fairman & Mackenzie, 2012; Wenner & Campbell, 2017).

PURPOSE: The purpose of the study is to investigate how teachers develop a leadership identity. Results of the study will serve as data for Mrs. Richardson's dissertation requirement towards completion of the PhD Program at ODU. Responses will be completely anonymous; your identity will not be linked to this survey in any way.

PROCEDURES: If you decide to participate in the study, you can expect the following: The selection round of 30-minute interviews will capture teacher leaders' basic demographics and teacher leadership work and responsibilities. Sample questions include "How long have you been a teacher?" and "Describe your leadership activities in your school or district." Following this initial round of interviews, a smaller group of participants will be selected to continue with the study, consisting of two more interview rounds and reflective journaling about your teacher leadership experiences. If you wish to participate, please email Kimberly Richardson at krich004@odu.edu

RISKS, INCONVENIENCES, AND DISCOMFORTS: It may be inconvenient for you participate in the interview and journaling activities.

BENEFITS: Potential benefits may be the opportunity to participate in this study are 1) opportunity for personal and professional reflection, 2) professional development points for time spent (minimum 5 hours) in the professional development category of educational project. There is no financial compensation.

ANONYMITY: Records of information that you provide for the research study and your personally identifying information (name, school, or other characteristics) will not be linked in any way. It will not be possible to identify you as the person who provided any specific information for the study.

QUESTIONS: You are encouraged to ask any questions, at any time, that will help you to understand how this study will be performed and/or how it will affect you. You may contact the investigator, Kimberly Richardson at krich004@odu.edu or the investigator's faculty advisor, Dr. Karen Sanzo at ksanzo@odu.edu. If you have any questions or concerns about this study or your rights as a study participant, you may contact Adam Rubenstein, Director of Compliance, Office of Research with the Human Subjects Research Office at ODU.

VOLUNTARY CONSENT

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researchers should have answered any questions you may have had about the research. If you have any questions later on, then the researchers should be able to answer them:

Kimberly A. Richardson
Krich004@odu.edu, 757-592-1979

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr, Laura Chezan, the current chair of the Darden College of Education and Professional Studies Human Subjects Review Committee at 757-68-3-7055 or lchezan@odu.edu.

And importantly, by signing below, you are telling the researcher YES, that you agree to participate in this study. The researcher should give you a copy of this form for your records.

Subject's Printed Name & Signature	**Date**
Witness' Printed Name & Signature (if Applicable)	**Date**

INVESTIGATOR'S STATEMENT
I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws, and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

Investigator's Printed Name & Signature	**Date**

APPENDIX B

TEACHER STRUCTURED INTERVIEW PROTOCOL

Start Time of Interview: _____

End Time of Interview: _____

Date of Interview: _____

Location: _____

Participant # : _____

Pre-Interview:

Thank you for your willingness to participate in this study. I would like to record the interview, so the transcription can be as accurate as possible. People often say very helpful things in these discussions and I do not want to miss any of your comments. You may request that the recorder be turned off at any point of the interview. This interview will probably take 20-30 minutes to complete. You've probably noticed the recording device. Do I have your consent to record our conversation?

Lead-in: Today, we are going to explore your teacher leadership. I am most interested in the details surrounding your work as a teacher and a leader responsibilities. I will also ask some questions specifically to capture demographic information in order to create a sample for this study Before we begin, we will be on a first name basis and we won't use any names in our reports. You may be assured of complete confidentiality. Is there a pseudonym that you would prefer to use for this study? If not, then one will be provided for you.

APPENDIX C

TEACHER STRUCTURED INTERVIEW QUESTIONS

Part 1: Demographics

1. What is your teaching assignment and responsibilities?

2. How many years of public education teaching experience have you completed?

3. What level is your school/what level student do you teach?

4. Does your school receive Title I Part A federal funds?

5. Do you teach in an alternative setting or in a self-contained Special Education classroom?

6. What is your age?

7. What is your ethnicity?

8. What is your highest degree earned? What is your degree in?

9. What was your approach to licensure-traditional or non-traditional?

10. What area/s is/are your VDOE license in?

11. How many years have you served as a teacher leader?

12. Describe your leadership experiences within schools or the districts you have worked in.

13. What leadership training have you had?

Part 2: Teacher Leadership Identity Criterion

1. (Teacher) Would you consider yourself a successful teacher? Based on what?

2. (Leader) As a teacher leader, how do you work with your colleagues to achieve a common goal?

3. (Learner) How do you develop yourself personally and professionally to grow expand your professional knowledge and skills?

APPENDIX D

TEACHER SEMI-STRUCTURED INTERVIEW PROTOCOL

Start Time of Interview: _____

End Time of Interview: _____

Date of Interview: _____

Location: _____

Participant # : _____

Pre-Interview:

Thank you for consenting to continue your participation in this study. I would like to record the interview, so the study can be as accurate as possible. You may request that the recorder be turned off at any point of the interview. This interview will last approximately 45 minutes. Do I have your consent to record our conversation?

Lead-in: Today, we are going to explore your experiences with your own professional journey and practice. I am most interested in giving teachers like you an opportunity to describe your experiences in becoming a teacher leader. Although I am an employee of this school division and may know of you and your work on a personal or professional level, please address your responses as if I was a stranger who was not aware of the work and activities at the school or district level. Before we begin, you may be assured of complete confidentiality as I won't use your name or any identifiers in my reports. Is there a pseudonym that you would prefer to use for this study? If not, then one will be provided for you.

APPENDIX E

SEMI-STRUCTURED INTERVIEW QUESTIONS

Numbered items are the semi-structured interview questions and lettered items will serve as probing questions and were used as needed.

1. Tell me your story. Who are you and how did you become the teacher leader you are?

    a. Experiences? (Childhood/student experiences, teaching experiences, important people, significant experiences, interests)

    b. Influencers? Influences?

    c. Relationships, interactions, social settings?

    d. Challenges?

    e. Key events?

    f. Knowledge set, strengths, skills, and capabilities?

2. Are you a leader? How do you know you are a leader? How did it happen?

    a. As you look back, at what point did you first realize this?

    b. What attributes, characteristics, and traits now define you?

    c. What self-awareness, skills, and knowledge have you obtained?

3. You briefly shared your leadership roles and responsibilities outside of the classroom. Please describe them again and be specific:

    a. How did you become responsible for that work?

    b. What work do you wish you could do? Why?

    c. How do you know you are successful?

4. How did you change as your school leadership roles and responsibilities changed?

5. How did you develop personally and professionally to do these teacher leadership tasks and connect to the people?

    a. PD/training/experiences?

    b. Vicarious learning?

    c. Experiences? Reflection?

    d. What have you learned that serves you the most in your role?

6. What impacts your ability to do this work/serve in your role? Who?

    a. Culture?

    b. Structures?

    c. Principals/Administrators?

    d. Teachers and teams?

7. What would your colleagues/teammates say about you and your leadership?

8. How you approach the work?

    a. About how you've changed?

    b. How you approach the work?

    c. How you interact with them?

    d. How you talk with them?

9. How do you affect and/or shape teachers and administrators' behaviors, beliefs, and actions?

    a. What strategies do you use to influence others to act, change, or comply? Where did you learn that?

10. How has your journey impacted how you see yourself?

    a. Is it different? From what? Why?

        b.   Regarding leadership, I used to think, but now I know…

Post Interview:

Thank you for talking with me today about your experiences in your journey as a teacher leader. Within 24 hours, you will be emailed three reflection prompts to write via email. After you submit those and I have read today's transcript and your reflections, I will schedule a follow-up interview to clarify any ideas and allow you an opportunity to elaborate on any of your responses.

Your review of this interview's transcript is completely voluntary. If you choose to review the transcript, it will help me validate the research and make it more credible and reliable. It may take me a few weeks to get the transcript of your interview back to you and it could take 30-60 minutes for you to read it and respond. Consider the following:

1. Read the transcript for accuracy. It will represent our interview verbatim. If you want to elaborate upon, correct, or add to one or more areas of your responses, we can do so in the follow-up interview.

2. Reflect on how well the transcript tells your story. If you feel there are in any gaps, we can fill them in the follow-up interview.

3. Be sure that the transcript accurately captures both how you experienced things and how you make sense of your experiences. Again, If you feel there are in any gaps, we can fill them in the follow-up interview.

Do you have any questions? Again, thank you for giving your time and voice to this study.

APPENDIX F

TEACHER REFLECTION JOURNAL QUESTIONS

DIRECTIONS: Spend 30 minutes between thinking and writing about each prompt:

1. This past week, how did you use your KNOWLEDGE of YOURSELF to carry out your leadership responsibilities? Describe your thoughts and actions.

2. Think on a very recent team or group situation. How did you "LEAD" during your time with these people? Describe your thoughts and actions.

3. During the course of THIS school year, what happened that really confirmed for you that you have GROWN as a leader and changed from an earlier version of yourself?

VITA

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