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Teacher Leadership and Peer Coaching

Abstract

This study was conducted to investigate how an inner-city elementary school staff defines school leadership and whether each staff member perceives, or does not perceive, herself as a leader. In addition, this study examined whether there was a difference between how individuals with peer coaching experience talked about school leadership versus those without exposure to peer coaching. The data collection tools for this study included a questionnaire and interviews. From questionnaire responses six categories for how the school staff defined teacher leadership were created: Big Picture Thinker; Role Model; Supporting Others; Expertise and Experience; Job Description/Title; Planning, Organization and Facilitation. As a whole school the most frequent descriptors of teacher leadership fell into the category of Big Picture Thinker. The questionnaire and interview data was disaggregated into two groups. One group had peer coaching experience and the second group did not. The findings illustrated that those with peer coaching experience described teacher leadership in terms of habits of mind and behaviors (Big Picture Thinker & Role Model), while those without coaching experience described teacher leadership as a job title (Job Description/Title). The findings of this study have implications for why and how schools might define teacher leadership as a community and how peer coaching can be a vehicle to develop leadership behaviors.

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Teacher Leadership and Peer Coaching

“Teachers who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and new learnings-all of which spill over into their teaching. As school-based reformers, these teachers become owners and investors in the school, rather than mere tenants.” Roland S. Barth

Introduction

As our nation’s public schools continue to struggle to meet the needs of our increasingly diverse student population, school reform initiatives are cropping up throughout the U.S. Many of these reform efforts reoccur time and time again (Cuban, 1990). One reason for reform trends cycling through the practice of schooling is because teachers are not the leaders of the reform strategies, and yet they are often expected to actualize the plan in and out of their classrooms. As urban schools continue to adopt reform strategies in hopes of increasing student achievement, teachers are increasingly being asked to change their practices, engage in data-driven inquiry, align their instruction to standards, work in collaborative groups, and serve on multiple committees. These new expectations involve teacher leadership because they are being asked to engage in work outside the scope of their classrooms. As teachers begin to collaboratively analyze data and adjust their practices, they are participants in whole-school change. Teachers become more aware of and concerned about school-wide issues. They brainstorm possible solutions and act to make changes. All of these behaviors where teachers are going above the job description of teaching their classes are forms of leadership. Leadership, then, does not only refer to administration. As teachers take action on school-wide issues they are modeling teacher leadership for their colleagues. Leadership activities demand a significant time commitment. Often time is not

scheduled into the teaching day to complete these leadership activities nor are teachers compensated for their extra time (Lohman, 2000). The primary goal of school reform efforts is to increase student achievement. Classroom teachers, then, are the ultimate change agents, or reform leaders (Heller & Firestone, 1995). If teachers are the key to successful school reform, leadership must be inclusive, interactive and reciprocal (Hart, 1995).

One example of teacher leadership that includes these characteristics is peer coaching. Peer coaching provides a structure for teachers to engage in inquiry, reflect on and modify their practice, and collaborate with colleagues. In Lambert's (1995) conception, learning together is a form of leadership. After participating in coaching trainings and implementation of coaching practices, teachers reported an increased sense of community in the school and more teacher talk about teaching and learning (Edwards & Newton, 1994b). Engaging in substantive discussions about teaching and learning develops the personal and interpersonal skills of teachers. This leads to an increased confidence and motivation within teachers to take on leadership roles at their school (Barth, 2001). This paper focuses on the general conception of teacher leadership and the specific practice of peer coaching.

Purpose

Because coaching has the potential of changing the roles teachers play, I am particularly interested in teachers' and administrators' perceptions of school leadership and whether those with peer coaching experience view school leadership differently than

those without peer coaching experience. This study investigates how school staff members define school leadership and how they perceive, or don't perceive, themselves as school leaders. In addition, I examine whether there is difference between how individuals with peer coaching experience talk about school leadership versus those without exposure to peer coaching. If experience in peer coaching elicits a definition of school leadership including shared leadership, coaching could then be identified as a strategy that develops teacher leadership. The research questions for this study are:

- How do staff members at an urban elementary school in San Francisco define school leadership?
- Do teachers with peer coaching experience have different definitions of school leadership than those without?
- How do teachers perceive themselves as leaders?
- Does the staff perceive peer coaching as a form of school leadership?

The peer coaching model at the school site of my study is cognitive coaching. Costa & Garmston (1994) define cognitive coaching as a non-judgmental process built around a planning conference, observation, and a reflecting conference. The three primary goals of cognitive coaching are establishing and maintaining trust, facilitating mutual learning, and moving toward holonomy (individuals acting autonomously while simultaneously acting interdependently). Although the coach need not be a peer or fellow teacher, this is the case at the school I am studying. For this reason, I am using the term peer coaching in this paper.

This study focuses on a single school site, using a questionnaire and interviews to explore how school staff members define school leadership and whether there is a connection between peer coaching and school leadership. I set out to do this study

because the literature suggests and I believe that peer coaching cultivates teacher leadership qualities, even if they are not identified as leadership. For instance, peer coaching calls upon both the coach and the coachee to describe successes and challenges experienced in their classrooms and work together to identify strategies to build upon successes and address challenges. By practicing and becoming more versed at talking about teaching and learning, teachers deepen their knowledge and expertise of their craft. As teachers engage in continuous learning, they share new insights with their colleagues. Soon, the conversations in the hallways and the lunchroom are focused on teaching practices and student learning. As teachers become more efficacious, they are likely to allow colleagues to observe their classrooms and/or share a successful strategy at a staff meeting. Sharing and collaborating are examples of school leadership because they involve actions beyond the scope of their classroom.

This study will have implications for all schools interested in developing more teacher leadership. Current research suggests that peer coaching is a process that improves teacher practice (Edwards, J. L., & Newton, R. R., 1994) but I was unable to find studies focused on a connection between peer coaching and school leadership. If a connection is found, however, teacher leadership can be identified as one objective of peer coaching.

Theoretical Framework

This study is constructed from two theoretical frameworks. One theory is that distributed leadership including teacher leadership may be more effective than traditional

conceptions of leadership. Spillane, Halverson, & Diamond (2001) found that distributed leadership structures had different effects on teacher leadership than traditional leadership structures and that peer coaching helps develop teacher leaders. If teachers are provided opportunities to lead in their schools, their voices are incorporated into school practices and, perhaps, decisions. Given the complex issues in urban schools, multiple minds and perspectives must be incorporated during problem-solving, action planning and leading. Furthermore, teachers are the direct link to students and must believe in school-wide practices and initiatives or else the reforms may not be implemented. If teachers are in positions of leadership, they will help shape school practices relevant to their classrooms. When teachers have opportunities for leadership the school culture becomes a community of learners. This proactive environment includes teachers supporting each other and administrators supporting teachers in their professional learning, both leading to an interdependent school structure. Students see their teachers leading, learning and supporting each other modeling what it means to be a contributing member of a community. Student performance may increase as they see leadership modeled and teachers become better practitioners.

The second theory is that being a reflective practitioner is one ingredient of an effective teacher and peer coaching develops this practice (Joyce & Showers, 1996; Guiney, 2001). While being coached, teachers are active learners, planning, reflecting and problem solving around issues in teaching and learning. One of the goals of cognitive coaching is to become more holonomous, meaning a teacher both improves her individual practice and becomes a more integral member of the school community. For

instance, a teacher may be coached on a particular teaching strategy and colleagues observe the strategy being implemented in her classroom. Through cognitive coaching teachers are being reflective about their classroom practice, collaborating with their colleagues, and improving their teaching to better meet the needs of their students. At the same time teachers are recognizing the school community's influence on their practice and, conversely, their influence on the school community. This state of interdependence develops a teacher's capacity to connect their classroom teaching to school-wide activities, goals, and/or concerns. I suggest that teachers reflecting and acting outside their classrooms such as observing colleagues teaching, discussing teaching practices aligned with student needs, and helping to plan professional development for teachers are engaging in acts of leadership. One of the objectives of my research project is to uncover how the staff perceives school leadership and whether or not involvement in peer coaching is considered an example of leadership.

Review of Literature

As presented in the introduction, the literature for this study focuses on two areas: teacher leadership and peer coaching. The topic of teacher leadership was examined by Darling-Hammond, Bullmaster & Cobb (1995) in which they studied seven professional development schools (PDSs) to illustrate new forms of teacher leadership. Through in-depth case studies based on interviews, observations, surveys, teacher logs and reviews of PDS documents, multiple implications for teacher leadership roles emerged. One of their findings was that leadership roles for teachers should be defined by identifying their experience and expertise, expanding their roles, and increasing their responsibilities.

Another finding was that teacher leaders made learning possible for others as well as themselves by working outside of their classrooms. Finally, they found that support for teacher leadership roles was necessary through restructured time and relationships that enabled teachers to engage in the identified leadership activities. Although the seven PDSs studied were some of the most effective and further along developmentally, they offer a vision for the possibility of PDSs as well as expanding the role of teacher leader. While I will not be examining PDSs, the examples of teacher leadership roles and how they fit into leadership structures at a given school are useful in conceptualizing a non-traditional, shared leadership model.

Another study that analyzed shared leadership was conducted by Heller & Firestone (1995). Their study involved eight schools that were institutionalizing Elias and Clabby's Social Problem Solving Program (SPS). Through interviews with 8 principals, 24 teachers, 3 district informants, and SPS staff, Heller & Firestone found that three functions of change leadership have an effect on the success of the change effort: a vision for change, encouraging staff, and monitoring progress. Furthermore, they found that the change leadership functions were demonstrated by persons in many different roles including teachers, principals, district personnel and outside consultants versus one leader. Although this study is based on a specific program implementation, it provides further implications for teacher leadership. "The principal did not stand out as the key to the process." (Heller & Firestone, 1995, p. 84). Instead, teachers actively demonstrated the change leadership functions of sustaining the vision, monitoring progress, and providing encouragement. These findings support restructuring school leadership to

include distinct responsibilities for teachers as well as administrators. One structure to facilitate teacher leadership is coaching. By establishing a coaching system within a school, teachers will engage in leadership activities that could be linked to the leadership functions identified by Heller & Firestone (1995).

One study on coaching examined the current professional development plan in the Boston Public Schools. Superintendent Thomas Payzant has implemented content coaches at multiple schools in Boston. The goal is to increase student achievement through improving teacher practice. The coaches are working with teachers weekly to engage in reflective discussions about their practice. Guiney (2001) describes the role of a coach as “a leader who is willing not to be recognized as such and who can foster teacher leadership” (p. 741). Through on-going coaching sessions, teachers begin to internalize the use of reflective practice and modify their instruction as necessary. They become instructional leaders furthering their own practice and collaborating with peers to do the same. Once the capacity for instructional leadership is developed within the teachers, they no longer need the outside content coaches to move their reform work forward. This study was the only example I found where the primary finding was that peer coaching develops teacher leadership behaviors.

Guiney’s article led me to think more comprehensively about the cognitive coaching model I am investigating in my study. For instance, what is the school’s objective in implementing a cognitive coaching model? Do all teachers have the same objectives in mind and are they consistent with the principal’s? If they aren’t, what

happens? As I begin asking these questions at my study site, I will help the school staff to further clarify their objectives around cognitive coaching.

In reviewing the literature of both teacher leadership and peer coaching, I found studies that broadly connect the two topics (Darling-Hammond, Bullmaster & Cobb, 1995, Guiney, 2001, Hart, 1995, Lambert, 2000). None of the literature, however, was focused on the relationship between peer coaching and teacher leadership. Perhaps this gap in research is due to primary and secondary benefits of peer coaching. Most of the research identifies peer coaching as a method to improve teacher practice. This is a primary, explicit benefit of peer coaching. Developing characteristics and behaviors of a leader is a more implicit, or secondary benefit of coaching. Through this study, I will explicitly investigate the relationship between peer coaching and teacher leadership. If leadership characteristics and perceptions are found to develop through involvement in coaching, this underlying benefit of coaching will be surfaced. Schools, then, could explicitly identify building teacher leadership as an objective of participation in coaching.

Methodology: Study Participants and School Site

This section illustrates the student and staff demographics and school site performance information to provide a context for my study. The school site for this investigation was based in a Kindergarten-5th grade elementary school in the San Francisco Unified School District. The school draws students from the communities of Bernal Heights, Mission District, Noe Valley, and Bayview/Hunter's Point. These neighborhoods are home to people with a variety of ethnicities and socio-economic

classes. Approximately 345 students enroll in the school, which offers a two-way Spanish-English bilingual immersion program, an English Language Development program and two Special Day classes. There are 19 classrooms. Student demographics for race and ethnicity, language, socio-economic status, and qualifications for Gifted and Talented and Special Education programs are illustrated in the following tables. I drew the demographic data from the San Francisco Unified School District website:

<http://orb.sfusd.k12.ca.us>.

Student Demographics

Racial/Ethnic Categories	
Latino	54%
African-American	13%
White	10%
Asian-American	9%
Filipino-American	8%
Other	6%

Language Classification	
Limited English Proficient (LEP) or Non-English Proficient (NEP)	54%

Socio-Economic Status	
Educationally Disadvantaged Youth (EDY)	50%

Student Qualifications for Special Programs	
Gifted and Talented (GATE)	1%
Special Education	14%

The staff at the study site includes 23 certificated personnel, 21 paraprofessionals, and 1 classified staff member. Although the school has 19 classrooms there are 20 classroom teachers because of a job-share arrangement. Seven of the forty-five staff

members are new to the school this year. The two formal leaders, principal and instructional reform facilitator (IRF), are new to the school.

Staff Demographics

Racial/Ethnic Categories								
	Latino	African-American	White	Chinese	Korean	Filipino	Other Non-White	Total Number
Certificated	24%	4.3%	45.1%	9%	4.3%	4.3%	9%	23
Classified or Paraprofessional	55%	17%	17%	6%		5%		22

Average Years Teaching (23 respondents)	10
Average Years Teaching at School (23 respondents)	6
Average Years Teaching in SFUSD (23 respondents)	10
Type of credential (23 respondents)	Admin-1 Multiple Sub-10 BCLAD-9 CLAD-2 Sp Ed-3 Supplemental/Sin Sub-2 Pre-intern/Emerg-2
Average Years Coached (10 respondents)	2
Average Years Coaching (8 respondents)	2
Average Years Experience with School Reform (11 respondents)	5

The IRF was assigned to the school because it was designated an Immediate Intervention/Under-Performing School Program Site (II/USP). This classification is given to schools that do not meet their target growth on the Academic Performance Index (API) on the state standardized test, currently the Stanford 9 Test (SAT9). When a school is classified as an II/USP school it is placed on a three year plan to increase student test scores. The first year includes an external evaluator that helps the school identify its strengths and challenges. A school site plan is then developed based on

school needs. The second year of an II/USP process includes a full-time IRF to support the school in carrying out its plan, and collecting and monitoring student performance data. Ideally, the IRF is a teacher from the school on leave from the classroom to support the school in using data to inform instructional and resource decisions. The school site of my study had an IRF from a different school site because no one at the school was interested in leaving the classroom to be the IRF. The school was in its second year of an II/USP designation. Many urban public schools serve mostly students of color speaking languages other than English at home and falling into a low socio-economic classification. Although these demographics pose challenges in providing an optimum and equitable education, school districts often place ultimatums on schools underachieving instead of pooling resources to support them. This common phenomenon illustrates the outside pressures urban schools face such as the site for my study and the need for creative approaches for school-wide leadership to address those needs.

I illustrated the student and staff demographics and the II/USP designation to provide a context for the school. I was investigating teacher leadership and peer coaching in a single school site. Because my school site is an urban school, this study should be generalizable to other urban schools with similar contexts.

I was affiliated with the school site because the school reform organization I worked with, Partners In School Innovation, served the school. Partners In School Innovation is a non-profit, AmeriCorps, literacy-focused school reform organization. We support schools by providing a half-time School Partnership Director who oversees a mutually agreed upon Partnership Agreement describing long-term 5-7 year goals and

year-end objectives intended to move the literacy reform work forward. School Partnership Directors are reform partners to the principal and school leaders. They also supervise a team of AmeriCorps members who work at the school site four days per week facilitating and supporting the reform work. Partners In School Innovation's core areas of focus are literacy, leadership, and change management. Although I was not directly working with the school site of my study, I was aware of the reform efforts in progress. I chose to propose my study at this elementary school because of its pre-existing peer coaching system. I developed a one-page summary of what my study would entail (Appendix A) and shared it with the principal and the two peer coaches. They agreed that I could carry out my study at their school and indicated that the results would be useful to them as well as to the field of education.

At the school site, the coaching system was in its second year of operation and had expanded slightly since the first year. The coaching pilot began in fall 2000 with one full-time teacher coach and six classroom teachers being coached. This year the school identified two half-time coaches and each coached four classroom teachers. Midyear one of the half-time coaches changed positions within the school to full-time reform facilitator. This left one half-time coach who agreed to increase her load of coachees to eight. The other half of her position was classroom teaching. A month after this change in coaches one of the classroom teachers went on personal emergency leave. In the best interest of the students, the peer coach went back to the classroom full-time during the absence of the teacher on leave. For a two-month period, the peer coaching system stopped. The fluctuating membership and structure of the peer coaching system

illustrated the challenges urban public schools face in the midst of trying to establish systems that support improving teaching and learning.

Furthermore, the instability of the peer coaching system had an effect on the data I collected in terms of study design and response attitudes. Originally, I planned to collect longitudinal data distributing the questionnaire in January and April. I was going to analyze change in responses of peer coaching participants to identify whether coaching had an effect on school leadership definitions and self-perceptions as school leaders. Instead I conducted a cross-sectional study collecting data in one period of the year. Although I was not able to identify change in attitude around school leadership, I was able to uncover the staffs' definitions of and self-perceptions of school leadership. Additionally, I was able to compare responses from the peer coaching sample (current or former coaches and/or coachees) to the rest of the school population.

Methodology: Data Collection

To answer my research questions about how school staff members define school leadership, how they perceive themselves as leaders, and whether peer coaching is considered a form of leadership, I used a questionnaire and interviews as data collection tools. With a questionnaire I was able to collect data from a large sample in a short time. This provided me with school-wide data about how the staff defines leadership. The follow-up interviews allowed me to investigate more comprehensively perceptions about leadership and coaching. My questionnaire on school leadership and peer coaching can be found in Appendix B. Originally I was planning to survey only staff members

involved in the peer coaching system and the principal. During a meeting with the coaches to preview my questionnaire before a pilot run, they requested that I survey the entire staff to get data on the whole school's definition of school leadership and their perceptions of themselves as leaders. This benefited my study because I had a control group involved in the peer coaching system to compare with the staff not involved in peer coaching. Furthermore, key leaders at the school were now invested in the results of my leadership questionnaire to gain information about staff perceptions around leadership. Their interest in my study validated the importance of my research questions and assured me that the school would benefit from, and hopefully use, the findings.

My survey development and implementation had four phases. First, I interviewed staff involved in the peer coaching system. Second, I developed a questionnaire and piloted it with two staff members. Third, I distributed the leadership questionnaire to the staff. And fourth, I interviewed two respondents to get more information after they completed the questionnaire.

Phase 1: Initial Interviews

After the principal approved the school site for my study, I needed to develop a leadership questionnaire applicable to the specific school site to ensure validity. I interviewed the two cognitive coaches and one coachee to gather preliminary attitudes about how leadership was perceived and articulated at the school. These interviews helped me to use language, concepts and themes in school leadership familiar to the staff

so the questionnaire was comprehensible and meaningful to the respondents (Fink, Arlese, & Kosecoff, 1985).

Phase 2: Questionnaire Development and Pilot

From these interviews I developed a questionnaire to pilot with a coach and a coachee. This allowed me to see if the responses were aligned with my purpose in asking each question. I received verbal feedback from a coach to phrase the questions to elicit multiple responses. For instance, I changed “What is your definition of school leadership?” to “How do you define school leadership?” I also received feedback about the order of questions from a coach. Originally, the first question was “How do you define school leadership?” The coach suggested that some staff members were not thinking about the concept of school leadership and may not know how to answer the question. By moving this item to the fifth question, the respondent had the opportunity to think more deeply, broadly, and critically about school leadership from the first four questions. This change was critical because the question of how do you define school leadership was one of the most important to the purpose and the findings of my study. Lastly, I got feedback from my faculty advisor, Dr. Grubb, about changing the phrasing of my questions so they were not leading the respondent to answer for the researcher, but candidly and honestly responding. The draft and final version of the questionnaire can be found in Appendix B.

Phase 3: Questionnaire Distribution

After making suggested changes to the questionnaire, I distributed it to the entire staff. Initially, I left a questionnaire with chocolates in the mailboxes of 25 staff members'. I gave the staff two weeks to complete and return the questionnaire. After two weeks I had received three out of twenty-five questionnaires. I met with the principal to share the poor return rate of questionnaires and asked for 15 minutes at a faculty meeting so I could introduce myself, explain the purpose of the questionnaire and allow time for them to complete it. The principal agreed to give me time at the upcoming faculty meeting because she saw value in my study and she had already agreed to let me conduct my investigation at her school site.

I arrived early for the staff meeting with snacks, copies of questionnaires, extra pens, and a brief explanation of my survey prepared. I brought the snacks to both demonstrate my appreciation for staff participation and to ensure they would actually complete the questionnaire. Staff members did share their gratitude in being treated kindly. After I introduced myself in person, explained the purpose of my study, and described what would happen with the results, staff members completed the questionnaire. I was present to answer any questions and there were a few about the process of completing the questionnaire.

Describing what I was going to do with the results was important to the school community because previous graduate researchers had used the school site for studies and never shared findings with the staff. Consequently, the staff was skeptical of field

research at their school and concerned about devoting their time to a study they may never hear about again. I assured them that I would share the results with the school in the spring. This process of working with the staff in person was much more successful than placing a survey questionnaire in a mailbox. The school community now had a face and a purpose to connect with the questionnaire which increased motivation to participate. Also, they were granted paid time to complete the questionnaire which demonstrated the principal held value in my school leadership study.

Phase 4: Follow-Up Interviews

The questionnaires indicated that identifying one's name was optional. I did mention at the staff meeting that their name would be helpful in allowing me to do follow-up interviews if I needed more information, or clarity, about a response. Of the twenty-three respondents, three wrote their name. This limited my ability to connect data from questionnaires to follow-up interviews. The two staff members I interviewed further were the principal and a coach. I asked the principal how she planned on using the study findings. I asked the coach more about her perceptions of herself as a leader and whether she sees herself leaving classroom teaching to assume more school leadership responsibilities.

Methodology: Data Analysis

After collecting the questionnaires, I recorded the responses to each survey item. Some of the items were closed-ended (i.e., number of years teaching, who are the school leaders, list the committees/activities that you participate in). For these items I created

tables to organize the responses (Findings, p. 20). Where appropriate I totaled and averaged responses to gain a whole school perspective. For instance, I calculated the average number of years teaching for the staff as well as the average number of years teaching at the school site. I also averaged the number of years of experience coaching and/or being coached. Other items were open-ended (i.e., how do you define school leadership, what makes people leaders, what are you currently doing as a result of coaching). For the open-ended items I reviewed the responses question by question to identify common words, phrases, and/or themes. I used the commonalities in responses to create categories to organize the data.

The closed ended-questions were largely demographic in content. This information illustrated characteristics of the study participants. The open-ended question responses illustrated how the respondents described school leadership. Respondents with peer coaching experience answered questions that described how coaching effects their teaching practice. I organized and summarized findings for every question (Appendix B) and shared the data with the principal, the IRF, and a coach.

The data that most illustrated how staff members think and talk about school leadership I found in the responses of two question items: “What makes people leaders?,” and “How do you define school leadership?” Because the responses to these questions overlapped, I compiled the data and looked for common themes. I also researched previous studies and theories of leadership (Barth, 2001; Goldberg, 2001; Hart, 1995; Kouzes & Posner, 1995) to assist me in developing categories that described leadership

as defined by the school staff of this study. After examining responses to my questionnaire and previously published concepts of leadership, I created categories to organize the respondents' definitions of school leadership. Determining categories that truly captured how staff members defined school leadership was a challenge. Below I explain which categories I selected and why.

Merriam (1998) offered guidelines for determining categories from qualitative data. She suggested that categories should: reflect the purpose of the study, be exhaustive, be mutually exclusive, be sensitive to outside readers, and be conceptually congruent. I was most concerned that my chosen categories reflected the thoughts of the staff because that was the purpose of my study. I also wanted to ensure that all voices were represented which would ensure exhaustive categories. My biggest challenge was creating mutually exclusive categories. In other words the responses should only fit within one category. As I reviewed staff responses to the question, "How do you define school leadership?," I created a few different iterations of categories and placed each response in the appropriate category. For instance, three respondents noted that a leader inspires and motivates others. Initially, this was one of my categories but I couldn't find a place for "active," "engaged," or "positive role model." Next, I titled one of the categories "role model." This seemed to encompass mentions of activities like: inspires, motivates, active, engaged and positive role model. Before finalizing my categories for school leadership I requested feedback from my graduate student advisor, my faculty advisor and a teacher/school reform colleague, all of whom have a knowledgebase in thinking conceptually about school leadership. Although I settled on six categories (big

picture thinker, role model, supporting others, expertise & experience, job description, and planning, organizing & facilitating), I continued to find questionnaire responses that fit into more than one category or didn't seem to fit cleanly in any category. The six categories I presented in this study are described further in the findings section. They are my best attempt at reflecting the staff members' definitions of school leadership.

I disaggregated the respondents' definitions of school leadership into two groups. The first group was the whole staff which illustrated their definition of school leadership as a community. The second grouping compared the peer coaching sample, which included all staff members that indicated they had experience coaching or being coached, with the staff members without experience in peer coaching. This illustrated differences in definitions of school leadership between those with peer coaching experience and those without peer coaching experience.

Findings

The two primary goals of my study were to uncover how individual staff members think about school leadership and to discern whether coaching is perceived as a leadership activity and/or developing leadership characteristics. I created a questionnaire (Appendix B) to gather data for my study. The questionnaire was completed by 23 of 26 staff members at a faculty meeting. Of the 23 respondents, 13, or 57%, had experience in coaching either at the school or in some other capacity. I defined experience with coaching as including being the coach and/or receiving coaching. 10/23, or 43%, did not indicate having experience with coaching.

Research Question #1: How do staff members at an urban elementary school in San Francisco define school leadership?

My research question, “How do staff members at an urban elementary school in San Francisco define school leadership?,” was answered by two items on the questionnaire: “What makes people leaders?” and “How do you define school leadership?” Because these two questions elicited similar responses I combined the results. The results illustrated that the staff as a whole perceive leadership as encompassing both particular behaviors and job titles. After reviewing and organizing the responses I created six categories to capture the staff’s answers. The six categories were: Big Picture Thinker; Role Model; Supporting Others; Expertise and Experience; Job Description/Title; Planning, Organizing and Facilitation.

The most common definition of school leadership was Big Picture Thinker and the least common was Supporting Others. This paragraph describes the questionnaire responses in more detail. The most frequent response (11) was in the category: Big Picture Thinker. Some of the respondents’ descriptors included: visionary, leads staff toward a common vision, leads staff toward reform efforts, leads staff to carry out the site plan, holds self and staff accountable to high standards, and takes on extra responsibilities. The second most frequent response (10) was in the category labeled: Role Model. Some of the descriptors that I placed in this category included: positive role model, represents more than just their classroom, represents school at conferences/workshops, inspires others, motivates others, and shares. The third most frequent responses (7) were in the categories: Expertise and Experience and Job

Description/Title. The descriptors for Expertise and Experience included: having experience, reference, historian, having content knowledge, and knowing good teaching. The respondents' comments to what makes people leaders that led me to label a category Job Description/Title included: the principal, the reform coordinator, and listing specific leadership positions such as cognitive coach, ALAS consultant, Tribes trainer, and mentor teacher. The fourth most common response (4) was in the category: Planning, Organization and Facilitation. Descriptors in this category included: initiating school-wide efforts, running a meeting, facilitating, and organizing people and events. The most infrequent response (3) was in the category: Supporting Others. This category included descriptors from respondents such as: helpful, supportive, and coaching. The two most common categories to describe leadership by the school staff were Big Picture Thinker and Role Model. The school's conception of leadership, then, involves those with the whole school in mind who act accordingly. In other words, the staff describes teacher leaders as those thoughtful about the whole school and acting in the best interest of everyone. The staff also described leadership in a more traditional sense illustrated by seven responses in Job Description/Title and Expertise and Experience. These categories are built on past experiences and job titles. They are not activity-based leadership conceptions. This data shows that the school staff view leadership as encompassing both actions and job titles. *Chart 1* illustrates how the staff as a whole defines school leadership.

Research Question #2: Do teachers with peer coaching experience have different definitions of school leadership than those without?

I disaggregated the staff’s responses to the questionnaire items: “What makes people leaders?” and “How do you define school leadership?” into two groups. One group had coaching experience, as a coach and/or a coachee, and the other group did not have peer coaching experience. The overall findings from these distinct groups showed that those with coaching experience described leadership in terms of habits of mind and behaviors, while those without coaching experience described leadership as a job title. The results of the coaching experience group compared to the non-coaching experience group is illustrated in *Chart 2*.

Chart 1: Whole staff responses to “What makes people leaders?” and “How do you define school leadership?”

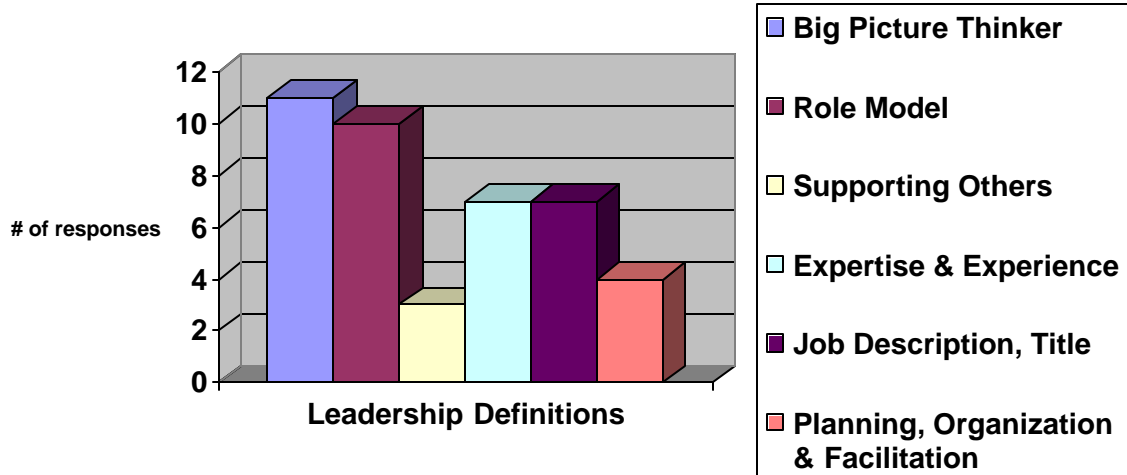


Chart 2: Responses to “What makes people leaders?” and “How do you define school leadership?” disaggregated by those with coaching experience and those without.

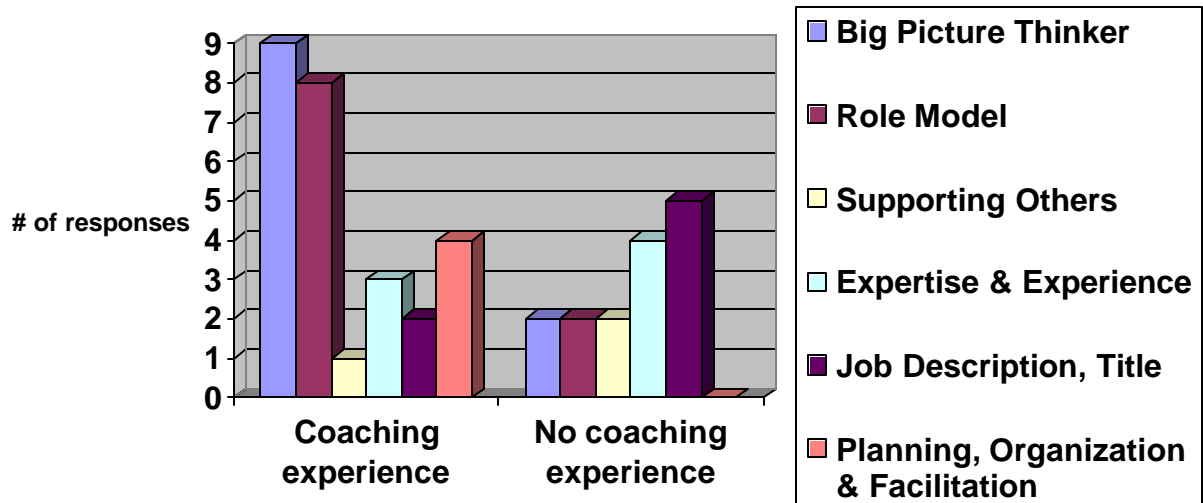


Chart 2 shows that those with coaching experience largely described school leaders as Big Picture Thinkers and Role Models. Those without coaching experience largely described school leaders as being the one with the Job Description or Title. Of course it is difficult to say whether this relationship is causal, but involvement in peer coaching may develop an activity-based definition of leadership versus a bureaucratic conception.

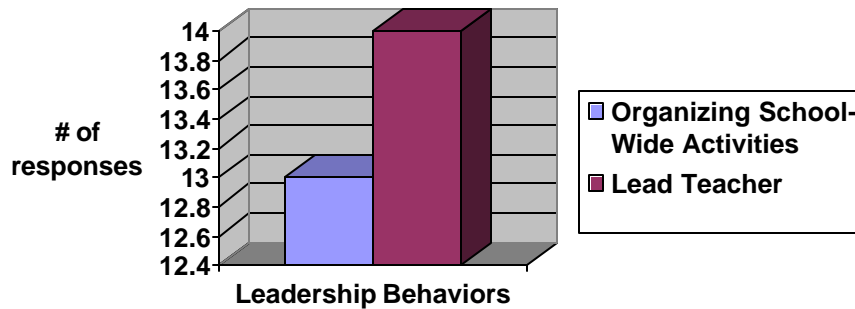
Research Question #3: How do teachers perceive themselves as leaders?

One of the questions on the questionnaire, “About what percent of your job includes school leadership behaviors? (25%, 50%, 75%, 100%),” addressed teachers perceptions of themselves as leaders. The results illustrated an even distribution across all four percentages. I disaggregated the responses into coaching experience and no coaching experience and the data continued to show an even distribution.

I interviewed one of the peer coaches after she completed the questionnaire to gain further data about how she viewed her leadership at the school. She was a half-time peer coach and a half-time classroom teacher. On the questionnaire she indicated that 100% of her job involved leadership behaviors. I asked her why. The coach answered, “I am a model for my students, co-workers, and parents. I see that everything I do is an example. I think this constitutes leadership.”

Another questionnaire item that addressed how teachers perceive themselves as leaders was, “What specifically have you done that constitutes leadership?” I grouped the responses into two categories: Organizing School-Wide Activities and Lead Teacher. Organizing School-Wide Activities included responses such as helping with professional development, organizing people, and soliciting multiple opinions while moving toward consensus. The category Lead Teacher included responses such as mentor teacher, cognitive coach, Tribes trainer, coordinated ALAS (Authentic Literacy Assessment System), and supported others. All 23 respondents listed a role or a behavior they assume which constitutes leadership. The data showed that 13 of 23 respondents listed leadership behaviors in the category Organizing School-Wide Activities. And 14 of 23 respondents listed leadership behaviors in the category Lead Teacher. *Chart 3* illustrates these findings.

Chart 3: Responses to “What specifically have you done that constitutes leadership?”



Research Question #4: Does the staff perceive peer coaching as a form of school leadership?

I did not provide an item on the questionnaire that explicitly asked if involvement in peer coaching was considered school leadership because I didn't want to lead respondents to a specific answer. Instead I reviewed the responses to the questionnaire items, “Who are the leaders at the school?” and “What specifically have you done that constitutes leadership?” I looked for references to peer coaching to identify whether it was perceived as a leadership role and/or behavior.

In answer to the question, “Who are the leaders at the school?,” 2 of 23 respondents reported coaches. In answer to the question, “What specifically have you done that constitutes leadership?,” 3 of 23 respondents reported coaching. This data illustrated that, as a whole, the staff did not think of peer coaching as school leadership when they completed the questionnaire. Of the 23 respondents, 13 had involvement in coaching and yet coaching was not mentioned frequently as an example of leadership. Staff members may have included coaching in their broad descriptions which led to the

category, Supporting Others. This is an area I would investigate further through subsequent questionnaires and/or interviews if I were to continue this research study.

The last four items on the questionnaire were completed only by those with coaching experience. One of the items, “How has coaching affected your involvement in school-wide activities?,” was connected to school leadership. As noted earlier, the most frequent definition of school leadership identified through questionnaire response data was Big Picture Thinker. A Big Picture Thinker is concerned with school-wide issues. Of the 13 respondents who indicated they had coaching experience, 6 answered the question, “How has coaching affected your involvement in school-wide activities?” Some of their responses were: “I feel a part of a larger community,” “I have more knowledge of what is going on in other classrooms,” “I am more aware of school-wide issues,” and “I am getting to know the culture of the school.” These responses highlight that those involved in coaching think about school-wide, or big picture, concepts which was the most common definition of leadership according to the staff surveyed in my study. The connection between leadership and peer coaching merits further investigation.

Implications

The findings of this study have many implications for why and how schools might define leadership as a community and how peer coaching can be a vehicle to develop leadership behaviors. The purposes of this study were to investigate how a school staff defines leadership and whether peer coaching was included their leadership definition. The leadership structure and how it plays out at a school site contributes greatly to a

school culture. Nonetheless, individual perceptions of school leadership and identifying a school community definition of leadership are not often uncovered. Without a shared understanding of leadership at a school site, teachers will not be able to identify leadership opportunities effectively or consistently. This may lead to a lack of distributed leadership although research suggests that distributed leadership models are more effective than traditional models (Spillane, Halverson, & Diamond, 2001).

As I analyzed the questionnaire data from my study, it was clear that staff members varied in their definitions of school leadership. As a whole staff, the most frequent descriptor of school leadership was Big Picture Thinker. This definition was aligned with staff members who had coaching experience. Those without coaching experience, however, largely defined leadership as a job title. This difference in perceptions of leadership justifies why it is important for a school staff to have discussions about how they view leadership and where they see themselves fitting into the structure. Through explicit conversations and leadership opportunities, a school staff will work toward uncovering their leadership structure so that faculty and school community members can clearly see where they might fit into the larger picture of the leadership structure.

The findings about how the staff defined school leadership disaggregated by those with peer coaching experience and those without illustrated the benefits of peer coaching. Staff members with peer coaching experience perceived leadership as Big Picture Thinkers and Role Models. Those engaged in peer coaching went on to report that

coaching led to their involvement in school-wide activities. As teacher leadership was defined as actions outside the scope of the classroom, or “big picture thinker,” peer coaching was identified as a method to develop “big picture thinker” behaviors. For instance, respondents reported that coaching led them to be more aware of school-wide issues. This increased consciousness of the whole school as opposed to one’s classroom is an example of teacher leadership. When I shared this data with the principal at my study site, she said, “Wow. I’m going to use this with my staff as a plug to continue coaching next year.” The school was in the midst of writing their school site plan for the following year. The continuation of the coaching model was in question and this data, illustrating the benefits of coaching, called on the staff to think carefully about whether or not to eliminate this practice.

This study began to surface a connection between teacher leadership and peer coaching. Although the sample was just one school, connections between definitions of school leadership and experience in coaching were significant. Research must be done across schools and for a longer duration of time to gather increasingly valid data highlighting leadership development through peer coaching.

Strengths

This study had many strengths. One strength was that the study was conducted in an ethnically diverse, urban elementary school. Similar schools interested in exploring how their staff defines school leadership and/or interested in implementing a peer coaching system could find the data relevant. Similar schools may also find the study

design helpful in planning an investigation at their school. In conducting my study, I always kept the environment of the school in mind while planning meetings, questionnaire distribution, and interviews. For instance, because the principal was difficult to get on the phone, I often went to the school site when I had a few questions. Also, I openly appreciated the staff for taking time to participate in my study with food and verbal acknowledgement. Another strength of the study was that the categories describing school leadership were developed out of actual questionnaire responses from the staff. This constructivist approach to organizing and analyzing qualitative data could be a model for similar future studies. Because the leadership categories were developed from staff responses, this study presented authentic language from practitioners to use in conceptualizing school leadership. This ethnographic method of using language from the field to conceptualize leadership differs from the approach of applying an existing theoretical framework about leadership to the data collected. Lastly, a strength of this study was that the results contributed to the school's learning and the field of educational research about school leadership and peer coaching.

Limitations

This study had many limitations. Because it was conducted at one elementary school and schools are complex and unique systems (Boyd, 1992), the findings may not be generalizable to all schools. The peer coaching system at the school was in its second year of operation and was still being refined to meet the needs of the staff. Because the peer coaching model was inconsistent and not used throughout the school, the attitudes of respondents varied depending on their experiences with peer coaching. Proficiency and

efficacy in a complex practice such as peer coaching involves years of experience. The staff surveyed whom were involved in the peer coaching model were just beginning to gain some substantive experience with peer coaching. Other staff had no experience with peer coaching. If the school maintains the peer coaching model and spreads the practice throughout the teaching staff, data around peer coaching and teacher leadership may be able to surface a stronger connection between the two concepts. The questionnaire responses were disaggregated by those involved with coaching and those not involved with coaching, although other variables may have effected their responses. Some possible variables include teachers' individual professional development experiences, their philosophies of teaching and learning, their job satisfaction and perceptions of their teaching efficacy. Because of the multiple variables that I could not control, a causal relationship between definitions of school leadership and peer coaching experience was not possible. Lastly, the cross-sectional data collected provided a snapshot of how staff members defined school leadership and described the effects of peer coaching on their practice. The respondents' answers to the questionnaire may be different at another point in time. A similar study with a longer timeline and more comprehensive data collection would be able to identify more reliable results.

Conclusion

As urban public schools strive to develop teacher leaders I suggest they think about implementing a peer coaching model. Respondents from this study reported coaching to increase their confidence in teaching, their ability to work as a team, their feeling a part of the school community, and their awareness of school-wide concerns. As

teachers' leadership behaviors deepen, they will become more involved and invested in school-wide efforts. As one coach at my study site said, "It would be difficult for me NOT to be involved. I'm just like that."

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Appendix A: Overview of Study to Present to the Principal and Peer Coaches

Masters Project Proposal (2001-202)

Jessica Bogner

Partners In School Innovation

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Teacher Leadership and Peer Coaching

- How do staff members at an urban elementary school in San Francisco define school leadership?
- How do teachers perceive themselves as leaders?
- Do teachers with peer coaching experience have different definitions of school leadership than those without?
- Does the staff perceive peer coaching as a form of school leadership?

Field study site: [school]

Sample: Whole staff

Methods: A questionnaire and possible follow-up interviews

Timeline: Questionnaires distributed in January 2002

Benefit to the school: Individual definitions of leadership will be surfaced which could be the first step towards a school-wide definition. If a connection is found between leadership and coaching, the coaching system might add an explicit objective of cultivating teacher leadership. This leadership could involve transitioning from coachee to coach, or assuming leadership in some other capacity in the school.

Why: Ongoing, focused inquiry around one's practice deepens a teacher's confidence and competence in teaching and learning (for students and teachers). Research has demonstrated that teacher collaboration improves practice (Lambert, Fullan) and better teachers lead to increased student performance (Garmston, Lambert). This study may have implications for cultivating teacher leadership in urban schools through coaching to effectively distribute the leadership.

Questions for Principal/Coaches:

- What questions about leadership are you asking yourself?
- How do the two research questions align with your current thinking about leadership at [school]?
- Do you feel this study is worthwhile generally and will assist [school's] development of leadership?
- What questions do you have?

Coaching and its Connection to Leadership

Date:

Name:

Title (coach, coachee, principal):

1. How do you define school leadership? Describe a couple examples of leadership at your school.

2. One definition of leadership is, “the position or office of a leader.” (American Heritage Dictionary, 1985) This refers to one’s position or title. Another way to think of leadership is a verb and includes “processes, activities, and relationships in which people engage.” (Lambert, 2000)
Do you think of leadership as a position (i.e., principal) and/or behaviors (i.e., teachers collaborating with each other)?

3. Do you think of yourself as a leader at your school? Why or why not?

4. What specifically have you done that constitutes leadership at your school?

5. How do you see your participation in coaching (coach or coachee) as a form of leadership?

Appendix B: Final Questionnaire

To: [X] Staff

From: Partners In School Innovation (Jessica Bogner and the Partner Team)

School Leadership and Coaching Questionnaire -February 2002

The Partnership Agreement between [school] and Partners In School Innovation includes data collection activities. Through collecting and analyzing data, we hope to uncover meaningful information for [school] and Partners In School Innovation so that we can all improve our work. This questionnaire is focused on school leadership and peer coaching. Results from the questionnaire will be shared with the faculty in the spring. Please complete the questionnaire by **February 22th** and return to the Partners mailbox in the office. If you have any questions please contact Jessica Bogner (824-6196). Thank you for your time!

Name:

Note: We are requesting your name in case we need clarification or more information about one of your answers. If you would prefer to remain anonymous, please do so.

Number of years teaching:

Number of years teaching at [school]:

Number of years teaching for SFUSD:

Type of credential:

Experience being coached:

Experience coaching:

Experience with school reform:

1. What types of leaders are there at [school]? What makes them leaders?

2. Have you been involved in leadership at [school]? If so, what are some of the things you have done that constitute leadership?

3. About what percentage of your job includes school leadership behaviors?
___ 25% ___ 50% ___ 75% ___ 100%

4. List the communities and/or activities you participate in:

5. How would you define school leadership?

*Please continue if you have experience coaching or being coached.
If not, you are finished! Thank You*

6. What are you currently doing as a result of coaching?

7. How has coaching affected your involvement in school-wide activities?

8. How has involvement in coaching changed your conception of the role of a teacher?

9. What values are there in the coaching conversation?

Thank you again for your time. Please return to the Partners mailbox in the office by Friday, February 22nd.

Appendix C: Data Results and Summaries Shared with School

Questionnaire created and distributed by
 Jessica Bogner, Partners In School Innovation
 February 2002

School Leadership and Peer Coaching Questionnaire Results

Purpose of questionnaire:

How do staff members at an urban elementary school in San Francisco define school leadership?

How do teachers perceive themselves as leaders?

Do teachers with peer coaching experience have different definitions of school leadership than those without?

Does the staff perceive peer coaching as a form of school leadership?

Survey Results

- # of respondents: 23
- # of respondents involved in coaching: 13 (57%)
 (5-coachee only, 3-coach only, 5-coachee and coach)
- # of respondents not involved in coaching: 10 (43%)

Staff Demographics

Avg Yrs Teaching (23 respondents)	10
Avg Yrs at [school] (“)	6
Avg Yrs in SFUSD (“)	10
Type of credential (“)	Admin-1 Multiple Sub-10 BCLAD-9 CLAD-2 Sp Ed-3 Supplemental/Sin Sub-2 Pre-intern/Emerg-2
Avg Yrs Coached (10 respondents)	2
Avg Yrs Coaching (8 respondents)	2
Avg Yrs Exp w/ Sch Reform (11 rspdts)	5

1. Who are the leaders at [school]?

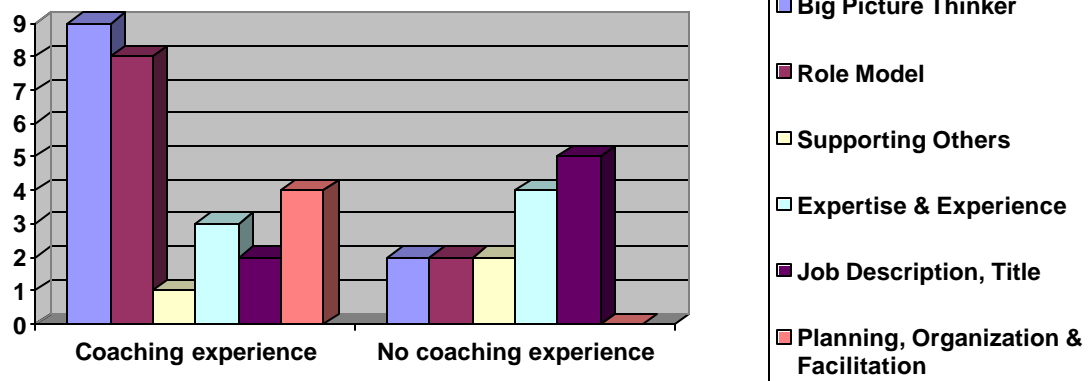
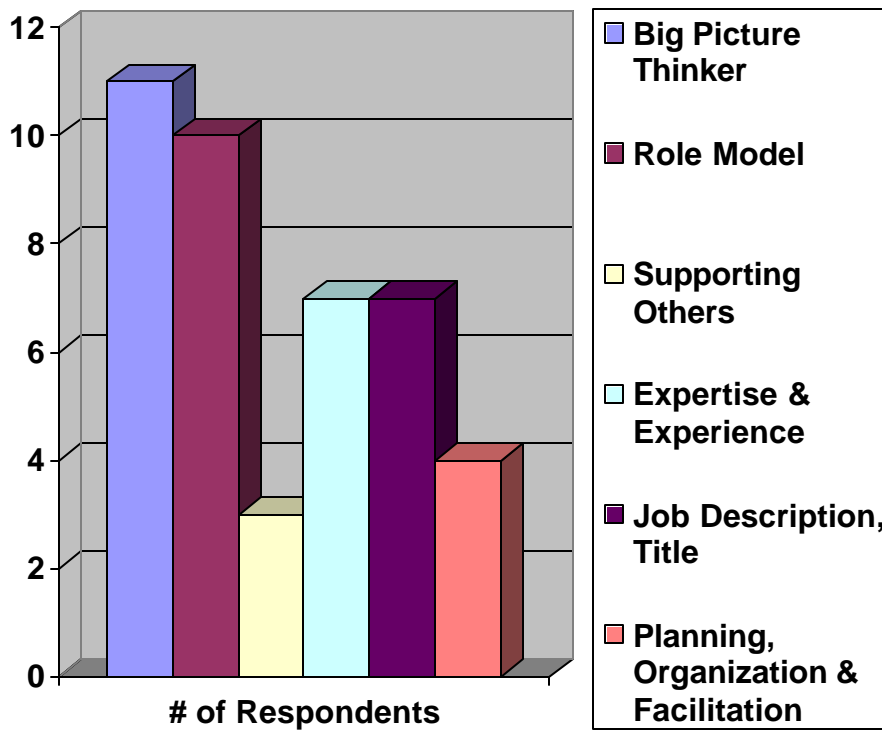
Person/category	# of respondents
[Name], <i>principal</i>	10
[Name], <i>instructional reform facilitator (IRF)</i>	7
[Name], <i>Spanish Bilingual teacher</i>	5
[Name], <i>Spanish Bilingual teacher</i>	4
Most-all staff	4
[Name], <i>Spanish Bilingual teacher</i>	3
Lead teachers	3
[Name], <i>Spanish Bilingual teacher</i>	2
Cognitive coaches	2
[Name], <i>School-Home Liason</i>	2
[Name], <i>ELD teacher</i>	1
[Name], <i>RSP teacher</i>	1
[Name], <i>technology teacher</i>	1
Counselor	1

PTA officers	1
[Name]	1
[Name]	1
[Name], <i>Partner</i>	1
[Name], <i>Math Coach</i>	1
[Name], <i>Spanish Bilingual teacher</i>	1
Some parents	1
Tribes leaders	1
ALAS consultant	1
Positive role models	1
Teachers	1
Leadership roles	1

1. What makes people leaders?
5. How do you define school leadership?

KEY	
C-	experience with coaching
No C-	no experience with coaching

<i>Category</i>	<i># of Respondents</i>
Big Picture Thinker (visionary; leading staff toward school vision, goals, reform efforts, site plan, equity and/or high standards; assumes extra responsibilities)	11 (9-C, 2-no C)
Role Model (positive; inspires & motivates; represents whole school community; sharing)	10 (8-C, 2-no C)
Supporting Others	3 (1-C, 2-no C)
Expertise & Experience (content knowledge and practice)	7 (3-C, 4-no C)
Job Description, Title	7 (2-C, 5-no C)
Planning, Organization & Facilitation (initiating school-wide efforts)	4 (4-C, 0-no C)



2. What specifically have you done that constitutes leadership?

<i>Response</i>	<i># of respondents</i>
Helped with PD	6
Mentor teacher	5
Organizing people and/or activities	4
Cognitive coaching	3
Connecting with parents	2
Oversee reform	1
USP teacher leader	1

Helped with ALAS	1
Tribes trainer	1
Consultant	1
Soliciting mult opinions > consensus	1
Support others	1
Reference/historian	1
Model leadership behaviors	1
Budget	1
Hold self, students, staff accountable	1
Asking hard questions	1
Come to work	1

3. About what percentage of your job includes school leadership behaviors?

6 (3-C, 3-no C) **25%** 5 (4-C, 1-no C) **50%** 5 (3-C, 2-no C) **75%** 6 (2-C, 4-no C) **100%**

4. List the committees and/or activities you participate in:

<i>Committee/Activity</i>	<i># of respondents</i>
Design team	6
SST	6
PTA meetings	4
SSC	4
USP	3
UBC/union	3
GATE	2
Arboles	2
Tribes	2
Bilingual	2
All committees	2
Grade level leader	2
Safety, emergency, disaster	2
African-American summit, parade	2
District playgroups	1
Social committee	1
Library	1
Leadership committee	1
Recycling/compost	1
Staff development	1
BTSA	1
Have student teachers	1
Wrote grants for coaching	1

5. How do you define school leadership?

(Responses combined with #1.)

Questions only completed by those with coaching experience:

6. What are you currently doing as a result of coaching?

(Question from The Center for Cognitive Coaching)

<i>Response</i>	<i># of respondents</i>
Reflection	3
Collaborative learning	3
Using Cycle of Inquiry (COI)	2
Awareness of lower grade students and how to serve their needs	2
Administration	1
Using standards	1
Differentiating instruction	1

7. How has coaching affected your involvement in school-wide activities?

<i>Response</i>	<i># of respondents</i>
Learned team work	1
Feel part of larger community	1
Feel confident in teaching	1
Awareness of what's going on in other classrooms, school-wide issues	2
Getting to know culture of school	1

8. How has involvement in coaching changed your conception of the role of a teacher?

<i>Response</i>	<i># of respondents</i>
Importance of self-reflection & team teaching	1
Other teachers as resources	1
Teaching is learning, new ways to teach	2
Teaching as COI	1
Increased confidence	1
Not so hard on myself	1

9. What values are there in the coaching conversation?

(Question from The Center for Cognitive Coaching)

<i>Response</i>	<i># of respondents</i>
Reflection	4
Structured time	2
Finding new ways to teach	1
Support	1
Someone to look at student artifacts, curriculum, and dissect it with	1
Outlet of frustration/confusion	1
Planning	1

Summary of School Leadership and Peer Coaching Questionnaire Results

This questionnaire was completed at a [school] staff meeting on February 25, 2002. The intent of the questionnaire was two-fold. First, to uncover how individual staff members think about school leadership. Second, whether coaching is perceived as a leadership activity and/or developing leadership characteristics in teachers. The results of the questionnaire are being shared with [school], Partners In School Innovation, and used in my Masters Project exploring teacher leadership and peer coaching.

The total number of questionnaires tallied was 23. 13/23, or 57%, had experience in coaching either at [school] or in some other capacity. The experience with coaching could entail being the coach and/or receiving coaching. 10/23, or 43%, did not indicate having experience with coaching.

1. Who are the leaders at [school]?

- The most frequent response was the principal (10/23 respondents).
- A wide variety of responses were noted from the principal to parents to teachers to support staff.

1. What makes people leaders?

5. How do you define school leadership? (combined responses)

The results illustrate that the staff perceive leadership as both behaviors and a job title. Those with coaching experience described leadership in terms of habits of mind and behaviors, while those without coaching experience described leadership as a job title or managing a meeting.

- I categorized the responses into six domains: Big Picture Thinker; Role Model; Supporting Others; Expertise and Experience; Job Description/Title; Planning, Organizing and Facilitation.
- The most frequent response was in the category: Big Picture Thinker. Some of the descriptors included: visionary, leads staff toward a common vision, leads staff toward reform efforts, leads staff to carry out the site plan, holds self and staff accountable to high standards, and takes on extra responsibilities.
- The second most frequent response was in the category labeled: Role Model. Some descriptors included: positive role model, represents more than own classroom but whole school, represents school at conferences/workshops, inspires others, motivates others, and shares.
- The most infrequent response was in the category: Supporting Others.
- Those with coaching experience largely described school leaders as being Big Picture Thinkers and Role Models.
- Those without coaching experience largely described school leaders as being the one with the Job Description/Title and being proficient at Planning, Organizing and Facilitating.

**3. About what percent of your job includes school leadership behaviors?
(25%, 50%, 75%, 100%)**

- There was an even distribution of responses in each of the four choices.
- One interesting finding was that more respondents without coaching experience perceived 100% of their job as including leadership behaviors.

6. What are you currently doing as a result of coaching?

The responses illustrate that coaching leads to reflection and collaboration.

- The most common responses were: Reflection and Collaborative Learning.
- Other responses included: Using the Cycle of Inquiry (COI), Awareness of how to serve lower grade students' needs, Administration, Using Standards, and Differentiating Instruction.

7. How has coaching affected you involvement in school-wide activities?

The responses illustrate that coaching fosters an awareness of school-wide efforts and feeling a part of the whole school community.

- Two respondents mentioned an awareness of what is happening in other classrooms and school-wide.
- One respondent mentioned each of the following: Learned team work, Feel part of larger community, Feel confident in teaching, and Getting to know culture of school.

8. How has involvement in coaching changed your conception of the role of a teacher?

- Two respondents mentioned teaching is learning.
- One respondent mentioned each of the following: Importance of self-reflection and team teaching, Teachers as resources, Teaching as the COI, Increased confidence, and Not so hard on myself.

9. What values are there in the coaching conversation?

The responses illustrate that the dominant values in coaching are reflection and allotting structured time for coaching.

- The most common response was: Reflection.
- Other responses included: Structured time, Finding new ways to teach, Support, Collaboration, Outlet of frustration/confusion, and Planning.