BRIDGES OR BARRIERS: MAKING SENSE OF PRINCIPALS' CHANGE FACILITATOR STYLE VARIATION IN THREE ELEMENTARY SCHOOLS

A Dissertation

by

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ABSTRACT

Research related to principal leadership style is apropos given the continued need to focus on positive student outcomes. However, the principal only maintains an indirect link to students. Teachers, therefore, serve as the direct link to students while also serving as direct beneficiaries of principal leadership, particularly as it relates to the principals' propensity to support access to high quality professional development aimed at recruiting, supporting and retaining teachers.

This mixed methods study examined the Change Facilitator Style (CFS) of three elementary school principals in a southeastern Texas school district. It was guided by two questions: (1) To what extent do teacher ratings of elementary principals show variation in Change Facilitator Style? (2) To what extent does agreement exist between teacher ratings of a principal's CFS and the principal's self-rating?

The study explored the variation in teachers' perceptions of their principals' CFS by utilizing the Change Facilitator Style Questionnaire (CFSQ). Additionally, each principal used the CFSQ to complete a CFS self-rating. Each principal self-rating was correlated to teacher groups within their respective school.

Results revealed three distinct teacher groups at each school. Additionally, variation of CFS perceptions within teacher groups revealed a lack of agreement among teachers in each CFS cluster and dimension. Further, principal self-ratings, when correlated to teacher group means, revealed a lack of agreement among the teachers they serve.

In the face of continued educational reform, the importance of unanimity within the schoolhouse is crucial, as divergent paths between teachers and their principal are sure to cause a "missing of the mark" in the pursuit of positive student outcomes. This research of a rural southeastern Texas school district is timely and relevant, suggesting that significant changes related to context, particularly related to staffing and leadership, led to varied perceptions of leadership style.

DEDICATION

To my Lord and Savior Jesus Christ, the Way, the Truth and the Life. The exemplar of a servant leader.

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NOMENCLATURE

TEA	Texas Education Agency
NSDC	National Staff Development Council
CFSQ	Change Facilitator Style Questionnaire
CFS	Change Facilitator Style
PLC	Professional Learning Community
S/I	Social/Informal
F/M	Formal/Meaningful
TiO	Trust in Others
AE	Administrative Efficiency
DtD	Day-to-Day
V&P	Vision & Planning

TABLE OF CONTENTS

Page

LIST OF FIGURES

Page

LIST OF TABLES

Page

CHAPTER I

INTRODUCTION

The notion that teacher education exists solely in the university setting is incorrect. Commonly, teacher educators are comprised of university professors, adjunct professors, graduate students and others who facilitate instruction within the framework of institutional teacher education programs. These programs are as varied as they are numbered. Further, one must account for the variety of alternative certification programs available. In Texas, programs emerge from universities as well as other sources, including, but not limited to, educational service centers and public school systems. Students enter into and participate in established curricula aimed at preparation, both in terms of subject matter and pedagogy. Each course of curriculum mandates a variety of coursework which may or may not include field-based work.

Regardless of format, these programs, under accreditation by the Texas Education Agency, strive to develop highly qualified teacher candidates for hire. Given the variety of program types and curricula within those programs, one can only assume teacher education programs, and the teacher educators who operate within them, fulfill their function at the point of presenting a qualified teacher candidate, holding Texas licensure, eligible for hire in Texas public schools. Therefore, teacher education programs serve as the critical first step toward new opportunities in teaching and learning, experiences accumulated as an in-service teacher, under the leadership of their campus principal.

Compare the teacher education program function to Marine Corps boot camp. We can assume that each recruit arrives with their own degree of experience. Some, having participated in an element of a Reserve Officer Training Corps (ROTC) program, will enter boot camp with greater knowledge than recruits without those experiences. Regardless of experience, the recruits move through their boot camp curricula together, a progression akin to that experienced by students in teacher preparation programs. At the conclusion of boot camp, recruits officially earn recognition as United States Marines. In similar fashion, graduates of teacher preparation programs embody a variety of experience levels and earn official recognition, through licensure, by their particular state education agency. And yet, even with graduation and/or licensure, both the new Marines and the new batch of teacher candidates are "basically" trained Marines or individuals meeting their state's qualifications for hire as a certified teacher.

This causes one to deeply consider the meaning to that which we see as commencement. While, on the one hand, the commencement ceremony, or graduation, seems to signify the endpoint of a course of curriculum, in reality, its main function is to serve as the beginning or start of that which occurs as a result of having earned a conferred degree, certification and/or title. If this is the case; if educator preparation programs serve to provide subject matter and pedagogical knowledge for the purpose of preparing an individual for hire by their state's public schools, we have to consider the next steps in teacher learning.

Teacher learning must continue in the field as a sustained process and be comprised of relevant, timely and effective professional development opportunities.

Essential to this process is the campus principal, the facilitator of professional learning based on the needs of teachers toward the fulfillment of the school's mission and vision. In setting the tone for the campus, the principal must advocate for and create structures for the continued development of their teachers. Leaders either cultivate and grow those they serve, creating bridges for learning, or they suffocate and snuff-out teacher learning and development, creating barriers that forsake golden opportunities to increase teacher capacity for the overall benefit of students.

As a result, it is important to gain an understanding of principal leadership style and the behaviors that comprise it. This knowledge equips the principal with an understanding of how their leadership behavior is perceived by those they lead. Further, the knowledge assists district leadership in their understandings of principal leadership. Finally, with regard to facilitating effective professional development opportunities for continued teacher learning, the knowledge helps paint a clear picture for the likelihood of success of structured, focused and sustained teaching learning initiatives.

Background

A significant focus in every schoolhouse in the United States is student achievement. Programs, funds allocation, and workshops all center on deriving positive outcomes from students. Teachers find themselves in a constant battle between that which occurs in their classrooms and the happenings outside of their classrooms; the classroom serving as the place where teachers interact with their students; a place of little welcome to school administrators. Considering this, is it possible to create bridges that eliminate the divide that exists between campus leaders and their teachers? Is it

possible for principal leadership, focused on teacher learning, to break down barriers that separate teachers from administrators? A key component in accomplishing this interaction, this cohesiveness, is leadership. Further, an understanding of the behavioral makeup and style of principals provides critical insight into the cohesiveness that indicates unanimity among teachers and their principal.

Leadership in Schools

Leaders are developed, not born. School principals do not emerge out of teacher preparation programs. In fact, the requirements to qualify for the principal certification program, in Texas, include a minimum of three years of classroom teacher experience. Therefore, we can be certain that every principal emerged from a teacher preparation program, spent time in their classroom and then enrolled in the required principal certification program. These programs, like teacher preparation programs, vary. Some are built into graduate degree programs at universities and others stem from regional education service centers. All are approved by the Texas Education Agency (TEA) and, in 2018, the principal certification program underwent a curriculum redesign that suggests the development of instructional leaders is a critical component to the success of teachers and students.

In 2018, the Texas Commissioner of Education developed Strategic Priorities to improve student achievement in Texas public schools by providing leadership, guidance and support to the states' 1,200 school districts, pursuant to the philosophy of, "Every child, prepared for success in college, a career or the military" (TEA, 2018). Strategic Priority One (SP1) focuses on recruitment, support and retention of teachers and

principals. The Strategic Plan includes Specific Action Items aimed at fulfilling SP1, including the comprehensive redesign of the principal certification framework. The redesign (complete at the time of this dissertation) sought to refocus the principal certification program on the development of, "a framework with a focus on instructional leadership and competency-based indicators" (TEA, 2018). Further, the TEA Strategic Plan signaled benefits to students as a result of the principal certification redesign, arguing that increased program rigor and the development of instructional leaders improves student outcomes.

An additional Specific Action Item for SP1 included the development of principal residencies as a means for providing principal candidates with field-based experiences. The intention of the residency is to provide authentic experiences that help new principals transition, with greater efficacy, into their full-time leadership role. Though the program remains limited in its appropriation of funds for residencies, the Specific Action Items for accomplishing SP1 of the TEA Strategic Plan make it clear; effective instructional leadership is a top priority.

Principal Leadership for Professional Learning and Development

Principals, characterized as effective instructional leaders, advocate for and provide professional learning opportunities that lead to the professional development of teachers (Learning Forward, 2020). Darling-Hammond (considered one of the top ten most influential people affecting U.S. education policy with over 500 publications) and Richardson (2009) suggest a reconnected framework between that which is desirable in the context of student learning and teacher learning, linking purposeful teacher learning

to student outcomes. Simply stated, Darling-Hammond and Richardson advocate for the implementation of intensive, content-rich and collegial opportunities for teachers that have the dual benefit of improving teaching practice and student outcomes. Knapp, Copland and Talbert (2003) suggest leaders directly influence teacher learning results when teacher learning focuses on building professional communities that value learning, engages external environments that matter for learning, acts strategically by sharing leadership, and creates coherence. Knapp et al., further suggest these "leading for learning" principles operate in conjunction, meaning they are not mutually exclusive. Considering this, it is reasonable that principals who do not employ these "leading for learning" principles might struggle to achieve the type of environment required for the facilitation for sustained and effective teacher learning.

Heralding leadership as a key component to educator effectiveness, the Standards for Professional Learning, developed by Learning Forward (2020), describe effective leaders as those who develop teacher capacity, advocate for and create support systems and structures for learning. According to Learning Forward, these characteristics describe principals who value learning at all levels. In fact, leadership who maintain a focus on teacher learning, simultaneously support student learning. Bredson and Johannsson (2000) argue that principal focus on teacher learning, that increases teacher capacity, is learning focused on student learning. Therefore, in the quest for positive student outcomes, a focus on the means (teacher learning and development) with an outlook toward ends (student achievement) is a focus on process as well as product, with neither process nor product consuming all focus. This requires adept principal leadership

with a keen understanding of that which is needed to support teachers and, ultimately, students.

The Necessity for Effective Professional Development

Teachers with varied experiences and levels of expertise fill schoolhouses. And, while subject matter knowledge and pedagogical knowledge remain essential components for teacher learning, today's classroom requires the need for continued knowledge acquisition and operative expertise. Teachers find themselves increasingly engaged in learning that addresses behavior, classroom management and school safety. This "multitool mindset," suggests teacher learning and professional development is a multifaceted endeavor, one that requires increased provision of time and money. In their Standards for Professional Learning, Learning Forward reflects this need in their advocacy for significant appropriation of time and funds to professional development. Learning Forward (formerly, the National Staff Development Council) suggests school districts allocate, "at least 10% of their budgets to staff development, that at least 25% of an educator's work time be devoted to learning and collaboration with colleagues and that 30% of the technology budget be devoted to teacher development" (NSDC, 2001). It is evident that, as the breadth of knowledge required of the 21st century continues to grow, the need for time, money and a return those investments require the pursuit of effective opportunities for teacher learning and development.

Darling-Hammond, Hyler, Gardner and Espinoza (2017), posit a definition of effective professional development (detailed in Chapter II) that, "results in changes in teacher practices and improvements in student learning outcomes" (Darling-Hammond

et al., p. 2). This definition, and the detailed characteristics that embody it are significant when considering the appropriation of time and funds to teacher learning and development. Bedson and Johansson (2000) argue that teacher learning comprised of one-off, make-and-take staff development, may not provide legislators, policymakers, district and campus leaders with the impetus to see teacher learning and professional development as that critical ingredient to student learning and school quality (Bredson & Johansson). Therefore, efforts toward the provision of structured, focused and sustained professional learning, supported by principals with a leadership style disposed to the success of those learning opportunities, form a critical framework for the success of teachers and, ultimately, students.

Statement of the Problem

Each particular school district displays its own set of unique circumstances. In similar fashion, each campus within a school district maintains in own unique context. Similarities among school districts and campuses exist but are never duplicated. As a result, the consideration of the unique contexts and the people who operate within them is both important and critical. Though the body of knowledge related to leadership is plentiful, the generalizability of research to specific locales is limited, if not impossible.

My realization that teacher learning should, and often fails to continue, in effective ways, beyond the educator preparation program provided the impetus for exploring principal leadership. I entered the doctoral program intending to pursue a career as a post-secondary teacher educator but, after spending four semesters teaching Social Studies Methods to senior-level undergraduates, I realized the limitations of the

teacher preparatory program. As a result, I shifted my focus to one of continued teacher learning, for in-service teachers, at the campus level. I wondered, however, about the role campus principals play in facilitating and encouraging professional development for their faculty. Further, I wondered about the effectiveness of professional learning. Namely, the extent to which professional learning leads to changes in teacher practice. Perhaps most deeply, I wondered about the style of principal leadership required in the facilitation and encouragement of intensive, comprehensive and sustained professional development. This led me to explore the measurement of principal leadership style.

CFS, created by Gene Hall, William Rutherford, Teresa Griffin, Shirley Hord and Leslie Huling at the Research and Development Center for Teacher Education at The University of Texas at Austin, was developed in response to need to understand difficulties and inconsistencies in the implementation of change innovation at the school level. Teachers at multiple school locations all reflected varied success in implementing change (Hall, Hord & Griffin, 1980). As a result, Hall's team determined the focus needed to shift to the campus leader, the principal, leading to the development of CFS. The determination of CFS provides information related to how leaders perceive themselves as well as the how they are perceived by their faculty. Further, the CFS profiles serve as a means for predicting the overall success of change innovations. With respect to the present study, CFS profiles are helpful in determining the implementation, support and sustained engagement in professional learning opportunities.

Therefore, the ability to meaningfully assess principal leadership style is essential. With myriad school reform innovations, professional development

opportunities and other school related initiatives, developing an understanding of CFS might help campus and district leaders best evaluate the way their leadership is perceived in relation to change innovations. This knowledge is powerful as leaders utilize findings to continue on course or, if needed, make course corrections as they seek to grow in their capacity to lead. This study explores the perceptions of CFS by both principals and the teachers they serve. Given Specific Action Item 1, outlined by the Texas Education Agency, research on CFS and its relationship to the implementation and success of structured and focused, long-term professional development, is timely and relevant.

Purpose of the Study

The purpose of this study is to explore the CFS of three elementary school principals in a rural southeastern Texas school district. In addition, this study explores the extent to which teachers, at each respective campus, vary in their assessment of their principal's CFS, in relation to the stereotypical CFS profiles of Hall and Hord (2020). This study also explores the agreement between principal CFS self-perceptions of leadership and the perceptions of those they lead. These considerations of leadership perceptions help draw conclusions related to the cohesiveness of perception related to each campus principal and their respective faculty.

Context of the Study

This study was conducted in a rural southeastern Texas town. City demographics during the time of this study list the population at approximately 17,500 residents. The school district, with a student population of approximately 3,700 students in grades Pre-

Kindergarten through Twelfth Grade, has five separate campuses. The average per-pupil expenditure among the three elementary schools is $6,533. All students in the district qualify for the free and reduced lunch program, providing each student with a free breakfast and lunch.

The passage of a bond referendum in 2016 sparked significant change in the school district. Voters approved projects that included the renovation of existing facilities, infrastructure and technology upgrades, the construction of new athletic fields and facilities, the new construction of two of the district's elementary schools and the renovation of the district's third elementary school.

Outside of the referendum projects, the appointment of a new superintendent, in 2017, continued to drive many significant changes in the school district. These changes are important in understanding the unique context present in the district. Importantly, the new superintendent aimed to save funds by withdrawing from a regional education co-op and as well as restructuring top district administration. These reallocated funds were earmarked for instructional initiatives for teacher and student success.

Beginning in the fall of 2018, the district began to implement the Professional Learning Community (PLC) model. PLC times comprised one conference period per week. In year one, 2018-2019, PLC time was directed by the campus principal and included data-driven activities that were intended to elicit change in teacher practice. In year two, the focus of the present study, the three elementary campuses contracted with the regional education service center to incorporate Texas Lesson Study as the PLC

focus for assigned teachers. Teachers unassigned to TXLS participated in other PLC initiatives as directed by their campus principal.

In conjunction with the PLC, the Instructional Coach position was created, and full-time instructional coaches were employed on each campus. While this position is commonplace among other school districts, the use of a campus-specific Instructional Coach, at each campus in this district, was novel.

In June of 2019, district leadership began a Strategic Design initiative, partnering with an outside firm to, according to the district website, "define goals and develop specific results based on critical opportunities through the development of a district-wide roadmap for the future, a clear direction for the district and strategic thinking and informed planning." The Strategic Design plan sought out community partnerships that included community summits, focus groups, surveys as well as a design team consisting of 35-40 district appointees. These appointees included teachers, administrators, community and business leaders, community elected officials and students.

The fall of 2019 brought major change to the district as the three elementary schools underwent a realignment. The district realignment occurred as a result of recommendations made by the Superintendent to the local School Board. The chief aim of the realignment of elementary schools was the elimination or lessening of neighborhood schools which predominantly reflected neighborhood demographics, zoning that assigned students in lower socioeconomic communities to older campuses. Prior to the realignment, each school served students in Kindergarten through fifth grade, with one school designated as the sole campus for Pre-Kindergarten. After the

realignment, Fields Elementary continued to serve Pre-Kindergarten but also became the sole campus for children in Kindergarten. Further, the realignment specified Big Tree Elementary as the first and second grade campus and Church Elementary as the third, fourth and fifth grade campus.

Finally, of contextual significance is the district's participation in the Organizational Health Improvement Process. This district initiative sought to help principals gain understanding of the internal workings of their individual campus. The data gleaned from this process is meant to provide leaders with an understanding of staff dynamics, dynamics that affect the productivity of their respective organizations.

Given the significant changes described above, research exploring the CFS of the district's three elementary schools is relevant and timely. The reassignment of a significant number of the district's elementary teaching staff as well as the incorporation of new professional learning opportunities further legitimizes this research endeavor.

Research Questions

This study is guided by the following questions:

1. To what extent do teacher ratings of elementary principals show variation in Change Facilitator Style?
2. To what extent does agreement exist between teacher ratings of a principal's CFS and the principal's self-rating?

Limitations

The purposeful sample in this small rural school district limits the generalizability of the results of this study. It was important to find a school district

participating in a structured and focused, long-term professional development project. Further, the school district had to allow for a participant observer. The professional development program identified was Texas Lesson Study. The fact that only the elementary schools participated in professional development project and that those participants were restricted to a few small groups of principal-assigned teachers, further limited the potential for a wider scope of subjects (teachers in and the principals of the junior high and high school).

Given the close nature the researcher maintained with the study subjects, care was taken to ensure anonymity of teachers and, especially principals. In order to accomplish this, pseudonyms are used for all participants, campuses and the district.

Finally, COVID-19 caused limitations to this study. The entire 2019-2020 professional development program, Texas Lesson Study, was left incomplete. Teachers were unable to experience a full professional development cycle of Texas Lesson Study due to the mandated lockdowns.

Delimitations

Schools not participating in Texas Lesson Study were excluded from the study. Therefore, principals and teachers from the junior high and high school campuses were excluded as they did not participate in the Texas Lesson Study professional development opportunity.

Significance of the Study

This study, though limited in its generalizability, contributes to the body of knowledge as it relates to the importance of determining CFS within the context of this

particular school district. As each school district reflects its own set of unique characteristics, researchers do well to add rich perspectives to the body of knowledge. This research sheds light on how CFS, when measured within the unique contexts presented, affects the ability for teachers to engage in high quality professional learning experiences, leading to professional development.

The present study continues in Chapter II with a review of the literature related to principal leadership, the relationship of principal leadership to elements of teaching quality, literature concerning lesson study and finally, the literature related to CFS. Chapter III provides the research design and methodology for the present study, introducing a mixed methods approach to principals' variation in CFS. Chapter IV reports the results of the present study, divided by research question and further divided by school and principal. Finally, Chapter V includes an analysis of the findings, implications and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

"It depends on who's in charge." The truth of this old adage sheds light on the importance of leadership in any organization. But what makes a leader? And, in the case of schools, what makes the campus principal an effective instructional leader? The notion that leaders are made by title and position is faulty at best. Adherence to that idea has the potential to highly disrupt ideal outcomes in any organization. After all, one's title and position in an organization may signify the fact that they assume a place of authority, but it does not make them a leader. Leaders assume active roles and responsibilities for those they serve. This is true for the school principal, the leader of a community focused on cultivating an environment that emphasizes teaching and learning, an environment in which the growth of teachers directly impacts the growth of students.

A leader's attentiveness to their responsibilities and the enactment of the behaviors associated with their leadership are generally reciprocated in the effectiveness and growth of those they lead. In schools, for example, a leader whose actions reflect the importance of increasing teacher capacity for teaching and learning makes it clear that teaching and learning assume places of prominence in the overall school vision. In contrast, a principal whose actions reflect dismissiveness and an overall lack of support for increasing teaching and learning capacity signal alternative prioritization, priorities not specific to a mission and vision related teaching and learning. At best, non-

supportive leaders celebrate the successes of their teachers and students, at worst, they punitively respond to shortcomings in teacher effectiveness that manifest in poor student achievement. Therefore, leaders succeed when those they lead succeed but, supportive leaders, in particular, share in those successes with those they lead. In the business of schooling, this means providing for teacher growth through effective professional development opportunities.

Chapter II continues with an introduction to the relevant literature related to instructional leadership, paying particular attention to the relationship between instructional leadership and teacher learning. After gleaning understanding of the relationship between instructional leadership and teacher learning, scholarship related to elements of teaching quality provide insight into the myriad ways principals facilitate an increase in teacher capacity. Chapter II introduces lesson study, connecting it as a collaborative and interdependent practice among teachers. Additionally, literature related to Texas Lesson Study is reviewed as it specifically serves as the professional development program addressed in the present study. Chapter II concludes with a discussion of CFS and the development of the CFSQ.

Principal Leadership

Without debate, principal leadership matters. One might think of media examples that portray strong principal leadership that, through resistance, brought about change. The American biographical drama, *Lean on Me*, depicts Joe Louis Clark, aka "Crazy Joe," as the unabashed, no-holds-barred, take no prisoners principal change agent at Eastside High School in Paterson, New Jersey. On the other side of the spectrum, we are

reminded of *Hard Lessons*, the story of George McKenna who, after his appointment as principal of Washington Preparatory High School, displayed a more heartfelt style of leadership that proved his unwavering commitment to his teachers, students and the community, turning a struggling school into a success. Though different in method, these examples of heroic principal leadership tend to overshadow the everyday principal and the unique contexts in which they lead. Perhaps those situations required the particular, contingency-based, focus suggested by Fielder, that leaders possessing dispositions suitable for particular situations find great success when their leadership capabilities match the situation (Fielder, 1967). While the aforementioned examples address leadership styles that contributed to behavioral changes in the students at Eastside and Washington Preparatory, they do little to emphasize the connections between principal instructional leadership and teachers.

Instructional Leadership

According to Hallinger et al. (2020), scholarship related to principal instructional leadership can be traced to the mid-20th century with increased attention beginning in the 1980s, resulting from research on effective schools. Empirical evidence provided by the Coleman Report (1966) indicated an achievement gap existed between children of lower socioeconomic status and those of more affluence, particularly in urban areas. The work of Edmunds (1979 and 1982) along with the publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983) helped usher in the movement on effective schools as school reform took a place of prominence among U.S. policymakers. The work of Edmunds (1982) and Lezotte (1991) established correlates of effective

schools which placed instructional leadership at the top of the list. Both Edmunds and Lezotte asserted that effective schools always had a strong instructional leader at the helm.

The literature (Hallinger & Murphy, 1985; Hallinger, 2010) defines instructional leaders as culture builders, goal oriented, and focused on leading as well as managing. Hallinger et al., (2020) define instructional leadership as that which is, "intended to influence school and classroom teaching and learning processes with the goal of improving learning for all students" (p. 1632). The development of strong school cultures coincides with raising and maintaining high expectations for students and teachers, aiming toward the development of a clear mission and vision and the ability for instructional leaders to manage the daily operations of the school while simultaneously engaging in the teaching and learning process (Bossert, et al. 1982; Glasman, 1984; Hallinger et al., 1996; Heck et al., 1990; Leithwood et al., 1992).

The synthesis of Hallinger et al. (2020) illuminates the trajectory of literature focused on instructional leadership. The authors acknowledge the history of literature centered on instructional leadership in the work of Bossert et al. (1982) and Hallinger and Heck (1996). The work of Bossert et al., validated the notion that successful and effective schools were led by principals who maintained intimate knowledge of learning needs for both teachers and students, appropriating time and funds toward the acquisition of knowledge to fulfill those needs. The synthesis of Hallinger and Heck (1996) of literature related to principal leadership and school effectiveness, from 1980-1995, concluded principal efficacy was positively related to school effectiveness. Notably,

principal leadership was related to overall school achievement in both indirect and direct ways. Principal instructional leadership indirectly attributed to positive student outcomes through the direct influence principals maintained on internal school processes, namely processes that focused on teaching and learning (Hallinger & Heck).

Research on instructional leadership continued in popularity from 1995-2005 but, according to Hallinger et al. (2020), took a back seat to scholarship related to transformational and distributed leadership. However, global interests of effective schools revived researcher attention to instructional leadership as school leaders and policymakers in Latin America, South Africa, Australia, Singapore and China sought connections between instructional leadership and positive student outcomes (Bush, 2013; Flessa et al., 2017; Gurr, 2010; Mestry et al., 2013; Ng et al., 2015; Quin & Walker, 2013). Three decades of continued research related to instructional leadership suggests strong connections between principals who serve as instructional leaders and teaching and learning. In fact, a search of scholarly literature related to principal instructional leadership, from 2018-the present day, yields an impressive number of results, authoritatively supporting the notion that instructional leadership maintains the place of prominence among school researchers in the U.S. and abroad.

Instructional Leadership for Teacher Learning and Student Achievement

Perhaps most important for any organization is the mission and vision of the organization. In schools, the development of and adherence to a school's educational program (Hallinger & Murphy, 1985) centers on a shared and collegially understood mission and vision. Teacher quality and efficacy have the potential to increase when

instructional leaders lead with diligence, supporting teachers while maintaining the school's mission, vision and curricular goals (Cochran-Smith et al., 2012; Jacobson et al., 2005; Marinell & Coca, 2013). Therefore, effective instructional leaders find ways to meet the needs of the teachers they serve.

Scholarship supporting the development of connections between instructional leadership, teaching quality and student achievement gains is summarized in the findings of Robinson, Lloyd and Rowe (2008). Conclusions from their meta-analysis identify positive relationships between instructional leadership and student outcomes, and a positive relationship between instructional leadership and support for teacher learning. Essentially, the authors found that a focus on developing teaching quality served as a bridge, connecting principal instructional leadership to student outcomes (Robinson et al.). In particular, Robinson et al., concluded that a focus on the quality of learning, teaching and teacher learning equated to higher levels of student achievement (Robinson et al., 2008, p. 668).

Grissom, Loeb and Master (2013) concluded that instructional leaders with dedicated time appropriated to coaching, evaluating teacher instruction, and the development of the school's educational program exhibited high levels of student achievement. Here again, principal focus on teacher needs served as a bridge to positive student outcomes. Principals, fulfilling their role as instructional leaders through coaching find success in determining the best ways to assist teachers when evaluation is focused and seen, by the teachers, as a form of professional development (Grissom et al., 2003).

Supportive principal instructional leaders establish a known focus on teaching and learning, create communities of professionals that value learning, and actively look for and utilize external resources that buttress teacher and student learning (Murphy et al., 2006). Further, supportive principals that encourage a mindset of and actions toward systemic learning opportunities promote communities of learning and prioritization of teaching and learning (Hitt & Tucker, 2016; Knapp et al., 2003; Waters et al., 2003).

The *Standards for Learning* (Learning Forward, 2020) assert supportive principals establish a focus of ushering learning forward by encouraging interdependence, a collaborative learner mindset (demonstrable in action), and an excitement for learning. Additionally, the Learning Forward focus is cultivated by supporting high quality teacher learning in the myriad ways teachers learn. Supportive principals advocate for learning by connecting student needs to teacher learning and, further, by exemplifying the effects learning has on teacher efficacy – the linkage established by an understanding of what learning is needed, what the learning yielded and why the learning should continue (Learning Forward, 2020).

Without a doubt, effective instructional leadership directly serves the needs of teachers and, as supported by the literature, in serving teachers, yields positive effects on student outcomes. Therefore, effective instructional leadership maintains an indirect effect on student outcomes, bridged by teachers' direct influence on students. (Figure 1)

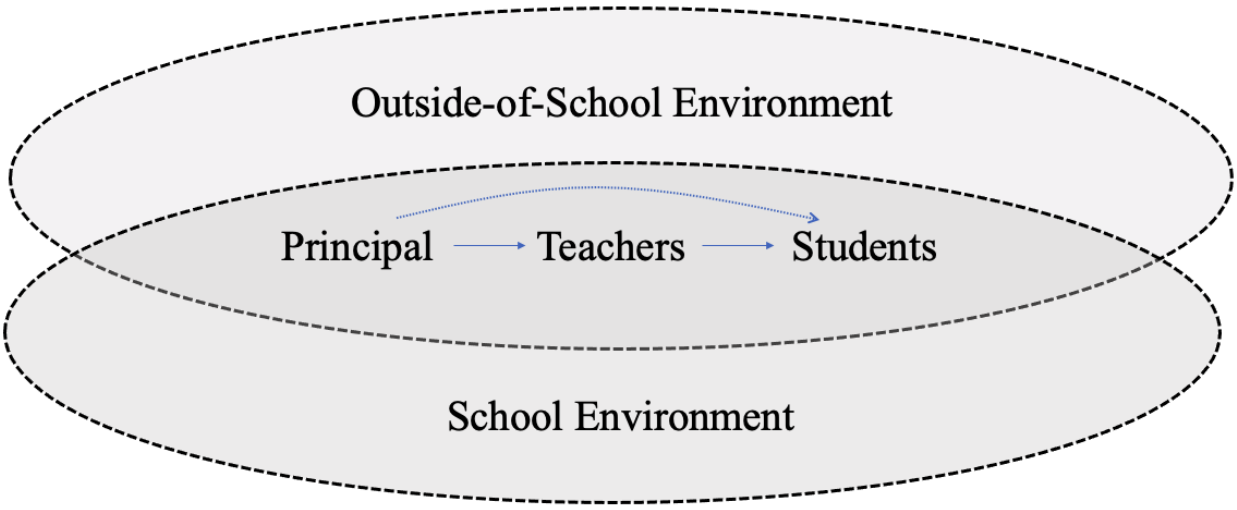

Figure 1 Representation of Direct and Indirect Principal Relationship to Teachers and Students

The solid lines in Figure 1 reflect the direct relationship of the principal to teachers and teachers' direct relationship to students. The arched dotted line reflects the indirect relationship of the principal to the students. Further, consideration of environmental factors that affect the principal, the teacher and the students is represented. Given this reality, consideration must be given to the ways principals facilitate learning experiences for teachers. Principals play a key role as curators of teacher learning in the pursuit of increasing teaching quality by supporting teacher's subject matter and pedagogical needs.

Principal Leadership and Teaching Quality

Stosich and Bristol (2017) argue for a focus on teaching quality over teacher quality, citing contextual changes that might help or hinder teachers' ability to effectively support students. Therefore, to consider teaching quality is to consider the role principals play in the cultivation of quality teachers. Teachers, once in the practitioner's environment, simultaneously find themselves receivers of curriculum and instruction directives and deliverers of curriculum and instruction. As a result, teachers find themselves as bridges between school leadership and students. Therefore, an understanding of the factors that influence teacher quality assists in developing an understanding of the supports needed to build strong, capable and adaptable teachers.

In terms of continued teacher learning, Harris and Sass (2011) suggest a positive relationship exists between teaching quality and in-service teacher learning. When considering professional learning experiences, Harris and Sass argue that professional learning opportunities extended to teachers, while serving as practitioners, lead to teaching quality improvements. Environments that support professional development and professional learning, assert Ladd and Sorensen (2017), Papay and Kraft (2015) and Wiswall (2013) increase teaching quality, quality that continues to benefit student performance so long as school conditions continue to support professional learning and development. Key to the facilitation of learning and the continued condition for learning is the principal.

Clearly, myriad factors influence teaching quality and how teaching quality influences student outcomes. These include opportunities for field-based collaborative

learning, efforts to enhance pedagogical content knowledge, efforts to increase teachers' curricular knowledge, and learning that provides greater understanding of learners and learner development. All factors are woven together by supportive principal leadership in contexts reflective of supportive learning environments (Stosich & Bristol, 2017).

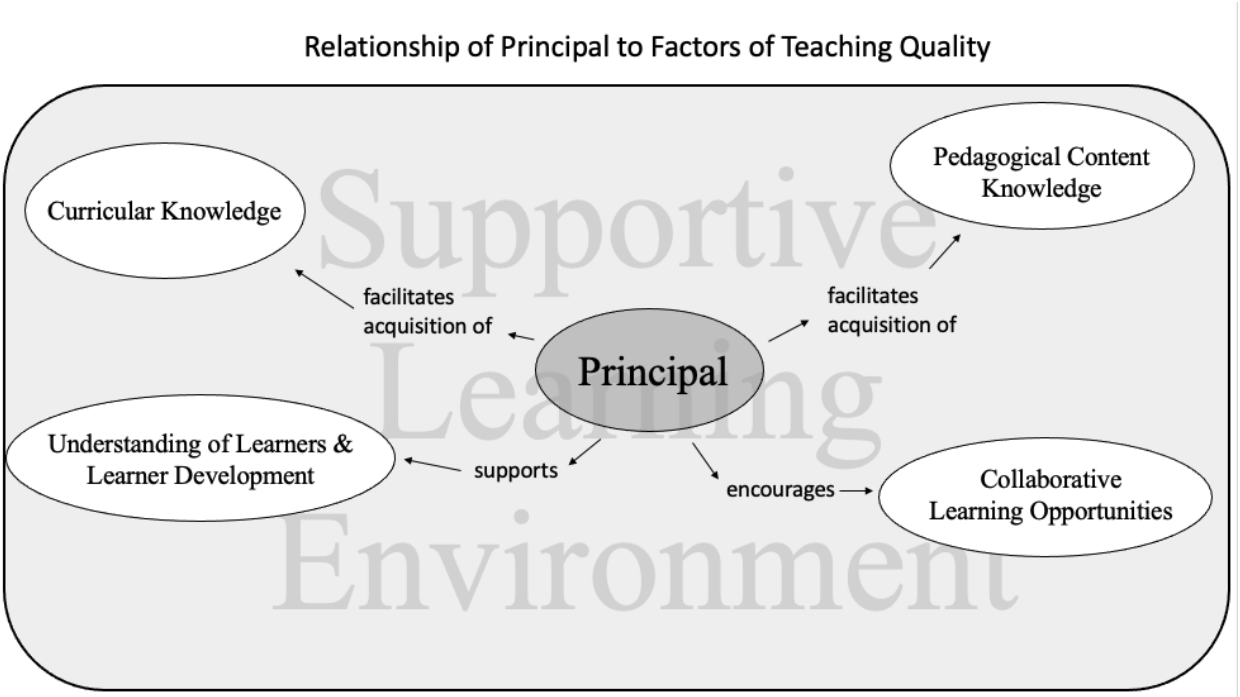

Figure 2 Relationship of Principal to Factors of Teaching Quality

Figure 2 illustrates the relationship between the principal and factors of teaching quality, bound together in supportive learning environments. In the sections below, the details of the factors of the graphic and the principal's role in fostering each are explained. Gaining understanding of the principal's role in factors of teaching quality helps substantiate the need for structured and focused, long-term professional development.

Supportive Learning Environment. While contextual considerations may include building condition and other matters related to infrastructure, the scholarship

related to teacher quality focuses on supportive conditions for teaching and learning. According to Kraft and Papay (2014), supportive conditions include secure and orderly environments, a culture of trust and mutual respect, opportunities to collaborate with peers, sufficient time for professional development, meaningful feedback from teacher evaluations and strong principal leadership (Kraft & Papay, 2014). Additionally, Marinell and Coca (2013) found strong school leadership as critical to the professional environment, "fostering high levels of order and teacher collegiality, and providing teachers with some professional control" (p. 27).

***Collaborative Learning Opportunities*.** In terms of encouraging collaborative learning efforts, Darling-Hammond (2010) advocates for the building of systems for training, mentoring and coaching from expert/mentor teachers. Further, she argues for teacher learning and development opportunities that range from 10-15 hours per week. The typical teacher, according to Darling-Hammond, experiences 3-4 individual hours of professional learning time during the course of the school week (Darling-Hammond, 2010). Prominent research organizations offer a clear and comprehensive definition of professional learning and professional development (Learning Policy Institute, 2017; Learning Forward, 2020) but issues persist as teachers continue to experience sub-par opportunities for professional learning and professional development.

The necessity for the development, use and cultivation of learning communities is crucial. Literature testifies to the power that collaborative teacher learning has on changing teacher practice and improving teaching quality (Goddard et al., 2007; Williams, 2010). Stosich (2016) suggests collaborative practices benefit both teachers

and students. Namely, the collegial review of instructional practice in relationship to student learning, helps teachers develop a perspective of practice (Stosich, 2016).

Support for experiences that promote collaborative groups, is exemplified in the concept of "knowledge of practice" (Cochran-Smith & Lytle, 1999), knowledge that increases due to shared experiences. Noffke (1997) agrees, arguing that stakeholders in the educative process collaboratively construct knowledge in ways that foster, "locally developed curriculum and more equitable social relations" (p. 319). Further, collaborative groups, as Lieberman (1992) suggests, must be communities that foster inquiry. Collaborative, inquiry-based communities, according to Cochran-Smith and Lytle (1999), serve as places, "where participants struggle along with others to construct meaningful local knowledge and where inquiry is regarded as part of larger efforts to transform teaching, learning and schooling" (p. 278).

Therefore, the fostering of supports for collaborative teacher learning is a critical function of the principal. Insofar as the mission and vision of the school reflect a teaching and learning focus, principals do well to appropriate both time (as in the structure of school-day schedules) and, if needed, funding (as in the hiring of substitute teachers) toward the facilitation of collaborative learning.

Curricular Knowledge. Shulman (1987) posited curriculum knowledge as knowledge related to the materials, text and tools used to augment the acquisition of content knowledge. Knowledge of that which is useful in the practice of teaching, the exercise of delivering pedagogical content knowledge, is important for teaching quality. In conjunction with the campus educational program, the principal appropriates funds

toward the acquisition of materials and tools that support teaching and learning. Croninger, Buese and Larson (2012) reported results supporting the importance of access to curriculum materials that aid in the delivery of high quality instruction. According to Croninger et al., access to and application of knowledge of quality curriculum materials served to increase the ability of teachers to communicate their content. Hill and Charalambous (2012) assert that support and the fidelity of implementation of curriculum materials, as well as the knowledge of how to employ them, most benefited students; highlighting the need for professional learning opportunities focused on the use of materials.

Regardless of curriculum material quality, teachers must acquire knowledge related to the application of the curriculum materials. Ball and Cohen (1996) suggest teachers would benefit greatly from professional development programs centered on the use of curriculum materials. In terms of the adoption and faithful use of curriculum materials, Clarke and Hollingsworth (2002) suggest teacher competence in the knowledge and application of materials is required prior to the type of enactment that situates any form of curriculum material or method in a teacher's domain of practice. Once again, principal leadership is instrumental in both the vetting of materials, ensuring materials meet the criteria of the school's education program, as well as the provision of the necessary teacher learning opportunities for the use of those materials.

Pedagogical Content Knowledge. In addition to the facilitation of curricular knowledge, campus principals are integral in the facilitation of learning opportunities designed to both expand and deepen the pedagogical content knowledge of their

teachers. Shulman (1987) defined pedagogical content knowledge as the ways a teacher might structure content knowledge for learning in the context of teaching. Shulman's work emphasizes the importance of understanding teacher competence (or quality) by taking into account their ability to exercise pedagogical content knowledge in ways that, "make it comprehensible to others…utilizing a veritable armamentarium of alternative forms of representation, some of which derive from research whereas others originate in the wisdom of practice" (p. 9).

Principals encourage teacher acquisition of pedagogical content knowledge in their own pursuit of the same. Theoharis and Brooks (2012) suggest principals enhance their own capabilities as instructional leaders by acquiring content knowledge sufficient to grow their teachers. In other words, opportunities for augmenting teacher pedagogical content knowledge are bolstered by principals who share in the appreciation and acquisition of content-specific learning.

Understanding of Learners and Learner Development. Context related to teaching quality includes an understanding of those who occupy the classroom. Darling-Hammond et al. (2019) assert that the needs of today's students require teacher preparation programs focused on diversity, equity and social justice. With regard to the seven teacher preparation programs studied, the authors cite, that each program, maintains a deep awareness and understanding of the development of children and their ability to learn. They state,

> The coursework is infused with a developmental perspective and augmented by structured opportunities for candidates to observe learning and development firsthand in field placements. Candidates are prepared to appreciate, and build upon, children's varied developmental experiences as well as their unique social

> contexts, to account for diversity, and to differentiate instruction to meet individual children where they are. (p. 5)

Further supporting the notion that teaching quality is influenced by an understanding of learners and their development is Lamperts' (2001) work. Her work emphasizes the importance of connecting content relevancy to students, requiring an understanding not just of the content but, in particular, of the learner. Additionally, Bristol (2015) and Nelson (2016) advocate for pedagogical teacher development that specifically addresses culturally diverse students, vacating the premise that a one-size-fits-all pedagogy, is conducive to positive student outcomes. As the research suggests, an understanding of the learner begins in teacher preparation programs and should continue in the field for in-service teachers. Principals, particularly those who serve diverse populations, encourage an increase in teaching quality when they provide access to professional development that widens the pedagogical scope of their teachers, enabling them to meet the needs of all students.

The literature discussed reflects the relationship of the principal to the factors of teaching quality addressed. The factors, collaborative learning opportunities, the acquisition of curricular and pedagogical content knowledge as well as support for gaining understanding of learners and learner development, in an environment supportive of teacher learning are significant to the direct relationship principals maintain in developing teachers as well as the indirect relationship principals have with students. This tone, set by the campus principal, has the potential to positively influence teacher quality.

The factors addressed and the literature reviewed substantiate need for structured, focused and long-term professional development programs that adhere to the mission and vision of the school. This requires professional development initiatives that reflect much more than one-off workshops. It requires principals who maintain the pulse of the learners within the school they lead, both the teachers and the students. Further, it substantiates the need to understand the leadership style of principals, knowledge that helps understand principal behaviors and their propensity to encourage and support comprehensive professional development programs.

Professional Learning and Professional Development

Connecting principal leadership to student outcomes means increasing teaching quality by supporting teacher learning and development. Thus far, the literature related to this study provides an understanding of the qualities and effects of instructional leadership related to factors of teaching quality. At this point, an understanding of professional learning and development focused on edifying teacher capacity and building teaching quality is the focus. Accomplishing this requires effective instructional principal leadership with a style that is characteristic of supporting sustained change efforts. Additionally, a comprehensive, intensive and sustained form of professional learning and development is required.

Recent efforts by Learning Forward (formerly the National Staff Development Council) and the Learning Policy Institute, as well as continued literature centered on instructional leadership (Hallinger et al., 2020; Ross & Cozzens, 2016), shed light on the importance of professional learning and professional development. Both Learning

Forward and the Learning Policy Institute aim to affect state and federal policies that influence teacher learning and development, both defining professional learning and development similarly. In fact, efforts by Learning Forward helped contribute to the current federal definition of professional development signed into law by President Barak Obama in the 2015 reauthorization of the Elementary and Secondary Education Act, also known as the Every Student Succeeds Act (ESSA).

> According to the ESSA, "professional development" means activities that:
>
> (A) Are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in well-rounded education and to meet the challenging State academic standards; and
>
> (B) Are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused. (Every Student Succeeds Act, 2015)

The federally approved definition is espoused by Learning Forward but, according to Stephanie Hirsh, former executive director of Learning Forward, remains absent of evaluation of impact, cycles of continuous improvement, clear definitions of professional learning roles and responsibilities of educators, and a means for intentionally addressing changes in practice (Hirsh, 2015).

In response, the Learning Policy Institute, led by Linda Darling-Hammond, has led efforts to define effective professional development. In their 2017 report, Darling-Hammond et al. expanded upon the definition of professional development by stating:

> We define effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning

> outcomes. Effective professional development incorporates most, if not all, of the following elements: Is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection and is of sustained duration. (p. v)

Further, Darling-Hammond et al. recommend actions for policymakers that might ensure professional development is, indeed, effective. These include: the adoption of standards for professional development, the redesign of school schedules to accommodate for teacher learning, the use of needs assessments to identify target areas for learning, the development of mentors and coaches, the integration of professional learning into ESSA campus improvement plans, the use of technology to encourage intraschool collaborative efforts, adaptable funding, and continuing education credits that include and encourage sustained efforts (Darling-Hammond et al., 2017). The ESSA and the continued work of both Learning Forward (Standards for Learning, 2020) and the Learning Policy Institute (Learning Policy Institute, 2019) exemplify the need for professional learning opportunities that meet effective professional development criteria. One such professional development program is lesson study.

Lesson Study

Lesson Study is recognized as a form of professional learning and development that is comprehensive, intensive and sustained. (The Brainwaves Video Anthology, 2015; Darling-Hammond; Darling-Hammond et al., 2009). Stigler and Hiebert's, *The Teaching Gap,* introduced U.S. audiences to lesson study in 1999. Their work reported results from the Third International Mathematics and Science Study (TIMSS), citing higher math and science achievement levels in countries other than the United States, an achievement gap exemplified by the significant differences in pedagogical practice

among U.S. teachers and, in particular, their Japanese counterparts. Differences were not only reflected in classroom instructional practice but, significantly, in the quality and quantity of teacher collaborative practice. The authors found that American teachers, based on observations from U.S. classrooms, spend significantly more time working alone.

At its core, lesson study is a process of teaching from learning and learning from teaching. And, when deeply rooted into the culture of a school's teaching and learning environment, may transcend the "once-tried, then died" fate of professional development innovations. Stated another way, opportunities for sustained use of lesson study require a breakdown of barriers separating inside-classroom spaces from outside-of-classroom spaces (Connelly & Clandinin, 1996), a change in the culture of teaching and learning. This is exemplified in the conceptual schema differentiating best practice pedagogy, that which is known by the expert and disseminated to the non-experts, and that which views pedagogy as a representation of the interdependence between all members of the group, a model which values mutual interaction and lived experiences (Rappleye & Komatsu, 2017). (Figure 3)

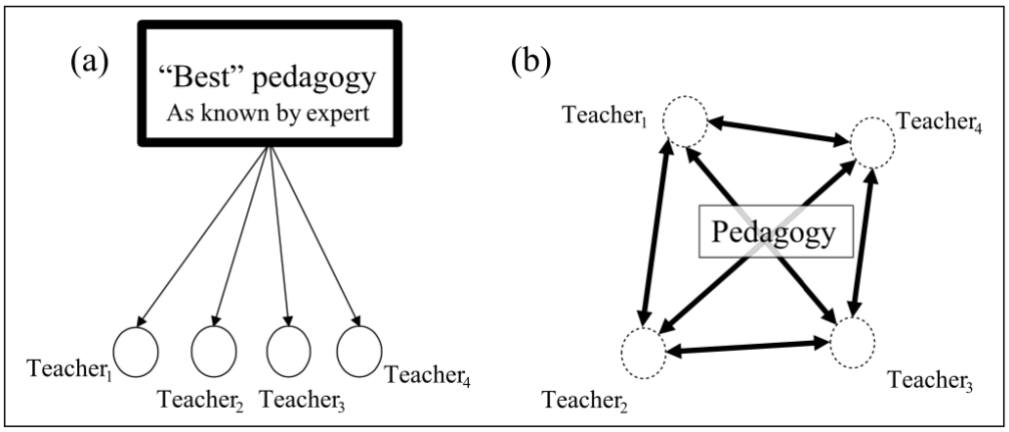

Figure 3 Best Practice Learning vs Interdependent Learning, (Rappleye & Komatsu, 2017)

In example (a) Rappleye and Komatsu (2017) assert, the diffusion of best practice pedagogy is a one-way action, one in which reliance on collegial interaction is subdued or non-existent. Teachers 1-4 receive the information and are tasked with faithful implementation of the information. On the other hand, in example (b), the authors illustrate a multi-way interaction among teachers, their non-solid circles representative of the outflow of their own lived experience and the inflow of the lived experiences of their peers. The former example represents typical professional development experiences while the latter represents the interaction of interdependent team members engaged in lesson study (Rappleye & Komatsu).

*Reprinted with permission from "How to Make Lesson Study work in America and worldwide: A Japanese perspective on the onto-cultural basis of (teacher) education" by Rappleye, J. & Komatsu, H., 2017. *Research in Comparative & International Education,* 12(4), 398-430, Copyright [2017] by Jeremy Rappleye and Hikaru Komatsu.

The multi-way interaction among teachers occurs in collaborative groups during the enactment of the lesson study cycle. (Figure 4)

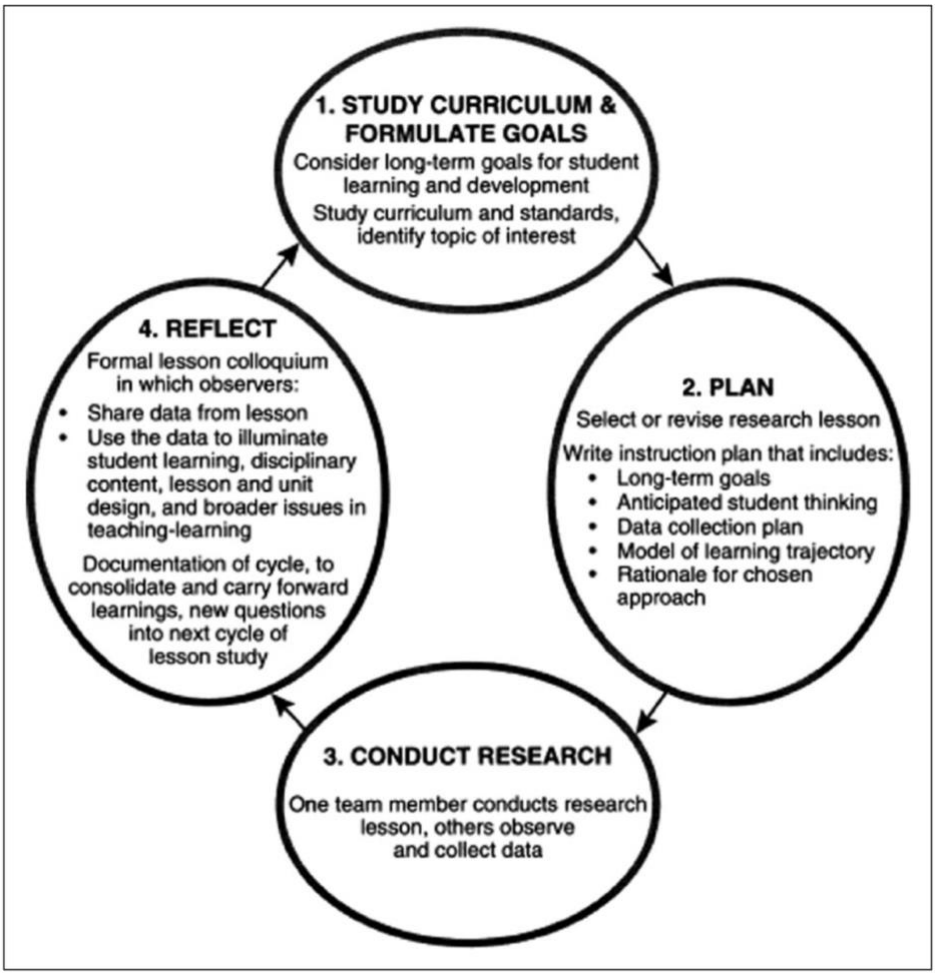

Figure 4 The Lesson Study Cycle. (Lewis et al., 2002)

1. ***Defining the Problem***. Defining the program directs the work of the lesson study group
2. ***Planning the Lesson***. Teachers meet and collaboratively plan the "research lesson"

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*Reprinted with permission from *Lesson Study: A Handbook of Teacher-Led Instructional Change*, by Lewis, C., 2002, Research for Better Schools, Inc., Philadelphia, PA. Copyright [2002] by Catherine Lewis.

3. ***Teaching the Lesson***. One teacher from the lesson study group conducts the "research lesson" while all others participate as observers
4. ***Evaluating the Lesson and Reflecting on Its Effect***. The lesson study group meets and debriefs the "research lesson"

Subsequently, the lesson study team engages in:

5. ***Revising the Lesson***. Based on reflections from all participants, revisions are made (revisions are based on how pedagogy affected student learning behavior)
6. ***Teaching the Revised Lesson***. Another member of the group teaches the "revised research lesson" to a different group of students (additionally, school administrators may be allowed to observe)
7. ***Evaluating and Reflecting, Again***. Another reflective debriefing occurs, often with administrators and perhaps and outside observer
8. ***Sharing the Results***. Results are written up and shared and/or Steps 6 & 7 are repeated with onlookers from other schools with similar characteristics. (Stigler & Hiebert, 1999, pp. 112-116)

Teacher Learning and Lesson Study

Lewis et al. (2009) define two theoretical underpinnings for lesson study. The first, *cognitive theories of teacher learning,* is defined as learning, reflective of change in the individual's mental schemata, often in response to collaborative opportunities that are truly encouraging of discourse and are inviting of varying viewpoints that push learning toward meaningful ends. Secondly, *situated learning theories*, push deeper into the cultural aspects of what makes lesson study successful. According to the Lewis et al., "situated learning theories conceive learning as participation in a community that uses particular cultural 'tools' - broadly defined to include norms, language, customary activities, external representations and so forth" (p. 286). Lave (1998) states, situated learning occurs when it is embedded within activity, context and culture. Lesson study is inviting of an authenticity that exemplifies context and culture.

Insofar as principals play the key role in the facilitation of collaborative learning opportunities, the acquisition of curricular and pedagogical content knowledge as well as

support for gaining understanding of learners and learner development; consideration of the type and quality of professional development programs is paramount. Lesson study occupies a place of prominence among respected educational researchers and organizations with a focus on teacher learning and development, meeting the strict requirements of the ESSA. Further, lesson study has the potential to exceed ESSA requirements, serving as an effective form of professional development that leads to measurable changes in practice (Darling-Hammond et al., 2017). This potential was recognized by top educational leadership in Texas and led to the development of Texas Lesson Study.

Texas Lesson Study

In 2018, the Texas Commissioner of Education developed Strategic Priorities to improve student achievement in Texas public schools by providing leadership, guidance and support to the Texas' 1,200 school districts, pursuant to the philosophy of, "Every child, prepared for success in college, a career or the military" (TEA, 2018). Strategic Priority One (SP1) focuses on recruitment, support and retention of teachers and principals. Texas Lesson Study (TXLS) was developed as a Specific Action Item supporting SP1. The TEA Strategic Plan states:

> By August 2019, ensure the long-term sustainability of the Lesson Study initiative by working in close partnership with ESCs, who serve as facilitators and champions of the initiative. Lesson Study is an inquiry-based professional development in which teachers work collaboratively to develop, teach, and assess research-based lessons. Master lessons are then published on the Texas Gateway for all teachers in Texas to use with their students. Lesson Study is part of TEA's effort to improve teacher in-service training and support by introducing teacher-driven, reflective, and job-embedded professional development and structures. (p. 4)

Prior to the large-scale rollout of TXLS, a pilot program, beginning in the fall 2016, was implemented in three education service centers. During the fourth year of TXLS implementation, 2019-2020, the program included 258 lesson study groups comprised of approximately 818 participants (teachers, instructional coaches and administrators) (TEA 2019-2020 Campus Action Plan). Additionally, the fourth year of implementation required an element of administrator buy-in not previously mandated. Principals were required to attend and participate in the TXLS meetings on their campus.

Though TEA progress reports (Lane, 2017; Young, 2017; Young, 2019) suggest TXLS success, the reports do not definitively speak to sustainable outcomes related to leadership, the expansion of TXLS within schools and across districts, measured professional learning and development growth experienced by teachers or the incorporation of TXLS as organizational routine. Given this reality, an understanding of the discontinuation of lesson study is apropos.

A beginning point in that understanding is a focus on the campus leader, the principal. Considering the literature related to lesson study, and its unfamiliar methodology, as well as TEA's goal for the long-term sustainability of lesson study, it makes sense that the implementation of a significant change innovation in teacher learning would require a principal whose leadership style reflects acceptance and support of change innovations. One method to understand leadership style, and the behaviors that comprise it, is to measure CFS.

Leadership Style

Up to this point, the relationship between principal leadership and factors of teaching quality have been explored. In addition, the literature related to lesson study and Texas Lesson Study have been presented. How then do we come to an understanding of the behaviors of campus principals that, in totality, comprise their overall leadership? How does leadership style invoke conditions for gains in teaching quality? And how is leadership style attributable to effective professional development opportunities for teachers? Given "the business of schools" is teaching and learning (Hall & George, 1987, p. 3), differentiating between leadership behavior and leadership style is significant. This differentiation provides an understanding of a leader's actions versus the way a leader addresses teaching and learning. Hall and Hord (2020) describe behaviors as those individual actions that comprise a leader's daily practice. For example, a leader's daily activities might include observing and conferencing with teachers, tending to school budgetary items, speaking with parents or other stakeholders regarding school matters or facilitating a leadership meeting among faculty and staff. Hall and Hord define leadership style as, "the overall accumulated pattern and tone of behaviors…the holistic view of what leaders do" (p.172). Therefore, leadership style comprises the entirely of what a leader does.

The "behavior vs style" distinction is important given research that addresses instructional leadership. Whereas coaching, the evaluation of teacher instruction and the development of the school's education program (Grissom, Loeb, & Master, 2013) comprise characteristics of instructional leadership, the ways in which a leaders'

behaviors manifest is contributive to the overall style of the leader. Further, the likelihood that effective leaders exhibit a single style of leadership is unlikely. Therefore, the differences in leadership style must be defined and considered. Additionally, a measurement tool for the determination of leadership style must be employed, one that provides the data needed to match leaders with their particular style.

The following sections detail the development of CFS and the CFSQ. However, the development of CFS and the CFSQ are best understood in the context of the prior development of the Concerns-Based Adoption Model (CBAM). Therefore, a description of CBAM, and its component parts, is provided as a precursor.

Concerns-Based Adoption Model

Concerns related to the implementation of change innovations spawned in the 1960s and initiated the work of Hall, Wallace and Dossett (1973) at the Research and Development Center for Teacher Education at The University of Texas at Austin. Change innovations, introduced at the district and campus level, were thwarted in their overall adoption and implementation by teachers. The classroom door served as the veritable portal through which only a teacher and his or her students could pass, effectively, a demarcation of that which was desired from those outside-of-the-classroom and what actually occurred among those inside-of-the-classroom. In order to understand the phenomena that prevented and/or encouraged the implementation of the change innovation Hall, Wallace and Dossett (and later Hord) conceptualized CBAM, composed of three diagnostic dimensions focused on gaining understanding of the implementation of change innovations by teachers.

CBAM was developed to provide diagnostic tools aimed at assessing the concerns, use and fidelity of implementation of change innovations, the Stages of Concern (SoC), the Levels of Use (LoU) and Innovation Configurations (IC) respectively (Hall, Wallace & Dossett, 1973; Hall & Hord, 1987). The Stages of Concern Questionnaire (SoCQ) was developed in order to determine the concerns of teachers thinking about or using various programs, assessed at various points in the adoption process (Hall et al., 1991). To assess LoU, a semi-structured interview was developed to determine the behaviors and patterns of the use of an innovation, "making it possible to understand and predict what is likely to occur as a change initiative unfolds" (Hall & Hord, 2020, p. 135). Hall and Hord (2020) describe IC as a means for addressing the, "idealized images of a change created by a developer as well as the various operational forms of the change that can be observed when it is being implemented" (p. 72).

By utilizing the SoCQ, the LoU and ICs, in relation to the implementation of a change innovation, researchers are able to understand the degree to which teacher concerns change over time, the adeptness of teachers' use of the change innovation as well as teachers' configuration and fidelity of implementation of the innovation. While CBAM primarily focused on the teacher relationship to the change innovation, it became clear that a focus on the relationship of principal leadership to the success of change innovations was necessary.

Change Facilitator Style

The need for CFS development occurred as a result of implementation variation in a nine-school study in Colorado; Hall and his team realized that principal leadership styles accounted for the variation in successful implementation of the change innovation (Hall et al., 1980). Subsequently, the work of Hall et al. (1987) and the concurrent work of Vandenberghe (1988) set the foundations for the development of CFS and the CFSQ.

The scholarship found in (Hall & George, 1988; Hall & Hord, 1984; Hall & Hord, 1987; Hall, Rutherford, Hord & Huling, 1984) presents the development and early use of CFS in the analysis of change innovation implementation in schools. Three Change Facilitator Styles emerged: Initiator, Manager and Responder (Hall, Hord & Griffin, 1988) as a result of, "the systematic ways in which the principals varied in their approach to facilitating their teachers' use of the innovation (p. 4). Subsequently, Rutherford (1988) designed and tested the CFS profiles utilizing the Principal Teacher Interaction Study as a means for measuring the CFS characteristics against a year-long, daily analysis of principal facilitation of teacher innovation implementation (Rutherford, 1988).

Importantly, CFS is comprised of three clusters which each include two, individual, CFS dimensions (Hall & Hord, 2020). The clusters, with their corresponding dimensions include: Concern for People (Social/Informal and Formal/Meaningful), Organizational Efficiency (Trust in Others and Administrative Efficiency) and Strategic Sense (Day-to-Day and Vision and Planning). Hall and Hord, (2020) state:

> The Concern for People cluster is composed of two dimensions that weigh the degree to which the moment-to-moment and daily behaviors of a facilitator

> emphasize Social/Informal and Formal/Meaningful interactions with teachers. In the Organizational Efficiency cluster, the principal's administrative focus is examined along two dimensions - Trust in Others and Administrative Efficiency. The Strategic Sense cluster examines the principal's Strategic Sense according to two dimensions: Day-to-Day and Vision and Planning. (pp. 392-393)

Table 1 provides characterizations of each CFS, derived from the CFS descriptions of Hall and Hord (2020). A full-text version is included in the Appendix G.

Table 1 CFS Characterizations (based on Hall & Hord, 2020)

Focus	Initiator	Manager	Responder
Main Focus	Clear, decisive long-range policies	Organizational efficiency/effectiveness	Interpersonal relations with staff and teachers
Personal measure of success	Foresight, ability to evaluate and reinterpret policy for best interests of school; Highly proactive	Control of budgets, resources. Correct application of rules, procedures policies	Development of interpersonal relationships, delegative
Attitude toward change	Accepting and supportive but considerate of modifications if needed	Not a focus, considered only after other organizational factors	Generally not needed, maintain status quo; receptive to change but only if absent of controversy
Communication Style	Frequent contact, both formal and social; higher degree of formal communication	Frequent contact, relatively equal formal and social	Highly social/relational, focused on emotions and feelings
Role goals play in action	Drive actions; Actions highly aligned to vision	Organizational effectiveness equal to "well-oiled machine" mentality; Goals aligned to effectiveness	Fostering of relationships facilitate smooth running school
Immediate/long-term achievement focus	Long-term focus connected to daily actions/events	Maintain long-term focus but highly considerate of daily functions	Immediate focus on daily activities/events
Degree of control over teachers	Frequent/consistent guidance of teachers, teacher decision making is less autonomous	Value teacher autonomy but also value organizational stability	Teachers need little guidance, autonomous
Role of staff in change	Integral, input from staff guided by high/clearly defined expectations	Integral, input from staff weighted against organizational resources	Integral, teachers take the lead in change efforts
Personal role in change	Highly supportive consistent with best interests of school	Provide basic but consistent support	Little to no support, any change innovation is driven by teachers
Decision-making process	Solicit teacher input; decisions ultimately made based on school vision	Value teacher input; decisions ultimately made based on resources	Value teacher input focused on preserving positive relationships; decisions made to that end
Statement/Question characteristic of style (related to change)	"How will this help move our school forward?"	"Have you filled out the correct form and budget request?"	"Go ahead!" (the caveat being no effects on relationships/no controversy)

Change Facilitator Style Questionnaire

According to Hall and George (1988) the development of the CFSQ began in the spring of 1986 and continued, in the field-testing phase, through the fall of 1987. In total, the CFSQ underwent two years of development, both in the United States as well as in the Netherlands. The original 77 Likert-scale questions were narrowed to 30, grouped by CFS cluster and dimension and randomly distributed throughout the questionnaire (Hall & George, 1999). Each Cluster contains two of the six change dimensions. The questions ask respondents to rate their responses from 1 to 6, 1 indicating Never or Not True and 6 indicating Always or Very True. As previously stated, the first cluster, Concern for People, includes the dimensions of Social/Informal and Formal/Meaningful. The second cluster, Organizational Efficiency, includes the dimensions of Trust in Others and Administrative Efficiency. The final cluster, Strategic Sense, includes the dimensions of Day-to-Day and Vision and Planning. Questions within the CFSQ, as they relate to each cluster and dimension contain a "common thread of meaning" (Hall & George, 1999).

Psychometric qualities of the CFSQ indicate high levels of internal reliability among all alpha coefficients (Hall & George, 1988; Hall & George, 1999; Liu et al., 2012; Vandenberghe, 1988). In their review of principal performance measurement assessments, Condon and Clifford (2012) concluded the CFSQ, along with seven other forms of principal performance measurement assessment, met their established criteria. Criteria included: the instruments intended use as a means for measuring performance,

reliability ratings of 0.75, the presence of construct validity testing and the instruments availability to the public.

The CFSQ was intended for teacher assessment of principals (Hall & George, 1988), given teacher's proximity and close working relationship with the principal. In some cases, the present study as well as Stewart (2012), principals completed a CFSQ as a self-rating. After participants complete the CFSQ, responses are aggregated by CFS dimension using the Change Facilitator Style Scoring Device (Hall & Hord, 2020). Each dimension is summed, providing a raw score. Subsequently, each dimension raw score is measured against the CFS Scoring Device and assigned a percentile equivalent. Percentiles scores are graphed, the graphical illustration reflecting the CFSQ profile of the subject. After analysis of the graphical representation, in combination with the Change Facilitator Profile characterizations, a CFS is assigned.

At this point, the CFS is further analyzed, taking into account each cluster and the dimensions within each cluster. Further analysis is supported as Hall and Hord (2020) advise against overgeneralization when assigning a CFS. A more nuanced view of the six CFS dimensions helps avoid the use of labels that might threaten some leaders (G. Hall, personal communication, January 15, 2021). Principals informed of the details of their CFS find themselves equipped with information related to their propensity to support, hinder, maintain, alter and/or create sustainable conditions for change innovations.

The Gestalt

Where educator preparation programs end, the potential for field-based teacher education begins. Some might refer to this as "on the job training" and the reference cannot be further from the truth. However, the conditions under which this training is undertaken are important to consider. The necessity for supportive principal leadership focused on leading for learning is crucial to the development of teachers. In point of fact, leadership at both the campus and district level must all share a vision focused on leading for learning. A system is the sum of all of its component parts, each part assigned for its specific purpose, toward the fulfillment of the mission and vision of the educational program. Ultimately, in the context of schooling, this means an overall focus on student achievement by way of a focus on those who are responsible for facilitating their educative experiences, a focus on teachers. Of equal importance is the focus required of those who facilitate educative experiences for teachers, a focus on principals.

To glean greater understanding of principal leadership, through an exploration of CFS, in individual contexts, is to gain a sense a principal's propensity to analyze, implement and offer support for change innovations that exemplify the kinds of teacher professional learning and development that lead to measured changes in practice, changes that ultimately lead to improved student learning.

CHAPTER III

RESEARCH METHODOLGY

The purpose of this study was to explore the CFS of three elementary school principals in a rural southeastern Texas school district. In addition, this study explores the extent to which teachers, at each respective campus, vary in their assessment of their principal's CFS. The study also explores the extent of the agreement between each principal's self-rating and the ratings of their respective faculty. Knowledge of coherence or dissent paints a picture of overall unanimity or discord regarding the perceptions of the campus leader, by both the principal and the principal's faculty.

Chapter III continues with a review of the research questions that framed the present study. Subsequently, details related to the present study are provided, including site selection and a description of the participants. Next, the research design and methodology are presented along with a description of the instruments used and a description of the data collection process. Chapter III concludes with a description of the data analysis for the present study.

Research Questions

This study is guided by the following questions:

1. To what extent do teacher ratings of elementary principals show variation in Change Facilitator Style?
2. To what extent does agreement exist between teacher ratings of a principal's CFS and the principal's self-rating?

Site Selection

This study was conducted in a rural southeastern Texas school district near the Texas Gulf Coast. Acme Independent School District (AISD) is identified as a Title 1 school district and contains five campuses. Three campuses, Fields, Big Tree and Church are elementary campuses while the remaining two are designated as the junior high and high school campus. Currently, AISD has a student population of between 3500 and 4000 students. The city demographic identifies over half of the residents as Hispanic/Latino. Pseudonyms are used for school district and campus names.

The southeastern Texas school district was chosen as a result of a cooperative effort with the researcher and district's regional service center. The three elementary schools in the district, Fields, Big Tree and Church, agreed to participate in a structured focused and long-term professional development program. The program, Texas Lesson Study, began in early September of 2019 and was scheduled to continue for the entirety of the 2019-2020 school year.

The researcher spoke with and obtained approval from the regional service center. This was necessary given the professional development program was facilitated by the regional service center. (See Appendix A) Subsequently, the researcher met with the Assistant Superintendent of AISD regarding the research proposal. AISD administration met with the elementary principals and, after principal approval, the researcher was granted permission to contact the elementary principals for their consent. (See Appendix B) Finally, a background check cleared the researcher for campus access. (See Appendix C)

Participants

Participants in this study were elementary school principals and teachers in AISD. The district divides its elementary schools by grade level as opposed to dividing the district's elementary aged children into zoned elementary schools. Fields Elementary serves children in Pre-Kindergarten and Kindergarten. Big Tree Elementary serves children in first and second grade. Church Elementary serves children in third, fourth and fifth grade. Participant makeups comprise a purposeful sample (Patton, 2002). The elementary school principals each led a school that participated in a structured and focused, long-term professional development program. The program identified was Texas Lesson Study, a program initiated by the Texas Education Agency and facilitated by the regional education service center. All participants signed a consent form indicating their agreement to serve as a study subject. (See Appendix D & E)

A total of three elementary school principals participated in the present study. They included Carol, beginning her fifth year as principal of Fields Elementary, Jessica, beginning her first year as principal of Big Tree Elementary and Zoe, beginning her second year as principal of Church Elementary. Pseudonyms are used to protect the identity of principal participants.

In addition, the teaching faculty at each elementary school were invited to participate in the present study. Invitations were sent to 30 teachers at Fields Elementary. Of the 27 teachers who participated in the present study, 30% were in their first year at Fields, 37% were in their second through fifth year at Fields and the remaining 33% were in their sixth through eighth year at Fields.

Invitations were sent to 25 teachers at Big Tree Elementary. Of the 22 teachers who participated in the present study, 59% were in their first year at Big Tree, 13% were in their second through fifth year at Big Tree and the remaining 27% were in their sixth through eighth year at Big Tree.

Invitations were sent to 45 teachers at Church Elementary. Of the 42 teachers who participated in the present study, 45% were in their first year at Church, 26% were in their second through fifth year at Church and the remaining 29% were in their sixth through eighth year at Church.

The large percentage of teachers, at each school, is indicative of the restructuring of grade levels and staff as a result of the district realignment of elementary schools. The realignment began in the fall of 2019 and explains what, at first glance, might appear as significant teacher turnover. Further details are provided in the Context of the Study section of Chapter I.

Research Design and Methodology

This research was a mixed methods study, utilizing a qualitative descriptive case study (Yin, 2009) design augmented by descriptive and inferential statistics. With regard to the qualitative portion of the present study, a bounded case study methodology was used to gain insight and understanding into experiences related to the context of the district and campus. Undoubtedly, this context helps shape the leadership style and behaviors exhibited by leaders, as well as the perceptions of those leaders by those they serve. The quantitative element of the present study provided correlated data utilizing Pearson's Correlation Coefficient. The calculated correlations served to substantiate the

relationships of principals, their teachers and the CFS profiles established by Hall and Hord (2020).

Instruments

The Semi-Structured Interview

The use of the semi-structured interview in qualitative research provides, according to Galletta (2013), opportunities for exploring layers of lived experience in the lives of the study participants. Galletta highlights the importance of the narrative texturing gained from the use of the semi-structured interview, namely, texturing gained from questioning that opens the participants' narrative of experience. Further, the semi-structured interview format frees the researcher from the rigidity of the structured interview, allowing for probing questions that more deeply explore specific contextual considerations in the lives of participants.

In order to gain a better sense of lived experience of each campus leader, two semi-structured interviews were conducted with each principal. As the semi-structured protocol indicates, guiding questions for the interview were prepared and utilized. Further, probing questions were utilized to delve more deeply into topics of particular interest, especially topics specific to the interviewee. The purpose of the first interview was to gain a sense of the principal's perceptions of leadership. The post-interview had similar focus but contained considerations for new circumstances resulting from the COVID-19 lockdown.

The Change Facilitator Style Questionnaire

The CFSQ (Hall & Hord, 1987; Vandenberghe, 1988) was developed to facilitate the measurement of CFS of school leaders. Concurrent development occurred in both the United States and the Netherlands (Hall & Hord, 1987). The analysis of the CFSQ occurred after 679 teacher responses were recorded and analyzed from United States contexts and 900 teacher responses were recorded and analyzed from Belgium and The Netherlands. These responses represented survey participants in 46 schools (Hall & Hord, 1987). Stewart (2012) states, "through data analysis, including alpha factor analysis, with and without orthogonal rotation, item-scale correlations, and scale inter-correlations, a common set of five items per scale were chosen for the final iteration of the CFSQ" (p. 42).

The CFSQ is composed of 30 Likert-scale questions that relate to three clusters. Each cluster contains two of the six change dimensions. Each dimension is assigned 5 of the 30 questions. The questions ask respondents to rate their responses from 1 to 6, 1 indicating Never or Not True and 6 indicating Always or Very True. The first cluster, Concern for People, includes the dimensions of Social/Informal and Formal/Meaningful. The second cluster, Organizational Efficiency, includes the dimensions of Trust in Others and Administrative Efficiency. The final cluster, Strategic Sense, includes the dimensions of Day-to-Day and Vision and Planning. Questions on the CFSQ, as they related to each cluster and dimension contain a "common thread of meaning" (Hall & George, 1999). A copy of the CFSQ is provided in Appendices I and J.

Data Collection

Principal Interviews

After approval from the Institutional Review Board (See Appendix F), the researcher spoke with the three elementary school principals, each of whom consented to participate in the study. Each principal at each elementary school participated in two 45-minute, semi-structured interviews, the first, prior to the completion of the CFSQ and the second, after their faculty and staff completed the CFSQ. Of note, is the fact that, for each participant, the post-interview was conducted during the COVID-19 lockdown. This information is relevant given the significant changes in teaching and learning formats caused by COVID-19.

Each principal interview was approximately 45 minutes in duration and focused on leadership. The first interview was conducted in the early fall of 2019 as a face-to-face conversation and was conducted during school hours (at the convenience of the principal). The interviews were audio recorded upon the approval of the interviewee.

The purpose of the first interview was to help the researcher understand each principal's views on leadership, how they viewed themselves as leaders and how they viewed their role as facilitator of the structured and focused, long-term professional development program in which some of their teachers were participating. Interview questions, during the first interview, focused on general participant information, their educational background and teaching experience. Next, questions related to leadership styles, traits, characteristics and the role of the leader in the school context were

explored. Finally, questions related to the structured and focused, long-term professional development program were asked.

The post-interview, conducted during the COVID-19 lockdown period, was conducted via Zoom. Two of the post-interviews were video recorded. Handwritten notes were taken by the researcher for the third principal interview. The post-interview had similar focus to the first interview but contained considerations for new circumstances related to the continuation of schooling and leadership efforts during the COVID-19 lockdown period. Understandably, questions related to teaching, learning and leadership were framed in light of the lockdown. In addition, questions related to the structured and focused, long-term professional development program were asked.

Change Facilitator Style Questionnaire

After the initial interview, the researcher asked each elementary school principal to complete the CFSQ (Hall & George, 1999) in order to provide a self-rating. Each principal completed a self-rating based on the degree to which they perceive they provide high quality professional developed aimed at recruiting, supporting and retaining teachers.

Teachers, at each campus, were then invited to identify the CFS of their principal by completing the CFSQ. The campus instructional coach sent an email to the faculty and staff inviting them to participate by completing the CFSQ, the purpose of which was to rate their principal's CFS. The campus instructional coach sent the email to eliminate the possibility that teachers would see the survey as an administrative mandate. However, each principal sent an email approving the efforts of the researcher in support

of the collection of CFS data. Teachers were asked to complete the CFSQ based on the degree to which their principal provided access to high quality professional development aimed at recruiting, supporting and retaining teachers.

Data Analysis

Principal interviews were analyzed utilizing a narrative analysis. Narrative analysis invites the interpretation and understanding of each interviewee's responses based on their lived experiences and their context. Wiles et al., (2005) describe narrative analysis as a means for gleaning knowledge of the subject based on the "embedded meanings and evaluations" of their responses (p. 90). Narrative analysis was conducted by identifying themes related to each principal's views on leadership, perceptions of their own leadership concerning the district realignment, their sentiments related to the structured and focused, long-term professional development program and the leadership challenges experienced as a result of the COVID-19 lockdown. Finally, member checking was utilized to authenticate data acquired in the interviews.

Data analysis of the principal and teacher CFSQs occurred after all CFSQs were received in Qualtrics. Analysis was done by the researcher using the Change Facilitator Style Scoring Device (Hall & Hord, 2020). The scoring device identifies each question associated to each CFS dimension and provides a way to assign a raw score of each CFS dimension. Each dimension includes five questions on which a participant can rate 1-6. Raw scores for each dimension were summed and each dimension was assigned its corresponding percentile score. (See Appendix K) In some cases, raw scores fell between percentile rankings. When this occurred, the average of the next highest and

lowest percentile score was calculated. While this step ultimately led to a similar graphical representation, the increased accuracy was desired. The process of calculating raw scores and assigning percentile scores was repeated for each principal self-rating and each teacher response.

Next, graphical representations of the principal self-rating CFSQs were completed and, utilizing CFS characterization descriptions and graphical representations from Hall and Hord (2020), the researcher assigned a CFS. This same process occurred for each teacher CFSQ at each school. Subsequently, the mean of aggregate teacher ratings were compared to their respective principal's self-rating. This comparison provided a "first look" at the agreement between the principal self-rating and the teachers at that school.

Next, in order to understand the variation of teacher ratings within each elementary school (Research Question 1), teacher responses, based on the rating of their principal, were organized into one of three groups, Initiator, Manager or Responder. An analysis of the variation in each teacher group by CFS cluster and CFS dimension (within the corresponding cluster) was undertaken, providing a more nuanced perspective of the unanimity of teacher responses within each teacher group. Box and whisker plots, organized by CFS cluster, CFS dimension and teacher group were constructed to identify variation of teacher ratings. Teacher ratings, in each teacher group were then compared to the mean of each CFS profile of Hall and Hord (2020). The extent of agreement between the teacher ratings and the stereotypical mean was

reflected in the calculation of the range. This process was replicated for each elementary school.

For Research Question 2, determination as to the extent of agreement between faculty ratings and principal self-ratings was calculated utilizing Pearson's Correlation Coefficient. First, the principal self-rating was correlated to each of the stereotypical CFS profiles of Hall & Hord (2020). Calculations of the strongest correlations determined CFS profile with which the principal most closely aligned. In addition, the correlated data provided evidence of lack of agreement between the principal self-rating and the CFS profile means of Hall and Hord (2020). Subsequently, the principal self-rating was correlated to each teacher group. Calculations of the strongest correlations determined the teacher group with which the principal most closely aligned. In addition, the correlated data provided evidence of the lack of agreement between the principal self-rating and each teacher group. This process was replicated for each principal.

All data for the present study is reported in Chapter IV.

CHAPTER IV

RESULTS

The purpose of Chapter IV is to provide results. Results are divided by the research questions that guide this study.

This study is guided by the following questions:

1. To what extent do teacher ratings of elementary principals show variation in Change Facilitator Style?
2. To what extent is there agreement between teacher ratings of a principal's CFS and the principal's self-rating?

A total of 97 CFSQs were sent to teachers with 91 completed. The percentage of completed surveys returned was high, ranging from 92% to 95%. The high return rate is significant, indicating overwhelming participation among the staff at each school. Additionally, the high return rate suggests teachers valued the opportunity to complete the CFSQ for their respective principal.

After data gathering, teacher responses were disaggregated, graphed and rated based on the Change Facilitator Style Scoring Device (Hall & Hord, 2020). Subsequently, results from the teacher CFSQs were compared by CFS cluster and CFS dimension, allowing for more nuanced insight into each principal's CFS.

Table 2 CFSQ, Send/Receive Data

	Number of CFSQs Sent	Number of CFSQs Returned	Percent of CFSQs Returned
Fields	29	27	93%
Big Tree	24	22	92%
Church	44	42	95%

Research Question 1

1. To what extent do teacher ratings of elementary principals show variation in Change Facilitator Style?

   Research question one is answered by providing context for each principal. Context includes a brief description of the principal as well as well as relevant information related to the elementary school they lead. Next, the variation in CFS of each elementary principal is presented through high-level information. Specifically, a presentation of the variation of CFS cluster and dimension is shown, described in relationship to the stereotypical profile of Hall and Hord (2020). (Appendix H) The box and whisker plot for each CFS cluster and dimension offers a visual representation of the teacher group dimension distributions as well as the CFS dimension means of Hall and Hord (2020). In the sections below, I present the data from the three teacher groups, starting with those who identified their principal as an Initiator, then as a Manager and lastly as a Responder. Finally, the variation in ratings is discussed in terms of how teachers perceived their principal provides access to high quality professional development aimed at recruiting, supporting and retaining teachers.

Principal of Fields Elementary

Fields Elementary serves Prekindergarten and Kindergarten students exclusively. This began during the 2019-2020 school year (the year of the present study) as a result of the realignment of AISD elementary schools. Prior to the 2019-2020 school year, Fields served children from Prekindergarten through fifth grade. Additionally, Fields was the district designated Prekindergarten campus. The student population at Fields is approximately 350 children with teaching faculty of 30.

Carol, the principal at Fields Elementary, has been an educator for 13 years. For eight years she has served as a school administrator. Three of those years were spent as an assistant principal. The remaining five have been as principal of Fields Elementary. Carol describes herself as a situational leader, basing her style of leadership on the needs of the people being led. According to Carol, this was increasingly necessary given the district realignment of elementary schools. When asked about the need to lead based on the situation she stated,

> You have to know the people you are leading so that you know how to serve them and how to communicate with them best. I have staff that are rigid, and operate in that style, and other staff who are more relational. That makes me think about approaching a situation socially so that I can engage someone more formally.

Carol described her move from assistant principal to principal as, "a drastic transition…I needed to get teachers to want to work for me, so a relational style was almost necessary." She elaborated by saying,

> Church Elementary, where I was an AP [assistant principal], was a relational environment, where we were all friends. I tried the relational style at Fields but not to the degree it was used at Church. This has been an ongoing process. Even

with the realignment, I think this year has been my most successful year as a principal.

When considering the three CFS profiles of Hall and Hord (2020), the 27 teachers (number of teachers who participated in the CFSQ) at Fields Elementary, 37% rated Carol as an Initiator, 26% rated her as a Manager and the remaining 37% rated her as a Responder. When combined, percentile score means fail to present a strong CFS Style given the inconsistencies among teacher perceptions. (Figure 5) Therefore, a deeper look into each cluster and dimension provides a clearer picture of how teachers perceive the CFS of Carol.

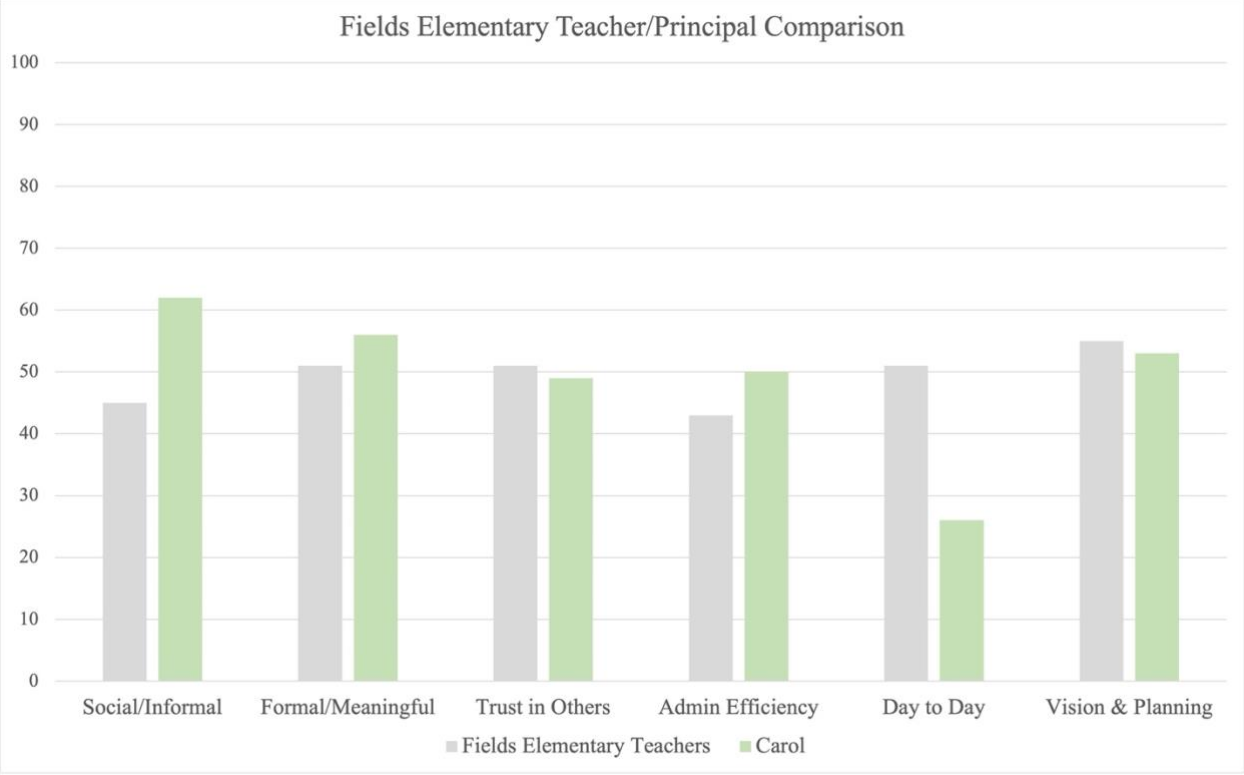

Figure 5 Comparison of Fields Elementary Teacher Ratings (Aggregate) and Carol's Self-Rating

As previously noted in Chapter 2, the six dimensions of CFS are organized into three clusters: Concern for People (Social/Informal and Formal/Meaningful), Organizational Efficiency (Trust in Others and Administrative Efficiency) and Strategic Sense (Day-to-Day and Vision & Planning). Each dimension of each cluster for each principal is presented in this presentation of results of the study, beginning with Carol at Fields Elementary, then Jessica at Big Tree Elementary and concluding with Zoe at Church Elementary.

Cluster 1: Concern for People

Cluster 1, Concern for People, addresses the relational aspect of CFS. It includes two dimensions, Social/Informal and Formal/Meaningful. S/I communication represents causal communicative behavior, focused on personal feelings and the development of relationships. F/M communication represents structured communicative behavior, focused on work-related topics and tasks. High ratings in the S/I dimension indicate communicative behavior that is casual and friendly. High ratings in F/M dimension indicate communicative behavior that is focused on work and school related tasks.

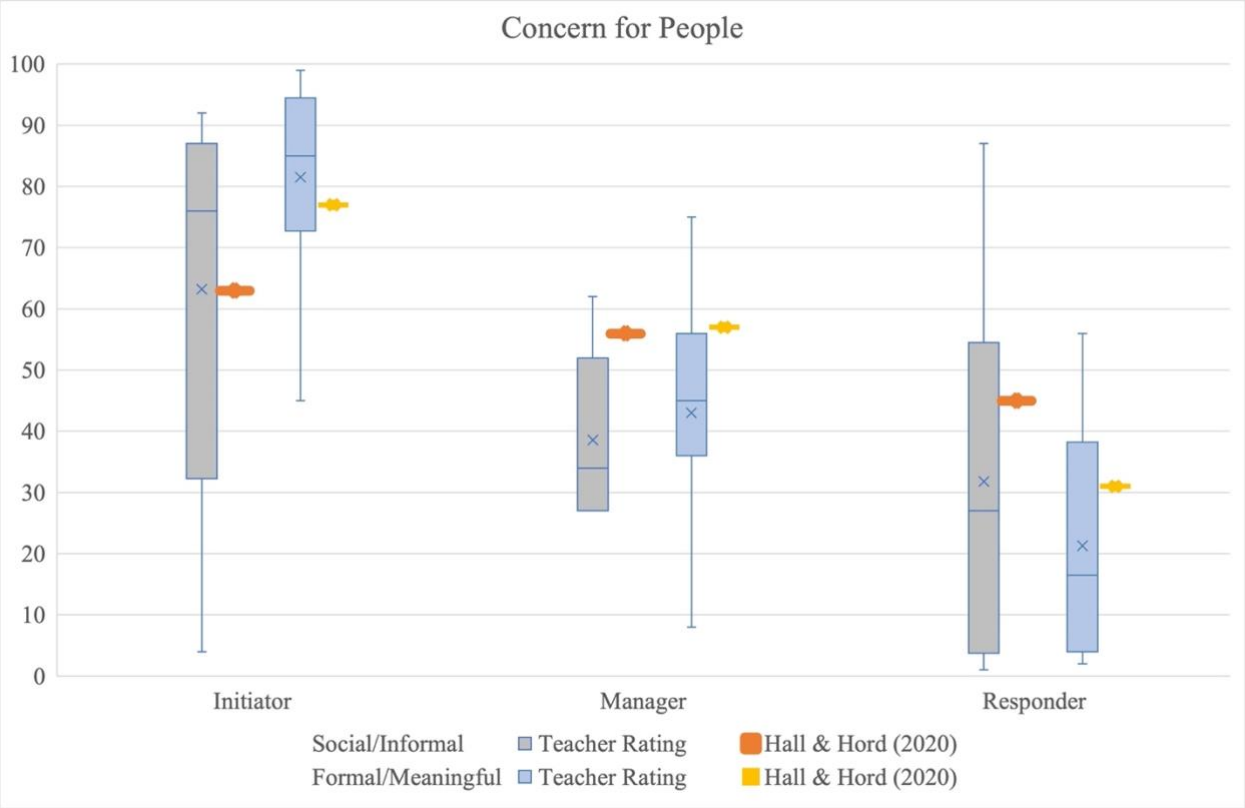

Figure 6 Box Plot, Fields Elementary Teachers, Concern for People, S/I & F/M, (Hall & Hord, 2020, scaled for reference)

Initiator Group. In the Social/Informal (S/I) and Formal/Meaningful (F/M) dimensions, the ratings of 37% of the Fields Elementary teachers identified Carol as an Initiator. The S/I Initiator box and whisker plot (Figure 6) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. The percentile scale score for S/I is 63 which is the same as the mean for the S/I dimension of Hall and Hord (2020). The means are identical. Therefore, the percentile ranking of teachers' ratings of Carol as an Initiator agree with the mean percentile rating of the stereotypical S/I Initiator. Teachers in this group perceive Carol's friendly and relational communication characteristic of an Initiator.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Carol's Formal/Meaningful dimension reveals a greater degree of agreement among the teachers in this group. The F/M Initiator box and whisker plot (Figure 6) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the F/M mean of this group (82% percentile) is higher than the mean for the F/M dimension of Hall and Hord (2020) (77% percentile) by five points. Therefore, the percentile ranking of the teachers' ratings of Carol as an Initiator varies with the mean percentile rating of the stereotypical F/M Initiator. Teachers in this group perceive Carol maintains a higher degree work and task-structured communication than is characteristic of an Initiator.

Manager Group. In the S/I and F/M dimensions, the ratings of 26% of Fields Elementary teachers identified Carol as a Manager. The S/I Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the S/I mean of this group (39% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (56% percentile), by 17 points. Therefore, the percentile ranking of teachers' ratings of Carol as a Manager varies with the mean percentile rating of the stereotypical S/I Manager. Teachers in this group perceive Carol maintains a lower degree of friendly and relational communication than is characteristic of a Manager.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Carol's F/M dimension reveals a greater degree of

agreement among the teachers in this group. The F/M Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the F/M mean of this group (43% percentile) is lower the mean for the F/M dimension of Hall and Hord (2020) (56% percentile) by 15 points. Therefore, the percentile ranking of teachers' ratings of Carol as a Manager varies with the mean percentile rating of the stereotypical F/M Initiator. Teachers in this group perceive Carol maintains a lower degree of work and task-structured communication than is characteristic of a Manager.

Responder Group. In the S/I and F/M dimensions, 37% of Fields Elementary teachers identified Carol as a Responder. The S/I Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the S/I mean of this group (32% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (45% percentile) by 13 points. Therefore, the percentile ranking of teachers' ratings of Carol as a Responder varies with the mean percentile rating of the stereotypical S/I Responder. Teachers in this group perceive Carol maintains a lower degree of friendly and relational communication than is characteristic of a Responder.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Carol's F/M dimension reveals a lack of agreement among the teachers in this group. The F/M Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the F/M mean of this group (21% percentile) is lower

than the mean for the F/M dimension of Hall and Hord (2020) (31% percentile) by ten points. Therefore, the percentile ranking of teachers' ratings of Carol as a Responder varies with the mean percentile rating of the stereotypical F/M Responder. Teachers in this group perceive Carol maintains a lower degree of work and task-structured communication than is characteristic of a Responder.

Cluster 1 Summary. The data shows variance among the Fields teachers in the S/I and F/M dimensions in the Concern for People cluster. The comparison of the mean of teacher responses to the stereotypical mean of the groups that rated Carol a Manager and a Responder showed a greater range and, therefore, lack of agreement. On average, among the teachers who rated Carol as an Initiator, there was equal and/or a higher degree of agreement of friendly and relational and formal, task-structured, communication. On average, among the teachers who rated Carol as a Manager or as a Responder, there was a lower degree of agreement of relational and task-structured, communication.

Teachers were asked to rate their principal by answering the CFSQ with the following in mind: To what extent does my principal provide access to high quality professional development aimed at recruiting, supporting and retaining teachers. The S/I and F/M dimensions reflect the types of communication related to access to high quality professional development. Carol's friendly and relational communication is expressive of the perceived extent to which she listens to the professional development needs of her staff and empathizes with their feelings. Her formal, task-structured, communication is expressive of the perceived extent to which Carol values the effects of professional

development on her staff. Though means for teacher responses reflect the types of relational and task-structured behavior characteristic of the group, the variation of responses indicates and overall lack of agreement.

Cluster 2: Organizational Efficiency

Cluster 2, Organizational Efficiency, addresses the structure and task-related aspect of CFS. It includes two dimensions, Trust in Others and Administrative Efficiency, representing the degree to which principals encourage teacher autonomy and maintain strict operational efficiencies. High ratings in the TiO dimension represent trust in staff and a propensity to allow others the opportunity to lead. High ratings in the AE dimension reflect procedural focus, attentiveness to budgets and overall organizational management.

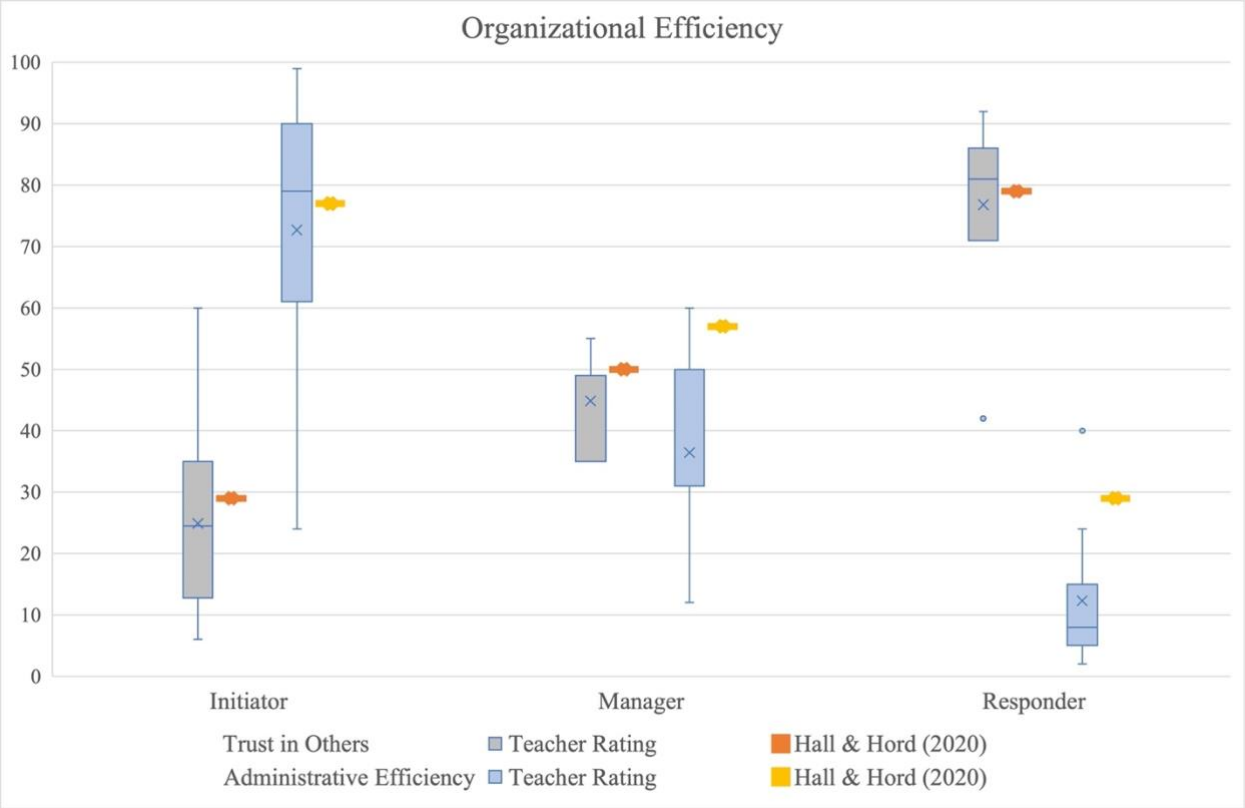

Figure 7 Box Plot, Fields Elementary Teachers, Organizational Efficiency, TiO & AE, (Hall & Hord, 2020, scaled for reference)

Initiator Group. In the Trust in Others (TiO) and Administrative Efficiency (AE) dimensions, 37% of Fields Elementary teachers identified Carol as an Initiator. The TiO Initiator box and whisker plot (Figure 7) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the TiO mean of this group (25% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (29% percentile) by four points. Therefore, the percentile ranking of teachers' ratings of Carol as an Initiator, varies with the mean percentile rating of the stereotypical TiO Initiator. Teachers in this group perceive Carol maintains a lower degree of teacher autonomy than is characteristic of an Initiator.

The AE dimension reveals lack of agreement among the teachers in this group. The AE Initiator box and whisker plot (Figure 7) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the AE mean of this group (73% percentile) is lower than the mean for the AE dimension of Hall and Hord (2020) (77% percentile) by five points. Therefore, the percentile ranking of teachers' ratings of Carol as an Initiator, varies with the mean percentile rating of the stereotypical TiO Initiator. Teachers in this group perceive Carol maintains a lower degree of operational efficiency than is characteristic of an Initiator.

Manager Group. In the TiO and AE dimensions, 26% of Fields Elementary teachers identified Carol as a Manager. The TiO Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the TiO mean of this group (45% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (50% percentile) by five points. Therefore, the percentile ranking of teachers' ratings of Carol as a Manager varies with the mean percentile rating of the stereotypical TiO Manager. Teachers in the group perceive Carol maintains a lower degree of teacher autonomy than is characteristic of a Manager.

The AE dimension reveals a lack of agreement among the teachers in this group. The AE Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the AE mean of this group (36% percentile) is lower than the

mean for the AE dimension of Hall and Hord (2020) (57% percentile) by 21 points. Therefore, the percentile ranking of teachers' ratings of Carol as a Manager varies with the mean percentile rating of the stereotypical AE Initiator. Teachers in this group perceive Carol maintains a lower degree of operational efficiency than is characteristic of a Manager.

Responder Group. In the TiO and AE dimensions, 37% of Fields Elementary teachers identified Carol as a Responder. The TiO Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the TiO mean of this group (77% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (79% percentile) by two points. Therefore, the percentile ranking of teachers' ratings of Carol as a Responder, varies with the mean percentile rating of the stereotypical TiO Responder. Despite near agreement, teachers in this group perceive Carol maintains a lower degree of teacher autonomy and is characteristic of a Responder.

The AE dimension reveals agreement among the teachers in this group. The AE Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the AE mean of this group (12% percentile) is lower than the mean for the AE dimension of Hall and Hord (2020) (29% percentile) by 17 points. Therefore, the percentile ranking of teachers' ratings of Carol as a Responder varies with the mean percentile rating of the stereotypical AE Responder. Teachers in this group perceive

Carol maintains a lower degree of operational efficiency than is characteristic of a Responder.

Cluster 2 Summary. The data shows variance among Fields teachers in the TiO and AE dimensions of the Organizational Efficiency cluster. The comparison of the means of teacher responses to the stereotypical means also show variance. In every group, in both dimensions, teacher means fell below the stereotypical means of Hall and Hord (2020).

The TiO and AE dimensions reflect the operational balance related to access to high quality professional development. Carol's perceived value of teacher autonomy speaks to the degree that teachers lead and direct their own paths of learning. For example, the mandatory participation in top-down professional development opportunities suggests directed professional learning. Her operational efficiency also speaks to access to high quality professional development. The range of perceptions reveal teachers lack agreement in their perception of Carol's appropriation of funds and time related to access to high quality professional development.

Cluster 3: Strategic Sense

Cluster 3, Strategic Sense, addresses the aspect of scope, related to goals and vision, of CFS. It includes two dimensions, Day-to-Day and Vision & Planning, representing the degree of focus, micro versus macro. High ratings in the DtD dimension indicate principal leadership focused at the micro level, demonstrated by high levels of interaction in daily classroom and school activities. High ratings in the V&P dimension

indicate a macro view, a long-term outlook and vision as well as the relationship between the effects of the present and the future.

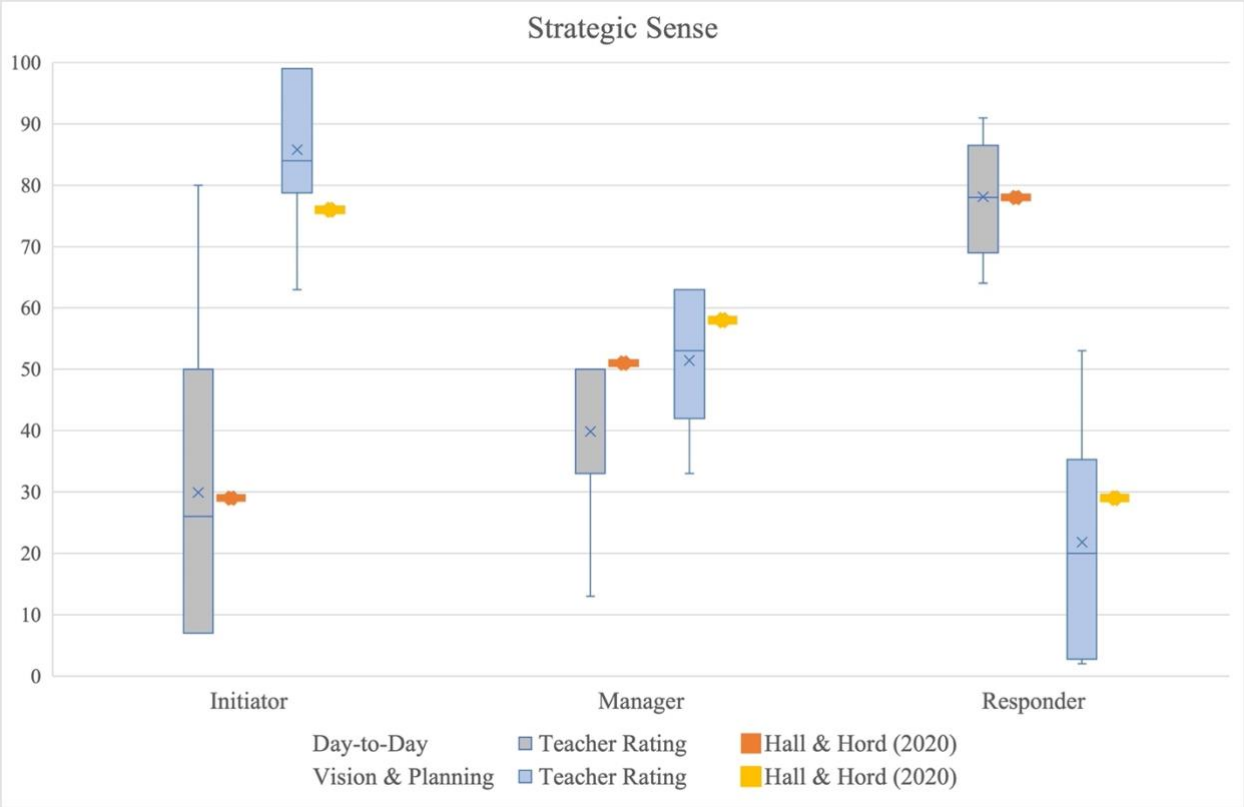

Figure 8 Box Plot, Fields Elementary Teachers, Strategic Sense, DtD & V&P, (Hall & Hord, 2020, scaled for reference)

Initiator Group. In the Day-to-Day (DtD) and Vision & Planning (V&P) dimensions, 37% of Fields Elementary teachers identified Carol as an Initiator. The DtD Initiator box and whisker plot (Figure 8) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group (30% percentile) is nearly identical to the mean for the DtD dimension of Hall and Hord (2020) (29% percentile), a difference of one point. Therefore, the percentile ranking of teachers' ratings of Carol as

an Initiator agree with the mean percentile rating of the stereotypical DtD Initiator. Teachers in this group perceive Carol's leadership is consistent with a degree of micro-level focus characteristic of an Initiator.

Carol's V&P dimension reveals lack of agreement among the teachers in this group. The V&P Initiator box and whisker plot (Figure 8) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (86% percentile) is higher than the mean for the V&P dimension of Hall and Hord (2020) (76% percentile) by ten points. Therefore, the percentile ranking of teachers' ratings of Carol as an Initiator varies with the mean percentile rating of the stereotypical V&P Initiator. Teachers in this group perceive Carol maintains a higher degree of long-term outlook and vision than is characteristic of an Initiator.

Manager Group. In the DtD and V&P dimensions, 26% of Fields Elementary teachers identified Carol as a Manager. The DtD Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group (40% percentile) is lower than the mean for the DtD dimension of Hall and Hord (2020) (51% percentile) by 11 points. Therefore, the percentile ranking of teachers' ratings of Carol as a Manager varies with the mean percentile rating of the stereotypical DtD Manager. Teachers in this group perceive Carol maintains a lower degree of micro-level focus than is characteristic of a Manager.

Carol's V&P dimension reveals a lack of agreement among the teachers in this group. The V&P Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (51% percentile) is lower than the mean for the V&P dimension of Hall and Hord (2020) (58% percentile) by seven points. Therefore, the percentile ranking of teachers' ratings of Carol as a Manager varies with the mean percentile rating of the stereotypical V&P Manager. Teachers in this group perceive Carol maintains a lower degree of long-term outlook and vision than is characteristic of a Manager.

Responder Group. In the DtD and V&P dimensions, 37% of Fields Elementary teachers identified Carol as a Responder. The DtD Initiator box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the length of the whiskers. The percentile scale score for DtD is 78 which is the same as the mean for the DtD dimension of Hall and Hord (2020). Therefore, the percentile ranking of teachers' ratings of Carol as a Responder agree with the mean percentile rating of the stereotypical DtD Responder. Teachers in this group perceive Carol maintains micro-level focus characteristic of a Responder.

Carol's V&P dimension reveals lack of agreement among the teachers in this group. The V&P Initiator box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (22% percentile) is lower than the mean for the V&P dimension of Hall and Hord (2020) (29% percentile) by

seven points. Therefore, the percentile ranking of teachers' ratings of Carol as a Responder varies with the mean percentile rating of the stereotypical V&P Initiator. Teachers in this group perceive Carol maintains a lower degree of long-term outlook and vision than is characteristic of a Responder.

Cluster 3 Summary. The data indicates variance among Fields teachers in the DtD and V&P dimensions of the Strategic Sense cluster. The teacher means for the DtD dimension, in the Initiator and Responder groups, reflected the stereotypical DtD mean. The V&P teacher means varied more greatly among each group. This shows a greater agreement in teacher perceptions of Carol's micro-level focus. In addition, it shows greater lack of agreement in the perception of Carol's long-term vision and outlook.

The DtD and V&P dimensions reflect the differences of focus related to teaching and learning. Carol's perceived micro-level focus affects access to high quality professional development, a focus that potentially values directed, workshop, opportunities that address present needs. Her long-term vision and outlook also speak to access to high quality professional development. The range of perceptions reveal teachers, dependent on group, see Carol's long-term outlook reflected in the provisioning of professional learning opportunities for staff.

Carol: A Summary

The near even split among Fields teachers who rated Carol an Initiator, a Manager and a Responder is indicative of the lack of agreement among staff. Further, the variance of teacher percentile ratings within and between groups speaks to the overall lack of agreement. Taking into account the context at Fields, this makes sense.

This aligns with the changes experienced by teachers in the district as a result of the realignment, approximately one-third of the staff at Fields transferred from Big Tree Elementary and Church Elementary at the beginning of the 2019-2020 school year. Further, it is reflected in the novelty of the professional development opportunities facilitated by external and internal sources. For the first time, PLC times, still novel in and of themselves, were facilitated, for some, by outside facilitators. Other professional development opportunities, workshops and the like, were limited in scope for a campus solely focused on early childhood education.

Principal of Big Tree Elementary

Big Tree Elementary serves students in first and second grades exclusively. This began during the 2019-2020 school year (the year of the present study) as a result of the realignment of AISD elementary schools. Prior to the 2019-2020 school year, Big Tree served children from Kindergarten through fifth grade. Prior to the AISD realignment, Big Tree served the surrounding neighborhood and maintained the highest percentage of African American students. Additionally, the zoning of families whose children attended Big Tree, made up the lowest socioeconomic group among the three elementary schools in the district. The student population at Big Tree is approximately 550 children with a teaching faculty of 25.

Jessica, the principal at Big Tree Elementary, has been an educator for 10 years. This is her first year as an administrator, although she served as a school counselor for four of years. She was originally hired to serve as an assistant principal but, due to

staffing needs, was appointed principal of Big Tree at the beginning of the 2019-2020 school year. The entirety of Jessica's educational career has been spent in AISD.

When first interviewed, in the fall of 2019, Jessica was candid about her lack of experience as an administrator. Expressing sentiments related to her inexperience, she stated that she was still unsure of what was fully expected of a principal. Jessica described herself as highly relational, expressing the need to project a welcoming and relational disposition given the "puzzle of leadership needs" caused by the district realignment of elementary schools. Further, Jessica spoke about internal changes in the campus educational plan. Namely, teachers were shifted from a generalist format to a content-based format, adding to the discontinuity experienced at Big Tree. Jessica stated,

> We have no foundation, the realignment caused nothing to be the same; we are laying the groundwork right now. The new content-based plan was implemented by the outgoing principal, so teachers are still trying to figure out their place and it's important to me for the teachers to be involved in the process.

When considering the three CFS profiles of Hall and Hord (2020), of the 22 teachers at Big Tree Elementary, 59% rated Jessica as an Initiator, 23% rated her as a Manager and the remaining 18% rated her as a Responder. When combined, percentile score means fail to present a strong CFS given the inconsistencies among teacher perceptions. (Figure 9) Therefore, a deeper look into each cluster and dimension provides a clearer picture of how teachers perceive the CFS of Jessica.

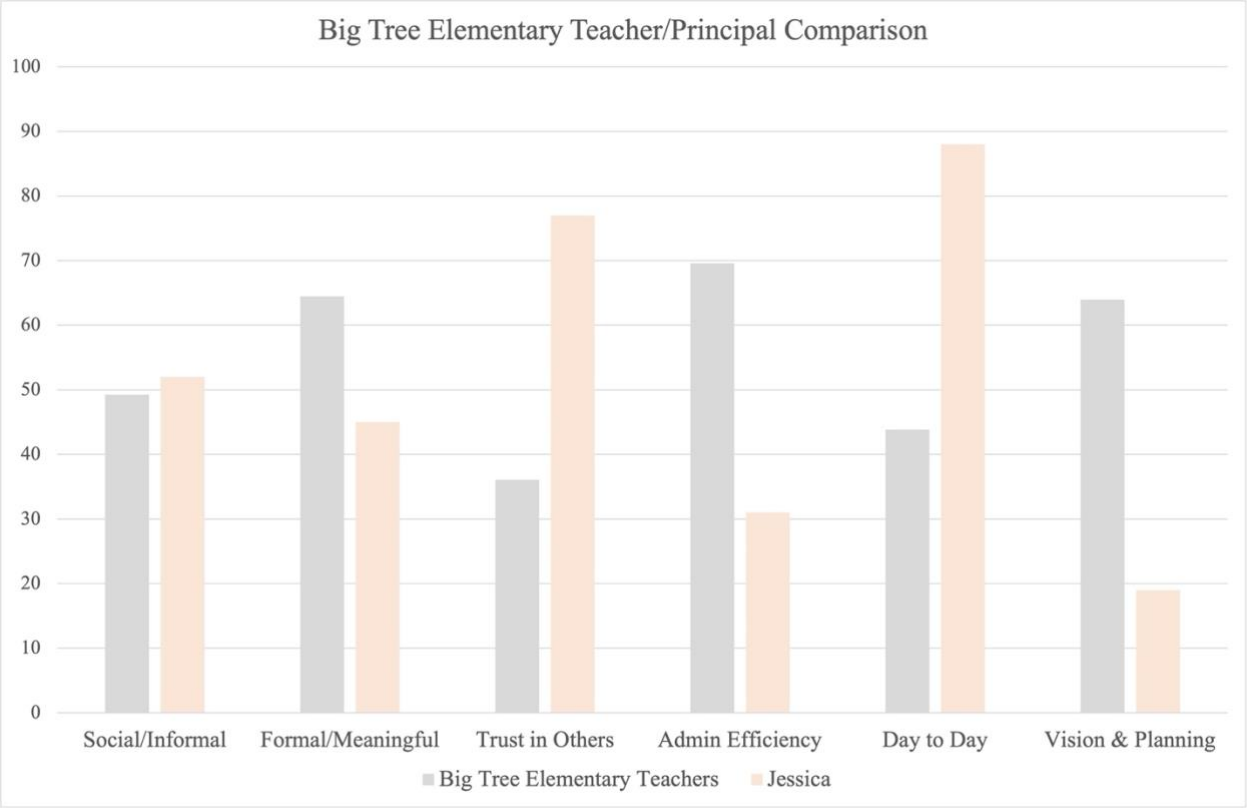

Figure 9 Comparison of Big Tree Elementary Teacher Ratings (Aggregate) and Jessica's Self-Rating

Cluster 1: Concern for People

Cluster 1, Concern for People, addresses the relational aspect of CFS. It includes two dimensions, Social/Informal and Formal/Meaningful. S/I communication represents causal communicative behavior, focused on personal feelings and the development of relationships. F/M communication represents structured communicative behavior, focused on work-related topics and tasks. High ratings in the S/I dimension indicate communicative behavior that is casual and friendly. High ratings in F/M dimension indicate communicative behavior that is focused on work and school related tasks.

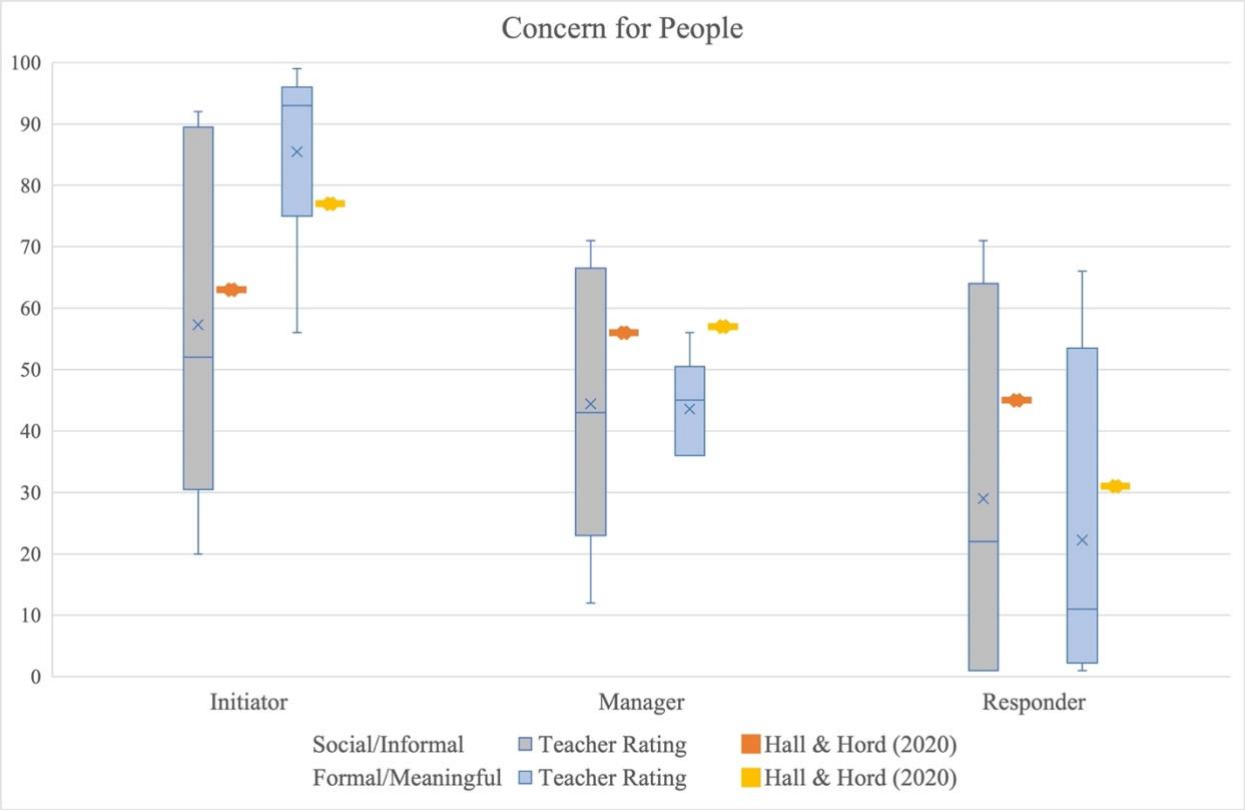

Figure 10 Box Plot, Big Tree Elementary Teachers, Concern for People, S/I & F/M, (Hall & Hord, 2020, scaled for reference)

Initiator Group. In the S/I and F/M dimensions, 59% of Big Tree Elementary teachers identified Jessica as an Initiator. The S/I Initiator box and whisker plot (Figure 10) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the S/I mean of this group (57% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (63% percentile) by six points. Therefore, the percentile ranking of teachers' ratings of Jessica as an Initiator varies with the mean percentile rating of the stereotypical S/I Initiator. Teachers in this group perceive Jessica maintains a lower degree of friendly and relational communication than is characteristic of an Initiator.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Jessica's F/M dimension reveals the degree of agreement among teacher in this group. The F/M Initiator box and whisker plot (Figure 10) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the F/M mean of this group (85% percentile) is higher than the F/M dimension of Hall and Hord (2020) (77% percentile) by eight points. Therefore, the percentile ranking of the teachers' ratings of Jessica as an Initiator, varies with the mean percentile rating of the stereotypical F/M Initiator. Teachers in this group perceive Jessica maintains a higher degree of work and task-structured communication than is characteristic of an Initiator.

Manager Group. In the S/I and F/M dimensions, 23% of Big Tree Elementary teachers rated Jessica as a Manager. The S/I Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the S/I mean of this group (44% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (56% percentile) by 12 points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Manager, varies with the mean percentile rating of the stereotypical S/I Initiator. Teachers in this group perceive Jessica maintains a lower degree of friendly and relational communication than is characteristic of a Manager.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Jessica's F/M dimension reveals a greater degree of agreement among the teachers in this group. The F/M Manager box and whisker plot

reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the F/M mean of this group (44% percentile) is lower than the mean for the F/M dimension of Hall and Hord (2020) (57% percentile) by 13 points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Manager, varies with the mean percentile rating of the stereotypical F/M Initiator. Teachers in this group perceive Jessica maintains a lower degree of work task-structured communication than is characteristic of a Manager.

Responder Group. In the S/I and F/M dimensions, 18% of Big Tree Elementary teachers rated Jessica as a Responder. The S/I Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the S/I mean of this group (29% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (45% percentile) by 16 points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Responder, varies with the mean percentile rating of the stereotypical S/I Responder. Teachers in this group perceive Jessica maintains a lower degree of friendly and relational communication than is characteristic of a Responder.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Jessica's F/M dimension reveals a lack of agreement among the teachers in this group. The F/M Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the F/M mean of this group (22% percentile) is lower than the mean for the F/M dimension of Hall and Hord (2020) (31%

percentile) by nine points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Responder, varies with the mean percentile rating of the stereotypical F/M Responder. Teachers in this group perceive Jessica maintains a lower degree of work and task-structured communication than is typical of a Responder.

Cluster 1 Summary. The data shows variance among Big Tree teachers in the S/I and F/M dimensions of the Concern for People cluster. The comparison of the mean of teacher responses to the stereotypical mean, in all groups, varied. On average, in the F/M dimension, teachers who identified Jessica as an Initiator perceived a higher degree of work and task-structured communication. On average, teachers in the S/I dimension of the Initiator group as well as the S/I and F/M dimensions of Manager and Responder groups perceived a lower degree of both friendly and relational communication.

Teachers were asked to rate their principal by answering the CFSQ with the following in mind: To what extent does my principal provide access to high quality professional development aimed at recruiting, supporting and retaining teachers. The S/I and F/M dimensions reflect the types of communication related to access to high quality professional development. Jessica's friendly and relational communication is expressive of the perceived extent to which she listens to the professional development needs of her staff and empathizes with their feelings. Her work and task-structured communication is expressive of the perceived extent to which she values the effects of professional development on her staff. Though means for teacher responses reflect the types of relational and task-structured behavior characteristic of the group, the, overall, variation of responses indicates lack of agreement.

Cluster 2: Organizational Efficiency

Cluster 2, Organizational Efficiency, addresses the structure and task-related aspect of CFS. It includes two dimensions, Trust in Others and Administrative Efficiency, representing the degree to which principals encourage teacher autonomy and maintain strict operational efficiencies. High ratings in the TiO dimension represent trust in staff and a propensity to allow others the opportunity to lead. High ratings in the AE dimension reflect procedural focus, attentiveness to budgets and overall organizational management.

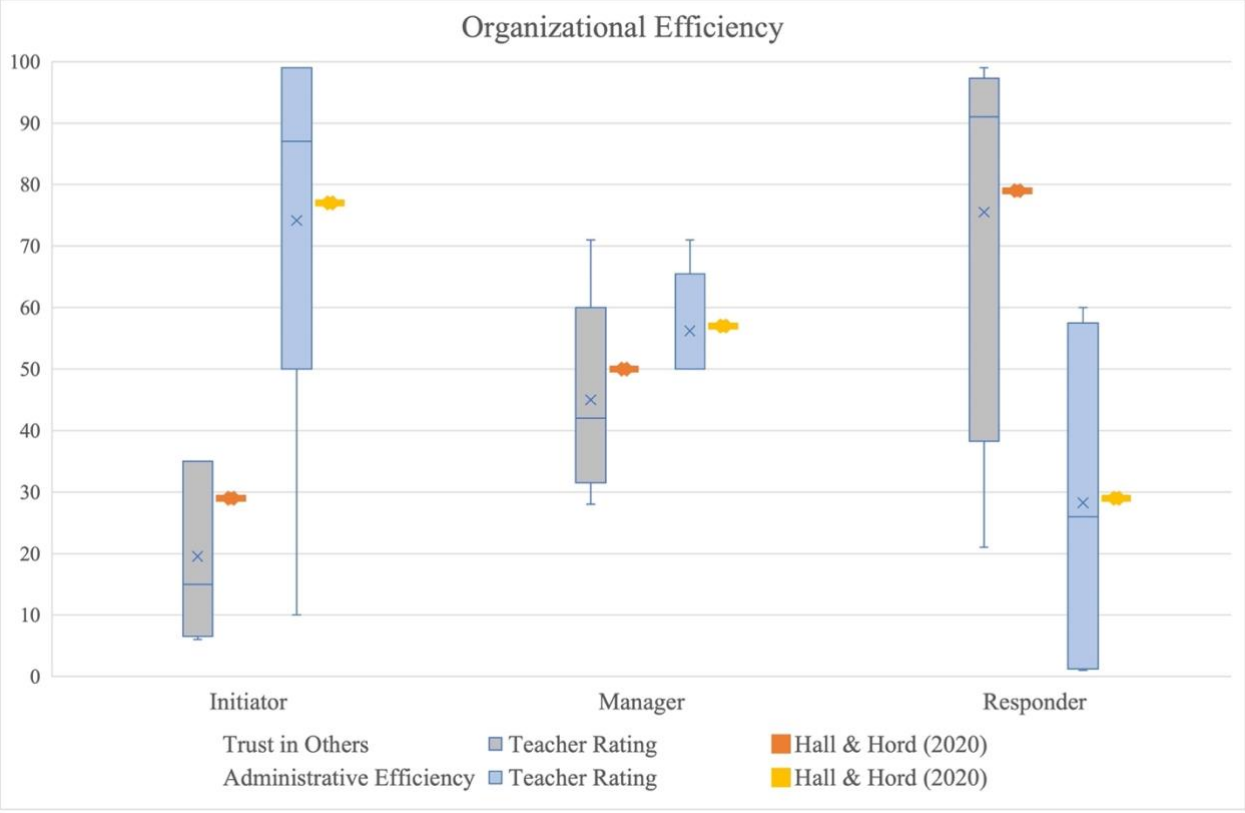

Figure 11 Box Plot, Big Tree Elementary Teachers, Organizational Efficiency, TiO & AE, (Hall & Hord, scaled for reference)

Initiator Group. In the TiO and AE dimensions, 59% of Big Tree Elementary teachers identified Jessica as an Initiator. The TiO Initiator box and whisker plot (Figure 11) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the TiO mean of this group (20% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (29% percentile) by nine points. Therefore, the percentile ranking of teachers' ratings of Jessica as an Initiator, varies with the mean percentile rating of the stereotypical TiO Initiator. Teachers in this group perceive Jessica maintains a lower degree of teacher autonomy than is characteristic of an Initiator.

The AE dimension reveals lack of agreement among the teachers in this group. The AE Initiator box and whisker plot (Figure 11) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the AE mean of this group (74% percentile) is lower than the mean for the AE dimension of Hall and Hord (2020) (77% percentile) by three points. Therefore, the percentile ranking of teachers' ratings of Jessica as an Initiator varies with the mean percentile rating of the stereotypical TiO Initiator. Teachers in this group perceive Jessica maintains a lower degree of operational efficiency than is characteristic of an Initiator.

Manager Group. In the TiO and AE dimensions, 23% of Big Tree Elementary teachers identified Jessica as a Manager. The TiO Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the TiO mean of this group

(45% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (50% percentile) by five points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Manager varies with the mean percentile rating of the stereotypical TiO Manager. Teachers in this group perceive Jessica maintains a lower degree of teacher autonomy than is characteristic of a Manager.

The AE dimension reveals moderate agreement among the teachers in this group. The AE Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the AE mean of this group (56% percentile) is nearly identical to the mean for the AE dimension of Hall and Hord (2020) (57% percentile), a difference of one point. Therefore, teachers who rated Jessica as a Manager, closely align with the mean percentile rating of the stereotypical AE Manager. Teachers perceive Jessica maintains a degree of operational efficiency that is characteristic of a Manager.

Responder Group. In the TiO and AE dimensions, 18% of Big Tree Elementary teachers identified Jessica as a Responder. The TiO Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the TiO mean of this group (76% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (79% percentile) by three points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Responder varies with the mean percentile rating of the stereotypical TiO Responder. Teachers in this group perceive Jessica maintains a lower degree of teacher autonomy than is characteristic of a Responder.

The AE dimension reveals lack of agreement among the teachers in this group. The AE Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, as shown by the length of the boxplot as well as the whiskers. Additionally, the AE mean of this group (28% percentile) is nearly identical to the mean for the AE dimension of Hall and Hord (2020) (29% percentile), a difference of one point. Therefore, the percentile ranking of teachers' ratings of Jessica as a Responder agrees with the mean percentile rating of the stereotypical TiO Responder. Teachers in this group perceive Jessica maintains a degree of operational efficiency that characteristic of a Responder.

Cluster 2 Summary. The data shows variance among Big Tree teachers in the TiO and AE dimensions of the Organizational Efficiency cluster. When comparing teacher responses to the stereotypical mean, the AE dimension of the Initiator group showed the greatest variance. Means from the remaining groups and dimensions indicated varied agreement with the stereotypical TiO and AE means. In every group and in both dimensions, teacher means fell below the stereotypical means of Hall and Hord (2020). This indicates a slightly lower-than-average perception of Jessica's value of teacher autonomy and as well as her perceived operational efficiency.

The TiO and AE dimensions reflect the operational balance related to access to high quality professional development. Jessica's perceived value of teacher autonomy speaks to the degree that teachers lead and direct their own paths of learning. For example, the mandatory participation in top-down professional development opportunities suggests directed professional learning. Her operational efficiency also

speaks to access to high quality professional development. The range of perceptions reveal teachers, dependent on group, feel support or lack of support in Jessica's appropriation of funds and time related to access to high quality professional development.

Cluster 3: Strategic Sense

Cluster 3, Strategic Sense, addresses the aspect of scope, related to goals and vision, of CFS. It includes two dimensions, Day-to-Day and Vision & Planning, representing the degree of focus, micro versus macro. High ratings in the DtD dimension indicate principal leadership focused at the micro level, demonstrated by high levels of interaction in daily classroom and school activities. High ratings in the V&P dimension indicate a macro view, a long-term outlook and vision as well as the relationship between the effects of the present and the future.

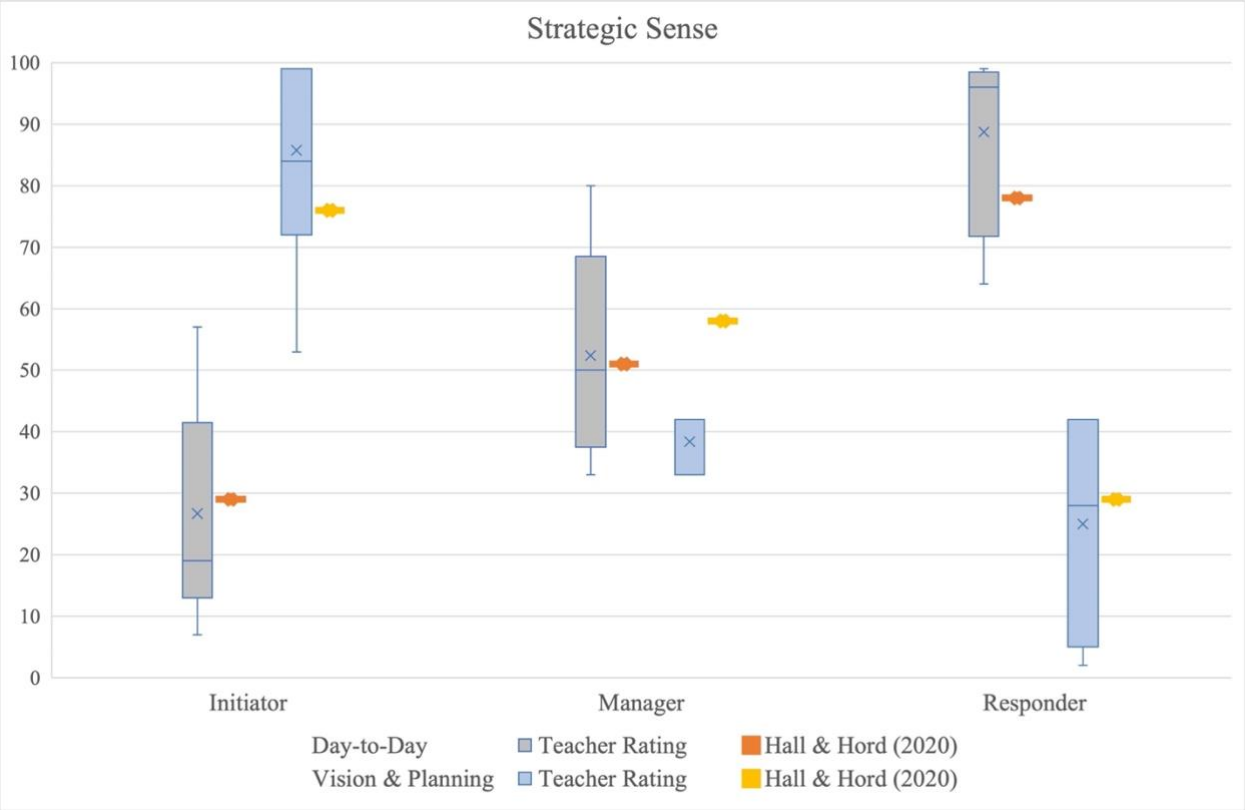

Figure 12 Box Plot, Big Tree Elementary Teachers, Strategic Sense, DtD & V&P (Hall & Hord, 2020, scaled for reference)

Initiator Group. In the DtD and V&P dimensions, 59% of Big Tree Elementary teachers identified Jessica as an Initiator. The DtD Initiator box and whisker plot (Figure 12) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group (27% percentile) is lower than the mean for the DtD dimension of Hall and Hord (2020) (29% percentile) by two points. Therefore, the percentile ranking of teachers' ratings of Jessica as an Initiator varies with the mean percentile rating of the stereotypical DtD Initiator. Teachers in this group perceive Jessica maintains a lower degree of micro-level focus than is characteristic of an Initiator.

Jessica's V&P dimension reveals lack of agreement among the teachers in this group. The V&P Initiator box and whisker plot (Figure 12) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (86% percentile) is greater than the mean for the V&P dimension of Hall and Hord (2020) (76% percentile) by ten points. Therefore, the percentile ranking of teachers' ratings of Jessica as an Initiator varies with the mean percentile rating of the stereotypical V&P Initiator. Teachers in this group perceive Jessica maintains a higher degree of long-term outlook and vision than is characteristic of an Initiator.

Manager Group. In the DtD and V&P dimensions, 23% of Big Tree Elementary teachers identified Jessica as a Manager. The DtD Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group (52% percentile) is nearly identical to the mean for the DtD dimension of Hall and Hord (2020) (51% percentile), a difference of one point. Therefore, the percentile ranking of teachers' ratings of Jessica as a Manager closely align with the mean percentile rating of the stereotypical DtD Manager. Teachers in this group perceive Jessica maintains a micro-level focus characteristic of a Manager.

Jessica's V&P dimension reveals agreement among the teachers in this group. The V&P Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (38% percentile) is lower than the

mean for the V&P dimension of Hall and Hord (2020) (58% percentile) by 20 points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Manager varies with the mean percentile rating of the stereotypical V&P Manager. Teachers in this group perceive Jessica maintains a lower degree of long-term outlook and vision than is characteristic of a Manager.

Responder Group. In the DtD and V&P dimensions, 18% of Big Tree Elementary teachers identified Jessica as a Responder. The DtD Initiator box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group (89% percentile) is greater than the mean for the DtD dimension of Hall and Hord (2020) (78% percentile) by 11 points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Responder varies with the mean percentile rating of the stereotypical DtD Responder. Teachers in this group perceive Jessica maintains a higher degree of micro-level focus than is characteristic of a Responder.

Jessica's V&P dimension reveals lack of agreement among the teachers in this group. The V&P Initiator box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (25% percentile) is lower than the mean for the V&P dimension of Hall and Hord (2020) (29% percentile) by four points. Therefore, the percentile ranking of teachers' ratings of Jessica as a Responder varies with the mean percentile rating of the stereotypical V&P Initiator. Teachers in this

group perceive Jessica maintains a lower degree of long-term outlook and vision than is characteristic of a Responder.

Cluster 3 Summary. The data indicates variance among Big Tree teachers in the DtD and V&P dimensions of the Strategic Sense cluster. With one exception, the range of teacher responses is consistently wide. The V&P dimension of the Manager group presents the most agreement among teachers. When comparing teacher responses to the stereotypical mean, all groups showed variation. Interestingly, the mean of the teachers in the DtD dimension of Manager group was nearly identical to that of Hall and Hord (2020). However, the mean from the same teachers, in the V&P dimension, reflected the greatest degree of variance.

The DtD and V&P dimensions reflect the differences of focus related to teaching and learning. Jessica's perceived micro-level focus affects access to high quality professional development, a focus that potentially values directed, workshop, opportunities that address present needs. Her long-term vision and outlook also speak to access to high quality professional development. The range of perceptions reveal teachers, dependent on group, lack agreement related to the long-term provisioning of professional learning opportunities for staff.

Jessica: A Summary

Though the majority of Big Tree teachers identified Jessica an Initiator, the lack of agreement within the Initiator group as well as the lack of agreement between groups reflects an overall disunity among the staff. Taking into account the context at Big Tree, this makes sense. Jessica's own sentiments were expressive of a developing school

community trying to gain traction, working to develop the overall mission and vision of the school. This aligns with the changes experienced by teachers in the district as a result of the realignment, nearly two-thirds of the staff at Big Tree transferred from Fields Elementary and Church Elementary at the beginning of the 2019-2020 school year. In addition, no staff member had served under the principal leadership of Jessica prior to the 2019-2020 school year. The afore mentioned school year was her first year in administration.

Further, the lack of agreement is reflected in the novelty of the professional development opportunities facilitated by external and internal sources. For the first time, PLC times, still novel in and of themselves, were facilitated, for some, by outside facilitators. Jessica indicated that her decision to assign her math teachers to Texas Lesson Study resulted from her perception that the math team, as opposed to other content areas, would benefit best from TXLS. In addition, other professional development opportunities, workshops and the like, were limited in their specificity for a campus focused on only first and second grade children.

Principal of Church Elementary

Church Elementary serves third, fourth and fifth grades exclusively. This began during the 2019-2020 school year (the year of the present study) as a result of the realignment of AISD elementary schools. Prior to the 2019-2020 school year, Church served children from Kindergarten through fifth grade. The student population at Church is approximately 735 children with a teaching faculty of 45.

Zoe, the principal at Church Elementary, has been an educator for 15 years. This is her fifth year as an administrator. She served as an assistant principal for three years. This is her second year as a campus principal. Church is the only school in which she has served as principal.

Zoe describes herself as a reluctant administrator. "I never wanted to be an administrator, but my experience in an urban school district sparked a change. I saw a big gap in the type of professional development offered in the larger school district and I wanted to find a way to offer those same resources to teachers in AISD."

During her first interview, Zoe's perception of her leadership style was clouded with the stresses of the district realignment of elementary schools as well as the ongoing construction of her campus. She stated,

> We have stresses related to staff, issues with staffing and frustrations with construction. I feel like the school is operating at 60%. At this point, I feel like I've done the teachers a disservice as an instructional leader because of the construction issues. We have no parking lot, no playground. Our morale is affected and that's difficult for me.

Zoe's sentiments related to her leadership difficulties extended to her perceptions of how her students were negatively affected. She said,

> We hold life and death in our hands for the kids we serve, this is very hard for me to say but we have been doing them a disservice…we don't have the luxury to have an "off" year.

When considering the three CFS profiles (Hall & Hord, 2020) of the 42 teachers at Church Elementary, 52% rated their Zoe as an Initiator, 10% rated her as a Manager and the remaining 38% rated her as a Responder. When combined, percentile score means fail to present a strong CFS given the inconsistencies among teacher perceptions.

(Figure 13) Therefore, a deeper look into each cluster and dimension provides a clearer picture of how teachers perceive the CFS of Zoe.

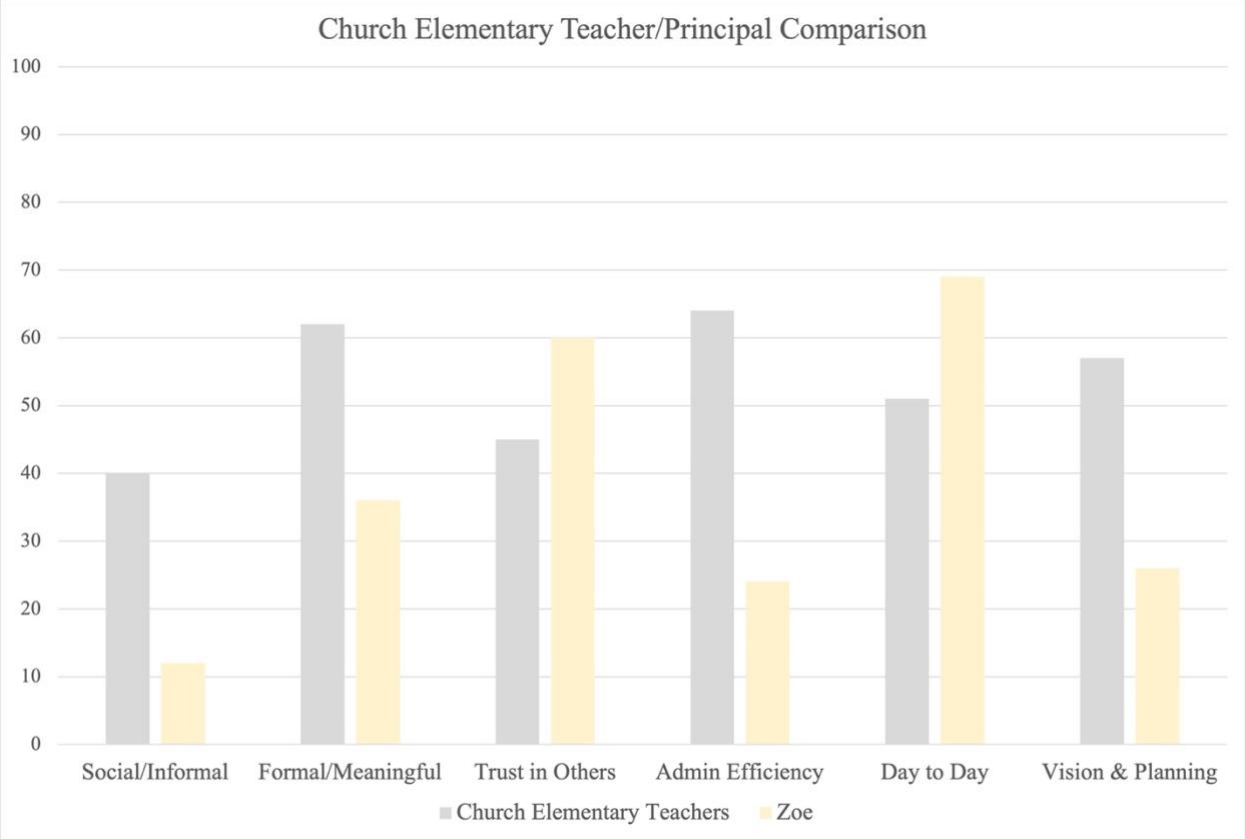

Figure 13 Comparison of Church Elementary Teacher Ratings (Aggregate) and Zoe's Self-Rating

Cluster 1: Concern for People

Cluster 1, Concern for People, addresses the relational aspect of CFS. It includes two dimensions, Social/Informal and Formal/Meaningful. S/I communication represents causal communicative behavior, focused on personal feelings and the development of relationships. F/M communication represents structured communicative behavior, focused on work-related topics and tasks. High ratings in the S/I dimension indicate

communicative behavior that is casual and friendly. High ratings in F/M dimension indicate communicative behavior that is focused on work and school related tasks.

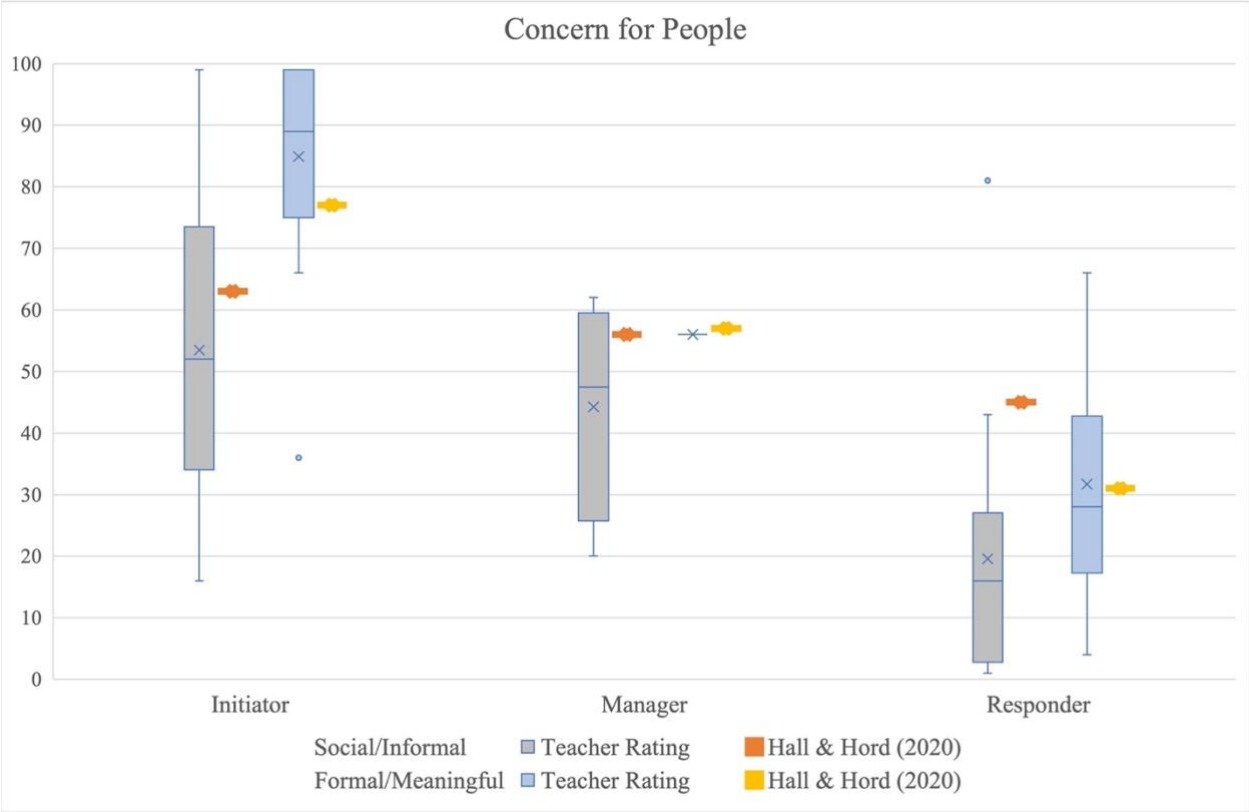

Figure 14 Box Plot, Church Elementary Teachers, Concern for People, S/I & F/M, (Hall & Hord, 2020, scaled for reference)

Initiator Group. In the S/I and F/M dimensions, 52% of Church Elementary teachers identified Zoe as an Initiator. The S/I Initiator box and whisker plot (Figure 14) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the S/I mean of this group (53% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (63% percentile) by ten points. Therefore, the percentile ranking of teachers' ratings of Zoe as an Initiator varies with the mean percentile rating of the stereotypical

S/I Initiator. Teachers in this group perceive Zoe maintains a lower degree of friendly and relational communication than is characteristic of an Initiator.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Zoe's F/M dimension reveals a lack of agreement among the teachers in this group. The F/M Initiator box and whisker plot (Figure 14) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the F/M mean of this group (85% percentile) is higher than the mean for the F/M dimension of Hall and Hord (2020) (77% percentile) by eight points. Therefore, the percentile ranking of the teachers' ratings of Zoe as an Initiator varies with the mean percentile rating of the stereotypical F/M Initiator. Teachers in this group perceive Zoe maintains a higher degree of work and task-structured communication than is characteristic of an Initiator.

Manager Group. In the S/I and F/M dimensions, 10% of Church Elementary teachers identified Zoe as a Manager. The S/I Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the S/I mean of this group (44% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (56% percentile) by 12 points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Manager varies with the mean percentile rating of the stereotypical S/I Manager. Teachers in this group perceive Zoe maintains a lower degree of friendly and relational communication than is characteristic of a Manager.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Zoe's F/M dimension reveals absolute agreement among the teachers in this group. Each teacher percentile rating was the same. Additionally, the F/M mean of this group (56% percentile) is nearly identical to the mean for the F/M dimension of Hall and Hord (2020) (57% percentile), a difference of one point. Therefore, the percentile ranking of teachers' ratings of Zoe as a Manager closely agree with the mean percentile rating of the stereotypical F/M Manager. Teachers in this group perceive Zoe maintains a near equal degree of work and task-structured communication that is characteristic of a Manager.

Responder Group. In the S/I and F/M dimensions, 38% of Church Elementary teachers identified Zoe as a Responder. The S/I Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the S/I mean of this group (20% percentile) is lower than the mean for the S/I dimension of Hall and Hord (2020) (45% percentile) by 25 points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Responder varies with the mean percentile rating of the stereotypical S/I Responder. Teachers in this group perceive Zoe maintains a lower degree of friendly and relational communication than is characteristic of a Responder.

Not all conversations are Social/Informal. Occasionally, the leader must communicate more formally. Zoe's F/M dimension reveals a lack of agreement among the teachers in this group. The F/M Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as

well as the whiskers. Additionally, the F/M mean of this group (32% percentile) is nearly identical to the mean for the F/M dimension of Hall and Hord (2020) (31% percentile), a difference of one point. Therefore, the percentile ranking of teachers' ratings of Zoe as a Responder closely agrees with the mean percentile rating of the stereotypical Responder. Teachers in this group perceive Zoe maintains a near equal degree of work and task-structured communication that is characteristic of a Responder.

Cluster 1 Summary. The data indicates variance among Church teachers in the S/I and F/M dimensions of the Concern for People cluster. Variance in teacher responses is consistent in all but one group, the F/M dimension of the Manager group. The comparison of the teacher responses to the stereotypical mean revealed variation in all groups. Specifically, the S/I dimension in all groups revealed lack of agreement with the stereotypical S/I mean of Hall and Hord (2020). In each case, teacher percentile ratings reflected lower perceptions of friendly and relational communication. The F/M dimension, in all groups, revealed more consistency, with more variation in the F/M Initiator group.

Teachers were asked to rate their principal by answering the CFSQ with the following in mind: To what extent does my principal provide access to high quality professional development aimed at recruiting, supporting and retaining teachers. The S/I and F/M dimensions reflect the types of communication related to access to high quality professional development. Zoe's friendly and relational communication is expressive of the perceived extent to which she listens to the professional development needs of her staff and empathizes with their feelings. Her formal communication is expressive of the

perceived extent to which she values the effects of professional development on her staff. Though means for teacher responses reflect the types of relational and task-structured behavior characteristic of the group the, overall, variation of responses indicates lack of agreement.

Cluster 2: Organizational Efficiency

Cluster 2, Organizational Efficiency, addresses the structure and task-related aspect CFS. It includes two dimensions, Trust in Others and Administrative Efficiency, representing the degree to which principals encourage teacher autonomy and maintain strict operational efficiencies. High ratings in the TiO dimension represent trust in staff and a propensity to allow others the opportunity to lead. High ratings in the AE dimension reflect procedural focus, attentiveness to budgets and overall organizational management.

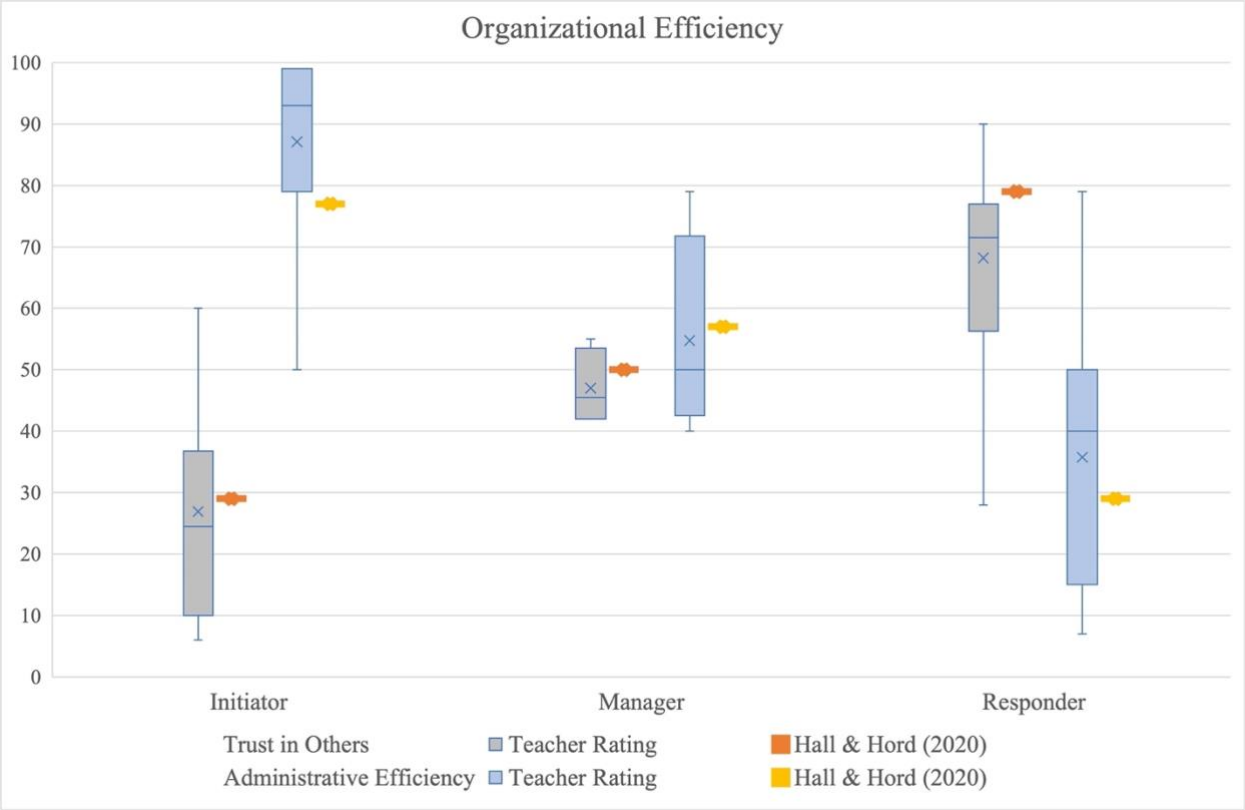

Figure 15 Box Plot, Church Elementary Teachers, Organizational Efficiency, TiO & AE, (Hall & Hord, 2020, scaled for reference)

Initiator Group. In the TiO and AE dimensions, 52% Church Elementary teachers identified Zoe as an Initiator. The TiO Initiator box and whisker plot (Figure 15) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the TiO mean of this group (27% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (29% percentile) by two points. Therefore, the percentile ranking of teachers' ratings of Zoe as an Initiator varies with the mean percentile rating of the stereotypical TiO Initiator. Teachers in this group perceive Zoe maintains a lower degree of teacher autonomy than is characteristic of an Initiator.

The AE dimension reveals lack of agreement among the teachers in this group. The AE Initiator box and whisker plot (Figure 15) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the AE mean of this group (87% percentile) is greater than the mean for the AE dimension of Hall and Hord (2020) (77% percentile) by ten points. Therefore, the percentile ranking of teachers' ratings of Zoe as an Initiator varies with the mean percentile rating of the stereotypical TiO Initiator. Teachers in the group perceive Zoe maintains a higher degree of operational efficiency than is characteristic of an Initiator.

Manager Group. In the TiO and AE dimensions, 10% of Church Elementary teachers identified Zoe as a Manager. The TiO Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the TiO mean of this group (47% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (50% percentile) by three points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Manager varies with the mean percentile rating of the stereotypical TiO Manager. Teachers in the group perceive Zoe maintains a lower degree of teacher autonomy than is characteristic of a Manager.

The AE dimension reveals lack of agreement among the teachers in this group. The AE Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the AE mean of this group (55% percentile) is lower than the

mean for the AE dimension of Hall and Hord (2020) (57% percentile) by two points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Manager varies with the mean percentile rating of the stereotypical AE Initiator. Teachers in this group perceive Zoe maintains a lower degree of operational efficiency than is characteristic of a Manager.

Responder Group. In the TiO and AE dimensions, 38% of Church Elementary teachers identified Zoe as a Responder. The TiO Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the TiO mean of this group (68% percentile) is lower than the mean for the TiO dimension of Hall and Hord (2020) (79% percentile) by 11 points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Responder varies with the mean percentile rating of the stereotypical TiO Responder. Teachers in this group perceive Zoe maintains a lower degree of teacher autonomy than is characteristic of a Responder.

The AE dimension also reveals lack of agreement among the teachers in this group. The AE Responder box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the whiskers. Additionally, the AE mean of this group (36% percentile) is higher than the mean for the AE dimension of Hall and Hord (2020) (29% percentile) by seven points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Responder varies with the mean percentile rating of the stereotypical AE Responder. Teachers in this group

perceive Zoe maintains a higher degree of operational efficiency than is characteristic of a Responder.

Cluster 2 Summary. The data shows variance among Church teachers in the TiO and AE dimensions of the Organizational Efficiency cluster. The comparison of the means of teacher responses to the stereotypical means also show variance. The TiO dimension of the Manager group reveals the least variance. When comparing teacher responses to the stereotypical mean, the AE dimension of the Initiator and Responder group showed the greatest variance. Within groups, both the TiO and AE dimensions of the Responder group showed the greatest variation from Hall and Hord (2020). This shows, to varying extent, a wide range of perceptions related to Zoe's value of teacher autonomy and operational efficiency.

The TiO and AE dimensions reflect the operational balance related to access to high quality professional development. Zoe's perceived value of teacher autonomy speaks to the degree that teachers lead and direct their own paths of learning. For example, the mandatory participation in top-down professional development opportunities suggests directed professional learning. Her operational efficiency also speaks to access to high quality professional development. The range of perceptions reveal teachers, dependent on group, feel support or lack of support in Zoe's appropriation of funds and time related to access to high quality professional development.

Cluster 3: Strategic Sense

Cluster 3, Strategic Sense, addresses the aspect of scope, related to goals and vision, of CFS. It includes two dimensions, Day-to-Day and Vision & Planning, representing the degree of focus, micro versus macro. High ratings in the DtD dimension indicate principal leadership focused at the micro level, demonstrated by high levels of interaction in daily classroom and school activities. High ratings in the V&P dimension indicate a macro view, a long-term outlook and vision as well as the relationship between the effects of the present and the future.

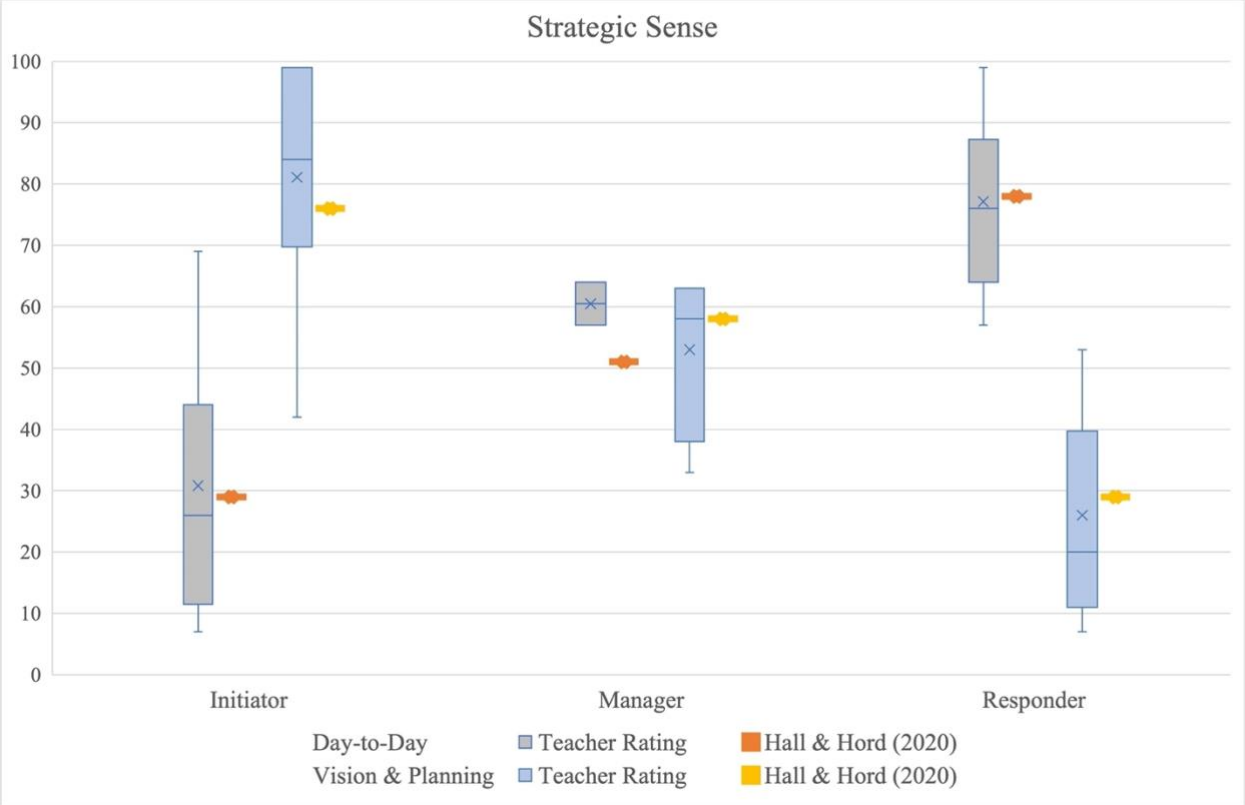

Figure 16 Box Plot, Church Elementary Teachers, Strategic Sense, DtD & V&P, (Hall & Hord, 2020 scaled for reference)

Initiator Group. In the DtD and V&P dimensions, 52% of Church Elementary teachers identified Zoe as an Initiator. The DtD Initiator box and whisker plot (Figure 16) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group (31% percentile) is higher than the mean for the DtD dimension of Hall and Hord (2020) (29% percentile) by two points. Therefore, the percentile ranking of teachers' ratings of Zoe as an Initiator varies with the mean percentile rating of the stereotypical DtD Initiator. Teachers in this group perceive Zoe maintains a higher degree of micro-level focus than is characteristic of an Initiator.

Zoe's V&P dimension reveals lack of agreement among the teachers in this group. The V&P Initiator box and whisker plot (Figure 16) reflects the range of responses of the teachers in the Initiator group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (81% percentile) is higher than the mean for the V&P dimension of Hall and Hord (2020) (76% percentile) by five points. Therefore, the percentile ranking of teachers' ratings of Zoe as an Initiator varies with the mean percentile rating of the stereotypical V&P Initiator. Teachers in this group perceive Zoe maintains a higher degree of long-term outlook and vision than is characteristic of an Initiator.

Manager Group. In the DtD and V&P dimensions, 10% of Church Elementary teachers identified Zoe as a Manager. The DtD Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group

(61% percentile) is greater than the mean for the DtD dimension of Hall and Hord (2020) (51% percentile) by ten points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Manager varies with the mean percentile rating of the stereotypical DtD Manager. Teachers in this group perceive Zoe maintains a higher degree of micro-level focus than is characteristic of a Manager.

Zoe's V&P dimension reveals lack of agreement among the teachers in this group. The V&P Manager box and whisker plot reflects the range of responses of the teachers in the Manager group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (53% percentile) is lower than the mean for the V&P dimension of Hall and Hord (2020) (58% percentile) by five points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Manager varies with the mean percentile rating of the stereotypical V&P Manager. Teachers in this group perceive Zoe maintains a lower degree of long-term outlook and vision than is characteristic of a Manager.

Responder Group. In the DtD and V&P dimensions, 38% of Church Elementary teachers identified Zoe as a Responder. The DtD Initiator box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the DtD mean of this group (77% percentile) is nearly identical to the mean for the DtD dimension of Hall and Hord (2020) (78% percentile), a difference of l point. Therefore, the percentile ranking of teachers' ratings of Zoe as a Responder agree with the mean percentile rating of the

stereotypical DtD Responder. Teachers in this group perceive Zoe's micro-level focus characteristic of a Responder.

Zoe's V&P dimension reveals lack of agreement among the teachers in this group. The V&P Initiator box and whisker plot reflects the range of responses of the teachers in the Responder group, shown by the length of the boxplot as well as the length of the whiskers. Additionally, the V&P mean of this group (26% percentile) is lower than the mean for the V&P dimension of Hall and Hord (2020) (29% percentile) by three points. Therefore, the percentile ranking of teachers' ratings of Zoe as a Responder varies with the mean percentile rating of the stereotypical V&P Initiator. Teachers in this group perceive Zoe maintains a lower degree of long-term outlook and vision than is characteristic of a Responder.

Cluster 3 Summary. With one exception, the DtD dimension of the Manager group, all dimensions in all groups indicate lack of agreement. In addition, the V&P dimension of each group revealed lack of agreement among teachers. When comparing teacher responses to the stereotypical mean, all groups showed some level of variation.

The DtD and V&P dimensions reflect the differences of focus related to teaching and learning. Zoe's perceived micro-level focus affects access to high quality professional development, a focus that potentially values directed, workshop, opportunities that address present needs. Her long-term vision and outlook also speak to access to high quality professional development. The range of perceptions reveal teachers, dependent on group, see Zoe's long-term outlook as reflected in the provisioning of professional learning opportunities for staff.

Zoe: A Summary

Though the majority of Church teachers rated Zoe an Initiator, the lack of agreement within the Initiator group as well as the lack of agreement between groups reflects an overall disunity among the staff. Taking into account the context at Church, this makes sense. This aligns with the changes experienced by teachers in the district as a result of the realignment. Approximately half of the staff at Church transferred from Fields Elementary and Big Tree Elementary at the beginning of the 2019-2020 school year. All teachers moved into a new campus that remained under construction until December of 2019. Further, the lack of agreement is reflected in the novelty of the professional development opportunities facilitated by external and internal sources. For the first time, PLC times, still novel in and of themselves, were facilitated, for some, by outside facilitators. Other professional development opportunities, workshops and the like, were limited in scope for a campus focused on only third, fourth and fifth grade children.

Upon examination of the data, it became clear that teachers, in each school, perceived their principal differently. As indicated in the results for the first research question of the present study, three distinct groups of teachers emerged from the CFSQ data. No teacher group in either of the three elementary schools represented the consensus of teachers. Further, the range of teacher perceptions of CFS within groups, in general, reflected a lack of agreement among those teachers.

Research Question 2

1. To what extent is there agreement between teacher ratings of a principal's CFS and the principal's self-rating?

The comparison of the principal self-rating to an aggregate teacher mean fails to provide an accurate perspective of the perceptions of each teacher group. Further, given the district realignment and the new staff at each school, it became apparent that an analysis of each teacher group would provide the most accurate reflection of CFS when compared to the principal self-rating. The following section reports the self-rating of each principal in comparison to the stereotypical CFS profiles of Hall and Hord (2020). Subsequently, a comparison between the teacher groups that emerged in each school and the principal self-rating is reported.

Carol: Self-Rating and Comparison

Comparison to Hall and Hord

When compared to Hall and Hord (2020), Carol's self-rating reflects a duality, showing nearly equal, moderately positive, correlations of an Initiator and a Manager, .659 and .629 respectively. (Table 3) This indicates Carol perceives her leadership style characteristic of both an Initiator and a Manager.

Table 3 Carol Self-Rating Correlation to Hall & Hord (2020)

Carol Self-Rating	
Hall & Hord, Initiator	0.658963712
Hall & Hord, Manager	0.629172736
Hall & Hord, Responder	-0.636731505

Her CFSQ percentile scores for Formal/Meaningful, Trust in Others, Administrative Efficiency, and Vision and Planning were 56%, 49%, 50% and 53% respectively and fall at or very close to the characteristic conventions of the CFS Manager profile. More deviation relative to the Hall and Hord profile occur in two dimensions, Social/Informal and Day-to-Day, which scored 62% and 26% respectively. The S/I and DtD values more closely aligned with the Initiator CFS profile. (Figure 17)

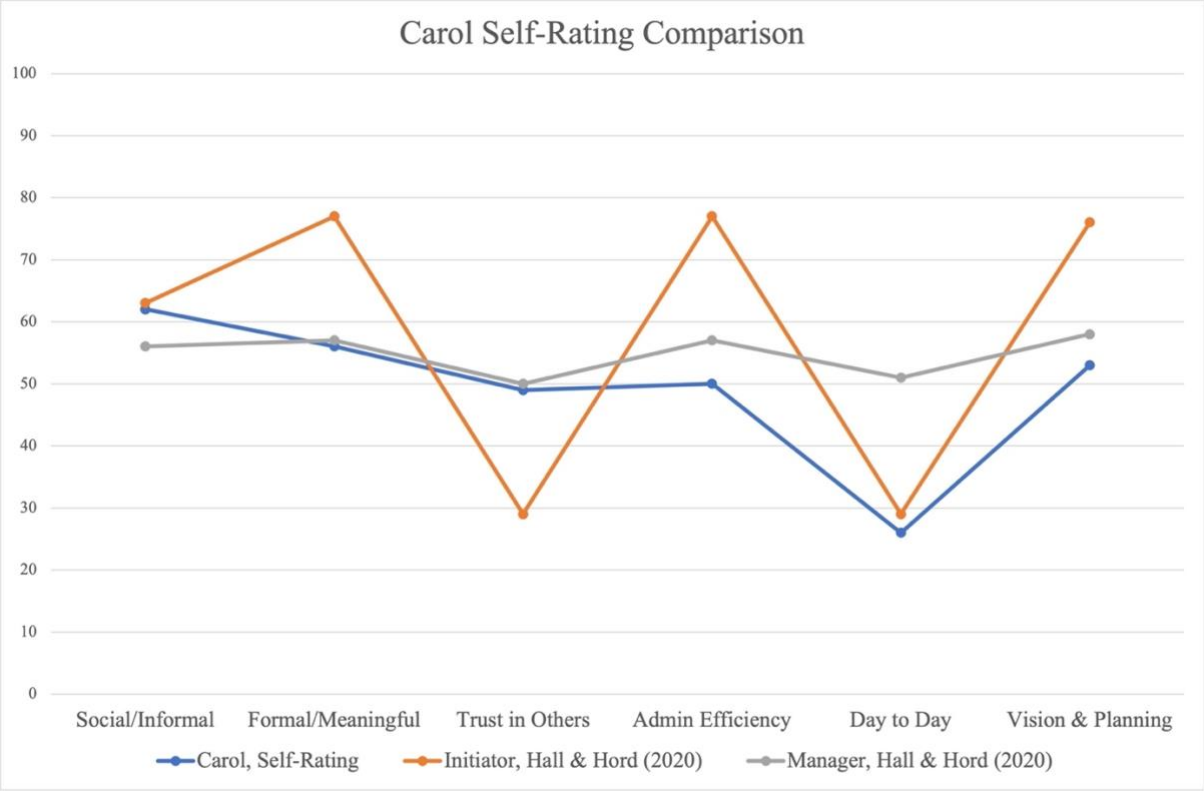

Figure 17 Carol's Self-Rating Compared to Hall & Hord, 2020

Comparison to Teacher Ratings

Correlation between Carol's self-rating and the Fields teachers who rated her an Initiator, Manager or Responder (Table 4) report correlations of .624, .133 and -.669 respectively. This indicates a moderately positive correlation between Carol's perception

of her own leadership and the teachers in the Initiator group. The correlation of Carol's self-rating and the Manager group reflects a weak positive correlation while the Responder group reflects a moderate negative correlation.

Table 4 Carol Self-Rating Correlation to Fields Elementary Teachers

Carol Self-Rating	
Fields, Initiator	0.624931388
Fields, Manager	0.132873223
Fields, Responder	-0.66903431

Summary of Carol

The CFSQ asked principals and teachers to answer questions based on access to high quality professional development aimed at recruiting, supporting and retaining teachers. Given the variation it is reasonable that Carol and her teachers lack overall coherency with regard to how Carol supports access high quality professional development. Carol, in rating her own CFS, perceived her leadership style characteristic of an Initiator as well as a Manager.

Carol's second interview highlighted the long-term outlook she had for Fields. When asked about changes related in her leadership, she stated,

> You know we have the ILT [Instructional Leadership Team] but I feel we need a Faculty Advisory Committee. During our ILT meetings we always end up talking about much more than instruction. I feel like a Faculty Advisory Committee would help us differentiate our focus and maintain our focus.

Further, when speaking about the early childhood focus at Fields, as a result of the district realignment of elementary schools, Carol said,

> I want to be a preferred early childhood school. I want to increase parent involvement, involving parents in the decision-making process and as volunteers

> on committees. I also want to increase their involvement in instruction with the children, especially in reading, both at school and at home.

Hall and Hord (2020) conclude the greatest success in change implementation occurs primary among Initiators and, secondarily, among Managers. This is a positive in terms of measures to increase access to high quality professional development. With regard to TXLS, Carol shared positive sentiments. She stated,

> So much is unknown for next year. It's hard to want to sit down and work on a [master] schedule when so much is unknown. But I know TXLS works because the teachers and administrators work together. The elements of TXLS create an ongoing dialogue, promoting a supportive campus community focused on achieving short and long-term goals.

However, consideration must be given to the lack of agreement that exists among the Fields teachers. Recall, 37% (10 teachers) of Fields teachers rated Carol as an Initiator, 26% (7 teachers) rated her as a Manager and 37% (10 teachers) rated her as a Responder. The near even, three-way, split among the staff at Fields is significant given the realignment of elementary schools and the resulting shift of approximately one-third of the teaching staff.

The possibility that miscommunication exists among one-third of the staff is high. Serving under new principal leadership, in a new school, means new structures and new routines. Contextual considerations likely limit Carol's ability to accurately and authentically communicate her leadership style to her teachers. Namely, Fields was affected by the district realignment, 30% of the teaching staff transferred to Fields. Therefore, nearly one-third of the faculty were serving under Carol's leadership for the first time. Further, the focus of the school changed, becoming a campus specializing in early childhood education. Information reflecting the variance among staff perceptions

of CFS highlights the need for Carol to develop an increased capacity for communication that, in particular, speaks to the new campus staff.

Jessica: Self-Rating and Comparison

Comparison to Hall and Hord

When compared to Hall and Hord (2020), Jessica's self-rating reflects a strong positive correlation to a Responder, .945. (Table 5) This indicates Jessica perceives her leadership style characteristic of a Responder.

Table 5 Jessica Self-Rating Correlation to Hall & Hord, 2020

Jessica Self-Rating	
Hall & Hord, Initiator	-0.932888603
Hall & Hord, Manager	-0.934372627
Hall & Hord, Responder	0.944993216

Her CFSQ percentile scores for Social/Informal, Formal/Meaningful, Trust in Others, Administrative Efficiency, Day-to-Day and Vision & Planning were 52%, 45%, 77%, 31%, 88% and 19% respectively. Her scores align closely to the Responder CFS profile. (Figure 18)

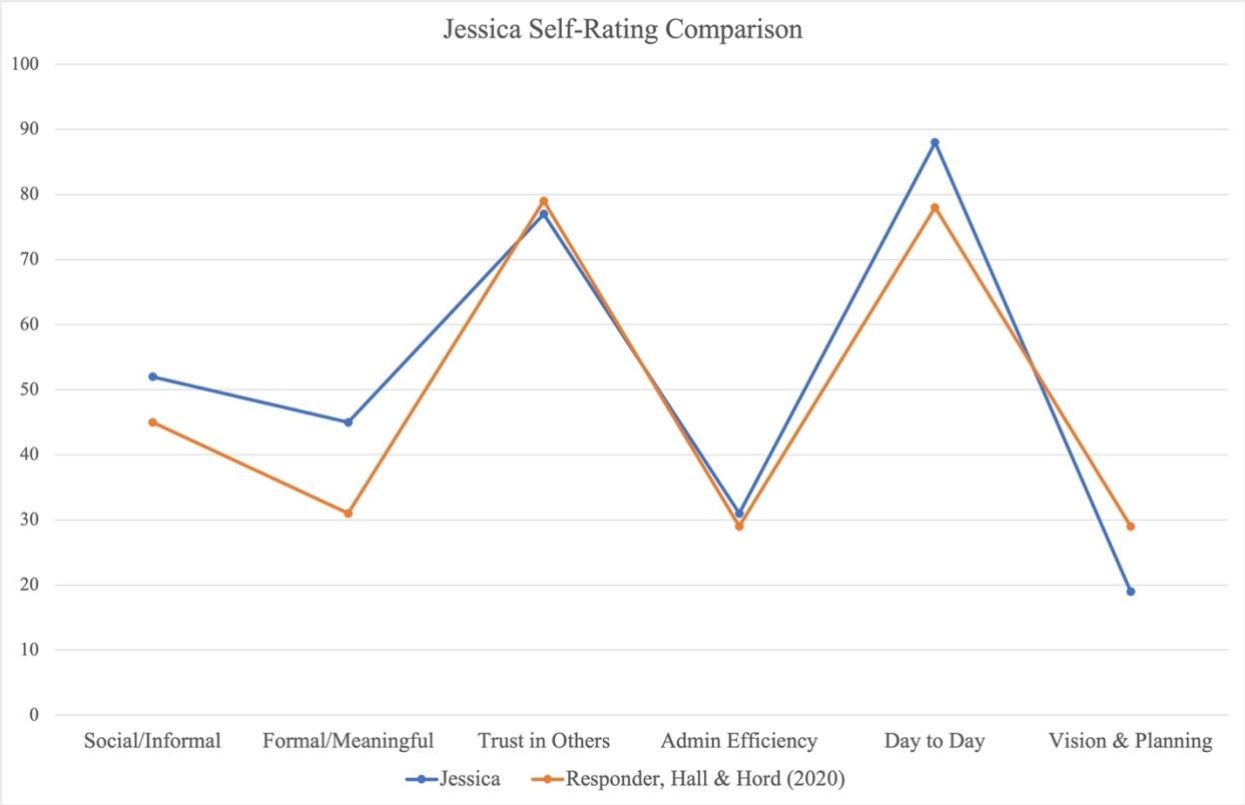

Figure 18 Jessica's Self-Rating Compared to Hall & Hord, 2020

Comparison to Teacher Ratings

Correlation between Jessica's self-rating and the Big Tree teachers who rated her as an Initiator, as a Manager or as a Responder (Table 6) report correlations of -.920, .304 and .907 respectively. This indicates a strong positive correlation between Jessica's perception of her own leadership and the teachers in the Responder group. Further, a weak positive correlation exists between Jessica's self-rating and the Manager group. Finally, a strong negative correlation exists between Jessica's self-rating and the Initiator group.

Table 6 Jessica Self-Rating Correlation to Big Tree Elementary Teachers

Jessica Self-Rating	
Big Tree, Initiator	-0.919542351
Big Tree, Manager	0.303918188
Big Tree, Responder	0.90672353

Summary of Jessica

The CFSQ asked principals and teachers to answer questions based on access to high quality professional development aimed at recruiting, supporting and retaining teachers. Given the variation in the scores it is reasonable that Jessica and her teachers lack overall coherency with regard to how Jessica supports access high quality professional development. Jessica, in rating her own CFS, perceived her leadership style characteristic of a Responder. Jessica attested to this in her first interview by emphasizing the importance of being a relational leader. Further supporting Jessica's identification as a Responder is the degree to which she expressed trust in her teachers. In both interviews, in the fall of 2019 as well as in April of 2020 (during the COVID-19 lockdown), she emphasized the autonomy of her teachers. In her first interview she stated,

> …it's important to me for teachers to be involved in the process. We are all on this journey together trying to figure out what is best for our kids.

Hall and Hord (2020) conclude the greatest success in change implementation occurs primary among Initiators and, secondarily, among Managers. The Responder is least likely to actively support change implementation and, as a result, the sustained success of change innovations is limited. This is a negative in terms of measures to

increase access to high quality professional development. With regard to TXLS, Jessica's feelings changed. In the fall of 2019, she praised TXLS by seeing the TXLS model as one that could be extended to other content areas in subsequent years. Further, she felt the TXLS process was instrumental in the development of content specialists, given the fact that her teachers were now content focused.

However, her sentiments changed in the spring of 2020. Though she continued to highly value the content of the TXLS meetings, the shift in context caused by the transition to a virtual learning environment, coupled with her return from a six-week maternity leave, contributed to a reprioritization in her teacher's learning. The alternatives offered by the regional service center, for the continuation of TXLS, did not align with the mission and vision at Big Tree. As a result, Jessica and her teachers elected to discontinue their participation in TXLS.

Consideration must be given to the lack of agreement that exists among the Big Tree teachers. Recall, 59% (13 teachers) of Big Tree teachers rated Jessica as an Initiator, 23% (5 teachers) rated her as a Manager and 18% (4 teachers) rated her as a Responder. This means, of the 22 teachers who completed a CFSQ, the majority group, the Initiator group, perceived Jessica's leadership wholly differently compared to her own perception of her leadership. The Manager group, comes closer to alignment, however, as previously stated, the correlation is weak. Therefore, the perceptions of only four teachers align with the Jessica's self-rating. This is significant given the realignment of elementary schools and the resulting shift of approximately two-thirds of the teaching staff. In fact, 59% of the faculty indicated they were in their first year at Big Tree.

The possibility that miscommunication exists among the Big Tree staff is high. Serving under new principal leadership in a new school means new structures and new routines. Contextual considerations likely limit Jessica's ability to accurately and authentically communicate her leadership style to her teachers. Additionally, Jessica's appointment was unique. Hired as a first year assistant principal at another campus, in late summer of the 2019-2020 academic year, she was instead appointed principal of Big Tree. Information reflecting the variance among staff perceptions of CFS highlights the need for Jessica to develop an increased capacity for communication that, in particular, speaks to the new campus staff.

Zoe: Self-Rating and Comparison

Comparison to Hall and Hord

When compared to Hall and Hord (2020), Zoe's self-rating reflects a strong positive correlation to a Responder, .833. (Table 7) This indicates Zoe perceives her leadership style characteristic of a Responder.

Table 7 Zoe Self-Rating Correlation to Hall & Hord, 2020

Zoe Self-Rating	
Hall & Hord, Initiator	-0.839597127
Hall & Hord, Manager	-0.861765213
Hall & Hord, Responder	0.832735563

Zoe's CFSQ percentile scores for Social/Informal, Formal/Meaningful, Trust in Others, Administrative Efficiency, Day-to-Day and Vision & Planning were 12%, 36%, 60%, 24%, 69% and 26% respectively. Her scores align closely to the Responder CFS profile. (Figure 19)

Figure 19 Zoe's Self-Rating Compared to Hall & Hord, 2020

Comparison to Teacher Ratings

Correlation between Zoe's self-rating and the Church teachers who rated her as an Initiator, as a Manager or as a Responder (Table 8) report correlations of -.696, .457 and .966 respectively. This indicates a strong positive correlation between Zoe's perception of her own leadership and the teachers in the Responder group. Further, a positive moderate correlation exists between Zoe's self-rating and the Manager group. Finally, a moderate negative correlation exists between Zoe's self-rating and the Initiator group.

Table 8 Zoe Self-Rating Correlation to Church Elementary Teachers

Zoe Self-Rating	
Church, Initiator	-0.696101158
Church, Manager	0.457279335
Church, Responder	0.966355886

Summary of Zoe

The CFSQ asked principals and teachers to answer questions based on access to high quality professional development aimed at recruiting, supporting and retaining teachers. Given the variation, it is reasonable that Zoe and her teachers lack overall coherency with regard to how Zoe supports access high quality professional development. Zoe, in rating her own CFS, perceived her leadership style characteristic of a Responder.

Though only moderate, Zoe's self-rating did positively correlate to the Manager group. Supporting this identification was Zoe's level of administrative efficiency during the COVID-19 lockdown. When asked about how her leadership behaviors changed, she stated,

> I work just as many hours now as I did when we were in school. But, right now, our number one priority is not instruction for kids, it's the health and safety of our families and community. So, I make the schedule for when teachers meet and when they release online coursework. I schedule our weekly PLC time, the weekly content meetings and the parent meetings. I understand the relationship between me and my teachers is fragile, so I work hard to balance the load for them.

Hall and Hord (2020) conclude the greatest success in change implementation occurs primary among Initiators and, secondarily, among Managers. The Responder is least likely to actively support change implementation and, as a result, the sustained success

of change innovations is limited. This is a negative in terms of measures to increase access to high quality professional development. Zoe's strong correlation to the Responder group was exemplified in her second interview, manifesting in her desire to discontinue participation in TXLS. She stated,

> Some of the participants already have a full plate and, the options presented to us weren't applicable for our context. If there were alternatives that spoke to digital learning that might have been a different story.

Zoe's sentiments suggest uncertainties in the long-term outlook that resulted from the COVID-19 lockdown.

Consideration must be given to the lack of agreement that exists among the Church teachers. Recall, 52% (22 teachers) of Church teachers rated Zoe as an Initiator, 10% (4 teachers) rated her as a Manager and 38% (16 teachers) rated her as a Responder. This means, of the 42 teachers who completed a CFSQ, the majority group, the Initiator group, perceive Zoe's leadership wholly differently compared to Zoe's perception of her own leadership. The Manager group, comes closer to alignment, however, as previously stated, the correlation is moderate. Therefore, the perceptions of only 16 teachers align with the Zoe's self-rating. This is significant given the realignment of elementary schools and the resulting shift of approximately half of the teaching staff. In fact, 45% of the faculty indicated they were in their first year at Church.

The possibility that miscommunication exists among the staff is high. Serving under new principal leadership in a new school means new structures and new routines. Contextual considerations likely limited Zoe's ability to accurately and authentically communicate her leadership style to her teachers. Context must be considered given the

unique nature of the district realignment as well as the circumstances unique to Zoe. The district realignment brought new staff and a significant shift in the focus of the school. Secondly, Zoe and her staff transitioned into a newly built campus at the beginning of the 2019-2020 school year. Of significance is the fact that the campus remained under construction until December of 2019, both inside and outside. Information reflecting the variance among staff perceptions of CFS highlights the need for Zoe to develop an increased capacity for communication that, in particular, speaks to the new campus staff amid unique circumstances.

Summary of Results

Results related to Research Question 1 reflect the emergence of three distinct teacher groups at each school. Based on CFSQ responses, teachers at Fields Elementary, Big Tree Elementary and Church Elementary, by school, were categorized into an Initiator group, a Manager group or a Responder group. Further, each group at each school, in each CFS cluster and CFS dimension, reflect variation in their perception of their principal's CFS. The box and whisker plots illustrate the variation among teacher groups, the length of the boxplot and the whiskers indicative of the extent of variation within teacher groups.

In terms of teachers' perceptions related to their principal providing access to high quality professional development aimed at recruiting, supporting and retaining teachers, a lack of unanimity is reflected among all teachers at all schools. This is significant given the changes experienced by teachers, particularly the reassignment of a considerable number of teachers to different elementary campuses as a result of the

realignment of elementary schools which. The reassignment meant teachers served under different leadership with different expectations.

Results related to Research Question 2 reflect the correlation of each principal self-rating to the Initiator group, Manager group and Responder group at their respective school. Though each principal's self-rating positively correlated to one teacher group at their respective school, the lack of correlation to all groups indicated an overall lack of unanimity between the principal and a significant number of their teachers. The lack of agreement represents varied perceptions, between principals and their respective teachers, related to access to high quality professional development aimed and recruiting, supporting and retaining teachers.

The importance of alignment between principals and teachers is an essential component toward the fulfillment of school's mission and vision. The results of the present study are reflective of a district undergoing significant change and, more specifically, of the district's elementary schools experiencing the strain of those changes. Practical implications related to AISD, global implications and recommendations for further research are provided in Chapter V.

CHAPTER V

ANALYSIS OF RESULTS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

Teacher learning must continue in the field as a sustained process and be comprised of relevant, timely and effective professional development opportunities. Essential to this process is the campus principal, the facilitator of professional learning based on the needs of teachers toward the fulfillment of the school's mission and vision. In setting the tone for the campus, the principal must advocate for and create structures for the continued development of their teachers. Leaders either cultivate and grow those they serve, creating bridges for learning, or they suffocate and snuff-out teacher learning and development, creating barriers that forsake golden opportunities to increase teacher capacity for the overall benefit of students.

Knowledge of a leaders' style is helpful in determining behaviors associated with the practice of leading in schools. Therefore, the ability to meaningfully assess principal leadership style is essential. With myriad school reform innovations, professional development opportunities and other school related initiatives, it is essential to develop an understanding of CFS that might help campus and district leaders best evaluate the way their leadership is perceived in relation to change innovations. This knowledge is powerful as leaders utilize findings to continue on course or, if needed, make course corrections as they seek to grow in their capacity to lead.

The purpose of this study was to explore the CFS of three elementary school principals in a rural southeastern Texas school district. In addition, this study explored

the extent to which teachers, at each respective campus, varied in their assessment of their principal's CFS, in relation to the stereotypical CFS profiles of Hall and Hord (2020). This study also explored the agreement between principal CFS self-perceptions of leadership and the perceptions of those they lead. Considerations of leadership perceptions help draw conclusions concerning the cohesiveness of perception related to each campus principal and their respective faculty. Given Specific Action Item 1, outlined by the Texas Education Agency, research on CFS and its effects on recruiting, supporting and retaining teachers is timely and relevant.

Context of the Study

This study was conducted in a rural southeastern Texas town. City demographics during the time of this study list the population at approximately 17,500 residents. The school district, with a student population of approximately 3,700 students in grades Pre-Kindergarten through Twelfth Grade, has five separate campuses. The average per-pupil expenditure among the three elementary schools is $6,533. All students in the district qualify for the free and reduced lunch program, providing each student with a free breakfast and lunch.

Significant changes in the district began in 2016 with the passage of a bond referendum for the construction of new elementary schools and athletic facilities and the significant renovation of existing school facilities. Changes continued with the hiring of a superintendent, the implementation of the PLC model, the hiring and use of instructional coaches, the use of an externally facilitated structured and focused, long-term professional development program, the district's participation in a Strategic Design

initiative, the realignment of the district's elementary schools and the district's participation in the Organizational Health Improvement Process.

Limitations

The purposeful sample in this small rural school district limits the generalizability of the results of this study. It was important to find a school district participating in a structured and focused, long-term professional development program. The professional development program identified was TXLS. The fact that TXLS was limited to the elementary schools and that those participants were restricted to a few small groups of principal-assigned teachers, further limited the potential for a wider scope of subjects (teachers in and the principals of the junior high and high school).

Given the close nature the researcher maintained with the study subjects, care was taken to ensure anonymity of teachers and, especially principals. In order to accomplish this, pseudonyms are used for all participants, campuses and the district.

Finally, COVID-19 caused limitations to this study. The entire 2019-2020 professional development program, TXLS, was left incomplete. Teachers were unable to experience a full professional development cycle of lesson study due to the mandated lockdowns.

Study Design and Description

The present study included both quantitative and qualitative methods. The mix methods approach utilized the CFSQ as well as semi-structured interviews. This study was guided by the following questions:

1. To what extent do teacher ratings of elementary principals show variation in Change Facilitator Style?
2. To what extent does agreement exist between teacher ratings of a principal's CFS and the principal's self-rating?

Participants and Data Collection

A total of three elementary school principals participated in the present study. They included Carol, beginning her fifth year as principal of Fields Elementary, Jessica, beginning her first year as principal of Big Tree Elementary and Zoe, beginning her second year as principal of Church Elementary. Each principal was asked to self-rate their leadership style by completing a CFSQ. Each principal completed a self-rating based on the degree to which they provide high quality professional developed aimed at recruiting, supporting and retaining teachers.

Each principal participated in two semi-structured interviews. The purpose of the first interview was to help the researcher understand each principal's views on leadership, how they viewed themselves as leaders and how they viewed their role as facilitator of the structured and focused, long-term professional development program. The second interview had similar focus but contained considerations for new circumstances related to the continuation of schooling and leadership efforts during the COVID-19 lockdown period.

In addition, the teaching faculty at each elementary school were invited to participate in the present study. Invitations were sent to 30 teachers at Fields Elementary, 25 teachers at Big Tree Elementary and 45 teachers at Church Elementary. CFSQs were

completed by 92% of more of the teachers at each school. Teachers were asked to complete the CFSQ based on the degree to which their principal provides access to high quality professional development aimed at recruiting, supporting and retaining teachers.

Data Analysis

Principal interviews were analyzed utilizing narrative analysis. Narrative analysis was conducted by identifying themes related to each principal's views on leadership, perceptions of their own leadership concerning the district realignment, their sentiments related to the structured and focused, long-term professional development program and the leadership challenges experienced as a result of the COVID-19 lockdown. Member checking was utilized to authenticate interview data.

Quantitative data analysis was completed by the researcher using the Change Facilitator Style Scoring Device (Hall & Hord, 2020). The scoring device identifies each question associated to each CFS dimension and provides a way to assign a raw score for each CFS dimension. Each dimension includes five questions in which a participant can rate 1-6. Raw scores for each dimension were summed and each dimension was assigned its corresponding percentile score. The process of calculating raw scores and assigning percentile scores was repeated for each principal self-rating and each teacher response.

Next, graphical representations of the principal self-rating CFSQs were completed and, utilizing the CFS characterization descriptions and graphical representations of Hall and Hord (2020), the researcher assigned a CFS. This same process occurred for each teacher CFSQ at each school. Subsequently, the mean of aggregate teacher ratings were compared to their respective principal's self-rating. This

comparison provided a “first look” at the agreement between the principal self-rating and the teachers at that school.

Next, in order to understand the variation of teacher ratings within each elementary school (Research Question 1), teacher responses, based on the rating of their principal, were organized into one of three groups, Initiator, Manager or Responder. An analysis of the variation in each teacher group by CFS cluster and CFS dimension (within the corresponding cluster) was undertaken, providing a more nuanced perspective of the unanimity of teacher responses within each teacher group. Box and whisker plots, organized by CFS cluster, CFS dimension and teacher group were constructed to identify variation in teacher ratings. Teacher ratings, in each teacher group were then compared to the mean of each CFS profile of Hall and Hord (2020). The extent of agreement between the teacher ratings and the stereotypical mean was reflected in the calculation of the range. This process was replicated for each elementary school.

For Research Question 2, determination as to the extent of agreement between faculty ratings and principal self-ratings was calculated utilizing Pearson’s Correlation Coefficient. First, the principal self-rating was correlated to each of the stereotypical CFS profiles of Hall and Hord (2020). Calculations of the strongest correlations determined the CFS profile with which the principal most closely aligned. Subsequently, the principal self-rating was correlated to each teacher group. Calculations of the strongest correlations determined the teacher group with which the principal most closely aligned. In addition, the correlated data provided evidence of the lack of

agreement between the principal self-rating and each teacher group. This process was replicated for each principal.

Results

Research Question 1

1. To what extent do teacher ratings of elementary principals show variation in Change Facilitator Style?

Fields Elementary

Among the Fields Elementary teachers, 37% rated Carol (their principal) as an Initiator, 26% rated her as a Manager and the remaining 37% rated her as a Responder. From each distinct teacher group (Initiator, Manager and Responder), variation of teacher responses indicated an overall lack of agreement in each CFS cluster and each dimension within each cluster. In addition, in nearly every teacher group, the mean of each teacher group, in each cluster and dimension, varied from the mean of the stereotypical Initiator, Manager and Responder.

Big Tree Elementary

Among the Big Tree Elementary teachers, 59% rated Jessica (their principal) as an Initiator, 23% rated her as a Manager and the remaining 18% rated her as a Responder. From each distinct teacher group (Initiator, Manager and Responder), variation of teacher responses indicated an overall lack of agreement in each CFS cluster and each dimension within each cluster. In addition, in nearly every teacher group, the mean of each teacher group, in each cluster and dimension, varied from the mean of the stereotypical Initiator, Manager and Responder.

Church Elementary

Among the Church Elementary teachers, 52% rated Zoe (their principal) as an Initiator, 10% rated her as a Manager and the remaining 38% rated her as a Responder. From each distinct teacher group (Initiator, Manager and Responder), variation of teacher responses indicated an overall lack of agreement in each CFS cluster and each dimension within each cluster. In addition, in nearly every teacher group, the mean of each teacher group, in each cluster and dimension, varied from the mean of the stereotypical Initiator, Manager and Responder.

Research Question 2

2. To what extent is there agreement between teacher ratings of a principal's CFS and the principal's self-rating?

Carol: Self-Rating and Comparison

When compared to Hall and Hord (2020), Carol's self-rating reflects a duality, showing nearly equal, moderately positive, correlations of an Initiator and a Manager, .659 and .629 respectively. This indicates Carol perceives her leadership style characteristic of both an Initiator and a Manager.

Correlation between Carol's self-rating and the Fields teachers who rated her as an Initiator, as a Manager or as a Responder report correlations of .624, .133 and -.669 respectively. This indicates a moderately positive correlation between Carol's perception of her own leadership and the teachers in the Initiator group. The correlation of Carol's self-rating and the Manager group reported a weak positive correlation while the Responder group presented a moderate negative correlation.

Jessica: Self-Rating and Comparison

When compared to Hall and Hord (2020), Jessica's self-rating reflects a strong positive correlation to a Responder, .945. This indicates Jessica perceives her leadership style characteristic of Responder.

Correlation between Jessica's self-rating and the Big Tree teachers who rated her as an Initiator, as a Manager or as a Responder report correlations of -.920, .304 and .907 respectively. This indicates a strong positive correlation between Jessica's perception of her own leadership and the teachers in the Responder group. Further, a weak positive correlation exists between Jessica's self-rating and the Manager group. Finally, a strong negative correlation exists between Jessica's self-rating and the Initiator group.

Zoe: Self-Rating and Comparison

When compared to Hall and Hord (2020), Zoe's self-rating reflects a strong positive correlation to a Responder, .833. This indicates Zoe perceives her leadership style characteristic of Responder.

Correlation between Zoe's self-rating and the Church teachers who rated her as an Initiator, as a Manager or as a Responder report correlations of -.696, .457 and .966 respectively. This indicates a strong positive correlation between Zoe's perception of her own leadership and the teachers in the Responder group. Further, a positive moderate correlation exists between Zoe's self-rating and the Manager group. Finally, a moderate negative correlation exists between Zoe's self-rating and the Initiator group.

Implications for Practice

The present study addressed teacher perceptions of leadership style of three elementary principals in a rural southeastern Texas school district. Data gained by utilizing the CFSQ within the framework of principals providing access to high quality professional development aimed at recruiting, supporting and retaining teachers helps draw out implications for practice. These implications, while potentially applicable in other contexts, specifically address the three elementary schools in AISD. Therefore, they should be considered but not over-generalized.

Context Matters

The first implication of the present study derives from the significant changes that began in AISD in 2016. Contextual factors are extremely important when considering the variation among teachers at each school as well as the misalignment between principal self-ratings and their teachers. The fact that the CFSQ asked teachers to respond within the framework of how the principal provides access to high quality professional development aimed at recruiting, supporting and retaining teachers is an important clue in determining reasons for the variation.

Firstly, each school was affected by the district realignment of elementary schools, resulting in staffing relocations and new grade specific groupings. Significant numbers of teachers were reassigned to elementary campuses that included their respective grade level. This meant, new classrooms, new colleagues and, perhaps most importantly, new leadership with new expectations.

Secondly, the school district was in the active process of defining is mission and vision. The Strategic Design process that began in June of 2019 involved a variety of stakeholders from the district's schools as well as the community. While the Strategic Design program did not inhibit operations within of the district's schools, it did communicate that AISD was in the process of defining itself and actively setting both short and long-term goals.

Thirdly, each school, for the first time, participated in TXLS. The structured and focused, long-term professional development program comprised the PLC opportunity for two small groups of Prekindergarten teachers at Fields Elementary, two small groups of first grade teachers at Big Tree Elementary and five small groups at Church Elementary, one from third grade, fourth grade and fifth grade as well as two Special Education groups. This was a new form of professional learning, externally facilitated, comprised of a structured cycle composed of specific elements that required implementation fidelity. Presumably, the professional learning opportunities facilitated by principals moved teachers toward accomplishing both short and long-term campus goals. However, the lack of a systemic rollout of TXLS may have communicated a lack of faith in the professional learning opportunity.

Leadership Tenure Matters

The second implication speaks to the amount of time each principal has led their respective school. The three distinct teacher groups that emerged from the analysis of the CFSQ data reflect an overall lack of unanimity for all three principals. With the district realignment of elementary schools came new leadership for significant numbers of AISD

elementary faculty. Teachers were not simply moved to alternate campuses with well-established leaders. Carol's principalship at Fields Elementary represented the longest tenure of each of the three principals in the present study.

In Carol's case, 37% of her teachers identified her as an Initiator. Though Carol's self-rating reported a moderate positive correlation to the Initiator teacher group, that group only accounted for 37% (ten) of the teaching faculty at Fields. The fact that Carol's self-rating reported a weak positive correlation to the Manager group and a moderate negative correlation to the Responder group indicates misalignment between Carol's perception of her own leadership style and over half of the Fields teaching faculty.

This suggests the majority of the teachers at Fields had yet to experience the leadership of their principal with enough frequency so as to align with how Carol perceived herself. Interestingly, 30% of the faculty at Fields indicated they were in their first year at Fields. And, among those eight teachers, there were four who identified Carol as an Initiator, four who identified her as a Manager and zero who identified her as a Responder. Carol's moderate positive correlation to the Initiator group was comprised of half of the teachers in their first year at Fields. This seems to suggest a greater extent of familiarity, overall, with Carol's leadership. This makes sense given she spent 3 years as an assistant principal at Big Tree and all five of her years as a principal at Fields. Therefore, the most significant takeaway of Carol's leadership is that Carol, in terms of providing access to high quality professional development aimed at recruiting, supporting and retaining teachers, projected the least ambiguity of all three principals.

In Jessica's case only 18% of her teachers identified her as a Responder. Though Jessica's self-rating reported a strong positive correlation to the Responder teacher group, that group only accounted for 18% (four) of the teaching faculty at Big Tree. The fact Jessica's self-rating reported a strong negative correlation to the Initiator group, the largest group at Big Tree, indicates misalignment between Jessica's perception of her own leadership style and 59% or (13) of her teaching faculty.

This suggests the majority of teachers at Big Tree had yet to experience the leadership of their principal with enough frequency so as to align with how Jessica perceived herself. Interestingly, 59% of the faculty at Big Tree indicated they were in their first year at Big Tree. And, among those 13 teachers, there were six who identified Jessica as an Initiator, three who identified her as a Manager and four who identified her as a Responder. Jessica's strong positive correlation to the Responder group was entirely comprised of teachers in their first year at Big Tree. Given the 2019-2020 school year was Jessica's first year as an administrator, the teachers at Big Tree were equal in their tenure under Jessica's leadership. Therefore, the most significant takeaway related to the variation in perception of Jessica's leadership is that Jessica, in terms of providing access to high quality professional development aimed at recruiting, supporting and retaining teachers, projected ambiguity.

Similar conclusions exist in for Zoe. In Zoe's case 38% of her teachers identified her as a Responder. Though Zoe's self-rating reported a strong positive correlation to the Responder teacher group, that group only accounted for 38% (16) of the teaching faculty at Church. The fact that Zoe's self-rating reported a strong negative correlation to the

Initiator group, the largest group at Church, indicates misalignment between Zoe's perception of her own leadership style and 52% (22) of her teaching faculty.

This suggests the majority of teachers at Church Elementary had yet to experience the leadership of their principal with enough frequency so as to align with how Zoe perceived herself. Interestingly, 45% of the faculty at Church indicated they were in their first year at Church. And, among those 19 teachers, there were ten who identified Zoe as an Initiator, three who identified her as a Manager and six who identified her as a Responder. Zoe's strong positive correlation to the Responder group was entirely comprised of teachers in their first year at Church. Given the realignment of elementary schools that began at the beginning of the 2019-2020 school year, nearly half of the teachers at Church were in their first year under Zoe's leadership. Therefore, the most significant takeaway related to the variation in perception of Zoe's leadership is that Zoe, in terms of providing access to high quality professional development aimed at recruiting, supporting and retaining teachers, also projected ambiguity.

Stability Matters

The third implication relates to the stability of the learning environment at each campus. Of the three elementary campuses, when considering the principal and the school environment, Fields Elementary represented the most stable teacher learning environment. Justification for this is derived from Carol's tenure at Fields along with the fact that only the Prekindergarten teachers were assigned as TXLS participants. On multiple occasions, Carol mentioned her hesitation in assigning the Kindergarten teachers to TXLS, taking into account their stresses caused by the realignment of

elementary schools. Further, Fields was excluded from the district plan for a new campus, only scheduled to receive a gradual rollout of campus improvements.

For Big Tree Elementary, the shift from a self-contained to a content-based instructional format presented teachers with new challenges, both philosophical and operational. Whereas it was commonplace in the lower elementary grades to remain with one teacher, the new format meant first and second grade students would change classes several times during the day. Further, Jessica inherited the new instructional format at the time of her appointment as principal of Big Tree. The outgoing principal had already made significant changes in preparation for the change. Jessica hoped the assignment of her first grade teachers to TXLS would help them develop into content specialists.

Stability at Big Tree was further challenged as the 2019-2020 school year was Jessica's first year as an administrator. Jessica' own sentiments highlighted the novelty of her principalship and the expectations that it included. An additional challenge to stability was Jessica's maternity leave. In the late fall of 2019, she left Big Tree for six-weeks to tend to her newborn child.

Church Elementary presented the biggest stability-related challenge. The continuation of campus construction, both inside and outside of the school significantly affected Zoe and her teachers. Zoe's sentiments related to the stresses caused by the lack of a parking lot, work-related noise and continued internal finishing, both in the hallways and the classrooms, caused her and her teachers to focus on construction as opposed to instruction.

Further, for the first time, the entire campus was comprised of STARR tested grade levels. As a result, measures of state accountability added pressure to teacher workloads. The assignment of one third, fourth and fifth grade group to TXLS with a math focus meant that the entirely of the PLC program had a singular focus. Teachers at all grade levels missed out on professional learning related to reading.

Without debate, context, leadership tenure and stability prove significant when considering the perceptions of the AISD teachers and their respective principals. Though perfect conditions are not required, ideal conditions help in a campus focused on teaching and learning. Therefore, the implications of principal leadership related to professional learning and development must be considered.

Global Implications

The research connecting instructional leadership to teacher learning and positive student outcomes, including that of Bossert et al., 1982; Hallinger et al., 1996 and Robinson et al., 2008, substantiates the need for continued research in this area. In particular, research in and of specific contexts is helpful in broadening the scope, highlighting varied examples in both time and place. Therefore, the present study offers three global implications that situate this research in the body of knowledge.

An Understanding of Effective Professional Development

The first global implication addresses professional development and is derived from misunderstandings of what constitutes effective professional development. The work presented in Learning Forward's Standards for Professional Learning (2020) and Darling-Hammond et al., (2017) offer clear definitions of professional learning and

professional development. The fact that high quality professional development constitutes programs that are structured, focused and long-term requires a deeper look into what is normally viewed as professional development. Further, the measurable change in practice espoused by Clarke and Hollingsworth (2002) connects professional learning experiences to the enactment of information received through professional learning opportunities, becoming a part of the teacher's domain of practice.

Typically, professional development is considered anything in which a teacher participates, whether a one-off workshop or an extended, multi-day conference. Both campus leaders and principals need to understand what professional development truly is, what it can be and, especially, that which makes it effective. While one-off workshops serve an important place in quickly delivered curricular, content and or pedagogical knowledge, the learning opportunities extended to teachers should always be facilitated in adherence to the overall mission and vision of the school. Simply stated, stakeholders at every level must maintain clarity regarding what constitutes professional development. Understanding the ESSA definition of professional development is a first step in gaining clarity. School leaders and teachers do well to gain this knowledge while gaining further understanding what makes for effective professional development.

An Understanding of Lesson Study as Effective Professional Development

The second global implication is derived from misunderstandings related to professional development. TXLS, a branded version of lesson study conceptualized by the TEA, has yet to become deeply rooted into the organizational routine of the schools in which it has been implemented. There exist myriad reasons for this but, arguably, the

misunderstandings of the potential for professional growth are lost on its participants. The research of Rappleye and Komatsu (2017) highlights the differences that exist between best practice learning, typical of professional learning experiences, and interdependent learning espoused in lesson study.

Therefore, principals and teachers must consider the role of collaborative practice in professional development and how lesson study promotes collaborative practice through interdependence. In addition, those who participate in lesson study must understand what lesson study looks like, it component parts and, especially, its valuation of process over product. The notion that lesson study is a process of teaching from learning and learning from teaching is lost on teachers who view professional development as means to an end.

An Understanding of Principal Disposition to Change Cultivation

The third global implication is derived from gaining knowledge of principal leadership style, critical in the understanding of the potential for success of change innovations. The work of Hall et al., (1980) spawned the need to account for the variation in the successful implementation of change innovations. Therefore, assessing CFS is one way to understand the overall style and the behaviors of principals.

Knowledge related to CFS is helpful for principals and, especially, for district leadership. Should a school district seek to adopt a change innovation, knowledge related to the potential success of that change innovation is critical. When district leaders understand the degree to which principals are disposed to supporting change, they will be able to allocate resources to principals with leadership styles less suited to change

innovation support. Additionally, district leaders might help principals focus or refocus the campus mission and vision, linking the change innovation to the long-term outlook of the school.

These implications are applicable to contexts beyond that of the present study. The pursuit of change is a constant in school districts and, often, those changes come in the form of teacher professional development initiatives aimed at increasing positive student outcomes. However, change cannot be implemented piecemeal. It requires understanding of what constitutes effective professional development as well as the type of leadership needed to cultivate successful change.

Recommendations

Among leaders, the extent to which leadership is studied is varied. In schools, for example, it is commonplace for a qualified principal candidate to emerge from a certification program and enter into a leadership position, their leadership style and the behaviors that make up that style never explored with any depth. Clear distinctions are required between those who hold the position of leader and those who lead. It is possible to hold a leadership position yet fail to lead.

The principal participants in the present study all expressed interest in developing their leadership ability but failed to dive deeply into ways they might accomplish that. Each had been given opportunities to attend professional learning that focused on leadership, but none reflected on how those opportunities change their professional practice. Though the school district encourages their administrators to participate in leadership organizations as well as to read popular leadership books, the direct, proactive

development of each leader was inconsistent. Further, the laser focus on COVID-19 measures meant the school district allocated its leadership development resources toward developing measures that allowed schools to function safely in pandemic conditions. While these experiences allow leaders to develop as they engage with their faculty and staff groups, they are not specific, proactive approaches geared at increasing long-term leader capacity. Therefore, in the spirit of continued research on principal leadership style, the following recommendations for future research are offered.

Firstly, continued research related to CFS is warranted in any district interested in or actively engaged in the implementation of change innovations. The present study as well as the research of Stewart (2012) provide a model for how this might occur. The identification of principal CFS has the potential to pay dividends to district leaders. In terms of change innovation implementation, district leaders, armed with the knowledge of principal CFS, can allocate resources that help principals grow in their capacity to lead, support and maintain change innovations.

Secondly, the present research was limited by the COVID-19 lockdown. This caused an interruption of the TXLS cycle, leaving AISD teachers with an incomplete experience. As a result, continued research of TXLS in AISD would be warranted. However, during the 2020-2021 school year, the implementation of TXLS had been relegated to professional learning sessions that were devoid of lesson study practice. Therefore, continuing to assess CFS in AISD would require focus on other change innovations. Further research would benefit district leaders as they use CFS information to support their campus leaders.

Finally, given the lack of TXLS sustainability in schools, the researcher is planning to conduct a similar study in a campus located in a North Texas school district. This campus has utilized lesson study for the past six years independent of TXLS programming. In addition to assessing CFS, the CBAM diagnostic tools will be utilized to gain knowledge of teacher concerns, teachers' level of use of lesson study and the degree to which the innovation is configured and used as intended.

Concluding Remarks

Continued research related to principal CFS is well worth the effort. Just as a mirror reflects that which is before it, the perceptions of teachers, related to the behaviors of their principal, reflect they type of leadership style projected by the principal. Instead of asking whether identifying CFS is worth the time it takes to collect the data, analyze the data and act on the results; school districts have to consider what is given up and lost if principal CFS is not considered.

In the business of schooling, teaching and learning is not simply a representation of what teachers do for students and how students reciprocate that which is received from teachers. Teaching and learning are woven into every part of the system, growing leaders who guide their teachers toward effective professional development opportunities that benefit teachers' professional practice. Understanding a principal's CFS illuminates the degree to which he or she might serve as a barrier or as a bridge in facilitating access to high quality professional development aimed at recruiting, supporting and retaining teachers.

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APPENDIX A

Texas A&M University Institutional Review Board

c/o Office of Research Compliance and Biosafety

750 Agronomy Road, Suite 2701

TAMU 1186

College Station, Texas 77843-1186

I formally authorize Eliel Hinojosa, a faculty member at Texas A&M, to conduct research with the [redacted] Texas Lesson Study (TXLS) team for his study, [redacted] Mr. Hinojosa may collaborate with [redacted] TXLS team beginning September 1, 2019 and conduct research during working hours until his project end date of September 1, 2020.

Mr. Hinojosa will utilize the Change Facilitator Style Questionnaire to survey principals. Questionnaires will be emailed to principals and completed electronically, on a voluntary basis. The Academic Services School Leadership Director, [redacted] will provide Mr. Hinojosa with the names and email addresses of [redacted] principals. Mr. Hinojosa has agreed to not solicit questionnaire participation on behalf of [redacted]. Mr. Hinojosa has agreed not to interfere with work activities of [redacted] employees.

Mr. Hinojosa will collaborate with [redacted] coaches and engage as a participant observer in weekly [redacted] weekly teacher team PD meetings. Data will be collected by incorporating the Concerns Based Adoption Model (CBAM) protocols into interviews (unstructured and focused), observations, surveys, reflective journals, and artifacts. Prior to participating in weekly teacher team PD meetings, Mr. Hinojosa will seek approval from each Local Education Agency (LEA) and adhere to any additional district-specific requirements.

Furthermore, Mr. Hinojosa has agreed to provide my office with a copy of the Texas A&M University IRB-approved, stamped consent document and will also provide a copy of his published study. If there are any questions, please contact my office.

Sincerely,

[redacted]

Deputy Executive Director of Academic Services

[redacted]

Texas Lesson Study [redacted]

[redacted]

APPENDIX B

From: [redacted]
Subject: [redacted]
Date: September 30, 2019 at 4:23 PM
To: Eliel Hinojosa elielhinojosajr@tamu.edu
Cc: [redacted]

Eliel,

I have discussed with [redacted] and campus principals and we welcome you to participate with our TXLS on our campuses. Although you won't be interacting with students, because you will be on campus and may come in contact with students, we feel it is necessary for you to complete the same application and background check that any community member completes when volunteering in our classrooms. You will see a link on the homepage of our website, [redacted]

As soon as this is completed electronically and approved, I will send you a confirmation and notify campus principals that you are cleared to be on campuses. When on campus, please always check in at the front office. If you have an ID badge from your institution, you may use that. If not, please get a visitor's badge from the receptionist.

Thank you,

[redacted]

[redacted]
Assistant Superintendent
[redacted]

[redacted]

[redacted]

APPENDIX C

From: [redacted]
Subject: Cleared for campuses
Date: October 1, 2019 at 10:43 AM
To: [redacted]

Mr Hinojosa has complete volunteer registration and background check and is clear to be on campus.
Sent from my iPhone
--
This is a staff email account managed by [redacted] District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.

APPENDIX D

TEXAS A&M UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM

INFORMED CONSENT DOCUMENT

Title of Research Study: Telling Stories of Texas Lesson Study

Investigator: PI: Dr. Lynn Burlbaw (Committee Chair), Co-Investigator: Eliel Hinojosa, Jr. (Protocol Director)

Funded/Supported By: This research is unfunded. This research is supported by Texas A&M University.

Why are you being invited to take part in a research study?

You are being asked to participate because you are an elementary school principal in [redacted].

What should you know about a research study?

- Someone will explain this research study to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt you, talk to the research team: Dr. Lynn Burlbaw, burlbaw@tamu.edu; Eliel Hinojosa, Jr. elielhinojosajr@tamu.edu

This research has been reviewed and approved by the Texas A&M Institutional Review Board (IRB). You may talk to them at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu., if

- You cannot reach the research team.
- Your questions, concerns, or complaints are not being answered by the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

Why is this research being done?

The purpose of this research is to explore the possible relationship between principal leadership and the availability of and encouraged, sustained engagement in professional development programs. Of particular intertest is the way principals approach change implementation (Change Facilitator Style, or CFS) and how this approach influences way teacher exposure of and engagement in professional development opportunities.

Procedures

If you volunteer to participate in this study, you will be asked to complete a Change Facilitator Style Questionnaire (CFSQ). You will also be asked to facilitate (encourage) your faculty to complete the same survey to determine their rating of your CFS. The time commitment for all involved is no more than 20 minutes.

How long will the research last? How many people will be studied?

We expect that you will be in this research study for 20 minutes. We expect to enroll all principals in [redacted].

What happens if I say "Yes, I want to be in this research"?

- *You will complete a survey that includes 30 Likert Scale questions, 2 demographic questions and 2 short answer, open-ended questions*
- *You can expect to engage in the survey for 20 minutes*

What happens if I do not want to be in this research? What happens if I say "Yes", but I change my mind later?

You can decline participation or leave the research at any time and it will not be held against you. You can leave the research at any time and it will not be held against you. Should you choose to leave the survey prior to its completion, what was completed, will not become part of the study data. Your "in progress" response will be deleted.

Is there any way being in this study could be bad for me?

There are risks inherent in all research studies. This study may include only minimal risks. You may feel somewhat uncomfortable analyzing your own leadership style and having others (your teachers) doing the same. If you choose to participate, all information gleaned from the survey will be kept confidential.

Will being in this study help me in any way?

There may be no direct benefits to you as a participant. However, we hope to learn more about the effect of principal leadership on student achievement. This may provide insight into what successful principals do differently that those who are less successful.

What happens to the information collected for the research?

Efforts will be made to limit the use and disclosure of your personal information, including research study and other records, to people who have a need to review this information. We cannot promise complete privacy. Organizations that may inspect and copy your information include the TAMU HRPP/IRB and other representatives of this institution.

Your signature documents your permission to take part in this research.	
Signature of subject	Date
Printed name of subject	
Signature of person obtaining consent	Date
Printed name of person obtaining consent	

APPENDIX E

(5/30/2017)

TEXAS A&M UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM

INFORMED CONSENT DOCUMENT

Title of Research Study: Telling Stories of Texas Lesson Study

Investigator: PI: Dr. Lynn Burlbaw (Committee Chair), Co-Investigator: Eliel Hinojosa, Jr. (Protocol Director)

Funded/Supported By: This research is unfunded. This research is supported by Texas A&M University.

Why are you being invited to take part in a research study?

You are being asked to participate because you are an elementary teacher in [redacted].

What should you know about a research study?

- Someone will explain this research study to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt you, talk to the research team: Dr. Lynn Burlbaw, burlbaw@tamu.edu; Eliel Hinojosa, Jr. elielhinojosajr@tamu.edu

This research has been reviewed and approved by the Texas A&M Institutional Review Board (IRB). You may talk to them at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu., if

- You cannot reach the research team.
- Your questions, concerns, or complaints are not being answered by the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research participant.
- You want to get information or provide input about this research.

Why is this research being done?

The purpose of this research is to assess the Change Facilitator Style of the principal change facilitator in your school. This study will explore the possible relationship between principal and the degree to which professional development innovations are used and sustained in your school. Of particular interest is the way principals approach change implementation (Change Facilitator Style, or CFS) and how this approach influences teacher exposure of and engagement in professional development opportunities.

Procedures

If you volunteer to participate in this study, you will be asked to complete a Change Facilitator Style Questionnaire (CFSQ), which will determine your rating of your principal's Change Facilitator Style.

How long will the research last? How many people will be studied?

We expect that you will be in this research study for 20 minutes. We expect to enroll all teacher in [redacted].

What happens if I say "Yes, I want to be in this research"?

- You will complete a survey that includes 30 Likert Scale questions, 2 demographic questions and 2 short answer, open-ended questions
- You can expect to engage in the survey for 20 minutes

What happens if I do not want to be in this research?

You can decline participation or leave the research at any time and it will not be held against you.

What happens if I say "Yes", but I change my mind later?

You can leave the research at any time and it will not be held against you. Should you choose to leave the survey prior to its completion, what was completed, will not become part of the study data. Your "in progress" response will be deleted.

Is there any way being in this study could be bad for me?

There are risks inherent in all research studies. This study may include only minimal risks. You may feel somewhat uncomfortable analyzing your principal's leadership style. You may be concerned about impact or risk to your employment based on your participation/non-participation in the study. This concern is mitigated by the fact that all information gleaned from the survey will be kept strictly confidential along with who participates and who opts out.

Will being in this study help me in any way?

There may be no direct benefits to you as a participant. However, we hope to learn more about the effect of principal leadership on student achievement. This may provide insight into what successful principals do differently that those who are less successful.

What happens to the information collected for the research?|

Efforts will be made to limit the use and disclosure of your personal information, including research study and other records, to people who have a need to review this information. We cannot promise complete privacy. Organizations that may inspect and copy your information include the TAMU HRPP/IRB and other representatives of this institution.

Participant Consent:

I have read the above information and agree to participate in this study. I am at least 18 years of age. A copy of this form has been given to me.

_____ _____

Signature of Participant Date

_____

Participant Name (Please Print)

APPENDIX F

DIVISION OF RESEARCH

TEXAS A&M UNIVERSITY

	SoCQ - (Version 1.0 Approved on 09/09/2019) CFSQ - (Version 1.0 Approved on 09/09/2019)
Special Determinations:	Written consent in accordance with 45 CF 46.116/ 21 CFR 50.27
Risk Level of Study:	Not Greater than Minimal Risk under 45 CFR 46 / 21 CFR 56
Review Category:	Category 6: Collection of data from voice, video, digital, or image recordings made for research purposes Category 7: Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Dear Lynn M Burlbaw:

The IRB approved this research on 09/09/2019.

Before 08/08/2020, you are to submit an Administrative Check-In Form to the HRPP/IRB. If the HRPP/IRB does not receive the form, there will be no approval of new research after 09/08/2020.

In conducting this research, you are reminded of the following requirements:

- You must follow the approved protocol;
- Any changes to the research must be submitted to the IRB for review and approval prior to implementation;
- Unanticipated problems or other reportable events (including protocol deviations) as described in "HRP-029 Reportable New Information" must be reported to the IRB within 5 working days of learning of the incident;
- You must notify the IRB of study completion.

750 Agronomy Road, Suite 2701
1186 TAMU
College Station, TX 77843-1186

Tel. 979.458.1467 Fax. 979.862.3176
http://rcb.tamu.edu

APPENDIX G

Descriptions of Three Change Facilitator Styles (Hall & Hord, 2020)

Initiators have clear, decisive, long-range policies and goals that transcend but include implementation of the current innovation. They tend to have very strong beliefs about what good schools and teaching should be like and work intensely to attain this vision. Decisions are made in relation to their goals for the school and in terms of what they believe to be the best for students, which is based on current knowledge of classroom practice. Initiators have strong expectations for students, teachers, and themselves. They convey and monitor these expectations through frequent contacts with teachers and setting clear expectations of how the school is to operate and how teachers are to teach. When they feel it is in the best interest of their school, particularly the students, Initiators will seek changes in district programs or policies, or they will reinterpret them to suit the needs of the school. Initiators will be adamant but not unkind, they solicit input from staff and then decisions are made in terms of the goals of the school, even if some are ruffled by their directness and high expectations.

Managers place heavy emphasis on organization and control of budgets, resources, and the correct applications of rules, procedures and policies. They demonstrate responsive behaviors in addressing situations or people and they initiate actions in support of change efforts. The variations in their behavior are based in the use of resources and procedures to control people and change processes. Initially new implementation efforts may be delayed since they see that their staff are already busy and that the innovation will require more funds, time and/or new resources. Once implementation begins, Managers work without fanfare to provide basic support to facilitate teachers'' use of the innovation. They keep teachers informed about decisions and are sensitive to excessive demands. When they learn that the central office wants something to happen in their school, their first questions will be about available dollars, time and staffing to accomplish the change. Once these questions are resolved they then support their teachers in making it happen. As implementation unfolds, they do not typically initiate attempts to move beyond the basics of what is required.

Responders place heavy emphasis on perception checking and listening to people's feelings and concerns. They allow teachers and others the opportunity to take the lead with change efforts. They believe their primary role is to maintain a smooth-running school by being friendly and personable. They want their staff to be happy, get along with each other, and to treat students well. They tend to see their school as already doing everything that is expected and not needing major changes. They view their teachers as strong professionals who are able to carry out their instructional role with little guidance. Responders emphasize the personal side of their relationships with teachers and others. They make decisions one at a time and based on input from their various discussion with individuals. Most are seen as friendly and always having time to talk.

APPENDIX H

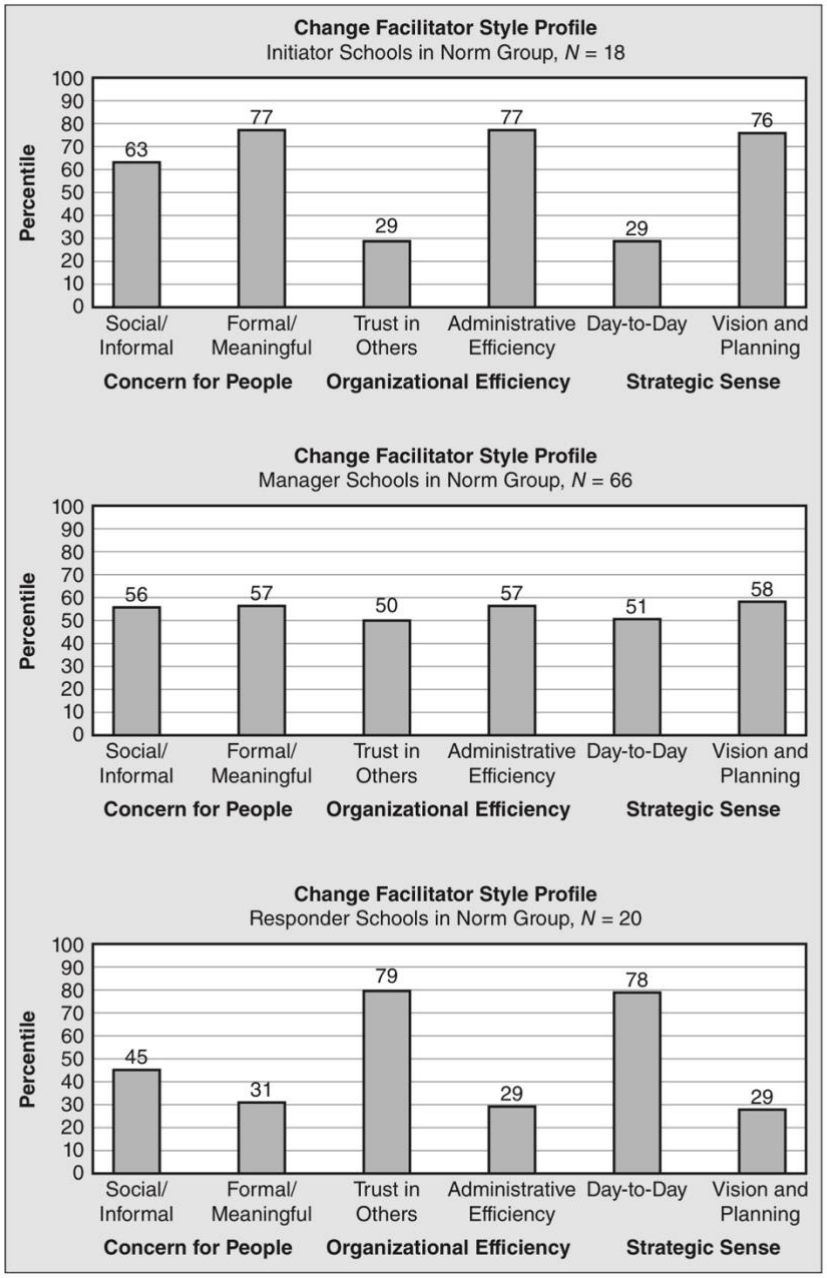

Figure 20 Characteristic CFS Profiles, Hall & Hord (2020)

*Reprinted with permission from *Implementing Change, 5th Edition* by Hall, G. and Hord, S., 2020, Pearson, New York, NY. Copyright [2020] by Gene Hall and Shirley Hord.

APPENDIX I

Change Facilitator Style Questionnaire (CFSQ)

On the following page is a list of short phrases that describe different activities, goals and emphases that leaders can exhibit. Studies have shown that different people place different emphases on each of these behaviors and that there is an overall pattern or style that is unique to each.

This questionnaire is a way to estimate the emphasis that is given to different leadership activities. One of the key uses of this questionnaire is to help leaders analyze and reflect on what they are doing. There is no right or wrong way, rather there are variations in emphases and patterns which may be worth considering.

In this instance, consider the leadership/facilitating activities of your principal.

Note that some of the items in this questionnaire refer to how this person is working in relation to a particular program or innovation. For those items please think about your principal's role with _____.

Also, some of the items are similar to other items. This is done deliberately in a questionnaire of this type. By having similar items, each item can be less complex and it is possible for you to complete the questionnaire in a minimum amount of time.

Having each item rated on a continuum is important too. For most facilitators/leaders most items will apply, what makes the difference is the amount of emphasis or de-emphasis a particular leader gives to each type of activity.

Please read each phrase and use the following scale points to rate the degree of emphasis given to each by your principal.

1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 6					
Never or not true	rarely	seldom	sometimes	often	always or very true

Figure 21 Change Facilitator Style Questionnaire Cover Sheet, Hall & Hord, 2020

APPENDIX J

Please indicate how accurately each statement describes your principal:

1 Never True Not True	2 Rarely True	3 Seldom True	4 Sometimes True	5 Often True	6 Always or Very True

1. Is friendly when we talk to him or her	1	2	3	4	5	6
2. Knows a lot about teaching and curriculum	1	2	3	4	5	6
3. Clearly spells out procedures and rules	1	2	3	4	5	6
4. Discusses school problems in a productive way	1	2	3	4	5	6
5. Seems to be disorganized at times	1	2	3	4	5	6
6. Shares many ideas for improving teaching and learning	1	2	3	4	5	6
7. Introduces plans and procedures at the last moment	1	2	3	4	5	6
8. Keeps everyone informed about procedures	1	2	3	4	5	6
9. Is heavily involved in what is happening with teachers and students	1	2	3	4	5	6
10. Proposes loosely defined solutions	1	2	3	4	5	6
11. Is primarily concerned about how teachers feel	1	2	3	4	5	6
12. Asks questions about what teachers are doing in their classrooms	1	2	3	4	5	6
13. Has few concrete ideas for improvement	1	2	3	4	5	6
14. Provides guidelines for efficient operation of the school	1	2	3	4	5	6
15. Supports his or her teachers when it really counts	1	2	3	4	5	6
16. Is disorganized about allocation of resources	1	2	3	4	5	6
17. Makes efficient and smooth running of the school a priority	1	2	3	4	5	6
18. Uses many sources to learn more about new programs or innovations	1	2	3	4	5	6
19. Being accepted by teachers is very important to him/her	1	2	3	4	5	6
20. Sees the connection between the day-to-day activities and moving toward a longer term goal	1	2	3	4	5	6
21. Knows very little about programs and innovations	1	2	3	4	5	6
22. Is skilled at organizing resources and schedules	1	2	3	4	5	6
23. Has an incomplete view about the future of the school	1	2	3	4	5	6
24. Attending to feelings and perceptions is his or her first priority	1	2	3	4	5	6
25. Explores issues in a loosely structured way	1	2	3	4	5	6
26. Chats socially with teachers	1	2	3	4	5	6
27. Delays making decisions to the last possible moment	1	2	3	4	5	6
28. Focuses on issues of limited importance	1	2	3	4	5	6
29. Takes the lead when problems must be solved	1	2	3	4	5	6
30. Has a clear picture of where the school is going	1	2	3	4	5	6

Figure 22 Change Facilitator Style Questionnaire, Hall & Hord, 2020

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APPENDIX K

Change Facilitator Style Questionnaire Scoring Device

A

Date: _____

Site: _____ ID#_____

Innovation: _____

_____

B

S/I	F/M	TiO	AE	DtD	V&P
1 ____	4 ____	5 ____	3 ____	10 ____	2 ____
11 ____	6 ____	7 ____	8 ____	13 ____	9 ____
19 ____	12 ____	16 ____	14 ____	21 ____	18 ____
24 ____	15 ____	25 ____	17 ____	23 ____	20 ____
26 ____	29 ____	27 ____	22 ____	28 ____	30 ____

C Total Scores ____ ____ ____ ____ ____ ____

Percentiles ____ ____ ____ ____ ____ ____

D

Raw Scale	Percentile equivalent					
Score	S/I	F/M	TiO	AE	DtD	V&P
5	1	1	6	1	7	1
6	1	1	10	1	13	1
7	1	1	15	1	19	1
8	1	1	21	1	26	1
9	1	1	28	1	33	1
10	2	1	35	1	42	1
11	2	1	42	1	50	1
12	3	2	49	1	57	1
13	4	2	55	1	64	2
14	5	3	60	2	69	2
15	7	4	66	2	76	3
16	9	5	71	3	80	3
17	12	6	77	5	85	4
18	16	8	81	7	88	6
19	20	12	86	9	91	7
20	27	16	90	12	95	10
21	34	21	92	18	97	14
22	43	28	95	24	99	19
23	52	36	97	31	99	26
24	62	45	98	40	99	33
25	71	56	99	50	99	42
26	81	66	99	60	99	53
27	87	75	99	71	99	63
28	92	85	99	79	99	72
29	97	93	99	87	99	84
30	99	99	99	99	99	99

Figure 23 Change Facilitator Style Questionnaire Scoring Device, Hall & Hord, 2020

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