

The Development and Implementation of an
Intelligent Hierarchy Leadership Process in an Elementary School

Travis Marion Nickels

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David J. Parks, Chair

Glen I. Earthman

N. Wayne Tripp

Joni C. Poff

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Abstract

Leadership in modern-day schools is changing. School leaders are expected to oversee the physical plant and school finances, as well as to be the instructional leader, personnel officer, public relations specialist, and point person for the accountability efforts at all governmental levels. Principals cannot be experts in every area of school administration; thus, they are more dependent on other members of the educational team. The purpose of this study was to develop and implement a form of shared leadership in an elementary school known as *an intelligent hierarchy*, to test whether such a model affects the distribution of decision-making, climate, and morale within the school (Leithwood & Mascal, 2008).

This was a mixed-methods, action-research project in which the principal of the school served as a participant observer. A leadership team was formed consisting of the principal, teachers, support staff, and parents to aid in the decision-making process. Qualitative data were collected in the form of minutes of leadership team meetings, journal entries by the principal, and minutes of meetings with individual teachers. A modified version of the constant comparative method (Maykut & Morehouse, 1994) was used to analyze the qualitative data. Quantitative data were collected with questionnaires administered three times each throughout the course of the study. Data were collected on shared leadership, the distribution of decisions, school climate, and teacher morale. The implementation of the hybrid model of shared leadership led to improvement in the areas of shared leadership, shared decision-making, and employee morale. Improvement was evident in some areas of school climate. The result is a model administrators could implement, either in whole or in part, to track the implementation of shared leadership in their schools.

Dedication

This work is dedicated to my wife, Jennifer Nickels, and to our children, Elijah, Gideon, and Maggie. Your love and encouragement have always given me strength. Thank you for believing in me when I didn't believe in myself.

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I have been blessed beyond measure; blessed much more than I deserve. First and foremost, I would like to thank my Lord and Savior, Jesus Christ. For without You, I am nothing. With You, all things are possible.

Even though they passed long before I started this study, I would like to thank my dad and my mom. You not only showed me the love of Christ, but you taught me how to love other people. I am so thankful for you and my sister Amy. I could have not grown up in a more loving home.

The study would have not been possible without the support of some truly remarkable people. I want to thank my original committee members—Dr. David Parks, Dr. Ted Creighton, Dr. Glen Earthman, and Dr. Joni Poff. Their guidance through my preliminary exam set me on the right path, and gave me direction for this study. I would like to thank Dr. Creighton for making me take a look at myself as a leader with thoughtful questions at the preliminary exam. I would like to thank Dr. Glen Earthman for his constructive criticism and challenging questions throughout. I would like to thank Dr. Wayne Tripp for agreeing to join my committee at prospectus and for offering words of wisdom from a practitioner’s point of view.

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Even though I can’t mention any of them by name, I would like to thank all of the administrators, teachers, support staff, and others from my local school district for their support and cooperation in completing this study. I will always be grateful for all the time and effort you spent in helping validate instruments, completing questionnaires, and attending meetings. Your efforts helped change a school and helped to develop me into a better administrator.

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Preface

The topic of shared leadership has been an interest of mine for a while. In 2002 I started leading staff development in technology integration for my school and other schools in my school district. I was self-taught in educational technology, and this was noticed by my principal and the superintendent. I enjoyed working with adults in this capacity and decided to pursue my endorsement in school administration in 2004. In 2005 I was selected by the superintendent to be an Instructional Technology Resource Teacher and assistant principal. Throughout this entire process, I felt empowered because I was allowed to make decisions and had input into what staff development was offered, how it was offered, and what instructional technology was purchased. In 2007 I decided to pursue my doctorate in school administration and, early on, wanted to explore the topic of shared leadership. In 2009 I was selected to be a central office supervisor, and the following year I became a school principal. I had always wanted to lead a school and envisioned my school to be one where teachers would work with me to make decisions that were best for students.

As I started to study the topic of shared leadership, the literature led me in a different direction for my dissertation. I thought I would find ample evidence to support the relationships among teacher involvement, teacher performance and student achievement. I have learned from a review of the literature (Leithwood & Mascal, 2008; Marzano, Walters, & McNulty, 2005) and from various discussions with my professors that there are too many factors affecting student achievement to conclude anything definite about the direct effect of shared leadership on student achievement.

The article *Collective Leadership Effects on Student Achievement* by Leithwood and Mascal (2008) introduced me to a new concept that has merit and shows promise—an intelligent hierarchy. The intelligent hierarchy is a hybrid model of leadership combining authoritative decision-making of a leader with shared decision-making of the leader and followers working together. This hybrid model of leadership formed the basis for my dissertation.

I envisioned a study in which I designed and implemented a hybrid decision-making model in an elementary school. Although I was convinced that I could not prove that this model of leadership would have a positive effect on student achievement, I was confident that I could assess the hybrid model's relationship to teacher motivation, in the form of teacher morale, and school climate. These variables have been hypothesized to have an effect on student achievement

(Leithwood & Mascall, 2008). Leithwood and Mascall (2008) asserted that the application of an intelligent hierarchy form of leadership positively relates to teacher morale and teacher motivation (examined as teacher morale in this study) and these, in turn, positively relate to student achievement. As part of this study of implementing a hybrid model of leadership, I was interested in identifying the levels of participation wanted by stakeholders in an elementary school, including teachers, administrators, parents, and classified staff. From this assessment, I created a plan for an intelligent hierarchy within the school, implemented that form of leadership, and assessed the distribution of decision making, shared leadership, stakeholder morale, and school climate at three times throughout the study.

These measures were taken with the *Essential Elements of Shared Leadership* (Poff, 2008), the *Decision Point Analysis* (Eye et al. 1966), the *Organizational Climate Description Questionnaire—RE* (Hoy et al. 1991) and the *Morale Measure* (Grosz, 2008). I believe the information gathered from this study will be valuable to current and future administrators. Current administrators may benefit from the perceptions teachers have about the decision-making process. Developing and implementing a hybrid model of leadership may enable current and future administrators to evaluate their own models of leadership and the effect each type of leadership has on school climate and stakeholder morale. In the end, I hope to have a model that others could follow to apply an intelligent hierarchy in their schools.

Chapter 1

The Study in Context

Leadership in modern-day schools is changing. Schools have become complex entities requiring diverse leadership skills to make them productive. School leaders are expected to carry out the traditional roles of physical plant manager and financial officer, as well as instructional leader and point person for the accountability efforts at all governmental levels. The increasing demands of school leadership have resulted in a search for alternative leadership approaches that share responsibility across all school personnel (Leithwood, Harris, & Hopkins, 2008). Principals cannot be experts in every area of school administration; thus, they are more dependent on other members of the educational team. When decisions must be made, a principal working alone may not have sufficient and relevant information to make the best decision. Reliance on the input of staff members has the potential to increase the amount of available information and may speed the decision-making process by empowering others to make decisions instead of waiting for an answer from the principal (Pearce & Conger, 2003). My experience as both a central office administrator and a school principal has convinced me that I am a much more effective leader when I share leadership with others. It is this experience that has led me to further explore the topic of shared leadership.

In my professional experience as both a teacher and administrator, the concept of shared leadership has been implemented to various degrees. Some principals have not shared the decision-making process with teachers. Other principals have shared the decision-making power with their faculties to varying degrees. Some principals gave teachers such administrative roles as peer supervision or evaluation, staff development, or managing parental involvement, often without release time from classroom duties. This kind of shared administration has often led to failed implementation of shared leadership (Lindahl, 2008).

When shared leadership has been implemented, the method of selecting the leadership team has been critical (Locke, 2003). The principal has often chosen the members of the leadership team because of concern about the composition of the team. If the members of the team were to choose themselves, they may form resistance to the established leadership of the principal. Further, team members could select like-minded peers who might not have the breadth of knowledge and skills necessary to support the shared leadership concept (Locke, 2003). Little (1988) found that when leaders are chosen by the principal, they are not often well received by

other faculty. Marzano, Waters, and McNulty (2005) recommended that members of leadership teams be volunteers. They believe that voluntary members of leadership teams have a desire to improve the school and are willing to commit the time and effort to ensure the success of the team.

In my personal experience, volunteering for a leadership role has given me a sense of ownership and a greater desire to lead in my school and school district. I have worked for both types of administrators, those who shared leadership and those who did not. When leadership was shared, I felt important and part of a team. When leadership was not shared, I felt less valued and less of a contributor to the school as a whole. These personal experiences have led me to further study the topic of shared leadership.

The Nature and Purpose of the Study

As educators strive to improve student learning, the effect of shared leadership in an educational setting should be further explored. Researchers (Leithwood & Mascall, 2008; Wahlstrom, Louis, Leithwood, & Anderson, 2010) have found that shared leadership has value in schools. Teacher involvement in decision making has led to improved teacher morale. However, it is still unclear whether leadership in any of its various forms has an effect on student outcomes. There is plenty of anecdotal evidence suggesting that leadership does have an effect on student outcomes; however, the evidence supporting this effect remains elusive, especially for direct effects. The conclusion that has the greatest support is that the leader's effect is translated into student outcomes through such school and teacher variables as culture and motivation (Leithwood & Mascall, 2008). Despite the dismal results for the direct effects of leadership on student outcomes, researchers must continue to search for those effects. The intelligent hierarchy (Leithwood & Mascall, 2008), a hybrid of traditional hierarchical leadership and shared leadership, seems to warrant further study to see if it has an effect on student achievement, through school climate, teacher motivation and employee morale.

Leithwood and Mascall (2008) found that the intelligent hierarchy has a positive significant effect on student achievement through teacher motivation ($r = .25, p < .01$) and work setting ($r = .37, p < .01$). Teacher motivation in turn was significantly affected by the implementation of staff teams within the school ($r = .71, p < .01$), and parent advisory teams ($r = .44, p < .01$). Both staff teams ($r = .28, p < .01$) and parent advisory teams ($r = .56, p < .01$) had a

significant effect on student achievement. These results show that a study of combinations of leadership styles or forms may be more fruitful than the study of single styles or forms.

The intelligent hierarchy form of leadership was examined from an action research-participant observer viewpoint in this study. The principal of an elementary school implemented a hybrid model of leadership and evaluated the effect of that model on the distribution of decision making in the school, the shared leadership in the school, school climate, and the morale of school personnel. The level of detail in this case study permitted a fine-grained analysis of the embedded effects of the hybrid model of leadership.

Guiding Questions

The following questions guided the development, implementation, and assessment of the results of the installation of a hybrid model of leadership in an elementary school:

1. What are the essential characteristics of the hybrid model of leadership implemented in the elementary school in this study?
2. How was the hybrid model of leadership implemented in the elementary school in this study?
3. What changes occurred in the decision-making process during the implementation period in the elementary school in this study?
4. What changes occurred in the climate of the school during the implementation period in the elementary school in this study?
5. What changes occurred in the morale of participants during the implementation period in the elementary school in this study?

Definitions

The constitutive definitions and operational definitions used in this study are in Table 1.

Table 1

Definitions

Concept	Constitutive definition	Operational definition
Hybrid leadership	“Varying combinations and degrees of both concentrated and distributed leadership, the balance and form of which may oscillate over time” (Gronn, 2008, p. 199).	The model of leadership implemented in the elementary school in this study. The model is described in detail in Chapter 3 and includes sharing of the decision-making process by the principal, the leadership team, individual teachers, others, or various combinations of stakeholders.
Shared leadership	“A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both.” (Pearce & Conger, 2003, p. 1).	The sharing of leadership in an elementary school among the principal, leadership team, teachers, and parents, the characteristics of which are found in the <i>Essential Elements of Shared Leadership</i> (Poff, 2008).
Morale	(Also known as Esprit de Corps). “A show of loyalty or attachment to a group with which one identifies” (Grosz, 2008, p.1).	The score of each stakeholder on the <i>Morale Measure</i> .

(continued)

Table 1 (continued)

Concept	Constitutive definition	Operational definition
Teacher motivation	Qualities of a person that enable them to evaluate the need for future change or action. These qualities are a function of personal goals, beliefs about one's abilities, and beliefs about one's context or situation. (Leithwood & Mascall, 2008).	Components of each stakeholder response on the <i>Morale Measure</i> .
Decision-making process	The mental processes resulting in a course of action among several alternative scenarios (Reason, 1990).	The distribution of decision making in the elementary school in this study as identified by the <i>Decision Point Analysis</i> .
School climate	"School climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools" (Hoy et. al 1991, p. 8).	School climate is the feeling in the school that administrators, teachers, staff and parents have about each other and the environment in the school. School climate is measured with the <i>Organizational Climate Description Questionnaire—RE</i> . There are six scales on the <i>OCDQ—RE</i> . Each participant will have one score on each of the six scales.
Work setting	"Direct supports for instruction available in the school...and the extent of teachers' workloads, defined in terms of class sizes, distribution of students with special needs, availability of teaching assistants, and number of subjects taught" (Leithwood & Mascall, 2008, p. 540).	Components of each stakeholder response on The <i>Organizational Climate Description Questionnaire—RE</i> .

(continued)

Table 1 (continued)

Concept	Constitutive definition	Operational definition
Primary school	An elementary school or primary school is an institution where children receive the first stage of compulsory education known as elementary or primary education (Encyclopedia Britannica, 2007).	A pre-kindergarten through fourth grade school, containing 300 students and 25 teachers located in a southern state.

Summary of Chapter 1 and Overview of the Dissertation

The context for the study of the implementation of a leadership process, known as an intelligent hierarchy, in an elementary school is set in the first chapter. A rationale for the study of the implementation of the intelligent hierarchy, the purpose of the study, the research questions, and definitions of key terms are included. A review of the literature on leadership, generally; shared leadership; and on the intelligent hierarchy model, is in Chapter 2. The research design and methodology are described in Chapter 3. The description includes the development and implementation of the research instruments: the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, and the *Morale Measure*. The qualitative component of the study, the constant comparative method, is described. Chapter 4 contains the findings of the study, and Chapter 5 has a summary, interpretations, future plans, and reflections.

Chapter 2

Review of the Literature

This review is a brief history of leadership theory and a summary and critique of current commentary and research literature on shared leadership, including hybrid leadership. The review has two parts: Part 1 is a brief history of leadership theory, including a history of shared leadership and hybrid leadership. Part 2 is a review of literature on five essential questions about hybrid leadership in schools.

The Purpose and Scope of This Review of Literature

Shared leadership is not a new concept. In the 1920s Mary Parker Follett (1924) wrote that differences in labor and management practices could best be resolved by following the lead of the most knowledgeable person, not necessarily the person in a formal leadership role. In the 1960s Bowers and Seashore (1966) found that leadership influence could come from peers and that this influence could positively affect organizational outcomes. Various forms of shared leadership are found in the literature through the present day (Likert, 1961; Little, 1988; Midgley & Wood, 1993; Murphy, 2005; Murphy, Smylie, Mayrowetz, & Louis, 2009; Pearce & Conger, 2003; Poff & Parks, 2010; Sergiovanni & Starratt, 1971; Spillane, 2006; Spillane, Halverson, & Diamond, 2001).

Even though the concept of shared leadership has existed for quite some time, schools have struggled with implementation. Administrators have often fallen in the trap of involving teachers in shared administrative roles rather than in shared leadership (Lindahl, 2008). As schools discover the need for involvement of other stakeholders in the decision-making process, they must be aware of previous successful and unsuccessful attempts to implement shared leadership. After all, “those who cannot remember the past are condemned to repeat it.” (Santayana, 1906, p. 284)

One of the difficulties in understanding the importance of sharing leadership in schools is the lack of evidence to support the effect shared leadership has on school outcomes (Leithwood & Mascall, 2008). Educators need an understanding of what successful leadership is in practice and if it can have a positive effect in schools today. Leithwood and Mascall (2008) found that even though shared leadership had limited effects on school outcomes, an intelligent hierarchy,

or hybrid leadership model, did have positive effects on items such as teacher motivation, and work setting, and these in turn had positive significant effects on student achievement. Gronn (2008) further explained that to fully understand leadership one must examine it from a hybrid perspective that takes into account both traditional and distributed forms of leadership. Therefore, the purpose of this review is to examine the factors that lead to successful implementation of a hybrid model of leadership and to determine if a hybrid model of leadership has an impact on teacher morale and school climate.

Search Strategies

A search of the literature on shared leadership yielded numerous results. For the purposes of this review, leadership theories, generally, and shared leadership, specifically, were considered in their broad contexts, including literature from the fields of education and business. An early review of the literature led to an expansion of the search terms to include both hybrid leadership and, specifically, an intelligent hierarchy form of hybrid leadership. Google Scholar was used to gather sources. Addison, an electronic library catalogue offered through the Virginia Tech library system, was searched. ERIC and Education Research Complete databases were examined. Reference lists from books and dissertations were reviewed. Table 2 has search terms, search engines, and number of hits related to the seven search questions stated below that were the focus of this review.

Table 2

Search Strategies for Shared Leadership and Hybrid Models of Leadership, Including the Intelligent Hierarchy Form of Leadership

Source	Search terms	Number of hits
Addison	“shared leadership”	70
Google Scholar	“historical background” + “leadership theory” + “education”	202
Google Scholar	“historical background” + “shared leadership” + “education” + “k12”	7
Google Scholar	“successful implementation” + “shared leadership” + “education” + “k12”	23
Google Scholar	“barriers” + “successful implementation” + “shared leadership” + “education” + “k12”	14
Google Scholar	“shared leadership” + “school climate” + “teacher morale” + “ student achievement” + “education” + “k12”	34
ERIC	“leadership theory” + “historical background”	4
ERIC	“shared leadership” + “historical background”	1
ERIC	“shared leadership” + “successful implementation”	1
ERIC	“shared leadership” + “barriers”	9
ERIC	“shared leadership” + “school climate” + “teacher morale” + “ student achievement”	1
Education Research Complete	“leadership theory” + “history”	8
Education Research Complete	“shared leadership” + “history”	1
Education Research Complete	“shared leadership” + “successful implementation”	2

(continued)

Table 2 (continued)

Source	Search terms	Number of hits
Education Research Complete	“shared leadership” + “barriers”	1
Education Research Complete	“shared leadership” + “student achievement”	7
Dissertation, Joni Poff	<i>Operationalizing the construct of shared leadership: A Delphi study</i> : Reference List, p. 87.	12
Book, C. L. Pearce, J.A. Conger	All those years ago: The historical underpinnings of shared leadership. In C. L. Pearce, & J. A. Conger (Eds.), <i>Shared leadership: Reframing the hows and whys of leadership</i> (pp. 1-18). Thousand Oaks., CA: Sage: Reference List, p. 15	29
Addison	“hybrid leadership”	0
Google Scholar	“historical background” + “hybrid leadership” + “education” + “k12”	249
Google Scholar	“successful implementation” + “hybrid leadership” + “education” + “k12”	0
Google Scholar	“barriers” + “successful implementation” + “hybrid leadership” + “education” + “k12”	0
Google Scholar	“hybrid leadership” + “school climate” + “teacher morale” + “ student achievement” + “education” + “k12”	0
ERIC	“hybrid leadership” + “historical background”	0
ERIC	“hybrid leadership” + “successful implementation”	0
ERIC	“hybrid leadership” + “barriers”	0
ERIC	“hybrid leadership” + “school climate” + “teacher morale” + “ student achievement”	0

(continued)

Table 2 (continued)

Source	Search terms	Number of hits
Education Research Complete	“hybrid leadership” + “history”	2
Education Research Complete	“hybrid leadership” + “successful implementation”	0
Education Research Complete	“hybrid leadership” + “barriers”	0
Education Research Complete	“hybrid leadership” + “student achievement”	1
Addison	“intelligent hierarchy”	0
Google Scholar	“intelligent hierarchy”	54
Google Scholar	“intelligent hierarchy” + “student achievement”	3
Google Scholar	“intelligent hierarchy” + “history”	16
Google Scholar	“intelligent hierarchy” + “historical background”	0
Google Scholar	“intelligent hierarchy” + “school climate”	2
Google Scholar	“intelligent hierarchy” + “teacher morale”	0
Google Scholar	“intelligent hierarchy” + “decision making”	26
ERIC	“intelligent hierarchy”	0
Education Research Complete	“intelligent hierarchy”	0

Literature search questions. This review was focused on seven questions:

1. What is the historical background of shared leadership?
2. What factors lead to successful implementation of shared leadership?
3. What are the barriers to successful implementation of shared leadership?
4. What is the relationship between shared leadership and teacher morale, school climate, and student achievement?

5. What is a hybrid model of leadership?
6. What is an intelligent hierarchy form of leadership?
7. What is the relationship between a hybrid model of leadership, including the intelligent hierarchy form of leadership, and teacher morale, school climate, and student achievement?

A Brief History of Leadership Theory

Below is a brief history of leadership theory. Included in this synopsis are: trait theories, behavior theories, power and influence theories, contingency theories, and transformational theories.

Trait theories. The belief of trait theorists was that there was a list of common traits found in great leaders that could be emulated. Early researchers (Stogdill, 1948; Mann 1959) examined general qualities or traits they believed should be present in great leaders that distinguished leaders from followers. Wright (1996, p. 34) stated “others found no differences between leaders and followers with respect to these characteristics, or even found people who possessed them were less likely to become leaders.” Even though a set of leadership traits has been difficult to determine, modern theorists have not entirely abandoned these theories. Covey (1989), Collins (2001), and Maxwell (2007) continue to produce best-selling works related to trait theories.

Behavior theories. Due to the failure of trait theories in distinguishing leaders from others, researchers from Ohio State University (Fleishman, 1953; Halpin & Winer, 1957; Hemphill & Coons, 1957) turned their attention to the study of leadership behavior. In 1957, Hemphill and Coons developed the *Leader Behavior Description Questionnaire (LBDQ)*. The first revision came in the form of the *LBDQ II* with two domains of leadership: (a) Consideration—behaviors associated with relationships, and (b) Initiation of Structure—behaviors associated with achievement of tasks (Halpin & Winer, 1957). The *LBDQ II* was used extensively by the military, education, and industry to study leader behavior. Even with the revisions to the *LBDQ*, it did not seem plausible that two factors were sufficient to account for all variance in leader behavior (Stogdill, 1962). A new theory of role differentiation and group achievement, in addition to the research data that supported the theory, led to several possible factors that could better explain leader behavior. After several revisions, a new measure—the

Leader Behavior Description Questionnaire –Form XII (LBDQ—XII) was created (Stogdill, 1962). The *LBDQ—XII* had the following 12 subscales comprised of either 5 or 10 items each (Stogdill, 1962):

Representation – speaks and acts as the representative of the group. (5 items)

Demand Reconciliation – reconciles conflicting demands and reduces disorder to system. (5 items)

Tolerance of Uncertainty – is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)

Persuasiveness – uses persuasion and argument effectively; exhibits strong convictions. (10 items)

Initiation of Structure – clearly defines own role, and lets followers know what is expected. (10 items)

Tolerance and Freedom — allows followers scope for initiative, decision, and action. (10 items)

Role Assumption – actively exercises the leadership role rather than surrendering leadership to others. (10 items)

Consideration – regards the comfort, well-being, status, and contributions of followers. (10 items)

Production Emphasis – applies pressure for productive output. (10 items)

Predictive Accuracy – exhibits foresight and ability to predict outcome[s] accurately. (5 items)

Integration – maintains a closely knit organization; resolves intermember conflicts. (5 items)

Superior Orientation – maintains cordial relations with superiors; has influence with them; is striving for higher status. (10items). (Stogdill, 1962, p. 3)

Following factor analysis of the 12 scales, four factors emerged: Consideration, Initiation of Structure, Production Emphasis, and Sensitivity (Yunker & Hunt, 1976). These factors are not unlike those in the original study by Halpin and Winer in 1957, in which they were defined as follows:

Consideration: Behavior indicative of friendship, mutual trust, respect, and warmth.

Sensitivity: (Social awareness) Sensitivity of the leader to, and his awareness of, social interrelationships, and pressure inside and outside the group.

Initiation of structure: Behavior that organizes and defines relationships or roles, and establishes well-defined patterns of organization, channels of communication, and ways of getting the job done.

Production emphasis: Behavior which makes up a manner of motivating the group to greater activity by emphasizing the mission or job to be done. (As cited in Yunker & Hunt, 1976, p.46)

Similar results were found in a series of University of Michigan studies that examined the relationships among leadership behavior, group processes, and group productivity (Katz & Kahn, 1952; Katz, Maccoby, & Morse, 1950; Katz, Maccoby, Gurin, & Floor 1951). These studies identified three primary concepts related to leadership effectiveness: task-oriented behavior, relationship-oriented behavior, and participative management (Straker, 2002). Relationship-oriented leaders focused on the relationship aspects of the job. Task-oriented leaders emphasized production and technical aspects of the job, viewing employees as tools to accomplish goals (Hersey, Blanchard, & Johnson, 2001; Straker, 2002). Participative leaders involved subordinates, often in team meetings, to help make decisions and solve problems. Participative leaders served as facilitators of the team but were still responsible for decisions that were made. These leaders made the final decision but took the recommendations of the team into account (Straker, 2002).

Participative management came from the work of Rensis Likert (1961). Using the earlier Michigan studies as a background, Likert examined the pattern of leadership used by high-producing managers in contrast to the pattern used by other managers. He found that “supervisors with the best records of performance focus their primary attention on the human aspects of their employee’s problems and on endeavoring to build effective work groups with high performance goals” (Likert, 1961, p. 7). These supervisors were called employee-centered. Other supervisors who maintained a constant emphasis on production were called job-centered and were found more often to have low-producing sections (Likert, 1961).

Likert (1961, 1967) found that the prevalent management styles of organizations can be depicted on a continuum. In his 1961 study, management styles were classified into four distinct groups: Exploitive authoritative, Benevolent authoritative, Consultative, and Participative. The

1967 revision renamed these groups as; System 1, System 2, System 3, and System 4, respectively. These four management styles are defined as follows:

System 1: Management has no confidence or trust in employees and seldom involves them in any aspect of the decision-making process. The bulk of the decisions and the goal-setting of the organization are made at the top and issued down the chain of command. Employees are forced to work with fear, threats, punishment, and occasional rewards. Need satisfaction is at the physiological and safety levels. The limited management-employee interaction that does take place is usually with fear and mistrust. Although the control process is highly concentrated in top management, an informal organization generally develops in opposition to the goals of the formal organization. (Hersey, Blanchard, & Johnson, 2001, p. 96)

System 2: Management has only condescending confidence and trust in employees, such as a master has toward the servants. The bulk of the decisions and goal setting of the organization are made at the top, but many decisions are made within a prescribed framework at lower levels. Rewards and some actual or potential punishment are used to motivate workers. Any interaction takes place with some condescension by management and fear and caution by employees. Although the control process is still concentrated in top management, some control is delegated to middle and lower levels. An informal organization usually develops, but it does not always resist formal organizational goals. (Hersey et al., 2001, p. 97)

System 3: Management has substantial, but not complete confidence and trust in employees. Broad policy and general decisions are kept at the top, but employees are permitted to make more specific decisions at lower levels. Communication flows both up and down the hierarchy. Rewards, occasional punishment, and some involvement are used to motivate workers. There is a moderate amount of interaction, often with a fair amount of confidence and trust. Significant aspects of the control process are delegated downward, with a feeling of responsibility at both higher and lower levels. An informal organization may develop, but it may either support or partially resist goals of the organization. (Hersey et al., 2001, p. 97)

System 4: Management has complete confidence and trust in employees. Decision-making is widely dispersed throughout the organization, although well integrated.

Communication flows not only up and down the hierarchy, but among peers. Workers are motivated by participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals. There is extensive friendly management-employee interaction, with a high degree of confidence and trust. There is widespread responsibility for the control process, with the lower units fully involved. The informal and formal organizations are often one and the same. Thus, all social forces support efforts to achieve stated organizational goals. (Hersey et al., 2001, p. 97)

Overall, four predominant leadership styles emerged from the research on leader behavior: task-oriented leadership, people-oriented leadership, directive leadership, and participative leadership (Doyle & Smith, 2001). Training programs were developed to educate individuals on the behaviors of various styles that were identified through surveys and inventories (Poff, 2008). Researchers who examined the leadership styles produced inconsistent findings in that no one style of leadership could be determined to work better than another (Doyle & Smith, 2001). The next step was the combination of task-oriented and people-oriented leadership. Blake and Mouton (1964) developed the Managerial Grid (later called the Leadership Grid by Blake and McCauley, 1991) in which they organized five theories related to how people exercise leadership into four quadrants (see Figure 1).

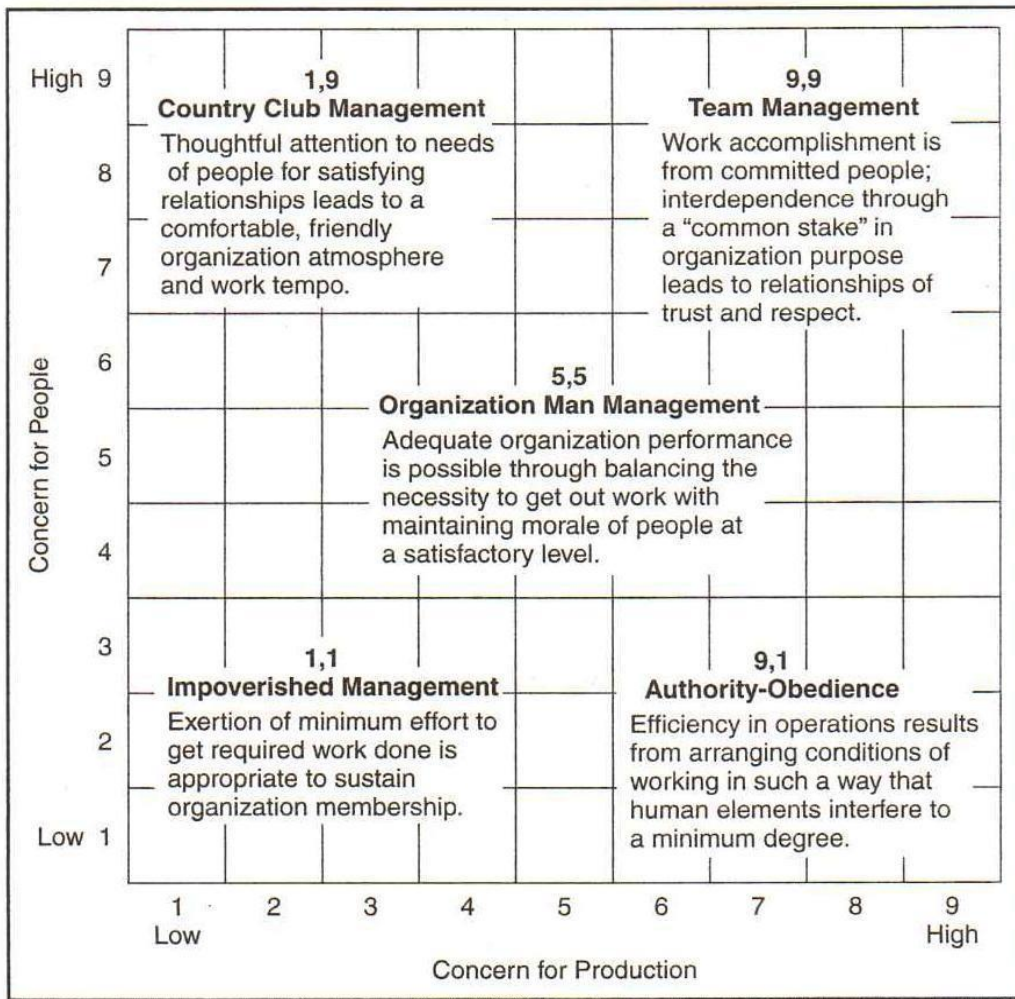


Figure 1. The Leadership Grid® from Leadership Dilemmas—Grid Solutions, by Robert R. Blake and Anne Adams McCaule (Formerly, The Managerial Grid by Robert R. Blake and Jane S. Mouton). Houston: Gulf Publishing Company, p. 29. Copyright 1991 by Scientific Methods, Inc. Reproduced by permission of the owners.

Concern for production is listed on the horizontal axis, while concern for people is listed on the vertical axis. Along the vertical axis, from bottom to top, concern for people increases, while along the horizontal axis, from left to right, concern for production increases (Hersey, Blanchard, & Johnson, 2001.) The five styles from the Leadership Grid are as follows:

- 1, 1 *Impoverished Management*. Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

1, 9 *Country Club Management*. Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.

9, 1 *Authority-Obedience* Efficiency in operations results from arranging conditions of working in such a way that human elements interfere to a minimum degree.

5, 5 *Organization Man Management* Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.

9, 9 *Team Management* Work accomplishment is from committed people; interdependence through a “common stake” in organization purpose leads to relationships of trust and respect. (Hersey, Blanchard, & Johnson, 2001, p. 102)

Two additional leadership styles were developed from combinations of the first five styles: paternalistic management (see Figure 2) and opportunistic management (see Figure 3) (Blake & McCauley, 1991). Paternalistic management, known as the 9 + 9 Grid style, is a combination of the extremes of the 1, 9 and the 9, 1 leadership styles. It is a way for leaders to get followers to produce through a system of rewards and punishments (Blake & McCauley). Paternalistic management combines the stern and demanding qualities of the 9, 1 leadership style, with the kind and benevolent qualities of the 1, 9 leadership style (Blake & McCauley). It is not to be confused with the 9, 9 leadership style which is an integration of the concern for production with the concern for people. A 9 + 9 leader tends to over-compliment subordinates while being over-demanding of them to carry out specific tasks (Blake & McCauley).

9+9: Paternalistic Management

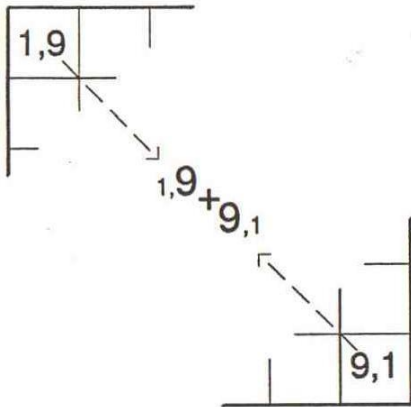


Figure 2. The Paternalism Figure from *Leadership Dilemmas—Grid Solutions*, by Robert R. Blake and Anne Adams McCanse (Formerly *The Managerial Grid* by Robert R. Blake and Jane S. Mouton). Houston: Gulf Publishing Company, p. 30. Copyright 1991 by Scientific Methods, Inc. Reproduced by permission of the owners.

Another combination of the five leadership styles is described as opportunistic management. Opportunistic management can best be understood by examining the leader's audience (Blake & McCanse, 1991). This type of leader uses a combination of other Grid styles based on what will be advantageous to him or her. In Figure 3, opportunistic management is displayed as a pyramid of leadership styles in which a leader uses different styles based on the audience being addressed. Note that the 9 + 9 leadership style is indicated by a dotted line because it is a combination of the other five Grid styles (Blake & McCanse).

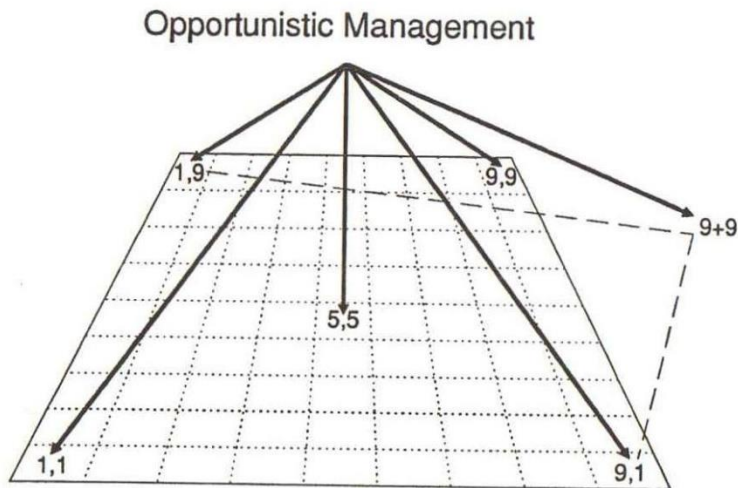


Figure 3. The Opportunism Figure from *Leadership Dilemmas—Grid Solutions*, by Robert R. Blake and Anne Adams McCaule (Formerly *The Managerial Grid* by Robert R. Blake and Jane S. Mouton). Houston: Gulf Publishing Company, p. 31. Copyright 1991 by Scientific Methods, Inc. Reproduced by permission of the owners.

Power and influence theories. Neither trait theories nor behavioral theories explained leadership and the products of leadership adequately. The focus of leadership then shifted to the relationship between leaders and followers. Yukl (2006) stated that to be an effective leader, it is necessary to influence people to carry out requests, support ideas, and implement decisions. Influence, however, does not occur in one direction. As noted by Bradford and Cohen (1984), “Having clout with your boss gains respect from subordinates and peers; being influential with colleagues lets you deliver what your boss wants and your subordinates need; and high-performing subordinates increase your power sideways and upwards because you can deliver on your obligations and promises” (p. 280).

Power changes over time due to the actions of individuals and groups. Two theories that describe how power is gained or lost are social exchange theory and the strategic contingencies theory. Social exchange theory explains how power is gained or lost between leaders and followers over time, while strategic contingencies theory explains the gain or loss of power by different subgroups of an organization (Yukl, 2006). Even though both theories focus on power processes at different levels, both emphasize the importance of acquiring power as a source of authority.

Hollander (1980) described social exchange theory as an explanation for the two-way influence that occurs over time between leaders and followers. This influence involves the

exchange of benefits or favors that can include material benefits or such psychological benefits as expressions of approval, respect, esteem, and affection. In this leader-follower relationship, the leader makes demands upon the followers that are reciprocated by demands upon the leader, with the integrity of the relationship dependent upon both sides yielding some influence. The leader defines reality for the others by setting goals and communicating relevant information about progress, impediments, and needed redirections. When the leader fails to provide the group with goal orientation, the group is more likely to be antagonistic, tense, and have higher rates of absenteeism (Burke, 1966).

Strategic contingencies theory is an explanation for how groups within an organization gain or lose power to influence such important decisions as selection of a chief executive, allocation of resources, or determining organizational strategy (Hickson et al., 1971). When a critical problem arises that is essential to the survival of the organization, the group that develops a solution to the problem is likely to gain power over other important decisions, especially if the solution cannot be derived by another group within the organization. In essence, the more unique and irreplaceable the expertise is to solve the problem, the more power is gained by the specific group that has that expertise (Yukl, 2006).

Contingency theories. Trait theories, behavioral theories, and power and influence theories failed to take into account the effect of internal and external factors on leader behavior; consequently, a shift in focus from leaders to leadership occurred (Doyle & Smith, 2001; Yukl, 2006). Important to the study of leadership is how leader traits or behaviors relate to indicators of leadership effectiveness in different situations. Theories that combine leader qualities, situational conditions, and measures of effectiveness are called contingency theories of leadership. Contingency theories examine how the act of leadership changes within the context in which it occurs (Stogdill, 1974; Yukl, 2006). There are seven contingency theories of leadership that were popular during the 1970s and 1980s: LPC (Least Preferred Coworker) contingency theory, path-goal theory, situational leadership theory, leader substitutes theory, multiple-linkage model, cognitive resources theory, and the normative decision theory (Yukl, 2006).

One of the most influential contingency theories is the situational leadership theory developed by Hersey and Blanchard (1969). First called the Life Cycle of Leadership, the primary emphasis of situational leadership theory is that there is no single best style of leadership. Leadership is dependent on the task and the ability of the individual follower or

group to perform the given task (Hersey, Blanchard, & Johnson, 2001). These two fundamental concepts were defined by Hersey and Blanchard as Leadership Style and the individual or group's Maturity Level, respectively. Four leadership styles were identified by Hersey and Blanchard based on the task behavior and relationship behavior that the leader provides to followers. These leadership styles were labeled S1 to S4:

S1: Telling/Directing—is characterized by one-way communication in which the leader defines the roles of the individual or group and provides the what, how, why, and where to do the task.

S2: Selling/Coaching—while the leader is still providing the direction, he [or she] is now using two-way communication and providing the socioemotional support that will allow the individual or group being influenced to buy into the process.

S3: Participating/Supporting—this is now shared decision making about aspects of how the task is accomplished, and the leader is providing less task behaviors while maintaining high relationship behavior.

S4: Delegating/Observing—the leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress. (Straker, 2004, p. 2)

The appropriate leadership style depends on the ability of the followers. Hersey and Blanchard (1969) identified the ability levels of followers as maturity levels, labeled M1 to M4. Hersey (2001) stated “the term maturity became obsolete when the model evolved from a Life Cycle broad view of leadership into a Situational Leadership task-specific focus” (p. 476). Further study of situational leadership led to two models, Situational Leadership by Hersey, and Situational Leadership II by Blanchard. Hersey (2001) replaced maturity levels with readiness levels. Readiness is defined as “the extent to which a follower demonstrates the ability and willingness to accomplish a specific task” (p. 175). Readiness levels are labeled R1 to R4:

R1 Unable and unwilling. The follower is unable and lacks commitment and motivation.

Or

Unable and insecure. The follower is unable and lacks confidence.

R2 Unable but willing. The follower lacks ability but is motivated and making an effort.

Or

Unable but confident. The follower lacks ability but is confident as long as the leader is there to provide guidance.

R3 Able but unwilling. The follower has the ability to perform the task but is not willing to use that ability.

Or

Able but insecure. The follower has the ability to perform the task but is insecure or apprehensive about doing it alone.

R4 Able and willing. The follower has the ability to perform and is committed.

Or

Able and confident. The follower has the ability to perform and is confident about doing it. (Hersey et al., pp.177-178)

Blanchard, Zigarmi, & Zigarmi (1985) replaced maturity levels with development levels labeled D1 to D4. Blanchard et al., (1985) replaced within the development levels the terms willingness and ability with commitment and competence. Blanchard et al. gave no explanation for the renaming of the development levels, but Randolph and Blackburn (1989) explained that the changes may be based on using less evaluative terms or more “emotionally neutral” descriptive terms (Graeff, 1997, p. 4.) The four development levels are:

D1 enthusiastic beginner, low on competence and high on commitment.

D2 disillusioned learner, with increasing competence and low commitment.

D3 capable but cautious contributor, with moderate-to-high competence and variable commitment.

D4 self-reliant achiever, high on both competence and commitment. (Avery, 2001, p. 2)

Transformational theories. In the 1970s and 1980s, Burns, Bass, and others became interested in the emotional and symbolic aspects of leadership (Burns, 1978; Bass, 1985). Of particular interest was the ability of leaders to influence followers to make self-sacrifices and put the interests of the organization as a whole before their individual needs. This theory of leadership became known as transformational leadership (Yukl, 2006). Burns (1978) strongly influenced the development of transformational leadership. He believed that too much emphasis had been placed on power in previous leadership theories. Burns believed leadership was founded on the relationship between leaders and followers. He identified transactional leadership

and transformational leadership as two different types of leadership that result from this relationship.

Leithwood & Duke (1999) described transformational leadership as the ability of the leader to inspire in others the commitment to work toward a common purpose and carry out tasks needed to accomplish shared goals. When transformational leadership occurs, both followers and leaders have a higher personal commitment to the goals of the organization. This commitment increases productivity. In contrast, transactional leadership does not have a common purpose as each member of the group comes into the relationship with his or her own motives. Each member understands that a negotiation of exchanges must take place for each member to reach his or her personal goals. Thus, transactional leadership is dependent on each member's personal acquisition of goals and is much more limited in effect than transformational leadership (Leithwood & Duke).

Various forms of transformational leadership have developed through study and revision of the theory (Bass & Avolio, 1994; Leithwood, 1994; Sergiovanni, 1990). Bass and Avolio stated that transformational and transactional leadership compliment and support each other. Transformational leaders should be capable of engaging in transactional behavior. Transformational leadership does not serve as a substitute for transactional leadership; rather, it builds upon and supports transactional leadership in achieving desired goals (Bass & Avolio, 1990). Senge (1990) described a transformational leader as one who builds an organization in which members are responsible for their own learning and in turn improve the organization as a whole. The various models of transformational leadership stress the ability of the leader to build a common vision, set goals, provide for the development of group members, and maintain strong relationships with members of the organization (Poff, 2008). Transformational leadership theory supports the idea of leaders and followers developing strong relationships and working toward a common goal. This theory is a transition to shared leadership.

Defining Shared Leadership

There are many definitions of shared leadership. Avolio, Walumbwa, and Weber (2009) cited Pearce and Conger (2003) for the most commonly used definition of shared leadership: "A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both" (p. 1). Carson,

Tesluk, and Marrone (2007) focused on the group dynamic of shared leadership in their definition: “Shared leadership refers to a team property whereby leadership is distributed among team members rather than focused on a single designated leader” (p. 1217). Bligh, Pearce, and Kohles (2006) similarly found that “Shared leadership ... offers a concept of leadership practice as a team-level phenomenon where behaviors are enacted by multiple individuals rather than solely by those at the top or by those in formal leadership roles” (p. 305). Kocolowski (2010) summarized his definition of shared leadership from a review of the literature as a “relational, collaborative leadership process or phenomenon involving teams or groups that mutually influence one another and collectively share duties and responsibilities otherwise relegated to a single, central leader” (p. 3).

A Brief History of Shared Leadership

The historical underpinnings of shared leadership are summarized in Table 3. The historical basis of shared leadership began with the work of Follett (1924). She stated in her *law of the situation* that in a given situation one should follow the lead of the person with the most knowledge of that situation instead of following a leader in a formal position of power. This early notion closely aligned with the modern concept of shared leadership, but failed to take hold due to the economic conditions of the 1920s and 1930s (Pearce & Conger, 2003.)

By the 1950s, the concept of shared goal setting emerged in the form of management by objectives (MBO). Drucker (1954) found MBO to be useful in tying individual objectives to goals of the organization. Participative goal setting was an extension of MBO in which leaders no longer solely developed the goals for their subordinates; instead, goal setting became a shared activity (Erez & Arad, 1986; Locke & Latham, 1990.) MBO and participative goal setting formed the basis of modern shared leadership in organizations (Pearce & Conger, 2003.)

A decade later Hollander (1961) developed the concept of emergent leadership in which a leader emerges from a leaderless group. Emergent leadership typically focuses on the appointment of a group leader, but the emergence of many different leaders over the life of the team relates to the concept of shared leadership (Pearce & Sims, 2002.)

From the 1970s to the turn of the millennium, the concept of shared leadership became much more complex with the development of at least 10 theories or concepts of shared leadership: (a) expectation states theory, which later led to the research on team member

exchange; (b) participative decision making; (c) vertical dyad linkage (later referred to as leader-member exchange); (d) substitutes for leadership; (e) self-leadership; (f) self-managed work teams; (g) followership; (h) empowerment; (i) shared cognition; and (j) connective leadership (Pearce & Conger, 2003.)

Table 3

Historical Antecedents of Shared Leadership

Theory or concept	Description	Representative authors
Law of the situation	Let the situation, not the individual, determine the “orders.”	Follett (1924)
Human relations and social systems perspective	One should pay attention to the social and psychological needs of employees.	Turner (1933) Mayo (1933) Barnard (1938)
Role differentiation in groups	Members of groups typically assume different types of roles.	Benne & Sheats (1948)
Co-leadership	The district of the leadership role between two people—research examines mentor and protégé relationships.	Solomon, Loeffler, & Frank (1953) Hennan & Bennis (1998)
Social exchange theory	People exchange punishments and rewards in their social interactions.	Festinger (1954) Homans (1958)

(continued)

Table 3 (continued)

Theory or concept	Description	Representative authors
Management by objectives and participative goal setting	Subordinates and superiors jointly set performance expectations.	Drucker (1954) Erez & Arad (1986) Locke & Latham (1990)
Emergent leadership	Leaders can “emerge” from a leaderless group.	Hollander (1961)
Mutual leadership	Leadership can come from peers.	Bowers & Seashore (1966)
Expectation states theory	Team members develop ideas regarding one another’s status in the team.	Berger, Cohen, & Zelditch (1972)
Team member exchange	Focus on the quality of the exchange relationships among the team members.	Seers (1989)
Participative decision making	Under certain circumstances, it is advisable to elicit more involvement by subordinates in the decision-making process.	Likert (1961, 1967) Vroom & Yetton (1973)
Vertical dyad linkage and leader member exchange	Examines the process between leaders and followers and the creation of in-groups and out-groups.	Graen (1976)

(continued)

Table 3 (continued)

Theory or concept	Description	Representative authors
Substitutes for leadership	Situational characteristics (e.g., highly routinized work) diminish the need for leadership.	Kerr & Jermier (1978)
Self-leadership	Employees, given certain conditions, are capable of leading themselves.	Manz & Sims (1980)
Self-managing work teams	Team members can take on roles that were formerly reserved for managers.	Manz & Sims (1987, 1993)
Followership	Examines the characteristics of good followers.	Kelly (1988)
Empowerment	Examines power sharing with subordinates.	Conger & Kanungo (1988)
Shared cognition	Examines the extent to which team members hold similar mental models about key internal and external environmental issues.	Klimoski & Mohammed (1994) Cannon-Bowers, Salas, and Converse (1993) Ensley & Pearce (2001)
Connective leadership	Examines how well leaders are able to make connections to others both inside and outside the team.	Lipman-Blumen (1996)
Shared leadership	A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals or both.	Pearce & Conger (2003)

(continued)

Table 3 (continued)

Theory or concept	Description	Representative authors
Essential elements of shared leadership	Descriptors of shared leadership as developed by a panel of experts.	Poff & Parks (2010)
Intelligent hierarchy	A hybrid model of leadership composed of autocratic hierarchical leadership (top down leadership) and polyarchic leadership (leadership from various levels of the organization.)	Leithwood & Mascall (2008)
Hybrid leadership	Varying combinations and degrees of both concentrated and distributed leadership, the balance and form of which may change over time	Gronn (2008)

Adapted from: “All those years ago: The historical underpinnings of shared leadership,” by C. L. Pearce and J. A. Conger, In C. L. Pearce & J. A. Conger (Eds.), *Shared leadership: Reframing the hows and whys of leadership* (pp. 1-18). Thousand Oaks, CA: Sage. Reprinted with permission of the owners.

Each of the theories or concepts of leadership in Table 3 has some shade of shared leadership. Each may be placed along a continuum with the following categories: (1) little shared leadership, (2) some shared leadership, and (3) much shared leadership.

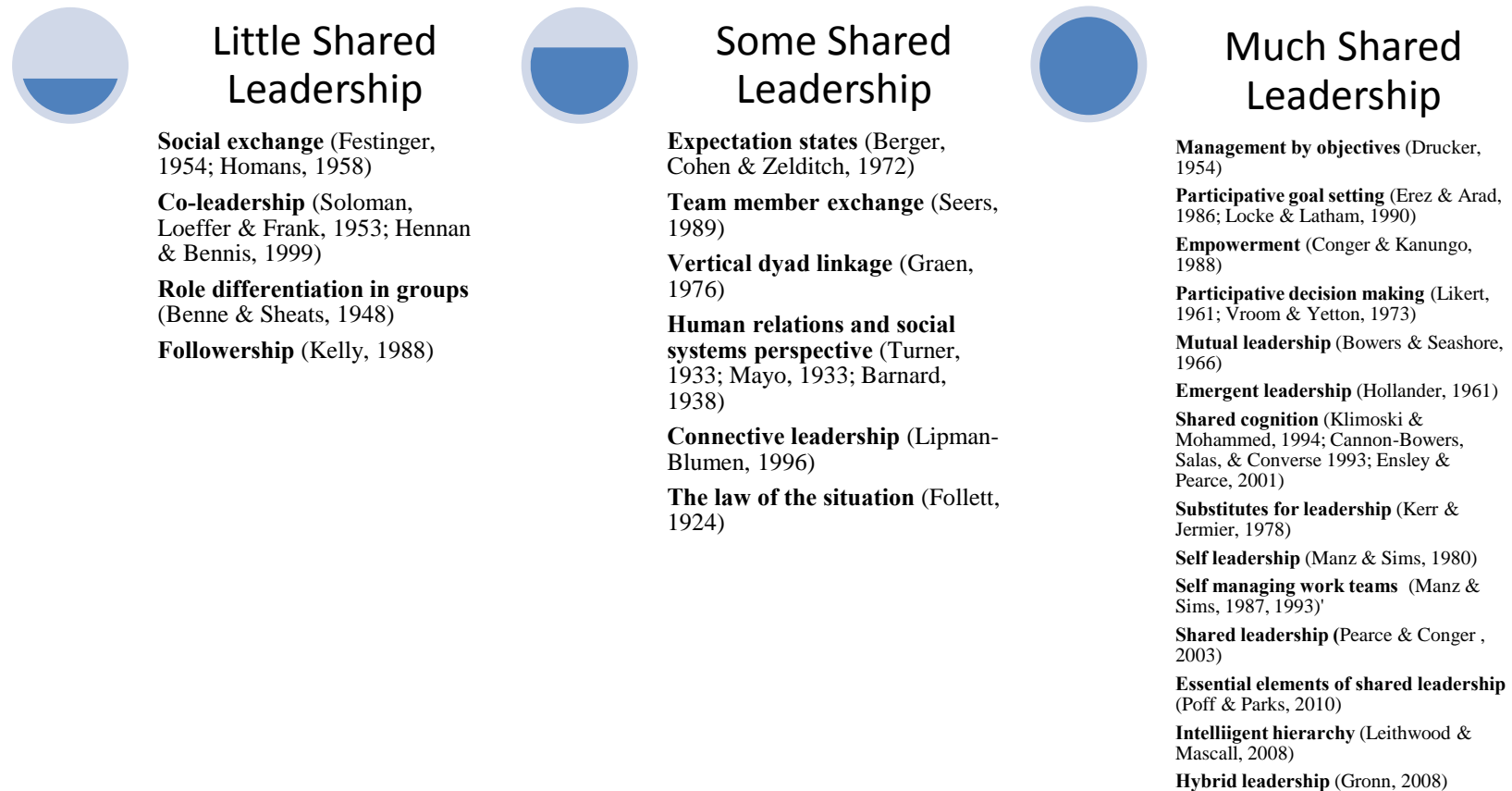


Figure 4. A continuum of shared leadership.

Little shared leadership is shown in the first part of the continuum in the form of social exchange theory, co-leadership, role differentiation in groups, and followership. These theories hold in common a lack of emphasis on leadership shared between members of the group and formal group leadership. Social exchange theory has little in common with shared leadership in that leaders and followers each exchange what they want for something in return (Festinger, 1954; Homans 1958). Co-leadership is a relationship between two people, which does not support the essence of shared leadership (Solomon, Loeffler, & Frank, 1953; Hennis & Bennis, 1998). Role differentiation is the assignment of different tasks to members of a group, but there is no shared leadership (Benne & Sheats, 1948). Followership is focused on the subordinate role of members in a group, but it does not include how leadership is shared in a group (Kelly, 1988).

Some shared leadership is shown in the center of the continuum in the form of expectation states and team member exchange, vertical dyad linkage (leader-member exchange), human relations and social systems perspective, connective leadership, and the law of the situation. These theories and concepts take into account both leadership shared between formal leaders and followers and among peers in the group. Expectation states and team member exchange have characteristics of shared leadership in that they contain the relationships between or among members of the group (Berger, Cohen, & Zelditch, 1972; Seers, 1989). Vertical dyad linkage (leader-member exchange) includes the relationships between both leaders and followers (Graen, 1976). The human relations and social systems perspectives take into account the needs of employees, which are an aspect of shared leadership (Turner, 1933; Mayo, 1933; Barnard, 1938). Connective leadership is concerned with the links leaders have to members, both inside and outside of groups (Lipman-Blumen, 1996). The law of the situation allows for leadership to come from the most knowledgeable group members, not necessarily formal leaders (Follett, 1924).

Much shared leadership is shown at the right of the continuum in the form of management by objectives and participative goal setting, empowerment, participative decision making, mutual leadership, emergent leadership, shared cognition, substitutes for leadership, self-leadership and self-managing work teams, shared leadership, essential elements of shared leadership, intelligent hierarchy, and hybrid leadership. In these forms of leadership, leaders and followers are somewhat indistinguishable in that followers become leaders. In management by objectives and participative goal setting, both leaders and followers work together to establish

group expectations (Drucker, 1954; Erez & Arad, 1986; Locke & Latham, 1990). In empowerment, followers make decisions in those areas in which they are actively involved and most knowledgeable about particular tasks (Conger & Kanungo, 1988). Participative decision making allows for followers to have input in decision-making when the leader may have limited knowledge. Participation increases the knowledge and expertise that can be brought to bear on decisions (Likert, 1961, 1967; Vroom & Yetton, 1973). Mutual leadership allows for leadership to come from peers rather than a formal leader (Bowers & Seashore, 1966). Emergent leadership leads to shared leadership in which multiple leaders emerge over the life of the group (Hollander, 1961). Shared cognition emphasizes shared action and shared thought and design. Leaders and followers envision similar ways of solving problems and completing tasks (Cannon-Bowers, Salas, & Converse, 1993; Ensley & Pearce, 2001; Klimoski & Mohammed, 1994). Substitutes for leadership, self-leadership, and self-managing work teams occur under favorable conditions. Leaders and followers become indistinguishable (Kerr & Jermier, 1978; Manz & Sims, 1980, 1987, 1993).

At the extreme bottom of the right column of the continuum are shared leadership, the essential elements of shared leadership, intelligent hierarchy, and hybrid leadership. Shared leadership involves individuals in groups working together to the achieve group or organizational goals or both (Pearce & Conger, 2003). The essential elements of shared leadership are the components that comprise shared leadership as determined by a panel of experts (Poff & Parks, 2010). Shared leadership and the essential elements of shared leadership form the foundation for the implementation of shared leadership in this study.

The intelligent hierarchy and hybrid model of leadership build from the idea of shared leadership. The intelligent hierarchy combines both the traditional top-down approach of leadership with the characteristics of shared leadership (Leithwood & Mascall, 2008). Thus, the intelligent hierarchy is a type of hybrid leadership in which both hierarchical and distributed leadership are implemented and change over time (Gronn, 2008). It is the intelligent hierarchy hybrid model that was implemented in this study.

Factors in Successful Implementation of Shared Leadership

In examining the factors for successful implementation of shared leadership found in the literature, two distinct groups of forces emerged—internal and external forces. Supportive

internal forces are those that occur within the group and lead to the development of shared leadership over time (Carson, Tesluk, & Marrone, 2007). Supportive external forces occur outside the group and support the development of shared leadership within the group (Carson et al.). An example of an external force that may have a strong influence on the functioning of the group is an outside leader.

Carson, Tesluk, and Marrone (2007) examined internal forces that affect the implementation of shared leadership in teams. They found that members of a team must provide leadership within the group and have the desire to influence the direction and motivation of the group. Group members must support each other in the achievement of group goals while accepting leadership by multiple team members (Carson et al.). These antecedents of shared leadership must be welcomed and viewed as constructive by all team members (Carson et al.).

Based on a review of the research on shared leadership (Avolio, Jung, Murry, & Sivasubramaniam, 1996; Barry, 1991; Pearce & Conger, 2003; Seers, 1996; Yukl, 2006), Carson, Tesluk, and Marrone (2007) proposed that there are three dimensions of a team environment that foster shared leadership: shared purpose, social support, and voice. Collectively, these dimensions form an “internal team environment enabling shared leadership because they work together to produce the kind of team context that encourages team members’ willingness to both offer leadership influence and rely on the leadership of other team members” (Carson et al., p. 1222).

Shared purpose is developed when team members have a similar vision of the team’s primary objectives and focus on collective goals (Carson, Tesluk, & Marrone, 2007). Kirkman and Rosen (1999); Liden, Erdogan, Wayne, and Sparrowe (2006); and O’Leary-Kelly, Martocchio, and Frink (1994) have demonstrated that team members who have “a common sense of purpose and agreed-upon goals are more likely to feel motivated, empowered, and committed to their team and work” (Carson et al., p. 1222). These factors, in turn, increase the willingness of team members to share the team’s leadership responsibilities (Avolio, Jung, Murry, & Sivasubramaniam, 1996).

Social support is the second dimension of an internal team environment that facilitates shared leadership (Carson et al., 2007). Social support is defined as “team members’ efforts to provide emotional and psychological strength to one another” (Carson et al., p. 1222). This support comes from team members encouraging each other and through recognition of team

contributions and individual accomplishments (Marks, Mathieu, & Zaccaro, 2001).

Encouragement and recognition create an environment in which team members feel valued and appreciated and are more likely to work together and develop a shared responsibility for team outcomes (Kirkman & Rosen, 1999).

Voice is the third dimension of a supportive internal team environment. Carson, Tesluk, and Marrone (2007) stated that there is no standard definition of voice, but in essence it represents participation and input by group members. Carson et al., defined voice as “the degree to which a team’s members have input into how the team carries out its purpose” (p. 1222). Voice leads to increased engagement and involvement of team members, participation in decision making, and constructive discussion and debate involving differences in team goals, tasks, and procedures (DeDreu & West, 2001; Simons, Pelled, & Smith, 1999). A high level of voice in a team should facilitate an environment of mutual leadership where team members are actively involved in assisting the team to achieve its goals, while constructively critiquing each other in pursuit of those goals (Carson et al.).

While the internal team environment is essential to the implementation of shared leadership, external leader influence is critical in developing team members’ motivation and capacity to lead themselves (Kozlowski, Gully, Salas, & Cannon-Bowers, 1996; Manz & Sims, 1987). Hackman and Wageman (2005) defined these external leader influences as coaching behaviors, where leaders have “direct interaction with a team intended to help team members make coordinated and task-appropriate use of their collective resources in accomplishing the team’s task “ (p. 269). External team managers can contribute to the development of shared leadership in at least three ways. First, by encouraging, reinforcing, and rewarding team members who demonstrate leadership, external managers nurture a sense of self-competence and team independence among team members (Manz & Sims). Second, by providing encouragement and support, external managers can help build a shared commitment to the team, while increasing the likelihood that team members will take personal initiative (Hackman & Wageman). Third, external managers give teams suggestions about appropriate strategies to accomplish tasks that are aligned with work requirements and demands (Hackman & Wageman). These suggestions increase clarity of group goals and a better understanding of group expectations (Kozlowski, Gully, Salas, & Cannon-Bowers).

Barriers to Shared Leadership

In examining the barriers to shared leadership, several factors emerged, including cultural and organizational factors within schools and personal factors of school principals, that make sharing leadership difficult (Chrispeels, 2004). Some of these factors include school schedules and ever-increasing demands placed on school personnel, time to implement shared leadership, the turnover rate of school leadership, and the reluctance of some principals to share leadership (Chrispeels, 2004.)

Organizational barriers. School schedules and time allotted to multiple tasks are organizational barriers to implementing shared leadership. Schools and other organizations are pressed for time, with an ever-increasing responsibility to accomplish more intensive tasks with fewer resources and no additional time. Recent economic hardships faced by states and local school districts, have meant a decrease in the number teachers and support staff. Schools are stretched thin, but are still expected to meet state and federal requirements. Many teachers and administrators may feel there is no time to implement shared leadership because they must meet the testing standards, often with larger class sizes and fewer resources.

Despite these barriers, if a school attempts to implement shared leadership, another hurdle must be overcome. It can take up to six years to implement shared leadership effectively (Porter-O'Grady, 1999). Because the percentage of principals returning to the same school after three years is only about fifty percent (Fuller, Baker, & Young, 2007), the long-term implementation of shared leadership is difficult.

Organizational barriers are prevalent in the school in this study. Due to retirement and transfer of personnel, the school has had three principals in four years, making it difficult to implement any long-term initiatives. Due to the nature of the study, data will not be available to measure the long-term effect of the implementation of shared leadership. However, progress should be evident within the first year of implementation and follow through will occur after the completion of the study to measure the implementation long-term.

Cultural barriers. One cultural factor that makes shared leadership difficult is that school people often have a difficult time distinguishing between the concepts of administration and leadership (Lindahl, 2008). Often, teachers involved in shared leadership teams get bogged down in such administrative details as schedules, curriculum development, and accreditation processes (Lindahl). They are likely to return to the classroom, willingly leaving administrative

responsibilities to principals and assistant principals who do not have classroom duties. When teachers are willing to take on responsibilities of shared leadership, often they are given more to accomplish without release time from class to devote to these new responsibilities (Lindahl).

Shared leadership has an inherent barrier in the design and structure of schools and corporations. Roles and titles in an organization relate to status in the organization (Seers, Keller, & Wilkerson, 2003). A formal leader serving in a shared leadership setting will often have leadership deferred to him or her, based on status, creating de facto leadership differentials (Seers et al.). Status, along with age, education, gender, and race can affect individuals' attitudes and behavior toward others and the organization (Tsui, Egan, & O'Reilly, 1992; Tsui & Gutek, 1999).

Personal barriers of principals. One personal factor that is a barrier to shared leadership is the principal's view of accountability. If the principal believes he or she is going to be held personally accountable for the performance of the school, he or she may well be reluctant to turn over decision making to others within the school. Principals serving as middle managers in the school hierarchy must meet the external expectations of district and other governmental entities, while coordinating the internal school environment and functioning of the school (Chrispeels, 2004). Principals may feel they cannot share leadership because they are ultimately held accountable for any decision the group makes (Chrispeels).

Effect of Shared Leadership on Educational Outcomes

There is a debate in the literature about the effect of shared leadership on educational outcomes. In my experience as a school leader, the primary focus of modern educators is the effect that any program has on student achievement. Conflicting evidence was found in the literature. Researchers (Hutchins, 1996; Leithwood & Jantzi, 2005; Perkins, 1993; Talbert & McLaughlin, 1993; Tsoukas, 2005; Wenger, McDermott, & Snyder, 2002) found positive results for teacher planning, decision-making, and peer interactions. Other researchers have found little if any support for the direct effect of shared leadership on student achievement (York-Barr & Duke, 2004). Miller and Rowan (2006) reported that "the main effects [of shared leadership on student achievement] are weak, and the positive effects appear to be contingent on many other conditions" (p. 220).

Before the effect of shared leadership on student achievement can be measured, two terms from the literature must be examined—collective leadership and organic management. “Collective leadership...refers to the extent of influence that organizational members and stakeholders exert on decisions in their schools” (Louis et al., 2010, p. 19). On the other hand—Organic management is...a shift away from conventional, hierarchical patterns of bureaucratic control toward what has been referred to as a network pattern of control, that is, a pattern of control in which line employees are actively involved in [making] organizational decision[s,] [and] staff cooperation and collegiality supplant the hierarchy as a means of coordinating work flows and resolving technical difficulties. (Miller & Rowan, 2006, pp. 219-220)

Both collective leadership and organic management closely align with the concept of shared leadership.

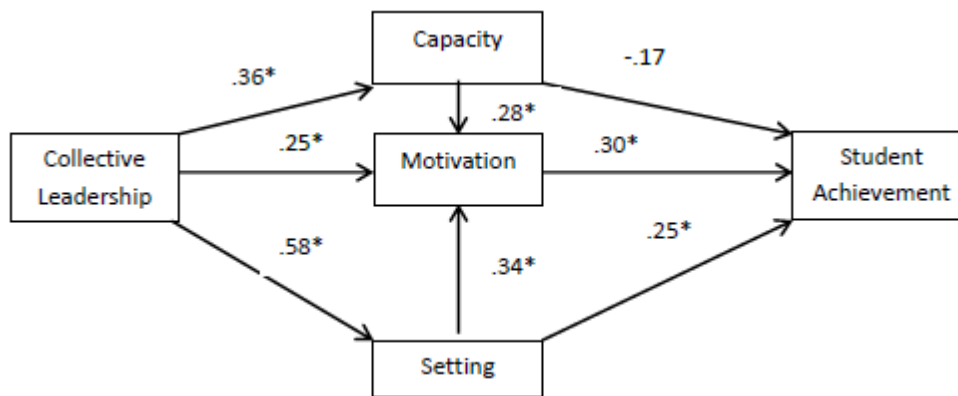
Leithwood and Mascall (2008) examined collective leadership effects on student achievement. Collective leadership is the combined effects of all sources of leadership, and in particular, the effect of those sources of leadership on student achievement. Hallinger and Heck (1996) found that the effect of leadership on students is largely indirect. Even though the research does not support the direct effect of leadership on student achievement, Leithwood and Mascall found the variables of teacher motivation (viewed as teacher morale in this study) and work setting (viewed as school climate in this study) do have direct effects on student achievement.

Leithwood and Mascall (2008) identified three antecedents to teacher performance—setting, motivation, and capacity, as they related to collective leadership. Teacher work setting is defined as “direct supports for instruction available in the school (e.g., availability of a written curriculum, adequacy of time for professional development, adequacy of budget) and the extent of teachers’ workloads, defined in terms of class sizes, distribution of students with special needs, availability of teaching assistants, and number of subjects taught” (p. 540).

Leithwood and Mascall (2008) identified teacher motivation as “personal goals, beliefs about one’s capacities, and beliefs about one’s context or situation” (p. 535). Personal goals are internalized and represent future states (aspirations, needs, wants). Belief about one’s capacity includes things such as “self-efficacy, self-confidence, academic self-concept, and aspects of self-esteem” (p. 535). Leithwood and Mascall identified capacity as “the knowledge and skills required to accomplish work-related tasks” (p. 536). Belief about one’s context was defined as

“how congenial one’s situation is for carrying out one’s work” (p. 536). This would include, for example, a teacher’s thoughts about working conditions in the school.) This would include, for example, a teacher’s thoughts about working conditions in the school.

Leithwood and Mascall (2008) discovered that collective leadership had a positive effect on work setting and teacher motivation, but collective leadership did not have a direct effect on student achievement. Collective leadership (i.e. shared leadership) had a positive indirect effect on student achievement through teacher motivation (i.e. morale), and teacher work setting (i.e. school climate). The relationships between shared leadership, morale, climate, and student achievement are in Figure 5.



NOTE: *p<.01

Figure 5. Relationships between sources of collective leadership influence and student achievement from: “Collective leadership effects on student achievement,” by K. Leithwood and B. Mascall, 2008. *Educational Administration Quarterly*.44 (4), p. 529-561. Copyright 2008 by Sage Publications. Reprinted with permission of the owners.

As seen in Figure 5, collective leadership (shared leadership) has small but significant indirect effects on student achievement. The effect of collective leadership on students is through its influence on capacity, teacher motivation (teacher morale), and work setting (school climate). Collective leadership does have a significant effect on teacher capacity, but teacher capacity was not significantly related to student achievement in their study (Leithwood & Mascall, 2008.)

Leithwood and Mascall (2008) discovered that shared leadership has a positive effect on school climate and teacher morale. However, Leithwood and Mascall did not find that shared leadership has a direct effect on student achievement. Teachers reported that principals had the

most direct influence on school decisions, which led Leithwood and Mascall to express that a hybrid form of leadership may be best. A combination of shared leadership and traditional hierarchical leadership is what Leithwood and Mascall label an *intelligent hierarchy* in which the strengths of members of an organization are balanced with the decisions made by the formal leader. In the school setting, various stakeholders can have input into decisions, but some decisions must be made by the school principal.

Gronn (2009) further explored the idea of a hybrid model of leadership, arguing that traditional studies of leadership did not take into account varying combinations and degrees of hierarchical and heterarchical forms of leadership that may change over time. Gronn stated that “a sure sign of hybridity is the intermingling of both hierarchical and heterarchical modes of ordering responsibilities and relations” (p. 208). Hierarchical leadership, or traditional top-down leadership, has levels of leadership in which higher levels of authority in an organization have influence and control over subordinate levels of leadership within that organization. Heterarchical leadership, or shared leadership, has leaders and subordinates at different levels in the organization influencing each other in some way throughout the organization.

Gronn’s (2009) view of a hybrid model of leadership, as supported by his examination of the works of Spillane, Camburn, and Pareja (2007); Leithwood et al. (2007); and Timperley (2005) is that “one size fits all” does not do justice in thoroughly explaining leadership. From the foundational works of Gibb (1954, 1968a), a spectrum of leadership was created from focused leadership to distributed leadership. Gronn put forth the idea that “hybridity is a focused-distributed mix, in which varying degrees of each co-exist” (p. 213).

Spillane, Camburn and Pareja (2007) investigated the leadership practices of 42 US principals by tracking their daily activities. They asked principals to track their leadership activities at specific times during the day. Spillane et al. (2007) found principals demonstrating hierarchical leadership two-thirds of the time, and for the other one-third of the time they either were leading with a colleague (mostly teachers) or not leading at all. This sharing of leadership or allowing others to lead represents heterarchical elements of leadership.

Leithwood et al. (2007) examined the leadership patterns in schools in Ontario, Canada, and found a mixture of solo and shared leading. Of particular interest was the impact informal leaders had in the decision-making process. Informal leaders were active in garnering support of colleagues once a vision was in place, but they still were regularly monitored by principals.

These informal leaders were often teacher-leaders without an official title, both working with their colleagues to share in decision-making, while still having to answer to the final authority of the principal (Leithwood et al., 2007, p. 55). The action of leading by these informal leaders represents the heterarchy of Gronn's hybrid model, while principal oversight of the teacher-leaders represents the hierarchy of the hybrid model.

Timperley (2005) examined the leadership in schools in Auckland, New Zealand. She examined tape-recorded literacy team meetings over a period of three years. At first, teachers were reluctant to work together to discuss children's difficulties in reading as it could reflect poorly upon the individual teacher's abilities. By the third year of the study, teachers began to work together (in teacher teams) to examine student performance against national benchmarks. This heterarchical leadership was only part of the leadership taking place as teacher-leaders served a role in working between the teacher teams and principals. Hierarchical leadership was still prevalent as the principal still made some decisions in the traditional top-down leadership approach.

As found in the literature, there are many factors that can affect student achievement. Two of these are school climate and teacher morale. Both can have positive or negative effects on student achievement, and both are affected by other school and personal variables. The challenge of the research on shared leadership is to discover if shared leadership has any effect on school climate and teacher morale. There is a lack of evidence to support that shared leadership has a greater impact on student achievement than traditional hierarchical leadership (Miller & Rowen, 2006). However, there is no evidence to support the assumption that shared leadership is less effective than traditional hierarchical leadership in affecting student achievement (Poff & Parks, 2010). Support does exist to show improvement in the morale of stakeholders because of participation in the decision-making process (Fullan, 2003).

Implications for This Study

As educators strive to improve student learning, the effect of shared leadership in an educational setting should be further explored. It is still unclear whether leadership in any of its various forms has an effect on outcomes. There is plenty of anecdotal evidence suggesting that leadership does have an effect on outcomes; however, the evidence supporting this effect remains elusive, especially for direct effects. The conclusion that has the greatest support, at

present, is that the leader's effect is translated into outcomes through such school and teacher variables as school climate and teacher morale. However, just because the direct effects of leadership have not been discovered does not mean that researchers should stop looking.

The *intelligent hierarchy* (Leithwood & Mascall, 2008), a hybrid of traditional hierarchical leadership and shared leadership, seems to warrant further study to see if it has an effect on school climate and teacher morale. The study of combinations of leadership styles or forms may be more fruitful than the study of single styles or forms. It was the purpose of this study to test whether such a hybrid model of leadership affects the morale and climate within an elementary school.

Chapter 3

Methods

This is a participant-observer, action-research case study of the development and implementation of a hybrid decision-making model in an elementary school in a rural setting in a southern state. Detailed in this chapter are site selection; community, district, and school, profiles; data collection—including four questionnaires given three times over the course of the study, minutes of leadership team meetings, notes from the researcher’s journal, minutes from a parent meeting, minutes of individual teacher meetings; data management; and data analysis.

The Site of the Study

The site of the study is presented in three parts: the community, the school district, and the school.

The community. The community in which the study takes place is rural and located in a southern state. There are two small communities within the areas in which the school is located. The combined population for both communities was 161 in 2010 (U. S. Census, 2010.) Other non-incorporated areas are included within the school community. The median household income in 2000 was \$33,163. The primary employers within the county are the local school board, a mining manufacturing company, a mattress manufacturer, a local grocery chain, and county government. Residents of the school community were 97.8% white, 1.1% Asian, and 1.1% more than one race.

The community is a mixture of various income levels and occupations. There is an industrial park located within the community, and it provides the strongest income base. Other high-paying jobs are located in the mining industry in a neighboring county. Many of the homes are older, and there are several low-income housing units located within the community. There are many mobile homes and rental properties. This mix of housing contributes to the high free and reduced-priced lunch percentage of the school at 66%, which is the fourth highest in the school district.

The school district. The school district is rural and located in a southern state. In 2013-2014 the school district served approximately 3,700 students, with 98% Caucasian, 1% African-American, 0.5% Hispanic, and 0.5% classified as other. Approximately 55% of all students

qualify for free or reduced-price lunches. Fourteen schools made up the school district, with one K-3 primary school, one PK-4 primary school, four PK-6 elementary schools, one K-7 elementary school, one 4-7 intermediate school, one 5-7 intermediate school, one 7-9 middle school, two 8-12 high schools, one 10-12 high school, and one career and technical center.

The school district employed approximately 550 people in various roles in the fourteen schools in 2013-2014. The central office had four supervisors in addition to the superintendent. There was an elementary supervisor who is also the director of testing, a middle school supervisor who is also head of human resources, a secondary supervisor, a supervisor of special education, and the superintendent. At the time of the study direction was given from the central office to the schools in areas of policy and personnel, but school principals were allowed to run their schools without direct oversight from the central office. Table 4 is a list of school district personnel by position.

Table 4

School District Personnel (2013-2014)

Position	Number of employees
Superintendent	1.0
Central office supervisors	5.0
Building-level administrators	23.5
Clerical	7.0
Secretarial	23.0
Classroom teachers	277.0
Special education teachers	41.0
Paraprofessionals	18.0
Librarians	9.5
School counselors	9.5
School social workers	3.0 ^a
Resource officers	3.0 ^a
Food service employees	31.5
Transportation	51.0
Custodians	36.5
Maintenance employees	10.0 ^a
School nurses	11.0
Total school district employees	554.5

^a Serve all schools.

The school. The elementary school, which is the site of this study, originally opened in 1955 as a K-7 school with eight classrooms, a library, and a cafeteria. The school was heated by

a coal-fired boiler. A second wing was added in 1977 containing twelve classrooms and a gymnasium. A renovation in 2000 added air conditioning units to all classrooms. A third addition took place in 2005, adding four classrooms and a second gymnasium to accommodate the needs of the nearby high school for more practice area. In 2013-2014 the school had 24 classrooms, two gymnasiums, a library, and a cafeteria. All rooms were air conditioned and some were still heated by a coal-fired boiler.

At the time of the study, the school was a PK-4 primary school, serving 362 students, including two Head Start classrooms. Enrollment has been consistent over the past few years. As of 2013-2014 three hundred forty-eight students are classified as Caucasian, 8 as Hispanic, 1 as American Indian, and 5 as two or more races. Approximately 66% of all students qualify for free or reduced-price lunches. The school personnel are listed in Table 5.

Table 5

School Personnel (2013-2014)

Position	Number
Principal	1.0
Assistant principal	0.5
Classroom teachers	17.0
Professional support staff	11.5
Classified support staff	7.0

Design of the Case Study

The study is a participant-observer, action-research case involving implementation of a hybrid model of leadership in an elementary school in which the researcher is the principal. As principal of the school, the researcher was a participant-observer. A hybrid model of participative and directive leadership was developed and implemented over 23 months, from July 2011 to June 2013. Implementation was monitored by the principal using four instruments: a measure of the implementation of shared leadership, the *Essential Elements of Shared Leadership*; a measure of perceptions of decision making, the *Decision Point Analysis*; a

measure of school climate, the *Organizational Climate Description Questionnaire-RE*; and a measure of esprit de corps, the *Morale Measure*. These assessments were administered a total of three times each in Spring 2012, Fall 2012, and Spring 2013 to monitor changes in implementation and outcomes. A journal was kept on an iPad using Evernote to note observations, track decision making, and monitor implementation of the hybrid leadership model in the school. A leadership team was constructed to assist with implementation, monitoring, and intervention. Leadership team meetings were recorded and transcribed to ensure accuracy.

Design of the Hybrid Leadership Model

A detailed description of the hybrid model of leadership that was implemented follows:

Purpose for implementing the hybrid model. The purpose for implementing the hybrid model was to change the leadership culture of the school from a principal-driven approach to a shared leadership approach in which the principal, teachers, staff, and parents participate in decisions within the school. The hybrid model that was implemented is that of an *intelligent hierarchy*, as defined by Leithwood and Mascall (2008). The idea is that the principal shares decision making and involves other members of the school community in the decision-making process. The hypothesis is that as teachers, staff, and parents become more involved in making decisions, the school climate and teacher morale will improve over time.

Components of the implemented model. The leadership model had the following components: a leadership team, a realignment of responsibility for decision making, and the education of participants on the *Essential Elements of Shared Leadership* (Poff & Parks, 2010). Implementation occurred while monitoring and adjusting the process according to data received by administering the decision making, climate, and morale questionnaires. Each of these components is described below.

The leadership team. A leadership team was formed from the faculty and staff of the school. Faculty members were selected, one per each grade level, by the respective grade levels. The special education teachers selected one teacher to represent them. Paraprofessionals selected one volunteer to represent them. The PTO selected two volunteers from their executive council. All executive council members of the PTO were parents, thus giving a voice to parents on the leadership team. This leadership team met with the principal five times from July 2011 to November 2011, five times from March 2012 to December 2012, and twice in April 2013, to

make decisions regarding the overall school program. All meetings were recorded and transcribed to ensure accuracy.

The purpose of the leadership team was to give a voice to teachers, support staff, and parents in the decisions made in the school. The members of the leadership team provided input into the operational decision-making procedures of the school. They served as two-way communication linkages between the principal and the faculty, staff, and PTO. They brought issues or concerns to the leadership team, where those issues and concerns were acted upon by the principal or the leadership team as a whole. They were asked to communicate the decisions that were made in the leadership team to their respective groups. The examination of the decision-making process in the implementation of the hybrid model of leadership was a vital component in the implementation process. The decisions that were made in the school were examined from the aspect of who makes the decisions. The choices for the potential decision makers in the school setting are in Table 6. The *Decision Point Analysis (DPA)* was used to form a preliminary data set as to how decisions were made and, as the *DPA* was administered, data were compared to see if and how the decision-making process in the school changed over time. Table 6, based on the *Decision Point Analysis*, was used as a baseline for the location of decision-making at the beginning of the study (column two) and expected location at the end of the study (column three). This table was prepared from the principal's perspective. This information was reviewed with the leadership team to explain the role of the leadership team and the direction in which decision making might take in the school

Table 6

Principal Perceptions of the Location of Decisions Prior to Implementation and Expected Location of Decisions Following Implementation of the Hybrid Model

Decision	Who makes the decision (beginning of the study) ¹	New responsibility for the decision ²
Data to manage instruction	Principal, teachers	Principal, leadership team, teachers
Assignment of teaching loads	Principal	Principal
Assignment of students to classrooms	Principal, teachers	Principal, leadership team, teachers
Interpretation of school-wide standardized test results to parents	Principal	Principal
Individualization of homework assignments	Teachers	Teachers
Remediation of students not passing standardized tests	Principal, teachers	Principal, teachers
Scheduling of instructional time	Principal, teachers	Principal, leadership team, teachers
Involvement of community organizations within the school	Principal, teachers, support staff	Principal, teachers,
Kinds of field trips to be taken by students	Teachers	Teachers
How to implement the curriculum	Teachers	Teachers
Choice for substitute teachers	Principal, teachers	Principal, teachers
Types of assessments used in the classroom	Principal, teachers	Principal, teachers

(continued)

¹ This is based on the perception of the principal and reflects who is primarily responsible for the decision. The results of each administration of the *Decision Point Analysis* are in Table B2, B3, and B4 in Appendix B.

² These are who the principal believes will be responsible for making the decisions at the end of the study.

Table 6 (continued)

Decision	Who makes the decision (beginning of the study) ³	New responsibility for the decision ⁴
Plans for daily instruction	Principal, teachers	Principal, teachers
Kinds of instructional materials to purchase	Principal, teachers	Principal, leadership team, teachers
Introduction of new teaching methods	Principal, teachers	Principal, teachers
Referral of students with learning difficulties	Principal, teachers	Principal, teachers, parents
Use of resource people in the school program	Principal	Principal
Means of accounting for school funds	Principal, support staff	Principal, support staff
Retention of students	Principal, teachers	Principal, teachers, parents
Involving parents in the school program	Principal, teachers, support staff	Principal, teachers, support staff
Handling parental complaints about teachers	Principal	Principal, teachers
Rules for governing student conduct	Principal, teachers	Principal, teachers
Safety of students	Principal, teachers, support staff	Principal, teachers, support staff
Expanding the curriculum beyond state standards	Principal, teachers	Principal, teachers

(continued)

³ This is based on the perception of the principal and reflects who is primarily responsible for the decision. The results of each administration of the *Decision Point Analysis* are in Table B2, B3, and B4 in Appendix B.

⁴ These are who the principal believes will be responsible for making the decisions at the end of the study.

Table 6 (continued)

Decision	Who makes the decision (beginning of the study) ⁵	New responsibility for the decision ⁶
Types of equipment to be purchased for use in the school	Principal, teachers	Principal, leadership team
Volunteers within the school	Principal, teachers	Principal, teachers, parents
Ways PTO funds will be spent	Principal, others (PTO)	Principal, PTO
Types of fundraisers	Principal, teachers	Principal, leadership team, teachers
Priorities for the use of school facilities	Principal, teachers, Support staff	Principal, leadership team, teachers, support staff
Use of electronic equipment	Principal, teachers	Principal, teachers
Student counseling services	Principal, teachers	Principal, teachers

Education of participants on the essential elements of shared decision making. The installation of such processes as shared decision making or intelligent hierarchy cannot occur without the education of participants. The *Essential Elements of Shared Leadership* (Poff & Parks, 2010) were shared the leadership team in a meeting on November 17, 2011. This training was held to ensure the leadership team members understood the purpose of the leadership team and the reasons behind the implementation of the hybrid model of shared leadership. These elements are in Table 7.

⁵ This is based on the perception of the principal and reflects who is primarily responsible for the decision. The results of each administration of the *Decision Point Analysis* are in Table B2, B3, and B4 in Appendix B.

⁶These are who the principal believes will be responsible for making the decisions at the end of the study.

Table 7

The Essential Elements of Shared Leadership by Domain

Domain	Essential element
Collaboration	<ul style="list-style-type: none"> School personnel who collaborate in achieving goals Leaders who believe in collaboration A staff that holds collaboration as a priority A shared belief that collaboration can have a significant impact
Common focus	<ul style="list-style-type: none"> A focus on common, agreed-upon goals An ability of the leaders to convey a compelling vision of shared leadership
Shared responsibility	<ul style="list-style-type: none"> Teacher leadership of professional development that is linked to school-based learning goals Administrative delegation of authentic power A willingness on the part of leaders to give up some control while monitoring effectiveness of decisions Involvement of shareholders in decisions that matter, not minutia Group decisions based on information
Supportive culture	<ul style="list-style-type: none"> A climate of trust The acceptance of collective efficacy as a critical value Honesty among staff members
Widespread communication	<ul style="list-style-type: none"> Communication of clear purposes for shared leadership

Note. From: “Is shared leadership right for your school district?” by J. C. Poff and D. J. Parks, 2010, *Journal of Scholarship and Practice*, 6(4), pp. 29-39. Copyright 2010 by the American Association of School Administrators. Reprinted with the permission of the owner.

The following staff development plan was used to help participants understand the process for implementing the hybrid model of leadership.

Table 8

Professional Development Activities on the Hybrid Decision-making Model

Date and time	Participants	Topics and activities
11/17/2011 3:30-4:30	Leadership team	<i>The Essential Elements of Shared Leadership</i> were discussed with the leadership team to better understand what shared leadership in the hybrid model will look like.
12/15/2011 3:30-4:30	All teachers and paraprofessionals	Shared leadership was discussed with all faculty and staff to develop a better understanding of what it is and why we are implementing shared leadership.
12/15/2011	All teachers and paraprofessionals	Collaboration meetings with teachers were scheduled.
1/4/2012 9:00-10:00	All faculty and staff	Morale was discussed with all faculty and staff to identify issues impact morale in the school.
1/31/2012 3:30-4:30	Various grade levels	By this date all grade levels met in vertical and horizontal collaboration groups to promote collegiality and teamwork. Meeting notes submitted to the principal.
9/10/2012 3:30-5:00	Leadership team	The results of the first administration of the <i>Essential Elements of Shared Leadership</i> , the <i>Decision Point Analysis</i> , the <i>Organizational Climate Description Questionnaire—RE</i> , and the <i>Morale Measure</i> were discussed to identify areas for improvement.

(continued)

Table 8 (continued)

Date and time	Participants	Topics and activities
9/14/2012 3:30-5:00	All teachers and paraprofessionals	The topic of shared leadership was discussed to reiterate its purpose. An explanation was given for the roles and responsibilities of the leadership team. <i>Is shared leadership right for your school district?</i> (Poff & Parks, 2010) was given to all to reiterate and clarify the purposes of shared leadership.
2/28/13-3/19/13 Times vary	Individual teachers and paraprofessionals	Individual teachers and paraprofessionals were given a packet of data to review prior to the meetings. Faculty and staff members scheduled meetings with the principal individually to discuss results of the 1 st and 2 nd administrations of the <i>Essential Elements of Shared Leadership</i> , the <i>Decision Point Analysis</i> , the <i>OCDQ-RE</i> , and the <i>Morale Measure</i> to offer improvements before the 3 rd administration of each instrument. This provided a time for each faculty and staff member to have direct communication with the principal as to the implementation of the hybrid model. Since the areas in need of improvement on the 1 st and 2 nd administrations of each instrument predominately focused upon employee relationships and perceptions, PTO was not included in these meetings.

(continued)

Table 8 (continued)

Date and time	Participants	Topics and activities
4/8/13	Leadership team	This was the last leadership team meeting recorded in this study. The principal led the leadership team through a discussion of upcoming plans for the 2013-2014 school year. It was the intention of the principal for the hybrid model of leadership to become the norm in the school and continue past the end of the study.
Ongoing	Leadership team, teachers	Components of the hybrid model will be revisited and revised in the future leadership of the school.

Implementing, monitoring, and adjusting implementation. Implementation of the hybrid leadership model occurred during the 2011-2012 and 2012-2013 school years. Changes in the implementation of shared leadership, the decision making process, the climate of the school, and the morale of participants were monitored throughout the two years, and adjustments to the implementation plan were made. Efforts were made to sustain the motivation and interest of participants throughout the study. Details follow.

Implementing the hybrid leadership model. Implementation occurred during the 2011-2012 and 2012-2013 school years. The process included initiating communications with school administrators to receive permission to conduct the study; beginning conversations with teachers, other personnel, and stakeholders to establish a leadership team; taking initial measures of shared leadership, stakeholder participation in decision making, school climate, and teacher morale; monitoring the measures of stakeholder participation in decision making, school climate, and teacher morale at intervals throughout the year; adjusting implementation as the data indicated during the monitoring process; maintaining the motivation of stakeholders to continue the process; and evaluating the outcomes of the implementation. The implementation plan is described in Table 9.

Table 9

Timeline for Implementation of the Intelligent Hierarchy Process in the Elementary School

2010	2011	2012	2013
Beginning	Implementing a hybrid model of leadership	Monitoring implementation of the hybrid model of leadership, with interventions	Continuing monitoring of implementation of the hybrid model of leadership, with interventions
<ul style="list-style-type: none"> • Researcher assumed the position of principal at the school • Informal assessment of leadership and conditions at the school • Consideration of alternatives to the current conditions, including a hybrid model of leadership 	<ul style="list-style-type: none"> • Decision to implement a hybrid leadership model based on Leithwood and Mascall (2008) and Poff and Parks (2010). Beginning communications with central office and teachers • Approval by the school district administrators • Establishing a leadership team • Conducting leadership team meetings to work through the process of moving into a hybrid model of leadership <ul style="list-style-type: none"> ○ 7/14 ○ 7/28 ○ 9/8 ○ 9/29 ○ 11/17 	<ul style="list-style-type: none"> • Assessing essential elements of shared leadership <ul style="list-style-type: none"> ○ March ○ September • Assessing decision points <ul style="list-style-type: none"> ○ April ○ October • Assessing organizational climate <ul style="list-style-type: none"> ○ May ○ November • Assessing morale <ul style="list-style-type: none"> ○ May ○ December • Crafting and implementing changes in the implementation of the hybrid leadership model • Conducting leadership team meetings <ul style="list-style-type: none"> ○ 3/29 ○ 4/19 ○ 5/25 ○ 9/10 ○ 12/10 	<ul style="list-style-type: none"> • Assessing essential elements of shared leadership <ul style="list-style-type: none"> ○ May • Assessing decision points <ul style="list-style-type: none"> ○ May • Assessing organizational climate <ul style="list-style-type: none"> ○ May • Assessing morale <ul style="list-style-type: none"> ○ May • Crafting and implementing changes in the implementation of the hybrid leadership model • Conducting individual teacher meetings to maintain motivation of stakeholders <ul style="list-style-type: none"> ○ 2/28-3/19 • Conducting leadership team meetings <ul style="list-style-type: none"> ○ 4/8 ○ 4/29 • 6/6 Conclusion of the study and evaluation of outcomes

Beginning communication and gaining permission to do the study in the school.

Communications with the school superintendent and director of elementary education were held in early June 2011 to inform them of the intent and purpose of the study. A phone call was placed to the director of elementary education who was excited to hear about the study and wanted the results to be forwarded to her. She asked the superintendent, and he gave his

approval. Direct communication with the superintendent was not deemed necessary at this point. A meeting was held with grade-level teachers in the school to inform them of the intent and purpose of the study and a possible timeline for the study to take place.

Establishing the leadership team. The leadership team was established by asking each grade level to select a member to serve on the leadership team. Each team discussed its willingness to participate and chose one member to represent the team. A paraprofessional was asked by the principal to serve as the support-staff representative. Two members of the PTO Executive Council of the school volunteered and represented the PTO and parents as a whole. The roles and responsibilities of the leadership team were decided collectively by members of the team and the school principal. Results from the administration of the initial *Decision Point Analysis* were used to assess the decision-making procedures in the school and to identify the decisions the leadership team would make. One of the responsibilities of the leadership team was to work together to find solutions to potential barriers to the implementation of the hybrid model. Discussion of the data collected from the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Morale Measure*, and the *Organizational Climate Description Questionnaire-RE* were critical to identify any barriers to the implementation of the hybrid model in the school.

The first meeting of the leadership team occurred on July 14, 2011, to establish guidelines and agendas for work during the summer. It was decided that the team would meet monthly or more often as needed for one hour with a very specific agenda to be determined by the committee. The leadership team members met for one hour and determined the schedule for future meetings. A specific agenda would be generated by the principal and approved by the leadership team at the beginning of each meeting. The leadership team would be allowed to add items to the agenda. Any decision made by the leadership team would be approved by majority vote.

Establishing a budget and applying resources as needed. The leadership team was put in charge of allocating part of the operational funds from the local school board. Once school funding was established after July 1, 2011, the leadership team met to determine what funds were available to purchase needed materials. Members of the leadership team were charged with meeting with their grade levels to prioritize a list of materials to be purchased. This information was given to the principal, and an order was placed with available funds. If more funds were

needed, the leadership team would be responsible for selecting and implementing means to raise those funds.

Once the leadership team was in place, roles and responsibilities determined, and a budget set, the implementation of a hybrid model of leadership began. Meetings were held (bi-weekly in the beginning and then less frequently) as part of the overall operation of the school and as part of the implementation of the hybrid leadership model. Meetings were recorded and transcribed to ensure accuracy of data

Identifying and implementing the specific steps in the implementation process. The procedures for implementing the hybrid model of leadership after the initial establishment of the leadership team roles and responsibilities are outlined below.

Taking initial measures. An initial measure of shared leadership was taken using the *Essential Elements of Shared Leadership* in March 2012. Data collected with this instrument provided a baseline for measuring changes in shared leadership over the duration of the study. An initial measure of the location of decision making was taken with the *Decision Point Analysis* in April 2012. Data collected with this instrument established a benchmark to identify changes in the location of decisions within the school over the duration of the study. Initial measures of school climate and stakeholder morale were taken with the *Organizational Climate Description Questionnaire-RE* and the *Morale Measure*, respectively, in May 2012. Data collected with these instruments established benchmarks for each of these domains.

Monitoring shared leadership, decision making, climate, and morale. Monitoring of shared leadership, decision making, school climate, and teacher morale occurred three times each throughout the course of this study through the use of four instruments. Shared leadership was monitored through the administration of the *Essential Elements of Shared Leadership*. Participation in decision making was measured with the *Decision Point Analysis*. School climate was monitored through the *Organizational Climate Description Questionnaire—RE*, and morale was evaluated using the *Morale Measure*.

Sustaining the motivation of stakeholders to continue the process. The formation of the leadership team was the driving force behind the implementation of the hybrid model of leadership in this school. Members of the leadership team were the voices for the groups of stakeholders-- teachers, support staff, and parents. The involvement of these stakeholders in

shaping the decisions of the school was expected to enhance esprit de corps of the individuals and group and give each member a voice (Carson, Tesluk, & Marrone, 2007;Grosz, 2008).

Even though improvements in teacher morale and school climate were the expected results of this study, there was no guarantee that this would occur. Teachers, in particular, could lose interest in participating in the study. Some could still prefer the traditional hierarchical model of leadership and may not be interested in the hybrid model. Teachers, support staff, and parents are consumed with various responsibilities and may not feel that they have the time to devote to shared leadership.

One of the primary deterrents for stakeholders to continue in the process was the time involved in completing the surveys. All surveys were administered using an online survey tool to provide easy access to the instruments, to allow the participation of the PTO executive council, and to motivate stakeholder continuation in the process. This allowed teachers time away from the hectic pace of a normal school day to focus on the instrument completion, either at school or at home, and allowed the PTO members to have access to the instruments at a time that was convenient. Members of the leadership team were asked to communicate with teachers, support staff, and the PTO as to the time involved in completing the surveys and relay this information to the principal.

The first administration of the *Essential Elements of Shared Leadership* occurred in March 2012, with 17 respondents (see Table 16). The first administrations of the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire--RE*, and the *Morale Measure* all occurred in May 2012. By the time of the administration of the fourth instrument, the *Morale Measure*, there were only 12 respondents (see Table 30). Before the second administration of each instrument the principal spoke to each faculty member personally to remind them of the importance of their input. This helped to maintain or improve participation in each subsequent administration.

Adjusting implementation based on data. The data from the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire--RE*, and the *Morale Measure* were analyzed, shared with the leadership team, and used to adjust implementation of the hybrid model of leadership. The roles and responsibilities of the leadership team were adjusted to reflect data collected using the *Decision Point Analysis* and the *Organizational Climate Description Questionnaire--RE*. For example, if

the *Decision Point Analysis* showed that teachers wanted decision-making input in a particular area, but not another area, then the decision-making process in the hybrid model was adjusted to reflect the data. Decisions made throughout the school year were documented in a journal and analyzed to determine trends and patterns that may have warranted adjustment of the implementation of the hybrid leadership model. The transcripts from the leadership team meetings were used to identify further revisions in the implementation of hybrid leadership model.

Evaluating the outcomes of implementation. The outcomes of implementation were evaluated by the completion of the four instruments--the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, and the *Morale Measure* at the end of the implementation process. Leithwood and Mascall (2008) found that teacher morale had an effect on school climate and school climate in turn had an effect on student achievement. The implementation of this process was evaluated on changes (improvements) in teacher morale, teachers taking more ownership in the decision-making process of the school, and the overall climate of the school. Data from the researcher’s journal kept to document the decisions made and outcomes that occurred throughout the process were used supplement the quantitative measures taken with the instruments.

Data Collection Instruments

Four data collection instruments were used in the study: *the Essential Elements of Shared Leadership*, *the Decision Point Analysis*, *the Organizational Climate Description Questionnaire-RE*, and the *Morale Measure*. The development and testing of these instruments are described below.

The Essential Elements of Shared Leadership. The *Essential Elements of Shared Leadership* is based on the work of Poff (2008), who applied a three-round Delphi technique to operationalize a definition of shared leadership. In the first round of the procedure, 180 items remained under each of four areas: “characteristics of shared leadership (66 items), behaviors of shared leadership (42 items), aspects of school culture that facilitate shared leadership, (37 items), and aspects of school culture that are barriers to shared leadership (35 items) (Poff, 2008, p. 51). After two additional rounds, 15 items in five domains were rated as very good or excellent descriptors of shared leadership by 100% of the panelists. These were labeled by Poff

as essential elements of shared leadership (see Table 7). The 15 items within Poff's original five domains were reworded into statements with one item (Teacher leadership of professional development that is linked to school-based learning goals) split into two statements (1. Teachers lead professional development in our school. 2. Professional development in our school is linked to school-based learning goals). The domains and items used in the *Essential Elements of Shared Leadership* are in Table 10.

The *Decision Point Analysis*. Leithwood and Mascall (2008) suggested that a hybrid model of leadership had promise as a useful means of making decisions in a school. Central to this idea is that some leadership decisions are made by the principal while others are shared with the faculty or staff. To test the hybrid model of leadership in this study, it was determined that the involvement of faculty and staff in the decision-making process must be measured. The instrument selected for this purpose is the *Decision Point Analysis*.

Table 10

Domains and Items, the Essential Elements of Shared Leadership

Domain	Item
Collaboration	We collaborate in achieving goals Our school leaders believe in collaboration Everyone in the school community holds collaboration as an important value Everyone in our school believes that we can affect the learning of our students Members of the school community believe that collaboration has a significant effect on student learning
Common focus	We focus on common, agreed-upon goals Our leaders have the ability to convey a compelling vision of shared leadership
Shared responsibility	Teachers lead professional development in our school Professional development in our school is linked to school-based learning goals Our leaders delegate decision-making authority to teachers and staff members Our leaders are willing to give up some control over decision making while monitoring effectiveness of decisions Members of the school community are involved in decisions that matter, not minutia Group decisions in our school are based on relevant information
Supportive culture	There is a climate of trust in our school There is a climate of honest communication among members of the school community
Widespread communication	The purposes of shared leadership are clear to faculty and staff in our school

Note. These items are statements created from the essential elements identified by Poff and Parks (2010). Adapted from: Poff, J. C., & Parks D. J. (2010). Is shared leadership right for your school district? *Journal of Scholarship and Practice*, 6(4), 29-39. Copyright 2010 by the American Association of School Administrators. Reprinted with the permission of the owner.

The original *Decision Point Analysis* was developed by Eye et al. (1966). As early as 1957, Eye et al. examined the literature and developed a list of approximately four hundred tasks involved in the supervision and administration of the instructional program. These tasks were analyzed by the researchers, and input was sought from practicing administrators. The items

were reduced to forty-four. These items were further refined in a pilot study in the Janesville, Wisconsin, school district. The results of the pilot study led to a reduction to thirty-items, which formed a working draft of the instrument. The instrument with the thirty items and seventeen possible decision-points was administered in a pilot school district. This study led to a final revision with twenty-five decision items and ten possible decision-points. The twenty-five decision items were divided equally among five administrative areas. These administrative areas and the ten final decision-making groups are in Table 11.

Table 11

Administrative Areas and Decision Making Groups: Original Decision Point Analysis

Administrative Areas	Decision-Making Groups
Pupil Personnel	Business Manager
Staff Personnel	Principal
Curriculum	Vice-Principal
Business Management	Department Head
School-Community Relations	Special Subject Supervisor
	Superintendent
	Director of Instruction
	Guidance Coordinator
	Board of Education
	Teacher

Note. Based on information from: *Relationship between instructional change and the extent to which school administrators and teachers agree on the location of responsibilities for administrative decisions*, by G. Eye, J. Lipham, R. Gregg, L. Netzer and D. Francke, 1966. University of Wisconsin, Madison. . (ERIC Document Reproduction Service No. ED010166)

Development of the Decision Point Analysis used in this study. The 25 items from the *Decision Point Analysis* (Eye et al., 1966) were reviewed by the researcher and advisor to determine the appropriateness for measuring decision-making as a component of shared leadership in this study. Due to the age of the original instrument, some items were rewritten into modern language. Other decisions more relevant to the work of school administrators in the early part of the 21st century were added to the instrument. In all, 35 items were created by the researcher and advisor for the purposes of measuring decision making in this study. These items are in Appendix B.

Validation of the *Decision Point Analysis* .Content validation of the *Decision Point Analysis* was conducted in March 2012. An email was sent to fifteen current and former

elementary principals asking for their assistance in validating the instrument, with ten responding. Respondents were asked two questions for the purposes of validation: (1) Is the item clearly stated? (2) Is the item an administrative decision made at the elementary school? Questions that received less than 70% response as administrative decisions made in an elementary school were generally excluded from the final instrument. Five questions that did not meet the 70% criterion were deemed as important by the researcher and advisor and were included in the final instrument. Twenty-eight questions comprised the first instrument and are in Appendix B, Table B1. Additionally three questions that were originally excluded from the first administration were added to the instrument for the second and third administrations because they were deemed important by the researcher as items that needed to be measured.

For the purposes of this study, the *Decision Point Analysis* is used to measure over time the perceptions of decision making within the school by faculty and staff members. This instrument was given three times during the 2011-2012 and 2012-2013 school years, and comparisons were made among the three data points. Specifically, data were analyzed to see if there was any change in the perceptions of faculty and staff in their involvement in decision making throughout the year.

The Organizational Climate Description Questionnaire--RE. Leithwood and Mascall (2008) asserted that the hybrid model of leadership could have an impact on the climate of the school, which in turn could have an impact on student achievement. For the purposes of this study, a school climate measure was sought to record teacher and staff perceptions over time of the climate of the school. Particularly of interest was an instrument that would measure the climate of an elementary school. The instrument chosen for this purpose is the *Organizational Climate Description Questionnaire for Elementary Schools (OCDQ-RE)* (Hoy, Tarter, & Kottkamp, 1991).

The original *Organizational Climate Description Questionnaire (OCDQ)* was developed by Halpin and Croft (1963) to measure teacher-teacher and teacher-principal interactions in schools. Based on the data collected from the *OCDQ*, schools were placed on a continuum from open climates to closed climates (Hoy et al. 1991).

The *OCDQ* was composed of 64 Likert-type items forming eight dimensions (see Appendix C, Table C1). Four of the dimensions described characteristics of the group while four

of the dimensions described behavior of the leader. The eight dimensions with descriptions are in Table 12.

Table 12

The Dimensions of the OCDQ

Characteristics of faculty behavior	Characteristics of principal behavior
1. Disengagement —teachers’ tendency to not be “with it,” that is, “to go through the motions” without commitment to the task at hand.	1. Aloofness —formal and impersonal principal behavior, the principal goes by the “book” and maintains social distance from subordinates.
2. Hindrance —teachers’ feelings that the principal burdens them with routine duties, committee work, and other unnecessary busy work.	2. Production Emphasis —close supervision. The principal is highly directive and not sensitive to faculty feedback.
3. Esprit —morale growing out of a sense of both task accomplishment and the satisfaction of social needs.	3. Thrust —dynamic behavior in which the principal attempts to “move the organization” through the example the principal personally sets for teachers.
4. Intimacy —teachers’ enjoyment of warm and friendly social relations with each other.	4. Consideration —warm, friendly behavior by the principal. The principal tries to be helpful and do a little something extra for the faculty.

From: *Open schools/healthy schools: Measuring organizational climate*, p. 11-12. W. K., Hoy, C. J. Tarter, and R. B. Kottkamp. (1991). Beverly Hills, CA: Sage. Reprinted with permission of the owner.

Validity and reliability of the OCDQ-RE. Halpin and Croft (1963) developed six discrete climates based on the data collected in the *OCDQ*. Brown (1964) attempted to replicate the findings of the *OCDQ* but produced eight rather than six climate types. Instead of the discrete climate types, Hoy and Miskel (1987) used the *OCDQ* to develop an index of openness by adding the esprit and thrust scores for each school and then subtracting from that sum the disengagement score; the higher the score, the more open the climate of the school. Appleberry and Hoy (1969) and Hoy (1972) demonstrated the validity of the method and examined the relationship between openness and other variables.

Revision of the *OCDQ* led to the development of the *OCDQ-RE*. First, the original items of the *OCDQ* were evaluated. Halpin and Croft’s rotated factor matrix for the original 64 items

was examined. Factor loadings within each subtest were evaluated. Items with low factor loadings were either discarded or revised leading to the eventual discarding of 24 of the 64 items. New items were generated and assessed which focused on academic press (14 items) and pupil control (17 items). Eventually, the revision of the *OCDQ* contained 131 potential items. A pilot study was conducted to refine the instrument. Factor analysis was once again used to identify items with only items loading high on one factor and low on another being retained. Items were then evaluated for conceptual clarity and eliminated if they reduced the internal consistency of the subtests as measured by Cronbach’s coefficient alpha (Hoy, Tarter, & Kottkamp, 1991.)

Factor analyses generated school mean scores for each item, and item-correlation matrices were factored. A 10-factor solution with a varimax rotation was performed. Fifty-six items were eliminated because of low factor loadings (<.3) across all factors; another factor analysis led to the elimination of nine additional items. A third factor analysis was performed with the remaining 66 items, leading to the elimination of the aloofness domain. Consideration and thrust loaded together on the same factor; and academic press and pupil control did not emerge as distinct factors. This led to the development of the *OCDQ-RE* with 42 items within six domains. The number of items in each domain and the alpha coefficient for each domain are in Table 13.

Table 13

Number of Items and Reliability of the Domains of the OCDQ-RE

Domain	Number of items	Reliability (alpha)
Supportive principal behavior	9	.95
Directive principal behavior	9	.89
Restrictive principal behavior	5	.80
Collegial teacher behavior	8	.90
Intimate teacher behavior	7	.85
Disengaged teacher behavior	4	.75
Total	42	

Note: From: *Open schools/healthy schools: Measuring organizational climate*, p. 30. W. K., Hoy, C. J. Tarter, and R. B. Kottkamp. (1991). Beverly Hills, CA: Sage. Reprinted with permission of the owner.

The Morale Measure (Esprit de Corps). Leithwood and Mascall (2008) asserted that a hybrid model of leadership could have an impact on teacher morale, which in turn could have an impact on student achievement. Grosz (2008) listed three categories that help generate esprit de

corps: personal elements, group elements, and institutional contributions. Personal elements are what the individual needs to feel to experience esprit de corps. These include things such as the need to believe in what one is doing, to feel that one will be recognized, and to feel that one will be appreciated. Group elements are what the group offers the individual to enhance esprit de corps. These include colleagues offering feelings of cooperation and support, contributing to a sense of security, contributing to the concern for the individual's welfare, and demonstrating that there is awareness that each individual is a part of the whole. Institutional contributions are things the institution can do to foster esprit de corps. Among these are an environment of open communications, a relaxed environment that includes physical comfort, fair methods of teacher assessment, a pathway of dissent, honest leadership, mechanisms for change, and a prevailing spirit of concern for each individual as a human.

For the purposes of this study, the esprit de corps measure was modified to form an original instrument, the *Morale Measure*. Items were placed in seven domains that were measured in the implementation of the instrument (see Appendix D, Table D1). The domains and definitions are:

Personal elements. Defined by Grosz (2008) as “what the individual needs to feel in order to experience the *esprit de corps*” (p.1). Individuals who have positive feelings toward their work and receive positive feedback about their contributions to the school express high esprit de corps or morale.

Group elements. Defined by Grosz (2008) as “what the group offers the individual in order to enhance the *esprit de corps*” (p. 2). Groups that work together, contribute to the group effort and goals, and provide mutual support have high esprit de corps or morale.

Institutional contributions. Defined by Grosz (2008) is “the role an institution can play in order to foster *esprit de corps*” (p. 2). Institutions that are open to expression of members and change, exhibit fairness and honesty in policies and decisions, provide for the well-being of their members, and show consideration for individuals contribute to the morale of their members.

Leadership: The leadership domain is concerned with how the principal, teachers, and staff feel about the distribution of leadership during the current school year.

Communication: The communication domain is concerned with how the principal, teachers, and staff feel about communications in the school during the current school year.

Decision-making: The decision-making domain is concerned with how the principal, teachers, and staff feel about decision making in the school during the current school year.

Relationships: The relationships domain is concerned with how the principal, teachers, and staff feel about the relationships in the school during the current school year.

Validity of the Morale Measure. In January 2012, content validity on the *Morale Measure* was done by sending the instrument to 10 current and former elementary school administrators to determine the clarity of items included in the questionnaire and domain placement of the items (see Table D2 in Appendix D). Items noted as unclear were revised and revalidated. Any item receiving 80% validation was included in the *Morale Measure* to be administered to the faculty and staff of the elementary school in this study (see Appendix D, Tables D3 and D4).

Data Collection Plan

The data collection plan for the study included the use of a daily journal, electronic recording of leadership team meetings, and the use of four questionnaires—the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Development Questionnaire-RE*, and the *Morale Measure*.

Daily journal. During the study a journal was kept to document the decision-making actions within the school. Decisions made were documented by a digital voice recorder and entered into a daily journal in a word document format. Data were constantly analyzed using a modified version of the Maykut and Morehouse (1994) constant comparative method to identify patterns within the decision-making process.

Leadership team meetings. Leadership team meetings occurred once per month. Each of the meetings of the leadership team was recorded and transcribed to ensure accuracy. Data were constantly analyzed and coded using a modified version of the Maykut and Morehouse (1994) constant-comparative method to identify patterns within the decision-making process.

The Essential Elements of Shared Leadership. Data were collected using the *Essential Elements of Shared Leadership* three times during the study, once each in spring 2012, fall 2012,

and late spring 2013. An online survey service was used to administer the *Essential Elements of Shared Leadership*. Data were analyzed with descriptive statistics (frequencies, means, and standard deviations) to measure change in participant responses over time. The data were graphed to illustrate the changes.

The Decision Point Analysis. Data were collected using the *Decision Point Analysis* three times during the study, once each in spring 2012, fall 2012, and late spring 2013. An online survey service was used to administer the *Decision Point Analysis*. Data were analyzed with descriptive statistics (frequencies and percentages) to measure change in participant responses over time. The data were compiled into a table to illustrate the changes.

The Organizational Climate Description Questionnaire-RE. Data were collected using the *Organizational Climate Description Questionnaire-RE* three times during the study, once each in spring 2012, fall 2012, and late spring 2013. An online survey service was used to administer the *Organizational Climate Description Questionnaire-RE*. Data were analyzed with descriptive statistics (frequencies, means, and standard deviations) to measure change in participant responses over time. The data were graphed to illustrate the changes.

The Morale Measure. Data were collected using the *Morale Measure* three times during the study, once each in spring 2012, fall 2012, and late spring 2013. An online survey service was used to administer the *Morale Measure*. Data were analyzed with descriptive statistics (frequencies, means, and standard deviations) to measure change in participant responses over time. The data were graphed to illustrate the changes. The data collection plan is summarized in Table 14.

Table 14

Data Collection Plan

Data collection method or instrument	Person or persons involved	Frequency or dates
Journal	Researcher (participant observer)	Daily or as relevant events occurred
Electronic recording of minutes of leadership team meetings	Researcher (participant observer)	Monthly or as scheduled
<i>The Essential Elements of Shared Leadership</i>	Researcher, teachers, and staff	Three times (spring 2012, fall 2012, late spring 2013)
<i>The Decision Point Analysis</i>	Researcher, teachers, and staff	Three times (spring 2012, fall 2012, late spring 2013)
<i>The Organizational Climate Description Questionnaire—RE</i>	Researcher, teachers, and staff	Three times (spring 2012, fall 2012, late spring 2013)
<i>The Morale Measure</i>	Researcher, teachers, and staff	Three times (spring 2012, fall 2012, late spring 2013)

Data Management Plan

The journal was maintained on an iPad using Evernote. The entries were moved to an electronic file and printed in preparation for analysis using the Maykut and Morehouse (1994) constant comparative method.

The electronic recording of the minutes of the leadership team meetings was transcribed following each meeting. A copy of the transcript was made in preparation for analysis using the Maykut and Morehouse (1994) constant comparative method.

Each administration of the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire--RE* and the *Morale Measure* was exported from an online survey tool to an Excel file. The data were prepared by adding variable names and checking for outliers prior to analysis using descriptive statistics—frequencies, means, and standard deviations.

Data Analysis Plan

There are both qualitative and quantitative analyses in this study. Qualitative analytic techniques were applied to the journal entries and the transcripts of the leadership team meetings. Quantitative analytic techniques were applied to the data from the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, and the *Morale Measure*.

The qualitative analysis. The qualitative data from the journal, the transcripts of the leadership team meetings, and the transcripts of individual teacher meetings were analyzed with the constant-comparative method of Maykut and Morehouse (1994). The constant comparative method uses inductive category coding by comparing units of data to all other units. All minutes of the leadership team meetings, the individual teacher meetings, and all information kept in a daily journal, were typed, coded, reviewed, and when the principal investigator felt comfortable with the content, “unitizing” began. The following steps recommended by Maykut and Morehouse (1994) were modified for use in this study:

After data were transcribed, potentially relevant experiences, ideas, concepts, themes, in the data were identified through a process called unitizing data. These ideas, concepts and themes were highlighted in differing colors and organized by predominate themes around the major concepts related to the instruments in this study—the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, and the *Morale Measure*.

These ideas, concepts, and themes were then transferred to the website Padlet. Padlet walls were organized around the four predominate themes, and each idea, concept, or theme was posted to each wall based on the category to which it applied.

A code was typed at the top of each post to indicate where the unit is located (e.g. LTM1, p. 19, 741) would indicate that the unit was from Leadership Team Meeting 1, page 19, line 741).

Units of meaning were copied and posted to the new Padlet walls. Unitized data posts were reviewed to see if any fit the first provisional category. If so, the post was placed on the category wall in Padlet. Before placing a second post in a category, it was compared to the first post to see if it had a similar meaning using “look like, feel like” criteria

(Lincoln & Guba, 1985). If so, the post was placed above the first post in that category in reverse chronological order on the Padlet wall.

If the post did not fit the first category, the other categories were reviewed for a match. If a match was found the unit of data was added to that Padlet wall. Posts with unitized data not fitting a provisional category were placed on a “miscellaneous” wall within Padlet.

As many posts as fit the category were accumulated on that category wall (Lincoln & Guba, 1985).

The next step was integrating the data from various propositional statements with supporting units of meaning to provide a detailed description of the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, the *Morale Measure*, and the research process itself.

The final step was to take the integrated data from the qualitative analysis and transfer the data into tables in the appendices. Data from these tables were then used to provide details for the narrative in the results section of this report.

The quantitative analysis. Following each administration of the *Essential Elements of Shared Leadership*, the data in Excel were analyzed using frequencies, percentages, means, and standard deviations to assess the status of the implementation of shared leadership within the school. These data were graphed and shared with the leadership team for potential action.

Following each administration of the *Decision Point Analysis*, the data in Excel were analyzed using frequencies and percentages to identify where respondents thought decisions were located in the school. These data were shared with the leadership team for potential action.

Following each administration of the *Organizational Climate Description Questionnaire—RE*, the data in Excel were analyzed using frequencies, percentages, means, and standard deviations to assess the climate of the school. These data were graphed and shared with the leadership team for potential action.

Following each administration of the *Morale Measure*, the data in Excel were analyzed using frequencies, percentages, means, and standard deviations to assess the status of morale in the school. These data were graphed and shared with the leadership team for potential action.

The results of these analyses were used to determine changes in the location of decision making, the status of shared leadership, the climate of the school, and the morale of the faculty and staff.

Chapter 4

Presentation and Analysis of Data

The purpose of this study was to implement a hybrid model of leadership, referred to as an intelligent hierarchy (Leithwood & Mascall, 2008), in an elementary school to test whether such a model affects the distribution of decision making, morale, and climate within the school. An action research project was carried out over the course of 23 months. Instruments were selected, modified, or developed to measure perceptions of shared leadership, the location of decision-making, school climate, and morale. Each instrument was administered three times throughout the study to assess change over time.

A leadership team was formed to assist in the implementation of the hybrid model of leadership. Leadership team meetings were recorded and transcribed. A journal was kept by the principal, who was the researcher, to document daily decision-making processes within the school. Individual teacher meetings were held with the principal between the second and third administration of each instrument to provide teachers an opportunity to review the data, express concerns, or offer suggestions for improvement.

Quantitative data were anonymous. All quantitative data were collected using an online survey tool. Qualitative data from leadership team meeting minutes, the principal's journal, and minutes of individual teacher meetings were coded for data analysis to protect the identities of participants in the study. Leadership team meetings (LTM) were coded with the date of the meetings, and transcript page numbers were referenced. All participants were coded to protect identities. A list of codes for the qualitative data is in Table 15.

Background Information Relevant to the Study

The principal in this study assumed the leadership of the school in 2010. The principal informally interviewed all instructional staff during the summer of 2010 and met with the prior leaders of the Parent Teacher Organization (PTO). From the notes collected by the principal, community perception of the school was identified by the principal as needing improvement. Relationships with the community and the PTO needed attention. The principal proceeded to work on community involvement and the relationship with the PTO throughout the 2010-2011 school year.

Table 15

Codes for Qualitative Data

Item	Code
Transcripts	TR
Leadership Team Meetings	LTM #, date, p. #
Parent Meeting	PM, date p. #
Individual Teacher Meetings	ITM, teacher, date
Journal Entries	J, date
Principal	P
Teachers	T
Support Staff	S
Parents	Pa

Note. There were two segments of time in the study. They are designated as 1st year (July 14, 2011, through May 24, 2012) and 2nd year (May 25, 2012, through June 6, 2013).

From discussions with the faculty and the PTO, the principal found that they believed that decision making was centralized in the school. The new principal was interested in decentralizing decision making by including the school community in operating the school. This led to the implementation of the hybrid model of shared leadership in this study. This meant increasing the shared leadership within the school while reserving some decisions exclusively for the principal.

Moving Toward a Hybrid Model of Shared Leadership

The implementation of the hybrid model of shared leadership in this study began with the 2011-2012 school year. The first leadership team meeting occurred on July 14, 2011. In this meeting, the principal controlled most of the conversation because the team members were not yet familiar with the new model of leadership (TR, LTM 1, 7/14/11, p. 1; J, 7/14, 2011). Previously, teachers had been involved in meetings with the former principal as lead teachers. These meetings were used to relay information back to the general faculty. New to the teachers was the idea that they would have influence on decisions through the leadership team.

Involvement in scheduling. One of the new responsibilities for the leadership team was involvement in scheduling. Prior to the formation of the leadership team, the principal of the school created the schedules. It was the intent of the principal to have more involvement in school scheduling with the purpose of developing a more effective master schedule.

The master schedule. The principal created the master schedule for the school in his first year as principal, 2010-2011. The schedule was based on the principal's previous experiences and on what he felt was best for the school. Throughout the year, several teachers commented that they wanted changes in their schedules. These comments set up an opportunity for changing how the schedule was developed for the following year. The principal asked each teacher to submit schedule requests at the end of the 2010-2011 school year to formulate the master schedule for the 2011-2012 school year. The principal still created the schedule but welcomed teacher input and modification before the final draft was issued in August 2011. During the leadership team meeting on July 14, 2011, the principal reviewed the master schedule with the leadership team. Certain teachers wanted to change particular aspects of the schedule (TR, LTM 1, 7/14/11, p. 6). These changes were internal to a particular grade level, and the principal explained those types of changes would be left to the discretion of the grade level, as long as they did not affect other grade levels (TR, LTM 1, 7/14/11, p. 6).

The master schedule for the 2011-2012 school year was still the primary responsibility of the principal. Having been the principal of the school the prior year, the principal felt he had a better understanding of how to construct the most effective schedule for the teachers and students. (J, 7/8/11). Throughout the 2011-2012 school year the principal received complaints from teachers about gym times (J, 10/7/11) and, for 3rd and 4th grades, the fragmentation of their third block classes (J, 9/7/11; J, 9/12/11). Due to these concerns, the master schedule for 2012-2013 was approached in a different manner. In the leadership team meeting on March 29, 2012, the principal asked teachers for feedback on the 2011-2012 master schedule. Two teachers reiterated their frustrations with third-block classes, while one teacher again mentioned her gym time as being an issue and the desire to have common planning times with teachers in her grade level (TR, LTM7, 3/29/12, p. 8). The principal suggested that the members of the leadership team discuss the master schedule with their colleagues and develop schedule requests for discussion in the next leadership team meeting (TR, LTM7, 3/29/12, p. 19).

Other aspects of scheduling. In the leadership team meeting on July 28, 2011, teachers were involved in another aspect of scheduling (TR, LTM 2, 7/28/11, p. 10). During July 2011, a new art and music teacher was assigned to the school. The principal sought input from the teachers to develop the schedule for art and music. He gave the teachers the following guidelines: thirty-minute classes, on Monday or Tuesday, and not scheduled during reading

blocks. The teacher representatives on the leadership team met after the leadership team meeting on July 28, 2011, and collectively developed the art and music schedule. This allowed them to choose preferred times for their classes and grades, while protecting reading instructional blocks (TR, LTM 2, 7/28/11, p. 10).

The leadership team took on other aspects of scheduling in the meeting on November 17, 2011 (TR, LTM5, 11/17/11, p. 10). The school librarian was the assistant principal of the school. Administrative duties started having an impact on the library schedule in that library classes were cancelled more than the teachers preferred. One teacher asked if teachers could check out their students' books instead of cancelling library altogether. The principal and assistant principal already had discussed this, and the assistant principal agreed to train teachers to check out books so that student access to the library could be improved (TR, LTM5, 11/17/11, p. 10).

Further expanding upon the new responsibilities for scheduling, the leadership team, in the meeting on March 29, 2012, discussed the scheduling of the end-of-the-year dinner for faculty and staff and the schedule for the in-service week for the 2012-2013 school year (TR, LTM 7, 3/29/12, p. 16). Instead of the principal deciding the location of the end-of-the-year dinner for faculty, the leadership team was charged with surveying the faculty and staff to determine their preferences for the dinner. In addition, instead of the principal determining the open house and faculty meeting dates for the in-service week for the 2012-2013 school year, the leadership team was to survey the general faculty for preferences and report back to the principal (TR, LTM 7, 3/29/12, p. 16).

Involvement in budgeting. From the principal's prior experience as a classroom teacher, he believed that the finances of the school were not well known by the teachers. It was the intent of the principal to inform teachers of the full financial state of the school, as well as involve teachers in purchasing instructional materials, particularly those affecting the entire school. From the onset, the principal shared the school account balances and explained what each account could be used for (TR, LTM 1, 7/14/11, p. 9).

With the limited amount of funding for schools in the current economy, school fundraising has become ever more important. Over the summer of 2011 the principal worked with a company to establish fundraisers for the 2011-2012 school year. In the leadership team meeting on July 28, 2011 (TR, LTM 2, 7/28/11, p. 9), the principal described to teachers what the fundraisers would be and how they would be organized. Teachers were not overly supportive

of school-wide fundraisers. Their experience had been that most of these types of fundraisers did not work well in our school. The principal stated that he would seek further input from the teachers for future fundraising endeavors, particularly in-house methods for fundraising that would not involve selling items (TR, LTM 2, 7/28/11, p. 9).

As the 2011-2012 school year began, the principal kept getting requests from teachers for instructional materials, particularly due to the implementation of Response to Intervention (RtI). Due to limited funds, the principal looked for alternative funding sources. The principal had worked with the PTO during the 2010-2011 school year to build funds in the PTO account. Proceeds from the 2010-2011 Fall Festival were shared with the PTO. Since PTO had funds available, the principal asked the PTO to help with funding items teachers needed (J, 9/1/11). In the leadership team meeting on September 8, 2011 (TR, LTM 3, 9/8/11, p. 8), more materials were identified by the leadership team as needed to implement RtI. The principal asked the members of the leadership team to meet with each of their grade levels to compile a list of needed items to be shared during the next leadership team meeting (TR, LTM 3, 9/8/11, p. 8). The leadership team met on September 29, 2011 (TR, LTM 4, 9/29/11, p. 9), and prioritized the items needed for RtI implementation. Teachers had worked together to locate some resources within the school that did not need to be purchased. There was some disagreement as to what should be purchased as one teacher wanted an expensive piece of software (J, 9/1/11). Due to the countless items needed for start of school and the implementation of RtI, the principal determined that only certain items could be purchased. The items requested were either purchased by the principal at a local store or were ordered by the bookkeeper after the leadership team meeting (TR, LTM 4, 9/29/11, p. 9).

Another aspect of fundraising within the school setting is the support of charitable organizations. This important aspect of teaching students to give back to their communities can become burdensome to a school, particularly one with limited funds. In March 2012, the principal was contacted by two community organizations expressing interest in our school helping to raise funds for them. While both groups represented worthy causes, the principal expressed concern about asking parents to support both endeavors. The principal expressed that he would like the leadership team to decide which, if any, organization the school would support and how many charities we would support each year (TR, LTM 8, 3/29/2012, p. 2). The

leadership team determined that we would support both organizations for the 2012-2013 school year and make a determination the following year.

Working on school climate. When the principal assumed the leadership of the school in 2010, one of the concerns he noted from informal conversations with members of the school community was that the climate of the school was not open or inviting. Numerous researchers (Catsambis & Beveridge, 2001; Desimone, 1999; Englund et al., 2004; Hara & Burke, 1998; Muller, 1998; Rumberger & Palardy, 2005; Sanders, 1998; Shaver & Walls, 1998) cite the importance of community involvement and, particularly, parental involvement as critical aspects of a child's education. Prior to the beginning of this study, the principal informally interviewed each faculty member in the summer of 2010, which confirmed that the perception of the school in the community was a major concern. Informal notes collected by the principal from the conversations with teachers showed that almost all of the teachers cited community perception of the school as a concern. Consequently, school climate was targeted for intervention, monitoring, and evaluation throughout the study.

Another dimension of school climate that became worthy of monitoring was the working relationships between the faculty and staff. Through the informal interviews with teachers in the summer of 2010, the principal learned that some of the newer teachers were not made to feel welcome when they first came to our school. In the leadership team meeting on July 14, 2011 (TR, LTM 1, p. 2), the principal told the leadership team that a new teacher would be joining the faculty in the following August. A veteran teacher gladly accepted the responsibility for mentoring the new teacher (LTM 1, TR, p. 2).

In the early leadership meetings of 2011, it became clear that members of the leadership team intended to use the leadership team meetings to voice their frustrations with other faculty and staff members. In the leadership team meeting on September 8, 2011 (TR, LTM 3, p. 11), a teacher complained about a new specialist expecting the classroom teachers to handle discipline in the specialist's classes. The principal explained to the leadership team that this may have been the practice at the previous school where the specialist worked, and he would discuss this with the specialist (TR, LTM 3, p. 11). During the same meeting on September 8, 2011, a teacher complained that one of the custodians was not doing a good job cleaning her room. Another teacher agreed. The principal again agreed to discuss the complaint with the custodian (TR, LTM 3, p. 11.)

In the early stages of his work as principal in the school, the principal handled employee conflict by gathering information from the leadership team and then attempting to resolve the issues himself. A transition occurred in the leadership team meeting on November 17, 2011 (TR, LTM 5, p. 10). A teacher complained that she had lunch last and that the cafeteria ran out of food regularly. Instead of the principal talking to the cafeteria manager, the leadership team decided to institute lunch counts so that the cafeteria manager would have a better idea of how much food to prepare (TR, LTM 5, p. 11).

Working on employee morale. In the informal meetings with teachers prior to the start of the 2010-2011 school year, the principal gave each teacher an opportunity to describe the school environment. He wanted each teacher to express what he or she felt needed to be done to improve the school. He did this because he thought that participation in decision making would enhance the morale of the teaching staff. This is supported by Carson et al. (2007), who stated that giving teachers a voice can affect teacher engagement and, in turn, morale.

Morale began to heat up as an issue in the school at the end of the 2010-2011 school year and at the beginning of the 2011-2012 school year. The heat came from a practice that had been started by the previous principal of the school. The practice was one of asking teachers to place suggestions for the following year in a folder in the school office. During the first leadership team meeting prior to the start of the 2011-2012 school year, the principal shared with the leadership team one of the suggestions submitted by a teacher at the end of the 2010-2011 school year. The suggestion was a reminder that teachers had not had a raise in three years. The principal shared that the financial situation of the school district was such that no additional funding would be available for salaries or for purchasing items beyond basic classroom supplies, unless the school could provide the funding for the purchases internally (TR, LTM 1, 7/14/11, p. 11). This indicated to the principal early in the study that such outside influences as school funding could and were having a negative effect on the morale of personnel in the school.

At the same time that teachers were affected by the lack of raises, new requirements were placed on them by the central office. In 2011, the school district began Response to Intervention (RtI) for struggling readers in grades K-2. The RtI implementation began right before the start of school in August 2011. Teachers were concerned about the implementation of RtI and did not fully understand what they were supposed to do (J, 7/28/11). One teacher per school was chosen to serve on the district RtI committee, and the principal worked to ensure that communication

among central office staff, the RtI school contact, and the faculty was clear and consistent (TR, LTM 2, 7/28/11, p 1). The amount of work required by RtI and the confusion surrounding its implementation remained as negative influences on morale throughout the 2011-2012 school year (TR, LTM 5, p 8).

As external influences were having an effect on employee morale, so were internal influences within the school. In the leadership team meeting on July 28, 2011 (TR, LTM 2, p.4), a discussion was held about the committee requirements within the school being too burdensome. The principal stated that he would reexamine the committee requirements and the leadership team would look at possibly absorbing some of the committees (TR, LTM 2, p.4). One committee, the hospitality committee, seemed to be the most burdensome. One teacher expressed that she spent countless hours fulfilling duties of this committee and did not want to be part of it again (J, 9/10/11). The principal would work with the leadership team to share the responsibilities of the hospitality team in the future.

In 2010-2011, the principal's first year in the school, the teachers requested to leave the school during lunch time to get food to bring back to school. The principal's stance was that teachers were under contract from 8:00-3:30, should be on school grounds during this time, and that teachers away from the building during school hours could be viewed negatively by members of the community, and particularly parents. Due to the aforementioned issues with employee morale and requests made by the teachers, the principal changed his stance and compromised by allowing teachers to go out to get lunch on Fridays only, with the stipulation that there could be no impact on their contractual duties or instruction (TR, LTM 2, 7/28/11, p. 5).

Measuring the Implementation of Shared Leadership

To measure the implementation of shared leadership, the principal applied the *Essential Elements of Shared Leadership* for use in the school. The principal administered the instrument three times throughout the study. The first administration of the *Essential Elements of Shared Leadership* occurred between March 21, 2012, and March 29, 2012. The second administration occurred between September 27, 2012, and October 8, 2012, and the third administration occurred between May 24, 2013, and June 6, 2013. The results of the first, second, and third administrations are in Table 16.

Table 16

The Essential Elements of Shared Leadership: Differences in Mean Scores from the First to Third Administration

Item	Administration 1			Administration 2			Administration 3			Mean Difference Administration 1 to Administration 3
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
1. We collaborate in achieving goals.	17	2.94	0.55	16	2.93	0.68	16	3.06	0.57	0.12
2. We focus on common, agreed-upon goals.	17	3.05	0.55	15	3.00	0.53	16	3.19	0.54	0.14
3. Teachers lead professional development in our school.	17	2.76	0.90	15	3.13	0.83	15	3.00	0.85	0.24
4. Professional development in our school is linked to school-based learning goals.	17	3.05	0.82	15	3.46	0.74	15	2.87	0.74	-0.18
5. There is a climate of trust in our school.	17	2.70	0.84	16	2.81	0.75	16	2.56	0.51	-0.14
6. The purposes of shared leadership are clear to faculty and staff in our school.	17	2.58	0.61	16	2.75	0.44	15	2.87	0.35	0.29

(continued)

Table 16 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean Difference Administration 1 to Administration 3
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
7. Our school leaders believe in collaboration.	17	2.94	0.24	16	3.00	0.00	16	3.00	0.00	0.06
8. Our school leaders have the ability to convey a compelling vision of shared leadership.	17	2.70	0.46	16	2.68	0.60	16	2.81	0.40	0.11
9. Our leaders delegate decision-making authority to teachers and staff members.	17	2.64	0.60	16	2.75	0.57	16	2.50	0.63	-0.14
10. Everyone in our school believes that we can affect the learning of our students.	17	2.94	0.24	16	2.92	0.25	16	3.00	0.00	0.06
11. There is a climate of honest communication among members of the school community.	17	2.70	0.58	16	2.43	0.62	16	2.50	0.82	-0.20
12. Everyone in our school community holds collaboration as an important value.	17	2.82	0.72	16	2.93	0.57	16	2.88	0.62	0.06

(continued)

Table 16 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean Difference Administration 1 to Administration 3
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
13. Our leaders are willing to give up some control of decision making while monitoring effectiveness of decisions.	17	2.76	0.56	16	2.62	0.62	15	2.67	0.49	-0.09
14. Members of the school community are involved in decisions that matter, not minutia.	17	2.52	0.79	16	2.75	0.44	16	2.63	0.72	0.11
15. Members of our school community believe that collaboration has a significant effect on student learning.	17	2.82	0.39	16	2.87	0.34	16	2.88	0.34	0.06
16. Group decisions in our school are based on relevant information.	17	3.00	0.61	16	3.18	0.54	16	3.00	0.63	0.00

Note. The first administration was from March 21, 2012, to March 29, 2012. The second administration was from September 27, 2012, to October 8, 2012. The third administration was from May 24, 2013, to June 6, 2013. The scale was 1=Rarely, 2=Sometimes, 3=Often, and 4=Very frequently. Red items are those that were below 2.75 at the end of the third administration. These items were of concern to the principal and were addressed at various points throughout the study. Green items are those that were at or above 2.75 at the end of the third administration. See Appendix A, Table A1, A2, and A3 for complete data on each administration.

Results from the first administration of the *Essential Elements of Shared Leadership*.

The first administration of the *Essential Elements of Shared Leadership* began March 21, 2012, and was completed March 29, 2012. Data were collected using an online survey tool. From a possible 31 participants, 17 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Mean scores and standard deviations were calculated for each item. The data for the first administration of the *Essential Elements of Shared Leadership* are in Table 16, and more detailed data for Administration 1 are in Table A1 in Appendix A.

Initial actions to improve performance on the *Essential Elements of Shared Leadership*. The results of the first administration of the *Essential Elements of Shared Leadership* were shared with the leadership team in a meeting on March 29, 2012. The principal, one teacher each from grades kindergarten through fourth grade, two Title I teachers, one special education teacher, one secretary, and one parent representing the PTO were in attendance. The leadership team was given a copy of Table A1, *Data for the First Administration of the Essential Elements of Shared Leadership (March 21-March 29 2012)*. Items were discussed from the first administration of the instrument (TR, LTM 7, 3/29/12, p. 5). Items with a mean score of 3.00 or greater were highlighted by the principal as successes of the school.

During the leadership team meeting on March 29, 2012, members of the team identified items of concern based on the first administration of the *Essential Elements of Shared Leadership*. One teacher was concerned that more teachers did not recognize that staff development in the building had been mostly led by teachers (Item 3, Table 16). She and other members of the group suggested that almost all staff development had been led by members of the faculty, with one exception of a teacher from another school leading one workshop (TR, LTM 7, 3/29/12, p. 10). This concern for a lack of recognition for doing work within the school was further identified in the initial administration of the *Morale Measure* in May 2012 (Item 22, Table 30).

Another item (Item 14, Table 16) identified by a teacher was that teachers did not feel that they were being involved in decisions that mattered. The leadership team discussed the issue and determined that this issue would be closely monitored throughout the study to determine if teachers truly felt they had a voice in decisions that mattered (TR, LTM 7, 3/29/12, p. 10). The principal expressed that he felt teachers were having a say in decisions that mattered,

including how staff development days were structured, and that teachers were involved in the selection of meals for teacher appreciation days (TR, LTM 7, 3/29/12, p. 11).

The item of most concern, from the perspective of the principal and the teachers on the leadership team, was Item 5, related to a climate of trust in our school (Item 5, Table 16). The members of the leadership team could not understand why this item was scored low. One teacher expressed that the time in the school year the item was assessed could have resulted in the low score. She felt in the spring teachers may be less trusting due to the pressures of state testing, teacher evaluations, transfer assignments, and grade-level changes that occur at that time of year. The teacher wondered if this measure were taken in the fall that this particular item would be scored higher (TR, LTM 7, 3/29/12, p. 11). The theme of trust was further identified as a concern in the form of lack of an environment of open communication on the first administration of the *Morale Measure* (Item 13, Table 30).

To overcome these concerns, the principal worked with the leadership team to monitor the items throughout the study. The principal also took action to improve these items from the initial assessment of the *Essential Elements of Shared Leadership*. One thing the principal did to improve recognition was to write personal handwritten notes to teachers. As the principal tried to recognize teachers for doing a good job, one teacher stated that when the principal gave her a hand-written thank you note, it was the only time in her career that that had happened (ITM, 3/5/13). The principal would work throughout the course of the study to improve teacher recognition and appreciation.

Results of the second administration of the *Essential Elements of Shared Leadership*.

The second administration of the *Essential Elements of Shared Leadership* began on September 27, 2012, and was completed October 8, 2012. Data were collected using the same online survey tool. From a possible 35 participants, 16 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Mean scores and standard deviations were calculated for each item. The data for the second administration of the *Essential Elements of Shared Leadership* are in Table 16, and more detailed data for Administration 2 are in Table A2 in Appendix A. Of concern was the comparison between the results of the first and second administrations, the change in shared leadership over time, and the improvement made in implementing the *Essential Elements of Shared Leadership*. Figure 6 contains the change in mean scores from the first to the third administration and

demonstrates some overall improvement between the first and second administrations. The mean scores of ten items increased from the first administration of the *Essential Elements of Shared Leadership*. Three items either dropped below or remained below the targeted mean score of 2.75. Items had been discussed in the leadership team meeting held on 9/10/12 (TR, LTM 10, 9/10/12) and in a faculty meeting held on 9/14/12 before the second administration of the *Essential Elements of Shared Leadership*. These discussions may have clarified the meaning of the items and may have contributed to the changes in the scores.

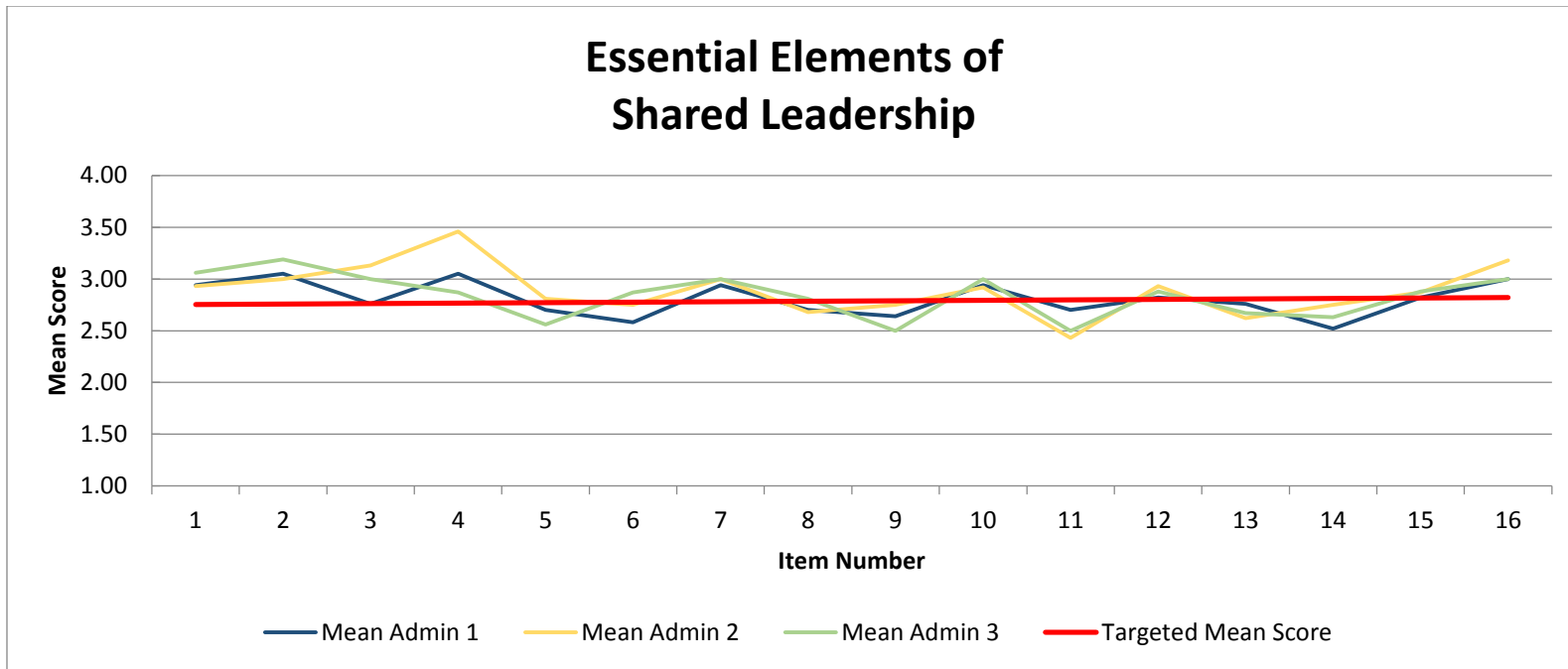


Figure 6. Change in means from first through third administrations of the *Essential Elements of Shared Leadership*.

Actions following the second administration of the *Essential Elements of Shared Leadership to improve items below 2.75.* Data from the first and second administrations of the *Essential Elements of Shared Leadership* showed that the items in need of improvement were those items with decreased means and increased standard deviations. Part of this change in the data could be that parents on the PTO Executive Council were asked to complete the instrument on the second administration and may not have been completely clear about shared leadership in the school.

To clarify the content and purpose of the *Essential Elements of Shared Leadership*, the principal held a meeting with the PTO Executive Council on November 13, 2012 (TR, PM, 11/13/12, p. 1). Since PTO contributes financially to the operation of the school, the principal shared the line-item expenditures for the school year 2012-2013 through November 2012 (TR, PM, 11/13/12, p. 2). The principal clarified the descriptions of specific line items and the intended purpose of the funds in each line item. The grade-level accounts and the field trips each grade level would be taking were explained. The principal further clarified that students would have the same field trip in a certain grade every year to ensure all students have the same opportunities. Concerning the budget, one PTO member asked what the flower fund was used for (TR, PM, p. 3). The principal explained that the purpose of that fund was to purchase flowers in the event of deaths, retirements, or other special occasions. He further explained that the flower fund was funded by the faculty and staff. Another parent asked what the line item SBOPO was (TR, PM, p. 3). The principal explained that the fund was School Board Office Purchase Orders and was for items purchased through the central office with allocated funds. The parent also wanted to know what the large amount was on the end of the report. The principal explained that was the total amount of money in the bank account that was split among the different line items on the report (TR, PM, p. 3).

In the parent meeting (November 13, 2012), the principal shared the *Essential Elements of Shared Leadership* with the PTO Executive Council and explained the purposes for the implementation of shared leadership in the school. The principal shared the article *Is Shared Leadership Right for Your School?* (Poff & Parks, 2010) as background to the *Essential Elements of Shared Leadership*. The principal explained that the table on page 32 of the article (see Table 7) was a good summary of what the purposes of shared leadership were in the school, in that the principal wanted more involvement of members of the school community in the

decisions that were made. The principal further shared the results of the first and second administrations of the instrument and highlighted successes and items in need of improvement.

The principal asked the PTO Executive Council members if they were pleased with how the year had gone through November 2012. One parent expressed frustration about the high school sports teams practicing in the gym right up to the moment that PTO meetings started. The principal stated that this had been addressed with the high school athletic director and would be addressed again. Another parent stated she would like to have more parent volunteers to help with events. The principal stated this had been difficult, especially for the past two years. The principal suggested that the PTO and he host a volunteer workshop to explain what volunteer opportunities are available. Two parents suggested that either next semester or next year one parent from each homeroom could be a homeroom parent and coordinate parent volunteers for those classrooms. The principal agreed that this would be a good thing to implement for the following school year.

Before the final administration of the *Essential Elements of Shared Leadership*, the data were shared with all faculty and staff in February and March 2013 and with the leadership team in a meeting on April 8, 2013. Faculty and staff were given time to review the data in Table 16 and were then asked to schedule an individual meeting with the principal to discuss ways of possibly improving the implementation of shared leadership.

The meetings with individual faculty and staff members began on February 28, 2013, and concluded on March 19, 2013. From these meetings, the principal discerned some disagreement about the data from the first and second administrations of the *Essential Elements of Shared Leadership*. Some teachers agreed with the findings and some did not. Not all teachers commented about all the specific areas of need from the first and second administrations of the instrument. Summary data from these individual faculty and staff meetings on the results of the first and second administrations of the *Essential Elements of Shared Leadership* are in Table 17. These individual meetings with the faculty and staff were recorded and transcribed, and the results were shared with the leadership team on April 8, 2013.

Table 17

Individual Teacher and Staff Meetings: the Essential Elements of Shared Leadership Summary Statements

Date	Faculty/staff member	Essential Elements of Shared Leadership—item number	Summary statement
February 28, 2013	T	Vision—8	The teacher thinks the vision for shared leadership is communicated well.
March 1, 2013	T	Honest communication--11	The teacher stated that there is honest communication and good communication overall. She appreciates being able to talk to the principal and suggests that we do more of these meetings. The teacher stated she has a voice and does not feel so powerless.
March 4, 2013	T	Purpose-6	The teacher stated she was not clear as to what shared leadership was, but she liked that the principal talked to everybody about what was going on.
March 4, 2013	T	Honest communication--11	The teacher stated that both the principal and assistant principal had been honest with her the whole time and that was important to her.
March 5, 2013	T	Delegation—9	The teacher stated that the principal did a good job sharing decision making, but the principal had to make some decisions.
March 5, 2013	T	Honest communication--11	The teacher stated that some other teachers were afraid to speak out and would go through other teachers to ask the questions of the principal.
March 5, 2013	T	Trust—5	The teacher stated trust and the purposes of shared leadership had improved. She stated she was not sure if the trust issues were between staff members or between administration and staff.

(continued)

Table 17 (continued)

Date	Faculty/staff member	Essential Elements of Shared Leadership—item number	Summary statement
March 5, 2013	T	Honest communication--11	The teacher stated sometimes there is not honest communication from teacher to teacher.
March 5, 2013	T	Trust—5	The teacher stated that some cliques have formed here and that creates trust issues.
March 5, 2013	T	Honest communication--11	The teacher stated she felt the issue of honest communication was from teacher to teacher and that some teachers are too open.
March 5, 2013	T	Common goals --2	The teacher stated she thought it was good to work as a team.
March 5, 2013	T	Collaboration--7	The teacher stated that she liked that the leadership team was a priority here.
March 5, 2013	T	Honest communication--11	The teacher stated she feels she can speak freely with the principal.
March 5, 2013	T	Vision—8	The teacher stated she was confused by what was meant with a compelling vision of shared leadership.
March 18, 2013	T	Honest communication--11	The teacher stated we need to work on honesty and communication in that teachers receive information second hand.
March 19, 2013	T	Vision—8	The teacher stated she felt that leadership and the vision of the school are shared.
March 19, 2013	S	Trust—5	The support staff member stated that she heard that the principal says things to other staff members that should not be said.
March 19, 2013	T	Honest communication--11	The teacher stated she feels she can say what she needs to the principal.

Three items (8, 11, and 13 in Table 16) were determined by the leadership team to be in need of further improvement before the final administration of the *Essential Elements of Shared Leadership* (TR, LTM 11, p. 11.) Of particular interest was item 11, which dealt with a climate of open and honest communication. The principal felt that issues with disharmony among the custodial staff had affected the climate of the school and directly affected honest communication (J, May 9, 2013.)

Results of the final administration of the *Essential Elements of Shared Leadership*.

The final administration of the *Essential Elements of Shared Leadership* began on May 24, 2013, and concluded on June 6, 2013. The final results (see Table 16, Administration 3) show that 5 of 16 items (Items 5, 9, 11, 13, and 14 in Table 16) were below the targeted mean score of 2.75. Item 5 on trust and item 11 on honest communication remained of greatest concern. One issue that surfaced throughout the study, and particularly in year two of the study, was conflict among the custodial staff. A new custodian was brought into the school after July 1, 2013, and the climate of the school is expected improve. The principal continues to monitor the items in the *Essential Elements of Shared Leadership* and is working with the leadership team specifically to improve the items of trust and communication.

The *Decision Point Analysis*

Shared decision making was an important component of the hybrid model of leadership implemented in this study. Of particular interest was the number of decisions made by the principal versus the number of decisions made by other members of the school community.

The *Decision Point Analysis* used in this study began as a 35-item questionnaire. After content validation, the questionnaire contained 28 items (see Tables B1, B2, B3, and B4 in Appendix B.) After Administration 1, three items were added to the instrument. The final instrument (used in the second and third administrations) contained 31 items in 6 domains. The items and domains of the *Decision Point Analysis* are in Table 18.

Table 18

The Decision Point Analysis: Domains and Items

Domain	Items
<p>Public Relations (Partnerships, collaboration, PTO, advisory)</p>	<p>4. The interpretation of standardized test results to parents. 8. The involvement of community organizations within the school. 20. The ways of involving parents in the school program. 26. The use of volunteers within in the school. 27. The ways PTA/PTO funds will be spent.</p>
<p>Organization (Departmentalized, relationships, hybrid, use of resources, use of school)</p>	<p>3. The assignment of students to classrooms. 9. The kinds of field trips to be taken by students. 22. Governing student conduct. 23. The provisions for the safety of students. 29. A decision on the priorities for the use of facilities. 30. A decision on the procedures for the use of electronic equipment.</p>
<p>Personnel (Hiring, interviewing, use of)</p>	<p>2. The assignment of teaching loads. 11. The choice of substitute teachers. 17. The use of resource people in the school program. 21. Handling parental complaints about teachers. 31. A decision on the provisions for student counseling services.</p>
<p>Budget (Fundraisers, use of funds)</p>	<p>14. The kinds of instructional materials to purchase. 18. The means of accounting for school funds. 25. The types of equipment to be purchased for use in the school. 28. The types of fundraisers the school will have.</p>
<p>Curriculum (Content included or excluded, implementation, textbooks, supplies)</p>	<p>10. How to implement the curriculum. 16. The referral of students with learning difficulties. 19. The retention of students. 24. Expanding the curriculum beyond state standards</p>
<p>Instruction (Use of technology, instructional techniques)</p>	<p>1. Use of data to manage instruction. 5. The individualization of homework assignments. 6. The remediation of students not passing standardized tests. 7. The scheduling of instructional time. 12. The types of assessments used in the classroom. 13. The plans for daily instruction. 15. The introduction of new teaching methods.</p>

Results of the first administration of the *Decision Point Analysis*. The first administration of the *Decision Point Analysis* occurred between April 24, 2012 and May 3, 2012. Data were collected with an online survey tool. From a possible 31 participants, 16 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Frequencies and percentages were calculated for each item. Respondents were asked to determine who makes the decisions in the school. Response categories in the first administration were: (1) Principal; (2) Leadership team; (3) Teachers; (4) Teachers and principal; (5) Leadership team and principal; (6) Leadership team and teachers; (7) Leadership team, teachers, and principal; and (8) Other. The data for the first administration of the *Decision Point Analysis* are in Appendix B, Table B2.

The results from the first administration of the *Decision Point Analysis* are in Table 20. Of the 28 items on the instrument in the first administration, six items (Items 2, 7, 8, 17, 18, and 21) were deemed to be decisions by the principal. These items involve decision-making in the domains of personnel, instruction, public relations, and budget, which traditionally involve substantial principal control. The other twenty-two items were deemed to be decisions either made by someone else in the school community or decisions that were shared in some form with the principal.

Actions to improve performance the *Decision Point Analysis* after Administration 1. The data from the first administration were shared with the leadership team in a meeting on September 10, 2012. The parent representative was concerned that there was no categorical choice where parents make the decision (TR, LTM 9, p. 10). Based on this concern, new categories were created for the second administration and remained for the third administration. The categories for the first, second, and third administration are in Table 19.

Table 19

Response Categories for the Decision Point Analysis

Categories for Administration 1		Categories for Administration 2		Categories for Administration 3	
1.	The principal	1.	The principal	1.	The principal
2.	The leadership team	2.	The leadership team	2.	The leadership team
3.	Teachers, either individually or as a group	3.	Teachers, either individually or as a group	3.	Teachers, either individually or as a group
4.	Shared between teachers (individually or as a group) and the principal	4.	Shared between the teachers (individually or as a group) and the principal	4.	Shared between the teachers (individually or as a group) and the principal
5 ^a .	Shared between the leadership team and the principal	5.	Shared between the leadership team and teachers (individually or as a group)	5.	Shared between the leadership team and teachers (individually or as a group)
6.	Shared between the leadership team and teachers (individually or as a group)	6.	Shared among the principal, leadership team, and teachers (individually or as a group)	6.	Shared among the principal, leadership team, and teachers (individually or as a group)
7.	Shared among the principal, leadership team, and teachers (individually or as a group)	7.	Shared between the principal and parents	7.	Shared between the principal and parents
8.	Other, please indicate	8.	Shared between the leadership team and parents	8.	Shared between the leadership team and parents
		9.	Shared among the principal, teachers (individually or as a group), and parents	9.	Shared among the principal, teachers (individually or as a group), and parents
		10.	Shared among the leadership team, teachers (individually or as a group), and parents	10.	Shared among the leadership team, teachers (individually or as a group), and parents
		11.	Other, please indicate	11.	Other, please indicate

^a Category was deleted before Administration 2 because the principal is part of the leadership team.

Summary Data for the first, second, and third administration of the *Decision Point Analysis* are in Table 20. Items where the decision remained with the principal in administration 3 are shaded in red.

Table 20

The Decision Point Analysis: The Individuals or Groups Perceived to Make the Decision in the First, Second, and Third Administrations, Category Receiving the Highest Percentage of the Responses

Decision	Administration 1				Administration 2				Administration 3			
	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category
1. Use of data to manage instruction	Leadership team	16	5	31	Shared among the principal, leadership team, and teachers	22	10	45	Shared between teachers and the principal	20	10	50
2. The assignment of teaching loads	Principal	16	11	69	Principal	22	17	77	Principal	20	13	65
3. The assignment of students to classrooms	Shared between teachers and the principal	16	8	50	Shared between teachers and the principal	22	7	32	Shared between teachers and the principal	20	8	40
4. The interpretation of standardized test results to parents	Shared between teachers and the principal	16	5	31	Shared between teachers and the principal	22	9	41	Shared between teachers and the principal	20	11	55
5. The individualization of homework assignments	Teachers	15	11	69	Teachers	22	13	59	Teachers	20	14	70

(continued)

Table 20 (continued)

Decision	Administration 1				Administration 2				Administration 3			
	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category
6. The remediation of students not passing the standardized tests	Shared between teachers and the principal	15	10	63	Shared between teachers and the principal	22	9	41	Shared between teachers and the principal	20	8	40
7. The scheduling of instructional time	Principal	16	6	38	Principal	20	7	32	Principal	20	9	45
					Shared between teachers and the principal	20	7	32				
8. The involvement of community organizations with the school	Principal	16	6	38	Principal	22	8	36	Principal	20	6	30
9. The kinds of fieldtrips to be taken by students	Shared between teachers and the principal	16	8	50	Shared between teachers and the principal	22	16	73	Shared between teachers and the principal	20	14	70
10. How to implement the curriculum	Teachers	16	4	25	Shared between teachers and the principal	22	10	45	Shared between teachers and the principal	20	11	55
	Shared between teachers and the principal	16	4	25								

(continued)

Table 20 (continued)

Decision	Administration 1				Administration 2				Administration 3			
	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category
11.The choice of substitute teachers	Shared between teachers and the principal	16	9	56	Principal	21	9	41	Shared between teachers and the principal	20	14	70
12.The type of assessments used in the classroom	Teachers	15	6	38	Shared between teachers and the principal	21	13	59	Shared between teachers and the principal	20	9	45
	Shared between teachers and the principal	15	6	38								
13.The plans for daily instruction	Teachers	15	11	69	Teachers	22	11	50	Teachers	20	12	60
14.The kinds of instructional materials to purchase	Shared among leadership team, teachers, and the principal	15	5	31	Shared between teachers and the principal	22	10	45	Shared between teachers and the principal	20	11	55

(continued)

Table 20 (continued)

Decision	Administration 1				Administration 2				Administration 3			
	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category
15.The introduction of new teaching methods	Shared between teachers and the principal	16	5	31	Shared between teachers and the principal	21	12	55	Shared between teachers and the principal	20	10	50
	Shared between leadership team and teachers	16	5	31								
16.The referral of students with learning difficulties	Shared between teachers and the principal	16	12	75	Shared between teachers and the principal	22	9	41	Shared between teachers and the principal	20	7	35
17.The use of resource people in the school program	Principal	15	11	69	Principal	21	11	50	Principal	20	10	50
18.The means of accounting for school funds	Principal	16	6	38	Principal	21	11	50	Principal	20	14	70

(continued)

Table 20 (continued)

Decision	Administration 1				Administration 2				Administration 3			
	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category
19.The retention of students	Shared between teachers and the principal	15	11	69	Shared between teachers and the principal	22	9	41	Shared among teachers, principal, and parents	20	9	45
20.The ways of involving parents in the school program	Shared among leadership team, teachers, and the principal	16	5	31	Shared among leadership team, teachers, and the principal	22	6	27	Shared among teachers, principal, and parents	20	7	35
					Shared among teachers, the principal, and parents	22	6	27				
21.Handling parental complaints about teachers	Principal	16	13	82	Principal	22	18	82	Principal	19	17	85
22.Governing student conduct	Shared between teachers and the principal	16	9	56	Shared between teachers and the principal	21	11	50	Shared between teachers and the principal	19	12	60

(continued)

Table 20 (continued)

Decision	Administration 1				Administration 2				Administration 3			
	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category
23.The provisions for the safety of students	Shared among leadership team, teachers, and the principal	16	5	31	Shared among leadership team, teachers, and the principal	20	7	32	Shared between teachers and the principal	20	9	45
24.Expanding the curriculum beyond state standards	Shared between teachers and the principal	16	5	31	Shared between teachers and the principal	20	7	32	Shared among leadership team, teachers, and the principal	20	6	30
25.The types of equipment to be purchased for use in the school	Shared among leadership team, teachers, and the principal	16	8	50	Shared among leadership team, teachers, and the principal	20	8	36	Principal	20	8	40
26.The use of volunteers within the school	Shared among leadership team, teachers, and the principal	15	6	38	Shared between teachers and the principal	21	9	41	Shared between teachers and the principal	20	8	40
27.The ways PTA/PTO funds will be spent	Other (PTO)	16	11	69	Shared among teachers, the principal, and parents	20	9	41	Shared among teachers, the principal, and parents	20	7	35

(continued)

Table 20 (continued)

Decision	Administration 1				Administration 2				Administration 3			
	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Individual or group	Total Number of Responses	Number Selecting the Category	% Selecting the Category
28. The types of fundraisers the school will have	Shared between teachers and the principal	16	5	31	Shared between teachers and the principal	21	7	32	Shared between teachers and the principal	19	8	40
	Shared among leadership team, teachers, and the principal	16	5	31								
29. A decision on the priorities for the use of facilities.	N/A ^a	N/A	0	N/A	Principal	21	13	59	Principal	19	14	70
30. A decision on the procedures for the use of electronic equipment.	N/A ^a	N/A	N/A	N/A	Shared between teachers and the principal	21	9	41	Principal	19	7	35
31. A decision on the provisions for student counseling services.	N/A ^a	N/A	N/A	N/A	The principal	21	5	27	Shared between teachers and the principal	19	7	35
					Shared between teachers and the principal	21	5	27				

Note. The first administration was from April 24, 2012 to May 3, 2012. The second administration was from October 25, 2012 to November 2, 2012. The third administration was from May 27, 2013 to June 6, 2013. Items shaded in red are decisions deemed by the highest percentage of respondents on the third administration as made by the principal. For complete data on where respondents thought decisions were made at the time of each administration, see Appendix B, Tables B2, B3, and B4. ^aItem was not included on the first administration of the instrument.

Actions to improve performance on the *Decision Point Analysis* after administration

2. The second administration of the *Decision Point Analysis* occurred between October 25, 2012 and November 2, 2012. Data were collected using an online survey tool. From a possible 35 participants, 22 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Frequencies and percentages were calculated for each item. Respondents were asked to determine who makes the decisions in our school. An examination of the results of the second administration of the *Decision Point Analysis* indicates that there were five items (1, 7, 12, 20, and 27) where respondents indicated that shared leadership increased in some way. Respondents indicated one item (11) where shared decision-making had decreased and twenty-four items where the amount of shared leadership did not change. In February and March 2013, the items were reviewed with each faculty member in individual meetings with the principal to determine if leadership needed to change in any area. Summary data from these individual faculty and staff meetings dealing with the results of the first and second administrations of the *Decision Point Analysis* are in Table 21. These individual meetings with the faculty and staff were recorded and transcribed, and the results were shared with the leadership team on April 8, 2013.

Table 21

Individual Teacher Meetings: The Decision Point Analysis Summary Statements

Date	Faculty/staff member	Decision points –Item number	Summary statement
February 28, 2013	T	The scheduling of instructional time.--7	The teacher likes that we can sit down and talk and that she had input on the master schedule.
February 28, 2013	T	The choice of substitute teachers.--11	The teacher stated there is no problem on how substitute teachers are handled.
February 28, 2013	T	The use of resource people in the school program.--17	The teacher believes that the principal should handle the scheduling of Title I teachers, reading specialists, and other itinerants.
March 1, 2013	T	Handling parental complaints about teachers.--21	The teacher stated that the principal should be the one to handle parental complaints about teachers. The teacher stated that the principal should communicate with the teacher first if there is a problem with a parent.
March 1, 2013	T	The scheduling of instructional time.--7	The teacher appreciated having good input into the formation of the master schedule.
March 1, 2013	T	The involvement of community organizations within the school.--8	The teacher stated that the principal should be the one gatekeeper for community access to the school.
March 1, 2013	T	The use of resource people in the school program.--17	The teacher stated the principal should develop the schedule for Title I and Special Education teachers.
March 4, 2013	T	The scheduling of instructional time.--7	The teacher really appreciated the opportunity to switch her schedule around.
March 4, 2013	T	The scheduling of instructional time.--7	The teacher did not like that the master schedule was done for her. She stated she liked to tweak the schedule herself.
March 4, 2013	T	The choice of substitute teachers.--11	The teacher liked the way we shared the responsibility of getting substitute teachers.

(continued)

Table 21 (continued)

Date	Faculty/staff member	Decision points –Item number	Summary statement
March 4, 2013	T	Handling parental complaints about teachers.--21	The teacher stated the principal does a great job handling parental complaints about teachers. She stated that she was glad the principal did that because other schools have problems with parents.
March 5, 2013	T	The scheduling of instructional time.--7	The teacher stated that the planning master schedule could not be shared with the teachers.
March 5, 2013	T	The choice of substitute teachers.--11	The teacher stated that selecting substitute teachers was shared between the principal and the teacher.
March 5, 2013	T	The scheduling of instructional time.--7	The teacher stated that the principal asked for teacher input into the master schedule, but the teachers did not get what they had asked for.
March 5, 2013	T	How to implement the curriculum.--10	The teacher stated she had all kinds of freedom to teach how she wants to.
March 5, 2013	T	The choice of substitute teachers.--11	The teacher stated that the selection of substitute teachers was shared.
March 5, 2013	T	Handling parental complaints about teachers.--21	The teacher stated that handling parental complaints about teachers was shared, but the teachers needed to be made aware of the complaint.
March 5, 2013	T	The scheduling of instructional time.--7	The teacher stated that some principals would not take tweaks on the master schedule. She appreciated being able to make her own schedule.
March 5, 2013	T	The scheduling of instructional time.--7	The teacher stated that the principal had done well making the master schedule, but that teachers did not always get what they had asked for.
March 5, 2013	T	Handling parental complaints about teachers.--21	The teacher stated that the principal does a good job of backing the teachers.

(continued)

Table 21 (continued)

Date	Faculty/staff member	Decision points --Item number	Summary statement
March 5, 2013	T	The scheduling of instructional time.--7	The teacher stated that the schedule is shared after it is developed by the principal to see if it is acceptable with teachers.
March 5, 2013	T	The choice of substitute teachers.--11	The teacher stated that sometimes she wants more say so on who her substitute teacher is.
March 18, 2013	T	The scheduling of instructional time.--7	The teacher stated in the past that gym, lunch, and recess were scheduled for them, and the teachers could schedule other things. Now the entire schedule was done for them.

The compilation of the data from the first and second administrations of the *Decision Point Analysis* and from the individual teacher meetings showed that the faculty wanted more input into certain areas deemed in need of improvement (Items 7, 11, and 21 in Table 20) but did not want more input into other items (Items 8, 17, 18, and 29 in Table 20). One item of great concern was item 11 (choice of substitute teachers). Prior to the beginning of the 2010-2011 school year, teachers were allowed to schedule their own substitute teachers. In 2010, the secretary was given that responsibility during the normal school day. After-hours, teachers were to call the principal. Teachers became concerned that some of the previous substitute teachers had not done a good job. Specifically, one teacher asked not to have a certain substitute teacher back. The principal stated that he was concerned about giving total control of the choice of substitute teachers to classroom teachers because of communication issues. The principal shared an incident when a teacher had called a substitute, but did not let the office know, and two substitutes showed up at the same time (J, March 18, 2013). The principal and the leadership team determined that they would come up with a specific policy for handling the scheduling of substitute teachers. This policy would be shared prior to the beginning of the 2013-2014 school year and reiterated by the principal as needed throughout the year (LTM 13, April 29, 2013, p.8).

Another item of great concern was Item 21, handling parental complaints about teachers. One teacher referred to a particular incident about how parental complaints were handled (ITM,

3/5/13). On February 2, 2013, a parent had scheduled a meeting where she had accused the fourth grade teachers of calling her son a liar. The teacher felt that the principal did not support the teachers in this situation. Based on this statement, and other feedback from teachers (ITM, 3/5/13; ITM, 3/1/13), the principal determined that the leadership team would set building-level policies and procedures on handling parental complaints.

Final actions on the *Decision Point Analysis*. The third administration of the *Decision Point Analysis* occurred between May 27, 2013 and June 6, 2013. Data were collected using an online survey tool. From a possible 35 participants, 20 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Frequencies and percentages were calculated for each item. Respondents were asked to determine who makes the decisions in the school. Nine items (2, 7, 8, 17, 18, 21, 25, 29, and 30), were deemed as decisions made by the principal, while 22 items were deemed as shared decisions in some form. Data from the third administration of the *Decision Point Analysis* did not indicate a drastic shift in decision making from the first and second administrations of the instrument. Data from the individual teacher meetings in February and March 2013 (ITM, 2/28/13; ITM, 3/1/13; ITM, 3/4/13; ITM, 3/5/13; ITM, 3/5/13; ITM, 3/19/13) supported the conclusion that teachers did not want to make decisions in certain areas (Items 8, 17, 18, 25, 29, 30; Table 20.) In all, the principal made some decisions in every domain except curriculum, where all decisions were shared. In every other domain, some decisions were shared while others were made by the principal.

The principal will work with the leadership team to determine if the decisions made by the principal need to remain with the principal or should be shared. Development of the master schedule (Item 7, Table 20), the choice of substitute teachers (Item 11, Table 20), and handling parental complaints about teachers (Item 21, Table 20) remain the items most in need of teacher input and possible adjustment. An adjustment occurred due to the feedback and desires of the teachers. At the end of the 2013 school year, teachers were told that they could get their own substitute teachers if the office was informed. The leadership team's input will be sought for all future master schedule development, with the final version being the decision of the principal. Finally, handling of parental complaints about teachers will be an ongoing process. The biggest factor moving forward seems to be making teachers aware of the parental complaint first, before deciding fault or placing blame (ITM, 3/1/13; ITM, 3/3/13).

Development and scoring of the *Organizational Climate Description Questionnaire—RE*. In this modern era of public education, various factors affect school climate. In the school in this study, the principal believed that outside influences negatively affected school climate. Due to prevailing economic conditions, teachers had no pay increase in four years. At the end of the 2012-2013 school year, employees were notified of a huge increase in insurance premiums. In this same time frame, district-level leadership changed drastically, with three superintendents within a six month span. This change in leadership affected communication and school climate as a whole. These factors led to a continual appraisal of school climate in this study.

The instrument chosen to measure school climate was the *Organizational Climate Description Questionnaire—RE*. Hoy et al. (1991) developed the *OCDQ—RE*. The *OCDQ—RE* was comprised of 42 questions within six domains: supportive principal behavior; collegial teacher behavior; intimate teacher behavior; directive principal behavior; restrictive principal behavior; and disengaged teacher behavior. The response categories for each administration of the *OCDQ—RE* were 1=Rarely occurs, 2=Sometimes occurs, 3=Often occurs, and 4=Very frequently occurs. Items 6, 31, and 37 were reversed scored (see Table 23). The mean and standard deviation of each item was calculated, and a comparison of the means was made between the first, second, and third administrations.

Items within the *OCDQ—RE* were worded either positively or negatively. Positively worded items are those in the domains of supportive principal behavior (4, 9, 15, 16, 22, 23, 28, 29, 42), collegial teacher behavior (1, 6, 12, 19, 26, 32, 37, 40), and intimate teacher behavior (2, 7, 13, 20, 27, 33, 38). Negatively worded items are those in the domains of directive principal behavior (5, 10, 17, 24, 30, 34, 35, 39, 41), restrictive principal behavior (11, 18, 25, 31, 36), and disengaged teacher behavior (3, 8, 14, 21).

Actions to improve the results of the *Organizational Climate Description Questionnaire—RE* after the first administration. The first administration of the *Organizational Climate Description Questionnaire—RE* began on May 11, 2012 and was completed May 21, 2012. Data were collected using an online survey tool. From a possible 31 participants, 15 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Mean scores and standard deviations were calculated for each item. The data for the first administration of the *Organizational Climate Description Questionnaire—RE* are in Table 23, and more detailed data

for Administration 1 are in Table C2 in Appendix C. Comparison of the mean scores from the first to third administrations of the *OCDQ—RE* are in Figure 7. Following the calculations of the mean scores and standard deviations, school dimension scores were calculated using the formula developed by Hoy et al. (1991). School dimension scores are in Table 25. Using a formula developed by Hoy et al. (1991), school dimension scores were then standardized. Standardized school dimension scores are in Table 26. Finally, principal openness scores and teacher openness scores were calculated using the formula developed by Hoy et al. (1991). Principal openness and teacher openness scores are in Table 27.

The results of the first administration of the *Organizational Climate Description Questionnaire—RE* were shared with the leadership team right before the end of the 2012 school year. Immediately, one item (item 10, Table 23) was eliminated from future administrations because the principal does not use sign-in sheets for teachers (TR, LTM 8, p. 5). Data from the first administration were revisited in the leadership team meeting on September 10, 2012. It was clear from the meeting that the members of the leadership team did not understand how to read the data to make sense from it. The principal spent time during the meeting helping teachers to understand simply how to interpret the data (TR, LTM 9, p. 6). After this help interpreting data one teacher commented that items dealing with teachers socializing were consistently low (TR, LTM 9, p. 6). These items would remain in focus for the duration of the study.

One of the most important actions of the leadership team during the meeting on September 10, 2012, was to set targeted mean scores for the items in the *Organizational Climate Description Questionnaire—RE*. A targeted mean score of 2.75 was set for positively worded items, and a targeted mean score of 1.75 was set for negatively worded items. As the leadership team moved forward with the implementation of the hybrid model of leadership, positively worded items below 2.75 and negatively worded items above 1.75 would be the focus for improvement.

From the principal's first few days on the job in the summer of 2010, the community perception of the school was a concern. For this reason, after the first administration of the *Organizational Climate Description Questionnaire—RE*, the principal held a meeting with the PTO Executive Council on November 13, 2012. The principal explained that the relationship between the PTO and the school was important, and he felt the purpose of the activities PTO sponsored was to promote the school in the community and to increase parental involvement.

The principal stated that one of the first meetings he had when he became principal (July 2010) was with the two former PTO presidents. The principal felt the relationship between PTO and the principal had improved and that he wanted to continue the positive work that had taken place (TR, PM, 11/13/12, p. 2.) It was the principal's desire to continue the positive relationship with the PTO to foster and improve school climate (J, 11/14/12).

Actions to improve the results of the *Organizational Climate Description*

Questionnaire—RE after the second administration. The second administration of the *Organizational Climate Description Questionnaire—RE* began on November 28, 2012 and was completed December 10, 2012. Data were collected using an online survey tool. From a possible 35 participants, 18 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Mean scores and standard deviations were calculated for each item. The data for the first administration of the *Organizational Climate Description Questionnaire—RE* are in Table 23, and more detailed data for Administration 2 are in Table C3 in Appendix C. Comparison of the mean scores from the first to third administrations of the *OCDQ—RE* are in Figure 7. Following the calculations of the mean scores and standard deviations, school dimension scores were calculated using the formula developed by Hoy et al. (1991). School dimension scores are in Table 25. Using a formula developed by Hoy et al. (1991), school dimension scores were then standardized. Standardized school dimension scores are in Table 26. Finally, principal openness scores and teacher openness scores were calculated using the formula developed by Hoy et al. (1991). Principal openness and teacher openness scores are in Table 27.

Data from the first and second administrations of the *Organizational Climate Description Questionnaire--RE* were reviewed and shared with teachers in individual meetings beginning February 28, 2013. Of particular interest were items shaded in red (see Table 23). Meetings were held with each teacher and electronically recorded for fidelity to determine perceptions of items deemed in need of improvement. The principal reviewed the data with the teachers and recorded their responses to specific questions about the data. Of particular interest was if the teachers agreed with the data, why or why not, and suggestions to improve the climate. Summary data from these individual faculty and staff meetings dealing with the results of the first and second administrations of the *Organizational Climate Description Questionnaire--RE* are in Table 22.

Table 22

*Individual Teacher Meetings: The Organizational Climate Description Questionnaire--RE
Summary Statements*

Date of meeting	Teacher	OCDQ-RE—Item number	Summary statement
February 28, 2013	T	Teachers closest friends are other faculty members—2.	The teacher sees some teachers as friends and others not as much. This is the same as other schools she has been in.
February 28, 2013	T	Teachers invite faculty members to visit them at home—7.	The teacher has invited other teachers to her home. She is not sure what other teachers do.
February 28, 2013	T	The principal uses constructive criticism—9.	The teacher believes the principal uses constructive criticism when needed.
February 28, 2013	T	Routine duties interfere with the job of teaching—11.	The teacher does not think routine duties interfere with the performance of her job.
February 28, 2013	T	Most of the teachers accept the faults of their colleagues—12.	The teacher stated most of her colleagues get along with each other and that they are good to forgive and forget.
February 28, 2013	T	Teachers know the family background of other faculty members—13.	Since the teacher has only been in this building two years, she does not know the family background of other teachers.
February 28, 2013	T	Teachers have fun socializing together during school time—20.	The teacher stated there is not much time to socialize at school.
February 28, 2013	T	The principal treats teachers as equals—23.	The teacher stated that the faculty are treated as equals by the principal, in that no differences are made from one teacher to another.
February 28, 2013	T	The principal corrects teachers' mistakes—24.	The teacher believes the principal corrects mistakes of teachers if they make one.

(continued)

Table 22 (continued)

Date of meeting	Teacher	<i>OCDQ-RE</i> —Item number	Summary statement
February 28, 2013	T	Administrative paperwork is burdensome at this school—25.	The teacher believes administrative paperwork at the school is burdensome because of state and school board regulations for teachers.
February 28, 2013	T	Teachers have parties for each other—27.	The teacher sees that some teachers have parties for each other.
February 28, 2013	T	The principal compliments teachers—28.	The teacher has been complimented by the principal more than once.
February 28, 2013	T	The principal closely checks classroom (teacher) activities—30.	The teacher stated that she is closely monitored by the principal and stated that it is a good thing.
February 28, 2013	T	New teachers are readily accepted by colleagues—32.	The teacher stated the acceptance of new teachers has improved from two years ago when she was a new teacher. She stated a new specialist had been accepted. When the teacher began two years ago, only one teacher introduced herself to her.
February 28, 2013	T	Teachers socialize together in small select groups—37.	The teacher stated that there is some socializing in small, select groups and that this is a good thing.
February 28, 2013	T	Teachers provide strong social support for colleagues—38.	The teacher stated that there is strong social support in the school. Several teachers came to the funeral home when her father died.
February 28, 2013	T	Teachers respect the professional competence of their colleagues—40.	The teacher stated that most of her colleagues respect the professional competence of teachers in this school.

(continued)

Table 22 (continued)

Date of meeting	Teacher	<i>OCDQ-RE</i> —Item number	Summary statement
March 1, 2013	T	Teachers closest friends are other faculty members—2.	The teacher stated that some of her colleagues are her closest friends. Some she grew up with, and she stated that it is good to work with them.
March 1, 2013	T	Teachers invite faculty members to visit them at home—7.	The teacher has no issue inviting other teachers to her home or going to other teachers' homes.
March 1, 2013	T	The principal uses constructive criticism—9	The teacher stated that constructive criticism from the principal is always good and helps with communication.
March 1, 2013	T	Routine duties interfere with the job of teaching—11.	The teacher stated that external factors, such as Rtl binders, interfere with her ability to teach. She said that these needed to be streamlined to make them more efficient. Other things like bus duty and car duty, she stated, are things teachers have to do.
March 1, 2013	T	Most of the teachers accept the faults of their colleagues—12.	The teacher stated that all teachers make mistakes, and have faults, but still work together well here.
March 1, 2013	T	Teachers know the family background of other faculty members—13.	The teacher stated she is a private person and that this is a personality trait. This may be why some do not know the family background of other faculty members.
March 1, 2013	T	Teachers have fun socializing together during school time—20.	The teacher stated there was no time to socialize during the day, even though she would like to.

(continued)

Table 22 (continued)

Date of meeting	Teacher	<i>OCDQ-RE</i> —Item number	Summary statement
March 1, 2013	T	The principal looks out for the personal welfare of teachers—22.	The teacher gave the principal high marks for the personal welfare of teachers. She stated that she could talk to the principal anytime.
March 1, 2013	T	The principal treats teachers as equals—23.	The teacher stated that she thought teachers were treated equally.
March 1, 2013	T	The principal corrects teachers' mistakes—24.	The teacher stated that the principal does correct teacher mistakes and should have conferences like this one more often.
March 1, 2013	T	The principal compliments teachers—28.	The teacher stated the principal does compliment teachers when they do a good job.
March 1, 2013	T	The principal closely checks classroom (teacher) activities—30.	The teacher stated that the principal checks on teacher activities just enough.
March 1, 2013	T	New teachers are readily accepted by colleagues—32.	The teacher commented on how well a new teacher was treated here.
March 1, 2013	T	Teachers socialize together in small, select groups—37.	The teacher stated that she was not aware of any cliques within the faculty.
March 1, 2013	T	The principal goes out of his/her way to show appreciation to teachers—42.	The teacher stated that she liked all the meals and things that we have for teacher appreciation.
March 4, 2013	T	Teachers closest friends are other faculty members—2.	The principal asked the teacher whether having her coworkers as her best friends was a good thing or a bad thing. The teacher stated that she felt it was a good thing.
March 4, 2013	T	Teachers invite faculty members to visit them at home—7.	The teacher stated she had been invited to other teachers' homes.

(continued)

Table 22 (continued)

Date of meeting	Teacher	<i>OCDQ-RE</i> —Item number	Summary statement
March 4, 2013	T	Routine duties interfere with the job of teaching—11.	The teacher stated that busy work is a problem, but she does not know how to make it any better.
March 4, 2013	T	Teachers provide strong social support for colleagues—32.	The teacher stated that she definitely felt there was strong social support from her colleagues.
March 4, 2013	T	Most of the teachers accept the faults of their colleagues—12.	The teacher stated that another teacher had come to the principal about a problem with her, instead of to her directly. She stated that there was a problem of an open environment in the school.
March 4, 2013	T	Teachers have fun socializing together during school time—20.	The teacher stated she only sees teachers in her grade level throughout the day.
March 4, 2013	T	The principal uses constructive criticism—9	The teacher stated the principal used constructive criticism well. She stated that if she was transferred, she would miss working for this administration because the principal was easy to work for.
March 4, 2013	T	Routine duties interfere with the job of teaching—11.	The teacher complained about RTI binders being a hassle.
March 4, 2013	T	Teachers have fun socializing together during school time—20.	The teacher stated she enjoys socializing with other teachers—she just does not have time.
March 4, 2013	T	The principal corrects teachers' mistakes—24.	The teacher stated the principal corrects teacher mistakes, but in a good way.
March 4, 2013	T	The principal compliments teachers—28.	The teacher stated the principal does a pretty good job complimenting teachers.
March 4, 2013	T	Teachers closest friends are other faculty members at this school—2.	The teacher stated she had gotten close to another teacher, as the year progressed.

(continued)

Table 22 (continued)

Date of meeting	Teacher	<i>OCDQ-RE</i> —Item number	Summary statement
March 4, 2013	T	The principal closely checks classroom (teacher) activities—30.	The teacher stated the principal checked on her activities, but not too closely.
March 4, 2013	T	Teachers socialize together in small, select groups—37.	The teacher stated that other teachers worked together in small groups, but that was the only way it could be here. The teacher felt there were cliques within the school.
March 4, 2013	T	Teachers provide strong social support for colleagues—38.	The teacher stated she had social support only from a select few teachers.
March 5, 2013	T	Teachers closest friends are other faculty members—2.	The teacher stated it was good that her closest friends were other teachers.
March 5, 2013	T	Routine duties interfere with the job of teaching—11.	The teacher appreciated the principal for not putting too much extra work on teachers.
March 5, 2013	T	Routine duties interfere with the job of teaching—11.	The teacher stated that some things were mandatory for teacher to do, and were controlled outside the school.
March 5, 2013	T	Teachers provide strong social support for colleagues—38.	The teacher stated she feels she has strong social support among colleagues.
March 5, 2013	S	The principal compliments teachers—28.	The support staff member stated that the principal and assistant principal both have thanked her for helping out with extra duties such as loading busses and car duty.
March 5, 2013	T	The principal treats teachers as equals—23.	The teacher stated that teachers and principals are not equals, but the principal treats teachers fairly.

(continued)

Table 22 (continued)

Date of meeting	Teacher	<i>OCDQ-RE</i> —Item number	Summary statement
March 5, 2013	T	The principal compliments teachers—28.	The teacher stated the principal provides some compliments and positive feedback.
March 5, 2013	T	The principal closely monitors classroom (teacher) activities—30.	The teacher stated the principal checked the teacher's activities more closely than any principal she had ever had.
March 5, 2013	T	Teachers have fun socializing together during school time—20.	The teacher liked that others gathered to socialize, but not too much.
March 5, 2013	T	The principal uses constructive criticism—9	The teacher stated she did not like emails from the principal criticizing everyone. If she has done something stated she wanted to know.
March 5, 2013	T	The principal treats teachers as equals—23.	The teacher stated she felt the principal treats teachers as equals. She stated that he has not been out of the classroom very long as a teacher.
March 5, 2013	T	The principal compliments teachers—28.	The teacher stated the principal compliments her quite a bit.
March 5, 2013	T	The principal closely monitors classroom (teacher) activities—30.	The teacher stated the principal checks classroom activities more than any other principal she had had, but felt that it was not too much.
March 5, 2013	T	The teacher goes out of his/her way to show appreciation to teachers—42.	The teacher stated she had never received a written thank you note from a principal until this year.
March 18, 2013	T	The principal uses constructive criticism—9	The teacher stated that she did not like the blanket emails from the principal criticizing teachers. She stated that all that did was create gossip.

(continued)

Table 22 (continued)

Date of meeting	Teacher	<i>OCDQ-RE</i> —Item number	Summary statement
March 18, 2013	T	The principal uses constructive criticism—9	The teacher stated that the principal did not use enough constructive criticism. She felt that teachers find out they are doing something wrong, before they know what the principal expects. The teacher stated she would rather the principal approach her directly when issues arise.
March 18, 2013	T	New teachers are readily accepted by colleagues—32.	The teacher stated that helping new teachers was difficult.
March 19, 2013	T	The principal corrects teachers' mistakes—24.	The teacher stated that if the principal sees something that teachers could do better, he says it in a nice way.
March 19, 2013	T	The principal uses constructive criticism—9	The teacher stated the principal could use more constructive criticism than he does.

The recordings were compiled by similarities in responses, and the findings were shared with the leadership team in a meeting in April 2013 to examine areas of need and to develop a plan of action for the future. In this meeting the members of the leadership team were asked to review the data once again to develop possible strategies to improve the climate. The principal reflected on the data as well and determined that a central theme from the first and second administrations of the *Organizational Climate Description Questionnaire—RE* was that teachers collectively did not know much about the families of other teachers (see Items 7 and 13 in Table 23). Another theme was that most teachers did not feel there was time to socialize in the school setting (see Items 2, 20, 27, 33, and 37 in Table 23). The principal thought that having a cookout in August 2013 and inviting family members of the teachers to attend. This would help everyone to get to know the families of others and provide time to socialize before the beginning of school. One member of the leadership team had the same idea, and all members agreed that this would be a good idea (TR, LTM 11, p. 11)

Actions to improve the results of the *Organizational Climate Description Questionnaire—RE* after the third administration. The third administration of the

Organizational Climate Description Questionnaire—RE began on May 27, 2013, and was completed June 6, 2013. Data were collected using an online survey tool. From a possible 35 participants, 19 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled. Mean scores and standard deviations were calculated for each item. The data for the third administration of the *Organizational Climate Description Questionnaire—RE* are in Table 23, and more detailed data for Administration 3 are in Table C4 in Appendix C. Comparison of the mean scores from the first to third administrations of the *OCDQ—RE* are in Figure 7. Following the calculations of the mean scores and standard deviations, school dimension scores were calculated using the formula developed by Hoy et al. (1991). School dimension scores are in Table 25. Using a formula developed by Hoy et al. (1991), school dimension scores were then standardized. Standardized school dimension scores are in Table 26. Finally, principal openness scores and teacher openness scores were calculated using the formula developed by Hoy et al. (1991). Principal openness and teacher openness scores are in Table 27.

The principal's analysis of the *OCDQ—RE* dimensions showed that Restrictive Principal Behavior was the area with the lowest mean scores (see Table 25). All five questions in this dimension were below the targeted mean score of 2.75. Questions within this dimension include items related to the work load of teachers (routine duties interfere with teaching, too many committee requirements for teachers, administrative paperwork is burdensome, clerical support is lacking to help teachers, and teachers are burdened with busy work). During the course of this study, the school district implemented Response to Intervention in reading for students in grades K-3. The paperwork and documentation required from the central office was very burdensome to teachers (TR, LTM 2, 7/28/11, p. 2; TR, LTM 4, 9/28/11, p. 9; & TR, LTM 5, 11/17/11, p. 8). Communication with central office, directly from the principal and through the school-level representative, was increased to clarify the documentation requirements for RtI. This seemed to help resolve the concerns of teachers, but the data did not indicate that improvement (see Table 23).

Another domain of the *Organizational Climate Description Questionnaire—RE* that scored low and where all seven items were below the targeted mean score of 2.75 was Intimate Teacher Behavior (see Table 25). These items dealt with social aspects of school culture. Three items related to socializing outside of school (teachers being close friends, visiting each other at

home, and knowing the family background of other teachers) all scored low. Due the fact many of the teachers in this school do not live in this community, these items seemed to be difficult to impact within the scope of this study. Four items dealing with relationships within the school (teachers socializing within the school, socializing on a regular basis, having parties for each other, and having strong social support for each other) all scored low. These items occur within the school, and they became focal points for improvement. The principal determined that items within this domain might be affected by hosting a social breakfast for teachers. The principal supervised students while teachers ate breakfast. These breakfasts occurred in February 2013 and again in May 2013 for Teacher Appreciation Week.

Table 23

The Organizational Climate Description Questionnaire—RE: Mean Difference First through Third Administrations

Item	Administration 1			Administration 2			Administration 3			Mean difference first to third administration
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
^P 1. The teachers accomplish their work with vim, vigor, and pleasure	15	3.20	0.58	18	2.89	0.80	19	2.95	0.52	-0.25
^P 2. Teachers' closest friends are other faculty members at this school.	15	2.67	0.84	17	2.65	0.61	19	2.47	0.90	-0.20
^N 3. Faculty meetings are useless	15	1.33	0.84	18	1.67	0.49	18	1.61	0.61	0.28
^P 4. The principal goes out of his/her way to help teachers	14	3.00	0.82	17	2.76	0.90	17	2.67	0.59	-0.33
^N 5. The principal rules with an iron fist	15	1.47	0.85	18	1.67	0.84	19	1.37	0.60	-0.10
^{P*} 6. Teachers leave school immediately after school is over.	15	3.07	0.53	18	2.83	0.92	19	2.74	0.73	-0.33
^P 7. Teachers invite faculty members to visit them at home	15	2.27	0.91	16	2.13	0.81	17	2.12	0.78	-0.15

(continued)

Table 23 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean difference first to third administration
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
^N 8. There is a minority group of teachers who always oppose the majority.	15	1.40	0.65	18	1.67	0.69	18	1.39	0.61	-0.01
^P 9. The principal uses constructive criticism.	15	2.53	0.51	16	2.50	0.52	18	2.39	0.50	-0.14
^{N**} 10. The principal checks the sign-in sheet every morning	13	1.85	0.94	0	0	0	0	0	0	N/A
^N 11. Routine duties interfere with the job of teaching.	14	1.79	0.80	17	2.24	0.83	18	2.33	0.97	0.54
^P 12. Most of the teachers here accept the faults of their colleagues	15	2.33	0.74	17	2.47	0.80	17	2.59	0.62	0.26
^P 13. Teachers know the family background of other faculty members	15	2.60	0.84	18	2.50	0.92	19	2.26	0.73	-0.34
^N 14. Teachers exert group pressure on non-conforming faculty members.	15	1.53	0.85	18	1.56	0.86	18	1.39	0.61	-0.14

(continued)

Table 23 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean difference first to third administration
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
^P 15. The principal explains his/her reasons for criticism to teachers.	15	3.00	0.65	18	2.83	0.71	17	2.71	0.77	-0.29
^P 16. The principal listens to and accepts teachers' suggestions.	15	2.87	0.74	18	2.94	0.73	18	2.78	0.65	-0.09
^N 17. The principal schedules the work for the teachers	15	2.13	0.83	17	2.00	0.71	17	2.29	0.69	0.16
^N 18. Teachers have too many committee requirements	15	2.00	0.65	17	1.82	0.73	16	2.00	0.82	0.00
^P 19. Teachers help and support each other.	15	3.07	0.59	18	3.06	0.73	19	2.89	0.57	-0.18
^P 20. Teachers have fun socializing together during school time	15	2.00	0.93	18	1.94	1.11	19	1.89	0.81	-0.11
^N 21. Teachers ramble when they talk at faculty meetings	15	1.40	0.51	17	1.76	0.90	18	1.78	0.73	0.38
^P 22. The principal looks out for the personal welfare of teachers.	15	2.60	0.63	17	2.53	0.94	17	2.76	0.83	0.16

(continued)

Table 23 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean difference first to third administration
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
^P 23. The principal treats teachers as equals.	15	2.80	0.77	17	2.47	1.07	17	2.71	0.69	-0.09
^N 24. The principal corrects teachers' mistakes.	15	2.27	0.70	18	2.53	0.62	17	2.18	0.53	-0.09
^N 25. Administrative paperwork is burdensome at this school.	15	2.53	0.99	17	2.24	0.97	17	2.47	0.94	-0.06
^P 26. Teachers are proud of their school.	14	3.43	0.85	17	3.29	0.69	19	3.21	0.54	-0.22
^P 27. Teachers have parties for each other.	15	2.27	1.10	18	1.94	0.80	19	2.05	0.78	-0.22
^P 28. The principal compliments teachers.	15	3.07	0.80	18	2.72	0.89	18	2.83	0.71	-0.24
^P 29. The principal is easy to understand.	15	3.13	0.83	18	2.89	0.83	18	2.78	0.81	-0.35
^N 30. The principal closely checks classroom (teacher) activities.	15	2.80	0.68	18	2.67	0.69	18	2.67	0.84	-0.13
^{P*31} . Clerical support reduces teachers' paperwork.	15	2.73	0.80	16	3.00	0.90	17	2.71	0.59	-0.02

(continued)

Table 23 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean difference first to third administration
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
^P 32. New teachers are readily accepted by colleagues.	15	3.00	1.00	17	2.65	1.00	19	2.74	0.87	-0.26
^P 33. Teachers socialize with each other on a regular basis.	15	2.40	0.83	18	2.33	0.84	19	2.21	0.71	-0.19
^N 34. The principal supervises teachers closely.	15	2.80	0.77	17	2.47	0.51	18	2.56	0.62	-0.24
^P 35. The principal checks lesson plans.	14	3.14	0.86	17	2.82	0.73	18	2.83	0.71	-0.31
^N 36. Teachers are burdened with busy work.	15	2.07	0.96	16	2.69	0.95	18	2.28	0.83	0.21
^{P*} 37. Teachers socialize together in small, select groups.	15	2.80	0.68	17	2.65	0.86	19	2.68	0.67	-0.12
^P 38. Teachers provide strong social support for colleagues.	15	2.87	0.74	17	2.53	0.72	18	2.50	0.79	0.37
^N 39. The principal is autocratic.	13	2.00	0.71	15	1.87	0.58	17	1.53	0.51	-0.47

(continued)

Table 23 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean difference first to third administration
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
^P 40. Teachers respect the professional competence of their colleagues.	15	2.93	0.70	16	2.69	0.60	18	2.83	0.71	-0.10
^N 41. The principal monitors everything teachers do.	15	2.00	1.13	16	2.00	0.89	17	1.82	0.88	-0.18
^P 42. The principal goes out of his/her way to show appreciation to teachers.	15	3.13	0.74	18	2.67	0.97	19	2.68	0.67	-0.45

Note: The first administration was from May 11, 2012, to May 21, 2012. The second administration was from November 28, 2012, to December 10, 2012. The third administration was from May 27, 2013, to June 6, 2013. The scale was 1= Rarely occurs, 2= Sometimes occurs, 3= Often occurs, 4= Very frequently occurs. ^PPositively worded items shaded in green were at or above the targeted mean score of 2.75 on Administration 3. Positively worded items shaded in red were below the targeted mean score of 2.75 on Administration 3. ^NNegatively worded items shaded in green were at or below the targeted mean score of 1.75 on Administration 3. Negatively worded items shaded in red were above the targeted mean score of 1.75 on Administration 3.

*Items were reverse scored as recommended by Hoy et al. (1991).

The scale was 1=Very frequently occurs, 2= Often occurs, 3 = Sometimes occurs, 4= Rarely occurs.

**Item was omitted in the second and third administrations.

^P Item is a positively worded statement. ^N Item is a negatively worded statement.

The mean scores of the items in each dimension were added together to calculate a school item score. The questions in each dimension are in Table 24 and the school item scores for each dimension are in Table 25.

Table 24

The Organizational Climate Description Questionnaire—RE: Items for Each Dimension.

Dimension	Items in each dimension
Supportive Behavior (S)	4, 9, 15, 16, 22, 23, 28, 29, 42
Directive Behavior (D)	5, 10, 17, 24, 30, 34, 35, 39, 41
Restrictive Behavior I	11, 18, 25, 31, 36
Collegial Behavior I	1, 6, 12, 19, 26, 32, 37, 40
Intimate Behavior (I)	2, 7, 13, 20, 27, 33, 38
Disengaged Behavior (Dis)	3, 8, 14, 21

Note: A school dimension score was calculated by summing the mean scores of the items. Items 6, 31, and 37 were reverse scored as follows: 1=4, 2=3, 3=2, and 4=1.

To provide a baseline for comparison, Hoy et al. (1991) provided the mean and standard deviation for each dimension of the *OCDQ—RE* from a sample of New Jersey schools. The baseline data along with the dimension scores from the first, second, third administrations of the *OCDQ—RE* are in Table 25.

Table 25

The Organizational Climate Description Questionnaire—RE: School Dimension Scores: Comparison of Means to Baseline Data, Administration 1, Administration 2, and Administration 3

Dimension	Baseline data		Administration 1	Administration 2	Administration 3
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>M</i>	<i>M</i>
Supportive Behavior (S)	23.34	4.85	26.13	24.32	24.31
Directive Behavior (D)	19.34	3.20	20.46	18.03	17.25
Restrictive Behavior (R)	12.98	1.55	11.12	11.98	11.79
Collegial Behavior (C)	23.11	2.69	23.83	22.53	22.63
Intimate Behavior (I)	17.23	2.14	17.07	16.02	15.50
Disengaged Behavior (Dis)	6.98	1.26	5.67	6.65	6.17

Note. The baseline data are normative data from Hoy et al. (1991).

For purposes of comparison, Hoy et al. (1991) developed a formula to standardize the school item scores. The standardized scores for each administration of the *OCDQ—RE* are in Table 26.

Table 26

The Organizational Climate Description Questionnaire—RE: Standardized Scores for Each Dimension, First, Second, and Third Administrations

Dimension	Administration 1	Administration 2	Administration 3
	Scaled score	Scaled score	Scaled score
Supportive Behavior (S)	557.52	520.20	520.00
Directive Behavior (D)	500.35	499.59	499.34
Restrictive Behavior I	498.80	499.35	499.23
Collegial Behavior I	500.26	499.78	499.82
Intimate Behavior (Int)	499.92	499.43	499.19
Disengaged Behavior (Dis)	498.96	499.73	499.35

Note. The formula for calculating each standard scaled score (SdS) is: SdS for S=100 X (S-23.34)/4.85+500, SdS for D=100 X (D-19.34)/3.20+500, SdS for R=100 X (R-12.98)/1.55+500, SdS for C=100 X (C-23.11)/2.69+500, SdS for Int=100 X (Int-17.23)/2.14+500, SdS for Dis=100 X (Dis-6.98)/1.26+500.

The standardized scores in Table 26 were used to calculate the two openness measures: principal openness (PO) and teacher openness (TO). The principal openness measure was calculated using the three principal behavior dimensions: Supportive Behavior, Directive Behavior, and Restrictive Behavior. The teacher openness measure was calculated by using the three teacher behavior dimensions: Collegial Behavior, Intimate Behavior, and Disengaged Behavior. The openness indices for each administration of the *OCDQ-RE* are in Table 27.

Table 27

The Organizational Climate Description Questionnaire—RE: Openness Indices, First, Second, and Third Administrations

Indices	First administration	Second administration	Third administration
Principal openness (PO)	519.45	507.08	507.14
Teacher openness (TO)	500.46	500.20	500.42

Note: The formula for calculating principal openness is $((\text{SdS for S}) + (1,000 - \text{SdS for D}) + (1,000 - \text{SdS for R})) / 3$. The formula for calculating teacher openness is $((\text{SdS for C}) + (\text{SdS for Int}) + (1,000 - \text{SdS for Dis})) / 3$.

An average school has an openness score of 500. Using the scales developed by Hoy et al. (1991), on Administration 1, principal openness of 519.45 was a slightly above average score; on Administration 2, principal openness of 507.08 was an average score; and on Administration 3, principal openness of 500.42 was an average score. For teacher openness on Administration 1, 500.46, Administration 2, 500.20, and Administration 3, 500.42 were all average scores.

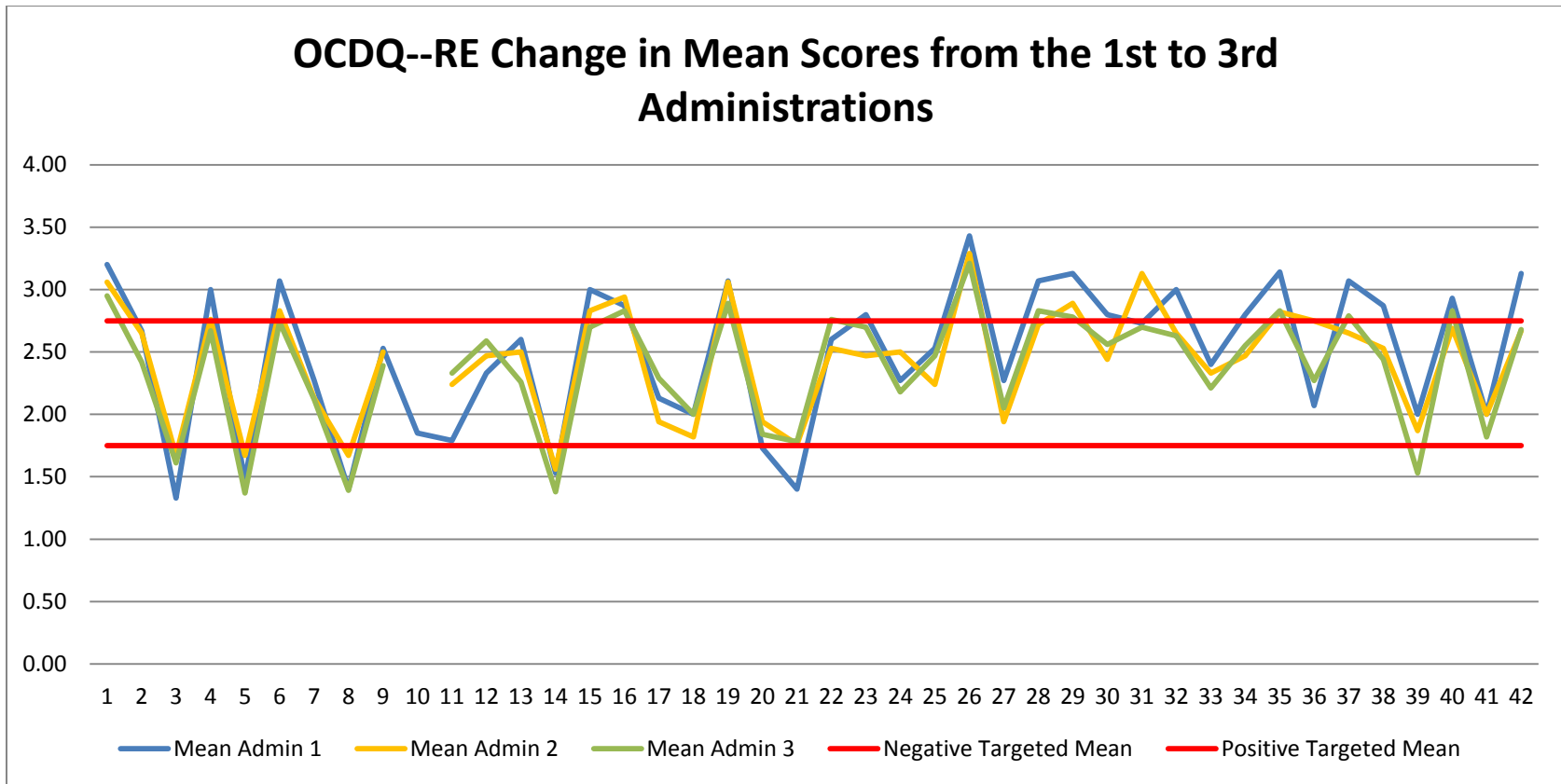


Figure 7. Change in means from first to third administrations of the *Organizational Climate Description Questionnaire—RE*.

The Morale Measure

The Morale Measure was an original instrument developed from the work of Grosz (2008). Items were placed in domains by the principal and advisor (see Table D1, Appendix D). Content validation was conducted (see Table D2 in Appendix D). Items were placed into domains (see Table D3 in Appendix D), and strength of association and clarity were measured (see Table D4 in Appendix D). This led to the *Morale Measure*, comprised of 39 items within 6 domains. Items and domains of the *Morale Measure* are in Table 28.

Table 28

The Morale Measure: Items and Domains

Domains	Items
Personal Elements	1. I feel that I am making a difference in the work that I do at...[the primary school]. 10. I don't like my new responsibilities this year. 11. What I am doing at the primary school is important work. 22. I am recognized for my work at...[the primary school]. 26. I am appreciated for my work at...[the primary school]. 29. I enjoy the work that I do at...[the primary school]. 31. I do not feel the work I do is valued at...[the primary school]. 34. I feel good about the work that I do at...[the primary school].
Group Elements	3. I like the way we work together this year. 5. We work as a team at...[the primary school]. 9. My colleagues contribute to a sense of cooperation at...[the primary school]. 16. I would prefer the principal take a more dominant role in leading the school. 19. My colleagues contribute to the feeling that we are an effective working group at...[the primary school]. 21. We should be a more cohesive team than we are at...[the primary school]. 24. We tend to work alone rather than as a team at...[the primary school]. 27. We work as an effective team at...[the primary school]. 32. My colleagues demonstrate awareness that each individual is a part of the whole at...[the primary school]. 39. We feel like a group of colleagues at...[the primary school].
Institutional Contributions	14. There are mechanisms for change at...[the primary school]. 17. My colleagues contribute to a sense of group security at...[the primary school]. 25. There are fair methods of teacher assessment at...[the primary school]. 35. There are mechanisms for change at...[the primary school].

(continued)

Table 28 (continued)

Domains	Items
Leadership	4. My principal has too much control of the decisions that are made in the school. 6. I like the way our principal works with us this year. 7. I like my leadership responsibilities this year. 15. We seem to be getting along well this year. 30. There is honest leadership at this school. 36. I am involved too little in the leadership of the school.
Communication	2. My principal does not communicate well with me. 12. I receive too little information about what is happening at...[the primary school] this year. 13. There is an environment of open communications at...[the primary school]. 20. I receive too much information about what is happening at...[the primary school] this year. 33. I wish we were more efficient at...[the primary school] this year. 38. My principal uses various forms of communications in our school.
Decision-Making	8. I don't have input in making important decisions. 18. There is physical comfort at...[the primary school]. 23. I don't like that the principal is sharing decision-making with us this year. 28. I want a more active role in school decisions than I have now. 37. I am involved too much in school decisions this year.

Actions to improve the results of the *Morale Measure* after the first administration.

The first administration of the *Morale Measure* began on May 25, 2012, and was completed May 28, 2012. Data were collected using an online survey tool. From a possible 31 participants, 12 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category was compiled for each item using response categories of 1= Strongly disagree, 2= Disagree, 3= Agree, and 4= Strongly agree. Negatively worded items were reverse scored as follows: 1=4, 2=3, 3=2, and 4=1. Mean scores and standard deviations were calculated for each item. For each administration, a Total Morale Score was calculated from the mean of the 39 items. The data for the first administration of the *Morale Measure* are in Table 30, and more detailed data for Administration 1 are in Table D5 in Appendix D. Comparisons of the mean scores from the first to third administrations of the *Morale Measure* are in Figure 8.

The results of the first administration of the *Morale Measure* were shared with the leadership team in a meeting on September 10, 2012. It became clear that certain members of the leadership team felt morale was the most critical measure to monitor (TR, LTM 9, 9/10/12, p. 8.) In this meeting, a teacher recommended 3.00 as the positive targeted mean score, and 2.25 as the

negative targeted mean score. In a discussion after the first administration of the *Morale Measure*, the researcher and advisor decided to calculate a Total Morale score which led to reverse scoring of all negatively worded items (J, 9/13/12). For this reason, the targeted mean score for all items became 3.00.

Actions to improve the results of the *Morale Measure* after the second administration. The second administration of the *Morale Measure* began on December 18, 2012, and was completed December 20, 2012. Data were collected using an online survey tool. From a possible 35 participants, 18 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled using response categories of 1= Strongly disagree, 2= Disagree, 3= Agree, and 4= Strongly agree. Negatively worded items were reverse scored as follows: 1=4, 2=3, 3=2, and 4=1. Mean scores and standard deviations were calculated for each item. For each administration, a Total Morale Score was calculated from the mean of the 39 items. The data for the second administration of the *Morale Measure* are in Table 30, and more detailed data for Administration 2 are in Table D6 in Appendix D. Comparisons of the mean scores from the first to third administrations of the *Morale Measure* are in Figure 8.

Data from the first and second administrations of the *Morale Measure* were reviewed and shared with teachers in individual meetings beginning February 28, 2013. Of particular interest were items shaded in red (see Table 30). Meetings were held with each teacher and electronically recorded for fidelity to determine perceptions of items deemed in need of improvement. The principal reviewed the data with the teachers and recorded their responses to specific questions about the data. Of particular interest were if the teachers agreed with the data, why or why not, and suggestions to improve the climate. Summary data from these individual faculty and staff meetings dealing with the results of the first and second administrations of the *Organizational Climate Description Questionnaire--RE* are in Table 29.

Table 29

Individual Teacher Meetings: The Morale Measure Summary Statements

Date of meeting	Teacher	The <i>Morale Measure</i> —Item number	Summary statements
February 28, 2013	T	There is an environment of open communications at...[the primary school].--13	The teacher stated that everyone seems to talk to each other and that teachers can come and talk to the principal.
February 28, 2013	T	I like the way we work together this year.--3	The teacher stated that the principal and the leadership team work well together, but that the principal should have more power.
February 28, 2013	T	We work as a team at...[the primary school].--5	The teacher stated that teachers work together to get things done. Some do more than others, but she agrees on how things are done.
February 28, 2013	T	I am recognized for the work I do at...[the primary school].--22	The teacher stated that teachers are recognized for what they do. She mentioned two teachers, and how they are recognized for all they do in the school.
February 28, 2013	T	I want a more active role in decisions than I have now.—28	The teacher does not want a more active role in decision-making. She is fine with the way things are.
February 28, 2013	T	I wish we were more efficient at...[the primary school] this year.—33	The teacher does not see an issue with efficiency and thinks that this is a good school.
March 1, 2013	T	My principal does not communicate well with me.--2	The teacher stated we need to communicate more, but we just do not have the time.

(continued)

Table 29 (continued)

Date of meeting	Teacher	The <i>Morale Measure</i> –Item number	Summary statements
March 1, 2013	T	I like the way we work together this year.--3	The teacher really like the leadership model, and felt like the team effort really worked, as long as teachers have input.
March 1, 2013	T	I don't like me new responsibilities this year.--10	The teacher stated that she feels that everything gets added to the teachers' list of things to do, but nothing ever gets taken away.
March 4, 2013	T	I don't like me new responsibilities this year.--10	The teacher was frustrated with a comment the principal made about helping custodians by picking up the slack. She stated she was busy too.
March 5, 2013	T	There is an environment of open communications at...[the primary school].--13	The teacher stated some other teachers were scared to talk to the principal, but teacher to teacher communication was fine.
March 5, 2013	S	We work as a team at...[the primary school].--5	The support staff member stated that some teachers she hadn't even talked to. Some teachers would work with her on discipline, some would not. She stated that some teachers would not pick students up from library, art, music, or gym.
March 5, 2013	S	There is an environment of open communications at...[the primary school].--13	The support staff member discussed and issue with the Christmas Program where teacher responsibilities were unclear and created tension between teachers.

(continued)

Table 29 (continued)

Date of meeting	Teacher	The <i>Morale Measure</i> –Item number	Summary statements
March 5, 2013	T	I like the way our principal works with us this year.--6	The teacher stated that allowing teachers to go get lunch and bring it back to the school helped morale.
March 5, 2013	T	I don't like me new responsibilities this year.--10	The teacher stated that teachers have a lot more to do than in the past.
March 5, 2013	T	I like the way our principal works with us this year.--6	The teacher stated she liked that she could go out to lunch during the week.
March 5, 2013	T	I enjoy the work that I do at...[the primary school].--29	The teacher stated that morale and climate were better at this school. The teacher stated she felt much more at home here.
March 5, 2013	T	We seem to be getting along well this year.--15	The teacher stated that if she saw teachers outside of school she felt like they would talk to her.
March 5, 2013	T	I am appreciated for my work at...[the primary school].--26	The teacher said she appreciated the faculty breakfasts and the coat that was purchased for teachers.
March 5, 2013	T	I like the way our principal works with us this year.--6	The teacher stated that she felt the principal should always believe the teacher first and then respond to parent complaints about teachers. Other than one situation, the teacher felt the principal has taken up for teachers.
March 19, 2013	S	We work as a team at...[the primary school].--5	The support staff member stated that she hears a lot of complaining about whose job it is to perform certain tasks.

(continued)

Table 29 (continued)

Date of meeting	Teacher	The <i>Morale Measure</i> —Item number	Summary statements
March 19, 2013	S	We seem to be getting along well this year.--15	The support staff member stated that there is a lot of backbiting in certain positions in the school.
March 19, 2013	S	My principal does not communicate well with me.--2	The support staff member stated that some teachers are not happy with what the principal has told them or how it has been told to them.
March 19, 2013	T	I like the way our principal works with us this year.--6	The teacher stated that morale improves when the principal listens to what teachers have to say.

The results from the second administration of the *Morale Measure*, and the individual teacher meetings were shared with the leadership team in a meeting on April 8, 2013. After the second administration of the *Organizational Climate Description Questionnaire—RE* and the *Morale Measure*, there appeared to be some data overlap between the measures. From the *OCDQ—RE*, time to socialize with colleagues remained an issue, while on the *Morale Measure* teachers did not feel recognized (Item 22, Table 30) nor appreciated (Item 26, Table 30). This led the principal to make concerted efforts for teacher socialization and recognition.. The principal held a breakfast in the teachers’ honor in May 2013 and made sure to put treats in teachers’ mailboxes, particularly during the state testing window in May (J, 5/5/13).

Final actions to improve the results on the *Morale Measure* after the third administration. The third administration of the *Morale Measure* began on May 27, 2013, and was completed June 6, 2013. Data were collected using an online survey tool. From a possible 35 participants, 19 responded to the questionnaire. After the administration of the questionnaire, the number of responses per response category of each item was compiled using response categories of 1= Strongly disagree, 2= Disagree, 3= Agree, and 4= Strongly agree. Negatively worded items were reverse scored as follow: 1=4, 2=3, 3=2, and 4=1. Mean scores and standard deviations were calculated for each item. For each administration, a Total Morale Score was

calculated from the mean of the 39 items. The data for the third administration of the *Morale Measure* are in Table 30, and more detailed data for Administration 3 are in Table D7 in Appendix D. Comparisons of the mean scores from the first to third administrations of the *Morale Measure* are in Figure 8.

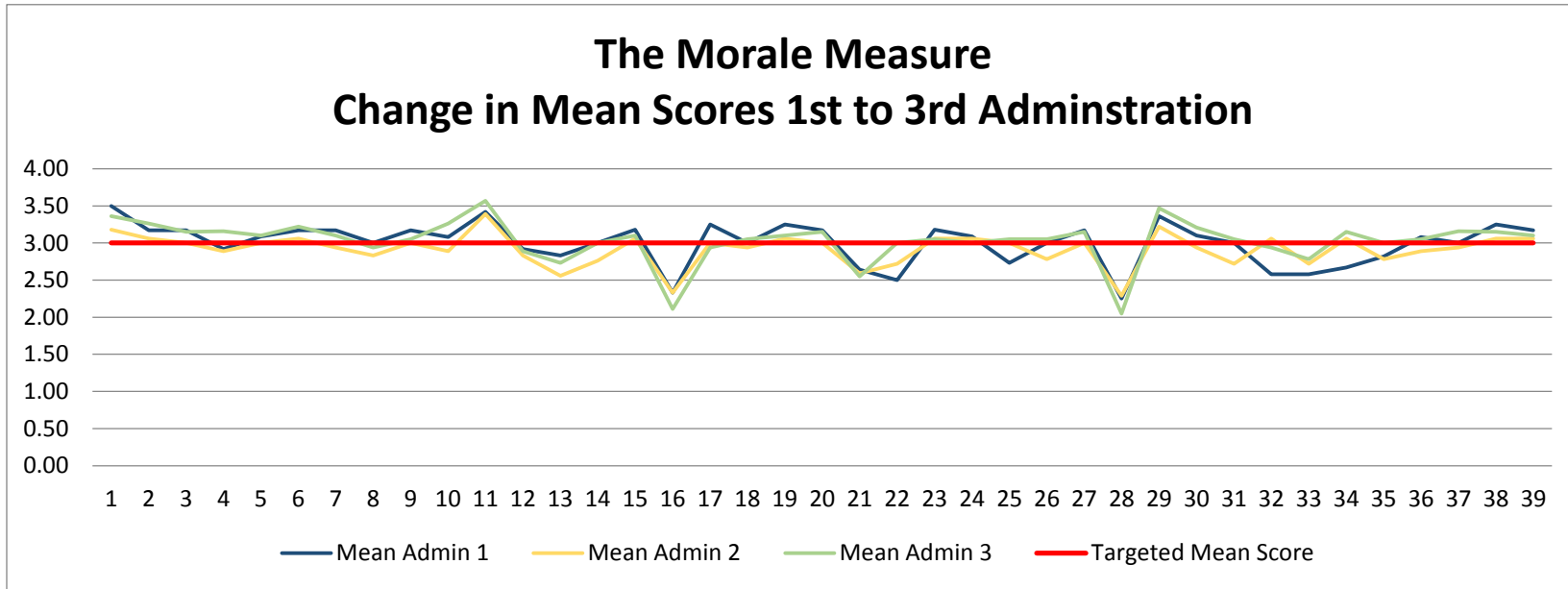


Figure 8. Change in means from first to third administration of the *Morale Measure*.

The mean and standard deviation of each item was calculated, and a comparison of the means was made among the first, second, and third administrations. Negatively worded items were reverse scored. Items shaded in green were at or above the targeted mean score of 3.00 on the third administration. Items shaded in red remained below or decreased below the targeted mean score of 3.00 on the third administration. The data from the first, second, and third administrations of the Morale Measure are in Table 30.

Despite the outside influences on teacher morale (ITM, 2/28/12; ITM, 3/1/13; ITM, 3/5/13, ITM, 318/13; TR, LTM 1, 7/14/11, p. 11), there was improvement in the Total Morale Score on the third administration of the Morale Measure. Scores for working together as a team (Item 5, Table 30), teachers being recognized for their work (Item 22, Table 30), and teachers feeling appreciated (Item 5, Table 30) all improved. Actions the principal and leadership team had taken, such as social breakfasts, allowing teachers to get lunch and bring it back during lunch times, reduction in committee requirements, and an overall willingness to work together were paying dividends in the morale of the teachers. Morale is an issue to closely monitor. The principal and leadership team must work together to continue to offset the outside influences on morale.

Table 30

The Morale Measure: Mean Difference, First, Second, and Third Administrations

Item	Administration 1			Administration 2			Administration 3			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
1. I feel I am making a difference in the work that I do at...[the primary school].	12	3.50	0.52	17	3.18	0.39	19	3.36	0.49	-0.14
*2. My principal does not communicate well with me.	12	3.17	0.58	18	3.06	0.54	19	3.26	0.56	0.09
3. I like the way we work together this year.	12	3.17	0.39	18	3.00	0.49	19	3.15	0.50	-0.02
*4. My principal has too much control of the decisions that are made in the school.	12	2.92	0.51	18	2.89	0.68	18	3.16	0.51	0.24
5. We work as a team at...[the primary school].	11	2.57	0.47	18	3.00	0.43	19	3.10	0.45	0.53
6. I like the way our principal works with us this year.	12	3.17	0.39	18	3.06	0.64	18	3.22	0.42	0.05
7. I like my leadership responsibilities this year.	12	3.17	0.39	18	2.94	0.24	19	3.10	0.45	-0.07
*8. I don't have input in making important decisions.	12	3.00	0.43	18	2.83	0.38	18	2.94	0.53	-0.06
9. My colleagues contribute to a sense of cooperation at...[the primary school].	12	3.17	0.39	18	3.00	0.49	19	3.05	0.62	-0.12
*10. I don't like my new responsibilities this year.	12	3.08	0.51	18	2.89	0.32	19	3.26	0.45	0.18
11. What I am doing at...[the primary school] is important work	12	3.42	0.51	18	3.39	0.50	19	3.57	0.60	0.15

(continued)

Table 30 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
*12. I receive too little information about what is happening at...[the primary school] this year.	12	3.00	0.43	18	2.83	0.38	19	2.89	0.56	-0.11
13. There is an environment of open communications at...[the primary school].	12	2.83	0.58	18	2.56	0.51	19	2.73	0.73	-0.10
**14. There are mechanisms for change at...[the primary school].	11	3.00	0.45	17	2.76	0.44	17	3.00	0.35	0.00
15. We seem to be getting along well this year.	11	3.18	0.40	18	3.06	0.42	19	3.10	0.45	-0.08
***16. I would prefer the principal to take a more dominant role in leading the school.	12	2.33	0.49	18	2.33	0.49	18	2.11	0.58	-0.22
17. My colleagues contribute to a sense of group security at...[the primary school].	12	3.25	0.45	18	3.00	0.34	18	2.94	0.63	-0.31
18. There is physical comfort at...[the primary school].	11	3.00	0.45	18	2.94	0.54	19	3.05	0.52	0.05
19. My colleagues contribute to the feeling that we are an effective working group at...[the primary school].	12	3.25	0.45	18	3.06	0.24	19	3.10	0.56	-0.15
*20. I receive too much information about what is happening at...[the primary school] this year.	12	3.17	0.60	18	3.00	0.00	19	3.15	0.37	-0.02

(continued)

Table 30 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
*21. We should be a more cohesive team than we are at...[the primary school].	11	2.64	0.50	17	2.59	0.51	18	2.55	0.51	-0.09
22. I am recognized for my work at...[the primary school].	12	2.50	0.67	18	2.72	0.46	18	3.00	0.68	+0.50
*23. I don't like that the principal is sharing the decision making with us this year.	11	3.18	0.60	18	3.06	0.42	18	3.05	0.41	-0.13
*24. We tend to work alone rather than as a team at...[the primary school].	11	3.09	0.30	18	3.06	0.42	18	3.00	0.59	-0.09
25. There are fair methods of teacher assessment at...[the primary school].	11	2.73	0.90	18	3.00	0.34	17	3.05	0.24	+0.32
26. I am appreciated for my work at...[the primary school].	12	3.00	0.43	18	2.78	0.43	19	3.05	0.70	0.05
27. We work as an effective team at...[the primary school].	12	3.17	0.39	18	3.00	0.00	19	3.15	0.37	-0.02
***28. I want a more active role in school decisions than I now have.	12	2.25	0.45	17	2.29	0.47	19	2.05	0.40	-0.22
29. I enjoy the work that I do at...[the primary school].	11	3.36	0.50	18	3.22	0.55	19	3.47	0.51	0.11
30. There is honest leadership at...[the primary school].	10	3.10	0.57	17	2.94	0.43	19	3.21	0.53	0.11

(continued)

Table 30 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
*31. I do not feel the work I do is valued at...[the primary school].	12	3.00	0.60	18	2.72	0.57	19	3.05	0.52	0.05
32. My colleagues demonstrate awareness that each individual is a part of the whole at...[the primary school].	12	2.58	0.79	17	3.06	0.43	17	2.94	0.65	0.36
*33. I wish we were more efficient at...[the primary school] this year.	12	2.58	0.67	18	2.72	0.57	19	2.78	0.63	0.20
34. I feel good about the work that I do at...[the primary school].	12	2.67	0.78	18	3.06	0.43	19	3.15	0.68	0.48
**35. There are mechanisms for change at...[the primary school].	11	2.82	0.60	18	2.78	0.43	17	3.00	0.35	0.18
*36. I am involved too little in the leadership of the school.	12	3.08	0.51	18	2.89	0.32	18	3.05	0.41	-0.03
*37. I am involved too much in school decisions this year.	12	3.00	0.43	18	2.94	0.24	18	3.16	0.38	0.16
38. My principal uses various forms of communications in our school.	12	3.25	0.45	18	3.06	0.24	19	3.15	0.37	-0.10

(continued)

Table 30 (continued)

Item	Administration 1			Administration 2			Administration 3			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
39. We feel like a group of colleagues at...[the primary school].	12	3.17	0.39	18	3.06	0.42	19	3.10	0.45	-0.07
^a Total Morale Score	39	2.98	0.29	39	2.91	0.21	39	3.03	0.28	0.05

Note. The first administration was from May 25, 2012, to May 28, 2012. The second administration was from December 18, 2012, to December 20, 2012. The third administration was in May 27, 2013, to June 6, 2013. The scale was 1=Strongly disagree, 2=Disagree, 3=Agree, and 4=Strongly agree. See Appendix D Tables D5, D6, and D7 for full data on each administration.

*Item was reversed scored. The scale was 1=4, 2=3, 3=2, and 4=1.

**Item was repeated in the instrument in error.

***Item was not color coded as it could have a negative or positive connotation based on perceptions of the respondents.

Items shaded in green were at or above the targeted mean score of 3.00 on Administration 3. Items shaded in red were below the targeted mean score of 3.00 on Administration 3.

^aTotal Morale Score was calculated by finding the mean of the 39 item means for each administration.

Chapter 5

Summary, Interpretation, Future Plans, and Reflections

The purpose of this study was to implement an intelligent hierarchy form of leadership in an elementary school. An intelligent hierarchy form of leadership is a hybrid model of leadership that contains both directive and shared leadership. The researcher examined the intelligent hierarchy form of leadership from an action-research, participant-observer perspective. The implementation of the hybrid model of leadership was evaluated on the amount of shared leadership in the school, the distribution of decision making in the school, the climate of the school, and the morale of school personnel. Both quantitative and qualitative data were collected over the course of 23 months, from July 2011 through June 2013.

This chapter is a summary of the action research process applied in the school and an interpretation of the results that occurred. The summary and interpretation are from the perspective of the principal of the school, who served as the researcher and participant-observer. The interpretation is based on both qualitative data-- collected as audiotapes of leadership team meetings, journal entries of the principal, and audiotapes of meetings with individual teachers-- and quantitative data collected with four instruments--the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, and the *Morale Measure*. In addition to the summary and interpretation, plans for future implementation of the hybrid model of leadership and reflections of the researcher are included in this chapter.

A Summary of Results

An analysis of both the quantitative and qualitative data showed that the implementation of the hybrid model of shared leadership had mixed effects on the measures valued by the principal of the school: shared leadership, a dispersion of decision making across stakeholders in the school, school climate, and the morale of employees.

Results for shared leadership. From the three administrations of the *Essential Elements of Shared Leadership*, there were 11 of the 16 items that were at or above the targeted mean score of 2.75 on the third administration. All items within the domain of collaboration (we collaborate in achieving goals, school leaders believe in collaboration, everyone in our school

holds collaboration as an important value, everyone in our school believes that we can affect the learning of our students, and members of the school community believe that collaboration has a significant effect on student learning) (see Table 16) all met or exceeded the criterion of 2.75 on each of the three administrations. An item in the domain of common focus (we focus upon common, agreed upon goals) (see Table 16) exceeded the criterion of 2.75 throughout the study. Three items in the domain of shared responsibility (teachers lead professional development in our school, professional development in our school is linked to school-based learning goals, and group decisions in our school are based on relevant information) (see Table 16) met or exceeded the targeted mean of 2.75.

Two items from the *Essential Elements of Shared Leadership* were below the targeted mean score on Administration 1 but improved throughout the course of this study after interventions were made. Item 6 (the purposes of shared leadership are clear to the faculty) (see Table 16) improved from the mean 2.58 in Administration 1 to 2.87 in Administration 3. On February 21, 2012, the article *Is Shared Leadership Right for Your School?* (Poff and Parks, 2010) was shared with the general faculty to develop a better understanding of the purposes of shared leadership (J, 2/21/12). In a meeting on November 13, 2012, the results of the first administration of the *Essential Elements of Shared Leadership* were shared with the PTO Executive Council to clarify for parents the purposes of shared leadership (TR, PM 1, 11/13/12, p. 2). The direct explanation from the principal to the faculty as a whole and parents on the PTO helped to clarify what the purpose of shared leadership was in this study. In the same meeting with parents (TR, PM 1, 11/13/12, p. 2) the vision of shared leadership (Item 8, Table 16) was discussed with the PTO Executive Council. This item improved from 2.70 on the first administration to 2.81 on the third administration. The two discussions from this meeting helped to improve the results on the *Essential Elements of Shared Leadership*.

There were some items that did not meet or exceed the targeted mean score of 2.75 by the third administration of the *Essential Elements of Shared Leadership*. Three items in the domain of shared responsibility (our leaders delegate decision-making authority to teachers and staff members, our leaders give up some control over decision making while monitoring effectiveness of decisions, and members of the school community are involved in decisions that matter, not minutia) (see Table 16) did not reach the targeted mean score. Both items in the domain of supportive culture (there is a climate of trust in our school, and there is a climate of honest

communication among members of the school community) (see Table 16) failed to meet the targeted mean. As evidenced by the data, not all aspects of the data collection and data analysis of the *Essential Elements of Shared Leadership* indicated positive change or positive results in the school. Trust, honest communication, delegation of decision-making authority, giving up control, and involvement in decisions that matter all were items of concern from the *Essential Elements of Shared Leadership*. Items meeting targeted means were central to the success of the implementation of the hybrid model of leadership in this study, and items not meeting targeted means will be barriers to overcome for future success and implementation.

Results for dispersion of decisions. Final results of the three administrations of the *Decision Point Analysis* indicated that 22 of the 31 decision points measured in this study were decisions made by someone other than the principal. An intelligent hierarchy of decision-making, one in which some decisions are shared and some remain with the principal, was evident in the final administration of the *Decision Point Analysis*. Shared leadership was found in the domains of public relations (interpretation of standardized test results to parents, ways of involving of parents in the school program, the use of volunteers within the school, and the ways PTA/ PTO funds will be spent) (see Table 20); organization (assignment of students to classrooms, kinds of field trips to be taken by students, governing student conduct, and provisions for the safety of students) (see Table 20); personnel (the provisions for student counseling services) (see Table 20); budget (the kinds of instructional materials to purchase, and the types of fundraisers the school will have) (see Table 20); curriculum (how to implement the curriculum, the referral of students with learning difficulties, the retention of students, and expanding the curriculum beyond state standards) (see Table 20); and instruction (the use of data to manage instruction, the individualization of homework assignments, the remediation of students not passing standardized tests, the type of assessments used in the classroom, the plans for daily instruction, and the introduction of new teaching methods) (see Table 20). These items in each of the six domains of the *Decision Point Analysis* indicate that shared leadership was occurring at the onset of this study and continued throughout the duration of the study. This idea that shared leadership was occurring is further supported by Items 16 and 28 from the *Morale Measure*. Item 16, (see Table 30) (I would prefer the principal to take a more dominant role in leading the school.) and Item 28, (see Table 30) (I want a more active role in school decisions than I now have.) from the third administration of the *Morale Measure*, had almost similar mean

scores of 2.11 and 2.05 respectively. These scores indicate that the teachers did not want any more of an active role in leadership and they did not want the principal to take a more dominant role. These items indicate respondents prefer a balanced leadership approach in the school. The intelligent hierarchy form of shared leadership is further evidenced in a comparison of the principal's perception of who made the decision at the beginning of the study, the decisions the principal was willing to share, and who made the decision as indicated in the final administration of the *Decision Point Analysis*. This information is in Table 31.

Table 31

Decision Point Analysis: Perceived Groups and Actual Groups Who Make Decisions

Decision	Who makes the decision (Beginning of the study) ¹	New responsibility for the decision ²	Who makes the decision (End of the study) ³
Data to manage instruction	Principal, teachers	Principal, leadership team, teachers	Shared between teachers and the principal
Assignment of teaching loads	Principal	Principal	Principal
Assignment of students to classrooms	Principal, teachers	Principal, leadership team, teachers	Shared between teachers and the principal
Interpretation of school- wide standardized test results to parents	Principal	Principal	Shared between teachers and the principal
Individualization of homework assignments	Teachers	Teachers	Teachers
Remediation of students not passing standardized tests	Principal, teachers	Principal, teachers	Shared between teachers and the principal
Scheduling of instructional time	Principal, teachers	Principal, leadership team, teachers	Principal

(continued)

Table 31 (continued)

Decision	Who makes the decision (Beginning of the study) ¹	New responsibility for the decision ²	Who makes the decision (End of the study) ³
Involvement of community organizations within the school	Principal, teachers, support staff	Principal, teachers	Principal
Kinds of fieldtrips to be taken by students	Teachers	Teachers	Shared between teachers and the principal
How to implement the curriculum	Teachers	Teachers	Shared between teachers and the principal
Choice for substitute teachers	Principal, teachers	Principal, teachers	Shared between teachers and the principal
Types of assessments used in the classroom	Principal, Teachers	Principal, teachers	Shared between teachers and the principal
Plans for daily instruction	Principal, Teachers	Principal, teachers	Teachers
Kinds of instructional materials to purchase	Principal, Teachers	Principal, leadership team, teachers	Shared between teachers and the principal
Introduction of new teaching methods	Principal, Teachers	Principal, teachers	Shared between teachers and the principal
Referral of students with learning difficulties	Principal, Teachers	Principal, teachers, parents	Shared between teachers and the principal
Use of resource people in the school program	Principal	Principal	Principal
Means of accounting for school funds	Principal, Support Staff	Principal, support staff	Principal

(continued)

Table 31 (continued)

Decision	Who makes the decision (Beginning of the study) ¹	New responsibility for the decision ²	Who makes the decision (End of the study) ³
Retention of students	Principal, Teachers	Principal, teachers, parents	Shared among teachers, principal, and parents
Involving parents in the school program	Principal, Teachers, Support Staff	Principal, teachers, support staff	Shared among teachers, principal, and parents
Handling parental complaints about teachers	Principal	Principal, teachers	Principal
Rules for governing student conduct	Principal, Teachers	Principal, teachers	Shared between teachers and the principal
Safety of students	Principal, Teachers, Support Staff	Principal, teachers, support staff	Shared between teachers and the principal
Expanding the curriculum beyond state standards	Principal, Teachers	Principal, teachers	Shared among the leadership team, teachers, and the principal
Types of equipment to be purchased for use in the school	Principal, Teachers	Principal, leadership team	Principal
Volunteers within the school	Principal, Teachers	Principal, teachers, parents	Shared between teachers and the principal
Ways PTO funds will be spent	Principal, Others (PTO)	Principal, PTO	Shared among teachers, the principal, and parents

(continued)

Table 31 (continued)

Decision	Who makes the decision (Beginning of the study) ¹	New responsibility for the decision ²	Who makes the decision (End of the study) ³
Types of fundraisers	Principal, Teachers	Principal, leadership team, teachers	Shared between teachers and the principal
Priorities for the use of school facilities	Principal, Teachers, Support Staff	Principal, leadership team, teachers, support staff	Principal
Use of electronic equipment	Principal, Teachers	Principal, teachers	Principal
Student counseling services	Principal, Teachers	Principal, teachers	Shared between teachers and the principal

Note: ¹Principal's perception of who made the decision at the beginning of the study.

²Principal's willingness to share decision making.

³Actual perceptions of decision making at the end of the study.

The results from the *Decision Point Analysis* indicated that teachers became more involved in the decision-making. On Item 11 (see Table 20) (the choice of substitute teachers), teachers took a more active role in hiring their substitutes. The choice of substitute teachers was a topic of much discussion throughout the study. Some teachers stated that there was no problem with how the choice of substitute teachers was handled (ITM, 2/28/12; ITM, 3/4/13). Another teacher expressed a desire to have more input into who her substitute teacher was (ITM, 3/5/13). In the second year of this study (2012-2013), the principal and the faculty determined that teachers could contact their own substitutes if they knew in advance they would be absent. The principal and secretary would be responsible for procuring emergency substitutes. This system has seemed to work and will be utilized in the future.

Another item that was an area of concern was the handling parental complaints about teachers (Item 21, Table 20). In individual teacher meetings in March, 2013, different teachers expressed concerns about how parent complaints had been handled in the past. One teacher stated that handling parental complaints about teachers was shared, but the teachers needed to be

made aware of the complaint. Another teacher stated that the principal should be the one to handle parental complaints about teachers, but the teacher stated that the principal should communicate with the teacher first if there is a problem with a parent. In the leadership team meeting on April 29, 2013, the principal stated he felt the leadership team should work with him to develop written criteria for handling complaints about teachers. The written criteria have yet to be developed, but the principal has attempted to communicate more clearly with the teachers when there is a complaint (TR, LTM12, 4/29/13, p. 4).

Results for school climate. School climate was measured using the *Organizational Climate Description—RE*. Within the six domains of the *OCDQ—RE*, there was some evidence of a change toward a more positive school climate within certain domains. Items within the domains of supportive principal behavior (the principal listens to and accepts teachers' suggestions, and the principal is easy to understand) (see Table 23); directive principal behavior (the principal rules with an iron fist, and the principal checks lesson plans (see Table 23); collegial teacher behavior (the teachers accomplish their work with vim, vigor, and pleasure; teachers help and support each other; and teachers are proud of their school) (see Table 23); and disengaged teacher behavior (faculty meetings are useless, there is a minority group of teachers who always oppose the majority, and teachers exert group pressure on nonconforming faculty members (see Table 23) met the targeted mean above 2.75 for positively worded items and below 1.75 for negatively worded items at the beginning of the study and remained above or below the respective targeted mean throughout the study.

School climate improved in the domain of supportive principal behavior throughout the study. From Administrations 1 and 2 of the *Organizational Climate Description Questionnaire*, respondents did not think the principal looked out for their personal welfare, and on Administration 2 the principal did not compliment teachers enough (see Items 22 and 28 in Table 23). A policy was enacted by the local school board that required each school to budget for substitute teachers, and any amount over budget was to be paid out of school funds instead of central office funds. As a budgetary measure, the principal allowed teachers to leave early for medical appointments as long as class was covered. This seemed to be appreciated and made an impact on the issue of personal welfare. In the second year of the study (2012-2013), the principal instituted periodic, hand-written thank you notes to teachers. One teacher stated that in eight years, she had never received a hand-written thank you note from a principal (ITM, 3/5/13).

This practice will be included in the principal's future endeavors to help teachers feel appreciated.

The domain of Intimate Teacher Behavior from the *Organizational Climate Description Questionnaire—RE* scored low on every item, including: teachers being close friends, teachers visiting each other at home, teachers knowing the family backgrounds of each other, teachers socializing with each other during school, teachers socializing with each other on a regular basis, teachers having parties for each other, and teachers being strong social supports for each other. (see Table 23) The domain of Restrictive Principal Behavior from the *Organizational Climate Description Questionnaire—RE* had every item below the target, including: routine duties interfere with the job of teaching, teachers have too many committee requirements, administrative paperwork is burdensome at this school, teachers are burdened with busy work, and clerical support reduces teachers' paperwork.

Overall, school climate (as measured by the *OCDQ-RE*) was the area of most concern as 27 of the 42 items did not meet the targeted mean score of 2.75 or above for positively worded items, and 1.75 or below for negatively worded items. Items in the domain of Intimate Teacher Behavior all involved social aspects of teachers' lives, some of which are uncontrollable in the school setting. The items in the domain of Restrictive Principal Behavior all involve the demands placed on teachers, which are difficult to change because of federal, state, and local expectations and budget cuts that prevent the school from supporting teachers and reducing the stress of the requirements.

Results for employee morale. Of the four instruments used in this study, the most positive results were found in the *Morale Measure*. There were 27 out of 39 items that met the targeted benchmark score of 3.00 at the onset of this study. Items in the domains of personal elements (I feel I am making a difference in the work that I do, what I am doing is important work, and I enjoy the work that I do (see Table 30); group elements (I like the way we work together this year, my colleagues contribute to a sense of cooperation, my colleagues contribute to the feeling that we are an effective working group, we tend to work alone rather than as a team, and we work as an effective team (see Table 30); leadership (I like the way our principal works with us this year, and we seem to be getting along well this year (see Table 30); communication (my principal does not communicate well with me, I receive too much information about what is happening, and my principal uses various forms of communication

(see Table 30); and decision-making (I don't like that the principal is sharing the decision making with us this year (see Table 30) all reached the targeted mean score of 3.00 and remained at or above the benchmark throughout the study.

The leadership team and the principal, in particular, worked to improve the school in the area of morale. By the end of the third administration of the *Morale Measure*, 30 out of 39 items met the targeted mean of 3.00. Much of the credit for the improvement of morale is given to the leadership team and the principal working together to make the improvements. As such outside influences as lack of pay raises, increased insurance premiums, decreased student achievement scores, and increased demands placed on the faculty and staff came into play, the principal looked for ways to improve morale by showing appreciation to and caring for teachers. From some requests that came from the teacher meetings in February and March of 2013 and from casual conversations with various faculty members prior to that, change started occurring in the school. In 2011, teachers were not allowed to get lunch from a local restaurant to bring back to school. In 2012, teachers were allowed to get lunch on Friday only. By 2013, one teacher per grade level could go during the planning period to bring lunch back for the teachers. This idea came from a teacher request, was taken to the leadership team, and was approved by the principal. In 2011 teachers could only wear jeans on Friday or special occasion days. By 2013, teachers could wear jeans any day, provided they were suitable for school. This idea came from a teacher, was shared with the leadership team, and was approved by the principal. The principal, by giving up control and loosening some restrictions, seemed to be a key factor in the improvement of morale.

Some items within the dimensions of teamwork, institutional contributions, communication, and decision-making fell below their respective benchmarks. They are being a cohesive team, treating individual teachers as part of a whole, forming a sense of group security, receiving too little information, and lacking open communications, efficiency, and input into making important decisions (see Table 30).

Interpretation of the Results

Throughout the course of this implementation of a hybrid leadership process in an elementary school, instruments were used to measure data at three intervals over the course of 23 months. Actions were taken by the principal, leadership team, teachers, and others between the

administrations of the instruments to make improvements that were reflected in the data analysis. There were both successes and failures in the implementation of the hybrid model of leadership.

Successes in moving toward a hybrid model of shared leadership. Success in implementing the hybrid model is evidenced in the measures of shared leadership, decision-making, morale, and to a lesser degree, school climate. From the measure of shared leadership--the *Essential Elements of Shared Leadership*--11 of the 16 items either met or exceeded the targeted mean score of 2.75 (see Table 16). These essential elements, as developed by Poff (2008), are the fundamental characteristics of shared leadership and demonstrate that shared leadership was occurring in the school. From the measure of decision-making-- the *Decision Point Analysis*--22 of the 31 decision items were shared with the principal or made by someone else entirely (see Table 20). This again demonstrates that a hybrid model of leadership was becoming institutionalized in that some decisions remained with the principal, while a majority of decisions were shared or made by others. From the climate measure—the *Organizational Climate Description Questionnaire—RE*—14 of the 42 items either met or exceed the targeted mean score of 2.75 for positively worded items, and either met or were below the targeted mean score of 1.75 for negatively worded items.

In an era when teacher morale across the country reached a 25 year low in 2012, with only 39 percent of teachers satisfied with the profession of teaching (Harris Interactive, 2013), the improvement in teacher morale was the greatest success of the implementation of the model of hybrid leadership in the school in this study. Thirty of 39 morale items met the targeted mean score of 3.00 (see Table 30), indicating that these items occurred often in the school. This was an improvement from the first administration when only 27 of the 39 items met the targeted mean score. Furthermore, morale as a whole was an area of strength. Total morale scores were 2.98, 2.91, and 3.03 (see Table 30) on the respective administrations of the *Morale Measure*.

Failures in moving toward a hybrid model of shared leadership. Even though there were many successes evident in the implementation of the hybrid model of shared leadership, there were areas where expected growth did not occur. Of greatest concern are items that appeared on multiple instruments such as trust, honest communication, and a lack of open communications. Other concerns across multiple instruments were in the area of shared decision making: delegation of decision-making authority, giving up control, and involvement in decisions that matter.

Whereas improvement in teacher morale was the greatest success, lack of improvement in school climate was the greatest failure. Only 14 of 42 items on the *Organizational Climate Description Questionnaire—RE* met the targeted mean scores of 2.75 for positively worded items and at or below 1.75 for negatively worded items. Using the principal openness measure and teacher openness measures of the *Organizational Climate Description Questionnaire—RE*, both the principal and the teachers had average openness scores of 507.14 and 500.42, respectively (see Table 27). Improvement in school climate, using the *Organizational Climate Description Questionnaire—RE* as a measure, will only occur if improvement is made in the domains of Restrictive Principal Behavior and Intimate Teacher Behavior. In analyzing the items in these two domains, many of the items that did not reach targeted scores are mostly affected by outside influences that would be difficult to improve within the school setting (see Table 23, Table 24, Table 25, and Table 26).

Another failure of the implementation of the hybrid model of leadership in this study was overall lack of influence of the leadership team, specifically in the area of decision-making. Of the 31 items in the *Decision Point Analysis*, only one of the items (Item 24, Table 20) was deemed as a decision made by the leadership team. Part of this failure could be that teachers were unfamiliar with serving in this capacity and the principal had never involved a group of teachers in this role before. Wilhelm (2013) stated that “shared leadership... does not happen overnight, and it is not completed in a few months” (p. 65). One of the challenges moving forward will be honing the hybrid model of leadership to where the members of the leadership team are more comfortable in their roles as decision makers within the school.

A final failure of the implementation of the hybrid model was that there was no measurable improvement in student performance. During the time of this study, from 2011-2013, standardized test scores in reading and math dropped due to increased rigor of the new state accountability measures. Leithwood and Jantzi (2000) proposed that “more leadership actually detracts from clarity of purpose, sense of mission, sufficient certainty about what needs to be done to allow for productive action in the school and the like” (p. 61). In this case, the time spent on implementing shared leadership may have detracted from the central mission of the school—student learning.

Future Plans

The implementation the intelligent hierarchy process of shared leadership in the elementary school in this study does not end with this report. From the onset, the purpose of the implementation of this leadership model was to create lasting change within the school. The principal's desire was to involve others in the decision making in the school. The data from the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, and the *Morale Measure* show that shared leadership occurred in the process of this study and that there were improvements made in the areas of shared leadership, shared decision making, school climate, and school morale.

The implementation of a leadership team was new to this school and is foreign to schools in this district. Having a leadership team to make decisions and be a two-way communications link between the principal and the faculty seemed beneficial. The leadership team will continue and will be involved in making decisions in the areas indicated in the *Decision Point Analysis*. The *Organizational Climate Description Questionnaire—RE* and the *Morale Measure* provided valuable insight into the school climate and employee morale. Both climate and morale will continue to be monitored, at least annually. The items from the *Essential Elements of Shared Leadership* became a driving force behind the implementation shared leadership. This instrument will be used periodically to measure our progress toward shared leadership.

One of the most valuable components of this implementation was the individual teacher meetings that were held between February and March 2013. In these meetings, the data from the four quantitative measures provided talking points between the principal and the teacher. These meetings were very candid, open, and honest. Teachers appreciated the opportunity to voice their opinions, frustrations, and suggestions on how to improve the school. This component of shared leadership has become and will continue to be a primary practice of leadership for this principal.

One of the key components of the implementation of the hybrid model of leadership in this study was to offer advice to other principals as they planned for shared leadership. I would recommend the following:

1. Form a leadership team comprised of administrators, teachers, support staff, and parents to lead in the implementation of the hybrid model. Leaders must be willing to share leadership with the leadership team from the onset if the process is to be successful.

2. Develop a leadership team meeting schedule and implement it with fidelity. In this study, leadership team meetings were held every two weeks at the beginning and then less frequently. Regular meetings are vital to maintain the momentum of the implementation process.
3. Keep a journal at regular intervals to track the day-to-day implementation of the hybrid model. Find a time to complete the journal entries and keep to that schedule.
4. Develop and implement a system for recording, analyzing, and monitoring qualitative data. Transcription of qualitative data is labor intensive and should be done at regular intervals to make the best use of the data. A modified version of the constant comparative method (Maykut & Morehouse, 1994) was used in this study.
5. Schedule individual meetings with teachers and other members of the school community at regular intervals to monitor the progress of the implementation of the hybrid model. This allows other members of the school community who are not members of the leadership team to have a voice in the decision-making process.
6. Decide what measures will be used to monitor the quantitative data in the implementation of the hybrid model. This study measured four components of the hybrid implementation: shared leadership (the *Essential Elements of Shared Leadership*), decision making (the *Decision Point Analysis*), school climate (the *Organizational Climate Description Questionnaire—RE*), and employee morale (the *Morale Measure*).
7. Develop a schedule to collect quantitative data to monitor the implementation of the hybrid model. The time of year instruments are administered may have an effect on the data collected with each instrument (see Table 16, Table 20, Table 23, and Table 30).
8. Record all actions taken and all information shared between administrations of each quantitative measure. This will assist in determining what positive changes have occurred and why, and what improvements need to be made.

Reflections

The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School has been a culmination of 23 months of leading a school through a

different method of leadership than had ever been attempted before in this building. There were successes in that teachers felt they had a voice, and they became more open to discuss issues. Many became much more involved in the leadership process of the school. The leadership team helped me to better understand who the true teacher-leaders were in the school, and allowed me another avenue to empower the faculty and staff in the decision-making process in the school.

The process has not been without its challenges. Designing and leading a study of leadership in a school where you are the formal leader is a daunting task. During my preliminary exam, one of my professors asked a question, “Are you ready to find out things about yourself you may not like?” This study did challenge me both as a leader, a principal, and a scholar. Through the process, I became much more understanding and permissive with teachers to offset some of the issues affecting morale. In 2011, I said I would never let the teachers get lunch in the community restaurants and bring it back to school. I did not allow jeans to be worn, other than on Fridays. I would not compromise on a bus duty request to move from a week-at-a-time schedule to a day-at-a-time schedule. By the end of the 2012-2013 school year, all of these issues had changed in favor of the teachers. I had set out to share leadership with others in the school setting—the results speak for themselves.

The research component of this study was tedious at best. I knew that measuring and tracking change in four different components of leadership would be challenging. Even more challenging was the transcription and interpretation of the qualitative data from leadership team meetings, my journal, and individual meetings with teachers. This created much more work, but a much more thorough study. Any principal that would want to measure leadership in a school could implement a similar study that I believe would have value. A principal who wants to keep a pulse on the interworking of his or her school could use any combination of the four instruments. But, it isn’t easy work. Patience, persistence, and diligence are required.

Of all components of this study, I am most proud of the development, and implementation of the *Morale Measure*. The work was developed from Grosz (2008), but the instrument is original. I believe that the instrument is one that principals can use to improve morale in the ever-changing landscape of public schools, where demands of state and federal accountability, budget constraints at the state and local levels, and the daily challenges faced by educators continue to diminish morale.

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Appendix A

The Essential Elements of Shared Leadership

Essential Elements of Shared Leadership

Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School

Principal Investigators: M. Nickels, Graduate Student, Educational Leadership, Virginia Tech
David J. Parks, Advisor, Educational Leadership, Virginia Tech

1. I hereby agree to participate. I understand my participation is voluntary, and I will be asked to complete the following questionnaire.
2. As part of the study, I understand I will complete this questionnaire three times.
3. I understand that I may withdraw from the project at any time without penalty of any kind. In the event that I withdraw from the project, any data collected from me will be destroyed.
4. I understand that I will receive no compensation for my participation in this project, though I may request a copy of the results for my own records.
5. I understand that there is minimal risk in participating in this project.
6. I understand that I will remain anonymous throughout the study. Only the principal investigators will have access to my responses.
7. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by the [the school system].
8. If I feel that I have not been treated according to the descriptions on this form or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech, or Dr. David Parks, Professor Emeritus, Educational Leadership, Virginia Tech.

Should I have any questions about the research project or procedure, I may contact:

Travis M. Nickels
Dr. David J. Parks
Dr. David Moore

I voluntarily agree to participate in this study and agree to be a participant according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. By answering “yes”, I hereby give my voluntary consent for participation in this study.

Yes
No

Below are statements related to the *Essential Elements of Shared Leadership*. Please respond by answering how our school is doing in implementing each of the items. Please answer all questions openly and honestly.

1. We collaborate in achieving goals.
Rarely
Sometimes
Often
Very frequently
2. We focus on common, agreed-upon goals.
Rarely
Sometimes
Often
Very frequently
3. Teachers lead professional development in our school.
Rarely
Sometimes
Often
Very frequently
4. Professional development in our school is linked to school-based learning goals.
Rarely
Sometimes
Often
Very frequently
5. There is a climate of trust in our school.
Rarely
Sometimes
Often
Very frequently
6. The purposes of shared leadership are clear to faculty and staff in our school.
No
Yes
Not sure
7. Our school leaders believe in collaboration.
No
Yes
Not sure
8. Our school leaders have the ability to convey a compelling vision of shared leadership.
No
Yes
Not sure

9. Our leaders delegate decision-making authority to teachers and staff members.
Rarely
Sometimes
Often
Very frequently
10. Everyone in our school believes that we can affect the learning of our students.
No
Yes
Not sure
11. There is a climate of honest communication among members of the school community.
No
Yes
Not sure
12. Everyone in our school community holds collaboration as an important value.
Rarely
Sometimes
Often
Very frequently
13. Our leaders are willing to give up some control of decision making while monitoring effectiveness of decisions.
Rarely
Sometimes
Often
Very frequently
14. Members of the school community are involved in decisions that matter, not minutia.
Rarely
Sometimes
Often
Very frequently
15. Members of our school community believe that collaboration has a significant effect on student learning.
No
Yes
Not sure
16. Group decisions in our school are based on relevant information.
Rarely
Sometimes
Often
Very frequently

Table A1

Data for the First Administration of the Essential Elements of Shared Leadership (March 21-March 29, 2012)

Item		Responses												M	SD
Number	Item	Rarely		Sometimes		Often		Very frequently		Missing		Total			
		N	%	N	%	N	%	N	%	N	%	N	%		
1	We collaborate in achieving goals.	0	0	3	18	12	71	2	12	0	0	17	100	2.94	0.55
2	We focus on common, agreed upon goals.	0	0	2	12	12	71	3	18	0	0	17	100	3.05	0.55
3	Teachers lead professional development in our school.	1	6	6	35	6	35	3	18	0	0	17	100	2.76	0.90
4	Professional development in our school is linked to school based learning goals.	0	0	5	29	6	35	6	35	0	0	17	100	3.05	0.82
5	There is a climate of trust in our school.	1	6	6	35	7	41	3	18	0	0	17	100	2.70	0.84
6 ^a	The purposes of shared leadership are clear to faculty and staff in our school.	1	6	5	29	11	65	0	0	0	0	17	100	2.58	0.61
7 ^a	Our school leaders believe in collaboration.	0	0	1	6	16	94	0	0	0	0	17	100	2.94	0.24
8 ^a	Our school leaders have the ability to convey a compelling vision of shared leadership.	0	0	5	29	12	71	0	0	0	0	17	100	2.70	0.46
9	Our leaders delegate decision-making authority to teachers and staff members.	0	0	7	41	9	53	1	6	0	0	17	100	2.64	0.60
10 ^a	Everyone in our school believes that we can affect the learning of our students.	0	0	1	6	16	94	0	0	0	0	17	100	2.94	0.24
11 ^a	There is a climate of honest communication among members of the school community.	1	6	3	18	13	76	0	0	0	0	17	100	2.70	0.58
12	Everyone in our school community holds collaboration as an important value.	0	0	6	35	8	47	3	18	0	0	17	100	2.82	0.72

Item		Responses												<i>M</i>	<i>SD</i>
Number	Item	Rarely		Sometimes		Often		Very frequently		Missing		Total			
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
13	Our leaders are willing to give up some control over decision making while monitoring the effectiveness of decisions.	0	0	5	29	11	65	1	6	0	0	17	100	2.76	0.56
14	Members of the school community are involved in decisions that matter, not minutia.	1	6	8	47	6	35	2	12	0	0	17	100	2.52	0.79
15 ^a	Members of the school community believe that collaboration has a significant effect on student learning.	0	0	3	18	14	82	0	0	0	0	17	100	2.82	0.39
16	Group decisions in our school are based on relevant information.	0	0	3	18	11	65	3	18	0	0	17	100	3.00	0.61

^aThe response categories for all three administrations were 1=no, 2=not sure, 3=yes.

Table A2

Data for the Second Administration of the Essential Elements of Shared Leadership (September 27-October 8, 2012)

Number	Item	Responses												M	SD
		Rarely		Sometimes		Often		Very frequently		Missing		Total			
		N	%	N	%	N	%	N	%	N	%	N	%		
1	We collaborate in achieving goals.	0	0	4	25	9	56	3	19	0	0	16	100	2.93	0.68
2	We focus on common, agreed upon goals.	0	0	2	13	11	69	2	13	1	6	15	100	3.00	0.53
3	Teachers lead professional development in our school.	0	0	4	25	5	31	6	38	1	6	15	100	3.13	0.83
4	Professional development in our school is linked to school based learning goals.	0	0	2	13	4	25	9	56	1	6	15	100	3.46	0.74
5	There is a climate of trust in our school.	0	0	6	38	7	44	3	19	0	0	16	100	2.81	0.75
6 ^a	The purposes of shared leadership are clear to faculty and staff in our school.	0	0	4	25	12	75	0	0	0	0	16	100	2.75	0.44
7 ^a	Our school leaders believe in collaboration.	0	0	0	0	16	100	0	0	0	0	16	100	3.00	0.00
8 ^a	Our school leaders have the ability to convey a compelling vision of shared leadership.	1	6	3	19	12	75	0	0	0	0	16	100	2.68	0.60
9	Our leaders delegate decision-making authority to teachers and staff members.	0	0	5	31	10	63	1	6	0	0	16	100	2.75	0.57
10 ^a	*Everyone in our school believes that we can affect the learning of our students.	0	0	1	6	15	94	0	0	0	0	16	100	2.92	0.25
11 ^a	*There is a climate of honest communication among members of the school community.	1	6	7	44	8	50	0	0	0	0	16	100	2.43	0.62
12	*Everyone in our school community holds collaboration as an important value.	0	0	3	19	11	69	2	13	0	0	16	100	2.93	0.57

Number	Item	Responses												<i>M</i>	<i>SD</i>
		Rarely		Sometimes		Often		Very frequently		Missing		Total			
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
13	Our leaders are willing to give up some control over decision making while monitoring the effectiveness of decisions.	0	0	7	44	8	50	1	6	0	0	16	100	2.62	0.62
14	Members of the school community are involved in decisions that matter, not minutia.	0	0	4	25	12	75	20	0	0	0	16	100	2.63	0.72
15 ^a	Members of the school community believe that collaboration has a significant effect on student learning.	0	0	2	13	14	88	0	0	0	0	16	100	2.88	0.34
16	Group decisions in our school are based on relevant information.	0	1	11	69	4	25	0	0	0	0	16	100	3.00	0.63

Table A3

Data for the Third Administration of the Essential Elements of Shared Leadership (May 24, 2013-June 6, 2013)

Item		Responses												M	SD
Number	Item	Rarely		Sometimes		Often		Very frequently		Missing		Total			
		N	%	N	%	N	%	N	%	N	%	N	%		
1	We collaborate in achieving goals.	0	0	2	13	11	69	3	19	0	0	16	100	3.06	0.57
2	We focus on common, agreed upon goals.	0	0	1	6	11	69	4	25	0	0	16	100	3.19	0.54
3	Teachers lead professional development in our school.	1	6	2	13	8	50	4	25	1	6	15	100	3.00	0.85
4	Professional development in our school is linked to school based learning goals.	1	6	2	13	10	63	2	13	1	6	15	100	2.87	0.74
5	There is a climate of trust in our school.	0	0	7	44	9	56	0	0	0	0	16	100	2.56	0.51
6 ^a	The purposes of shared leadership are clear to faculty and staff in our school.	0	0	2	13	13	81	0	0	1	6	15	100	2.87	0.35
7 ^a	Our school leaders believe in collaboration.	0	0	0	0	16	100	0	0	0	0	16	100	3.00	0.00
8 ^a	Our school leaders have the ability to convey a compelling vision of shared leadership.	0	0	3	19	13	81	0	0	0	0	16	100	2.81	0.40
9	Our leaders delegate decision-making authority to teachers and staff members.	0	0	9	56	6	38	1	6	0	0	16	100	2.50	0.63
10 ^a	Everyone in our school believes that we can affect the learning of our students.	0	0	0	0	16	100	0	0	0	0	16	100	3.00	0.00
11 ^a	There is a climate of honest communication among members of the school community.	3	19	2	13	11	69	0	0	0	0	16	100	2.50	0.82
12	Everyone in our school community holds collaboration as an important value.	0	0	4	25	10	63	2	13	0	0	16	100	2.88	0.62

Item		Responses												<i>M</i>	<i>SD</i>
Number	Item	Rarely		Sometimes		Often		Very frequently		Missing		Total			
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
13	Our leaders are willing to give up some control over decision making while monitoring the effectiveness of decisions.	0	0	5	31	10	63	0	0	1	6	15	100	2.67	0.49
14	Members of the school community are involved in decisions that matter, not minutia.	0	0	8	50	6	38	2	13	0	0	16	100	2.63	0.72
15 ^a	Members of the school community believe that collaboration has a significant effect on student learning.	0	0	2	13	14	88	0	0	0	0	16	100	2.88	0.34
16	Group decisions in our school are based on relevant information.	0	0	4	25	10	63	2	13	0	0	16	100	3.00	0.63

Appendix B The Decision Point Analysis

Validation

This instrument has been designed to check the content validity of the *Decision Point Analysis (DPA)*. The *DPA* identifies administrative decisions and the location of those decisions in schools. There are two parts to this instrument: an informed consent and a validation questionnaire. Please read the informed consent and respond to the agreement item that follows it. If you agree to participate, please read the instructions and complete the questionnaire.

Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School

Principal Investigators: Travis M. Nickels, Graduate Student, Educational Leadership, Virginia Tech
David J. Parks, Advisor, Educational Leadership, Virginia Tech

1. I hereby agree to participate in the validation of the *Decision Point Analysis*. I understand my participation is voluntary, and I will be asked to complete the following questionnaire.
2. As part of the study, I understand I will complete this questionnaire only once.
3. I understand that I may withdraw from the project at any time without penalty of any kind. In the event that I withdraw from the project, any data collected from me will be destroyed.
4. I understand that I will receive no compensation for my participation in this project, though I may request a copy of the results for my own records.
5. I understand that there is minimal risk in participating in this project.
6. I understand that I will remain anonymous throughout the study. Only the principal investigators will have access to my responses.
7. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by...[the school system].
8. If I feel that I have not been treated according to the descriptions on this form or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech, or Dr. David Parks, Professor Emeritus, Educational Leadership, Virginia Tech.

Should I have any questions about the research project or procedure, I may contact:

Travis M. Nickels
Dr. David J. Parks
Dr. David Moore

I voluntarily agree to participate in this study and agree to be a participant according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. By answering “yes”, I hereby give my voluntary consent for participation in this study.

Yes

No

Directions for Completing the Questionnaire

Thirty-five decision items are presented below. Please react to these items according to the following instructions:

Mark the items frankly. There are no right or wrong answers. All responses will be kept confidential.
PLEASE DO NOT OMIT ANY ITEMS

For each item, please answer two questions:

1. Is the item clearly stated?
2. Is the item an administrative decision that is made at the elementary school level?

Read each item carefully. If the item is clearly stated, select “The item is clearly stated.” If the item is not clearly stated, select “The item is not clearly stated.”

If the item is a decision that is made at the elementary school level, select “yes.” If it is not, select “no.”

1. A decision on the effectiveness of the curriculum in meeting student needs.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.

Yes No

2. A decision on the use of data to manage instruction.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.

Yes No

3. A decision on the assignment of teaching loads.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.

Yes No

4. A decision on the assignment of students to classrooms.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.

Yes No

5. A decision on the interpretation of standardized test results to parents.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.

Yes No

6. A decision on the individualization of homework assignments.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No
7. A decision on the remediation of students not passing standardized tests.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No
8. A decision about the scheduling of instructional time.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No
9. A decision on the involvement of community organizations within the school.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No
10. A decision on the kinds of field trips to be taken by students.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No
11. A decision on how to implement the curriculum.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No
12. A decision on what is to be included in the budget.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No
13. A decision on the guidelines for substitute teachers.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No

14. A decision on the procedures for assessing student growth.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
15. A decision on the types of assessments used in the classroom.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
16. A decision on the plans for daily instruction.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
17. A decision on the kinds of instructional materials to purchase.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
18. A decision on the introduction of new teaching methods.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
19. A decision on the referral of students with learning difficulties.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
20. A decision on the use of resource people in the school program.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
21. A decision on the means of accounting for school funds.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No

22. A decision on the ways to measure the adequacy of teacher performance.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
23. A decision on the retention of students.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
24. A decision on the ways of involving parents in the school program.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
25. A decision on the priorities for the use of facilities.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
26. A decision on the procedures for the use of electronic equipment.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
27. A decision about the procedures for handling parental complaints about teachers.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
28. A decision about the rules for governing student conduct.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No
29. A decision on the provisions for the safety of students.
The item is clearly stated. The item is not clearly stated.
- This is an administrative decision made at the elementary school level.
Yes No

30. A decision on expanding the curriculum beyond state standards.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No

31. A decision on the types of equipment to be purchased for use in the school.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No

32. A decision on the use of volunteers within in the school.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No

33. A decision on the ways PTA/PTO funds will be spent.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No

34. A decision on the provisions for student counseling services.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No

35. A decision on the types of fundraisers the school will have.
The item is clearly stated. The item is not clearly stated.

This is an administrative decision made at the elementary school level.
Yes No

For any items you marked as “not clearly stated,” enter the item number and your suggestions for improvement of the item below. Please write any decisions (not already on the questionnaire) that you feel I should include on the questionnaire. Please list any additional comments below. Thank you.

Table B1

Content Validation Data for the Decision Point Analysis (March 23, 2012)

Items		Decision by elementary administrator				Clearly stated			
		No		Yes		No		Yes	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
1	A decision on the effectiveness of the curriculum in meeting student needs.	9	90	1	10	2	20	8	80
2	A decision on the use of data to manage instruction.	3	33	6	66	1	11	8	88
3	A decision on the assignment of teaching loads.	3	30	7	70	2	20	8	80
4	A decision on the assignment of students to classrooms.	0	0	10	100	1	10	9	90
5	A decision on the interpretation of standardized test results to parents.	0	0	9	100	2	22	7	77
6	A decision on the individualization of homework assignments.	1	10	9	90	3	30	7	70
7	A decision on the remediation of students not passing standardized tests.	2	20	8	80	2	20	8	80
8	A decision about the scheduling of instructional time.	3	33	6	66	1	11	8	88
9	A decision on the involvement of community organizations within the school.	1	10	9	90	1	10	9	90
10	A decision on the kinds of field trips to be taken by students.	2	20	8	80	2	20	8	80
11	A decision on how to implement the curriculum.	4	40	6	60	2	20	8	80
12	A decision on what to be included in the budget.	7	70	3	30	2	20	8	80
13	A decision on the guidelines for substitute teachers.	7	70	3	30	2	20	8	80
14	A decision on the procedures for assessing student growth.	7	70	3	30	1	10	9	90
15	A decision on the types of assessments used in the classroom.	4	40	6	60	2	20	8	80
16	A decision on the plans for daily instruction.	2	20	8	80	1	10	9	90
17	A decision on the kinds of instructional materials to purchase.	0	0	10	100	2	20	8	80
18	A decision on the introduction of new teaching methods.	2	20	8	80	2	20	8	80
19	A decision on the referral of students with learning difficulties.	3	30	7	70	1	10	9	90
20	A decision on the use of resource people in the school program.	2	20	8	80	2	20	8	80
21	A decision on the means of accounting for school funds.	2	20	8	80	2	20	8	80
22	A decision on the ways to measure the adequacy of teacher performance.	5	50	5	50	2	20	8	80
23	A decision on the retention of students.	1	10	9	90	1	10	9	90
24	A decision on the ways of involving parents in the school program.	0	0	10	100	3	30	7	70

Items		Decision by elementary administrator				Clearly stated			
		No		Yes		No		Yes	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
25	A decision on the priorities for the use of school facilities.	4	40	6	60	0	0	10	100
26	A decision on the procedures for the use of electronic equipment.	4	40	6	60	0	0	10	100
27	A decision about the procedures for handling parental complaints about teachers.	4	40	6	60	2	20	8	80
28	A decision about the rules for governing student conduct.	3	30	7	70	0	0	0	100
29	A decision on the provisions for the safety of students.	1	11	8	88	0	0	9	100
30	A decision on expanding the curriculum beyond state standards.	4	40	6	60	2	20	8	80
31	A decision on the types of equipment to be purchased for use in the school.	2	20	8	80	2	20	8	80
32	A decision on the use of volunteers within the school.	0	0	10	100	1	10	9	90
33	A decision on the ways PTA/PTO funds will be spent.	2	20	8	80	2	20	8	80
34	A decision on the provisions for student counseling services.	4	40	6	60	1	10	9	90
35	A decision on the types of fundraisers the school will have.	2	20	8	80	1	10	9	90

The *Decision Point Analysis*

The *Decision Point Analysis (DPA)* has been designed to measure who makes the decisions at ...[the primary school]. The *DPA* identifies administrative decisions and the location of those decisions at this school. There are two parts to this instrument: an informed consent and the *Decision Point Analysis*. Please read the informed consent and respond to the agreement item that follows it. If you agree to participate, please read the instructions and complete the questionnaire.

Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School

Principal Investigators: Travis M. Nickels, Graduate Student, Educational Leadership, Virginia Tech
David J. Parks, Advisor, Educational Leadership, Virginia Tech

1. I hereby agree to participate in the development and implementation of a new leadership process in ... [the primary school]. I understand my participation is voluntary, and I will be asked about my impressions of the school.
2. As part of the study, I understand I will complete this questionnaire three times.
3. I understand that I may withdraw from the project at any time without penalty of any kind. In the event that I withdraw from the project, any data collected from me will be destroyed.
4. I understand that I will receive no compensation for my participation in this project, though I may request a copy of the results for my own records.
5. I understand that there is minimal risk in participating in this project.
6. I understand that I will remain anonymous throughout the study. Only the principal investigators will have access to my responses.
7. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by [the school system].
8. If I feel that I have not been treated according to the descriptions on this form or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech, or Dr. David Parks, Professor Emeritus, Educational Leadership, Virginia Tech. Should I have any questions about the research project or procedure, I may contact:
Travis M. Nickels
Dr. David J. Parks
Dr. David Moore

I voluntarily agree to participate in this study and agree to be a participant according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. By answering "yes," I hereby give my voluntary consent for participation in this study.

Yes

No

Twenty-eight decision items are presented below. Please react to these items according to the following instructions.

Mark the items frankly. There are no right or wrong answers. All responses will be kept confidential. **DO NOT OMIT ANY ITEMS**

^aFor each item select one of the eight following choices which best describes who makes the decision with regards to ...[the primary school].

1. The principal
2. The leadership team
3. Teachers, either individually or as a group
4. Shared between teachers (individually or as a group) and the principal
5. Shared between the leadership team and the principal
6. Shared between the leadership team and teachers (individually or as a group)
7. Shared among the principal, leadership team, and teachers (individually or as a group)
8. Other, please indicate

1. A decision on the use of data to manage instruction.
2. A decision on the assignment of teaching loads.
3. A decision on the assignment of students to classrooms.
4. A decision on the interpretation of standardized test results to parents.
5. A decision on the individualization of homework assignments.
6. A decision on the remediation of students not passing standardized tests.
7. A decision about the scheduling of instructional time.
8. A decision on the involvement of community organizations within the school.
9. A decision on the kinds of field trips to be taken by students.
10. A decision on how to implement the curriculum.
11. A decision on the choice of substitute teachers.
12. A decision on the type of assessments used in the classroom.
13. A decision on the plans for daily instruction.
14. A decision on the kinds of instructional materials to purchase.
15. A decision on the introduction of new teaching methods.

^aThese response choices were the same for all 28 items in Administration 1. They were removed from the individual items for presentation in this appendix.

16. A decision on the referral of students with learning difficulties.
17. A decision on the use of resource people in the school program.
18. A decision on the means of accounting for school funds.
19. A decision on the retention of students.
20. A decision on the ways of involving parents in the school program.
21. A decision about handling parental complaints about teachers.
22. A decision about governing student conduct.
23. A decision on the provisions for the safety of students.
24. A decision on expanding the curriculum beyond state standards.
25. A decision on the types of equipment to be purchased for use in the school.
26. A decision on the use of volunteers within in the school.
27. A decision on the ways PTA/PTO funds will be spent.
28. A decision on the types of fundraisers the school will have.

Table B2

Data for First Administration of the Decision Point Analysis: Stakeholder Perceptions of the Location of Decisions (April 24-May 3, 2012)

Item	Principal		Leadership team		Teachers		Teachers and principal		Leadership team and principal		Leadership team and teachers		Leadership team, teachers, and principal		Other		Missing		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1 Use of data to manage instruction	0	0	5	31	3	19	4	25	1	6	0	0	2	12	1	6	0	0	16	100
2 The assignment of teaching loads	11	69	1	6	1	6	3	19	0	0	0	0	0	0	0	0	0	0	16	100
3 The assignment of students to classrooms	4	25	1	6	3	19	8	50	0	0	0	0	0	0	0	0	0	0	16	100
4 The interpretation of standardized test results to parents	2	13	3	19	1	6	5	31	1	6	0	0	4	25	0	0	0	0	16	100
5 The individualization of homework assignments	0	0	0	0	11	69	3	19	0	0	0	0	1	6	0	0	1	6	15	100
6 The remediation of students not passing standardized tests	0	0	1	6	1	6	10	63	0	0	0	0	2	13	1	6	1	6	15	100

Item		Principal		Leadership team		Teachers		Teachers and principal		Leadership team and principal		Leadership team and teachers		Leadership team, teachers, and principal		Other		Missing		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
7	The scheduling of instructional time	6	38	2	13	1	6	3	19	1	6	0	0	3	19	0	0	0	0	16	100
8	The involvement of community organizations within the school	6	38	4	25	0	0	1	6	2	13	0	0	3	19	0	0	0	0	16	100
9	The kinds of fieldtrips to be taken by students	1	6	1	6	4	25	8	50	0	0	1	6	0	0	1	6	0	0	16	100
10	How to implement the curriculum	2	13	2	13	4	25	4	25	1	6	0	0	3	19	0	0	0	0	16	100
11	The choice of substitute teachers	3	19	0	0	0	0	9	56	0	0	0	0	1	6	3	19	0	0	16	100

Item		Principal		Leadership team		Teachers		Teachers and principal		Leadership team and principal		Leadership team and teachers		Leadership team, teachers, and principal		Other		Missing		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
12	The type of assessments used in the classroom	0	0	1	6	6	38	6	38	0	0	0	0	1	6	3	19	1	6	15	100
13	The plans for daily instruction	0	0	0	0	11	69	2	13	1	6	0	0	1	6	0	0	1	6	15	100
14	The kinds of instructional materials to purchase	1	6	1	6	3	19	3	19	1	6	0	0	5	31	1	6	1	6	15	100
15	The introduction of new teaching methods	1	6	0	0	2	13	5	31	3	19	5	31	0	0	0	0	0	0	16	100
16	The referral of students with learning difficulties	0	0	1	6	1	6	12	75	0	0	0	0	2	13	0	0	0	0	16	100

Item	Principal		Leadership team		Teachers		Teachers and principal		Leadership team and principal		Leadership team and teachers		Leadership team, teachers, and principal		Other		Missing		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
17	The use of resource people in the school program	11	69	0	0	0	0	1	6	1	6	0	0	2	13	0	0	1	6	15	100
18	The means of accounting for school funds	6	38	1	6	0	0	1	6	4	25	0	0	2	13	2	13	0	0	16	100
19	The retention of students	0	0	1	6	0	0	11	69	0	0	0	0	3	19	0	0	1	6	15	100
20	The ways of involving parents in the school program	2	13	3	19	1	6	3	19	1	6	0	0	5	31	1	6	0	0	16	100
21	Handling parental complaints about teachers	13	82	0	0	0	0	2	13	1	6	0	0	0	0	0	0	0	0	16	100
22	Governing student conduct	5	31	1	6	0	0	9	56	0	0	0	0	1	6	0	0	0	0	16	100

Item		Principal		Leadership team		Teachers		Teachers and principal		Leadership team and principal		Leadership team and teachers		Leadership team, teachers, and principal		Other		Missing		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
23	The provisions for the safety of students	3	19	1	6	0	0	4	25	1	6	1	6	5	31	1	6	0	0	16	100
24	Expanding the curriculum beyond state standards	2	13	0	0	2	13	5	31	2	13	0	0	4	25	1	6	0	0	16	100
25	The types of equipment to be purchased for use in the school	2	13	2	13	0	0	0	0	3	19	1	6	8	50	0	0	0	0	16	100
26	The use of volunteers within the school	3	19	1	6	2	13	3	19	0	0	0	0	6	38	0	0	1	6	15	100

Item		Principal		Leadership team		Teachers		Teachers and principal		Leadership team and principal		Leadership team and teachers		Leadership team, teachers, and principal		Other		Missing		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
27	The ways PTA/PTO funds will be spent	1	6	0	0	0	0	0	0	0	0	0	0	4	25	11	69	0	0	16	100
28	The types of fundraisers the school will have	1	6	2	13	0	0	5	31	3	19	0	0	5	31	0	0	0	0	16	100

The *Decision Point Analysis* 2^a

The *Decision Point Analysis (DPA)* has been designed to measure who makes the decisions at ... [the primary school]. The *DPA* identifies administrative decisions and the location of those decisions this school. There are two parts to this instrument: an informed consent and the *Decision Point Analysis*. Please read the informed consent and respond to the agreement item that follows it. If you agree to participate, please read the instructions and complete the questionnaire.

Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School

Principal Investigators: Travis M. Nickels, Graduate Student, Educational Leadership, Virginia Tech
David J. Parks, Advisor, Educational Leadership, Virginia Tech

1. I hereby agree to participate in the development and implementation of a new leadership process in [the primary school]. I understand my participation is voluntary, and I will be asked about my impressions of the school.
2. As part of the study, I understand I will complete this questionnaire three times.
3. I understand that I may withdraw from the project at any time without penalty of any kind. In the event that I withdraw from the project, any data collected from me will be destroyed.

The instrument was modified from the original version. New response categories were added. Three additional items were added. The modified version was used in Administration 2 and Administration 3.

4. I understand that I will receive no compensation for my participation in this project, though I may request a copy of the results for my own records.
5. I understand that there is minimal risk in participating in this project.
6. I understand that I will remain anonymous throughout the study. Only the principal investigators will have access to my responses.
7. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by [the school system].
8. If I feel that I have not been treated according to the descriptions on this form or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech, or Dr. David Parks, Professor Emeritus, Educational Leadership, Virginia Tech. Should I have any questions about the research project or procedure, I may contact:
Travis M. Nickels
Dr. David J. Parks
Dr. David Moore

I voluntarily agree to participate in this study and agree to be a participant according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. By answering "yes", I hereby give my voluntary consent for participation in this study.

Yes

No

Thirty one decision items are presented below. Please react to these items according to the following instructions.

Mark the items frankly. There are no right or wrong answers. All responses will be kept confidential. DO NOT OMIT ANY ITEMS

^aFor each item select one of the eleven following choices which best describes who makes the decision with regards to ...[the primary school].

1. The principal
2. The leadership team
3. Teachers, either individually or as a group
4. Shared between the principal and teachers (individually or as a group)
5. Shared between the leadership team and teachers (individually or as a group)
6. Shared among the principal, leadership team, and teachers (individually or as a group)
7. Shared between the principal and parents
8. Shared between the leadership team and parents
9. Shared among the principal, teachers (individually or as a group), and parents
10. Shared among the leadership team, teachers (individually or as a group), and parents
11. Other, please indicate

1. A decision on the use of data to manage instruction.
2. A decision on the assignment of teaching loads.
3. A decision on the assignment of students to classrooms.
4. A decision on the interpretation of standardized test results to parents.
5. A decision on the individualization of homework assignments.
6. A decision on the remediation of students not passing standardized tests.
7. A decision about the scheduling of instructional time.
8. A decision on the involvement of community organizations within the school.
9. A decision on the kinds of field trips to be taken by students.
10. A decision on how to implement the curriculum.
11. A decision on the choice of substitute teachers.
12. A decision on the type of assessments used in the classroom.

^aThese response choices were the same for all 31 items in Administration 2 and Administration 3. They were removed from the individual items for presentation in this appendix.

13. A decision on the plans for daily instruction.
14. A decision on the kinds of instructional materials to purchase.
15. A decision on the introduction of new teaching methods.
16. A decision on the referral of students with learning difficulties.
17. A decision on the use of resource people in the school program.
18. A decision on the means of accounting for school funds.
19. A decision on the retention of students.
20. A decision on the ways of involving parents in the school program.
21. A decision about handling parental complaints about teachers.
22. A decision about governing student conduct.
23. A decision on the provisions for the safety of students.
24. A decision on expanding the curriculum beyond state standards.
25. A decision on the types of equipment to be purchased for use in the school.
26. A decision on the use of volunteers within in the school.
27. A decision on the ways PTA/PTO funds will be spent.

28. A decision on the types of fundraisers the school will have.
29. A decision on the priorities for the use of facilities.
30. A decision on the procedures for the use of electronic equipment.
31. A decision on the provisions for student counseling services.

Table B3

Data for Second Administration of the Decision Point Analysis: Stakeholder Perceptions of the Location of Decisions (October 25-November 2, 2012)

Item	Principal		Leadership team		Teachers		Teachers and principal		Leadership team and teachers		Principal, leadership team, and teachers		Principal and parents		Leadership team and parents		Principal, teachers, and parents		Leadership team, teachers, and parents		Other		Missing		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1	Use of data to manage instruction	0	0	2	9	5	23	5	23	0	0	10	45	0	0	0	0	0	0	0	0	0	0	0	0	0	22	100
2	The assignment of teaching loads	17	77	0	0	0	0	4	18	0	0	0	0	0	0	0	0	0	0	0	0	1	5	0	0	22	100	
3	The assignment of students to classrooms	6	27	1	5	2	9	7	32	0	0	2	9	0	0	0	0	3	14	0	0	1	5	0	0	22	100	
4	The interpretation of standardized test results to parents	2	9	1	5	2	9	9	41	0	0	6	27	0	0	0	0	1	5	0	0	1	5	0	0	22	100	
5	The individualization of homework assignments	0	0	0	0	13	59	5	23	0	0	1	5	0	0	0	0	2	9	0	0	1	5	0	0	22	100	
6	The remediation of students not passing standardized tests	2	9	1	5	0	0	9	41	0	0	2	9	0	0	0	0	7	32	0	0	1	5	0	0	22	100	
7	The scheduling of instructional time	7	32	1	5	0	0	7	32	1	5	4	18	0	0	0	0	0	0	0	0	0	0	2	9	22	100	
8	The involvement of community organizations within the school	8	32	2	9	0	0	3	14	0	0	4	18	0	0	0	0	3	14	2	9	0	0	0	0	22	100	
9	The kinds of fieldtrips to be taken by students	2	9	0	0	0	0	16	73	0	0	2	9	0	0	0	0	0	0	0	0	2	9	0	0	22	100	
10	How to implement the curriculum	1	5	0	0	4	18	10	45	1	5	5	23	0	0	0	0	0	0	0	0	1	5	0	0	22	100	

Item		Principal		Leadership team		Teachers		Teachers and principal		Leadership team and teachers		Principal, leadership team, and teachers		Principal and parents		Leadership team and parents		Principal, teachers, and parents		Leadership team, teachers, and parents		Other		Missing		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
11	The choice of substitute teachers	9	41	0	0	3	14	6	27	0	0	0	0	0	0	0	0	0	0	0	0	3	14	1	5	22	100
12	The type of assessments used in the classroom	0	0	1	5	4	18	13	59	0	0	2	9	0	0	0	0	0	0	0	0	1	5	1	5	22	100
13	The plans for daily instruction	1	5	0	0	11	50	9	41	0	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	22	100
14	The kinds of instructional materials to purchase	0	0	3	14	0	0	10	45	3	14	4	18	0	0	0	0	0	0	1	5	1	5	0	0	22	100
15	The introduction of new teaching methods	1	5	1	5	2	9	12	55	0	0	4	18	0	0	0	0	0	0	0	0	1	5	1	5	22	100
16	The referral of students with learning difficulties	0	0	0	0	2	9	9	41	0	0	1	5	0	0	0	0	10	45	0	0	0	0	0	0	22	100
17	The use of resource people in the school program	11	50	1	5	0	0	8	36	0	0	1	5	0	0	0	0	0	0	0	0	0	0	1	5	22	100
18	The means of accounting for school funds	11	50	2	9	0	0	3	14	0	0	3	14	0	0	0	0	0	0	0	0	2	9	1	5	22	100
19	The retention of students	1	5	1	5	1	5	9	41	1	5	2	9	0	0	0	0	7	32	0	0	0	0	0	0	22	100
20	The ways of involving parents in the school program	1	5	1	5	1	5	3	14	2	9	6	27	0	0	0	0	6	27	2	9	0	0	0	0	22	100
21	Handling parental complaints about teachers	18	82	0	0	0	0	3	14	0	0	0	0	0	0	0	0	1	5	0	0	0	0	0	0	22	100
22	Governing student conduct	3	14	1	5	0	0	11	50	0	0	3	14	0	0	0	0	3	14	0	0	0	0	1	5	22	100

Item	Principal		Leadership team		Teachers		Teachers and principal		Leadership team and teachers		Principal, leadership team, and teachers		Principal and parents		Leadership team and parents		Principal, teachers, and parents		Leadership team, teachers, and parents		Other		Missing		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
23	The provisions for the safety of students	4	18	1	5	2	9	2	9	0	0	7	32	0	0	0	0	2	9	1	5	1	5	2	9	22	100	
24	Expanding the curriculum beyond state standards	0	0	1	5	4	18	7	32	0	0	6	27	0	0	0	0	0	0	0	0	2	9	2	9	22	100	
25	The types of equipment to be purchased for use in the school	4	18	1	5	0	0	7	32	0	0	8	36	0	0	0	0	0	0	0	0	0	0	2	9	22	100	
26	The use of volunteers within the school	3	14	1	5	1	5	9	41	0	0	4	18	0	0	0	0	3	14	0	0	0	0	1	5	22	100	
27	The ways PTA/PTO funds will be spent	0	0	1	5	1	5	0	0	0	0	3	14	0	0	0	0	9	41	1	5	5	23	2	9	22	100	
28	The types of fundraisers the school will have	4	18	1	5	1	5	7	32	0	0	3	14	0	0	0	0	4	18	1	5	0	0	1	5	22	100	
29	A decision on the priorities for the use of facilities.	13	59	2	9	0	0	1	5	1	5	4	18	0	0	0	0	0	0	0	0	0	0	1	5	22	100	
30	A decision on the procedures for the use of electronic equipment.	6	27	0	0	0	0	9	41	2	9	3	14	0	0	0	0	0	0	0	0	0	1	5	1	5	22	100
31	A decision on the provisions for student counseling services.	6	27	1	5	0	0	6	27	0	0	3	14	0	0	0	0	3	14	0	0	2	9	1	5	22	100	

Table B4

Data for Third Administration of the Decision Point Analysis: Stakeholder Perceptions of the Location of Decisions (June 6, 2013)

Item	Principal		Leadership team		Teachers		Teachers and principal		Leadership team and teachers		Principal, leadership team, and teachers		Principal and parents		Leadership team and parents		Principal, teachers, and parents		Leadership team, teachers, and parents		Other		Missing		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
1	Use of data to manage instruction	2	10	1	5	0	0	10	50	0	0	6	30	0	0	0	0	0	0	0	0	0	1	5	0	0	20	100
2	The assignment of teaching loads	13	65	0	0	1	5	3	15	0	0	3	15	0	0	0	0	0	0	0	0	0	0	0	0	20	100	
3	The assignment of students to classrooms	5	25	0	0	3	15	8	40	0	0	0	0	1	5	0	0	3	15	0	0	0	0	0	0	20	100	
4	The interpretation of standardized test results to parents	1	5	1	5	1	5	11	55	0	0	5	25	0	0	0	0	1	5	0	0	0	0	0	0	20	100	
5	The individualization of homework assignments	0	0	0	0	14	70	5	25	0	0	0	0	0	0	0	0	1	5	0	0	0	0	0	0	20	100	
6	The remediation of students not passing standardized tests	0	0	1	5	0	0	8	40	1	5	3	15	0	0	0	0	6	30	0	0	1	5	0	0	20	100	
7	The scheduling of instructional time	9	45	0	0	0	0	6	30	1	5	3	15	0	0	0	0	0	0	0	0	0	0	1	5	20	100	
8	The involvement of community organizations within the school	6	30	0	0	0	0	3	15	1	5	3	15	0	0	0	0	5	25	2	10	0	0	0	0	20	100	
9	The kinds of fieldtrips to be taken by students	2	10	0	0	3	15	14	70	0	0	1	5	0	0	0	0	0	0	0	0	0	0	0	0	20	100	
10	How to implement the curriculum	1	5	0	0	3	15	11	55	0	0	5	25	0	0	0	0	0	0	0	0	0	0	0	0	20	100	
11	The choice of substitute teachers	3	15	0	0	3	15	14	70	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	100	

Item	Principal		Leadership team		Teachers		Teachers and principal		Leadership team and teachers		Principal, leadership team, and teachers		Principal and parents		Leadership team and parents		Principal, teachers, and parents		Leadership team, teachers, and parents		Other		Missing		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
12	The type of assessments used in the classroom	2	10	0	0	7	35	9	45	0	0	2	10	0	0	0	0	0	0	0	0	0	0	0	0	20	100
13	The plans for daily instruction	0	0	0	0	12	60	6	30	1	5	1	5	0	0	0	0	0	0	0	0	0	0	0	0	20	100
14	The kinds of instructional materials to purchase	1	5	0	0	3	15	11	55	0	0	5	25	0	0	0	0	0	0	0	0	0	0	0	0	20	100
15	The introduction of new teaching methods	1	5	0	0	3	15	10	50	0	0	6	30	0	0	0	0	0	0	0	0	0	0	0	0	20	100
16	The referral of students with learning difficulties	0	0	1	5	3	15	7	35	0	0	2	10	0	0	0	0	6	30	0	0	1	5	0	0	20	100
17	The use of resource people in the school program	10	50	0	0	0	0	7	35	0	0	1	5	0	0	0	0	0	0	1	5	1	5	0	0	20	100
18	The means of accounting for school funds	14	70	0	0	0	0	3	15	0	0	1	5	0	0	0	0	0	0	0	0	2	10	0	0	20	100
19	The retention of students	0	0	1	5	1	5	80	40	0	0	1	5	0	0	0	0	9	45	0	0	0	0	0	0	20	100
20	The ways of involving parents in the school program	1	5	1	5	0	0	3	15	1	5	5	25	0	0	0	0	7	35	2	10	0	0	0	0	20	100
21	Handling parental complaints about teachers	17	85	0	0	0	0	2	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	20	100
22	Governing student conduct	6	30	0	0	0	0	12	60	0	0	0	0	0	0	0	0	0	0	1	5	0	0	1	5	20	100
23	The provisions for the safety of students	4	20	1	5	0	0	9	45	0	0	3	15	0	0	0	0	2	10	1	5	0	0	0	0	20	100

Item	Principal		Leadership team		Teachers		Teachers and principal		Leadership team and teachers		Principal, leadership team, and teachers		Principal and parents		Leadership team and parents		Principal, teachers, and parents		Leadership team, teachers, and parents		Other		Missing		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
24	Expanding the curriculum beyond state standards	2	10	1	5	4	20	2	10	0	0	6	30	0	0	0	0	0	0	1	5	4	20	0	0	20	100
25	The types of equipment to be purchased for use in the school	8	40	0	0	0	0	5	25	0	0	7	35	0	0	0	0	0	0	0	0	0	0	0	0	20	100
26	The use of volunteers within the school	6	30	0	0	1	5	8	40	0	0	1	5	0	0	0	0	3	15	1	5	0	0	0	0	20	100
27	The ways PTA/PTO funds will be spent	2	10	0	0	0	0	1	5	0	0	2	10	2	10	0	0	7	35	2	10	4	20	0	0	20	100
28	The types of fundraisers the school will have	4	20	1	5	0	0	8	40	0	0	3	15	0	0	0	0	2	10	1	5	0	0	1	5	20	100
29	A decision on the priorities for the use of facilities.	14	70	0	0	0	0	2	10	0	0	0	0	0	0	0	0	2	10	1	5	0	0	1	5	20	100
30	A decision on the procedures for the use of electronic equipment.	7	35	0	0	1	5	6	30	1	5	1	5	0	0	0	0	0	0	0	0	3	15	1	5	20	100
31	A decision on the provisions for student counseling services.	3	15	0	0	1	5	7	35	1	5	2	10	0	0	0	0	2	10	0	0	2	10	2	10	20	100

Appendix C
The Organizational Climate Description Questionnaire–RE

Domains and Questions for *The Organizational Climate*

Description Questionnaire for Elementary Schools

Table C1

The Domains and Questions for the Organizational Climate Description Questionnaire for Elementary Schools

Domain 1: Supportive principal behavior

Description: Behavior that reflects a basic concern for teachers. The principal listens and is open to teacher suggestions. Praise is given genuinely and frequently, and criticism is handled constructively. The competence of the faculty is respected, and the principal exhibits both a personal and professional interest in teachers.

Items:

- 4. The principal goes out of his/her way to help teacher.
- 9. The principal uses constructive criticism.
- 15. The principal explains his/her reasons for criticism to teachers.
- 16. The principal listens to and accepts teachers' suggestions.
- 22. The principal looks out for the personal welfare of teachers.
- 23. The principal treats teachers as equals.
- 28. The principal compliments teachers.
- 29. The principal is easy to understand.
- 42. The principal goes out of his/her way to show appreciation to teachers.

Domain 2: Directive principal behavior

Description: Behavior that is rigid, close supervision. The principal maintains constant monitoring and control over all teacher and school activities, down to the smallest detail.

Items:

- 5. The principal rules with an iron fist.
 - 10. The principal checks the sign-in sheet every morning.
 - 17. The principal schedules the work for the teachers.
 - 24. The principal corrects teachers' mistakes.
 - 30. The principal closely checks classroom (teacher) activities.
 - 34. The principal supervises teachers closely.
 - 35. The principal checks lesson plans.
 - 39. The principal is autocratic.
 - 41. The principal monitors everything teachers do.
-

Domain 3: Restrictive principal behavior

Description: Behavior that hinders rather than facilitates teacher work. The principal burdens teachers with paper work, committee requirements, routine duties, and other demands that interfere with their teaching responsibilities.

Items:

11. Routine duties interfere with the job of teaching.
 18. Teachers have too many committee requirements.
 25. Administrative paperwork is burdensome at this school.
 31. Clerical work reduces teachers' paperwork.
 36. Teachers are burdened with busywork.
-

Domain 4: Collegial teacher behavior

Description: Behavior that supports open and professional interactions among teachers. Teachers are proud of their school, enjoy working with their colleagues, and are enthusiastic, accepting, and mutually respectful of their colleagues.

Items:

1. The teachers accomplish their work with vim, vigor, and pleasure.
 6. Teachers leave school immediately after school is over.
 12. Most of the teachers here accept the faults of their colleagues.
 19. Teachers help and support each other.
 26. Teachers are proud of their school.
 32. New teachers are readily accepted by their colleagues.
 37. Teachers socialize together in small, select groups.
 40. Teachers respect the professional competence of their colleagues.
-

Domain 5: Intimate teacher behavior

Description: Cohesive and strong social relations among teachers. Teachers know each other well, are close personal friends, socialize together regularly, and provide strong social support for each other.

Items:

2. Teachers' closest friends are other faculty members at this school.
 7. Teachers invite faculty members to visit them at home
 13. Teachers know the family background of other faculty members.
 20. Teachers have fun socializing together during school time.
 27. Teachers have parties for each other.
 33. Teachers socialize with each other on a regular basis.
 38. Teachers provide strong social support for colleagues.
-

Domain 6: Disengaged teacher behavior

Description: Behavior signifies a lack of meaning and focus to professional activities.

Teachers are simply putting in time in non-productive group efforts; they have no common goals. In fact, their behavior is often negative and critical of their colleagues and the school.

Items:

3. Faculty meetings are useless.
 8. There is a minority group of teachers who always oppose the majority.
 14. Teachers exert group pressure on non-conforming members.
 21. Teachers ramble when they talk at faculty meetings.
-

Organizational Climate Description Questionnaire

This instrument has two parts: the informed consent and the instrument itself. Please read the informed consent and complete the agreement statement that follows it. If you agree to participate, then please complete the instrument.

Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School

Principal Investigators: Travis M. Nickels, Graduate Student, Educational Leadership, Virginia Tech
David J. Parks, Advisor, Educational Leadership, Virginia Tech

1. I hereby agree to participate in the development and implementation of a new leadership process in [the primary school]. I understand my participation is voluntary, and I will be asked about my impressions of the school.
2. As part of the study, I understand I will complete this questionnaire three times during the 2011-2012 school year.
3. I understand that I may withdraw from the project at any time without penalty of any kind. In the event that I withdraw from the project, any data collected from me will be destroyed.
4. I understand that I will receive no additional compensation for my participation in this project, though I may request a copy of the results for my own record.
5. I understand that there are no known risks to participating in this project.
6. I understand that I will remain anonymous throughout the study. Only the principal investigators will have access to my responses.
7. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Tech and by the [the school system].
8. If I feel that I have not been treated according to the descriptions on this form or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech, or Dr. David Parks, Professor Emeritus, Educational Leadership, Virginia Tech.

Should I have any questions about the research project or procedure, I may contact:

Travis M. Nickels
Dr. David J. Parks
Dr. David Moore

I voluntarily agree to participate in this study and agree to be a participant according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. By answering “yes”, I hereby give my voluntary consent for participation in this study.

Yes
No

TO TEACHERS OF ...[THE PRIMARY SCHOOL]: The most important part of any school is the people who make it up. Understanding the relationships the people have with each other, as colleagues, supervisors, and subordinates is vital to the understanding of school climate.

This questionnaire (the *OCDQ-RE*) is constructed and administered to determine how you view these relationships at ...[the primary school]. There are no right or wrong answers. The information provided by the questionnaire will be used by us (the principal, teachers and staff) to see where the majority of us think improvement needs to be made.

The *OCDQ-RE* is intended to be completely confidential. In no instance will responses of individuals be reported. The questionnaire should ordinarily not take any longer than 30 minutes to complete.

Directions: The following are statements about ...[the primary school]. Please indicate the extent to which each statement characterizes the school.

1. The teachers accomplish their work with vim, vigor, and pleasure.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
2. Teachers' closest friends are other faculty members at this school.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
3. Faculty meetings are useless.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
4. The principal goes out of his/her way to help teachers
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
5. The principal rules with an iron fist.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
6. Teachers leave school immediately after school is over.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs

7. Teachers invite faculty members to visit them at home.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
8. There is a minority group of teachers who always oppose the majority.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
9. The principal uses constructive criticism.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
10. The principal checks the sign-in sheet every morning.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
11. Routine duties interfere with the job of teaching.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
12. Most of the teachers here accept the faults of their colleagues.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
13. Teachers know the family background of other faculty members.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
14. Teachers exert group pressure on non-conforming faculty members.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs

15. The principal explains his/her reasons for criticism to teachers.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
16. The principal listens to and accepts teachers' suggestions.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
17. The principal schedules the work for the teachers.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
18. Teachers have too many committee requirements.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
19. Teachers help and support each other.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
20. Teachers have fun socializing together during school time.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
21. Teachers ramble when they talk at faculty meetings.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
22. The principal looks out for the personal welfare of teachers.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs

23. The principal treats teachers as equals.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
24. The principal corrects teachers' mistakes.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
25. Administrative paperwork is burdensome at this school.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
26. Teachers are proud of their school.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
27. Teachers have parties for each other.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
28. The principal compliments teachers.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
29. The principal is easy to understand.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
30. The principal closely checks classroom (teacher) activities.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs

31. Clerical support reduces teachers' paperwork.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
32. New teachers are readily accepted by colleagues.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
33. Teachers socialize with each other on a regular basis.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
34. The principal supervises teachers closely.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
35. The principal checks lesson plans.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
36. Teachers are burdened with busy work.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
37. Teachers socialize together in small, select groups.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs
38. Teachers provide strong social support for colleagues.
 - Rarely occurs
 - Sometimes occurs
 - Often occurs
 - Very frequently occurs

39. The principal is autocratic.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
40. Teachers respect the professional competence of their colleagues.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
41. The principal monitors everything teachers do.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs
42. The principal goes out of his/her way to show appreciation to teachers.
Rarely occurs
Sometimes occurs
Often occurs
Very frequently occurs

Table C2

Data for the First Administration of the Organization Climate Description Questionnaire—RE (May 11-May 21, 2012)

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
1. The teachers accomplish their work with vim, vigor, and pleasure.	0	0	1	6	10	66	4	26	0	0	15	100	3.20	0.58
2. Teacher's closest friends are other faculty members at this school.	0	0	8	53	4	26	3	20	0	0	15	100	2.67	0.84
^a 3. Faculty meetings are useless.	12	80	2	13	0	0	1	6	0	0	15	100	1.33 ^a	0.84
4. The principal goes out of his/her way to help teachers.	0	0	5	33	6	40	4	26	0	0	15	100	3.00	0.82
^a 5. The principal rules with an iron fist.	10	67	4	26	0	0	1	6	0	0	15	100	1.47	0.85
^a 6. Teachers leave school immediately after school is over.	3	20	10	67	2	13	0	0	0	0	15	100	3.07	0.53
7. Teachers invite faculty members to visit them at home.	2	13	9	60	2	13	2	13	0	0	15	100	2.27	0.91
^a 8. There is a minority group of teachers who always oppose the majority.	10	67	4	26	1	6	0	0	0	0	15	100	1.40	0.65
9. The principal uses constructive criticism.	0	0	7	46	8	53	0	0	0	0	15	100	2.53	0.51
^a 10. The principal checks the sign-in sheet every morning.	6	40	6	40	0	0	1	6	2	13	15	100	1.85	0.94
11. Routine duties interfere with the job of teaching.	6	40	5	33	3	20	0	0	1	6	15	100	1.79	0.80
12. Most of the teachers here accept the faults of their colleagues.	1	6	9	60	4	26	1	6	0	0	15	100	2.33	0.74
13. Teachers know the family background of other faculty members.	1	6	6	40	6	40	2	13	0	0	15	100	2.60	0.84

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
14. Teachers exert group pressure on non-conforming faculty members.	10	66	2	13	3	20	0	0	0	0	15	100	1.53	0.85
15. The principal explains his/her reasons for criticism to teachers.	0	0	2	13	10	66	3	20	0	0	15	100	3.00	0.65
16. The principal listens to and accepts teacher's suggestions.	0	0	5	33	7	46	3	20	0	0	15	100	2.87	0.74
17. The principal schedules the work for teachers.	3	20	8	53	3	20	1	6	0	0	15	100	2.13	0.83
^a 18. Teachers have too many committee requirements.	5	33	7	46	3	20	0	0	0	0	15	100	2.00	0.65
19. Teachers help and support each other.	0	0	2	13	10	66	3	20	0	0	15	100	3.07	0.59
20. Teachers have fun socializing together during school time.	6	40	8	53	0	0	1	6	0	0	15	100	2.00	0.93
^a 21. Teachers ramble when they talk at faculty meetings.	9	60	6	40	0	0	0	0	0	0	15	100	1.40	0.51
22. The principal looks out for the personal welfare of teachers.	0	0	7	46	7	46	1	6	0	0	15	100	2.60	0.63
23. The principal treats teachers as equals.	0	0	7	46	5	33	3	20	0	0	15	100	2.80	0.77
24. The principal corrects teacher's mistakes.	1	6	10	66	3	20	1	6	0	0	15	100	2.27	0.70
^a 25. Administrative paperwork is burdensome at this school.	2	13	6	40	4	20	3	20	0	0	15	100	2.53	0.99
26. Teachers are proud of their school.	0	0	3	20	2	13	9	60	1	6	15	100	3.43	0.85
27. Teachers have parties for each other.	5	33	3	20	5	33	2	13	0	0	15	100	2.27	1.10

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
28. The principal compliments teachers.	0	0	4	26	6	40	5	33	0	0	15	100	3.07	0.80
29. The principal is easy to understand.	0	0	4	26	5	33	6	40	0	0	15	100	3.13	0.83
30. The principal closely checks classroom (teacher) activities.	0	0	5	33	8	53	2	13	0	0	15	100	2.80	0.68
31. Clerical support reduces teachers' paperwork.	2	13	8	53	4	26	1	6	0	0	15	100	2.73	0.80
32. New teachers are readily accepted by colleagues.	1	6	4	26	4	26	6	40	0	0	15	100	3.00	1.00
33. Teachers socialize with each other on a regular basis.	2	13	6	40	6	40	1	6	0	0	15	100	2.40	0.83
34. The principal supervises teachers closely.	0	0	6	40	6	40	3	20	0	0	15	100	2.80	0.77
35. The principal checks lesson plans.	0	0	4	26	4	26	6	40	1	6	15	100	3.14	0.86
^a 36. Teachers are burdened with busy work.	4	26	8	53	1	6	2	13	0	0	15	100	2.07	0.96
37. Teachers socialize together in small, select groups.	1	6	11	73	2	13	1	6	0	0	15	100	2.80	0.68
38. Teachers provide strong social support for colleagues.	1	6	2	13	10	66	1	6	0	0	15	100	2.87	0.74
^a 39. The principal is autocratic.	3	20	7	46	3	20	0	0	2	13	15	100	2.00	0.71
40. Teachers respect the professional competence of their colleagues.	0	0	4	26	8	53	3	20	0	0	15	100	2.93	0.70
^a 41. The principal monitors everything teachers do.	7	46	3	20	3	20	2	13	0	0	15	100	2.00	1.13
42. The principal goes out of his/her way to show appreciation to teachers.	0	0	3	20	7	46	5	33	0	0	15	100	3.13	0.74

^aThese items are worded negatively, thus low scores are favorable responses.

Table C3

*Data for the Second Administration of the Organization Climate Description Questionnaire—RE
(November 28-December 10,2012)*

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
1. The teachers accomplish their work with vim, vigor, and pleasure.	0	0	1	6	10	66	4	26	0	0	15	100	3.20	0.58
2. Teacher's closest friends are other faculty members at this school.	0	0	8	53	4	26	3	20	0	0	15	100	2.67	0.84
^a 3. Faculty meetings are useless.	12	80	2	13	0	0	1	6	0	0	15	100	1.33 ^a	0.84
4. The principal goes out of his/her way to help teachers.	0	0	5	33	6	40	4	26	0	0	15	100	3.00	0.82
^a 5. The principal rules with an iron fist.	10	67	4	26	0	0	1	6	0	0	15	100	1.47	0.85
^a 6. Teachers leave school immediately after school is over.	3	20	10	67	2	13	0	0	0	0	15	100	3.07	0.53
7. Teachers invite faculty members to visit them at home.	2	13	9	60	2	13	2	13	0	0	15	100	2.27	0.91
^a 8. There is a minority group of teachers who always oppose the majority.	10	67	4	26	1	6	0	0	0	0	15	100	1.40	0.65
9. The principal uses constructive criticism.	0	0	7	46	8	53	0	0	0	0	15	100	2.53	0.51
^a 10. The principal checks the sign-in sheet every morning.	6	40	6	40	0	0	1	6	2	13	15	100	1.85	0.94
11. Routine duties interfere with the job of teaching.	6	40	5	33	3	20	0	0	1	6	15	100	1.79	0.80
12. Most of the teachers here accept the faults of their colleagues.	1	6	9	60	4	26	1	6	0	0	15	100	2.33	0.74
13. Teachers know the family background of other faculty members.	1	6	6	40	6	40	2	13	0	0	15	100	2.60	0.84
14. Teachers exert group pressure on non-conforming faculty members.	10	66	2	13	3	20	0	0	0	0	15	100	1.53	0.85

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
15. The principal explains his/her reasons for criticism to teachers.	0	0	2	13	10	66	3	20	0	0	15	100	3.00	0.65
16. The principal listens to and accepts teacher's suggestions.	0	0	5	33	7	46	3	20	0	0	15	100	2.87	0.74
17. The principal schedules the work for teachers.	3	20	8	53	3	20	1	6	0	0	15	100	2.13	0.83
^a 18. Teachers have too many committee requirements.	5	33	7	46	3	20	0	0	0	0	15	100	2.00	0.65
19. Teachers help and support each other.	0	0	2	13	10	66	3	20	0	0	15	100	3.07	0.59
20. Teachers have fun socializing together during school time.	6	40	8	53	0	0	1	6	0	0	15	100	2.00	0.93
^a 21. Teachers ramble when they talk at faculty meetings.	9	60	6	40	0	0	0	0	0	0	15	100	1.40	0.51
22. The principal looks out for the personal welfare of teachers.	0	0	7	46	7	46	1	6	0	0	15	100	2.60	0.63
23. The principal treats teachers as equals.	0	0	7	46	5	33	3	20	0	0	15	100	2.80	0.77
24. The principal corrects teacher's mistakes.	1	6	10	66	3	20	1	6	0	0	15	100	2.27	0.70
^a 25. Administrative paperwork is burdensome at this school.	2	13	6	40	4	20	3	20	0	0	15	100	2.53	0.99
26. Teachers are proud of their school.	0	0	3	20	2	13	9	60	1	6	15	100	3.43	0.85
27. Teachers have parties for each other.	5	33	3	20	5	33	2	13	0	0	15	100	2.27	1.10
28. The principal compliments teachers.	0	0	4	26	6	40	5	33	0	0	15	100	3.07	0.80
29. The principal is easy to understand.	0	0	4	26	5	33	6	40	0	0	15	100	3.13	0.83
30. The principal closely checks classroom (teacher) activities.	0	0	5	33	8	53	2	13	0	0	15	100	2.80	0.68

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
31. Clerical support reduces teachers' paperwork.	2	13	8	53	4	26	1	6	0	0	15	100	2.73	0.80
32. New teachers are readily accepted by colleagues.	1	6	4	26	4	26	6	40	0	0	15	100	3.00	1.00
33. Teachers socialize with each other on a regular basis.	2	13	6	40	6	40	1	6	0	0	15	100	2.40	0.83
34. The principal supervises teachers closely.	0	0	6	40	6	40	3	20	0	0	15	100	2.80	0.77
35. The principal checks lesson plans.	0	0	4	26	4	26	6	40	1	6	15	100	3.14	0.86
^a 36. Teachers are burdened with busy work.	4	26	8	53	1	6	2	13	0	0	15	100	2.07	0.96
37. Teachers socialize together in small, select groups.	1	6	11	73	2	13	1	6	0	0	15	100	2.80	0.68
38. Teachers provide strong social support for colleagues.	1	6	2	13	10	66	1	6	0	0	15	100	2.87	0.74
^a 39. The principal is autocratic.	3	20	7	46	3	20	0	0	2	13	15	100	2.00	0.71
40. Teachers respect the professional competence of their colleagues.	0	0	4	26	8	53	3	20	0	0	15	100	2.93	0.70
^a 41. The principal monitors everything teachers do.	7	46	3	20	3	20	2	13	0	0	15	100	2.00	1.13
42. The principal goes out of his/her way to show appreciation to teachers.	0	0	3	20	7	46	5	33	0	0	15	100	3.13	0.74

^aThese items are worded negatively, thus low scores are favorable responses.

Table C4

Data for the Third Administration of the Organization Climate Description Questionnaire—RE (May 27-June 6, 2013)

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
1. The teachers accomplish their work with vim, vigor, and pleasure.	0	0	3	16	14	74	2	11	0	0	19	100	2.95	0.52
2. Teacher's closest friends are other faculty members at this school.	2	11	10	53	4	21	2	11	0	0	19	100	2.47	0.90
^a 3. Faculty meetings are useless.	8	42	9	47	1	5	0	0	1	5	18	100	1.61	0.61
4. The principal goes out of his/her way to help teachers.	0	0	7	37	10	53	1	5	1	5	18	100	2.67	0.59
^a 5. The principal rules with an iron fist.	13	68	5	26	1	5	0	0	0	0	19	100	1.37	0.60
^a 6. Teachers leave school immediately after school is over.	3	16	8	42	8	42	0	0	0	0	19	100	2.74	0.73
7. Teachers invite faculty members to visit them at home.	4	21	7	37	6	32	0	0	2	11	17	100	2.12	0.78
^a 8. There is a minority group of teachers who always oppose the majority.	12	63	5	26	1	5	0	0	1	5	18	100	1.39	0.61
9. The principal uses constructive criticism.	0	0	11	58	7	37	0	0	1	5	18	100	2.39	0.50
^a 10. The principal checks the sign-in sheet every morning.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11. Routine duties interfere with the job of teaching.	4	21	6	32	6	32	2	11	1	5	18	100	2.33	0.97
12. Most of the teachers here accept the faults of their colleagues.	1	5	5	26	11	58	0	0	2	11	17	100	2.59	0.62
13. Teachers know the family background of other faculty members.	3	16	8	42	8	42	0	0	0	0	19	100	2.26	0.73

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
14. Teachers exert group pressure on non-conforming faculty members.	12	63	5	26	1	5	0	0	1	5	18	100	1.39	0.61
15. The principal explains his/her reasons for criticism to teachers.	1	5	5	26	9	47	2	11	2	11	17	100	2.71	0.77
16. The principal listens to and accepts teacher's suggestions.	0	0	5	26	11	58	2	11	1	5	18	100	2.78	0.65
17. The principal schedules the work for teachers.	1	5	11	58	4	21	1	5	2	11	17	100	2.29	0.69
^a 18. Teachers have too many committee requirements.	5	26	7	37	5	26	0	0	2	11	17	100	2.00	0.82
19. Teachers help and support each other.	0	0	4	21	13	68	2	11	0	0	19	100	2.89	0.57
20. Teachers have fun socializing together during school time.	8	42	6	32	5	26	0	0	0	0	19	100	1.89	0.81
^a 21. Teachers ramble when they talk at faculty meetings.	7	37	8	42	3	16	0	0	1	5	18	100	1.78	0.73
22. The principal looks out for the personal welfare of teachers.	1	5	4	21	11	58	1	5	2	11	17	100	2.76	0.83
23. The principal treats teachers as equals.	1	5	4	21	11	58	1	5	2	11	17	100	2.71	0.69
24. The principal corrects teacher's mistakes.	1	5	12	63	4	21	0	0	2	11	17	100	2.18	0.53
^a 25. Administrative paperwork is burdensome at this school.	3	16	5	26	7	37	2	11	2	11	17	100	2.47	0.94
26. Teachers are proud of their school.	0	0	1	5	13	68	5	26	0	0	19	100	3.21	0.54
27. Teachers have parties for each other.	5	26	8	42	6	32	0	0	0	0	19	100	2.05	0.78

Item	Rarely occurs		Sometimes occurs		Often occurs		Very frequently occurs		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
28. The principal compliments teachers.	0	0	6	32	9	47	3	16	1	5	18	100	2.83	0.71
29. The principal is easy to understand.	1	5	5	26	9	47	3	16	1	5	18	100	2.78	0.81
30. The principal closely checks classroom (teacher) activities.	1	5	10	53	6	32	0	0	2	11	17	100	2.67	0.84
31. Clerical support reduces teachers' paperwork.	1	5	10	53	6	32	0	0	2	11	17	100	2.71	0.59
32. New teachers are readily accepted by colleagues.	2	11	6	32	8	42	3	16	0	0	19	100	2.74	0.87
33. Teachers socialize with each other on a regular basis.	3	16	9	47	7	37	0	0	0	0	19	100	2.21	0.71
34. The principal supervises teachers closely.	0	0	9	47	8	42	1	5	1	5	18	100	2.56	0.62
35. The principal checks lesson plans.	0	0	6	32	9	47	3	16	1	5	18	100	2.83	0.71
^a 36. Teachers are burdened with busy work.	3	16	8	42	6	32	1	5	1	5	18	100	2.28	0.83
37. Teachers socialize together in small, select groups.	2	11	11	58	6	32	1	5	1	5	18	100	2.68	0.67
38. Teachers provide strong social support for colleagues.	2	11	6	32	10	53	0	0	1	5	18	100	2.50	0.79
^a 39. The principal is autocratic.	8	42	9	47	0	0	0	0	2	11	17	100	1.53	0.51
40. Teachers respect the professional competence of their colleagues.	1	5	3	16	12	63	2	11	1	5	18	100	2.83	0.71
^a 41. The principal monitors everything teachers do.	8	42	4	21	5	26	0	0	2	11	17	100	1.82	0.88
42. The principal goes out of his/her way to show appreciation to teachers.	0	0	8	42	9	47	2	11	0	0	19	100	2.68	0.67

^aThese items are worded negatively, thus low scores are favorable responses.

Appendix D

The Morale Measure

Domains and Questions for the *Morale Measure* Prior to the Content Validation Process

Table D1

The Domains and Questions for the Morale Measure Prior to the Content Validation Process

Domain 1: Personal Elements

Description: Personal elements are “what the individual needs to feel in order to experience the *esprit de corps*” (Grosz, 2008, p. 1). Individuals who have positive feelings toward their work and receive positive feedback about their contributions to the school express high *esprit de corps* or morale.

Items:

1. I feel I am making a difference in the work that I do at ...[the primary school].
 15. What I am doing at ...[the primary school] is important work.
 28. I am recognized for my work at ...[the primary school].
 35. I am appreciated for my work at ...[the primary school].
 39. I enjoy the work that I do at ...[the primary school].
 41. I do not feel the work I do is valued at ...[the primary school].
 44. I feel good about the work I do at ...[the primary school].
-

Domain 2: Group Elements

Description: Group elements are “what the group offers the individual to enhance *esprit de corps*” (Grosz, 2008, p. 2). Groups that work together, contribute to the group effort and goals, and provide mutual support have high *esprit de corps* or morale.

Items:

5. My colleagues support the work that I do at ...[the primary school].
 8. We work as a team at ...[the primary school].
 13. My colleagues contribute to a sense of cooperation at ...[the primary school].
 21. My colleagues contribute to a sense of group security at ...[the primary school].
 25. My colleagues contribute to the feeling that we are an effective working group at ...[the primary school].
 42. My colleagues demonstrate awareness that each individual is a part of the whole at ...[the primary school].
 49. We feel like a group of colleagues at ...[the primary school].
-

Domain 3: Institutional Contributions

Description: Institutional contributions are “the role an institution can play in order to foster *esprit de corps*” (Grosz, 2008, p. 2). Institutions that are open to expression of members and change, exhibit fairness and honesty in policies and decisions, provide for the well-being of their members, and show consideration for individuals, contribute to the morale of their members.

Items:

2. Fair decisions are made ...[the primary school].
18. There is an environment of open communications ...[the primary school].
22. There is physical comfort at ...[the primary school].

- 31. There are fair methods of teacher assessment ...[the primary school].
 - 36. There is a pathway of dissent ...[the primary school].
 - 40. There is honest leadership at ...[the primary school].
 - 45. There are mechanisms for change at ...[the primary school].
-

Domain 4: Leadership

Description: The leadership domain is concerned with how the principal, teachers, and staff feel about the distribution of leadership during the current school year.

Items:

- 7. My principal has too much control of the decisions that are made in the school.
 - 10. I like my leadership responsibilities this year.
 - 14. I don't like my new responsibilities this year.
 - 20. I would prefer the principal to take a more dominant role in leading the school.
 - 23. I want to be more involved in decisions about the school.
 - 33. I am involved too much in the leadership of the school.
 - 46. I am involved too little in the leadership of the school.
-

Domain 5: Communication

Description: The communication domain is concerned with how the principal, teachers, and staff feel about communications within the school during the current school year.

Items:

- 3. My principal does not communicate well with me.
 - 6. I like that we are implementing RtI together this year.
 - 11. I feel I have a voice in the decisions that are made at ...[the primary school] this year.
 - 17. I receive too little information about what is happening at ...[the primary school] this year.
 - 26. I receive too much information about what is happening at ...[the primary school] this year.
 - 43. I wish communications were more efficient ...[the primary school] this year.
 - 48. My principal uses various forms of communications in our school.
-

Domain 6: Decision-Making

Description: The decision-making domain is concerned with how the principal, teachers, and staff feel about decision making at...[the primary school] during the current school year.

Items:

- 12. I don't have input in making important decisions.
 - 24. I don't like how we are handling the budget this year.
 - 29. I don't like that the principal is sharing the decision making with us this year.
 - 32. I feel that we have a shared purpose in the decisions we make this year.
 - 34. I am happy with my role in school decisions this year.
 - 38. I want a more active role in school decisions than I now have.
 - 47. I am involved too much in school decisions this year.
-

Domain 7: Relationships

Description: The relationships domain is concerned with how the principal, teachers, and staff feel about the relationships that are present in the school during the current school year.

Items:

- 4. I like the way we work together this year.

- 9. I like the way our principal works with us this year.
 - 16. I feel I have support in the decisions I make this year.
 - 19. We seem to be getting along well this year.
 - 27. We should be a more cohesive team than we are ...[the primary school].
 - 30. We tend to work alone rather than as a team at ...[the primary school].
 - 37. We work as an effective team at ...[the primary school].
-

Content Validation Instrument for the *Morale Measure*

Table D2

Content Validation Instrument for Domains 1 through 7

This instrument has been designed to check the content validity of the *Morale Measure*. There are two parts to this instrument: an informed consent and a validation questionnaire. Please read the informed consent and respond to the agreement item that follows it. If you agree to participate, please read the instructions and complete the questionnaire.

Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School

Principal Investigators: Travis M. Nickels, Graduate Student, Educational Leadership, Virginia Tech
David J. Parks, Advisor, Educational Leadership, Virginia Tech

1. I hereby agree to participate in the validation of the *Morale Measure*. I understand my participation is voluntary, and I will be asked to complete the following questionnaire.
2. As part of the study, I understand I will complete this questionnaire only once.
3. I understand that I may withdraw from the project at any time without penalty of any kind. In the event that I withdraw from the project, any data collected from me will be destroyed.
4. I understand that I will receive no compensation for my participation in this project, though I may request a copy of the results for my own records.
5. I understand that there is minimal risk in participating in this project.
6. I understand that I will remain anonymous throughout the study. Only the principal investigators will have access to my responses.
7. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by...[the school system].
8. If I feel that I have not been treated according to the descriptions on this form or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech, or Dr. David Parks, Professor Emeritus, Educational Leadership, Virginia Tech.

Should I have any questions about the research project or procedure, I may contact:

Travis M. Nickels
Dr. David J. Parks
Dr. David Moore

I voluntarily agree to participate in this study and agree to be a participant according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. By answering “yes”, I hereby give my voluntary consent for participation in this study.

Yes

No

Introduction:

This is a content validation instrument. The purpose of this instrument is to improve items on a questionnaire that will be distributed to an elementary school faculty. Please read the directions below.

Directions:

To begin, please download the following instrument to your desktop, and type your responses in the columns to the right.

Once you have responded to all of the items, please save the document and return it to me as an email attachment (

If you have any questions, you may email me or call me.

Thanks again for your willingness to help with this part of my study.

Table D2 (continued)

Please complete the following four tasks:

Task 1: Domain placement of items: Below is a set of domains. Definitions for each domain follow. Your task is to read each statement and choose the domain in which you believe it fits best. The domains follow:

Personal elements
Group elements
Institutional contributions
Leadership
Communication
Decision-making
Relationships

Task 2: Association ratings: Please rate how strongly you think each item is associated with the domain you selected for it.

Very weak association
Weak association
Strong association
Very strong association

Task 3: Clarity ratings: Please indicate the level of clarity for each statement. I want to make sure questions are not confusing or misleading.

Very unclear, delete
Somewhat clear, revise
Clear, leave as written

Task 4: Suggested revisions of items: Please write suggestions for revision of items for which you entered a 1 or 2 for association or clarity in the space provided at the bottom of each table.

Domain placement:

Personal elements. Personal elements are “what the individual needs to feel in order to experience the *esprit de corps*” (Grosz, 2008, p.1). Individuals who have positive feelings toward their work and receive positive feedback about their contributions to the school express high *esprit de corps* or morale.

Group elements. Group elements are “what the group offers the individual in order to enhance *esprit de corps*” (Grosz, 2008, p. 2). Groups that work together, contribute to the group effort and goals, and provide mutual support have high *esprit de corps* or morale

Institutional contributions. Institutional contributions are “the role an institution can play in order to foster *esprit de corps*” (Grosz, 2008, p. 2). Institutions that are open to expression of members and change, exhibit fairness and honesty in policies and decisions, provide for the well-being of their members, and show consideration for individuals contribute to the morale of their members.

Leadership: The leadership domain is concerned with how the principal, teachers, and staff feel about the distribution of leadership during the current school year.

Communication: The communication domain is concerned with how the principal, teachers, and staff feel about communications in the school during the current school year.

Decision-making: The decision-making domain is concerned with how the principal, teachers, and staff feel about decision making in the school during the current school year.

Relationships: The relationships domain is concerned with how the principal, teachers, and staff feel about the relationships in the school during the current school year.

Association ratings: 1. Very weak, 2. Weak, 3.Strong, 4. Very Strong

Clarity ratings: 1. Very unclear, delete; 2.Somewhat clear, revise; 3. Clear, leave as written

Please write other items or suggestions for revision of items for which you identified a 1 or 2 for association or clarity in the space at the end of the table.

Potential questionnaire statements	Domain 1-7	Association 1-4	Clarity 1-3
1. I feel I am making a difference in the work that I do at... [the primary school].			
2. Fair decisions are made at... [the primary school].			
3. My principal does not communicate well with me.			
4. I like the way we work together this year.			
5. My colleagues support the work that I do at...[the primary school].			
6. I like that we are implementing RtI together this year.			
7. My principal has too much control of the decisions that are made in the school.			

Potential questionnaire statements	Domain 1-7	Association 1-4	Clarity 1-3
8. We work as a team at...[the primary school].			
9. I like the way our principal works with us this year.			
10. I like my leadership responsibilities this year.			
11. I feel I have a voice in the decisions that are made at...[the primary school] this year.			
12. I don't have input in making important decisions.			
13. My colleagues contribute to a sense of cooperation at...[the primary school].			
14. I don't like my new responsibilities this year.			
15. What I am doing at...[the primary school] is important work.			
16. I feel I have support in the decisions I make this year.			
17. I receive too little information about what is happening at...[the primary school] this year.			
18. There is an environment of open communications at...[the primary school].			
19. We seem to be getting along well this year.			
20. I would prefer the principal to take a more dominant role in leading the school.			
21. My colleagues contribute to a sense of group security at...[the primary school].			
22. There is physical comfort at...[the primary school].			
23. I want to be more involved in decisions about the school.			
24. I don't like how we are handling the budget this year.			
25. My colleagues contribute to the feeling that we are an effective working group at...[the primary school].			
26. I receive too much information about what is happening at...[the primary school] this year.			
27. We should be a more cohesive team than we are at...[the primary school].			
28. I am recognized for my work at...[the primary school].			
29. I don't like that the principal is sharing the decision making with us this year.			
30. We tend to work alone rather than as a team at...[the primary school].			
31. There are fair methods of teacher assessment at...[the primary school].			
32. I feel that we have a shared purpose in the decisions we make this year.			
33. I am involved too much in the leadership of the school.			
34. I am happy with my role in school decisions this year.			
35. I am appreciated for my work at...[the primary school].			
36. There is a pathway of dissent at...[the primary school].			

Potential questionnaire statements	Domain 1-7	Association 1-4	Clarity 1-3
37. We work as an effective team at...[the primary school].			
38. I want a more active role in school decisions than I now have.			
39. I enjoy the work that I do at...[the primary school].			
40. There is honest leadership a...[the primary school].			
41. I do not feel the work I do is valued at...[the primary school].			
42. My colleagues demonstrate awareness that each individual is a part of the whole at...[the primary school].			
43. I wish communications were more efficient at...[the primary school this year].			
44. I feel good about the work that I do at...[the primary school].			
45. There are mechanisms for change at...[the primary school].			
46. I am involved too little in the leadership of the school.			
47. I am involved too much in school decisions this year.			
48. My principal uses various forms of communications in our school.			
49. We feel like a group of colleagues at...[the primary school].			
Revisions or other items:			

Table D3

Content Validation of the Morale Measure: Item Placement by Domains

Item	Expected domain	N	Placed domains													
			1		2		3		4		5		6		7	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	1	10	8	80	0	0	1	10	0	0	0	0	0	0	1	10
2	5	9	0	0	0	0	0	0	1	11	8	88	0	0	0	0
3	7	10	1	10	6	60	0	0	0	0	0	0	0	0	3	30
4	4	9	0	0	0	0	0	0	7	77	0	0	2	22	0	0
5	2	9	0	0	7	77	1	11	0	0	0	0	0	0	1	11
6	7	8	1	12	0	0	0	0	6	75	0	0	0	0	1	12
7	4	9	2	22	0	0	0	0	7	77	0	0	0	0	0	0
8	6	9	2	22	0	0	1	11	0	0	1	11	5	55	0	0
9	2	9	1	11	5	55	1	11	0	0	0	0	0	0	2	22
10	4	9	9	100	0	0	0	0	0	0	0	0	0	0	0	0
11	1	9	7	77	0	0	2	22	0	0	0	0	0	0	0	0
12	5	10	0	0	0	0	0	0	0	0	10	100	0	0	0	0
13	3	10	0	0	0	0	1	10	0	0	9	90	0	0	0	0

Item	Expected domain	N	Placed domains													
			1		2		3		4		5		6		7	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
14	7	9	1	11	2	22	1	11	0	0	0	0	0	0	5	55
15	4	9	0	0	0	0	0	0	9	100	0	0	0	0	0	0
16	2	9	0	0	9	100	0	0	0	0	0	0	0	0	0	0
17	3	9	3	33	0	0	5	55	0	0	0	0	0	0	1	11
18	4	9	1	11	0	0	0	0	1	11	0	0	7	77	0	0
19	2	9	0	0	6	66	2	22	0	0	0	0	0	0	1	11
20	5	9	0	0	0	0	0	0	0	0	9	100	0	0	0	0
21	7	8	0	0	7	87	1	12	0	0	0	0	0	0	0	0
22	1	9	6	66	1	11	2	22	0	0	0	0	0	0	0	0
23	6	9	0	0	0	0	0	0	3	33	0	0	6	66	0	0
24	7	9	2	22	5	55	0	0	0	0	0	0	0	0	2	22
25	3	9	1	11	0	0	6	66	2	22	0	0	0	0	0	0
26	1	9	7	77	0	0	1	11	0	0	0	0	0	0	1	11
27	7	9	0	0	8	88	0	0	0	0	0	0	0	0	1	11
28	6	9	0	0	0	0	0	0	2	22	0	0	6	66	1	11

Item	Expected domain	N	Placed domains													
			1		2		3		4		5		6		7	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
29	1	9	8	88	1	11	0	0	0	0	0	0	0	0	0	0
30	3	9	0	0	0	0	2	22	7	77	0	0	0	0	0	0
31	1	9	7	77	0	0	2	22	0	0	0	0	0	0	0	0
32	2	9	0	0	8	88	0	0	0	0	1	11	0	0	0	0
33	5	10	0	0	0	0	1	10	0	0	9	90	0	0	0	0
34	1	9	9	100	0	0	0	0	0	0	0	0	0	0	0	0
35	3	9	0	0	0	0	7	77	1	11	0	0	1	11	0	0
36	4	8	0	0	0	0	0	0	7	77	0	0	1	11	0	0
37	6	9	1	11	0	0	0	0	3	33	0	0	5	55	0	0
38	5	10	0	0	0	0	0	0	1	10	9	90	0	0	0	0
39	2	10	0	0	7	70	1	10	0	0	0	0	0	0	2	20

Table D4

Content Validation of the Morale Measure: Strength of Association and Clarity of Items within Domains

Item	Placed domain	Strength of association			Clarity		
		<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1	1	8	3.62	0.51	8	2.87	0.35
2	5	8	3.75	0.46	8	3.00	0.00
3	2	6	3.42	0.53	6	2.85	0.37
4	4	7	3.57	0.53	7	3.00	0.00
5	2	7	3.42	0.53	7	3.00	0.00
6	4	6	3.28	0.75	6	3.00	0.00
7	4	7	3.37	0.74	7	3.00	0.00
8	6	5	3.80	0.44	5	3.00	0.00
9	2	5	3.40	0.54	5	3.00	0.00
10	1	9	2.88	0.78	9	2.88	0.00
11	1	7	3.28	0.75	7	3.00	0.00
12	5	10	3.80	0.42	10	3.00	0.00
13	5	9	3.50	0.52	9	2.90	0.31
14	7	5	3.25	0.50	5	2.50	0.57

Item	Placed domain	Strength of association			Clarity		
		<i>N</i>	M	SD	<i>N</i>	M	SD
15	4	9	3.33	0.70	9	2.88	0.33
16	2	9	3.22	0.83	9	2.88	0.33
17	3	5	3.00	1.00	5	2.80	0.44
18	6	7	3.85	0.37	7	3.00	0.00
19	2	6	3.40	0.89	6	2.83	0.40
20	5	9	3.33	0.86	9	2.88	0.33
21	2	7	3.14	0.69	7	2.85	0.37
22	1	6	3.57	0.53	6	3.00	0.00
23	6	6	3.66	0.51	6	3.00	0.00
24	2	5	3.20	0.44	5	3.00	0.00
25	3	6	2.71	0.48	6	2.85	0.37
26	1	7	3.42	0.53	7	3.00	0.00
27	2	8	3.25	0.46	8	2.87	0.35
28	6	6	3.66	0.51	6	3.00	0.00
29	1	8	3.25	0.70	8	3.00	0.00
30	4	7	3.50	0.53	7	3.00	0.00

Item	Placed domain	Strength of association			Clarity		
		<i>N</i>	M	SD	<i>N</i>	M	SD
31	1	7	3.71	0.48	7	3.00	0.00
32	2	8	3.22	0.66	8	2.88	0.33
33	5	9	3.60	0.51	9	3.00	0.00
34	1	9	3.55	1.01	9	2.88	0.33
35	3	7	3.42	0.53	7	3.00	0.00
36	4	7	3.85	0.37	7	3.00	0.00
37	6	5	3.66	0.51	5	3.00	0.00
38	5	9	3.62	0.51	9	3.00	0.00
39	2	7	3.62	0.51	7	2.87	0.35

The Morale Measure

The following questions will tell us more about ...[the primary school] and your work here. We are examining a new leadership approach to managing the school. Please answer openly and honestly.

Informed Consent for Participants in Research Projects Involving Human Subjects

Project Title: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School

Principal Investigators: Travis M. Nickels, Graduate Student, Educational Leadership, Virginia Tech
David J. Parks, Advisor, Educational Leadership, Virginia Tech

1. I hereby agree to participate in the implementation of a new leadership system at ...[the primary school]. I understand my participation is voluntary, and I will be asked to complete the following questionnaire.
2. As part of the study, I understand I will complete this questionnaire three times.
3. I understand that I may withdraw from the project at any time without penalty of any kind. In the event that I withdraw from the project, any data collected from me will be destroyed.
4. I understand that I will receive no compensation for my participation in this project, though I may request a copy of the results for my own records.
5. I understand that there is minimal risk in participating in this project.
6. I understand that I will remain anonymous throughout the study. Only the principal investigators will have access to my responses.
7. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University and by ...[the school district].
8. If I feel that I have not been treated according to the descriptions on this form or that my rights as a participant in the research have been violated during the course of this project, I know I can contact Dr. David Moore, Chair, IRB, Research Division, Virginia Tech, or Dr. David Parks, Professor Emeritus, Educational Leadership, Virginia Tech.

Should I have any questions about the research project or procedure, I may contact:

Travis M. Nickels
Dr. David J. Parks
Dr. David Moore

I voluntarily agree to participate in this study and agree to be a participant according to the terms outlined above. I have read and understand the Informed Consent and conditions of this project. By answering "yes," I hereby give my voluntary consent for participation in this study.

Yes
No

1. I feel I am making a difference in the work that I do at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
2. My principal does not communicate well with me.
Strongly disagree Disagree Agree Strongly agree
3. I like the way we work together this year.
Strongly disagree Disagree Agree Strongly agree
4. My principal has too much control of the decisions that are made in the school.
Strongly disagree Disagree Agree Strongly agree
5. We work as a team at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
6. I like the way our principal works with us this year.
Strongly disagree Disagree Agree Strongly agree
7. I like my leadership responsibilities this year.
Strongly disagree Disagree Agree Strongly agree
8. I don't have input in making important decisions.
Strongly disagree Disagree Agree Strongly agree
9. My colleagues contribute to a sense of cooperation at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
10. I don't like my new responsibilities this year.
Strongly disagree Disagree Agree Strongly agree
11. What I am doing at ...[the primary school] is important work.
Strongly disagree Disagree Agree Strongly agree
12. I receive too little information about what is happening at ...[the primary school]this year.
Strongly disagree Disagree Agree Strongly agree
13. There is an environment of open communications at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
14. There are mechanisms for change at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
15. We seem to be getting along well this year.
Strongly disagree Disagree Agree Strongly agree
16. I would prefer the principal to take a more dominant role in leading the school.
Strongly disagree Disagree Agree Strongly agree
17. My colleagues contribute to a sense of group security at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree

18. There is physical comfort at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
19. My colleagues contribute to the feeling that we are an effective working group at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
20. I receive too much information about what is happening at ...[the primary school] this year.
Strongly disagree Disagree Agree Strongly agree
21. We should be a more cohesive team than we are at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
22. I am recognized for my work at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
23. I don't like that the principal is sharing the decision making with us this year.
Strongly disagree Disagree Agree Strongly agree
24. We tend to work alone rather than as a team at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
25. There are fair methods of teacher assessment at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
26. I am appreciated for my work at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
27. We work as an effective team at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
28. I want a more active role in school decisions than I now have.
Strongly disagree Disagree Agree Strongly agree
29. I enjoy the work that I do at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
30. There is honest leadership at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
31. I do not feel the work I do is valued at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
32. My colleagues demonstrate awareness that each individual is a part of the whole at ...[the primary school].
Strongly disagree Disagree Agree Strongly agree
33. I wish we were more efficient at ...[the primary school]this year.
Strongly disagree Disagree Agree Strongly agree
34. I feel good about the work that I do at ...[the primary school].

Strongly disagree Disagree Agree Strongly agree

35. There are mechanisms for change at ...[the primary school].

Strongly disagree Disagree Agree Strongly agree

36. I am involved too little in the leadership of the school.

Strongly disagree Disagree Agree Strongly agree

37. I am involved too much in school decisions this year.

Strongly disagree Disagree Agree Strongly agree

38. My principal uses various forms of communications in our school.

Strongly disagree Disagree Agree Strongly agree

39. We feel like a group of colleagues at ...[the primary school].

Strongly disagree Disagree Agree Strongly agree

Table D5

Data for the First Administration of the Morale Measure (May 25-May 28, 2012)

Item	Strongly disagree		Disagree		Agree		Strongly agree		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
1. I feel I am making a difference in the work that I do at ...[the primary school]	0	0	0	0	6	50	6	50	0	0	12	100	3.50	0.52
2. My principal does not communicate well with me.	3	25	8	67	1	8	0	0	0	0	12	100	3.17	0.58
3. I like the way we work together this year.	0	0	0	0	10	83	2	17	0	0	12	100	3.17	0.39
4. My principal has too much control of the decisions that are made in the school.	1	8	9	75	2	17	0	0	0	0	12	100	2.92	0.51
5. We work as a team at ...[the primary school]	0	0	0	0	8	67	3	25	1	8	12	100	3.09	0.47
6. I like the way our principal works with us this year.	0	0	0	0	10	83	2	17	0	0	12	100	3.17	0.39
7. I like my leadership responsibilities this year.	0	0	0	0	10	83	2	17	0	0	12	100	3.17	0.39
8. I don't have input in making important decisions.	1	8	10	83	1	8	0	0	0	0	12	100	3.00	0.43
9. My colleagues contribute to a sense of cooperation at ...[the primary school]	0	0	0	0	10	83	2	17	0	0	12	100	3.17	0.39
10. I don't like my new responsibilities this year.	2	17	9	75	1	8	0	0	0	0	12	100	3.08	0.51
11. What I am doing at ...[the primary school] is important work.	0	0	0	0	7	58	5	42	0	0	12	100	3.42	0.51
12. I receive too little information about what is happening at ...[the primary school] this year.	1	8	10	83	1	8	0	0	0	0	12	100	2.92	0.51

Item	Strongly disagree		Disagree		Agree		Strongly agree		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
13. There is an environment of open communications at ...[the primary school].	0	0	3	25	8	67	1	8	0	0	12	100	2.83	0.58
14. There are mechanisms for change at ...[the primary school] .	0	0	1	8	9	75	1	8	1	8	12	100	3.00	0.45
15. We seem to be getting along well this year.	0	0	0	0	9	75	2	17	1	8	12	100	3.18	0.40
16. I would prefer the principal to take a more dominant role in leading the school.	0	0	8	67	4	33	0	0	0	0	12	100	2.33	0.49
17. My colleagues contribute to a sense of group security at ...[the primary school] .	0	0	0	0	9	75	3	25	0	0	12	100	3.25	0.45
18. There is physical comfort at...[the primary school].	0	0	1	8	9	75	1	8	1	8	12	100	3.00	0.45
19. My colleagues contribute to the feeling that we are an effective working group at ...[the primary school] .	0	0	0	0	9	75	3	25	0	0	12	100	3.25	0.45
20. I receive too much information about what is happening at ...[the primary school] this year.	3	25	8	67	1	8	0	0	0	0	12	100	3.17	0.60
21. We should be a more cohesive team than we are at ...[the primary school] .	0	0	7	58	4	33	0	0	1	8	12	100	2.50	0.67
22. I am recognized for my work at ...[the primary school] .	0	0	4	33	7	58	1	8	0	0	12	100	2.50	0.67
23. I don't like that the principal is sharing the decision making with us this year.	3	25	7	58	1	8	0	0	1	8	12	100	3.18	0.60
24. We tend to work alone rather than as a team at ...[the primary school] .	1	8	10	83	0	0	0	0	1	8	12	100	3.09	0.30

Item	Strongly disagree		Disagree		Agree		Strongly agree		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
25. There are fair methods of teacher assessment at ...[the primary school]	1	8	0	0	8	67	2	17	1	8	12	100	2.73	0.90
26. I am appreciated for my work at ...[the primary school] .	0	0	1	8	10	83	1	8	0	0	12	100	3.00	0.43
27. We work as an effective team at ...[the primary school] .	0	0	0	0	10	83	2	17	0	0	12	100	3.17	0.39
28. I want a more active role in school decisions than I now have.	0	0	9	75	3	25	0	0	0	0	12	100	2.25	0.45
29. I enjoy the work that I do at ...[the primary school] .	0	0	0	0	7	58	4	33	1	8	12	100	3.36	0.50
30. There is honest leadership at ...[the primary school] .	0	0	1	8	7	58	2	17	2	17	12	100	3.10	0.57
31. I do not feel the work I do is valued at ...[the primary school] .	2	17	8	67	2	17	0	0	0	0	12	100	3.00	0.60
32. My colleagues demonstrate awareness that each individual is a part of the whole at ...[the primary school] .	0	0	1	8	9	75	2	17	0	0	12	100	2.58	0.79
33. I wish we were more efficient at ...[the primary school] this year.	1	8	5	42	6	50	0	0	0	0	12	100	2.58	0.67
34. I feel good about the work that I do at ...[the primary school].	0	0	0	0	10	83	2	17	0	0	12	100	2.67	0.78
35. There are mechanisms for change at ...[the primary school].	0	0	0	0	10	83	1	8	1	8	12	100	2.82	0.60
36. I am involved too little in the leadership of the school.	2	17	9	75	1	8	0	0	0	0	12	100	3.08	0.51
37. I am involved too much in school decisions this year.	1	8	10	83	1	8	0	0	0	0	12	100	3.00	0.43
38. My principal uses various forms of communications in our school.	0	0	0	0	9	75	3	25	0	0	12	100	3.25	0.45
39. We feel like a group of colleagues at ...[the primary school].	0	0	0	0	10	83	2	17	0	0	12	100	3.17	0.39

Table D6

Data for the Second Administration of the Morale Measure (December 18-December 20, 2012)

Item	Strongly disagree		Disagree		Agree		Strongly agree		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
1. I feel I am making a difference in the work that I do at ...[the primary school].	0	0	0	0	14	78	3	17	1	6	17	100	3.18	0.39
2. My principal does not communicate well with me.	3	17	13	72	2	11	0	0	0	0	18	100	3.06	0.54
3. I like the way we work together this year.	0	0	2	11	14	78	2	11	0	0	18	100	3.00	0.49
4. My principal has too much control of the decisions that are made in the school.	3	17	13	72	2	11	0	0	0	0	18	100	2.89	0.68
5. We work as a team at ...[the primary school].	0	0	2	11	14	78	2	11	0	0	18	100	3.00	0.43
6. I like the way our principal works with us this year.	0	0	3	17	11	61	4	22	0	0	18	100	3.06	0.64
7. I like my leadership responsibilities this year.	0	0	1	6	17	94	0	0	0	0	18	100	2.94	0.24
8. I don't have input in making important decisions.	0	0	14	78	3	17	0	0	1	6	17	100	2.83	0.38
9. My colleagues contribute to a sense of cooperation at ...[the primary school].	0	0	2	11	14	78	2	11	0	0	18	100	3.00	0.49
10. I don't like my new responsibilities this year.	0	0	16	89	2	11	0	0	0	0	18	100	2.89	0.32
11. What I am doing at ...[the primary school] is important work.	0	0	0	0	11	61	7	39	0	0	18	100	3.39	0.50

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
12. I receive too little information about what is happening at ...[the primary school] this year.	0	0	15	83	3	17	0	0	0	0	18	100	2.83	0.38
13. There is an environment of open communications at ...[the primary school].	0	0	8	44	10	56	0	0	0	0	18	100	2.56	0.51
14. There are mechanisms for change at ...[the primary school] .	0	0	4	22	13	72	0	0	1	6	17	100	2.76	0.44
15. We seem to be getting along well this year.	0	0	1	6	15	83	2	11	0	0	18	100	3.06	0.42
16. I would prefer the principal to take a more dominant role in leading the school.	0	0	12	67	6	33	0	0	0	0	18	100	2.33	0.49
17. My colleagues contribute to a sense of group security at ...[the primary school] .	0	0	1	6	16	89	1	6	0	0	18	100	3.00	0.34
18. There is physical comfort at ...[the primary school] .	0	0	3	17	13	72	2	11	0	0	18	100	2.94	0.54
19. My colleagues contribute to the feeling that we are an effective working group at ...[the primary school] .	0	0	0	0	17	94	1	6	0	0	18	100	3.06	0.24
20. I receive too much information about what is happening at ...[the primary school] this year.	0	0	18	100	0	0	0	0	0	0	18	100	3.00	0.00
21. We should be a more cohesive team than we are at ...[the primary school] .	0	0	10	56	7	39	0	0	1	6	17	100	2.59	0.51

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
22. I am recognized for my work at ...[the primary school] .	0	0	5	28	13	72	0	0	0	0	18	100	2.72	0.46
23. I don't like that the principal is sharing the decision making with us this year.	2	11	15	83	1	6	0	0	0	0	18	100	3.06	0.42
24. We tend to work alone rather than as a team at ...[the primary school] .	1	6	15	83	1	6	1	6	0	0	18	100	3.06	0.42
25. There are fair methods of teacher assessment at ...[the primary school] .	0	0	1	6	16	89	1	6	0	0	18	100	3.00	0.34
26. I am appreciated for my work at ...[the primary school] .	0	0	4	22	14	78	0	0	0	0	18	100	2.78	0.43
27. We work as an effective team at ...[the primary school] .	0	0	0	0	18	100	0	0	0	0	18	100	3.00	0.00
28. I want a more active role in school decisions than I now have.	0	0	12	67	5	28	0	0	1	6	17	100	2.29	0.47
29. I enjoy the work that I do at ...[the primary school] .	0	0	1	6	12	67	5	28	0	0	18	100	3.22	0.55
30. There is honest leadership at ...[the primary school] .	0	0	2	11	14	78	1	6	1	6	17	100	2.94	0.43
31. I do not feel the work I do is valued at ...[the primary school] .	1	6	11	61	6	33	0	0	0	0	18	100	2.72	0.57
32. My colleagues demonstrate awareness that each individual is a part of the whole at ...[the primary school] .	0	0	1	6	14	78	2	11	1	6	17	100	3.06	0.43
33. I wish we were more efficient at ...[the primary school] this year.	0	0	13	72	5	28	0	0	0	0	18	100	2.72	0.57

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
34. I feel good about the work that I do at ...[the primary school].	0	0	1	6	15	83	2	11	0	0	18	100	3.06	0.43
35. There are mechanisms for change at ...[the primary school].	0	0	4	22	14	78	0	0	0	0	18	100	2.72	0.57
36. I am involved too little in the leadership of the school.	0	0	16	89	2	11	0	0	0	0	18	100	2.89	0.32
37. I am involved too much in school decisions this year.	0	0	17	94	1	6	0	0	0	0	18	100	2.94	0.24
38. My principal uses various forms of communications in our school.	0	0	0	0	17	94	1	6	0	0	18	100	3.06	0.24
39. We feel like a group of colleagues at ...[the primary school].	0	0	1	6	15	83	2	11	0	0	18	100	3.06	0.42

Table D7

Data for the Third Administration of the Morale Measure (May 27-June 6, 2013)

Item	Strongly disagree		Disagree		Agree		Strongly agree		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
1. I feel I am making a difference in the work that I do at ...[the primary school].	0	0	0	0	12	63	7	37	0	0	19	100	3.36	0.49
2. My principal does not communicate well with me.	6	32	12	63	1	5	0	0	0	0	19	100	3.26	0.56
3. I like the way we work together this year.	0	0	1	5	14	74	4	21	0	0	19	100	3.15	0.50
4. My principal has too much control of the decisions that are made in the school.	4	21	13	68	1	5	0	0	1	5	18	100	3.16	0.51
5. We work as a team at ...[the primary school].	0	0	1	5	15	79	3	16	0	0	19	100	3.10	0.45
6. I like the way our principal works with us this year.	0	0	0	0	14	74	4	21	1	5	18	100	3.22	0.42
7. I like my leadership responsibilities this year.	0	0	1	5	15	79	3	16	0	0	19	100	3.10	0.45
8. I don't have input in making important decisions.	2	11	13	68	3	16	0	0	1	5	18	100	2.94	0.53
9. My colleagues contribute to a sense of cooperation at ...[the primary school].	0	0	3	16	12	63	4	21	0	0	19	100	3.05	0.62
10. I don't like my new responsibilities this year.	5	26	14	74	0	0	0	0	0	0	19	100	3.26	0.45
11. What I am doing at ...[the primary school] is important work.	1	5	1	5	6	32	11	58	0	0	19	100	3.57	0.60

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		

12. I receive too little information about what is happening at ...[the primary school] this year.	2	11	13	68	4	21	0	0	0	0	19	100	2.89	0.56
13. There is an environment of open communications at ...[the primary school].	1	5	5	26	11	58	2	11	0	0	19	100	2.73	0.73
14. There are mechanisms for change at ...[the primary school] .	0	0	1	5	15	79	1	5	2	11	17	100	3.00	0.35
15. We seem to be getting along well this year.	0	0	1	5	15	79	3	16	0	0	19	100	3.10	0.45
16. I would prefer the principal to take a more dominant role in leading the school.	2	11	12	63	4	21	0	0	1	5	18	100	2.11	0.58
17. My colleagues contribute to a sense of group security at ...[the primary school] .	0	0	4	21	11	58	3	16	1	5	18	100	2.94	0.63
18. There is physical comfort at ...[the primary school] .	0	0	2	11	14	74	3	16	0	0	19	100	3.05	0.52
19. My colleagues contribute to the feeling that we are an effective working group at ...[the primary school] .	0	0	2	11	13	68	4	21	0	0	19	100	3.10	0.56
20. I receive too much information about what is happening at ...[the primary school] this year.	3	16	16	84	0	0	0	0	0	0	19	100	3.15	0.37
21. We should be a more cohesive team than we are at ...[the primary school] .	0	0	10	53	8	42	0	0	1	5	18	100	2.55	0.51

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Missing		Total		Mean	Standard deviation
	N	%	N	%	N	%	N	%	N	%	N	%		
22. I am recognized for my work at ...[the primary school] .	1	5	4	21	10	53	3	16	1	5	18	100	3.00	0.68
23. I don't like that the principal is sharing the decision making with us this year.	2	11	15	79	1	5	0	0	1	5	18	100	3.05	0.41
24. We tend to work alone rather than as a team at ...[the primary school] .	3	16	12	63	3	16	0	0	1	5	18	100	3.00	0.59
25. There are fair methods of teacher assessment at ...[the primary school] .	0	0	0	0	16	84	1	5	2	11	17	100	3.05	0.24
26. I am appreciated for my work at ...[the primary school] .	1	5	1	5	13	68	4	21	0	0	19	100	3.05	0.70
27. We work as an effective team at ...[the primary school] .	0	0	0	0	16	84	2	11	0	0	19	100	3.15	0.37
28. I want a more active role in school decisions than I now have.	1	5	16	84	2	11	0	0	0	0	19	100	2.05	0.40
29. I enjoy the work that I do at ...[the primary school] .	0	0	0	0	10	53	9	47	0	0	19	100	3.47	0.51
30. There is honest leadership at ...[the primary school] .	0	0	1	5	13	68	5	26	0	0	19	100	3.21	0.53
31. I do not feel the work I do is valued at ...[the primary school] .	3	16	14	74	2	11	0	0	0	0	19	100	3.05	0.52
32. My colleagues demonstrate awareness that each individual is a part of the whole at ...[the primary school] .	0	0	4	21	10	53	3	16	2	11	17	100	2.94	0.65
33. I wish we were more efficient at ...[the primary school] this year.	2	11	11	58	6	32	0	0	0	0	19	100	2.78	0.63

Item	Strongly Disagree		Disagree		Agree		Strongly Agree		Missing		Total		Mean	Standard deviation
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
34. I feel good about the work that I do at ...[the primary school].	1	5	0	0	13	68	5	26	0	0	19	100	3.15	0.68
35. There are mechanisms for change at ...[the primary school].	0	0	1	5	15	79	1	5	2	11	17	100	3.00	0.35
36. I am involved too little in the leadership of the school.	2	11	15	79	1	5	0	0	1	5	18	100	3.05	0.41
37. I am involved too much in school decisions this year.	3	16	15	79	0	0	0	0	1	5	18	100	3.16	0.38
38. My principal uses various forms of communications in our school.	0	0	0	0	16	84	3	16	0	0	19	100	3.15	0.37
39. We feel like a group of colleagues at ...[the primary school].	0	0	1	5	15	79	3	16	0	0	19	100	3.10	0.45

Appendix E
Leadership Team Meetings

Table E1

Data Matrix for Leadership Team Meetings, Faculty Meetings, and Parent Meetings

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
July 14, 2011	Problems identified	NA ^a	The master schedule for the 2011-2012 was introduced including the computer lab schedule. The schedule had been developed by the principal. (TR, p. 6)	A new teacher was introduced to the leadership team. He was brand new and would need a lot of assistance. (TR, p. 2)	A teacher put a note in the folder for suggestions from last year that teachers had not had a raise in three years. (TR, p. 11)	This was the first meeting of the leadership team. The purpose, process, and roles and responsibilities of the leadership team were explained. (TR, p. 1)
	Actions recommended		Immediately some teachers saw issues with the schedule and wanted some changes. Teacher input will be sought in future schedule development.	A veteran teacher was charged with and gladly accepted to mentor the new teacher.	No action was taken, but influences outside of the school setting would be important to monitor throughout the study.	Informational

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
July 14, 2011	Problems identified		Teachers were not aware of the financial situation of the school, did not understand different accounts within the budget, and had limited voice in the budgeting process (LTM 1, p. 9)			
	Actions recommended		The principal reviewed the budget with members of the leadership team, explaining the purpose of each account, and the principal expressed the desire for the teachers to have more of a role in the budgeting process.			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
July 28, 2011	Problems identified		The school district started Response to Intervention (RtI) for the 2011-2012. (TR, p. 1)		Prior to and during the 2010-2011, teachers were burdened with committee requirements. Teachers particularly did not want to serve on the hospitality committee because of decorating for special events. (TR, p. 4)	
	Action recommended		The leadership team would head up RtI for the school. The leadership team meetings would be a time to discuss issues with the implementation of RtI and make decisions about the implementation in our school.		The leadership team would look at absorbing some committee requirements.	
July 28, 2011	Problems identified		The principal told the teachers about an upcoming fundraiser that he decided to. (TR, p.		Teachers were not allowed to get lunch from local restaurants and bring it back to eat	

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
			9)		during lunch time. (TR, p. 5)	
	Action recommended		More input would be sought from teachers about fundraising ideas, particularly those in-house.		The principal let teachers go get lunch on Friday only.	
July 28, 2011	Problem identified		A new art/music teacher was assigned to our school that had no experience or familiarity with our school (TR, p. 10)			
	Action recommended		The principal suggested that the leadership team develop the art/music schedule (TR, p. 10)			
September 8, 2011	Problem identified		With the implementation of RtI, new materials would need to be purchased to support the implementation. (TR, p. 8)	A teacher complained that a teacher was sending notes back to the classroom teachers to handle discipline in their rooms. (TR, p. 11)		

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended		The leadership team would communicate with other faculty members and bring lists of items back to the next meeting to discuss what to purchase.	The principal explained that the teacher was new to the school and had done this type of discipline in a previous school. He would communicate with this teacher.		
	Problem identified			A teacher complained that a custodian was not doing a good job cleaning her room. Another teacher agreed (TR, p. 12)		
	Action recommended			The principal would monitor these rooms more closely and discuss the issue with the custodian as needed.		
September 29, 2011	Problem identified		Within the implementation of RtI, there was much confusion from teachers on to implement the process. Materials were needed for implementation. (TR, p. 9)			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended		The principal and leadership would work together to find and implement staff development as well as materials to support RtI implementation.			
November 17, 2011	Problem identified		More information was received from central office about the implementation of RtI, but confusion remained with implementing progress monitoring components. (TR, p. 8)	A teacher complained that the cafeteria runs out of food regularly for her students, since they have last lunch. (TR, p. 10)		
	Action recommended		The principal would work with central office and the leadership team to locate resources for professional development.	The leadership team decided the school would implement lunch counts in the mornings to alleviate this issue.		

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
November 17, 2011	Problem identified		The teachers were concerned about how much library time was being missed since the librarian, who also serves as assistant principal, performing more administrative tasks. (LTM 5, p. 10)			The leadership team was unclear to purpose behind the hybrid model of decision-making. (TR, p. 1)
	Action recommended		Prior to the leadership team meeting, the principal and assistant principal had discussed the need to train teachers to check out books, in the event he could not have library classes. This was explained to the leadership team that assistant principal would train the teachers on how to check out books.			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended					The principal explained to the leadership team why the school was implementing the hybrid model.
February 21, 2012	Problem identified	The article <i>Is Shared Leadership Right for Your School?</i> was shared in a faculty meeting to clarify what shared leadership is.				All teachers signed the informed consent for the research study during the faculty meeting.
	Action recommended	Further clarification was needed for the general faculty as to what shared leadership was and what the essential elements were. This will be monitored in the form of the <i>Essential Elements of Shared Leadership</i> questionnaire.				The informed consent was reviewed with all faculty during the meeting. The principal explained that participation in the research study was voluntary, and that teachers could drop out at any time.
March 15, 2012	Problem identified	The principal told members of the leadership team that administration 1 of the instrument would occur soon.	The principal told members of the leadership team that administration 1 of the instrument would occur soon.	The principal told members of the leadership team that administration 1 of the instrument would occur soon.	Budget concerns from the state level meant no teacher raises again. VRS increases meant possibly less take-home pay (TR, p. 1, 2)	

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended	No action taken. Informational.	No action taken. Informational.	No action taken. Informational.	No action taken. Kept morale as an important issue for the future. The first administration of the <i>Morale Measure</i> would be coming soon.	
March 29, 2012	Problem identified	The results of the first administration were shared with the leadership team. A teacher identified trust as an issue. Another teacher was troubled that the score for teachers leading staff development was not higher. (TR, p. 11)	The faculty had not been to a restaurant for any celebratory meals in the past two years. (TR, p. 16)			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended	One teacher expressed that the time in the school year the item was assessed could have resulted in the low score. She felt in the spring teachers may be less trusting due to the pressures of state testing, teacher evaluations, transfer assignments and grade-level changes that occur at that time of year. The teacher wondered if this measure were taken in the fall that these particular items would be scored higher.	The principal asked the leadership team to survey the general faculty to get ideas for the end-of-the-year dinner.			
March 29, 2012	Problem identified	A teacher felt that teachers did not feel that they were being involved in decisions that mattered (TR, p. 10.)	Teachers complained about the 2011-2012 master schedule (TR, p. 8).			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended	The leadership team discussed the issue and determined that this issue would be closely monitored throughout the study to determine if teachers truly felt they had a voice in decisions that mattered (TR, p.11.)	The principal asked the leadership team to meet with their grade-level teams to submit schedule requests. (TR, p. 19)			
March 29, 2012	Problem identified		Central office had scheduled a staff development day for K-2 teachers and wanted to know PD teachers needed (TR, p. 8.)			
	Action recommended		The principal sought input from the leadership team as to the needs for K-2 and asked they submit ideas to him to relay to central office.			
March 29, 2012	Problem identified		The principal had been contacted about doing two different fundraisers for charity. He was concerned about asking for too much money from parents (TR, 2).			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended		The leadership team would decide what charity fundraisers we would support in the future.			
April 19, 2012	Problem identified		Members of the leadership team had developed the art and music schedule for the 2011-2012 school year. Now they were complaining about that schedule (TR, 8).		The faculty had heard that the principal had requested a transfer for the 2012-2013 school year. Morale was not good with rumors and speculation (TR, p. 6)	
	Action recommended		As part of the master schedule development for the 2012-2013 school year, art music schedule would be revised by the leadership team.		The principal met with the faculty and explained his reasons for the request. (Morale seemed to improve after this meeting.)	

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
April 19, 2012	Problem identified		The school was awarded a grant from a community service agency. Before applying the school had to state what the grant was used for. Only the principal, a teacher, and a support staff member had input into the grant and there was some resentment from the faculty (TR, 15)			
	Action recommended		The principal explained the quick turn-around time for the grant process and explained the items that would be purchased through the grant. Input from the leadership will be sought for future applications.			
April 19, 2012	Problem identified		The <i>Decision Point Analysis</i> was administered with only four categories. Data were invalid because there were not enough choices on who makes the decision (TR, p. 5)			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended		The instrument was revised to include more categories.			
	Problem identified		Class lists needed to be developed for the 2012-2013 school year (TR, p. 8, p. 13)			
	Action recommended		The principal requested that teachers create class lists for the upcoming year by separating students based on ability, behavior, and other factors they deemed necessary. The principal would review those lists, with the special education teacher to monitor student placement and to minimize the impact on the master schedule.			
	Problem identified		The principal made a statement that he wanted more decisions in the hands of other people (TR, p. 14).			

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended		The leadership team would be actively involved in the purchase of new materials and software for the 2012-2013 school year.			
May 25, 2012	Problem identified	The leadership team did not fully understand how to read the data from the first administration (TR, p 3).	The data from the first administration were analyzed, but there was some concern that the leadership team was given credit for decisions that we did not make (TR, p. 2).	The principal shared the results of the annual Title I parent survey (TR, p. 5).		One teacher asked if the makeup of the leadership team should remain the same for next year (TR, p. 5).
	Action recommended	The principal explained the scoring scale and in general terms what the mean and standard deviation represented.	Staff development will provided for all faculty as to what the leadership team is, its roles and responsibilities.	Overall, the parent survey portrayed the school in a positive light. No action taken, but information used to promote a positive climate.		The principal suggested that the entire leadership team not turn over from year to year. Each grade level would determine representation.
May 25, 2012	Problem identified			State testing results for the 2011-2012 were made available, and were not good. Two teachers were very upset (TR, p. 7).		Not enough teachers were completing the surveys. (TR, p. 2)

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended			The principal asked members of the leadership team to seek out those two teachers for support.		The principal asked members of the leadership team to ask their respective grade-level colleagues to complete the surveys.
	Problem identified			From the results of the first administration of the <i>OCDQ-RE</i> the respondents were unclear if the principal checked the sign-in sheet each day (TR, p. 5)		
	Action recommended			The principal does not check the sign-in sheet and this question was removed before the second and third administrations.		
September 10, 2012	Problem identified	The data from the first administration were analyzed, but there was some concern on where we should focus improvement (TR, p. 2).	A parent asked why there was not a category for parents to be chosen as making the decision (TR, p. 10).	The data from the first administration were analyzed, but there was a need to clarify how to read the data (TR, p. 6).	A teacher felt that morale was the most important of all the measures (TR, p. 8).	There was a need to revisit the definition of shared leadership to clarify the purpose of the leadership team (TR, p. 1).

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended	The principal recommended, and the leadership team agreed on 2.75 as the positive targeted mean. Items not at or above 2.75 would be targeted for improvement throughout the study.	For administration 2 and administration 3 new categories were added to include parents as a choice.	The principal helped the teachers to interpret the data.	A teacher recommended 3.00 as the positive targeted mean score, and 2.25 as the negative targeted mean. Positively worded items below 3.00 and negatively worded items above 2.25 would be items for improvement throughout the study.	The principal reiterated the desire to share leadership, and the need for input from members of the leadership team.
September 10, 2012	Problem identified		One category on the <i>Decision Point Analysis</i> questionnaire was labeled as leadership team and principal. The principal was part of the leadership team (TR, p. 4)	A teacher identified items dealing with socializing were consistently low (TR, p. 6).		
	Action recommended		This category was eliminated before the second and third administrations of the questionnaire.	No action taken, but these items would remain a focus throughout the study.		

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
September 10, 2012	Problem identified		Members of the leadership team were unclear to the purpose of the <i>Decision Point Analysis</i> (TR, p. 5)	The principal and the leadership team set a positive targeted mean score of 2.75 and a negative targeted mean score of 1.75 (TR, p. 9/10)		
	Action recommended		The principal explained the purpose of the <i>Decision Point Analysis</i> was to measure teacher interest in making decisions. It was to distinguish decisions in which they wanted say-so from those that they did not.	Positively worded items below 2.75 and negatively worded items above 1.75 would be targeted for improvement throughout the study.		
September 10, 2012	Problem identified			From the first administration a climate of honest communication was noted as a concern (TR, p. 5).		
	Action recommended			The principal asked members of the leadership team for feedback as to why this was and suggestions for improvement.		

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
September 13, 2012	Problem identified					Based upon the first administration of the instruments, there was still confusion and an unclear understanding of what shared leadership was and why we were implementing it in our building.
	Action recommended					The purpose for shared leadership and why we were implementing it in our school was reiterated to the entire faculty in the meeting (TR, p. 3)
November 13, 2012	Problem identified	The results of the first administration showed that the vision of shared leadership was unclear to respondents.	Parents were unclear to the purpose of the <i>Decision Point Analysis</i> and all of the response categories (TR, p. 3)	The principal commented on how the community perception of the school had improved since his first year in 2010-2011 (TR, p. 2)		

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended	The principal met with parents of the PTO Executive Council and explained the vision behind shared leadership in the school and its purpose (TR, p. 2)	The principal explained what the <i>Decision Point Analysis</i> was and why the parent categories were added to the second and third administrations.	PTO was given credit for improving the school climate through activities such as A/B Honor Roll Breakfast, Donuts with Dad, and Muffins with Mom. The principal would continue to encourage and support PTO activities.		
	Problem identified	The purpose of shared leadership was unclear to parents of the PTO Executive Council.	The principal stated that PTO had practically ran itself (TR, p. 4)	Issues with school personnel had been discussed in front of parents in a previous leadership team meeting (9/15/11) (TR, p. 12).		
	Action recommended	The principal shared the article <i>Is Shared Leadership Right for Your School?</i> With parents of the PTO Executive Council to further clarify the purposes of shared leadership (TR, p. 2)	PTO had been autonomous in decision-making. A good working relationship had developed between PTO and the principal and the principal would continue to leave PTO decisions up to the PTO Executive Council.	The principal apologized to parents of the PTO Executive Council that had been in that meeting (9/15/11), and assured them this would not happen again.		

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
April 8, 2013	Problem identified	Collaboration is an important component of the <i>Essential Elements of Shared Leadership</i> . Time for collaboration is difficult (TR, p. 5).		The lack of time for the faculty to socialize remained an issue throughout all three administrations of the <i>OCDQ—RE</i> (TR, p. 11)		Surveys were not being completed by enough members of the faculty (TR, p. 6).
	Action recommended	Collaboration meetings were scheduled for all grade levels through the leadership team. Grade levels would meet and send minutes back to the principal to be shared with the leadership team as appropriate		The principal would make an effort to make time for teachers to socialize throughout the school day as appropriate. One suggestion was to have breakfast for the teachers one morning before school.		The principal asked members of the leadership team to remind colleagues to complete the surveys.
	Problem identified	Honest communication still was an issue on the <i>Essential Elements of Shared Leadership</i> questionnaire.				

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Action recommended	The principal shared this information and moving forward asked input of the members of the leadership team how to improve this issue. The principal shared that the in data meetings with teachers in February and March 2013, the faculty seemed very honest in communications with the principal (TR, p. 11).				
April 29, 2013	Problem identified		The faculty has very mixed perception of how the principal handles parental complaints about teachers. Some teachers felt supported by the principal while others did not (TR, 4).	The principal criticizes the entire faculty for the actions of a few (TR, 5).		
	Action recommended		The leadership team will work with the principal in developing a written protocol for handling parental complaints about teachers.	The principal will make a conscious effort to address specific issues with specific teachers.		

Meeting date	Meeting content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire-RE</i>	<i>Morale Measure</i>	Process
	Problem identified			Communication, particularly with Central Office, remained an issue throughout the three administrations of the <i>OCDQ—RE</i> (TR, p. 5)		
	Action recommended			The principal would make a conscious effort to communicate clearly and to express lack of communication to Central Office.		

Appendix F
Journal Entries

Table F1

Data Matrix for the Researcher's Journal

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
July 8, 2011	Problem(s) identified		Ok, I have been here a year now. I think I can make the master schedule better than last year. I took teacher recommendations on the schedule and I think I got most of what teachers wanted.			
	Actions recommended		I will have to monitor the master schedule closer this year, particularly teacher comments early in the year.			
July 14, 2011	Problem(s) identified					This is the first day of the leadership team meetings. I will work to utilize the journal to track decisions within the school and tie that back to the leadership team minutes.
	Action(s) recommended					First leadership meeting occurred.

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
						No action taken.
July 28, 2011	Problem identified				Teachers are really concerned about the implementation of RtI, not completing understanding the process.	
	Action(s) recommended				I will work with a teacher who is on the district RtI committee to ensure communication and support to the teachers for implementation.	
September 1, 2011	Problem identified		I keep getting more requests for materials. I know PTO has money since I helped build their account last year.			
	Action(s) recommended		I will talk to a parent about how PTO funds are going to be spent to see if they can help out with some of the materials the teachers have requested.			
September 1, 2011	Problem identified		One teacher really wants STAR reading because of RtI. I really don't know if I can justify the cost.			

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
	Action(s) recommended		I will ask the members of the leadership team their thoughts on STAR and will contact the company to negotiate price.			
September 7, 2011	Problem identified		Two teachers have come to me complaining about their gym times.			
	Action(s) recommended		I will need to make a note about this and revisit it for next year.			
September 7, 2011	Problem identified		A teacher complained about the fragmentation of her 3 rd block class. She only has about 30 minutes of instruction before the next scheduled break.			

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
	Action recommended		This is a testing grade so I will really have to look closely at the schedule for next year. I may have to move some the break times around to prevent this.			
September 12, 2011	Problem identified		A teacher complained about her third block class being too fragmented.			
	Action recommended		This is a testing grade so I will really have to look closely at the schedule for next year. I may have to move some the break times around to prevent this.			
September 10, 2011	Problem identified				A teacher came to me today very concerned about the load she bore last year by serving on the hospitality committee because of all the decorating for special events.	

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
	Action(s) recommended				I will work with the leadership team to determine if we can absorb some of the committee responsibilities from teachers. Maybe the leadership team members can head up the committees and get their colleagues to help them with things.	
March 29, 2012	Problem identified			The teachers are complaining about the Fresh Fruit and Vegetable Grant (FFVP). The oranges are too messy and too much time is lost in instruction to eat the fruit.		
	Action(s) recommended			Something that was supposed to be good for the school has turned into a bit of a burden. I will work with a support staff member to ensure we have easy-to-eat items for the remainder of the year.		

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
February 21, 2012	Problem identified		The state testing will begin before much longer. I need to get a schedule made soon.			
	Action(s) recommended		I will work with the leadership team to develop not only the testing schedule, but the proctoring schedule as well to give them input and try to minimize disruptions to the master schedule			
September 13, 2012	Problem identified				My advisor made a suggestion to calculate a total mean score for each administration. In order for the calculation to be correct, negatively worded items will need to be reversed scored. Based on the leadership team recommendation, all questions now will have a targeted mean score of 3.00	
	Actions recommended				New scoring will take place on the <i>Morale Measure</i> now.	

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
November 14, 2012	Problem identified			I enjoyed meeting with the PTO officers last night. I hope that cleared up some of the issues and hard feelings they might have had from the past.		
	Actions recommended			I will continue to work to foster a positive relationship between PTO and the school.		
May 5, 2013	Problem identified				It is amazing how something as simple as candy in a teacher's mailbox can make them feel appreciated.	
	Action recommended				I am going to have to pay more attention to this, and make sure they are appreciated, especially during the most difficult times of the year.	

Date of entry	Journal content	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Description Questionnaire—RE</i>	<i>Morale Measure</i>	Process
May 9, 2013	Problem identified	The bickering among the custodians has gotten to the point that they are not communicating. Others have told me that they are trying to get people to choose sides. I think this is having an impact on trust and communication within the school.				
	Action recommended	I am going to have to talk to the personnel director to see if one custodian can be transferred.				

Appendix G

Data for Individual Teacher Meetings

Table G1

Data Matrix for Individual Teacher Meetings

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
February 28, 2013	T	The teacher thinks that leadership went well/goes well in this school.	The teacher likes that we can sit down and talk and that she had input on the master schedule.	The teacher sees some teachers as friends and others not as much. This is the same as other schools she has been in.	The teacher stated she is backed up by administration better here than other schools she has been in.	The teacher doesn't like how parent pick-up is handled. Parents have too much access to students.
February 28, 2013	T	The teacher thinks the vision for shared leadership is communicated well.	The teacher stated there is no problem on how substitute teachers are handled.	The teacher thinks the community is very involved in our school.	The teacher stated that everyone seems to talk to each other and that teachers can come and talk to the principal.	
February 28, 2013	T	The teacher believes there is honest communication in the school and doesn't understand why this question scored so low.	The teacher believes that the principal should handle the scheduling of Title I teachers, reading specialists, and other itinerants.	The teacher has invited other teachers to her home. She is not sure what other teachers do.	The teacher stated that the principal and the leadership team work well together, but that the principal should have more power.	
February 28, 2013	T			The teacher believes the principal uses constructive criticism when needed.	The teacher stated that teachers work together to get things done. Some do more than others, but she agrees on how things are done.	
February 28, 2013	T			The teacher does not think routine duties	The teacher stated that teaches are	

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
				interfere with the performance of her job.	recognized for what they do. She mentioned two teachers, and how they are recognized for all they do in the school.	
February 28, 2013	T			The teacher stated most of her colleagues get along with each other and that they are good to forgive and forget.	The teacher does not want a more active role in decision-making. She is fine with the way things are.	
February 28, 2013	T			Since the teacher has only been in this building two years, she does not know the family background of other teachers.	The teacher does not see an issue with efficiency and thinks that this is a good school.	
February 28, 2013	T			The teacher stated there is not much time to socialize at school.		
February 28, 2013	T			The teacher stated that other teachers look out for her personal welfare.		
February 28, 2013	T			The teacher stated that faculty are treated as equals by the principal, in that no differences are made from one teacher to another.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
February 28, 2013	T			The teacher believes the principal corrects mistakes of teachers if they make one.		
February 28, 2013	T			The teacher believes administrative paperwork at the school is burdensome because of state and school board regulations for teachers.		
February 28, 2013	T			The teacher sees that some teachers have parties for each other.		
February 28, 2013	T			The teacher has been complimented by the principal more than once.		
February 28, 2013	T			The teacher stated that she is closely monitored by the principal and stated that it is a good thing.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
February 28, 2013	T			The teacher stated the acceptance of new teachers has improved from two years ago when she was a new teacher. She stated the new speech therapist has been accepted. When the teacher began two years ago only one teacher introduced themselves to her.	The teacher stated more and more get added to the teachers' responsibilities, and the economic concerns cause teachers to fear losing jobs. Both of these factors, the teacher stated hurts morale.	
February 28, 2013	T			The teacher stated that there is some socializing in small, select groups and that this is a good thing.	The teacher is very stressed and we need to find ways to reduce stress.	
February 28, 2013	T			The teacher stated that cliques are no worse in this school than other places she has been. She stated that lunch time and schedules dictates who teachers spend time with.		
February 28, 2013	T			The teacher stated that there is strong social support in the school. Several teachers came to the funeral home when her father died.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
February 28, 2013	T			The teacher stated that most of her colleagues respect the professional competence of teachers in this school.		
March 1, 2013	T	The teacher stated that there is honest communication, and good communication overall. She appreciates being able to talk to the principal, and suggests that we do more of these meetings. The teacher stated she has a voice and does not feel so powerless.	The teacher stated the leadership team has been successful in reducing paperwork, and improving efficiency by placing the Response to Intervention student calendars on the network.	The teacher stated that we should have more after-hours collaboration. The teacher stated that there should be a lunch and movie time to allow teachers to collaborate.	The teacher stated the problems that the school has are out of our control. Paperwork from outside sources is burdensome and there is no time to communicate with each other.	The data backed up everything the teacher saw. She stated that the teachers work hard, are dedicated, have pride in their work, and work together to face challenges.
March 1, 2013	T		The teacher stated that the principal should be the one to handle parental complaints about teachers. The teacher stated that the principal should communicate with the teacher first if there is a problem with a parent.	The teacher stated that there should be dress down/dress up days, along with breakfast or lunch, or a walking club to help reduce teacher stress.	The teacher stated we need to communicate more, but we just do not have the time.	

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 1, 2013	T		The teacher appreciated having good input into the formation of the master schedule.	The teacher stated that some her colleagues are her closest friends. Some she group up with, and she stated that it is good to work with them.	The teacher really like the leadership model, and felt like the team effort really worked, as long as teachers have input.	
March 1, 2013	T		The teacher stated that the principal should be the one gatekeeper for community access to the school.	The teacher has no issue inviting other teachers to her home or going to other teacher's homes.	The teacher stated that there were some negative attitudes in the building caused by outside influences.	
March 1, 2013	T		The teacher stated the principal should develop the schedule for Title I and Special Education teachers.	The teacher stated that constructive criticism from the teacher is always good and helps with communication.	The teacher stated that she feels that everything gets added to the teachers' list of things to do, but nothing ever gets taken away.	
March 1, 2013	T			The teacher stated that external factors, such as RtI binders, interfere with her ability to teach. She said that these needed to be streamlined to make them more efficient. Other things like bus duty and car duty, she stated, are things teachers have to do.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 1, 2013	T			The teacher stated that there was not much in the school that we could change to improve efficiency.		
March 1, 2013	T			The teacher stated that all teachers make mistakes, and have faults, but still work together well here.		
March 1, 2013	T			The teacher stated she is a private person and that this is a personality trait. This may be why some do not know the family background of other faculty members.		
March 1, 2013	T			The teacher stated there was no time to socialize during the day, even though she would like to.		
March 1, 2013	T			The teacher gave the principal high marks for the personal welfare of teachers. She stated that she could talk to the principal anytime.		
March 1, 2013	T			The teacher stated that she thought teachers were treated equally.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 1, 2013	T			The teacher stated that the principal does correct teacher mistakes and should have conferences like this one more often.		
March 1, 2013	T			The teacher stated the principal does compliment teachers when they do a good job.		
March 1, 2013	T			The teacher stated that the principal checks on teacher activities just enough.		
March 1, 2013	T			The teacher commented on how well a new teacher, was treated here.		
March 1, 2013	T			The teacher stated that she was not aware of any cliques within the faculty.		
March 1, 2013	T			The teacher stated that she really likes the people that she works with here.		
March 1, 2013	T			The teacher stated that she liked all the meals and things that we have for teacher appreciation.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 4, 2013	T	The teacher stated she has no problem with the people she works with, and she thinks we have a good school.	The teacher really appreciated the opportunity to switch her schedule around.	The teacher asked the principal if her coworkers being her best friends was a good thing or a bad thing. The teacher stated that she felt it was a good thing.	The teacher was frustrated with a comment the principal made about helping custodians by picking up the slack. She stated she was busy too.	
March 4, 2013	T			The teacher stated she had been invited to other teachers' homes.		
March 4, 2013	T			The teacher stated that busy work is a problem, but she does not know how to make it any better.		
March 4, 2013	T			The teacher stated that she definitely felt there was strong social support from her colleagues.		
March 4, 2013	T	The teacher stated she was not clear as to what shared leadership was, but she liked that the principal talked to everybody about what was going on.	The teacher stated the principal should make the decisions for the school, accept teacher input, but ultimately decide what is best for the school.	The teacher stated that another teacher had come to the principal about a problem with her, instead of to her directly. She stated that there was a problem of an open environment in the school.	The teacher stated it was hard to transition to a new school. She commented that she had nobody to go to and that she felt she was bothering people to ask a question.	

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 4, 2013	T		The teacher did not like that the master schedule was done for her. She stated she liked to tweak the schedule herself.	The teacher stated she only sees teachers in her grade level throughout the day.		
March 4, 2013	T		The teacher liked the way we shared the responsibility of getting substitute teachers.	The teacher stated the principal used constructive criticism well. She stated that if she was transferred, she would miss working for this administration because the principal was easy to work for.		
March 4, 2013	T			The teacher complained about RtI binders being a hassle.		
March 4, 2013	T			The teacher stated she enjoys socializing with other teachers—she just does not have time.		
March 4, 2013	T3	The teacher stated that both the principal and assistant principal had been honest with her the whole time, and that was important to her.	The teacher stated she was fine with the Title I schedule but had heard other teachers complaining about it.	The teacher stated the principal corrects teacher mistakes, but in a good way.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 4, 2013	T		The teacher stated the principal does a great job handling parental complaints about teachers. She stated that she was glad the principal did that because other schools have problems with parents.	The teacher stated the principal does a pretty good job complimenting teachers.		
March 4, 2013	T			The teacher stated she had gotten close to another teacher, as the year progressed.		
March 4, 2013	T			The teacher felt that teachers were working together and could learn from each other, but she felt that part was not happening.		
March 4, 2013	T			The teacher stated the principal checked on her activities, but not too closely.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 4, 2013	T			The teacher stated that other teachers worked together in small groups, but that was the only way it could be here. The teacher felt there were cliques within the school.		
March 4, 2013	T			The teacher stated she had social support only from a select few teachers.		
March 4, 2013	T			The teacher stated she liked the way the principal did things.		
March 4, 2013	T			The teacher stated she never felt like she was not valued.		
March 5, 2013	T	The teacher stated that the principal did a good job sharing decision-making, but the principal had to make some decisions.	The teacher stated that the planning master schedule could not be shared with the teachers.	The teacher stated that sarcasm used by the principal scared some other teachers.	The teacher stated some other teachers were scared to talk to the principal, but teacher to teacher communication was fine.	
March 5, 2013	T	The teacher stated that some other teacher were afraid to speak out, and would go through other teachers to ask the questions of the principal.	The teacher stated that selecting substitute teachers was shared between the principal and the teacher.	The teacher stated it was good that her closest friends were other teachers.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 5, 2013	T		The teacher stated that the Accelerated Reader committee across grade levels worked well	The teacher appreciated the principal for not putting too much extra work on teachers.		
March 5, 2013	T			The teacher stated that some things were mandatory for teacher to do, and were controlled outside the school.		
March 5, 2013	T			The teacher stated that teachers do not have time to work together.		
March 5, 2013	T			The teacher stated she feels she has strong social support among colleagues.		
March 5, 2013	SS		The support staff member stated principal should be strong, but shouldn't make all the decisions.	The support staff member stated in this building one grade level teacher tries to take charge.	The support staff member stated that some teachers she hadn't even talked to. Some teachers would work with her on discipline, some would not. She stated that some teachers would not pick students up from library, art, music, or gym.	The support staff member stated there were too many announcements throughout the day.

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 5, 2013	SS		The support staff member stated the principal should be strong and that if too many teachers are making decisions it can cause problems.	The support staff member stated the school runs like a well-oiled machine, and it is the best school of the ones she travels too.	The support staff member discussed and issue with the Christmas Program where teacher responsibilities were unclear and created tension between teachers.	
March 5, 2013	SS			The support staff member stated that the principal and assistant principal both have thanked her for helping out with extra duties such as loading busses and car duty.		
March 5, 2013	T	The teacher stated trust and the purposes of shared leadership had improved. She stated she was not sure if the trust issues were between staff members or between administration and staff.	The teacher stated that the principal asked for teacher input into the master schedule, but the teachers did not get what they had asked for.	The teacher stated that teachers and principals are not equals, but the principal treats teachers fairly.	The teacher stated one of the biggest complaints she hears about the principal is that he does not take the side of teachers.	
March 5, 2013	T	The teacher stated sometimes there is not honest communication from teacher to teacher.	The teacher stated she had all kinds of freedom to teach how she wants to.	The teacher stated the principal provides some compliments and positive feedback.	The teacher stated that allowing teachers to go get lunch and bring it back to the school helped morale.	

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 5, 2013	T			The teacher stated the principal checked the teacher's activities more closely than any principal she had ever had.	The teacher stated the principal's first year was the honeymoon year, the second year was the discipline year, and the third year it felt like the principal did not want to be here at this school.	
March 5, 2013	T	The teacher stated that some cliques have formed here and that creates trust issues.	The teacher stated that the selection of substitute teachers was shared.	The teacher stated that not everyone here works as a team. She stated that there is a competition; some do not want to share, and want to get praise.	The teacher stated that teachers have a lot more to do than in the past.	
March 5, 2013	T	The teacher stated she felt the issue of honest communication was from teacher to teacher and that some teachers are too open.	The teacher stated that handling parental complaints about teachers was shared, but the teachers needed to be made aware of the complaint.	The teacher stated she did not like the comment made by the principal about helping the custodians clean the classrooms.	The teacher stated it was stressful to be asked to do things at the last minute.	
March 5, 2013	T	The teacher stated she thought it was good to work as a team.			The teacher stated she liked that she could go out to lunch during the week.	

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 5, 2013	T	The teacher stated that she liked that the leadership team was a priority here.	The teacher stated that some principals would not take tweaks on the master schedule. She appreciated being able to make her own schedule.	The teacher liked that others gathered to socialize, but not too much.	The teacher stated that morale and climate were better at this school. The teacher stated she felt much more at home here.	
March 5, 2013	T	The teacher stated that communication issues vary from grade to grade.			The teacher stated that if she saw teachers outside of school she felt like they would talk to her.	
March 5, 2013	T	The teacher stated that the principal let teachers voice their opinion and then the principal and the assistant principal make the decision.	The teacher stated that the principal had done well making the master schedule, but that teachers did not always get what they had asked for.	The teacher stated that the principal was more open than most principals she had had.	The teacher stated that the principal needed to approach individual teachers about issues and not to criticize everyone.	
March 5, 2013	T	The teacher stated that teachers communicate within grade levels, but they do not communicate with other grades.	The teacher stated that the principal does a good job of backing the teachers.	The teacher stated that the principal had very dedicated teachers in this school.		
March 5, 2013	T	The teacher stated she feels she can speak freely with the principal.	The teacher stated that she feels she has quite a bit of say so in decision-making.	The teacher stated that getting along with people she works with make her job better.	The teacher said she appreciated the faculty breakfasts and the coat that was purchased for teachers.	

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 5, 2013	T			The teacher stated she did not like emails from the principal criticizing everyone. If she has done something stated she wanted to know.		
March 5, 2013	T	The teacher stated she was confused by what was meant with a compelling vision of shared leadership.	The teacher stated that the schedule is shared after it is developed by the principal to see if it is acceptable with teachers.			
March 5, 2013	T		The teacher stated that sometimes she wants more say so on who her substitute teacher is.	The teacher stated she felt the principal treats teachers as equals. She stated that he has not been out of the classroom very long as a teacher.	The teacher stated that she felt the principal should always believe the teacher first and then respond to parent complaints about teachers. Other than one situation, the teacher felt the principal has taken up for teachers.	
March 5, 2013	T			The teacher stated the principal compliments her quite a bit.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 5, 2013	T			The teacher stated the principal checks classroom activities more than any other principal she had had, but felt that it was not too much.		
March 5, 2013	T			The teacher stated she had never received a written thank you note from a principal until this year.		
March 18, 2013	T					The teacher stated that staff development could be scheduled better. She stated staff development is often offered last minute.
March 18, 2013	T			The teacher stated the principal had left her alone this year and let her teach.	The teacher stated that outside influences effect morale.	
March 18, 2013	T	The teacher stated we need to work on honesty and communication in that teachers receive information second hand.	The teacher stated in the past that gym, lunch, and recess were scheduled for them, and the teachers could schedule other things. Now the entire schedule was done for them.	The teacher stated that she did not like the blanket emails from the principal, criticizing teachers. She stated that all that did was create gossip.		

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 18, 2013	T	The teacher felt communication could improve by getting emails out earlier.		The teacher stated that the principal did not use enough constructive criticism. She felt that teachers find out they are doing something wrong, before they know what the teacher expects.		
March 18, 2013	T			The teacher stated that helping new teachers was difficult.		
March 19, 2013	T		The teacher felt the schedule was balanced between what the teacher and principal both wanted.	The teacher stated that if the principal see something that teachers could do better, he says it in a nice way.		The teacher stated she disagreed with a lot of the data.
March 19, 2013	T	The teacher stated she felt that leadership and the vision of the school is shared.	The teacher stated that some things in the school cannot be shared.	The teacher stated the principal could use more constructive criticism than he does.		
March 19, 2013	SS	The support staff member stated that she heard that the principal says things to other staff members that should not be said.	The support staff member stated the principal is very willing to let faculty and staff do what they need to.	The support staff member stated that she felt we need to work together better as a team.	The support staff member stated that she hears a lot of complaining about whose job it is to perform certain tasks.	

Date of meeting	Teacher	<i>Essential Elements of Shared Leadership</i>	<i>Decision Point Analysis</i>	<i>Organizational Climate Questionnaire—RE</i>	<i>Morale Measure</i>	Other concerns of teachers
March 19, 2013	SS			The support staff member stated that some teacher think the principal does not support them or have their back.	The support staff member stated that some people do not understand the principal's sense of humor.	
March 19, 2013	SS				The support staff member stated that there is a lot of backbiting in certain positions in the school.	
March 19, 2013	SS				The support staff member stated that some teachers are not happy with what the principal has told them or how it has been told to them.	
March 19, 2013	T	The teacher stated she feels she can say what she needs to the principal.		The teacher stated that she feels we work well together here as a staff.	The teacher stated that morale improves when the principal listens to what teachers have to say.	
				The teacher stated that she likes working here. She stated the climate is good, the principal can come to her, and her to him. She stated she was a very satisfied employee.		

Appendix H

Data Meetings

...[The primary school]

February 2013

All Faculty and Staff,

As you are aware we have been working on sharing decision making in our school. Over the past year, you have completed four different surveys: the *Essential Elements of Shared Leadership*, the *Decision Point Analysis*, the *Organizational Climate Description Questionnaire—RE*, and the *Morale Measure*. Please look at the data below to determine what you think our strengths are and areas where we can still improve.

Table H1 is *The Essential Elements of Shared Leadership*. In Table 1 please look a column *M*. That is the mean score (average score) for each item for each administration. The column labeled Mean Difference is the amount the average score changed from the first to second administrations. Items shaded in green improved or remained above the targeted mean score of 2.75. Items shaded in red decreased or remained below the targeted mean score of 2.75.

Table H2 contains the response categories for each administration of the *Decision Point Analysis*. This will help you better understand Table H3, *The Decision Point Analysis*.

Table H3 is *The Decision Point Analysis*. In Table 3 please look at the Individual or Group and the Percentage Selecting the Category. This indicates who you feel makes the decisions in our school and what percentage of us believe this way. Items shaded in green are those where shared leadership occurred or increased from the first to second administration. Items shaded in red are those where shared leadership did not occur or decreased from the first to second administration. Finally, please take a look at any decision that is made solely by the principal. Is that a decision that I should be making?

Table H4 is *The Organizational Climate Description Questionnaire—RE*. In Table 4 please look at column *M*. That is the mean score (average score) for each item for each administration. The column labeled Mean Difference is the amount the average score changed from the first to second administrations. Positively worded items shaded in green improved above or remained above the targeted mean score of 2.75. Negatively worded items shaded in green decreased below or remained below the targeted mean score of 1.75. Positively worded items shaded in red decreased below or remained below the targeted mean score of 2.75. Negatively worded items shaded in red increased above or remained above the targeted mean score of 1.75.

Table H5 is *The Morale Measure*. In Table 5 please look at column *M*. That is the mean score (average score) for each item for each administration. The column labeled Mean Difference is the amount the average score changed from the first to second administrations. Items shaded in

green improved or remained above the targeted mean score of 3.00. Items shaded in red decreased or remained below the targeted mean score of 3.00.

Please review this data. I will send out a date for us to discuss our thoughts and how we might improve. Time you spend reviewing the data after school hours may be counted for up to two hours of staff development.

Table H1

The Essential Elements of Shared Leadership: Difference in Mean Scores from the First to Second Administration

Item	Administration 1			Administration 2			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
1. We collaborate in achieving goals.	17	2.94	0.55	16	2.93	0.68	-0.01
2. We focus on common, agreed-upon goals.	17	3.05	0.55	15	3.00	0.53	-0.05
3. Teachers lead professional development in our school.	17	2.76	0.90	15	3.13	0.83	0.37
4. Professional development in our school is linked to school-based learning goals.	17	3.05	0.82	15	3.46	0.74	0.41
5. There is a climate of trust in our school.	17	2.70	0.84	16	2.81	0.75	0.11
6. The purposes of shared leadership are clear to faculty and staff in our school.	17	2.58	0.61	16	2.75	0.44	0.17
7. Our school leaders believe in collaboration.	17	2.94	0.24	16	3.00	0.00	0.06
8. Our school leaders have the ability to convey a compelling vision of shared leadership.	17	2.70	0.46	16	2.68	0.60	-0.02
9. Our leaders delegate decision-making authority to teachers and staff members.	17	2.64	0.60	16	2.75	0.57	0.11
10. Everyone in our school believes that we can affect the learning of our students.	17	2.94	0.24	16	2.92	0.25	-0.02
11. There is a climate of honest communication among members of the school community.	17	2.70	0.58	16	2.43	0.62	-0.27

Item	Administration 1			Administration 2			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
12. Everyone in our school community holds collaboration as an important value.	17	2.82	0.72	16	2.93	0.57	0.11
13. Our leaders are willing to give up some control of decision making while monitoring effectiveness of decisions.	17	2.76	0.56	16	2.62	0.62	-0.14
14. Members of the school community are involved in decisions that matter, not minutia.	17	2.52	0.79	16	2.75	0.44	0.23
15. Members of our school community believe that collaboration has a significant effect on student learning.	17	2.82	0.39	16	2.87	0.34	0.05
16. Group decisions in our school are based on relevant information.	17	3.00	0.61	16	3.18	0.54	0.18

Note: The first administration was in March 2012. The second administration was in September 2012. The scale was 1=rarely, 2=sometimes, 3=often, 4=very frequently.

Table H2

Response Categories for the Decision Point Analysis

Categories for Administration 1	Categories for Administration 2
<ol style="list-style-type: none"> 1. The principal 2. The leadership team 3. Teachers, either individually or as a group 4. Shared between teachers (individually or as a group) and the principal 5. Shared between the leadership team and the principal 6. Shared between the leadership team and teachers (individually or as a group) 7. Shared among the principal, leadership team, and teachers (individually or as a group) 8. Other, please indicate 	<ol style="list-style-type: none"> 1. The principal 2. The leadership team 3. Teachers, either individually or as a group 4. Shared between the teachers (individually or as a group) and the principal 5. Shared between the leadership team and teachers (individually or as a group) 6. Shared among the principal, leadership team, and teachers (individually or as a group) 7. Shared between the principal and parents 8. Shared between the leadership team and parents 9. Shared among the principal, teachers (individually or as a group), and parents 10. Shared among the leadership team, teachers (individually or as a group), and parents 11. Other, please indicate

Table H3

Decision Point Analysis: Perception of the Individuals or Groups That Make the Decision, First and Second Administrations

Decision	Administration 1	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Administration 2	Total Number of Responses	Number Selecting the Category	% Selecting the Category
	Individual or group				Individual or group			
1. Use of data to manage instruction	Leadership team	16	5	31	Shared among the principal, leadership team, and teachers	22	10	45
2. The assignment of teaching loads	Principal	16	11	69	Principal	22	17	77
3. The assignment of students to classrooms	Shared between teachers and principal	16	8	50	Shared between teachers and the principal	22	7	32
4. The interpretation of standardized test results to parents	Shared between teachers and principal	16	5	31	Shared between teachers and the principal	22	9	41
5. The individualization of homework assignments	Teachers	15	11	69	Teachers	22	13	59
6. The remediation of students not passing standardized tests	Shared between teachers and principal	15	10	63	Shared between teachers and the principal	22	9	41
7. The scheduling of instructional time	Principal	16	6	38	Principal	20	7	32
					Shared between teachers and the principal		7	32
8. The involvement of community organizations with the school	Principal	16	6	38	Principal	22	8	36

Decision	Administration 1	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Administration 2	Total Number of Responses	Number Selecting the Category	% Selecting the Category
	Individual or group				Individual or group			
9. The kinds of fieldtrips to be taken by students	Shared between teachers and principal	16	8	50	Shared between teachers and principal	22	16	73
10. How to implement the curriculum	Teachers	16	4	25	Shared between teachers and principal	22	10	45
	Shared between teachers and principal		4	25				
11. The choice of substitute teachers	Shared between teachers and principal	16	9	56	Principal	21	9	41
12. The type of assessments used in the classroom	Teachers	15	6	38	Shared between teachers and principal	21	13	59
	Shared between teachers and principal		6	38				
13. The plans for daily instruction	Teachers	15	11	69	Teachers	22	11	50
14. The kinds of instructional materials to purchase	Shared among leadership team, teachers, and principal	15	5	31	Shared between teachers and principal	22	10	45
15. The introduction of new teaching methods	Shared between teachers and principal	16	5	31	Shared between teachers and principal	21	12	55
	Shared between leadership team and teachers		5	31				
16. The referral of students with learning difficulties	Shared between teachers and principal	16	12	75	Shared between teachers and principal	22	9	41
17. The use of resource people in the school program	Principal	15	11	69	Principal	21	11	50

Decision	Administration 1	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Administration 2	Total Number of Responses	Number Selecting the Category	% Selecting the Category
	Individual or group				Individual or group			
18.The means of accounting for school funds	Principal	16	6	38	Principal	21	11	50
19.The retention of students	Shared between teachers and principal	15	11	69	Shared between teachers and principal	22	9	41
20.The ways of involving parents in the school program	Shared among leadership team, teachers, and principal	16	5	31	Shared among leadership team, teachers, and principal	22	6	27
					Shared among teachers, the principal, and parents		6	27
21.Handling parental complaints about teachers	Principal	16	13	82	Principal	22	18	82
22.Governing student conduct	Shared between teachers and principal	16	9	56	Shared between teachers and principal	21	11	50
23.The provisions for the safety of students	Shared among leadership team, teachers, and principal	16	5	31	Shared among leadership team, teachers, and principal	20	7	32
24.Expanding the curriculum beyond state standards	Shared between teachers and principal	16	5	31	Shared between teachers and principal	20	7	32
25.The types of equipment to be purchased for use in the school	Shared among leadership team, teachers, and principal	16	8	50	Shared among leadership team, teachers, and principal	20	8	36

Decision	Administration 1	Total Number of Responses	Number Selecting the Category	% Selecting the Category	Administration 2	Total Number of Responses	Number Selecting the Category	% Selecting the Category
	Individual or group				Individual or group			
26.The use of volunteers within the school	Shared among leadership team, teachers, and principal	15	6	38	Shared between teachers and principal	21	9	41
27.The ways PTA/PTO funds will be spent	Other (PTO)	16	11	69	Shared among teachers, the principal, and parents	20	9	41
28.The types of fundraisers the school will have	Shared between teachers and principal Shared among leadership team, teachers, and principal	16	5 5	31 31	Shared between teachers and principal	21	7	32
29. A decision on the priorities for the use of facilities.	N/A	N/A	0	N/A	Principal	21	13	59
30. A decision on the procedures for the use of electronic equipment.	N/A	N/A	N/A	N/A	Shared between teachers and principal	21	9	41
31. A decision on the provisions for student counseling services.	N/A	N/A	N/A	N/A	The principal Shared between teachers and principal	21	5 5	27 27

Note: The first administration was in April 2012. The second administration was in October 2012.

Table H4

Organizational Climate Description Questionnaire—RE: Mean Difference First and Second Administrations

Item	Administration 1			Administration 2			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
1. The teachers accomplish their work with vim, vigor, and pleasure	15	3.20	0.58	18	2.89	0.80	-0.31
2. Teachers' closest friends are other faculty members at this school.	15	2.67	0.84	17	2.65	0.61	-.02
3. Faculty meetings are useless	15	1.33	0.84	18	1.67	0.49	0.34
4. The principal goes out of his/her way to help teachers	14	3.00	0.82	17	2.76	0.90	-0.24
5. The principal rules with an iron fist	15	1.47	0.85	18	1.67	0.84	0.2
*6. Teachers leave school immediately after school is over.	15	3.07	0.53	18	2.83	0.92	-0.24
7. Teachers invite faculty members to visit them at home	15	2.27	0.91	16	2.13	0.81	-0.14
8. There is a minority group of teachers who always oppose the majority.	15	1.40	0.65	18	1.67	0.69	0.27
9. The principal uses constructive criticism.	15	2.53	0.51	16	2.50	0.52	-0.03
**10. The principal checks the sign-in sheet every morning	13	1.85	0.94	0	0	0	N/A
11. Routine duties interfere with the job of teaching.	14	1.79	0.80	17	2.24	0.83	0.45
12. Most of the teachers here accept the faults of their colleagues	15	2.33	0.74	17	2.47	0.80	0.14
13. Teachers know the family background of other faculty members	15	2.60	0.84	18	2.50	0.92	-0.1
14. Teachers exert group pressure on non-conforming faculty members.	15	1.53	0.85	18	1.56	0.86	0.03
15. The principal explains his/her reasons for criticism to teachers.	15	3.00	0.65	18	2.83	0.71	-0.17
16. The principal listens to and accepts teachers' suggestions.	15	2.87	0.74	18	2.94	0.73	0.07
17. The principal schedules the work for the teachers	15	2.13	0.83	17	2.00	0.71	-0.13

Item	Administration 1			Administration 2			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
18. Teachers have too many committee requirements	15	2.00	0.65	17	1.82	0.73	-0.18
19. Teachers help and support each other.	15	3.07	0.59	18	3.06	0.73	-0.01
20. Teachers have fun socializing together during school time	15	2.00	0.93	18	1.94	1.11	-0.06
21. Teachers ramble when they talk at faculty meetings	15	1.40	0.51	17	1.76	0.90	0.36
22. The principal looks out for the personal welfare of teachers.	15	2.60	0.63	17	2.53	0.94	-0.07
23. The principal treats teachers as equals.	15	2.80	0.77	17	2.47	1.07	-0.33
24. The principal corrects teachers' mistakes.	15	2.27	0.70	18	2.53	0.62	0.26
25. Administrative paperwork is burdensome at this school.	15	2.53	0.99	17	2.24	0.97	-0.29
26. Teachers are proud of their school.	14	3.43	0.85	17	3.29	0.69	-0.14
27. Teachers have parties for each other.	15	2.27	1.10	18	1.94	0.80	-0.33
28. The principal compliments teachers.	15	3.07	0.80	18	2.72	0.89	-0.35
29. The principal is easy to understand.	15	3.13	0.83	18	2.89	0.83	-0.24
30. The principal closely checks classroom (teacher) activities.	15	2.80	0.68	18	2.67	0.69	-0.13
*31. Clerical support reduces teachers' paperwork.	15	2.73	0.80	16	3.00	0.90	0.27
32. New teachers are readily accepted by colleagues.	15	3.00	1.00	17	2.65	1.00	-0.35
33. Teachers socialize with each other on a regular basis.	15	2.40	0.83	18	2.33	0.84	-0.07
34. The principal supervises teachers closely.	15	2.80	0.77	17	2.47	0.51	-0.33
35. The principal checks lesson plans.	14	3.14	0.86	17	2.82	0.73	-0.32
36. Teachers are burdened with busy work.	15	2.07	0.96	16	2.69	0.95	0.62

Item	Administration 1			Administration 2			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
*37. Teachers socialize together in small, select groups.	15	2.80	0.68	17	2.65	0.86	-0.15
38. Teachers provide strong social support for colleagues.	15	2.87	0.74	17	2.53	0.72	-0.34
39. The principal is autocratic.	13	2.00	0.71	15	1.87	0.58	-0.13
40. Teachers respect the professional competence of their colleagues.	15	2.93	0.70	16	2.69	0.60	-0.24
41. The principal monitors everything teachers do.	15	2.00	1.13	16	2.00	0.89	0
42. The principal goes out of his/her way to show appreciation to teachers.	15	3.13	0.74	18	2.67	0.97	-0.46

Note: The first administration was in May 2012. The second administration was in November 2012.

The scale was 1= rarely occurs, 2= sometimes occurs, 3= often occurs, 4= very frequently occurs.

**Items were reverse scored. The scale was 1=very frequently occurs, 2= often occurs, 3 = sometimes occurs, 4= rarely occurs.*

***Item was omitted in the second administration.*

Table H5

The Morale Measure: Mean Difference First and Second Administration

Item	Administration 1			Administration 2			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
1. I feel I am making a difference in the work that I do at ...[the primary school].	12	3.50	0.52	17	3.18	0.39	-0.32
*2. My principal does not communicate well with me.	12	3.17	0.58	18	3.06	0.54	-0.11
3. I like the way we work together this year.	12	3.17	0.39	18	3.00	0.49	-0.17
*4. My principal has too much control of the decisions that are made in the school.	12	2.92	0.51	18	2.89	0.68	-0.03
5. We work as a team at ...[the primary school].	11	2.57	0.47	18	3.00	0.43	+0.43
6. I like the way our principal works with us this year.	12	3.17	0.39	18	3.06	0.64	-0.11
7. I like my leadership responsibilities this year.	12	3.17	0.39	18	2.94	0.24	-0.23
*8. I don't have input in making important decisions.	12	3.00	0.43	18	2.83	0.38	-0.17
9. My colleagues contribute to a sense of cooperation at ...[the primary school].	12	3.17	0.39	18	3.00	0.49	-0.17
*10. I don't like my new responsibilities this year.	12	3.08	0.51	18	2.89	0.32	-0.19
11. What I am doing at ...[the primary school] is important work	12	3.42	0.51	18	3.39	0.50	-0.03
*12. I receive too little information about what is happening at ...[the primary school] this year.	12	3.00	0.43	18	2.83	0.38	-0.17
13. There is an environment of open communications at ...[the primary school].	12	2.83	0.58	18	2.56	0.51	-0.27
**14. There are mechanisms for change at ...[the primary school].	11	3.00	0.45	17	2.76	0.44	-0.24

Item	Administration 1			Administration 2			Mean Difference
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>	
15. We seem to be getting along well this year.	11	3.18	0.40	18	3.06	0.42	-0.12
***16. I would prefer the principal to take a more dominant role in leading the school.	12	2.33	0.49	18	2.33	0.49	0
17. My colleagues contribute to a sense of group security at ...[the primary school].	12	3.25	0.45	18	3.00	0.34	-0.25
18. There is physical comfort at ...[the primary school].	11	3.00	0.45	18	2.94	0.54	-0.06
19. My colleagues contribute to the feeling that we are an effective working group at ...[the primary school].	12	3.25	0.45	18	3.06	0.24	-0.19
*20. I receive too much information about what is happening at ...[the primary school] this year.	12	3.17	0.60	18	3.00	0.00	-0.17
*21. We should be a more cohesive team than we are at ...[the primary school].	11	2.64	0.50	17	2.59	0.51	-0.05
22. I am recognized for my work at ...[the primary school].	12	2.50	0.67	18	2.72	0.46	+0.22
*23. I don't like that the principal is sharing the decision making with us this year.	11	3.18	0.60	18	3.06	0.42	-0.12
*24. We tend to work alone rather than as a team at ...[the primary school].	11	3.09	0.30	18	3.06	0.42	-0.03
25. There are fair methods of teacher assessment at ...[the primary school].	11	2.73	0.90	18	3.00	0.34	+0.27
26. I am appreciated for my work at ...[the primary school].	12	3.00	0.43	18	2.78	0.43	-0.22
27. We work as an effective team at ...[the primary school].	12	3.17	0.39	18	3.00	0.00	-0.17
***28. I want a more active role in school decisions than I now have.	12	2.25	0.45	17	2.29	0.47	+0.04

Item	Administration 1			Administration 2			Mean Difference
	N	M	SD	N	M	SD	
29. I enjoy the work that I do at ...[the primary school].	11	3.36	0.50	18	3.22	0.55	-0.14
30. There is honest leadership at ...[the primary school].	10	3.10	0.57	17	2.94	0.43	-0.16
*31. I do not feel the work I do is valued at ...[the primary school].	12	3.00	0.60	18	2.72	0.57	-0.28
32. My colleagues demonstrate awareness that each individual is a part of the whole at ...[the primary school].	12	2.58	0.79	17	3.06	0.43	+0.48
*33. I wish we were more efficient at ...[the primary school]this year.	12	2.58	0.67	18	2.72	0.57	+0.14
34. I feel good about the work that I do at ...[the primary school].	12	2.67	0.78	18	3.06	0.43	+0.39
**35. There are mechanisms for change at ...[the primary school].	11	2.82	0.60	18	2.78	0.43	-0.04
*36. I am involved too little in the leadership of the school.	12	3.08	0.51	18	2.89	0.32	-0.19
*37. I am involved too much in school decisions this year.	12	3.00	0.43	18	2.94	0.24	-0.06
38. My principal uses various forms of communications in our school.	12	3.25	0.45	18	3.06	0.24	-0.19
39. We feel like a group of colleagues at ...[the primary school].	12	3.17	0.39	18	3.06	0.42	-0.11

Note: The first administration was in May 2012. The second administration was in December 2012.

The scale was 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

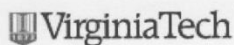
**Item was reversed scored. The scale was 1=strongly agree, 2=agree, 3=disagree, 4=strongly disagree.*

***Item was repeated in the instrument*

****Item was not color coded as it could have a negative or positive connotation based on perceptions of the respondents.*

Appendix I

IRB Approval



Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120, Virginia Tech
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-4606 Fax 540/231-0959
email irb@vt.edu
website <http://www.irb.vt.edu>

MEMORANDUM

DATE: September 23, 2013
TO: David Parks, Travis Nickels
FROM: Virginia Tech Institutional Review Board (FWA00000572, expires April 25, 2018)
PROTOCOL TITLE: The Development and Implementation of an Intelligent Hierarchy Leadership Process in an Elementary School
IRB NUMBER: 11-625

Effective September 23, 2013, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the Continuing Review request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

<http://www.irb.vt.edu/pages/responsibilities.htm>

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 6,7**
Protocol Approval Date: **October 17, 2013**
Protocol Expiration Date: **October 16, 2014**
Continuing Review Due Date*: **October 2, 2014**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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Appendix J Permissions

Travis Nickels

From: Wayne Hoy <whoy@mac.com>
Sent: Tuesday, December 03, 2013 4:31 PM
To: Travis Nickels
Subject: Re: Permission to Cite Open Schools/Healthy Schools

Hi Travis—

You have my permission to use the OCDQ-RE for you dissertation research as well as permission to cite Table 1.1 on pages 11-12 as well as the data on reliability on page 30.

You can find more information on the OCDQ-RE on my web page [www.waynehoy.com].

Good luck in your research.

Wayne

Wayne K. Hoy
Eawcett Professor Emeritus in
Education Administration
The Ohio State University
www.waynehoy.com

7687 Pebble Creek circle, #102
Naples, FL 34108
Email: whoy@mac.com
Phone: 239 595 5732

On Dec 3, 2013, at 3:24 PM, Travis Nickels <Travis.Nickels@scotsschools.com> wrote:

Dr. Hoy,

Thank you so much for returning my call. I have used the OCDQ-RE as a climate measure for my dissertation. I need permission to cite Table 1.1 on pgs. 11-12 and the data on reliability with alpha coefficients (in tabular form) on page 30.



RightsLink®

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Account Info

Help



Title: Collective Leadership Effects on Student Achievement:
Author: Kenneth Leithwood, Blair Mascal
Publication: Educational Administration Quarterly
Publisher: SAGE Publications
Date: 10/01/2008
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Logged in as:
Travis Nickels
Account #:
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Travis Nickels

From: Binur, Michelle <Michelle.Binur@sagepub.com> on behalf of permissions (US) <permissions@sagepub.com>
Sent: Monday, December 16, 2013 12:33 PM
To: Travis Nickels
Subject: RE: Open Schools/Healthy Schools Permission to Use

Dear Travis,

Thank you for your request. You can consider this email as permission to reprint the material as detailed below in your upcoming dissertation. Please note that this permission does not cover any 3rd party material that may be found within the work. We do ask that you properly credit the original source, SAGE Publications. Please contact us for any further usage of the material.

Best regards,
Michelle Binur

From: Travis Nickels [mailto:Travis.Nickels@scottsschools.com]
Sent: Monday, December 16, 2013 8:05 AM
To: permissions (US)
Cc: Travis Nickels
Subject: Open Schools/Healthy Schools Permission to Use

Dear Sir or Madam,

I am a graduate student at Virginia Tech, seeking permission to use Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1997). *Open schools/healthy schools: Measuring organizational climate*. Beverly Hills, CA: Sage in my dissertation. Specifically I would like to use Table 1.1 Dimensions of the OCDQ on pages 11-12, and the alpha coefficients table on page 30.

I would also like to use the OCDQ-RE as a tool to measure school climate and will document from <http://www.waynehoy.com/ocdq-re.html>

I eagerly await your response.

Sincerely,

Travis M. Nickels
Graduate Student



Confirmation Number: 11163154
Order Date: 03/03/2014

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Title or numeric reference of the portion (s)	Chapter 1, Table 1.1
Title of the article or chapter the portion is from	All Those Years Ago: The Historical Underpinnings of Shared Leadership
Editor of portion(s)	N/A
Author of portion(s)	C. L. Pearce & J. A. Conger
Volume of serial or monograph	N/A
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Travis Nickels

From: Joni Poff <jpoff@bcps.k12.va.us>
Sent: Thursday, February 20, 2014 5:35 PM
To: Travis Nickels
Subject: permission

Travis,

You have my consent to use the Shared Leadership Rating Scale, as well as any other excerpts, from my dissertation. In addition, you have my consent to use excerpts from the journal article "Is Shared Leadership Right for Your School District?"

I look forward to reviewing your work once completed.

Sincerely,

Joni Poff

Joni C. Poff, Ed.D.
Director of Instruction
Botetourt County Public Schools
Phone: 540-473-8263
Fax: 540-473-8278