Title
Examining espoused and enacted theories about the cultivation of teacher leaders: a case study of a university's education department

Permalink
https://escholarship.org/uc/item/8mq6m92p

Author
Rasori, Tina Marie

Publication Date
2012

Peer reviewed|Thesis/dissertation
Examining Espoused and Enacted Theories about the Cultivation of Teacher Leaders:

A Case Study of a University’s Education Department

A dissertation submitted in partial satisfaction of the requirements for the degree
Doctor of Education

in

Teaching and Learning

by

Tina Marie Rasori

Committee in Charge:

Professor Amanda Datnow, Chair
Professor Alan Daly
Professor Stephanie Jed

2012
The Dissertation of Tina Marie Rasori is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2012
Dedication

I am dedicating my research to the future teacher leaders who are going to become the passionate educators and change agents needed in order to improve our educational system. I am also dedicating my research to my fearless participants whom without their openness and honesty, I would not have been able to understand their ideas about leadership.
Epigraph

“Leaders aren’t born, they are made. And they are made just like anything else, through hard work. And that’s the price we’ll have to pay to achieve that goal, or any goal.”

Vince Lombardi
Table of Contents

Signature Page ........................................................................................................ iii
Dedication................................................................................................................ iv
Epigraph .................................................................................................................... v
Table of Contents .................................................................................................... vi
List of Figures ........................................................................................................... ix
List of Tables ........................................................................................................... x
Acknowledgements ................................................................................................ xi
Vita ............................................................................................................................. xii
Abstract of the Dissertation .................................................................................. xv
Chapter 1: Introduction ........................................................................................ 1
  My Experience ...................................................................................................... 3
  Research Focus ..................................................................................................... 6
  Significance of Study ............................................................................................ 7
  Organization of the Dissertation ......................................................................... 8
Chapter 2: Literature Review.................................................................................. 10
  An Organizational Learning Perspective........................................................ 10
  The Importance of Teacher Leadership within Educational Reform ............ 14
  Defining Teacher Leadership ............................................................................. 17
  Types of Teacher Leadership ............................................................................. 18
  Conceptual Framework of Teacher Leadership .............................................. 20
  Teacher Leadership Characteristics and Educational Reform .................... 22
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Work of Teacher Leaders and Educational Reform</td>
<td>26</td>
</tr>
<tr>
<td>The Conditions that Influence Teacher Leadership and Educational Reform</td>
<td>27</td>
</tr>
<tr>
<td>Teacher Education Programs Preparing Teacher Leaders</td>
<td>32</td>
</tr>
<tr>
<td>Chapter 3: Methodology</td>
<td>40</td>
</tr>
<tr>
<td>Purpose of the Study and Research Questions</td>
<td>40</td>
</tr>
<tr>
<td>Case Study Design</td>
<td>41</td>
</tr>
<tr>
<td>Case Study Site: University of California, San Diego</td>
<td>41</td>
</tr>
<tr>
<td>Data Collection</td>
<td>43</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>52</td>
</tr>
<tr>
<td>Positionality</td>
<td>59</td>
</tr>
<tr>
<td>Chapter 4: Espoused and Enacted Structural Features of Education Studies</td>
<td>62</td>
</tr>
<tr>
<td>Overview of UCSD</td>
<td>62</td>
</tr>
<tr>
<td>History of EDS</td>
<td>64</td>
</tr>
<tr>
<td>Courses of the Program</td>
<td>67</td>
</tr>
<tr>
<td>Program Selectivity</td>
<td>78</td>
</tr>
<tr>
<td>Networks</td>
<td>81</td>
</tr>
<tr>
<td>Size</td>
<td>85</td>
</tr>
<tr>
<td>Conclusion: The Espoused and Enacted Structural Features of EDS</td>
<td>88</td>
</tr>
<tr>
<td>Chapter 5: Espoused and Enacted Cultural Features of Education Studies</td>
<td>92</td>
</tr>
<tr>
<td>Goals of Education Studies</td>
<td>92</td>
</tr>
<tr>
<td>The Vision of Education Studies</td>
<td>93</td>
</tr>
<tr>
<td>Faculty Beliefs and Experiences about Leadership</td>
<td>109</td>
</tr>
</tbody>
</table>
List of Figures

Figure 1. The Embedded Logic of Teacher Leadership............................................. 16

Figure 2. York-Barr & Duke’s (2004) Framework about Teacher Leadership......... 22

Figure 3. Department of Education Studies Academic History.............................. 66

Figure 4. A Model for How Leadership Can Grow................................................105
List of Tables

Table 1. UCSD Artifacts................................................................. 45
Table 2. Faculty Members and their Expertise .................................. 47
Table 3. Gender Demographics of Program Versus Participants ............. 49
Table 4. Ethnicities of Student Sample. ........................................... 51
Table 5. Participants ........................................................................ 51
Table 6. Student Participant Final Code List. .......................................... 57
Table 7. Summary of UCSD ................................................................ 57
Table 8. M.Ed./Multiple Subject Credential Professional Course of Study......... 70
Table 9. Espoused and Enacted Structural Features in EDS. ...................... 90
Table 10. The Espoused and Enacted Cultural Features of EDS .................. 116
Table 11. Conceptual Flow Map of Teacher Leaders Definitions .................. 120
Table 12. Characteristics of a Teacher Leader .......................................... 124
Table 13. Conceptual Flow Map of Roles of Teacher Leaders ....................... 129
Table 14. Teaching and Learning about Teacher Leadership ...................... 159
Acknowledgements

I would like to acknowledge all of the members of my committee, Amanda Datnow, Alan Daly and Stephanie Jed for their support and constructive comments. I am extremely grateful to Amanda Datnow for being the chair of my committee as her guidance and suggestions have proved to be invaluable.

I also would like to acknowledge my husband, Phil, who has constantly been there for me throughout this entire process encouraging and supporting me to do my very best! Also, thank you to my wonderful professors and cohort who have inspired me to think and rethink my ideas and continuously work hard in order to be proud of my work.
Vita

ACADEMIC TRAINING

2008-2012
Ed.D. in Teaching and Learning
Department of Education Studies
University of California, San Diego
Dissertation: Examining Espoused and Enacted Theories about the Cultivation of Teacher Leaders: A Case Study of a University’s Education Department
Dissertation Chair: Amanda Datnow

2008-2009
M.A., in Teaching and Learning (Curriculum Design)
Education Studies Program
University of California, San Diego
Thesis: “Becoming Historians: A Project-Based Learning Curriculum”
Thesis Advisor: Marcia Sewall

2001-2003
M.Ed. and Multiple Subject CLAD Teaching Credential
University of California, San Diego

1999-2001
Bachelor of Arts
San Diego State University
Major Areas: Liberal Studies and Sociology

1996-1998
Associative in Arts
Santa Rosa Junior College
Major Areas: General Education

PROFESSIONAL EXPERIENCE

Classroom Teacher
San Diego Unified School District
2003-Present
San Diego, CA

Teaching Assistant
University of California, San Diego
2011-present
Department of Education

Editorial Assistant
Journal of Educational Change
2011-present
University of California, San Diego
**Project Coordinator Assistant**
University of California, San Diego
2010-present
Department of Education

**Head Contact for UCSD Partnership**
Jackson and Fay Elementary School
San Diego Unified School District, San Diego
2003-present

**Cooperating Teacher**
Jackson and Fay Elementary School
San Diego Unified School District, San Diego
2005-present

**History Professional Developer**
San Diego Unified School District
San Diego, CA
2008-2010

**TCI Curriculum Developer**
TCI
Rancho Cordova, CA

**Teacher Consultant**
2009

**Project Collaborator**
University of California, San Diego, San Diego
City College and Jackson Elementary School
San Diego, CA
2005

**PUBLICATIONS**

**PRESENTATIONS**
March 2009
California Social Studies Conference
Ontario, CA
“Eureka: I found it: Making History Come Alive”

2003-Present
Guest Speaker
University of California, San Diego
EDS Mentoring
EDS Tutoring
EDS Professional Development
EDS Social Studies Methods

**GRANTS AND AWARDS**
2011-2012
Dissertation Research Support Grant
2007
Williamsburg Fellow
2002-2003  Apple Teacher Scholarship
2001-2002  Governor’s Teaching Fellowship Scholarship
Recipient
ABSTRACT OF THE DISSERTATION

Examining Espoused and Enacted Theories about the Cultivation of Teacher Leaders: A Case Study of a University’s Education Department

by

Tina Marie Rasori

Doctor of Education in Teaching and Learning

University of California, San Diego, 2012

Professor Amanda Datnow, Chair

Teacher leadership takes different forms and serves various important functions in bringing about and sustaining educational change. However, prior research suggests such leadership is difficult to cultivate. Most efforts to develop teachers’ leadership abilities take place when teachers are already in the classroom. Teacher education programs may also play a key, yet seldom researched role. Using a theoretical lens of organizational learning, this research involved case study methods to examine the cultivation of teacher leaders at a teacher education program at a research university. The study examined the program’s espoused theories of leadership, how those are enacted, and how they are experienced by students at different stages of their training. Thirty students at different stages in the program and five faculty were interviewed, and documents were also analyzed. An analysis of the data revealed that the structure of the coursework and the culture of the program
cultivated by faculty helped to create students whose ideas and beliefs of teacher leadership roles grew and changed. Over time, students began to view themselves as future teacher leaders and change agents. Implications for theory and practice in teacher education are discussed.
Chapter 1: Introduction

Education reform is at the forefront of the national agenda. Politicians and the public often view schools as linked to the nation’s prosperity and economic regeneration (Hargreaves, 1994), and there is great concern that schools are both ineffective and inefficient. However, many reform efforts fail to take the role of teachers into account (Cuban, 2008; Fullan & Hargreaves, 1992; Fullan, Hill & Crevola, 2006; Murphy, 2005), though it is apparent that educational reform efforts need to actively include teachers (Cuban, 2008; Fullan & Hargreaves, 1992; Fullan, Hill & Crevola, 2006; Murphy, 2005). Not only do school reforms need to engage teachers, but a focus on teacher leadership in particular is critical. Prior research documents several reasons to focus on teacher leadership in educational reform (York-Barr & Duke, 2004).

Theories on organizational learning are useful when examining the concepts of educational reform and teacher leadership. Within these theories, organizations are not static, rather they are seen as constantly changing. This change allows for organizations to act and think differently depending on the members of the organization. A specific organization learning theory is the theory of action (Argyris & Schon, 1978), which analyzes the enacted and espoused theories of organizations and the gaps between those theories in order to understand how an organization learns. This theory does not focus solely on the leaders of the organization; rather, it focuses on the organization from varying perspectives of people involved in the organization.
Through the lens of organizational learning theory, the concepts of educational reform and teacher leadership will be explored in this study.

Even though teacher leadership is seen as essential to change and improve schools, it is hard to define since it is an evolving concept (Murphy, 2005; Leithwood & Duke, 1999). For this dissertation, teacher leadership is defined as collegial teacher leaders who work together to better instructional practices and improve various components of school culture at the organizational level (Silva, Gimbert and Nolan, 2000). Within the concept of teacher leadership, there are many different types of teacher leadership such as participative leadership, leadership as an organizational quality, distributed leadership and parallel leadership. Each of these types of leadership focuses on members within an organization who assume multiple roles.

In order to examine the concept of teacher leadership in depth, York-Barr and Duke (2004) created a comprehensive conceptual framework of teacher leadership (see Figure 2). In this framework, York-Barr and Duke discuss the various concepts of teacher leadership that build up to the ultimate goal of teacher leadership: student learning. This dissertation delves into the first three concepts in the framework: teacher leaders’ characteristics, leadership work, and the conditions that influence teacher leaders. The first concept, teacher leaders characteristics, explains how the main characteristics of leaders for educational reform are the same as teacher leadership characteristics. These leadership characteristics are: trust, support, interpersonal skills and understanding the “big picture” (Fullan, 2004; LeBlanc & Shelton, 1997a; Lieberman et al., 1988a; Sherrill, 1999; York-Barr & Duke, 2004).
The second concept, leadership work, examines how there are different types of work that teacher leaders engage in depending on the educational reform. The third concept, the conditions that influence teacher leaders, includes but is not limited to the culture of the school, the roles and relationships of individuals, and the prevailing structure of schools. The framework that York-Barr and Duke present helps explain teacher leaders who are currently in the field of teaching. However, in order to examine the cultivation of teacher leadership, it is imperative to review teacher education programs and how they prepare pre-service students to become teacher leaders.

There is a paucity of research on how teacher education programs cultivate teacher leaders. Some research exists on how programs could be created to produce teacher leaders but little research has been done on whether these programs are effective in producing them. One promising, but not very recent, report by Devaney (1987) lists six different roles that teachers may be asked to participate in as teacher leaders and provides some examples of how to develop programs that create teacher leaders. However, these program suggestions are for teachers in the field rather than pre-service teachers. Thus, this dissertation will examine the missing link of the role of teacher education programs in cultivating teacher leaders.

**My Experience**

The importance of studying the role of teacher education programs in cultivating teacher leaders is validated by my experience as an elementary school teacher in a low-performing school. Throughout my nine years teaching, I have seen
teacher leadership flourish at my school site. My school site has teacher leaders in language arts, science, technology, mathematics and social studies. These teacher leaders lead staff developments at the school as well as conduct professional development classes in the district, at universities and at major educational conferences. In addition, my school site has a high percentage of National Board Certified teachers that have become support coaches for the certification. My school site also serves as a hub for supporting new teachers through being cooperating teachers and support providers for new teachers. Another example of teacher leadership at my school is the Instructional Leadership Team where representatives from each grade level meet with the principal to discuss next steps for our school development. These teachers then bring back the ideas that are implemented in Professional Learning Communities. Thus, I am acutely aware of the varying types of teacher leadership. When collaborating with other teachers at my school site, I observe the characteristics of teacher leaders, the different work that teacher leaders conduct at my site, and the various conditions that influence various teachers to become teacher leaders.

My initial interest in teacher leadership, guided by the success of my school over the last nine years and my own work as a teacher leader, was in furthering the field of school culture and how school culture plays an integral role in creating teacher leaders. I hoped to find ways to increase other low-performing schools student achievement through creating a school culture that emphasizes teacher leadership. However, with the focus on highly-qualified teachers in all schools, I found myself
wondering how these highly-qualified teachers are being educated and more specifically, how and if pre-service teachers are being taught to be leaders at their school sites. In other words, I started to think about the role of leadership in education programs and how education programs cultivate teacher leaders.

Another personal justification for studying the cultivation of teacher leaders arose in a pilot study I conducted of the director of Partners at Learning (PAL) at the University of California, San Diego. I interviewed the director about the espoused and enacted theories of the PAL organization. Through the interview, I discovered that the PAL’s theory of action is for the university to take responsibility and action against inequity in higher education by developing relationships with constituencies. The organization’s espoused theory is to create agents of social justice through providing service-learning classes that allow students to personally confront their preconceived notions about public education. Based on the data from the pilot study, there was little difference between the espoused and enacted theories. By analyzing the data, key enacted components and barriers were uncovered which helped to explain the complexities of the PAL and the challenges of replicating an organization that promotes social justice in other university settings.

This pilot study helped me to understand that attempting to create agents of social justice is a complex process. It also made me think about researching an organization in order to examine the process of leadership cultivation. In essence, the pilot study raised many questions: How does one cultivate teacher leaders? How do
the espoused goals match the enacted goals of an organization that attempts to cultivate teacher leadership?

From my own experience, I know the demands of a teacher’s workload and the added responsibility of being a teacher leader as well. My education as a pre-service teacher as well as my professional experience as a teacher has provided me with the skills to succeed as a teacher leader. However, I am curious to investigate what those skills are and how to develop them in an education program in order for pre-service teachers to become successful teacher leaders themselves.

**Research Focus**

My own daily experiences in the elementary school classroom combined with my interactions with university educators bring to light the timeliness and the importance of examining how to cultivate teacher leaders. Combining my experiences with current research on teacher leadership within educational reform and the theoretical perspective of organizational learning, the following research questions emerged:

How does a university’s education department cultivate teacher leadership?

a. What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?

b. How does the program enact its theories about cultivating teacher leadership through its structure and culture?

c. How do students experience and understand teacher leadership and how does their understanding change throughout their stages of their training?
These questions will be addressed through a case study that examines the espoused theories of the University of California, San Diego’s education department by analyzing documents and interviews of faculty members’ belief systems and experiences about leadership. Through faculty interviews, it will be revealed how these theories are enacted in the program’s structure and culture. In addition, students’ experience and understanding of teacher leadership at different stages in their training are examined through student interviews.

**Significance of Study**

There are many important aspects of this study, which contributes to its significance in the literature. First, this study provides a method to analyze various educational programs for the potential of cultivating teacher leaders. By bringing together literature on the theory of action (Argyris & Schon, 1978), the six roles of teacher leadership from Devaney (1987) and the York-Barr and Duke’s (2004) conceptual framework of teacher leadership, this study provides a unique way of analyzing teacher leadership in educational programs. Secondly, this study provides insight into the process of cultivating teacher leaders from undergraduates to graduates from the faculty and students’ perspective. Analyzing the process of cultivating teacher leaders has not been studied with students at this level of their education. Rather the majority of literature focuses on teachers or principals that are already in the educational field. Finally, this study provides a logical flow map that shows the sequence of students’ understanding of teacher leadership as they progress through an education program at a university. This study provides new knowledge on the role of
a university in the teacher leadership puzzle in an undergraduate and graduate program.

Organization of the Dissertation

This chapter began with an introduction to the importance of teacher leadership within educational reform, an overview of my experience, the focus of the study as well as the significance of the study. Chapter Two, Review of Literature, describes the theoretical lens of organizational learning and then uses that lens to review current research on educational reform, teacher leadership, and teacher education programs’ preparation of teacher leaders. Chapter Three, Methodology, will explain in detail the case study methodology used in this study by describing data collection, data analysis and my positionality as the researcher. Chapter Four, Espoused and Enacted Structural Features of Education Studies, begins with a brief overview of University of California, San Diego and the Education Studies Department then examines the espoused and enacted structural features of the program through the courses of the program, program selectivity, networks and the size of the program. Chapter Five, Espoused and Enacted Cultural Features of Education Studies, examines the cultural features of the program through the goal, vision, and the faculty beliefs and experiences surrounding teacher leadership. Chapter Six, Leadership Learned, explains how a student’s idea about teacher leadership changes through time. The chapter discusses how students understand teacher leadership, the various characteristics of teacher leaders, and the roles of teacher leaders. The chapter concludes with a comparison between how the faculty teaches about the roles of
teacher leadership and what the students learned about teacher leadership. Chapter Seven concludes the dissertation by summarizing major findings, making connections to theory and research, and discussing implications for future research and practice and policy.
Chapter 2: Literature Review

In this review of literature, I examine the fields of educational reform, teacher leadership and teacher education programs’ preparation of teacher leaders through an organizational learning perspective. I will first consider the importance of teacher leadership in educational reform. I will then examine the research on developing teacher leaders and describe a framework to analyze teacher leaders. I will then argue that there is much to learn from research on teacher leadership, especially since there is a dearth of research on teacher education programs’ contribution to developing teacher leaders.

An Organizational Learning Perspective

Theories of organizational learning attempt to explain how organizations engage in a range of activities that would be considered learning. The term organizational learning first appeared over 40 years ago by Cangelosi and Dill (1965). Since then it has taken on a unique history of frameworks and new understandings. A broad definition of organization learning is, “a principal means of achieving the strategic renewal of an enterprise” (Crossan, Lane, & White, 1999). However, when delving deeper, it is clear this notion of “strategic renewal” has developed in multiple ways according to the broad and overwhelming research on organizational learning. Tsang (1997) describes the wide range of organizational learning research in terms of work that is either: prescriptive or descriptive. In other words, some researchers view organizational learning as prescriptive (i.e. “How should an organization learn?”), while others view it as descriptive (i.e. “How does an organization learn?”).
Depending on how the researcher is viewing organizational learning, different perspectives about the theory are developed.

There are four commonly understood perspectives about organizational learning: organizational learning as adaptation, organizational learning as assumption sharing, organizational learning as developing knowledge of action-outcome relationships, and organizational learning as institutionalized experience (Shrivastava, 1983). Each of these perspectives is exemplified in the work of researchers who have developed frameworks to explain organizational learning.

The perspective that will be used in this study understands organizational learning as assumption sharing. Argyris and Schon (1978) are the main researchers who attempt to analyze organizations through assumption sharing. Assumption sharing entails understanding organizational learning as a result of shared assumptions or theories and organizational learning only occurs if there is a change in these theories (Shrivastava, 1983). Argyris and Schon’s (1978) definition of organizational learning is below:

Just as individuals are the agents of organizational action, so they are the agents for organizational learning. Organizational learning occurs when individuals, acting from their images and maps, detect a match or mis-match of outcomes to expectation which confirms or disconfirms organizational theory-in-use. In the case of disconfirmation, individuals move from error detection to error correction. Error correction takes the form of inquiry. The learning agents must discover the sources of error—that is, they must attribute error to strategies and assumptions in existing theory-in-use. They must invent new strategies, based on new assumptions, in order to correct error. They must produce those strategies. And they must evaluate and generalize the results of that new action. ‘Error correction’ is shorthand for a complex learning cycle.
But in order for organizational learning to occur, learning agents’ discoveries, inventions, and evaluations must be embedded in organizational memory. They must be encoded in the individual images and the shared maps of organizational theory-in-use from which individual members will subsequently act. If this encoding does not occur, individuals will have learned but the organization will not have done so (Argyris & Schon, 1978, p. 19).

Argyris and Schon (1978) examine organizational learning through an organization’s theory of action. They believe that every organization has a theory of action. The theory of action is what as Argyris and Schon (1978) describe through espoused theory, theory-in-use (enacted theory), and the gaps between the espoused and enacted theories. The espoused theory attempted to be enacted such as the motivation behind the organization and the purpose and overall goals of the organization. The theory-in-use is what is actually enacted in the organization based on understanding from the people in the organization. Examining an organization’s theory of action involves analyzing the gaps between the espoused and enacted theories.

Weick (1979) also discusses theory of action in his book, *The Social Psychology of Organizing*. He focuses primarily on the enacted component of the theory of action, rather than the espoused component. He argues that experience needs to be acted upon in order for the experience to have any meaning. The same experience may differ among people even though they are exposed to the same external stimuli. These experiences create theories that are then enacted, which he defines as a bracketing activity that separates certain stimuli from the main flow of activities, in order to construct a schema of reality. He further explains that enactment
can be several things such as deviation amplifying, which refers to “when enacted elements of reality affect the actions of other parties and induce new waves of enactment” (p.132) or a self-fulfilling prophecy, in which people begin to embody the characteristics used to describe them. This enactment creates the social construction of reality, as people think about it through talking.

Several other researchers have the perspective that organizational learning is a set of sharing assumptions (Mitroff & Emshoff, 1979). For example, Mitroff and Emshoff (1979) attempt to create a method for dealing with organizational problems. In their work, they argue that conflict assumption surfacing and assumption challenging is central to dealing with messy organizational problems. Mitroff and Mason (1981) further developed a methodology to deal with organizational problem solving known as Dialectic Inquiry. Whichever methodology used, it is interesting to note that their ideas about organizational learning again support the idea that all people involved in an organization have their own theories and these theories must be examined in order to understand the organization and how the organization can change. However, both of these methodologies attempt to solve organizational problems, while this study will be analyzing the espoused theory of an organization as well as focusing on surfacing the assumptions and analyzing them in terms of the organization’s enacted theory. The following literature review is researched through the lens of organizational learning in order to understand educational reform, teacher leadership, and teacher education programs’ preparation of teacher leaders.
The Importance of Teacher Leadership within Educational Reform

It is important to focus on teacher leadership and educational reform for many reasons. Stonge’s (2012) new research on the impact of teachers on reform states, “Reform occurs one classroom at a time. When teachers get better, schools get better. Indeed, there is no other formula for school improvement. Why? Because teachers matter most” (p. 4). Olsen and Kirtman (2002) research concurs with Stonge. Olsen and Kirtman (2002) conducted a study of 36 California restructuring schools and found that teachers were the main mediators of reform. In other words, teachers are essential components of the reform process.

York-Barr and Duke (2004) further explain the four reasons to focus on teachers and teacher leadership within reform efforts, including: the benefits of employee participation; leveraging expertise about teaching and learning; providing acknowledgement, opportunities, and rewards for accomplished teachers; and enabling benefits to students. All of these reasons relate to educational reform in particular ways. First and foremost, teacher leadership has several benefits of having employee participation (York-Barr & Duke, 2004). One such benefit is that everyone in the organization would be working together to run it. This collaboration in an organization would gain the employee perspective, which can result in effective decision-making. Thus, teachers would have ownership and commitment of the reform process in making decisions and collaborating with others. As noted in organizational learning, all members working together in an organization can bring about change. Therefore, having engaging broader teacher participation through
teacher leadership is one way to have all members of an organization work to make change.

Another reason teacher leadership is important is because teachers have expertise about teaching and learning (York-Barr & Duke, 2004). Due to their expertise, teachers are critical to the reform process since they know the complexities of the educational world. Teachers’ practical experiences create invaluable insight into reform plans of effective and ineffective strategies in real world educational settings.

The third reason teacher leadership is important is because of the acknowledgement and opportunities that will reward the accomplished teacher (York-Barr & Duke, 2004). A major push for the interest of teacher leadership is to hire, motivate and retain highly qualified teachers. Since the accomplished teacher can be a leader among teachers as well, it provides a place for learning to occur and promotes teachers to be passionate about their work. If teachers are continuously learning how to improve student achievement then it can be argued that reform is continuously happening.

A final reason why teacher leadership is important is that it can create a culture of learning at the school site (York-Barr & Duke, 2004), thereby potentially benefiting student learning. As stated previously, the ultimate goal of educational reform is student learning, thus, teacher leadership can potentially help to provide the conditions to improve student outcomes.
Murphy (2005) adds to the conversation by stating that teacher leadership promotes professionalism and health of a school organization, which in turn fosters classroom and school improvement. If this is the case, then teacher leadership is one way to engage in educational reform since it is promoting the health of an organization in order to improve student learning. Figure 1 displays the relationship of professionalism, school health and classroom and school improvement as proposed by Murphy (2005).

![Figure 1. The Embedded Logic of Teacher Leadership.](image)

In sum, according to Murphy as well as numerous other researchers, teacher leadership is essential to change and improvement in schools since the members of the organization are working together to create the change (Cuban, 2008; Fullan & Hargreaves, 1992; Fullan, Hill & Crevola, 2006; Hargreaves, 1994; Murphy, 2005).
Defining Teacher Leadership

It is difficult to define teacher leadership since it has been an evolving concept within the last few decades (Murphy, 2005; Leithwood & Duke, 1999) and usually tied to a specific purpose. Throughout Murphy’s (2005) research, he broadly defines teacher leadership as a teacher with responsibility, a sense of vision and working towards it. Sintz (2006) defines leadership as a teacher who assumes a leadership role and works outside of the classroom, while either still working in the classroom or the role can take over their regular job. Katzenmeyer and Moller (2001) define teacher leadership as “teachers who are leaders within and beyond the classroom, identify with and contribute to a community of teacher leaders and leaders, and influence others toward improved practice” (p. 9). Silva, Gimbert, and Nolan (2000) take a different approach and attempt to define teacher leadership as a series of three waves. These waves are (1) teachers serving in formal roles, (2) teachers seen as experts in certain curricular areas and (3) understanding that teachers create school culture and the increasing of student achievement requires an organizational learning culture that is supportive and promotes continuous learning. This third wave of teacher leadership defined by Silva, Gimbert and Nolan (2000) to promote educational reform is important when implementing and sustaining reform efforts. York-Barr and Duke (2004) state that this view of teacher leadership focuses on collegial leaders to better instructional practices as well as working at the organizational level to improve the various components of the school culture.
This dissertation will define teacher leadership in terms of educational reforms using Silva, Gimbert and Nolan’s (2000) concept of teacher leadership since it also takes into account the theory of organizational learning. Silva et al. (2000) state that teacher leaders are an essential ingredient when creating a school culture that promotes and supports learning in order to increase student achievement since the members of the organization and teachers, are active participants in the reform process.

Types of Teacher Leadership

In their comprehensive review of literature on teacher leadership, York-Barr and Duke (2004) describe four types of leadership, which may be enacted in educational reform. These four types are within the constructs of formal and informal leaders: participative leadership, leadership as an organizational quality, distributed leadership and parallel leadership. Participative leadership involves teacher leaders taking part in the decision making process in order to support organizational success and be part of the democratic process (Leithwood & Duke, 1999, in York-Barr, & Duke 2004). Leadership is an organizational quality which examines how leadership affects the context in which it is happening and how it is fluid between all roles that are within the organization (Ogawa & Bossert, 1995). Distributed leadership is spread among leaders in formal and informal roles in the context of the school in social as well as situational arenas (Spillane et al., 2001). Finally, parallel leadership is that in which the administrators and teachers work together (Crowther et al., 2002).
While York-Barr and Duke’s typology encompasses most types of teacher leadership that are present in the literature, there are additional types of leadership that they do not discuss, which deserve mentioning: invitational leadership (Fink, 2005), transformational leadership (Bass & Avolio, 1994) and coaching (Joyce & Showers, 1981). Fink defined “Invitational Leadership” as “communicating invitational messages to individuals and groups in order to build and act on shared and evolving visions of enhanced educational experiences for all pupils” (p. 45). In other words, Fink is implying that leadership should not be bestowed upon people, rather it should be seen as inviting people to communicate about educational issues.

Transformational leadership (Bass & Avolio, 1994) is when leaders “stimulate interests among colleagues and followers to view their work from new perspectives, generate awareness of the mission or vision of the team and organization, develop colleagues and followers to higher levels of ability and potential and motivate colleagues and followers to look beyond their own interests toward those that will benefit the group” (p. 2). Transformational leadership has several aspects of it that can be seen in other types of leadership but is worth mentioning due to its overall goal of improving organizational effectiveness.

Another type of leadership is coaching, which is defined by Joyce and Showers (1981) as “a collegial approach to the analysis of teaching for the purpose of integrating mastered skills and strategies into: a curriculum, a set of instructional goals, a time span a personal teaching style” (p. 171). There are many different forms of coaching seen in the literature: challenge coaching, cognitive coaching, collegial
coaching, content-focused coaching, instructional coaching, mentoring, peer consultation, peer coaching, and technical coaching (Killion & Harrison, 2006). These different forms of coaching have different purposes and can be conducted by teacher leaders. For example, Mccollough (2007) studied school standards coaches who were teacher leaders that worked with other teachers at their school and focused on instruction. Mccollough found that these teacher leaders helped to increase teachers’ pedagogical knowledge and student achievement in the current standards-based reform.

Whichever type of leadership is implemented, it is interesting to note that leadership has changed from being a one-person role to including all roles within an organization. This understanding of leadership best aligns with Spillane’s (2005) description of distributed leadership. Spillane (2005) describes leadership practice as a product of the interactions of school leaders, followers, and their situation. The various types of leadership mentioned above, describe the different interactions between members in an organization. This type of leadership builds on organizational learning and the importance of all people in the organization to have a voice in order to implement and sustain reform. The questions that remain are what are the characteristics of these teacher leaders, what tasks do they perform, and what conditions promote teacher leadership?

Conceptual Framework of Teacher Leadership

The York-Barr and Duke (2004) framework of teacher leadership (see Figure 2) helps to conceptualize the complexities of teacher leadership. This framework
provides a starting point for understanding teacher leadership and a building block for using it to integrate the complexities of educational reform. The framework starts by explaining who teacher leaders are, their work and the conditions needed in order to support teacher leaders. All of these components feed into the means of leadership influence. This part of the conceptual framework explains how a teacher leader can influence others. The third part of the conceptual framework is the targets of leadership influence. This component discusses how the leadership is going to be influenced either through individuals, teams or organizational capacity. The fourth part of the conceptual framework is intermediary outcome of teacher leadership. This part examines the outcome of teacher leadership, which directly relates to the final goal of teacher leadership: student learning. Therefore, all of the components of the conceptual framework lead towards student learning.

The next section of this research review will attempt to connect the first three components of the teacher leadership framework with research within the field of educational reform and through the lens of organizational learning. These three components are: teacher leadership characteristics, the work of teacher leaders, and the conditions that support teacher leaders.
Teacher Leadership Characteristics and Educational Reform

Leadership is an important topic in educational reform; thus, I reviewed research on what makes an effective leader in educational reform and then reviewed research about what makes effective teacher leaders. There is extensive research and several hypotheses about what creates an effective leader who promotes educational reform (Fink, 2005; Fullan, 2004; Hargreaves & Fink, 2006; Leader, 2008; Owaje, 2006; Patterson, 2003). It can be assumed that some qualities that make effective leaders are also characteristics that make effective teacher leaders. However, it is important to note that teacher leaders are both teaching and leading while other leaders, such as principals, are primarily leading (York-Barr & Duke, 2004). In addition, it is important to realize that teacher leaders are usually respected teachers.
that are learning-orientated (York-Barr & Duke, 2004). Yulk (2002) found two ways to characterize teacher leadership: personality and motivation. He explains personality traits as: self-confidence, stress tolerance, emotional maturity, integrity and extroversion. The motivational traits he describes are: task and interpersonal needs, achievement orientation, power needs, expectations and self-efficacy. After reviewing the literature four characteristics were apparent in both types of leaders. These four characteristics are: trust, support, interpersonal skills and understanding the “big picture.”

Several other researchers have found that an essential function of the teacher leader – and in fact any leader - is building trust and rapport with colleagues (Fullan, 2004; LeBlanc & Shelton, 1997a; Lieberman et al., 1988a; Sherrill, 1999). It is important for teacher leaders to establish solid relationships as well as work collaboratively in order to influence school culture through these relationships that are built around trust (LeBlanc & Shelton, 1997a; Lieberman et al., 1988a; Sherrill, 1999).

Another area that has been researched about effective leadership and teacher leadership is support. Teacher leaders have their own challenges since they are usually leading their own colleagues. Thus, it is imperative for the teacher leader to have support to and from colleagues in order to promote growth among each other (Lieberman et al., 1988a; Wilson, 1993a). Yarger & Lee (1994) researched teacher leaders and found that they needed to have sensitivity and receptivity to the thoughts and feelings of others as well as have cognitive and affective flexibility since they are in direct contact with colleagues who are teachers as well. A supportive culture
enables teacher leaders to work more effectively.

The third commonality between effective leadership and teacher leaders is interpersonal skills (Hatfield et al., 1994; Lieberman & Miller, 2000; Murphy, 2005; O’Connor & Boles, 1992, Yulk, 2002). Yarger & Lee (1994) researched teacher leaders and found that they were effective in communicating and had good listening skills. In addition, effective teacher leaders were concerned for people’s well being (Yulk, 2002). Another finding was that teacher leaders could handle conflict by negotiating and/or mediating (Yarger & Lee, 1994). Effective teacher leaders had the ability to deal with process and effective group processing skills (Yarger & Lee, 1994). Thus, teacher leaders must have the communication skills to work closely with their colleagues.

As noted above, several researchers have found that the “big picture” is an important element of leadership such as having a vision, goal and/or understanding organizational structures (Fullan, 2004; Hoy & Miskel, 2008; Owoaje, 2006; Patterson, 2003). Patterson (2003) states that effective leadership needs to include bedrock beliefs, perseverance, passion, determination, and a vision. Hoy & Miskel (2008) state that highly motivated leaders have high expectations and are goal driven. Owoaje’s (2006) research on principals in urban k-5 schools coincides with Patterson’s statements. Owoaje’s dissertation examined principals and found that principals needed more than effective practices to close the achievement gap in urban k-5 schools. Owoaje concluded that principals needed to believe that students can be high achieving, have passion for their job, courage to stand up and commitment to
work to ensure the focus stays on student achievement. Owoaje’s research shows how leaders need to keep their focus on their ultimate goal such as student achievement. Other researchers such as Lieberman et al. (1988a) and Acker-Hocevar & Touchton (1999a) researched how teacher leaders have a solid understanding of organizational diagnosis and of the “big picture” issues in an organization. In addition, they found that teacher leaders can envision the broader impact of decisions made by administrators and teachers (Acker-Hocevar & Touchton, 1999a; Lieberman et al., 1988a). Several of Fullan’s (2004) effective components of leadership also relate to the importance of the “big picture.” For example, Fullan states effective leaders should have compelling conceptualization, the right bus (right structure for getting the job done), and capacity building.

In sum, most of the effective leadership traits that are identified in the general leadership literature also appear in the research on teacher leadership, such as the importance of building trust, support, interpersonal skills and understanding of the “big picture.” These leadership characteristics are consistent with organizational learning as they embody being trustworthy and supportive with all members of the organization. In contrast, another leadership style could be a dictatorship, which would not take into account the other members of the organization to promote learning. However, using interpersonal skills and understanding the “big picture” are tools to help the organization learn by involving all members of the organization. Therefore, these characteristics of leadership are necessary for leaders to have when trying to implement educational reform through the theory of organizational learning.
It is important to understand the complex context in which teacher leaders perform their work. Teacher leaders are leaders amidst their own colleagues. Thus, they need to be acutely aware of how to be an effective leader in order to create a culture of trust and support rather than fear and disdain. Context will be examined further in this chapter, but first, it is important to analyze the work of teacher leaders.

**The Work of Teacher Leaders and Educational Reform**

Research suggests that the work of teacher leaders are varied across grade levels, school sites and informal versus formal roles (Day & Harris, 2003; Murphy, 2005; York-Barr & Duke, 2004). Day and Harris (2003) describe four dimensions of a teacher leadership role, which are: the brokering role, the participative leadership role, the mediating role, and the forming close relationships role. Each of these roles has their own responsibilities such as the brokering role, which translates the principles of school improvements into classroom practice. In addition, other researchers such as Katzenmeyer and Moller (2001) and Lord and Miller (2000) describe the other roles and responsibilities of teacher leaders. Overall, they discuss that these roles can be seen as leadership of students or teachers, leadership of operational tasks, leadership through decision-making. Murphy (2005) adds to the conversation by stating that teacher leaders’ work also varies when teacher leaders are involved with other teacher colleagues and/or to facilitate school improvement. He provides specific examples such as engaging in curriculum development, providing support to colleagues, providing resources for the school and working with personnel issues. Teacher leaders may also engage in efforts to increase parent and community
involvement, providing contributions to the profession, and/or becoming involved in pre-service teacher education (York-Barr & Duke, 2004). This diversity of tasks connects with educational reform because often the reform goals are varied, as well as the strategies of the reform.

Although organizational learning involves all members of an organization in order to determine whether or not the organization is learning, it is interesting to note that not all members are involved in the same way in the change process. This is what Murphy (2005) and York-Barr and Duke (2004) refer to when they both emphasize that the teacher leaders work depends on the educational reform being implemented. Different members of the organization are involved in various ways depending on the work that is needed. Teacher leaders are part of the organizational learning but take on various roles in the reform process depending on the needs of the organization.

**The Conditions that Influence Teacher Leadership and Educational Reform**

There are several contextual features within schools that influence teacher leadership (York-Barr & Duke, 2004). These include, but are not limited to, the roles and relationships of individuals, the organizational structure of schools and the culture of the school. These features relate and overlap with each other since the work of teaching combines all of the categories in one way or another. In addition, all of these features are important in the creation and implementation of educational reform, which relates to the theory of organizational learning since the relationships and roles in the organization will either help or hinder the learning of the organization.

Bryk and Schneider (2002) studied the roles and relationships within schools.
They researched twelve elementary schools through in-depth interviews with the principals, teachers, parents and community leaders. They claim that a school’s network of sustained relationships and relational trust is the key to school improvement. In making this claim, Bryk and Schneider argue that the quality of social relations in organizations make the difference on how they function.

There are several levels of teacher leadership relationships within a school context such as teacher leaders and their colleagues as well as teacher leaders and their principal. Of these relationships, role expectations seem to be the most important influencing factor since expectations are at the core of any relationship. Another crucial relationship for teacher leaders is with their principal. The principal can either make or break teacher leaders since it is with the support of principals that teacher leaders flourish or disintegrate (Crowther et al. 2002). York-Barr and Duke (2004) conclude that although teacher leader and principal relationships are essential, these relationships are rarely fostered. These roles and relationships are conditions that promote not only teacher leadership but also are essential components of educational reform.

The second condition of teacher leadership is the organizational structure of the educational system and school site practices. Leithwood and Riehl (2003) define organizational structure as the skeletal framework within which people carry out their work. They further explain different factors that are included in structure of an organization. These factors are: how tasks are assigned and performed, use of time and pace, acquisition and allocation of equipment, supplies and other resources and all
the routine operating procedures of the school. Leithwood and Riehl (2003) explain that effective leaders create structural changes that create positive conditions for learning and teaching.

Teaching has been an isolated activity within a classroom and until these structural changes occur, it is hard to promote teacher leadership (Yarger & Lee, 1994). The idea of teacher leadership pushes against the typical individualistic norms of the teaching profession and classic power relationships in jobs since it is pushing towards collaborations and joint decision-making (Yarger & Lee, 1994). Therefore, successful teacher leadership is dependent on the cooperation and interaction among all leaders and colleagues since teacher leadership goes against the professional norm of “egalitarianism.” Teacher leaders are operating in different professional space from their colleagues, which creates new roles and power positions (Lord & Miller, 2000). Another challenge is the lack of rewards systems provided to teacher leaders, thus making teacher leadership an extra commitment (Little, 1988).

The third condition that influences teacher leadership and educational reform is school culture. Numerous prior studies have discussed the influence of context and school culture on educational reform efforts (Bryk & Schneider, 2002; Crowther et al., 2002; Hargreaves, 1994; Hargreaves, 2003; Hart, 1994; Little, 1988; Smylie & Denny, 1990; Yarger & Lee, 1994). Hoy and Miskel (2008) describe culture as the norms, shared beliefs, rituals, and assumptions of an organization. Much of Hargreaves’ work (1994, 2003) uses interviews with teachers to explain how the nature of the teaching profession and how it has evolved shapes teachers’ responses to educational change
efforts. He also addresses school culture and developed a typology of four idealized school cultures (1999). These four types are: ‘hothouse’, high in control and cohesion, ‘formal’ high in control and low in cohesion, ‘welfarist’ low in social control and high in social cohesion and ‘survivalist’ low in social control and social cohesion.

Hargreaves explains how by identifying culture, deciding the way a school culture should move and arranging and implementing a plan to get there are the key components to consider for school reform.

Hart (1994) also investigated the relationship of school culture and context. He studied two middle schools in the same district that implemented a teacher career ladder program and found startling differences due to the school culture. He concluded,

No matter how carefully planned or how thoughtfully integrated with good instructional practice, the new work design for teachers in the comparative case analysis ultimately was shaped within each school and, in terms of individual roles, nested in that school. This suggests that much thought to the particular function of teacher leadership in each unique context is warranted (p. 495).

This study shows how the school culture is an essential component in which teacher leadership is nested as well as its importance within the larger context of reforms such as the case of career ladders.

Similarly, Deal (1985) describes eight important factors that promote strong cultures within effective schools. For example, three of these eight factors are shared values, distinctive rituals, and widespread participation in cultural rituals. Deal argues that these factors need to be embodied by all members of the organization. These cultural factors in effective schools are important to foster in order to bring about
educational reform through effective leadership.

Each of these conditions-- the roles and relationships of individuals, the prevailing structure of schools, and the culture of schools-- can promote or hinder organizational learning depending on the members’ theory about these conditions. These conditions are not only those that promote teacher leadership but are the same conditions that promote organizational learning. Argyris and Schon (1978) argue that in order for the organization to learn, the members of the organization detect a mismatch between the theories in use. Next, the members must work to correct this mismatch in order to have shared ideas about the organization. Members of an organization will not detect mismatch in their organization and try to correct it if there are not effective roles and relationships, structure or culture that supports this type of thinking. All members of the organization, including teacher leaders, must learn how to detect a mismatch between the theories in use and work together to try to correct them in order for the organization will not learn. Therefore, the conditions to promote teacher leadership are the same conditions that will promote organizational learning: a focus on roles and relationships and the structure and culture of organizations.

As this review reveals, the concept of teacher leadership is not new but the various roles and leadership functions that teachers hold are now changing (Smylie & Denny, 1990). One possible cause for change in teacher leadership is the understanding of organizational learning and that positions at all levels in the organization promote reform. It is imperative to examine how teachers are being prepared for these changing roles. The place where teachers first become prepared for
teaching, and perhaps also teacher leadership, is within teacher education programs. I will now provide a brief overview of the role teacher education programs play in preparing teacher leaders.

**Teacher Education Programs Preparing Teacher Leaders**

Traditionally, teacher leaders were educated as leaders by simply taking on a new leadership role and learning by doing. However, due to the changing role and definition of teacher leadership, one can no longer assume that new teachers are qualified to take on these roles without some type of support from teacher education programs. Even twenty years ago, Murphy (1990) stated that teachers needed to be prepared for work in restructured schools. He suggested that teachers should have more understanding about organizational learning, human relations and the politics of education. He further implied that new teachers needed to understand the complexities of organizational functions in order to influence organizational operations. However, it is not clear that we have made much progress in these areas since the 1980s. Perhaps the reason is that the focus of school reform in the eighties was decentralization and restructuring, thus it was a lively time for research in this area. In recent years, reform agendas have shifted towards centralization of decision-making and there is a paucity of research on how teachers are being prepared for leadership during their pre-service educational careers.

There is little research demonstrating whether or not various pre-service programs are effective in producing teacher leaders. However, there is one recent research study conducted by Leeper, Tonneson and Williams (2010) that focused on
pre-service elementary education graduate students’ perception of teacher leadership and how their coursework fostered their perceptions. They found that participants had views of leadership that entailed teacher leaders sharing knowledge and materials with colleagues, building relationships with peers and parents, knowing their subject matter, and seeking ways to improve their teaching. However, they found that the participants had difficulty explaining where in their coursework they learned about teacher leadership besides indicating that working in groups helped to develop some leadership skills. The study focuses primarily on the students’ perceptions; it does not include the perceptions of faculty or investigate the program’s structural and cultural features that might aid in creating effective teacher leaders.

The field offers some guidance on how such a program might be created to cultivate teacher leaders. Oakes and Lipton’s (1998) book, *Teaching to Change the World*, demonstrates how teacher education programs should embody rigorous preparation and the highest professional aspirations for becoming a teacher. In envisioning the goals of such a program, Oakes and Lipton argue teachers should be prepared to be highly competent in the classroom, lifelong education reformers, and education leaders and partners with students and families.

Oakes and Lipton’s argument became a reality at UCLA, when she led the revamping of the university’s teacher education program over a decade ago. The UCLA Teacher Education Program, now housed with UCLA’s Center X, works on developing teacher leaders of social justice in urban education. The goals of the program are to build on the strengths of urban communities, teach them how to
become change agents and join in the profession through various professional groups (Quartz, 2003). Some of these professional groups within Center X include: urban educator networks, teaching to change LA, CA Subject Matter Projects, and National Board of Professional Teaching Standards (Quartz, 2003). Center X aims to serve as the intersection between research and practice for both pre-service and in-service teachers.

Places like Center X that focus on producing teacher leaders as social justice change agents across the teacher career span are few and far between. The majority of programs for developing teacher leaders seem to relate more to people who are currently teachers rather than pre-service teachers (Rogus, 1988; Zimpher, 1988). The programs that are explicit in developing teacher leaders have explicit goals for this purpose. For example, Rogus (1988) created a framework for conceptualizing teacher leader program outcomes. He offered two categories: process focus-leadership and content focus-school improvement and teacher effectiveness. On the other hand, Zimpher (1988) describes the explication of knowledge domains for teacher leaders such as local district needs, interpersonal and adult development, classroom processes and school effectiveness, instructional supervision, observation and conferencing, a disposition toward inquiry. For each of these domains, Zimpher explains her rationale and focus as well as different activities to practice the specified focus. Since there is not research on explicit programs, it is important to think about these programs above as a lens to view what skills a pre-service teacher education program might incorporate to cultivate teacher leaders.
Teacher leaders need different skills in order to become successful leaders. Horton, Green and Duncan (2009) used the Southern Regional Education Board (SREB)’s Critical Success Factors (e.g. focusing on student achievement, creating a caring environment, initiating and managing change) as a way to study the teacher development leaders. While their study focused mainly on principals, they did find that SREB’s Critical Success Factors were valuable in proving a framework for the preparation and development of teacher leaders.

Lieberman, Saxl, and Miles (1988) researched teachers who were leaders and found out that they needed 18 skills in order to be a successful teacher leader such as rapport building, organizational diagnosis, dealing with the change process, finding and using resources, managing leadership work, and building skills and confidence in others. These researchers suggest that these types of skills should be taught early and in manageable modules. Even though they believe it is important to teach these leadership skills to teachers, they did not specifically mention teaching them during a pre-service educational program. Instead, they simply mention teaching them in a program for teachers.

In her classic report, The Lead Teacher: Ways to Begin, Devaney (1987) explains the various ways to create lead teachers. She begins her report by examining what teachers want in their work lives and what they need in their work places. She then explains the design for specifications for lead teacher positions. She concludes her report by examining what else needs to happen in order to create teacher leaders. Devaney (1987) lists six different roles that teachers may be asked to participate in as
teacher leaders. She uses these roles as a starting point for program organizers to plan ways to develop leadership skills. Gehrke (1991) states that these six roles can be used as an organizer for descriptive reports on programs to develop teacher leadership. These six roles are:

1. Continuing to teach and improve one’s own teaching
2. Organizing and leading peer reviews of school practice
3. Providing curriculum development knowledge
4. Participating in school-level decision making
5. Leading in-service education and assisting other teachers
6. Participating in the performance evaluation of teachers

Although this list presents a traditional view of teacher leadership, these roles provide insight into how to structure programs that create teacher leaders. Several teacher education programs include one or more of these roles to foster the development of teacher leaders in their program. Gehrke (1991) examined various programs through the lens of Devaney’s teacher leadership roles. She found that several programs focus on certain roles but none of the programs touched upon all of the teacher leadership roles.

The first role, continuing to teach and improve one’s own teaching, surrounds teaching expertise in subject matter knowledge. Maeroff (1988) examined several programs that strived for teacher empowerment to help raise the teachers’ status, subject-matter knowledge and decision-making skills. Based on Maeroff findings,
programs that enable students to set their own goals and act as professionals help them become empowered in their role as a teacher and in turn, teacher leader.

An example of aiming to teach pre-service students how to organize and lead peer reviews of school practice (role two) is through action research. Gore and Zeichner (1991) discusses action research and reflective teaching in pre-service teacher education programs. They argue that it is one way to promote social justice and equity among pre-service teachers to help them become ready to be reflective in their teaching and working with others. In addition, there are numerous articles about action research in pre-service teaching programs that are collaborative, reflective and student led (Pine, 1986, Price and Valli, 2005). Another program that has employed action research with pre-service teachers is the Puget Sound Educational Consortium. The Puget Sound Educational Consortium consists of 11 different school districts and the University of Washington who partnered together to create a collaborative relationship based on action research in order to help develop research questions that would promote educational change.

Kahne and Westheimer (2000) examine how student teachers develop curriculum knowledge (role three). They researched the Experiential Curricula Project (ECP) and how students worked toward pedagogy of collective action, collective reflection and teacher leadership. The program consisted of two terms in which the students collectively generated theory from their individual experience, collectively developed and implemented curriculum projects, and collectively and individually reflected. Their argument was that in order for teachers to be able to work
collaboratively, student teachers needed to be able to experience and learn what meaningful collective work is like through developing their own curriculum.

The fourth role, participating in school-level decision making, was difficult to find in any research with reference to pre-service teachers. However, there were numerous references to Professional Development Schools (PDS). Holmes (1990) describes how PDS schools, link schools and universities, to promote teacher preparation, professional development and school innovation and inquiry. In these schools, student teachers are able to be a part of the school-level decision making processes and understand how the school organization is organized. In the National Association of Professional Development Schools article (2008), the executive council and board states that, “the PDS relationship should be all-inclusive in its promotion of professional growth across the continuum of pre-service teacher candidates, in-service educators, and college/university faculty and administrators” (p. 3). This means that a mission of PDS schools is to provide professional growth in multiple ways for all participants at PDS schools (NAPDS, 2008).

Leading in-service education and assisting other teachers is the fifth role described by Devaney (1987) and there is little research that pertains directly to pre-service teaching. Rather, it lent itself to various programs that helped teachers learn how to be a peer coach (Joyce & Showers, 1982), a cognitive coaching program (Raney & Robbins, 1989) or induction programs (Hilton, Kuehnle, School, and Zimpher, 1988). The sixth role, participating in the performance evaluation of teachers, is again focused more on teachers in the field rather than pre-service
teachers. One example of a program is the Ohio teacher leader program (Anderson & Shannon, 1988). Another example that is becoming more popular is teacher leaders using video to evaluate other teachers teaching as well as their own teaching through video ethnographies or multimedia essays (Chan & Harris, 2005; Pea, 2002; Preston, 2005). Chan and Harris (2005) showed that video ethnographies help teachers develop their own teacher cognition through understanding their cognitive processes. Based on this research, video ethnographies may become a form of evaluation that teacher leaders use to evaluate the performance of other teachers.

Overall, there is a dearth of research on how teacher education programs may develop teacher leaders. In general, there is more research about programs for principals or teachers in the field and how to develop their abilities to be teacher leaders. The majority of programs mentioned above are not effectively evaluated to determine the success of creating teacher leaders. Therefore, using an organizational learning lens to examine whether or not a teacher education program cultivates teacher leaders by investigating the espoused and enacted theories, would be beneficial in order to further the research on not only teacher education programs but also reform in general.
Chapter 3: Methodology

This chapter will present the methodology used for this study. I begin by restating the purpose and research questions for the study. Then I explain the rationale for using a case study design and the context for the study. Next, I discuss the two primary sources of data collected: documents and interviews with faculty and students in the education department at the University of California, San Diego. I explain the four ways the data was analyzed: memoing, pattern-matching, coding and analyzing transcripts, and a logic model. The chapter concludes with a brief description of my positionality as a researcher.

Purpose of the Study and Research Questions

To reiterate, using a theoretical lens of organizational learning, this study uses case study methods to examine the cultivation of teacher leaders at various stages of their training in a teacher education program at a university. The study examines the program’s espoused theories about leadership, how those theories are enacted and how they are experienced by students. To restate, the main research question and sub-questions guiding the proposed study are:

How does a university’s education department cultivate teacher leadership?

a. What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?

b. How does the program enact its theories about cultivating teacher leadership through its structure and culture?
c. How do students experience and understand teacher leadership and how does their understanding change throughout their stages of their training?

Case Study Design

Case study methods were chosen for this study because it allowed for the examination of a phenomenon within its real life context (Yin, 2008). It is an appropriate method to use when the researcher does not wish to have control over the events, but rather wants to investigate them as they are occurring in real life. Yin also suggests that, “the case study method is best applied when research addresses descriptive or explanatory questions and aims to produce a firsthand understanding of people and events” (p. 112). This study attempted to address descriptive questions such as, “How does a major university education department cultivate teacher leaders?” This study tried to examine not only the components of the program but also describe how the program shapes the students conception of teacher leadership at different stages of their development. Moreover, each of the research questions in this study is descriptive and seeking to answer how or why questions, while in keeping with the tenets of case study research.

Case Study Site: University of California, San Diego

The Education Studies Department (EDS) at the University of California, San Diego (UCSD) offers multiple undergraduate and graduate programs. The specific programs that this case study will focus on are the programs, which students enroll in order to become an elementary school teacher through the Master of Education (M.Ed.) degree/Multiple Subject Credential Program. The M.Ed./Multiple Subject
Credential program has four distinguishing features: a focus on equitable educational practices, emphasis on the application of information technology and research-based practice, preparation of teachers as reflective practitioners, and preparation of new teachers to understand the process and standards associated with National Board of Professional Teaching Standards Certification (http://www-tep.ucsd.edu/graduate/grad-multi.shtml, 2011).

The M.Ed./Multiple Subject Credential Program at UCSD is a 13-month program that entails Educational Foundations coursework, Professional Preparation coursework, and the preparation of a Teaching Performance Assessment Portfolio. “Students complete the Educational Foundations courses in an intensive summer session, and the Professional coursework in the remaining ten months (September through July) receiving the Master of Education degree and Teaching Credential” (http://www-tep.ucsd.edu/graduate/grad-multi.shtml#about, 2011).

EDS also develops a pipeline of future educators through its undergraduate minor. At UCSD, undergraduates can opt to have an education minor in which they meet the prerequisites for the Master of Education degree/Credential program (http://www-tep.ucsd.edu/undergraduate/General%20Minor%20Option%202.pdf, 2011). Students enrolled in one of several EDS Minors take a combination of foundational content and fieldwork courses. The two minor classes that this study focuses on are the mentoring and tutoring classes that undergraduate students enroll in to complete their education minor for applying to the M.Ed./multiple subject elementary teaching credential.
During this education minor, students receive pre-service training through an organization called Partners at Learning (PAL). This organization uses a “social justice approach” to university service learning in PreK-12 Communities (http://eds.ucsd.edu/undergraduate/pal.shtml/, 2009). The three goals for PAL are: provide college role models to preK-12 students, inspire preK-12 students to pursue lifelong learning and a college education, and help university students experience issues of equity and education (PAL brochure, 2009). Another implicit role of the PAL program is to introduce the career of teaching to students at UCSD in an introductory fashion. Due to this experience, students have time to develop their ideas of teacher leadership, which makes it an interesting case to study.

**Data Collection**

Yin (2008) discusses that when collecting case study data, the main idea is to “triangulate” or establish converging lines of evidence to make your findings as robust as possible. Case studies should contain multiple sources of data such as documents, archival records, interviews, direct observations, participant observation and/or physical artifacts. This study used two primary data sources: documents and interviews. These data sources are described in more detail below.

Since the purpose of this research was to examine the program components of the UCSD education department and how it cultivates teacher leaders, the first step was to collect artifacts about the program such as their website, syllabi, mission statement, etc. The second step was to interview faculty within the teacher education program to understand what they view as teacher leadership and what it entails to
produce teacher leaders. Interviewing faculty provided insight into the faculty’s own belief systems and experiences about their view on cultivating leadership. The third step was to interview students at the various stages of their educational development in the teacher education program to understand their conception of the teacher leaders. In order to complete those steps, I engaged in three primary data collection activities, which helped to triangulate my data findings.

**Activity One: Collection of Artifacts.** I collected various artifacts from the UCSD teacher education program. These artifacts included program website, program brochures, program assessment, biennial report and course syllabi (see Table 1 below). These artifacts helped answer the question: What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders? Artifacts were used in order to ascertain an overview of the program components and how these program components relate or do not relate to cultivating teacher leaders. In addition, these artifacts helped to provide an espoused theory of action of how the EDS program attempts to create teacher leaders.
### Table 1. UCSD Artifacts.

<table>
<thead>
<tr>
<th>UCSD Artifacts</th>
<th>Use of Artifact</th>
</tr>
</thead>
<tbody>
<tr>
<td>- EDS Website</td>
<td>- Examined all web pages of the department to find general information, goals, vision and coursework</td>
</tr>
<tr>
<td>- Report Card of EDS Department</td>
<td>- Investigated how EDS compared with other college education programs</td>
</tr>
<tr>
<td>- Handbooks for Multiple Subject Program</td>
<td>- Found application requirements, coursework outlines and faculty descriptions</td>
</tr>
</tbody>
</table>
| - Syllabi of classes  
  - PAL courses mentor  
  - 128a/b  
  - Multiple Subject Syllabi | - Explored objectives, assignments, projects and readings of the courses |
| - Biennial Report of Department | - Helped to determine how the EDS program is structured |
| - PAL Brochures | - Provided an overview of the PAL courses and PAL program goals |
| - Demographics of classes:  
  - PAL classes  
  - 128a/b classes  
  - Multiple Subject Classes | - Discovered the gender and ethnicities of EDS students |
| - UCSD U.S. News Ranking | - Gathered general information about the UCSD campus |
| - Washington Monthly College Ranking | - Gathered general information about the UCSD campus |
| - History and Development of the Teacher Education Program UCSD | - Explored the history of EDS and how it developed over time |
| - Masters of Education Proposal | - Explored the history of EDS and how it developed over time |
**Activity Two: Interviews with Faculty.** There are approximately 20 full-time faculty members who are appointed to teach EDS students (UCSD: Education Studies, Student Handbook, 2010-2011). The “faculty brings a wide variety of teaching, leadership, and disciplinary backgrounds to their work at EDS [and]... share a commitment in providing excellent teaching to our students, supporting equity and diversity and engaging in rigorous inquiry into the most pressing educational issues of the 21st century” (http://eds.ucsd.edu/about/index.shtml, 2011). Even though, there are 20 faculty members in EDS, there are only eight instructors for the M.Ed./Multiple Subject Credential Program. Of those eight instructors, two of them also teach the Introduction to Academic Mentoring of Elementary School Students (EDS 130/139) and the Introduction to Teaching and Learning: Elementary (128A/B) that are part of the undergraduate minor in education. In addition, one of the eight instructors does not teach any of the courses for the M.Ed. program but rather is the program coordinator, and two of the other eight only teach one of the courses of study for the program and are not supervisors for the credential students.

In order to choose the faculty participants, I analyzed the different syllabi for the Education Minor and the M.Ed./Multiple Subject Credential Program courses and choose to interview five instructors because they were a representative sample of the faculty for the M.Ed./Multiple Subject Credential Program. The five multiple subject faculty participants are the professors who teach the various Education Minor courses and/or the methodology courses for the M.Ed./multiple subject credential program.
These five faculty members have different foci and expertise, see Table 2 (UCSD: Education Studies, Student Handbook, 2010-2011).

**Table 2. Faculty Members and their Expertise.**

<table>
<thead>
<tr>
<th>Faculty Member 1</th>
<th>Faculty Member 2</th>
<th>Faculty Member 3</th>
<th>Faculty Member 4</th>
<th>Faculty Member 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education, Deaf Education, Supervisor</td>
<td>Elementary Science and Mathematics Education, Supervisor</td>
<td>Elementary Mathematics and Reading Education</td>
<td>Elementary Reading Language Arts Education, Supervisor</td>
<td>Bilingual Elementary Education, Supervisor</td>
</tr>
</tbody>
</table>

Interviews with the program faculty helped answer several of the research questions. The first research question that the faculty interviews helped to answer was, “What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?” These interviews included questions about the focus of the multiple subject teacher education program, the components of the program and their perception of the program (see Appendix III). The interviews were used to continue to build the espoused theory of action for the EDS department attempts to create teacher leaders.

During these interviews, I also attempted to find out how the faculty’s own belief systems and experience shape how they cultivate leadership. To answer this, I developed several questions, which I used in the interview surrounding their beliefs and experiences about leadership. These questions helped to examine the faculty beliefs behind the programs espoused theory of action for teacher leadership.
In addition, to using the faculty interviews to answer the espoused theories of the program, I also used the interviews to help examine the enacted theories of the program. Throughout the interviews, the faculty members gave specific strategies and examples of how they cultivate teacher leadership in their classrooms and throughout the program. These answers were analyzed in order to attempt to answer the question, “How does the program enact its theories about cultivating teacher leadership through its structure and culture?” By using these interviews to understand what the faculty was enacting, it was then imperative to investigate the students’ perceptions about the cultivation of teacher leadership. In this way, I could examine if there were any gaps between the espoused and enacted theory of action in the education program at UCSD.

Activity Three: Interviews with Students. I interviewed 30 students in different stages of their elementary teaching educational career in the education department. The data from these interviews form the bulk of this study. This was a cross-sectional study in that different groups of students were studied at the same time points (Ho, O’Farrell, Hong & You, 2006). Different students stand in for others depending on where they are in the different stages of their educational coursework in order to understand the cultivation of teacher leadership over time. These different stages were determined based on the sequence of classes for the education studies minor. I interviewed 10 students that are in the Partners at Learning program as elementary mentors, 10 students in the education minor as elementary tutors, 10 multiple subject teacher candidates in the Masters of Education and elementary (multiple subjects) credential program.
To select my participants, I presented my study in the various classes that potential participants attended such as the elementary mentor class, the elementary tutoring class and one of the multiple subject credential program classes. The participants were then selected based on certain criteria that they voluntarily filled out on a form after my presentation. The form asked students to sign up if they were interested in participating in the study, to check off if they were planning on or if they had taken the elementary mentoring class, the elementary tutoring class and/or the multiple subject/M.Ed. program. This form helped to find participants that met my criteria. The criteria were that they completed the previous sequence of classes or were planning on completing the sequence of classes for elementary school teaching. For example, the participants that were multiple subject teacher candidates must have completed the elementary mentoring and the elementary tutoring courses in order to be chosen as a participant in my study. I wanted to make sure that the participants were part or planning on being a part of the elementary teaching pipeline in EDS.

Once I had a group of participants that fit the criteria, I randomly selected up to 10 students in each of the focused classes. I attempted to match the same gender demographic information from that of the overall program (see Table 3).

### Table 3. Gender Demographics of Program Versus Participants.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Overall Program</th>
<th>Study Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Mentors</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>Tutors</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>Student Teachers</td>
<td>9</td>
<td>33</td>
</tr>
</tbody>
</table>
As shown in the table above, the program has a ratio of 4 male to 15 female mentors. The participant ratio for mentors in the study is 4 males to 16 females. This means that the gender demographics for the mentors of the program and my study are relatively the same. For the tutors, the overall ratio of males and females are 1 to 15. I have a 1 to 9 ratio of males and females for my study, which is the closest I can get to the program ratio. There is a 3 to 11 ratio for student teacher males and females in the program and the student teacher participants in the study are a 1 to 9 ratio, which are less males than the overall program. This was due to the limited response from student teacher males to participate in the study. Generally, the overall study sample does represent the gender breakdown of the full population of students in the program.

I was also interested in attempting to have a sample that represented the ethnicities of the specific courses as well. The first row in Table 4 shows the percentage of UCSD student ethnicities. The following two rows represent the ethnicities in the targeted courses of my study: mentors and student teachers. I was not able to collect data on tutor ethnicities. The last row displays the different ethnicities of my student sample. As seen in the table below, the student participants in my study represent a smaller sample of Asian students. However, three of the participants ethnicities were not listed, which might help make up the difference of Asian students in my study. Overall my student sample represents the ethnicities of students in the targeted EDS courses.
Table 4. Ethnicities of Student Sample.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>White</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Bi-Racial</th>
<th>African American</th>
<th>East Indian</th>
<th>American Indian</th>
<th>Not Listed Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD Percent</td>
<td>24%</td>
<td>44%</td>
<td>12%</td>
<td>-</td>
<td>2%</td>
<td>-</td>
<td>&lt;1%</td>
<td>9%</td>
</tr>
<tr>
<td>Mentors</td>
<td>15</td>
<td>34</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Student Teacher</td>
<td>8</td>
<td>17</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Student Sample</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

After selecting my participants, I scheduled interviews with them during a convenient time. The interviews took anywhere from 45 minutes to 1 hour. The interviews included questions about their understanding of teacher leaders in education and how they formed these understandings (see Appendix II). The interviews helped to answer the question, “How do students’ experience and understand teacher leadership and how does their understanding change throughout their stages of their training?” In addition, these interviews were used to examine whether there were any gaps between the espoused and the enacted Theory of Action of the EDS program in attempt to cultivate teacher leaders.

In sum, Table 5 shows the participants and the number of participants for the study.

Table 5. Participants.

<table>
<thead>
<tr>
<th>Participants</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors in PAL</td>
<td>10</td>
</tr>
<tr>
<td>Tutors in PAL</td>
<td>10</td>
</tr>
<tr>
<td>Pre-Service Teachers in Multiple-Subject Elementary Credential Program</td>
<td>10</td>
</tr>
<tr>
<td>Faculty of Multiple-Subject Elementary Credential Program</td>
<td>5</td>
</tr>
</tbody>
</table>
Data Analysis

The three different data sources were analyzed in various ways to answer the overall research questions. Yin (2008) states that case study analysis can rely on several techniques whose use might even be anticipated during the initial design of the case study. Therefore, I used four different techniques of analysis. I used memoing, pattern-matching of documents, coding and analyzing transcripts through HyperResearch, and a logic model to hypothesize the sequence of events that should occur over time. The analysis is presented throughout the case study, as I gradually build an argument that addresses my research questions (Yin, 2008).

Throughout the entire data analysis process I used memoing. Glaser (1978) defines memoing as “the theorizing write-up of ideas about codes and their relationships as they strike the analyst while coding…it can be a sentence, a paragraph or a few pages…it exhausts the analyst’s momentary ideation based on data with perhaps a little conceptual elaboration” (p. 83-84). Although Glaser (1978) states that memoing is primarily done during coding, I performed memoing throughout the entire data analysis process. Miles and Huberman (1994) add that memoing is conceptual and ties together data to a general concept. In order to keep track of my memos, I used a journal, which included all of my codes, themes, and overall ideas of my study. 

Miles and Huberman (1994) remind us that memoing should have priority throughout the entire process and should begin as soon as the field data starts coming in and continue right up to the final production of the report. Although I did not begin my
memoing journal at the very beginning of data collection, I did start it at the beginning of data analysis and continued to use it until the end of my project. Miles and Huberman (1994) also mention that memos should be sortable and all about ideas. I have ripped out, taped and moved around different pages of my memoing journal. Also, I wrote down ideas, connections, and created a timeline throughout my memoing journal. The other types of analysis, pattern-matching, coding and analyzing and a logic model were enhanced by memoing and kept in my memoing journal as well.

I used the pattern-matching technique for two sets of data collection: faculty interviews and documents in order to attempt to answer the question, “How does the program enact its theories about cultivating teacher leadership through its structure and culture?” I used the pattern-matching technique when I was analyzing the faculty interviews. The pattern-matching technique is an analytical technique where the collected evidence is analyzed against the initial stipulated pattern (Yin, 2008). The pattern that I looked for initially was the six different roles that teacher leaders may have in the field (Devaney, 1987) and whether these matched the various faculty interviews and documents from the EDS program. These roles are:

1. Continuing to teach and improve one’s own teaching
2. Organizing and leading peer reviews of school practice
3. Providing curriculum development knowledge
4. Participating in school-level decision making
5. Leading in-service education and assisting other teachers
6. Participating in the performance evaluation of teachers
In order to analyze using the pattern-matching technique, I color coded each of the six roles and then went through each of the faculty interviews and documents and highlighted quotes or various sections that matched the roles. I kept track of each of the different highlights in my memoing journal and organized them in my journal based on the six roles. For example in one of the syllabi, I found “plan and effectively execute learning for math, science, language arts, social studies and art” (Allen et al., 2009), which I matched to the role of “providing curriculum development knowledge.” I continued this process for all of the faculty interviews and documents that I collected. I was also open to the possibility of uncovering roles that are not included in the Devaney list, such as becoming an agent of social change or partnering with parents and the community. The documents collected from the teacher education program were analyzed through a pattern-matching technique as well. I analyzed whether or not Devaney’s six roles of teacher leaders in the field were discussed in the documents. As with the faculty interviews, I was open to other patterns that emerged. Two patterns emerged when analyzing the documents, which were the structural and cultural features of EDS.

I used the structural and cultural features that emerged from the EDS documents to describe the espoused organizational design. Four structural features were found and analyzed in relation to the cultivation of teacher leadership. These structural features were: its courses and the pipeline experience of EDS students, program selectivity, networks and size. The cultural features analyzed were: the goal of EDS and the vision. I used the structural and cultural features of the documents to
examine the espoused theory of action of the EDS department and how it assists in cultivating teacher leaders. By doing this analysis, I was able to answer the question: What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders? I used the structural and cultural features found in the documents to compare with the enacted structural and cultural features in order to answer, “How does the program enact its theories about cultivating teacher leadership through its structure and culture?” As previously mentioned, pattern-matching coding was also used to help answer this question. In addition, this question was answered through faculty interviews that were examined through coding and analyzing transcripts.

The third technique of data analysis was coding and analyzing transcripts through HyperResearch. A professional transcriber transcribed all interviews verbatim. When the interview was transcribed, I listened to the interview and followed the transcription, making notes, and wrote an overall impression about the interview. I then imported the transcript into HyperResearch to code it for patterns. When I imported the transcript into HyperResearch, I created two different studies based on the participant groups. One of my studies in HyperResearch was student participants, and that study was broken into 30 cases. Each of participants had there own case labeled as mentors, tutors, student teachers with an identifying number. The other study in HyperResearch was faculty participants. Each of the faculty participants had their own case as well.
Miles and Huberman (1994) suggest beginning coding with a “provisional ‘start list’ of codes…that list comes from conceptual framework, list of research questions, hypotheses, problem areas, and/or key variables that the researcher brings to the study” (p. 58). The majority of my beginning codes related to my interview and research questions. Some of my beginning codes for the student participants were: work with kids, becoming a teacher, career goals, teacher mean to you, etc. I then revised my codes for a variety of reasons. For example, some of the codes did not work, others weren’t used anymore, some became too big and I had to break them apart into several codes. For example, in the student participant HyperResearch study, I began with a code about the overall experience in EDS but it became too big, thus I broke it down into the different structures that the student participants’ discussed such as field experiences, observing other teachers, EDS readings and guest speakers. Table 6 is an example of my student participants final code list in alphabetical order.
Table 6. Student Participant Final Code List.

| applicants | envision teacher leadership role for yourself flexible | personal experience personality for leaders positive |
| art | formal role of teacher leaders goal of EDS guest speakers hands-on project-based helping others implicitly teaching leaders interaction with students involved present learn EDS values learn from field experiences learn qualities lifelong learner lifelong teacher meeting the student needs multiple classes relate observing children observing other teachers overall experience in 130 parent involvement passionate personal ed experience personal experience social justice |
| becoming a teacher | rewarding the ed system reflection rewards and punishment role of teacher in school improvement sharing ideas with others social curriculum social justice EDS student expectations teacher as mentor teacher as leadership role teacher mean to you teacher roles term of teacher leader theories of education time for leadership value individual learner working with children working with diverse students |
| best practices | career in education broad caring classroom environment classroom management collaborating with others community complexities of teaching confused about teacher leadership creative definition of leadership different ways of teaching EDS change mind EDS change or confirm mind EDS environment EDS family EDS graduate classroom EDS graduate outside of classroom EDS readings EDS values | I also made sure to define the codes (Miles & Huberman, 1994) in order for them to “be applied consistently…[and] be thinking about the same phenomena as they [I] code” (p. 63). For example, I defined the student participant code, “EDS graduate outside of school” as any activity that a teacher would do outside of their own classroom. |
| career goals | EDS change or confirm mind EDS environment EDS family EDS graduate classroom EDS graduate outside of classroom EDS readings EDS values | After coding the transcripts into HyperResearch, I created a code report for each of the HyperResearch studies (student participants and faculty participants) and then used pattern coding. Miles and Huberman (1994) define pattern coding as “explanatory or inferential codes, ones that identify an emergent theme, configuration,
or explanation. They pull together a lot of material into more meaningful and parsimonious units of analysis” (p. 69). The code report was sorted into various file folders. The file folders were then put into themes or units of analysis. Five major themes seemed to appear for student participants: Pathways to Becoming a Leader, Leadership Characteristics, Leadership Roles, EDS Creating Leaders, and Questioning Leadership. Six major themes seemed to appear for faculty participants: EDS Organization, Personal Leadership Experiences, Strategies to Teach Students about Leadership, Career Goals, Leadership Roles and Characteristics, and the Vision of EDS. Within each of these themes, I analyzed the various code folders based on the participant groups. I color-coded the themes and participant groups in order to look for patterns between and across participant groups. I examined the gaps or lack of gaps between the espoused and enacted theory of action about teacher leadership in the EDS teacher education program. This analysis helped answer all of the research questions, “What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?” and “How does the program enact its theories about cultivating teacher leadership through its structure and culture?” and “How do students’ experience and understand teacher leadership and how does their understanding change throughout their stages of their training?”

The fourth technique of data analysis was the logic model of a hypothesized sequence of events that should occur over time. The analysis “traced the actual sequences and assessed the reality of the predicted behavioral changes” (Yin, 2008). Once the interviews were coded, analyzed for patterns and themes through pattern
coding, I used the logic model of a hypothesized sequence of events to try to
determine how the EDS department cultivates teacher leaders throughout the entire
pipeline experience. This allowed me to present my data in a flow chart format to
show the sequence of cultivating teacher leaders. Yin (2008) states that “case studies
should present their data formally and explicitly in a variety of data arrays set apart
from the case study narrative” (p. 117). This type of analysis helped to answer the
research question, “How do students’ experience and understand teacher leadership
and how does their understanding change throughout their stages of their training?”

In sum, through the careful crafting of my data collection and data analysis, I
have attempted to answer my overall research question, “How does a major university
department cultivate teacher leaders?” and subquestions. I used Miles and Huberman
(1994) steps of discovering findings from the bottom up by establishing the discrete
findings in my data, relating the findings to each other, naming the pattern and then
identifying a corresponding construct. However, before I discuss my findings, it is
imperative to discuss the reliability and validity of my study based on my
positionality.

**Positionality**

Becoming aware of my positionality vis-à-vis this study is a critical step
towards minimizing bias in this study. I graduated from the University of California,
San Diego teacher education program in 2002. I am currently a doctoral student in the
Teaching and Learning Doctorate Program at UCSD. I have had four different roles in
the PAL organization. In 2001, I enrolled in a Partners at Learning elementary school
tutoring course as a graduate student. I was assigned to a school in the community that taught homeless children, grades 5-8. It was a wonderful experience and I became a teaching assistant for the mentoring course the following year. In the summer of 2001, I continued working with Partners at Learning helping with office organization and community outreach. When I finished my teaching credential, I became the contact for hosting Partners at Learning tutors at our school site. I have had over 12 tutors in my classroom the last nine years. In addition, I have been a guest speaker for Partners at Learning courses on the topic of classroom environment. About two years ago, I worked with Partners at Learning, a local city college and my fourth grade classroom on a project integrating art and writing called, “The Voicing Ground.” Throughout the last eight years, I have continued to have a professional relationship and have worked together on many projects to help inner city students reach their potential. From my numerous experiences (student of PAL course, teaching assistant, partner school contact, and guest speaker), I have a positive view of PAL.

I have also had numerous roles in the UCSD M.Ed./Multiple Subject Credential Program such as being a credential student, a current graduate student, hosting several student teachers, and being a guest speaker. Therefore, to remain mindful of my own understandings and attitudes of PAL and the Master of Education degree/Multiple Subject Credential Program, I tried to construct my interview questions in hypothetical settings. For example, my questions allowed my participants to explain aspects of the program as if I did not know it. I have also collected
numerous documents about the organization to analyze the research of its Theory of Action. In addition, I have had several peers review my analysis to ensure that I have proficient evidence for my claims about the program. By carefully constructing my interview questions, collecting numerous documents, and various peer reviews of my analysis, I have managed my multiple roles while studying the cultivation of leaders through the UCSD education program.
Chapter 4: Espoused and Enacted Structural Features of Education Studies

In the next three chapters, I discuss the findings in accordance to the research questions. Chapter 4: Espoused and Enacted Structural Features of Education Studies attempts to answer two of the research questions, “What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?” and “How does the program enact its theories about cultivating teacher leadership through its structure and culture?” I begin by providing a brief overview of UCSD and describing the history of EDS. I then examine the espoused and enacted structural features of EDS through its courses and pipeline experience of EDS students, program selectivity, networks and size in relation to cultivating teacher leaders.

Overview of UCSD

The U.S. News Ranking System uses a traditional approach for providing a summary and ranking of U.S. colleges. The table below is a brief summary of their 2011 report on the University of California, San Diego. This summary includes when UCSD was founded, the location of UCSD, number of students, in-state and out-of-state tuition rates, admission and retention rates, the university focus and popular majors and finally, the ranking of UCSD among U.S. colleges.
### Table 7. Summary of UCSD.

<table>
<thead>
<tr>
<th>Founded</th>
<th>Location</th>
<th>Number of Students</th>
<th>Tuition 2011-2012</th>
<th>Admission and Retention Rate</th>
<th>Focus and Popular Majors</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD</td>
<td>1960</td>
<td>Urban Near Pacific Ocean 1,976 acres</td>
<td>23,663 49% Male 51% Female</td>
<td>In-state: $12,128 Out-of State: $35,006 38.2% accepted 94.5% retention rate</td>
<td>Research University: 22% Biology 14% Economics 8% Psychology</td>
<td>#37 Ranked higher for Medical and Engineer Schools</td>
</tr>
</tbody>
</table>

(U.S. News, 2011)

The Washington Monthly Magazine used a different approach to ranking colleges. Rather than ranking colleges based on, “What colleges can do for you?” the Washington Monthly ranked colleges on, “What are colleges doing for the country?” (2011, p. 1). Their criteria used for ranking colleges were: “Social Mobility (recruiting and graduating low-income students), Research (producing cutting-edge scholarship and PhDs), and Service (encouraging students to give something back to their country)” (2011, p. 1). Based on their ranking, UCSD ranked #1 due to its commitment and encouragement of students to give something back to their communities, country and world.

This report concurs with the vision of the UCSD Department of Education Studies. The Partners at Learning (PAL) program, within the Education Studies Department, focuses on providing college role models to preK-12 students, inspiring preK-12 students to pursue lifelong learning and a college education, and helps UCSD students experience issues of equity and education (PAL Brochure, 2011). All of the PAL courses include 40 hours of service, which arguably may help contribute to the #1 ranking of UCSD in Washington Monthly Magazine.
The university prides itself on the contribution of its leaders in today’s society. “UCSD not only imparts knowledge, it teaches its students how to think, and UCSD alumni bring those cognitive abilities into the world and make it a better place” (Hardie, 2011, p. 41). The May 2011 UCSD Alumni Magazine pays tribute to UCSD 50 years 1960-2010 and its Alumni Leaders. “They have changed and are changing the world. Their successes span the spectrum of careers from biotech to literature, and include entrepreneurs, artists and politicians…they are the vanguard of the UCSD generations who have helped change the world” (p. 41). The article lists 50 Alumni who are leaders in their field.

In spite of being a small department, EDS has contributed significantly to the leadership of the education community. Five of the current school superintendents in the county, numerous California teachers of the year, and people in important higher education leadership positions are EDS graduates. In this chapter, I describe the espoused and enacted structural features of the EDS program in relation to how they create teacher leaders.

**History of EDS**

The Education Studies Department was founded in September, 1972 as a grass roots effort from UCSD faculty, students, and community organizers who called for a teacher education program at UCSD (see Figure 3). The original name of the Education Studies Department (EDS) at UCSD was the Teacher Education Program (TEP). It changed from TEP to EDS in 2005, when the doctoral programs were created. Hugh Mehan, the founding director, started the program with foci on child-
centered education and multicultural education. The distinctive features of the program were: 1) an interdisciplinary organizational structure, 2) a unique theme and focus, 3) a strong academic program, and 4) an emphasis on basic research (Mehan, 1983). From the beginning, TEP included elementary bilingual education. It later grew to include a math, science, and an English specialty internship credential program for prospective secondary-level teachers in 1986 (Smollar, 1989; UCSD, M.Ed. Proposal, 2001). The program continued to grow and became an early-adopter of the Cross-cultural Language and Academic Development (CLAD) credential in the early nineties before it was required in Senate Bill 2042 in 2000. Several other teaching authorizations such as the American Sign Language (ASL)-Masters of Art program, which was an Experimental Credential, just transitioned to regular program status by the California Teaching Commission (CTC) due to the success of the Experimental program. Candidates now earn MS and EdSpecialist; DHH credentials with a Bilingual Authorization in ASL, which are the first ones approved in that language by CTC. The EDS faculty also created the Elementary Mathematics Emphasis Certificate (EMEC) in 2009, which candidates can earn through extra coursework and projects based on elementary mathematics education.

Not only did the program expand to include different types of credentials and certificates, it also expanded degree offerings for experienced teachers by adding a Master of Arts in Teaching and Learning with an emphasis on Educational Research in 1982, Curriculum Design in 1988 and Bilingual Education (American Sign Language-English) in 1997 (UCSD, M.Ed. proposal, 2001). In 1999, a Masters in Education
(M.Ed.) was established for all Multiple and Single Subject Credential candidates. Over the next few years, the program introduced a Doctorate in Teaching and Learning in 2003 to support the development of teacher leaders in California schools, and a Doctorate in Educational Leadership in 2004 to provide a high quality graduate program for aspiring and current educational leaders. In 2011, the UCSD Academic Senate and administration conferred departmental status on the EDS program, and it is now known as the Department of Education Studies. The granting of departmental status marked recognition that EDS had significant stature on the UCSD campus, both in terms of its academic programs and also due to its marked growth in research activity within the department.

**Figure 3. Department of Education Studies Academic History.**

I will now describe the espoused and enacted structural features of the Education Minor and Multiple Subject Program since they were the focus of this study. I begin by analyzing the courses of the program, specifically emphasizing how
the pipeline experience of undergraduate and graduate students influences the cultivation of teacher leaders. Next I examine the specific course features that are enacted and aid in creating teacher leaders. These course features are field experiences, course readings and guest speakers. I then discuss the program selectivity, the types of networks and the size of the program all in relation to the cultivation of teacher leaders.

**Courses of the Program**

The current study does not look at the department as a whole, but rather at two specific components of the department: three core Education Minor courses and the Preliminary Multiple Subject Credential/Master of Education Program (M.Ed.). I did not include specialized course work for the BCLAD program. By analyzing the pipeline experiences of pre-credential students, the structure of the program can be seen as an important component for cultivating teacher leaders.

The General Education Minor at UCSD consists of a minimum of twenty units, in which students take at least one course in each of the following four categories: 1) introduction to teaching and learning, 2) learning environments, 3) language, and 4) culture and school and society (UCSD, Minor Flier, 2010). I am focusing on two of the undergraduate courses in the Education Minor. One of the courses is a two-quarter class, thus the three courses are EDS 130: Introduction to Academic Mentoring, Elementary, and EDS 128A/B: Introduction to Teaching and Learning Elementary. Students usually take the EDS 130 Elementary Mentoring course during their junior year and take the 128A/B course as seniors, though a few students do start the
sequence as sophomores. EDS 130 is also a component of the Partners At Learning (PAL) Program offered by EDS for a wide range of undergraduate students interested in public schools, regardless of whether or not they are interested in teaching as a career. The goals of PAL is to provide college role models to preK-12 students, inspire preK-12 students to pursue lifelong learning and a college education and help UCSD students experience issues of equity and education (PAL Brochure, 2009). During this course, students develop mentoring relationships with individual students through one-on-one mentoring, educational field trips and events at UCSD (PAL Brochure, 2009). The main goals of the course are for students to learn practical, meaningful ways to assist children academically, to explore the structure of schools and their roles in the community, and to reflect on public service impact on individuals and communities (Holtzman, 2009).

When Hugh Mehan, other UCSD faculty members, and student groups first created the teacher education program, one distinguishing feature was this idea of a pipeline experience. He believed that candidates should complete “a year of volunteer work in a school before acceptance into the yearlong program” (Smollar, 1989). This large service-learning component eventually became the Partners at Learning (PAL) Program and it involved placing hundreds of UCSD undergraduates each year in local public schools as mentors or tutors (UCSD, Biennial Report for Academic Year 2007-2008). Randall Souviney, who served as the Director of TEP for many years, stated that “This is deliberate so that students have a good experience, a clear idea of whether they think teaching is for them before going through the rigor of TEP” (Smollar,
1989). The Minor serves as a pipeline for admission into the elementary and secondary graduate credential programs by giving students first hand experience working in local classrooms and helping them to systematically learn about the structure and culture of the EDS credential programs.

Beyond PAL, the second two-course sequence, 128A/B is designed for students who plan to become teachers. These courses provide students with “continued learning opportunities in the elementary school setting” (Holtzman, 2010). The three main goals for the course are: to learn practical and meaningful ways to assist children in the school setting, to explore schools’ structures and roles in the community and to deepen understanding of the teacher’s role in school and in the community. During this course, students have lectures, guest presentations, and have a field experience component in which students serve a minimum of 40 hours throughout the quarter. The students are assigned to an elementary school classroom and work with the teacher in a variety of settings such as individual tutoring, small group work, and they conduct science and math lessons for the class. UCSD undergraduates must complete an average of 140 hours of in-school experience in order to complete the minor, as compared to 90 hours at UC Riverside and 60 hours at UC Santa Barbara (California Teacher Commission, 2010).

The Master of Education, M.Ed. Preliminary Multiple Subject Credential Program can be entered directly if the student has taken the foundations coursework as part of their Education Studies Minor. Students who have not taken the foundational coursework as an undergraduate can apply for a Summer Intensive Program to
complete their foundation work, and then enter The Master of Education, M.Ed. Preliminary Multiple Subject Credential Program. This credential program is a 13 month program consisting of Educational Foundations coursework, Professional Preparation coursework, and the preparation of a Teaching Performance Assessment Portfolio. Students complete the Educational Foundations courses in an intensive summer session, and the Professional coursework in the remaining ten months (September through July) receiving the Master of Education degree and Teaching Credential. The Educational Foundations coursework is also offered as a full year program for UCSD Education Studies Minors (UCSD, Education Studies, 2011).

The Multiple Subject Credential Program is a rigorous, cohort-based program (UCSD, Biennial Report for Academic Year, 2007-2008). The professional course of study for the M.Ed./Multiple Subject Credential candidates is:

**Table 8. M.Ed./Multiple Subject Credential Professional Course of Study.**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 351: Teaching the English Language Learner</td>
<td>EDS 361B: Innovative Instructional Practices</td>
<td>EDS 361C: Innovative Instructional Practices</td>
<td>EDS 204: Technology and Professional Assessment</td>
</tr>
<tr>
<td>EDS 361A: Innovative Instructional Practices</td>
<td>EDS 369A: Multiple Subject Student Teaching Practicum</td>
<td>EDS 369B: Multiple Subject Student Teaching Practicum</td>
<td>EDS 206: Teaching Performance Assessment Portfolio</td>
</tr>
<tr>
<td>EDS 190: Research Practicum</td>
<td>EDS 205A: Reflective Teaching Practice</td>
<td>EDS 382: Inclusive Education Practices</td>
<td></td>
</tr>
<tr>
<td>EDS 201: Introduction to Resources for Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 203: Technology, Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 250: Equitable Educational Research Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As I will explain below, the EDS courses and pipeline experience contribute to the creation of teacher leadership because students are able to learn about the ideas of leadership throughout the structure of their courses and then continue to build on these leadership ideas as their education continues in the education program. To examine the enacted theories in the course structure, I analyzed what was actually enacted in the participants’ classes. Some of the structural features that were enacted in the courses were giving students opportunities to talk to each other, reading and watching videos, experiencing different classrooms, discussing connections, being explicit about writing, reflecting on educational concepts in lectures, adapting curriculum, writing future goals. Out of the course structural features, three main patterns that emerged. These structural features are: field experiences, course readings and guest speakers. I examine each of these features and how they assist in the cultivation of teacher leaders with respect to Devaney’s six roles of teacher leadership.

**Field Experiences.** One main component in the courses analyzed for this study was field experiences. As mentioned above, mentors and tutor participants are required in their courses to do a minimum of 40 hours while student teachers have 600 hours of student teaching to complete. One of the faculty members discussed the importance of field experiences in their courses and how field experiences provide practical, real-world experiences to help students learn about teaching. The faculty member stated, “I think through direct experience, and then that inner play between their experience in the community and what they’re learning here and going back and forth, I think that direct experience is really important. And then learning to develop
tools to be able to analyze it and reflect on their experience” (faculty, 56). In other words, by giving the students direct experiences with teachers in educational communities, the students are able to experience many different things such as the various roles of teacher leadership in action.

The student participants also mentioned that by observing teachers they gained different perspectives about teacher leadership. For example, two of the mentors explained that they learned how to communicate with families from observing teachers in their field placements. Communication with parents and families is a teacher leadership role that was found in this research and from other researchers as a role for teacher leaders (Katzenmeyer and Moller, 2001).

Some tutors also mentioned that by going to their field placements they were able to see the various roles that teachers can have. For example, “I think that was a big eye-opener for me, like you’re not only a teacher, like you’re a counselor, you’re…you wear so many hats as a teacher, so that experience was awesome” (tutor, 44). The tutors stated that they were able to see teachers working together. Also, by observing other teachers, student participants were able to understand the various roles that teacher leaders can have in schools. For example, a tutor mentioned the networks that she was able to see in schools. She stated, “So building the network of people to talk to and just building that support network within the school and the district I think is something that I first saw it would be important” (tutor, 55). The example of tutors noticing the various roles and the networks that teachers build in their school, can be seen as one of Devaney’s roles of teacher leadership: evaluating school practice.
The student teacher participants mentioned that they were able to see how their cooperating teacher supported them. For example, “She was phenomenal like she would take notes while I taught my lessons and I was like what? Like you’re even watching me teach? Like what is going on? So I thought that was really helpful” (student teacher, 33). This is an example of Devaney’s teacher leadership role: evaluating teachers. Student teacher participants also explained how much they learned from their cooperating teachers and how they started to emulate it in their own teaching. For example, “I think my experience in her classroom just observing and then also starting to copy her or model after her and start doing it myself, then I learned a lot” (student teacher, 32). This is an example of the teacher leader role of continuing to teach and improving one’s own teaching, which Devaney discussed as well. The student teacher participants were able to not only observe their cooperating teacher but also other teachers on fieldtrips and observe their professors teach lessons in elementary school classrooms. This helped them to observe other teaching styles and management styles, which is the teacher leadership role of evaluating other teachers.

All of these lessons that the student participants learned from their field experiences are different teacher leadership roles. The student participants could not have learned these various ideas about teacher leadership if the structural feature of field experiences were not part of their EDS courses. Thus, field experiences are a structural feature that aids students in cultivating ideas about leadership.
**Readings.** Many of the readings that were assigned in the courses and that were mentioned by student participants can be analyzed through the roles of teacher leaders. For example, the mentors course readings were on an array of diverse topics from special education, to parent involvement, to classroom environment to teaching styles. The readings that mentors mentioned the most were about issues of equity in regards to language, culture and academic abilities. For example, one mentor stated, “The communication one…it was just how to improve the communication quality…and then there was also another reading about understanding where these students came from and like understanding the kinds of experiences that they carry with them already at such a young age” (mentor, 42). These readings the mentors noted were about leadership traits, communication, and also about improving one’s own teaching by understanding how important it is to get to know your students in order to teach them better.

The tutors concurred with the mentors and mentioned the same types of topics in the readings. For example, “Charney (an author of one of the books tutors read) was really kind of a figure head and really being more than a teacher. It’s like being a caregiver, being all these different roles” (tutor, 58). This is an example of the tutor starting to think of the roles of teachers differently. Also, another tutor mentioned, “I think it’s a lot of the readings that we do because they’re all talking about what’s going on in education right now…you pick up on it…about what we can change and things like that” (tutor, 47). This tutor is explaining how the readings help her to
understand current realities in education, and how she may be able to change them, which is arguably the beginning of becoming a change agent.

The student teacher participants mentioned course readings that also involved classroom management, classroom environment, and parent involvement. Many of the course readings they mentioned had to do with teaching strategies that they would use to help improve their teaching, another role for teacher leadership. For example, “The Power of our Words, I think that’s one of the books we read, and that was big on language. I thought that was interesting because that’s something that I was just really trying to use…it was good to have read that and to just like using that positive language to reinforce the behavior” (student teacher, 33). The different readings that are selected for the various EDS classes helped students to understand some of the roles of teacher leadership. The main role that was focused on in all of the readings was the need to continually improve one’s own teaching practices. By having readings that describe complex educational issues, best teaching practices, and questions raised about education, students are able to think about their own teaching practices and reflect on them and improve on them in order to be future teacher leaders.

**Guest Speakers.** Another major structural feature of the EDS courses is the guest speakers. Faculty members bring in experts to share their knowledge and bring other guests to be models of leadership for their students. One faculty member explained that they promote leadership through guest speakers in their courses: “Yeah, a lot of it has to do with bringing in people to talk about their teaching paths...like
providing them with role models that do a lot of think alouds about what their path was…we’re encouraging them to not necessarily leave the classroom, so like giving them the idea that, there are new pathways that you can stay in the classroom and still develop your leadership” (faculty, 56). Furthermore, the faculty member stated,

I think a big part of it is bringing back graduates who are role models, so we do a lot of that. Graduates that are cooperating teachers, graduates that are district leaders, people that are involved in you know Cognitively Guided Instruction, that are leaders in that field, principals that are graduates that come back and talk about…I mean, they’re role models or examples of people who’ve gone into administration as leadership.

Another faculty member stated, “I know like we bring like first year teachers back and say, come talk to the panel, we bring a panel back to talk to us about how you got your job and stuff” (faculty, 61). She even recalled when she was asked to be a guest speaker for a class: “I mean…I did that…Patty, invited me back, I probably maybe had one student teacher, Patty invited me to come speak…and I did that like three or four years in a row” (faculty, 61). Another faculty member noted how keeping in contact with past graduates helped them to talk about their career paths also. She said, “we keep in contact with a lot of people and they’re out there doing stuff that’s really hot diggity. You know they come back to speak to our classes and we really like that” (faculty, 62).

The students agreed with the faculty and discussed different guest speakers that attended their courses. The mentors mentioned how different teachers came in and told them about their experiences teaching in the classroom. One mentor explained, “having teachers come in and telling us their experiences and what they feel they
could change or what they feel is important and I guess just learning from what they say and trying to implement it when you get to be a teacher” (mentor, 37). This is an example of the mentor seeing a change agent role model and thinking about how they might become one when they are a teacher.

The tutors mentioned how several guest speakers came in and discussed how teachers should be part of the community and should focus on social justice and educational reform. For example, one tutor stated, “Yeah, I mean he did his whole leadership thing and I mean we said that was important, so seeing they’re not just standing by and letting things kind of go in the community and you want to help your students” (tutor, 57). This is an example of another guest speaker who was demonstrating leadership skills as a teacher who helped the community and his students.

The student teacher participants mentioned numerous speakers that discussed National Board Certification, different educational career paths, principals, educational jobs and EDS graduates who explained what they were doing. For example, one student teacher explained, “Just seeing the others, other guest speakers coming in throughout the year, and even as an undergraduate and hearing the professors talk about their personal experiences. It was really helpful to hear their trajectory; how their careers started too…they’re really good role models, like it’s possible” (student teacher, 38). These different guest speakers helped students understand the concept of leadership by being role models to students and helping them see that teacher leadership is not only a possibility for them, but also a part of
being a teacher in the classroom. The students started to visualize the different ways to see teaching as a profession and how they can be change agents in the educational world.

**Program Selectivity**

The structural feature which I call program selectivity refers to the types of candidates that are admitted to UCSD and the EDS program. The UCSD retention rate of freshmen is 94.5%, which is very high and in part reflects the campus selectivity in admissions. The acceptance rate for Fall 2010 is 38.2%, which means that it is a competitive university and its students are among the most qualified (U.S. News Week, 2011). Over half (53.1%) of the entering freshman’s grade point average in high school was a 4.0 or higher (http://roosevelt.ucsd.edu/family/handebook/first-year.html). The criteria for admission into the graduate programs also reflect the selectivity of UCSD at that level. The candidates for the masters and credential program in EDS have an application process consisting of a Bachelor’s Degree with a GPA of 3.0 or higher, three letters of recommendation, CSET-subject matter competence, California Basic Educational Skills Test, U.S. Constitution requirement, Graduate Record Examination, sensitivity to second language requirement, copy of current TB test and a statement of purpose (UCSD, Master of Education, M.Ed. Preliminary Multiple Subject Credential Program, Flier). The statement of purpose includes an essay focusing on the candidate’s reasons for choosing education as a career and for applying for EDS, detailed experience working with students from various cultural backgrounds, and community service experiences (UCSD, Master of
Education, M.Ed. Preliminary Multiple Subject Credential Program, Flier). Compared to many other universities’ teacher education programs, the UCSD requirements for admission are rigorous, especially with respect to academic preparation and the number of hours of fieldwork that must be completed before acceptance to the program.

Students in this study corroborated that UCSD is a difficult school to get into, and they believed that applicants applying to the school were more likely to be those who are particularly motivated. Only the student teacher participants interviewed mentioned this structural feature of selectivity, which is not surprising since they were the only students who had already been part of the application process. Program applicants knew that the multiple subject credential program was rigorous and that they would be pushed hard in the program. Other student teachers mentioned that the applicants would most likely be “go-getters” and always wanting to “do their best.” These applicants would “seek challenging opportunities” and would strive to “continually improve” as people. In addition, these applicants would more than likely be “smart” since they are applying to a “competitive university.” Due to these ideas about the types of people that would apply to the UCSD multiple subject credential program, the participants stated that it is not surprising that many students graduate with the intent on becoming leaders at their school sites or in the educational field. Since none of the mentors or tutors mentioned program selectivity as a factor in determining leadership, it can be assumed that they did not mention it since they had not applied for the graduate program at the time of this study.
Faculty participants agreed with the student teacher participants. They stated that it is a very rigorous program with high expectations so students already come in with some confidence. Another faculty member said that these candidates bring something to the program already so “it’s a combination of something that you already bring to the program, you’re ready to learn a lot more” (faculty, 56). In addition, several of the faculty members mentioned that they look for certain candidates that already reflect what the program vision is such as experiences with kids and acceptance of diversity. Thus, those candidates are primed, making it easier to build on to what they already know, to be teacher leaders. These candidates are already confident and then just become more confident and empowered throughout the program. One of the faculty members stated, “I don’t think that the faculty can take credit for people who end up being the leaders or whatever, but I do think that we contribute to it” (faculty, 63). Many of the candidates in the program were described as over achievers to begin with, perhaps making them more interested in leadership.

Several participants also mentioned that it is not only the program selectivity that might help produce leaders but it is also the personality of candidates who end up in the program. One mentor said that personality can make a difference about being a teacher leader. She believed that some teachers may want to become a teacher leader and some may not; it is completely up to the person. A handful of student teacher participants commented that a teacher’s personality should include wanting to be a teacher leader. For example, one student teacher mentioned, “it is the personality of the teacher to want to help out.” The same student teacher participant stated that the
program actually changed her viewpoint about leaders and that everyone can be a leader in their own way. Another student teacher commented that some people are not good at being leaders and shouldn’t be forced to be one if it is not in their personality. A faculty member also discussed candidate personality in respect to their personality matching the EDS vision. She stated,

I know when we’re looking at them on paper we’re looking for things like their experiences with kids, diversity, all of those things that our mission statement says, but then when they come to the class that piece of paper may not mean much. So when sensitive topics come up there are students who really have problems with it because they have a much more…Eurocentric view on life…but they’ve sounded good on paper, but now they’re here and they’re like why can’t I be placed in Del Mar? Well no, we don’t place in Del Mar. I’m sorry that’s not our…you know somehow they get in, and there’s always somebody that has…to self reflect and find out who they are because they may not be in the right program” (faculty, 63).

Therefore, the program selectivity might have in place all of the structural features to accept the type of candidate who matches the vision of the program and who is primed to be a teacher leader since the program is seen as rigorous; but, depending on the personality of the candidate, they may or may not want to be a leader. Also, as the faculty member mentioned some candidates may be accepted who might not match the vision of the program and thus, not want to become a change agent. Another structural feature is the networks that UCSD has with the educational community in San Diego.

Networks

The structural feature of networks refers to the ties the EDS program has to the larger educational community. These networks are formal and informal and have
different purposes. For example, one type of network is partnerships with schools serving underrepresented students. The website mentions that these partnerships focus on schools which have a “record of success for students who are underrepresented in postsecondary education” (http://www-tep.ucsd.edu/graduate/FAQ.shtml, 2011).

Another type of network is working with cooperating teachers that receive mentors, tutors and student teachers in their classroom. It is interesting to note that the EDS website mentions that a large proportion of the cooperating teachers who have student teachers are EDS graduates. A third type of network is the professional network for helping graduates find jobs. On their website they state, “All of our lecturer/supervisors are experienced classroom teachers with extensive professional ties to districts across San Diego county, and our network also includes partnerships with key districts who serve on our advisory boards and place our candidates as teachers after graduation” (http://www-tep.ucsd.edu/graduate/FAQ.shtml, 2011). In addition, the website mentions that their graduates are often recruited by districts and school administrators based on the professional networks of the faculty and alumni. Also, another part of the professional network is the engagement of guest speakers from local districts; principals and EDS alumni who return to participate in job related seminars (http://www-tep.ucsd.edu/graduate/FAQ.shtml, 2011).

These types of networks are possible ways to support graduates because they become part of a larger educational community. These types of networks may help create teacher leaders since the networks might aid in teacher graduates starting a partnership with a school, serving as a cooperating teacher or helping recent a
graduate find a job. Therefore, the educational community network created by EDS is a continual support for their current students and past graduates and provides one possible avenue for teacher leaders to emerge.

The faculty provided examples of their network of graduates from EDS who are now teacher leaders in the educational field. For example, as one faculty member explained about a teacher leader:

She’s gone on to get involved in really innovative professional development, and now she’s actually having…hopefully having some impact on her district, in terms of science, the subject area that she’s interested in, so she’s really a leader, she’s a change maker, she’s maintaining relationships will UCSD…I think one other characteristic is that a person like that is not just accepting the status quo, that they’re really…they see change as something that’s inevitable, they see it as a good thing, and they see it, themselves, as being an agent in part of it” (faculty, 56).

The same participant discussed another graduate who is involved in Cognitive Guided Instruction and two other graduates who come to guest speak about National Board certification.

Another faculty member described a teacher who is a grade level leader, on the district level math adoption committee, and a presenter for publishers. Another faculty member mentioned that she looks “at these students who we taught and they are like curriculum specialists and these big time grants, million dollar grants, and they’re part of it” (faculty, 63). She continued that, “hopefully they’ll be one of our cooperating teachers in some capacity if they stay in this area or we’ll be hearing about them…As a small group they’ve made a huge impact on a national level, but we’re a unique program” (faculty, 63). There are numerous examples throughout the
interviews of references to past graduates who maintain different types of relationships with EDS and are leaders in their field.

This relates to the current students explaining how they have multiple guest speakers in their courses. Students begin to build their networks by being introduced to these speakers. Also, with graduates becoming cooperating teachers and professors staying connected with graduates who have become teacher leaders in the field, an EDS network has formed. The faculty further explained how the network is built out of support for teachers and the teaching profession. There is a sense that whatever you need you have someone there as a scaffold. For example, “I mean there’s just that sort of ethic built into it that we want to continue to help and support people.” (faculty, 49).

The faculty member further goes on to state, “There are people that came before you that are here to help you and support you and it’s not a limited time offer, it’s like as long as you’re in this profession, we’re all working together.” (faculty, 49). Another faculty member shared, “So again, I see that kind of giving back, that leadership, like I’m willing to share an support and help and to...even though I’ve only had one year, I’m one year ahead of you, but in whatever way I can help you” (faculty, 61). Another faculty member agreed and stated, “I guess the models that they’ve had of other people that have walked the path before and who they link up with and who they attach themselves to” (faculty, 62).

The enacted theories about networking can be seen in the examples of current and past graduates beginning to network as well as professors continuing to network with past graduates who are teacher leaders in the field. Also, the enacted theories
about networking can be seen when the faculty members describe how they build networks based on support and help for teachers going into the profession as well as for past graduates who are in the profession.

When analyzing the espoused theories of networking, the notion of support and mentoring comes up only in regards to seeking employment. However, when analyzing the enacted theories, the idea of networking with current students and past graduates is not just seeking employment but is seen as a lifetime offer of support and help in anyway that is needed. Also, the support and help does not exist just between faculty and students but rather among students as well. The size of the program also aids in the networking at EDS.

**Size**

When the program was created, the intent was to have a small education program. Mehan’s 1983 report, *The History and Development of the Teacher Education Program at University of California, San Diego*, states that the undergraduate program, “is aimed at a relatively small number of students. It is not our intention to attempt to educate a large number of students broadly and perhaps superficially; it is our intention to educate a smaller number of students in depth” (Mehan, 1983, p. 17). The report further explains that the program maintains small enrollments for two purposes: academic and practical. The academic purpose is that the program believes that it can only educate 20-30 students well and the practical purpose is that they can only place about 20-30 students in local schools (Mehan, 1983). Since that time, the size of the program has expanded. However, when
compared with other education programs, it is still seen as a small program. For example, San Diego State University has 1,041 teacher graduates in their elementary and secondary programs (California Teacher Commission, 2010). The University of California Teacher Education Programs tend to be small. For example, the University of California, Berkeley has 100 students in their elementary and secondary programs (California Teacher Commission, 2010). In UCSD’s elementary and secondary programs in 2010, there were 88 students (California Teacher Commission, 2010) and these numbers are relatively consistent today. The elementary program usually enrolls approximately 50 candidates in each cohort.

Since the elementary program is small it can create a sense of belonging to the program and help build relationships with professors. The size can also be one of the structural features that aids in the building of networks since all students are known by professors for several years and will more than likely maintain relationships with them after they graduate. Several of the faculty members explain that the size of the program allows it to create these networks and build relationships with students. One faculty member tried to explain the connection between the size and the possibilities for networking:

There’s nothing institutional about it or I mean, there’s no policy, you will be a mentor for X hours…I think part of it is…my only profession has been teaching, so I don’t have anything to compare it to, but I think that teaching is a nurturing profession, so I think part of it is built into the job itself and the kinds of people who are attracted to the job, but I also think part of it is because we’re small and because we’re sort of holistic. I mean, things aren’t split up where, you know, in a lot of credential programs you’ve got certain people who teach all the methods classes, and then a completely different group of people who do all the supervising, and those people never talk, and so the student
teachers have kind of a fragmented experience. I mean with us, we all know all the students, and we all know each other, so there’s a lot more communication and support and brainstorming and problem solving and really focusing on our students as individuals and how are they doing and what do they need and what can we do and where’s the best place for them. So, I think, you know, the size of the program and the structure of the program, I think, helps support that kind of relationship” (faculty, 49).

Another faculty member agreed and stated,

I was thinking of the fact that it’s such a small program that you know trying to meet the needs of students and being there to listen to them and creating a context where they can talk to each other and I think being there to support them is really also modeling having the student be at the center of things…trying to create a community where it’s more open and they feel safe to criticize or question or whatever.” (faculty, 56).

Further, a faculty member said, “Because our program is really small I think we get to know people really well, and I think there’s a lot of ongoing relationships that we have with a lot of students that go through and then leave our program.” (faculty, 62).

The students also agreed that the size of the program helped to build these relationships. One tutor mentioned, “I love how small our class is. I mean we have 40 something people and that’s it. I mean it’s the only place that made sense to go because… I mean especially because I knew a lot of the staff already, and they’re really here to support you. In terms of other schools I heard …San Diego State and just how much larger it is” (tutor, 58). Another tutor said, “Something that I have really liked about the program is just how personable the professors are, like we can call them by their first names, which is not like okay in most of UCSD, and just having that one-on-one relationship with them. I mean like [name of professor], was teaching a class of like 200 people, and she knew who I was and she remembered me
just afterwards” (tutor, 46). She continued to say, “So I think that they really strive to have those personal relationships.” A student teacher mentioned, “You know these people after a year and you trust them and I think that’s a big thing too. You find true life-long friends in this program because of the support system that EDS builds, like the foundation for you” (student teacher, 34).

These quotes from faculty and students show how the size of the program aids in building long term relationships with students and students building relationships between themselves too, which creates strong networks throughout the educational community. It is important to note that a faculty member mentioned that there is no structural feature explicitly written that explains how much time the faculty should put into building relationships that create these networks. However, it is very much a part of the EDS culture.

**Conclusion: The Espoused and Enacted Structural Features of EDS**

The structural features of the EDS program analyzed through documents, faculty and student interviews included the courses of the program, program selectivity, networks and size. Table 9 provides an overview of the espoused and enacted structural features in the two columns. As seen with the courses of the program, students take specific courses creating a pipeline experience. Since the students are in the program for several years (if they began in the EDS undergraduate minor), they can build relationships and become a part of the culture of the program.

The three main patterns that emerged from participant interviews relating to the structural course components were: field experiences, readings and guest speakers.
These course components have lent themselves to the cultivation of teacher leaders. For example, students observed teachers in different roles, had readings that provoked different ideas of teacher leadership and were presented with role models who were teacher leaders in their courses. Therefore, due to the structural features of the courses, teacher leadership is implicitly being cultivated.

Program selectivity was the second structural feature examined. Program selectivity encourages certain types of people to apply and be accepted to the program since they understand the rigor of the coursework based on their undergraduate education minor. The program aims to accept teacher candidates who matched the overall vision, motivated and primed to be teacher leaders. Through participant interviews it was discovered that sometimes the personality of a teacher candidate might not lend itself to being a leader or that the candidate might not believe the overall vision of the program. Even though, these teacher candidates could become a part of the intricate networks of the EDS program which can continue even after the students graduate.

The third structural feature examined was networks. The three types of networks in the espoused theory are: school partnerships, cooperating teachers and professional job support. The student participants most commonly mentioned mentorship networks between faculty and past graduates as well as networks between students in the cohorts. These mentor networks also include networks between cooperating teachers and graduates that provide professional support as well. It is important to mention that the mentor networks were ones that the faculty initiated.
These networking opportunities can create teacher leaders who have a sense of belonging due to the small size of the program.

The fourth structural feature component was size. The size of the program was intended to be small and was small with approximately 50 elementary candidates each year, which helps the faculty and students build lasting relationships.

**Table 9. Espoused and Enacted Structural Features in EDS.**

<table>
<thead>
<tr>
<th>Structural Features</th>
<th>Espoused</th>
<th>Enacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>Course Sequence</td>
<td>Field Experiences</td>
</tr>
<tr>
<td></td>
<td>Pipeline Experience</td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest Speakers</td>
</tr>
<tr>
<td>Program Selectivity</td>
<td>Rigorous Program</td>
<td>Personality of Candidates</td>
</tr>
<tr>
<td></td>
<td>Candidates that match vision</td>
<td>Some candidates do not match the vision of the program</td>
</tr>
<tr>
<td>Networks</td>
<td>Three Types:</td>
<td>Examples of Graduates, continue</td>
</tr>
<tr>
<td></td>
<td>School Partnerships</td>
<td>support, and networks between current and</td>
</tr>
<tr>
<td></td>
<td>Cooperating Teachers</td>
<td>past students in the program</td>
</tr>
<tr>
<td></td>
<td>Professionally Jobs</td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>Small Program</td>
<td>Build Relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>with Students</td>
</tr>
</tbody>
</table>

In addition to these structural strategies, there are also some surprising findings that relate to the cultural aspects of EDS. The cultural environment of the EDS program creates an atmosphere for promoting leadership. Based on the participants’ interview responses, this atmosphere and concept of teacher leadership is implicitly
taught to the students and was challenging for the faculty participants to answer directly.
Chapter 5: Espoused and Enacted Cultural Features of Education Studies

addresses the two questions, “What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?” and “How does the program enact its theories about cultivating teacher leadership through its structure and culture?” I first discuss the goal of Education Studies. Then an analysis of the two main patterns seen in the vision statements of EDS, which were equity and creating teacher leaders, will be discussed. Next, I examine the belief systems and experiences of the faculty participants and how they relate to the cultivation of teacher leadership. The chapter will then conclude with an overview on the espoused and enacted cultural features of EDS in relation to cultivating teacher leaders.

Goals of Education Studies

M.Ed./Multiple Subject Credential Program faculty unequivocally stated that the program had the expressed goals of teaching and learning and training teachers. Most faculty participants kept returning to the idea that “it is all about teaching and learning.” The faculty mentioned that it was interesting how the program has grown but has always kept the focus on teaching and learning for teachers. One faculty member stated that the vision is “to train educators, from pre-service teachers through teachers getting their doctorates” (faculty, 61). Another participant said, “Well the teaching part is the most important part” (faculty, 62). A faculty member mentioned the growth aspect of the program,

But now with the growth that we’ve had it is just so awesome to have so many people around you that are all devoted to really not only
getting the best teachers credentialed but also giving them the opportunities to get higher degrees, which before they only had a credential. I always thought that...you know...but that’s the new vision. We have a doctoral program. We have an M.A. program. We have the M.Ed. program that includes the credential (faculty, 63).

These quotes show that even though the department has grown and changed throughout its history, the faculty today still believes that the goal has remained on training teachers at all levels from undergraduates, to pre-service to doctorates. The faculty also discussed the vision of the program. The faculty were also quite consistent with their comments on the vision of the EDS Department and two patterns emerged: creating equity and creating teacher leaders.

The Vision of Education Studies

The vision statement of EDS on the website is:

Education Studies at UCSD supports the goal of equity and educational excellence for all K-12 students in our public schools. This goal is actualized through the academic and field components of our programs. In our undergraduate and masters programs, students learn research-based teaching practices and engage in extensive reflection and writing on their classroom practice. Students are asked to examine their teaching performance in relationship to the diverse social, cultural, economic, and political context of California public schools. EDS classroom placements reflect our commitment to prepare our graduates to become highly successful teachers in underperforming schools situated within linguistically and culturally diverse communities (http://www-tep.ucsd.edu/about/index.shtml, 2011).

This vision statement from the website also matches the M.Ed./Credential program’s four distinguishing features, which include “focusing on equitable educational practices, emphasizing the application of information technology and research-based practice, preparing teachers as reflective practitioners and preparation of new teachers to understand the process and standards associated with National
Board of Professional Teaching Standards Certification” (http://www-tep.ucsd.edu/graduate/grad-multi.shtml, 2011). Even though there are many other aspects to the vision statement such as technology, the main patterns that emerged were creating equity in public education and creating teacher leaders. Creating equity in public education was seen in documents and interviews with participants, while creating teacher leaders was seen primarily in interviews with participants. As these visions are examined below, I incorporate student responses in order to analyze the enacted theories of the vision of EDS.

**Creating Equity in Public Education.** From the beginning of EDS, there has been a clear vision about the Education Studies Department. This vision was providing equal opportunity to all students…and has been articulated in terms of multicultural education from the outset of the program…it celebrates the unique heritage of different cultures. It encourages the construction of learning environments in which students’ cultural identities and language can be preserved, while at the same time, providing students with the skills necessary to move between situations that impose different social constraints…[And] to ensure that all teachers graduating from UCSD are aware of the impact that culture, language, and social structure has on the education of all students” (Mehan, 1983, p. 10).

Thus, the vision from the beginning was to promote “educational equity across ethnic and economic groupings. Its underlying philosophy is that all students can learn” (Smollar, 1989). This vision in the program has expanded to include “cultural and linguistic development, multicultural teaching, and innovative teaching practices grounded in research and the focus has expanded to include technology in education” (UCSD, Biennial Report for Academic Year 2007-2008). The idea of equity was
mentioned in several places throughout the EDS documents analyzed such as the EDS website, Biennial Report, the LA Times article and EDS Brochures.

Triangulating evidence about the vision that was found in the documents, faculty interviewees were adamant about equity as part of the vision in EDS. When faculty participants were asked, “How would you describe the vision of the EDS Department?” The first thing that came to their minds was equitable education, for example, “Helping students think about equity and access in different ways” (faculty, 56). Another faculty participant stated, “When I think EDS, I think equitable education. I mean, I think equity, I think that’s probably one of the biggest principles or parts of our vision is that to ensure that every child K-12 has access to an equitable education” (faculty, 61). The faculty participant went on to explain how the concept of equitable education is part of all of the courses in the multiple subject credential program. “You know, they hear about diversity and equity in all of our classes. I mean, it just kind of runs through math methods and science methods and it’s everywhere” (faculty, 61). The documents mention equity, the faculty members state that equity is a major vision of EDS, and the students agree.

The idea of equity is echoed throughout the student responses. Several participants in each of the student groups: mentors, tutors and student teachers mentioned equity. One mentor participant said, “…The EDS program would say that it’s actually built for communities, built for education…literally education for all, it’s not necessarily education for like a specific privileged few, you know, it’s built for that kind of community based, that kind of communal ideal of how it’s actually
supposed to be because education is suppose to be a common good” (mentor, 42).

Another mentor mentioned, “I think that the EDS program is really focused on social justice and in bringing education to people who like normally don’t get it” (mentor, 59). A third mentor agreed and stated, “To be sensitive, to be culturally aware… They want you to be sensitive to different socioeconomic groups, different cultures, different languages, families” (mentor, 68).

The tutor participants also mentioned the vision of equity, “To make education better. To make it more equalized…cause the education system is kind of unequal sometimes” (tutor, 35). Another one said, “I came back for the focus on educational equality, and being able to teach students from multiple cultural and ethnic backgrounds, and also with multiple languages and the focus on bilingual education and teaching English language learners” (tutor, 40). In addition, “I think the EDS program at UCSD believes that education should be equal, and should be offered across all spectrums and to all children, no matter what their background, race, ethnicity, what their socio-economic status is” (tutor, 40).

Also, the student teacher participants discussed the concept of equity throughout the whole program. One student teacher said, “I would say a big philosophy is definitely equity and bridging that achievement gap. Like it’s definitely one of the buzz words I feel in the program…I was really attracted to that part of the program” (student teacher, 38). Another one agreed stating, “I think they care about diversity” (student teacher, 31). “I think they have a lot but one would be of equity and access for all students, whether it be ethnic, linguistic minorities or you know
disabled students” (student teacher, 33). Another example, “I would say they’re huge on equity and definitely on an equitable classroom equitable curriculum and having just the mindset of allowing kids to have access to the curriculum” (student teacher, 41). Again, “I think the big part is equity and making learning accessible to all students, different populations of students, and making it engaging, and just connecting to each student individually and tailoring your education for each child, rather than expecting the children to fit your mold” (student teacher, 45). Also, “I mean, the whole equity thing and just giving you a clear picture of everything that is involved in students’ academic success” (student teacher, 54).

Another part of the vision that faculty mentioned which relates to equitable education is where they choose to place their students to gain experience. The faculty mentioned that it is part of the EDS vision to place students in low-income schools that have a diverse population of students. For example, “I think one of our goals in placing people, in the credential program anyway, and in the stages before the credential program, and the mentoring and the 128 section series, is placing them in high poverty schools” (faculty, 56). Another faculty member said that EDS, “provides UCSD undergraduates with meaningful positive experiences in low-income schools that will maybe motivate them to consider teaching or careers in education” (faculty, 49). Several other faculty members mention that the vision of EDS is to serve in low achieving and ethnic and linguistic diverse populations in order to “continue to try to expand outreach efforts there to motivate students from those populations to come and be students hopefully here or at another college of their choosing. So I think that’s it
in a nutshell: to serve students of all populations but specifically the ones that tend to get the short shrift” (faculty, 62). Therefore, a major vision for the EDS Department is not only teaching students about equitable education but also placing students in schools that serve communities who represent the need for equitable education.

The students also mentioned that the program placed them in diverse school settings, which relates to equity in public education. A mentor participant stated,

I feel that sometimes that the kids that we work with in the EDS program don’t really have that system or those people to help them out, so I think that EDS…sends us out there to help them and be a support system for them, and be someone they can look up to, ask questions, and just to motivate them to go to college, something that maybe they hadn’t thought of…I feel that that’s what we’re there for, to help them out and realize…make them realize that that’s the next step, just like all of us did” (mentor, 65).

Some of the tutors discussed their experiences working in a low-performing school as well. “I kind of enjoyed that we were put into…most of them were lower socio-economic, or low performing [schools]…some of them were performing [well], but I mean, a lot of the students were bused in, and seemed to be pretty diverse anyways, which I think is good that they’re getting involved in the community in that way” (tutor, 36). Another tutor said, “I feel what was very impactful to me is our connection to working at low income schools, and you know, we could just go to elementary schools in La Jolla but we don’t, you know, and they are very passionate about connecting with schools in southeast San Diego, and all over the county” (tutor, 44).

Another aspect of the vision statement related to educational equity is to teach students about the equity challenges and complexities of public education. There are
several documents that support this vision. For example, the EDS website states that “students are asked to examine their teaching performance in relationship to the diverse social, cultural, economic, and political context of California public schools” (http://www-tep.ucsd.edu/about/index.shtml, 2011). Course syllabi support the vision to teach students about the challenges and complexities of public education. For example, EDS 130 states that the objective is to examine “the place of public service in U.S. society and the social and political organization of the schools…students will examine philosophical, sociological, and political issues that relate to education systems in the U.S. and the academic achievement of students” (Bresser, 2010).

The faculty interviews also support this vision. For example, one of the faculty members mentioned that she wants her students to know “a little more about public education, and some of the challenges that kids and families and teachers face” (faculty, 49). The faculty member goes on to further state that, “even if it (working in a low-income school) doesn’t motivate them to be teachers, that maybe it will have some lingering affect on their ideas about being a citizen who supports public education and stuff like that” (faculty, 49). Another faculty member states, “Hopefully they leave this program using what they’ve spent a lot of their time becoming knowledgeable about education” (faculty, 62). The faculty members understand that even though people may go through their courses not all may become elementary school teachers, but they hope to be instilling them with the knowledge about the public education system so that they will be advocates for it as citizens.
Students also believed that they were learning about the challenges of the public school system. Several mentors mentioned that EDS focused on teaching them about the public education system. For example,

It’s given to them to really let them open their eyes about the education system” (mentor, 51).

They want to reform the way that the educational system is in a sense, something that I really want. Like I said, like just seeing the differences between classes and things like that or socioeconomic and how it’s different, how it affects the students’ education (mentor, 37).

But as far as teaching in underprivileged areas I remember the statistics when Professor [name] put up on his Power Point slides and they were just so different from other communities that had all the resources or like private schools. I just saw the difference and it just really impacted me and I was like I want to help. I want to do something about this. I don’t want to just sit here and you know...to me this is really important (mentor, 37).

Several tutors mentioned that they learned about the education system. For example,

Requiring us to have a forty-hour commitment at an urban elementary school helps us to feel, oh, this is how education works. [We] see sort of the politics behind it. Like doing the readings help a lot too because it kind of tells you how nothing is really black and white (tutor, 35).

I learned how to really critically think about things, and not accept things for the way they are (tutor, 44).

Well definitely the EDS program got me thinking that there’s so much more about teaching. I mean I knew I wanted to be a teacher but there’s so many different aspects of teaching and so that was a constant challenge to me, like learning all the different things” (tutor, 47).

I don’t know, I used to think teaching wasn’t really that big of a deal or that difficult, but when you really think about it, and like a lot of our readings really break it down and it’s like, you know, it is a lot harder, I think, and a lot more important than a lot of people think (tutor, 36).
A student teacher also commented that they learned about the education system as well. “Then I realized why, in a lot of cases, education just fails because it’s an uphill battle. They’re essentially being uneducated or re-educated when they leave school. Yeah, that was what a lot of what the experience of being in EDS taught me, was just how stark the situation was and how much we needed a change” (student teacher, 54).

EDS documents, faculty and student interviews demonstrate the widespread belief that EDS vision is about creating equity in the public education school system. This vision for equity is connected with what it means to be a teacher leader. Gutierrez, Bay-Williams and Kanold (2008) discuss several steps about how teachers and leaders can foster equity. Some of these steps are “becoming knowledgeable about issues and strategies related to equity, ensuring that schools and teachers create a climate of high expectations and a deep belief in the capabilities of each student… [and] eliminating policies and practices that close opportunities” (p.1-2). These steps are part of the EDS vision since the program places students in diverse school settings, which helps them, become knowledgeable about issues related to equity. Also, EDS faculty discuss the complexities of schooling in a broader context, which helps students understand policies and practices that are inequitable. Thus, this part of the vision can promote students in becoming teacher leaders. As I will explain later, this vision for equity is inextricably connected with the vision for creating teacher leaders who can become change agents.
Creating Teacher Leaders. The second pattern, creating teacher leaders, was mentioned infrequently throughout the different EDS documents analyzed. In fact, there were only three places in the documents that addressed leadership. One was the in the M.Ed. Proposal in 2001 in which it mentions, “a primary focus of the program is to develop highly qualified teachers to work effectively in the linguistically and culturally diverse schools in San Diego and to provide research-based professional development for practicing teachers who will serve as leaders in the profession” (UCSD, M.Ed. Proposal, 2001). The other was in the Ed.D. in Teaching and Learning proposal in 2002, which repeats the same sentence. The website mentions creating “effective educational leaders” but it was mentioned in respect to the doctoral programs rather than educational minor or M.Ed./Multiple Subject Credential Programs. Even though this idea of creating teacher leaders was not mentioned extensively in the documents, the faculty stated consistently that they aimed to create teacher leaders.

The goal of creating teacher leaders will be examined through the faculty responses to interview questions about their aspirations and career paths for their student graduates. These career paths mentioned by the faculty can be seen as part of the vision for EDS since the faculty is describing what they want their students to become. It is interesting to note that I did not ask the faculty specifically about having their graduates become leaders however; the faculty all mentioned that the ideal career path for students would be for students to become teacher leaders. The notion of
creating teacher leaders will also be discussed through students envisioning themselves as leaders as well as their ideas about lifelong learning.

The faculty were aware that students have many different choices regarding their professional lives as teachers, but if they could choose an ideal career goal for them they would choose a pathway that included teacher leadership. The faculty also mentioned that their career goals for their students might not come to fruition right after students graduate due to the dire state of the economy. “Ideally, and a lot of this, because of the job market and the economy, realistically it’s not happening” (faculty, 49). Another faculty member stated, “Not many of them are getting classroom positions the very first year” (faculty, 62). However, overall the faculty promoted graduates towards careers in classrooms and specifically for graduates to “choose to work in public schools in lower income areas” (faculty, 49). The faculty mentioned that they would be happy if graduates would have a career in the classroom and see it “rewarding 20-30 years into their career” (faculty, 61). The faculty went on to state that they would hope to see their teachers become leaders in their field in some capacity or another. The faculty members all mentioned different ways that their students could become leaders while still working in the classroom or possibly stepping away from the classroom but still working in an educational setting. Some of the possible trajectories that the faculty included were as follows:

One trajectory would be they are classroom teachers, during the time that they’re classroom teachers they continue to do professional development, maybe they become leaders in a certain...certainly they become leaders at their school site, maybe they become leaders also in their district and they pursue a certain area of interest or expertise, like a content area, that they get really, really good at and become leaders
and models and do professional development in that area while continuing to be a classroom teacher (faculty, 49).

Another faculty participant stated:

I could see somebody after a couple of years in the classroom, and let’s just take science, for example, you know, somebody becomes interested in science education in their own classroom, and then maybe they’re involved in professional development outside of the district and then maybe that helps them become a leader in science at their school, so they’re affecting change at their school. And then maybe in a couple more years, they could take different routes, like maybe they’re interested in working in science education at the district level and affecting change there, and maybe that’s through connections… and writing, maybe writing for journals and so I think influencing the community on a larger level each time, but not leaving… the grassroots level, right (faculty, 56).

Several of the other faculty members mentioned the idea of leadership and that their graduates would become leaders in some capacity such as “instructional leaders” (faculty, 61), “leader at that site…district level with curriculum committees” (faculty, 62), “leaders somewhere in the field whether it’s just in the classroom or whatever aspect of education they go into” (faculty, 63). It is interesting to note some of the commonalities in their mentioning of teacher leaders. One is that they all said that they hope their graduates would become teacher leaders in some capacity. Another is that they all mentioned that their graduates would become teacher leaders while still staying in the classroom and using the classroom as a way to demonstrate their leadership. Finally, the faculty members all explained this idea of how leadership grows from starting in the classroom, moving to grade level leaders, school site leaders, district leaders and beyond (see Figure 4).
Figure 4 depicts a model I developed to explain the conception of teacher leadership that evolved in my study. It is similar to Bronfenbrenner (1974) Ecological Systems Model due to the four types of nested systems. Bronfenbrenner describes the four systems as microsystem, mesosystem, exosystem and macrosystem and further explains that each system has certain roles, norms and rules that shape children’s development (Bronfenbrenner, 1974). Figure 4 is based on the nested view of teacher leadership development since it begins in the microsystem, which is the classroom. Leadership continues to grow to the mesosystem, grade level. Then teacher leadership grows to the exosystem, the school, and continues to into the macrosystem, the
district. In each of these different systems, there are different roles, norms and rules for teacher leadership. The reason this model fits the faculty’s ideas about teacher leadership is because this model shows the importance that EDS faculty has on practitioners knowledge. The most important system in Bronfenbrenner’s model is the microsystem and it is the classroom in the teacher leadership model. This shows how the faculty believes that teachers can be leaders while working in the classroom as well as leaders in other systems.

Some students in each of the participant groups envisioned themselves as leaders and that amount increased as their time in the program lengthened. Four out of the ten mentors, who are at the beginning of their educational training, envisioned themselves as a teacher leaders. Seven of the ten tutors, who are at their second stage of their educational training, envisioned themselves as leaders. One tutor stated, “They promote you to be innovative and to be the change agents of the education system” (tutor, 58). Another tutor mentioned, “I just don’t think that other programs really do give the student teachers the power to believe that they can make a difference, like a change, and really…cause I feel like I could go in and you know I know it wouldn’t be immediate, but I just feel like I’m in the position to where like I know I can take that extra step” (tutor, 44). She went on to say, “I guess that’s a major theme too, is that they help us to realize, like you can be change in the school, and you don’t have to…no matter where you have people that’ll support you…And I would say that the program empowers us to not only collaborate with the other teachers, but be a leader in inspiring that collaboration” (tutor, 44).
Nine of ten of the student teachers (who were at the end of the educational training at UCSD) viewed themselves as teacher leaders. One student teacher said, “Yeah it really inspires us to like make change and not be satisfied with like what education is right now and always keep learning and keep looking forward to the future and make change and keep growing” (student teacher, 32). Another student teacher mentioned, “That equity component as well as leadership. I think that they’re really big on helping student teachers become leaders when they graduate, not 5-6-7 years down the road, especially in terms of like where they might be at their school site” (student teacher, 41).

In addition to envisioning themselves as teacher leaders, the student participants also stated that they would be lifelong learners. Some of the various lifelong learning opportunities that they said they would continually seek out are: National Board Certification, reflecting and thinking about their practice, participating in professional development opportunities, staying involved, always having an open mind and continuing to work in technology. The mentors and tutors also mentioned that they were going to be lifelong learners, however, they did not state as many ways that they would continue to learn rather just that they wanted to continue to build on their teaching and continue their education. Only two mentors and three tutors mentioned lifelong learning compared to seven student teacher participants.

Lifelong learning is an important aspect of teacher leadership. Killion and Harrison (2006) state that a leader is someone who models continuous learning, keeps current with the research and in turn becomes a thought leader in schools. Fullan
(1992) states that teacher leaders should make a commitment to continuously learning about teaching and learning throughout their careers. These examples show that lifelong learning career goals are important aspects of the teacher leadership puzzle. Thus, student participants had similar views to the vision statements that the faculty members mentioned in their interviews as well as what was examined in documents.

In summary, the notion of creating teacher leaders was hardly mentioned in EDS documents but was very much part of the EDS vision based on faculty responses to interview questions. The faculty’s vision of teacher leadership is nested in which it allows for the teacher to stay in the classroom and be a leader in different systems such as at the grade level, school, or district. The student participants envisioned themselves as teacher leaders and lifelong learners, which matches with the faculty aspirations for their students.

The visions of the EDS program--equity and creating teacher leaders--are inextricably connected with creating teachers who can become change agents. The educational definition of change agents is “individuals or groups who attempt change, aid in its accomplishment, or help to cope with it” (2012). Fullan (1992) discusses the importance of teachers becoming change agents and education programs promoting this type of teacher leader. However, it is easier said than done.

Brown (2004) weaves together a transformative framework and pedagogy for how to teach social justice and equity in leadership. She states that in order for students to become transformative leaders and in turn, change agents, students need to learn “to perceive social, political, and economic contradictions, and to take action
against the oppressive elements of reality” (p. 1). She further argues that students in preparation programs need to participate in “critical reflection, rational discourse, and policy praxis to increase awareness, acknowledgment and action” (p.1). The students in the EDS program have the potential to become change agents since the vision is to promote equity in the educational system. Specifically, by placing students in diverse school settings, discussing the complexities and inequalities of the school system, students start to think about becoming change agents.

**Faculty Beliefs and Experiences about Leadership**

A discussion about the belief systems and experiences of the faculty participants and how it relates to the cultivation of teacher leadership is important because it describes the espoused theories that faculty members have about leadership. Analyzing the faculty personal histories about their experiences with leadership help to understand how their personal histories shape their professional development (Olsen, 2008). Goodson and Hargreaves (1996) mention that understanding teachers’ professional lives in their own experienced worlds can help to understand their actions. Therefore, it is important to understand the beliefs and experiences of the faculty in order to investigate how they might teach their students about teacher leadership. Throughout this discussion, I also examine how the faculty teaches their students about leadership.

The faculty mentioned several ways that they were taught about leadership. These ways are: mentoring, seizing opportunities, modeling and reflecting. An
interesting finding is that these are the same ways that the faculty themselves teach about leadership.

**Mentoring.** Some of the faculty describe themselves as having excellent mentors and continuing to have excellent mentors, and wanting to be that mentor for their students as well. “I have had incredible mentors and I continue to have incredible mentors, and I think that …like I see that as part of my responsibility also, to be a mentor to these students” (faculty, 49). Also, another faculty member stated, “I had two colleagues that for probably my first two or three years were essential probably to my success. So I always talk to my student teachers, find someone in your school who’s like-minded, who’s willing to mentor you…that you can talk to and just go to them and get their perspective and get their insight and their support” (faculty, 61).

The majority of the faculty mentioned the concept of mentors and used the idea of mentorship as a way to describe what they had when they were starting in their career and what they want to provide to others who are going into the same career choice. One participant discussed mentors as having “sort of bond, but it’s more than just a bond, it’s…there are people that came before you that are here to help out and support you, and it’s not a limited time offer, it’s like as long as you’re in this profession, we’re all working together. So I think that’s really big, for me, personally” (faculty, 49).

Another faculty participant states that she sought out mentors and explained to the student teachers that, “everybody could use some support.” (faculty, 61). She then explained, along the same lines as participant 49, that “it eventually made me go,
I want to help others too, so then that idea…it goes back to then kind of being this leader, mentoring new teachers, mentoring experienced teachers, mentoring others, but this idea that I want to give back to my profession too” (faculty, 61). To these faculty members, mentorship is a way of continuing the profession by helping and being supportive of others who are getting started in the profession. By instilling a mentoring cycle that helps and supports their students, the faculty in turn creates new teachers that want to continue the mentoring cycle as well. Mentoring is a major component of the EDS culture that supports the concept of teacher leadership.

**Seizing Opportunities.** In addition to describing mentors many EDS faculty discussed their pathways to becoming leaders and taking different opportunities that were presented to them which put them into various leadership roles. The faculty want to provide the same opportunities that they had for their students. For example, “opportunities were presented to me and I think that’s really important to just really be able to present opportunities and offer people different things to try and different things to do (faculty, 49). Another faculty participant stated,

> The first thing that comes to mind is not overt…we’ll just kind of see what happens…people would start saying to me at my school site, well, why aren’t you on that, you seem to know a lot about that or, you know, why aren’t you joining that committee, so I’d get suggestions, and I think, in a way, sometimes I’ve just kind of naturally just would be a group facilitator for whatever reason…you know how people’s roles kind of fall into place (faculty, 61).

Another faculty member states,

So you know people would say well you’ve got to get on this curriculum committee, and it’s like ok well, I’ll get on two then. Okay you’ve got to become a mentor teacher. Okay I’ll be a mentor teacher, and I was...You have to be a specialist at the district level... Okay I am.
Then it was now you’re going to be an administrator and …no…I wanted to be with a group of children. I didn’t want to go in and do model lessons. I wanted my own group (faculty, 62).

The faculty members also try to provide different opportunities for their students as well. For example one faculty member stated, “we want to provide those opportunities for our students and our graduates too. When stuff happens…when there’s opportunities we think of like who do we know, who’s teaching who can…whose classroom can we go into, who can we tell about this, who would be great for this panel, who would be…I mean, we just want to…it just makes sense” (faculty, 49).

**Modeling Leadership.** Another way that the faculty discussed learning about leadership was by being a part of different learning communities and seeing effective leadership skills modeled. For example, one faculty member explains how each learning community shaped the basic concepts of leadership such as, “a lot of basic things I learned from that learning community…about just being really professional, which could mean starting on time and ending on time, I mean, just little things like that” (faculty, 56). The faculty participant further explains that “being respectful of what you bring to the table…having integrity” were all leadership skills that were modeled.

Modeling leadership was probably the most significant finding among the interviews with the faculty and how they use modeling to teach their students about leadership. There were many different ways that the faculty discussed modeling leadership such as themselves being leadership models and also demonstrating different models of leadership in their classes. It is important to note that throughout
the interviews the faculty felt that they were creating teacher leaders but had a hard
time explaining how or why. However, one of the strategies that the five faculty
participants mentioned was that they felt they were models of leadership. Each of the
faculty agreed with this idea. The faculty felt that the best way to create leaders was
to model leadership in themselves and show their students the different career paths
that they could take as a classroom teacher in order to be a leader. There are several
quotes, which support this finding:

Another thing is I hope that we talk to them and model for them and
share our own experiences and share anecdotes about other people that
we know and kind of try to give them a vision [that] we’re all part of
this” (faculty, 49).

I mean, I think the faculty here …I think we’re examples of like of
what could be, in terms of leadership…the best way we can help
students, I think, think about becoming leaders or getting that
experience to become leaders is to just model it (faculty, 56).

I don’t do anything overtly, but I think sometimes by sharing my role,
that I’m this teacher in residence, and I came up, and then, I got this
opportunity to work here, and then …so just kind of sharing my story a
little bit, I think they kind of hear about people’s…like here’s one
person’s trajectory of things that are possible that and then I’ll have
students who’ll come and go, tell me how did you get involved in that
(faculty, 61).

Maybe as individuals some of us have talked about the path that we’ve
taken…I did this and then I did this and I wrote this and I published
this and then…I guess the models that they’ve had of other people that
have walked the path before and who they link up with and who they
attach themselves to (faculty, 62).

But I do think overall all of us feel like we’re experts in what we do,
and we model that…I just think that they see us as leaders in what we
do and we are…I tell them all the time to be a lifelong learner. Don’t
be closed minded, be ready to take on new challenges (faculty, 63).
The student participants agreed with the faculty and felt that the professors did a good job of modeling leadership for them. Each of the participant groups commented how the professors were models for them learning EDS values and being passionate about education. The participants also mentioned that they were able to hear what the professors did in their educational path, which gave participants ideas about what they could do in their careers. For example, one student teacher said, “I just think the examples that the professors set themselves, you know how they’re so well respected…you know, people come to them for advice” (student teacher, 34). Another student teacher agreed and stated, “I think part of it is like the professors we’ve had are people who were teacher leaders and they share their stories, and their experiences you know, how they went from maybe being classroom teachers, but the things they were involved with at their schools, and becoming curriculum leaders and becoming professors” (student teacher, 45).

Another form of modeling leadership is when the faculty are being explicit about their teaching and telling the students that they are learning about professional development or sending their students to be a part of professional development. For example, “we talk…just little things like that we talk to them about, we’re modeling for you what you’re going to be doing in professional development, and being really explicit about it, being respectful of what you bring to the table.” (faculty, 56). Another example of that is when the faculty stated, “Yeah, and sometimes I’ll say like, hey, what you guys are getting is exactly…I did this workshop last week with a group
of teachers, so you guys are really getting some cutting edge [instructional strategies]” (faculty, 61).

Therefore, the professors create a culture of leadership through modeling various styles of leadership. The faculty model how they are leaders and various leadership strategies in their classes. The participants agree and overwhelmingly believe that the professors are teacher leaders, which helped them see what a teacher leader does and hear about their pathway of how they became teacher leaders. Rarely did the student participants discuss the modeling of leadership strategies that the faculty use in the classroom.

**Reflecting.** The final way that faculty discussed learning about leadership was by reflecting on their career pathways and general beliefs about education. One faculty participant states, “I’m better about listening to my gut and listening to my intuition and going for it. But back early on in my teaching I think I trusted other people’s perceptions of what I ought to do far more than I trusted my own.” (faculty, 62). Another faculty member discussed reflecting on their own personal beliefs, “I mean I think that’s crucial; constantly self reflect and say who am I?...Is that really what I believe, because you’re tested all the time.” (faculty, 63). Students also discussed how the faculty focused on reflection in the courses, which will be discussed in detail in the next chapter.

The faculty beliefs and experiences that taught them how to be leaders were having mentors, seizing opportunities, seeing models of leadership skills, and reflecting. The faculty taught students in the same way that they were taught about
leadership. The faculty tried to be mentors for their students, provide opportunities for their students, be a leadership model and teach their students how to reflect.

**Conclusion: The Espoused and Enacted Cultural Features of EDS**

In chapter five, the espoused and enacted theories about the cultural features of the EDS program were analyzed. These cultural features were the goals, vision and the faculty beliefs and experiences about creating teacher leaders. I examined these cultural features through documents, faculty and student interviews. Table 10 below is a summary of the espoused and enacted theories about the cultural features in the EDS program.

*Table 10. The Espoused and Enacted Cultural Features of EDS.*

<table>
<thead>
<tr>
<th>Cultural Features</th>
<th>Espoused</th>
<th>Enacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Focus on teaching and learning and training teachers</td>
<td>Focus on teaching and learning and training teachers</td>
</tr>
<tr>
<td>Vision</td>
<td>Vision from documents and faculty: Equity Creating Teacher Leaders (not in documents)</td>
<td>Vision from students: Equity and Students envisioned themselves as teacher leaders and lifelong learners</td>
</tr>
<tr>
<td>Faculty Beliefs</td>
<td>How faculty were taught about leadership: Mentors Seized Opportunities Models Reflected</td>
<td>How faculty actually teach about leadership: Mentoring Seizing opportunities, Modeling leadership Reflecting (next chapter)</td>
</tr>
</tbody>
</table>
The goal of the EDS program is to train teachers with a specific focus on teaching and learning. The vision of the EDS program, based on the documents, faculty and students interviews, is equity in public education. This major focus of the EDS program can be seen through discussions about equity in schools, placements of students in schools with underrepresented students and courses that examine the complexities of public education. The goal of creating teacher leaders is minimally seen in the EDS documents, however the faculty mentioned it as being a part of the vision. Students could view themselves as leaders as well and this increased with time in the program. Students also envisioned themselves as lifelong learners.

The faculty’s beliefs and experiences about teacher leadership included: mentoring, seizing opportunities, modeling and reflecting. These are the same ways that the faculty teach their students about leadership. For example, the faculty mentioned how they were mentors for their students and the students agreed. The faculty described how they modeled leadership for their students and the students felt that their professors were examples of teacher leaders. One faculty member mentioned that she tries to present opportunities to her students, however, none of the students mentioned this in their interviews. The final way that faculty learned about leadership was reflecting, which will be discussed in the next chapter. In addition, the next chapter will discuss what the students learned about leadership through defining, classifying characteristics and explaining different roles of teacher leaders. A comparison between how the faculty teaches about Devaney’s six roles of teacher leadership and how students learn about these roles will also be discussed.
Chapter 6: Leadership Learned

*Chapter 6: Leadership Learned* answers, “How do students’ experience and understand teacher leadership and how does their understanding change throughout their stages of their training?” by analyzing the student participants’ interview responses. I begin with student participants defining teacher leadership and leadership characteristics. Next, I discuss student responses to different teacher leadership roles. I then compare these roles with how the faculty teaches about Devaney’s six roles of teacher leadership and how students learn about these roles. I conclude the chapter with a model of how to teach the cultivation of teacher leaders in an education program.

**Defining Teacher Leadership**

There are many definitions in the field of teacher leadership but none draw from actual education students’ experiences or ideas about teacher leadership based on their training. In addition, the definitions in the field vary, producing an overall lack of understanding of the term teacher leadership (Katzenmeyer and Moller, 2001). One definition of teacher leadership is “teachers who are leaders within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice” (Katzenmeyer and Moller, 2001, p. 9). None of the current definitions show a growth of how the concept of teacher leadership changes throughout time. However, this study shows that the definition of a teacher leader depends on where students are in their educational careers and the definition expands with the more time students spend in
the EDS program. As seen in Table 11, the idea of a teacher leader in the mentor stage of the educational path at EDS is very limited. The mentors stated that teachers are already leaders, that they do not know what a teacher leader is and one participant mentioned that a teacher leader is someone that leads extracurricular activities.

However, the definition of a teacher leader expands dramatically for students in the second stage of their educational path. The tutors stated that a teacher leader advocates for students, involves themselves in the school, works with parents and the community, heads different committees, shows others how to be a role model, collaborates with other teachers, continues to learn, develops programs, takes part in social justice activities and influences/inspires people. The student teacher participants agreed with the tutors but also added a few more definitions about teacher leaders. These additions include observing other teachers, being open to change, striving for improving/changing the school, fixing problems, trying new things, being knowledgeable in subject areas, and having a relationship with the principal.
**Table 11. Conceptual Flow Map of Teacher Leaders Definitions.**

<table>
<thead>
<tr>
<th>Mentors:</th>
<th>Tutors:</th>
<th>Student Teachers:</th>
</tr>
</thead>
</table>
| -Teacher already leader (42,52) 
-Extracurricular (37) 
-Not sure (51, 65,66,59) | -Advocates for students (50) 
-Involved/present (36,40,44) 
-Approachable to families (36,44) 
-Connecting classroom to community (44, 50, 55) 
-Head of committees (57,58) 
Role model and help others (36, 40,44,46,57) | -Listen to others/represent them (34) 
-Presence 33 |
| | | -Communities and Parents (31) |
| | -Collaborate with other teachers (44) | -Work with teachers/help teachers (39, 41) |
| | -Continual learning process (44) 
-Develop programs (40) | -Knows strengths and weaknesses (32) |
| | -Take part in Social Justice (35) 
-Influence/inspire kids (35) | -Respected (33) |
| | | -Share Ideas (33,39,45,48) |
| | | -Not Sure (33) but later collaborate with others |
| | | -Lots of PD/Current Research (39, 41,45) |
| | | -Observe Teachers/Schools (39) |
| | | -Open to change (34/39) |
| | | -Strive for better/improve school (34,48) |
| | | -Needs fixing/problem (38) |
| | | -Try new things (38,39,41) |
| | | -Knowledgeable in subjects (32,39,48) |
| | | -Relationship with principal (32) |
| | | -Shape what is happening (45) |

By using Table 11, I constructed a working definition of teacher leadership at the different stages of the participants’ educational paths. The first stage is the mentors who have just finished the first class in the education program. Their working definition of a teacher leader might be something like this: *A teacher leader is*
difficult to define since a teacher is already a leader but a teacher leader might be involved in extracurricular activities in the school.

The second stage is the tutors who have finished the second and third classes of their education minor courses. Their definition might look something like this: A teacher leader is a teacher that is involved in the school in many ways such as being an advocate for students, work with parents and the community, and being the head of committees or developing new programs that fight for social justice. In addition, a teacher leader is a role model for other teachers and the community at large and someone who continues to learn and collaborate with other teachers. Overall, a teacher leader is someone who influences and inspires the entire school community.

The third stage is the student teacher participants who have finished all of the prerequisites as well as the multiple subject elementary credential program. Their working definition might look something like this: A teacher leader listens to everyone in the school community and is a part of shaping what happens at the school by working with staff, parents and the community. A teacher leader is the person who is always open to change and striving for improving the school by working with others to fix problems and try new things based on the relationships that they build within the school and around the school to better the whole community. A teacher leader not only continues to learn through attending professional developments and conferences to stay current and better their teaching practices in different subject areas, but also is respected by the staff and seen as a role model so that they are usually seen collaborating, helping and sharing their ideas with other teachers to improve
everyone’s teaching practices. I created these definitions based on the participants’ responses to defining a teacher leader and combined the responses in the various participant groups.

One interesting finding that emerged from the data regarding defining teacher leaders was the actual term “teacher leader.” The idea of stating someone is a “teacher leader” was difficult for some participants. The reason was that student participants felt that it put a formal meaning to the role while teacher leaders do not necessarily have to be in a formal role. Four out of ten student teacher participants had various issues with the term, “Teacher Leader.” One of the issues was giving teachers a title and this made their role formal and gave it a whole new dimension. Another student teacher participant agreed and stated that she would rather think of a teacher leader as a representative instead of a leader. However, another student teacher participant stated that National Board Certification uses it and felt that it was an appropriate term to use while yet another student teacher mentioned that the term “Teacher Leader” was a new term and that she had never heard it before.

One of the faculty members had an issue with the term teacher leader as well. She did not like the term teacher leader because it was so formal. She agreed with some of the student teachers and believed that teacher leaders take on many roles, most of which are informal. Even though, there were some issues surrounding the term “teacher leader,” I still was able to create a working definition on teacher leadership from each of the different stages of the student participants’ educational
I will now examine the characteristics of teacher leaders and teacher leadership roles in relation to Devaney’s roles.

**Leadership Characteristics**

I did not specifically ask the faculty or the student participant groups if they would describe a teacher leader. Rather, I asked the participant groups to explain what an image of a successful EDS graduate would be like and what a teacher meant to them. What is extremely interesting to note is that the words the student participants used to describe a teacher are also words used to describe a leader based on current teacher leadership research. For example, after an extensive review on teacher leadership characteristics, four main themes appeared: trust, support, intrapersonal skills and understanding the “big picture” (Fullan, 2004; Hoy & Miskel, 2008; LeBlanc & Shelton, 1997a; Lieberman et al., 1988a; Sherrill, 1999, Yulk, 2002). Trust can be seen in the participant responses mentioning the importance of building relationships. Also, support was mentioned by all of the participant groups. In addition, the participants gave multiple examples of interpersonal skills such as caring, positive, empowering. The only trait that was not mentioned by the participants when asked this question was understanding the “big picture.” However, as stated earlier, student participants described the importance of learning about equity and public education issues, which could be seen as teacher leaders learning about the “big picture.” Another interesting finding is that when comparing the student and faculty ideas of leaders, it is quite consistent.
Table 12 is a logical flow map that shows how participant groups viewed characteristics of teacher leaders at different stages of their educational career: mentor, tutor, student teachers. These responses from student participants are also compared with the faculty responses about the characteristics of teacher leaders.

**Table 12. Characteristics of a Teacher Leader.**

<table>
<thead>
<tr>
<th>Mentors:</th>
<th>Tutors:</th>
<th>Student Teachers:</th>
<th>Faculty:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parent:</strong> 42, 66, 65</td>
<td><strong>Support/Resource:</strong> 44, 47, 50, 57, 58</td>
<td><strong>Parent:</strong> 31, 45</td>
<td><strong>Supportive</strong></td>
</tr>
<tr>
<td><strong>Support/Resource:</strong> 42, 37, 52, 37, 42, 65</td>
<td><strong>Motivates/Inspires:</strong> 58, 35, 44</td>
<td><strong>Build Confidence:</strong> 33</td>
<td>Build confidence</td>
</tr>
<tr>
<td><strong>Empowering:</strong> 59, 68</td>
<td><strong>Continue Education:</strong> 40, 56, 58</td>
<td><strong>Continue Education:</strong> 32</td>
<td>Continue Education</td>
</tr>
<tr>
<td><strong>Motivates/Inspires:</strong> 66, 53, 68</td>
<td><strong>Positively Impact:</strong> 36</td>
<td><strong>Positive Impact:</strong> 34, 45</td>
<td>Positive Impact</td>
</tr>
<tr>
<td><strong>Continue Education:</strong> 51, 53</td>
<td><strong>Caring:</strong> 40</td>
<td><strong>Caring:</strong> 31, 32, 39</td>
<td><strong>Role Model</strong></td>
</tr>
<tr>
<td><strong>Positive Impact:</strong> 51</td>
<td><strong>Role:</strong></td>
<td><strong>Role Model/Example:</strong> 47, 50, 55</td>
<td><strong>Listen</strong></td>
</tr>
<tr>
<td><strong>Caring:</strong> 52</td>
<td><strong>Influences:</strong> 35, 46, 47, 50</td>
<td><strong>Influences:</strong> 45</td>
<td>Influences</td>
</tr>
<tr>
<td><strong>Role Model:</strong> 65</td>
<td><strong>Responsible:</strong> 40, 55</td>
<td><strong>Responsible:</strong> 41, 45, 48</td>
<td>Shares ideas/Voices</td>
</tr>
<tr>
<td><strong>Listens:</strong> 53</td>
<td><strong>Teach how to think:</strong> 40</td>
<td><strong>Teach how to think:</strong> 40</td>
<td>Opinions</td>
</tr>
<tr>
<td></td>
<td><strong>Be Independent:</strong> 40</td>
<td><strong>Be Independent:</strong> 40</td>
<td>Thoughtful</td>
</tr>
<tr>
<td></td>
<td><strong>Willing:</strong> 40</td>
<td><strong>Willing:</strong> 40</td>
<td>Relationships</td>
</tr>
<tr>
<td></td>
<td><strong>Flexible:</strong> 40</td>
<td><strong>Flexible:</strong> 40</td>
<td><strong>Compassionate/Empathy:</strong> 33, 39</td>
</tr>
<tr>
<td></td>
<td><strong>Makes a difference:</strong> 46</td>
<td><strong>Makes a difference:</strong> 46</td>
<td><strong>Compassionate</strong></td>
</tr>
</tbody>
</table>

The numbers next to the various characteristics note what participants and how many participants mention the different characteristics of teacher leaders. For example, mentor 59 and mentor 68 both mentioned empowering, thus two mentors discussed empowering in their interviews. In addition, the different colors on the table
shows which characteristics were mentioned by all of the participant groups and which ones were mentioned only by some of the participant groups. For example, a teacher or a leader is like a parent was mentioned by the mentor participants three times, mentioned by the student teacher participants two times, and not at all with the faculty group. However, a teacher leader is supportive was mentioned by all participant groups several times but only the student teacher group one time. Each of the participant groups also stated that teachers or leaders were motivating and inspiring, continuing their own education, having a positive impact, caring, and being a role model. It is interesting to note that only two said that a teacher/leader listens and only two groups mentioned that a teacher/leader influences others in the school community and is responsible for staff and student learning.

The characteristics in black at the bottom of the table show the other teacher leadership characteristics that were mentioned only by either the tutors or the student teacher participants. For the tutors, these are: teaching people how to think, being independent, willing, being flexible, and making a difference. For the student teachers, these are: intelligent and aware. All of these characteristics refer to traits of being a teacher but also refer to what teacher leader traits would be as well. A leader should be supporting, motivating to others, continuing to learn, having a positive impact, caring and being a role model. In addition, a leader should listen, influence others and be responsible for their actions. These are the major characteristics that the participants in this study mentioned are characteristics of a teacher and which I believe are also characteristics of a leader based on current teacher leadership research.
As seen in Table 12, the meaning of a teacher leader expanded as the participants’ time in the EDS program lengthened. The mentors listed 9 features of what a teacher/leader is, while the tutors mentioned 13 and the student teacher participants listed 17 features of what a teacher/leader meant to them. This shows that not only do their perceptions of the characteristics of a teacher expand over time but also their perceptions of the characteristics of what it means to be a leader.

The faculty also shared ideas of the characteristics of a leader as seen in the last column. The faculty ideas match up very closely to the student participants. The faculty mentioned the same characteristics of a teacher leader, as seen as the student teacher participants. However, the faculty also stated some ideas about how a leader should act. One faculty member commented that teacher leaders should allow “people to work at their own pace” and “give them a lot of room to grow” (faculty, 49). Also, another faculty member mentioned that people “can be a quiet leader” and “be a very influential part of your school and affect change without being a leader…provide your voice and your thoughts and your opinions” (faculty, 61).

The same faculty member wanted to explore the different formal and informal roles of leadership and the different ways that teachers can be leaders without necessarily being in a formal role. For example, “It could be the teacher that, for whatever reason, just has this great connection with families and parents and then all of a sudden gets families to start to come to the school, and then that trickles to someone else who goes, what are you doing ‘cause I want to have my parents… it can be that kind of quiet subtle way” (faculty, 61). Another faculty member agreed and
added that leadership doesn’t have to be this overly vocal person, but can be someone who are “taking student teachers, or they are continuing to improve…make it obvious to…not because they’re advertising it, but that they’re involved in various things at the school site, or to show that they’re interested and want to do more or want to do something different. I think that they have a presence in their excellence” (faculty, 62). I will now discuss the ideas of leadership roles and what a teacher leader would do based on the student participants’ perspective at different stages in their educational career.

**Teacher Leadership Roles**

To describe the different teacher leadership roles, I will first examine the student responses then categorize them into Devaney’s six types of teacher leadership. These six teacher leadership roles are: continuing to teach and improve one’s own teaching, organizing and leading peer reviews of school practice, providing curriculum development knowledge, participating in school-level decision making, leading in-service education and assisting other teachers, participating in the performance evaluation of teachers. I will also be comparing faculty and student responses in regards to how the faculty teaches students about leadership and how the students learn about these leadership roles.

The different roles that are mentioned by Devaney in her study have been identified as roles that current teachers may engage in (Devaney, 1987). In contrast, this study addresses students, undergraduates and graduates, who are interested in becoming a teacher and how they view teacher leadership at different stages in their
educational career. When asking students about teacher leadership, the question I posed was open-ended such as, “What is the role of a teacher in the school?” Thus, I am first describing the overview of student responses and then comparing their responses with faculty responses around Devaney’s six teacher leadership roles.

All of the responses to the interview questions were combined and analyzed into a logic flow map in order to find patterns among and between the participant groups about the role of teacher leaders in schools. The overviews of participant responses are listed in Table 13.
### Table 13. Conceptual Flow Map of Roles of Teacher Leaders.

<table>
<thead>
<tr>
<th>Mentors:</th>
<th>Tutors:</th>
<th>Student Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being outside with students (6) 42,66,52,65,68,37</td>
<td>Being outside with students (6) 35,50,57,55,44,45</td>
<td>Being outside with students (4) 34,45,48,54</td>
</tr>
<tr>
<td>Collaborate with teachers (4) 37,53,42,51</td>
<td>Collaborate with teachers (7) 46,57,58,44,40,47,55</td>
<td>Collaborate with teachers (9) 38,33,39,41,48,31,34,32,45</td>
</tr>
<tr>
<td>Interact with parents/families (9) 52,53,68,42,66,37,51,65,67</td>
<td>Interact with parents/families (9) 55,57,47,50,35,36,40,44,46</td>
<td>Interact with parents/families (6) 34,33,45,48,31,39</td>
</tr>
<tr>
<td>Interact with the community (1) 68</td>
<td>Interact with the community (10) 44,46,50,57,58,35,36,42,55</td>
<td>Interact with the community (8) 34,48,54,31,38,39,45,54</td>
</tr>
<tr>
<td>Present/Involved (1) 67</td>
<td>Present/Involved (6) 35,46,50,57,40,47</td>
<td>Present/Involved (4) 39,41,31,45</td>
</tr>
<tr>
<td>Write Curriculum (3) 42,51,66</td>
<td>Write Curriculum (2) 55,46</td>
<td>Write Curriculum (2) 45,54</td>
</tr>
<tr>
<td>Head of Departments/After School Programs (2) 59,42</td>
<td>Head of Departments/After School Programs (3) 46,50,36</td>
<td>Head of Departments/After school Programs (6) 34,38,39,41,45</td>
</tr>
<tr>
<td>Sharing Ideas and helping other teachers (3) 59,51,52</td>
<td>Sharing Ideas and helping other teachers (5) 36,35,40,44,57</td>
<td>Sharing Ideas and helping other teachers (7) 34,38,39,48,54,31,32</td>
</tr>
<tr>
<td>Continued</td>
<td>Continued</td>
<td>Continued</td>
</tr>
<tr>
<td>Learning/Knowledgeable (2) 42,65</td>
<td>Learning/Knowledgeable (2) 36,46</td>
<td>Learning/Knowledgeable (4) 41,32,33,54</td>
</tr>
<tr>
<td>Active Participant (3) 42,59,68,</td>
<td>Active Participant (3) 36,44,40</td>
<td>Active Participant (4) 34,38,31,39</td>
</tr>
<tr>
<td>Give Opinion/Input (1) 37</td>
<td>Give Opinion/Input (2) 50,36</td>
<td>Give Opinion/Input (3) 31,45,48</td>
</tr>
<tr>
<td>Organize (1) 66</td>
<td>Educational Reform (2) 47,55</td>
<td>School Improvement (7) 34,38,33,41,45,48,32</td>
</tr>
<tr>
<td>School Improvement (4) 59,52,51</td>
<td>School improvement (6) 36,47,50,55,40,58</td>
<td>Special Field Knowledge (8) 39,34,32,33,39,41,48,48</td>
</tr>
<tr>
<td>Role Model (1) 52</td>
<td>Special Field Knowledge (1) 58</td>
<td>Plan with School (2) 31,32</td>
</tr>
<tr>
<td>Solve Problems (1) 68</td>
<td>Part of how school is run (3) 35,40,57</td>
<td>Professional Development (8) 38,31,33,39,41,48,48,34</td>
</tr>
<tr>
<td>Not Sure (2) 53,67</td>
<td></td>
<td>Union Reps (1) 34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data Teams (2) 33,34</td>
</tr>
</tbody>
</table>
When looking at Table 13, the numbers in parentheses are how many participants mentioned that role and the numbers that follow are the specific participants that discussed that role. For example, three tutors mention that teacher leaders should be a part of how the school is run. The specific tutors that mention that role are tutor 35, 40 and 57. It is interesting to note that the various roles of teacher leaders do not expand dramatically throughout the length of time throughout the program. Each participant group has the overall same understanding of what a teacher leader should be doing. These roles suggest that a teacher leader should: be outside with students, collaborate with teachers, work with parents and families, be present and involved, write curriculum, be the head of departments or after school programs, share ideas and help other teachers, continue to learn, be an active participant in school change, and give their opinions.

One interesting finding is the amount of times each of these roles are discussed in each of the student participant groups. As seen in Table 13, all of the participant groups mentioned several similar roles but each of the participant groups mention these roles to various extents. For example, only one of the mentors commented that teacher leaders should be interacting with the community, while the majority of the tutors and the student teachers believed that teacher leaders should be interacting with the school’s surrounding community. Thus, at first glance it looks like the knowledge does not increase across length of time in the program but analyzing the frequency to which each of the responses are made, paints a better picture to how the program influences students’ ideas on the roles of teacher leaders.
Another interesting finding is that the specific types of roles that teacher leaders do are mentioned only by student teacher participants, students who have been in the program a longer period of time. For example, the student teacher participants were more specific with the different types of teacher leadership roles such as being a union representative, on a data team, and attending as well as sharing new knowledge gained from attending professional developments.

A fourth interesting finding is that the different roles of teacher leadership were seen as time consuming by all student participants in the study. In fact, the mentor group mentioned it the most. Out of the 10 mentors interviewed, six of the mentors stated the idea that time might be an issue for teacher leadership. The mentors were concerned with teachers running their classrooms to the best of their ability and also being a leader in the school. In addition, the mentors felt that teacher leaders might be spreading themselves too thin. For example, one mentor said, “I feel that if you’re doing two things at once you may not be paying your full attention to both of them and you may kind of just be doing like half the job for each one…I would want to be a teacher full, 100 percent, and then if I have time I would do something else” (mentor, 65).

Several of the tutors agreed with the mentors. They also mentioned that being a teacher was the most important and that only if you have extra time should you take on extra responsibility. In addition, several student teachers agreed with both the mentors and the tutors. They stated that their priority is their students and that it would be hard to balance being a full time teacher and juggling more responsibilities.
Even though every participant group stated that time for being a teacher leader was an issue, it was overwhelmingly mentioned by the mentor group.

The multiple roles that were stated by the student participant groups can be organized into Devaney’s six roles about teacher leadership which are: continuing to teach and improve one’s own teaching, organizing and leading peer reviews of school practice, providing curriculum development knowledge, participating in school-level decision making, leading in-service education and assisting other teachers, participating in the performance evaluation of teachers. However, some of the roles that student participants mention did not fit into Devaney’s six roles about teacher leadership. One such role is parent and community involvement, which will be discussed as well.

**Teaching and Learning about Teacher Leadership Roles**

To examine the teaching and learning about teacher leadership roles, I am going to examine how the faculty taught Devaney’s teacher leadership roles and how the students described learning about them. To begin, I first asked the faculty if they recognized any of Devaney’s teacher leadership roles in their program and for them to think about what they do in the education minor and multiple subject program to teach these different leadership roles. I wanted the faculty to expand on different ways that they might teach the roles to pre-service teachers in ways that would start the cultivation of leadership among their students.

For the student responses, I used their overall knowledge about teacher leadership roles and categorized them with Devaney’s six roles. This allowed me to
compare how the faculty teaches teacher leadership roles and what students learned about them. The six roles that will be discussed are: continuing to teach and improve one’s own teaching, organizing and leading peer reviews of school practice, providing curriculum development knowledge, participating in school-level decision making, leading in-service education and assisting other teachers, participating in the performance evaluation of teachers.

Continuing to Teach and Improve One’s Own Teaching. Devaney (1987) believes that this is the largest category for teacher leadership. This role includes teaching expertise and its importance in order for the other leadership roles to blossom. The faculty members teach the role, continuing to teach and improve one’s own teaching, in four ways: teaching best practices, attending conferences, reflecting, and committing to the teaching profession. The student participants all concurred that they were taught these strategies as well. It is important to note that the faculty members were quite aware of the challenges that students might face when entering the teaching profession and trying to teach best practices at their school site. For example, one faculty member stated,

Yeah, I mean, I think some of it depends on the district, because I’m thinking of a certain district where there is a ton of our graduates and they feel really shut down and unable to do the kind of work that they were trained to do, and that they want to do, and that they know is the right thing, but they’re, really oppressed by their principals and by district policies, and they feel like they can’t do anything about it, and it’s really sad, and frustrating. So, yeah, I don’t think it always happens, but I think it can happen by, small groups of teachers who work together and feel comfortable and confident in doing what they know is right” (faculty, 49).
Even though the faculty know there are challenges in the teaching profession, they hope that their students will be successful teachers by teaching their future students best practices. One faculty member stated, “I mean, we don’t really train them, like here’s how to be a leader, or here’s how to do professional development…it doesn’t seem like an appropriate focus, I think they should just be really good teachers” (faculty, 49). She explained:

I tell them, look, there are goals for this class and we want you to learn about elementary math content, we want to help you learn about effective methods, we want to expose you to some important research about how kids learn math, and we’re not just preparing you to be student teachers, we want to support you in being student teachers, but we want to prepare you to be really good teachers and eventually teacher leaders (faculty, 49).

By developing this mindset they are learning about the best teaching practices and also being informed that these teaching practices will help them on their way to be teacher leaders.

The data gathered in the student interviews informed me about the “best practices” that students learned throughout the EDS program. Some of these best practices include: caring classroom environment, interacting with students, having a social curriculum, using art and being creative in the classroom, meeting student needs, and teaching hands-on learning or engaging in project-based learning. A mentor stated, “involved in their class and have a lot of creative activities for their class to do” (mentor, 59). A tutor added, “For discipline, like why that doesn’t work, that something that was hard for me, you don’t see it right away, it’s like more how it affects the kids in the long-run, so I think just bringing them up to speed on literature”
A student teacher participant stated, “Well I think that how they’ve taught us math is different than how most preparation programs teach their student teachers to teach math. They have a lot of data to back up that their strategies are really effective, and so they want to spread the word essentially” (student teacher, 39). Each of these examples show how the student participants believe that they are learning best practices from being creative to classroom environment to hands-on learning in math class.

Another way that the faculty help students think about improving their teaching practices is by requiring the student teachers to attend at least two different conferences. “I think the conferences that the students go to…is a really good experience for them cause they get to start networking and they get to start…they see math education outside of UCSD and outside of their school, and then they start…they see people who are doing, you know…are involved in leadership roles, you know what I mean, so I think that kind of like broadens their view” (faculty, 56). This is one of the ways that teachers can improve their own teaching practices and it is a way that the student teachers at EDS are being exposed to how they can continue to improve their teaching practices. This is also a way for the student teachers to be socialized into the teaching profession and learn ways to grow as a teacher.

Not many of the student participants included attending conferences, which may be because only student teacher participants would be the participant group attending conferences. There is minimal evidence from some of the student teachers about attending conferences. For example,
I think from the beginning, especially in math methods, it’s always been like we’re teaching you some of the most progressive things in math right now and we’re taking you to these conferences and these are the latest things in math, like we expect you to go and teach the teachers at your school…maybe not teach them but expose them to these things. Let them know that this is out there and maybe you can be open to having them ask you questions (student teacher, 33).

Some of the student teachers mentioned conferences since it is a requirement for them but it is not a requirement for the mentors and tutors in the program, which may contribute to the lack of students mentioning conferences.

The third way that the faculty help students improve their teaching practices is by having their students constantly reflect on the educational system and their teaching throughout the entire program. The faculty mentioned the importance of teaching their students how to reflect because being a reflective teacher is key to being a teacher leader since it means you are constantly trying to improve your practice and thus, turning into a lifelong learner. One of the faculty participants mentioned,

The whole emphasis on reflection, starts in the PAL classes and continues all the way through, is a really important part of our program, and an important part of the way we think about what it means to be a continually developing teacher. And I think sometimes, I mean, I know I’m explicit in some…in all my classes that, look, this is EDS, you’re going to do a lot of writing, we’re about reflection because that’s how you get better, you could just do something over and over again, but you’re not necessarily going to get better at it unless you really think about what you’re doing. So I try to be explicit about it, at least in terms of, you’re going to have to do a lot of writing because you have to do a lot of reflecting (faculty, 49).

Two other faculty members agreed that reflection is the way they are learning and developing a “critical mindset” (faculty, 56). This helps them to be a life-long learner and “a reflective practitioner.” (faculty, 61). This faculty member tried to explain that
“you’re going to have to keep reflecting on your practice, which means then you may sometimes need to learn more about your...so I think that’s kind of implied but I would definitely say...we really emphasize that in methods” (faculty, 61). Thus, reflection is a strategy to create teacher leaders since they are developing a critical mindset and being reflective about their practices.

Several of the student participants agreed with the faculty and explained that they learned how to reflect on their teaching practices in the EDS courses. One of the tutors said,

Well the journals, the reflections, constantly reflecting on what happened during the day because that actually forced me to do it. Even if I wasn’t doing it in my head then I had to do it right there. Then the lesson plans too because we did them five times, or I did at least at different groups. So each time I was like ok what was different here? So I think that kind of helped. I’m glad I didn’t do it for the whole class the first time and just be like okay well that didn’t work (tutor, 47).

Another tutor agreed and stated, “The journals were good as a reflective tool for me to do that process of realizing what didn’t work and then changing it, but then also connecting it too” (tutor, 50). Half of the student teachers also mentioned reflection. One student teacher said, “Reflecting is a huge thing. I’ve never heard that word reflecting as much as I have in the past year and a half” (student teacher, 31). A different student teacher discussed how reflecting completely relates to a teacher improving their own practice. She stated,

Whenever a teacher learns a new lesson or has a new idea then that teacher would try it out and see if it worked or not, and would tweak it to make it better. If it wasn’t a good lesson that teacher was reflective and would think about what could I do better or is this something I want to keep or is this something I want to just change it to make it
better or why didn’t it work? So yeah, this teacher is really reflective on their teaching (student teacher, 32).

Therefore, students saw reflecting as a part of improving one’s own teaching.

The fourth way faculty teach about this teacher leadership role is by instilling a sense commitment to the profession. Bogler and Somechb (2004) conducted a study and found that teacher empowerment, professional growth, status and self-efficacy were significant predictors of professional commitment. Thus, when teachers are more empowered as teacher leaders, then they are also more committed to the profession of teaching. Four out of the five faculty members mentioned the importance of teacher commitment in regards to teacher leadership. One faculty member stated that “hopefully these are teachers who are committed to the teaching profession, and that they see teaching as a profession, and that they don’t see teaching as a temporary thing to do for a few years, or a stepping stone to do something else, but they’re committed to being teachers for a good chunk of time, and they really see it as a serious profession, worthy of respect and high compensation” (faculty, 49). Another faculty member commented, “I have tremendous respect and admiration for people that are classroom teachers for 30 years (faculty, 62). Therefore, the faculty members want their graduates to stay in the profession and feel that it is a worthy and respectful thing to do. By teaching students about best practices, attending conferences, reflecting and encouraging teacher commitment, the faculty teach their students about the teacher leadership role of continuing to teach and improve one’s own teaching.
Some of the mentors, tutors and student teachers agreed with the faculty on the importance of teacher commitment. One mentor commented, “If I really just love teaching and that makes me happy, then I would want to just stay with that” (mentor, 53). Another mentor stated,

I don’t see myself doing anything else, so I can honestly see myself teaching 50 years from now if I’m still standing on my feet. I want to keep the same job throughout, because that’s really what I want, that’s really what I love. I really like enjoy working with kids and I feel that that’s what I’m going to start with, that’s what I want to finish with, that’s my one and only goal and dream, so if I can get it, I will keep it (mentor, 65).

A tutor agreed and said, “In ten years…hopefully either…definitely still working in the school, I don’t know if I would like to continue being a teacher or by that point, I don’t know, administration, or something, where I can help new teachers or current teachers. I don’t know exactly what job, but somewhere in the school still working to where I can help the students get a better education” (tutor, 40). Also, a student teacher mentioned, “I would be content retiring at 75 or however old as an elementary school teacher and that just being my path” (student teacher, 34).

Therefore, the faculty and the students are in agreement of what was taught and what was learned in order to teach about Devaney’s first role: continuing to teach and improve one’s own.

Organizing and Leading Peer Reviews of School Practice. Devaney describes organizing and leading peer reviews of school practice as teachers’ ability to examine school practices. This is a role that the faculty members at EDS had trouble identifying teaching strategies that they teach in their courses. However, two
commonalities that emerged among some of the faculty. The first was how peer review of school practice might be addressed through using communication to help them reflect, and the second was teaching their students to speak up for their beliefs. Since I have already discussed how students mentioned that they reflect throughout the program, I will focus on students comments about speaking up for their beliefs. It is important to note that although the faculty and the students mention reflection is important, neither connect it specifically to how it helps aid in the peer review of school practice. In addition, none of the participant groups mention specifically how speaking up for your beliefs help address organizing and leading peer review of school practice.

As mentioned above, reflection is a main component of EDS courses. A new aspect of reflection that was discussed was communicating with others during classes. A faculty member stated that they require students to do a lot of communicating with each other. For example,

We have them do a lot of reflective writing, and often times we provided guiding questions that can help them reflect. We...I really think that in most of the classes communication is a the heart of everything, so we provide a lot of context for having them digest and reflect on what they’ve already learned, so we do that a lot, whether it’s small group, pair sharing, whole class discussion so, yeah, so in writing and in just, you know, through class discussions at different points (faculty, 56).

The students noted that their EDS classes fostered communication. Some of the student teachers explained, “there’s a lot of bouncing ideas back and forth from each other” (student teacher, 31) and “we definitely shared a lot of ideas with each other” (student teacher, 45). But again, this was not tied to leading peer reviews of
school practice or how communicating would help to foster this teacher leadership role.

The faculty also connected organizing and leading peer reviews of school practice as helping future teachers learn to be able to speak up for their beliefs about school practice. Several of the faculty participants described the importance for their graduates to speak up for their beliefs. One faculty member stated,

I think standing up for what you believe is right, for students can be very informal in one-on-one conversation in the hallways, and I think it can be through book clubs that you form with your peers at a school site or across the district. I think complacency is really, really dangerous and to not ever be satisfied with what you’re doing or what your school is doing to keep striving and questioning and evolving” (faculty, 62).

Another faculty participant added, “I think that collaborating on a district level… and I think it’s empowering to feel like you had a voice in also some of the policies… so having a voice in what’s happening in your district is really powerful” (faculty, 61). Both of these are different examples of ways that teachers can speak up for their students and for policies at a district level. Several students also commented on the importance of speaking up for your beliefs. For example, “It’s hard because I know in EDS we’ve been told not to sit on our hands and just let things pass, so we have been taught to speak up” (tutor, 50). Again these participants did not mention how speaking up for beliefs connect specifically to organizing and leading peer review of school practice.

Therefore, the faculty believed that they taught students about organizing and leading peer review of school practice through communicating and speaking up for
beliefs. However, even though some of these faculty members mentioned that peer review of school practice has to do with communicating and speaking up for beliefs, they do not explicitly state how reflection helps students to learn about peer review of school practice. Furthermore, two of the faculty members had nothing to say about peer review of school practice and one faculty said, “I don’t have anything concrete to put out there but that would probably be something we would expect” (faculty, 63). This is not a role of teacher leadership that is explicitly taught to students rather these skills, communicating and speaking up for one’s beliefs, can be seen as the beginning steps to understanding what is needed in order to become a teacher leader.

**Providing Curriculum Development Knowledge.** Devaney describes curriculum development knowledge as another stepping stone for teacher leadership. When asked if they teach their students about curriculum development, every one of the faculty said, “No.” I was surprised by the consistency of their answers. The faculty expanded on their answer and gave several reasons why they do not teach curriculum development. For example, “I think that we encourage lesson development but not necessarily curriculum development” (faculty, 49). The faculty believed that their students were not ready yet to develop their own curriculum in their current role as undergraduate or graduate students, however, they believed that their students should be well equipped on how to develop a well-planned lesson. One of the faculty participants stated,

> There are enough really important things to think about when planning and teaching lessons that you don’t need to...make stuff up...you’re going to need to do enough, even if it’s a really good activity, you’re going to need to plan the lesson, you’re going to need to think about
how are you going to engage the students, how are you going to differentiate, what kinds of questions are you going to ask, what kinds of adjustments and adaptations are you going to add, are you going to have a challenge, how are you going to, you know, there’s enough to think about without creating activities out of thin air (faculty, 49).

Along the same lines, another faculty member added,

I think that when it comes to differentiating lessons or activities, that’s where they can start getting a beginning sense of what developing materials are. So, its sort of like, ok, here’s a worthwhile task, go teach it or see it taught. Okay, now how could we adjust it to meet the needs of struggling students or kids who are beyond that task. So that’s developing right (faculty, 56).

Other faculty concurred:

I think that one of the strengths that our graduates leave with is how to write a quality lesson plan (faculty, 61).

We early on kind of discourage against creating your own lesson, however when you get a lesson out of one of those books, your job as a student teacher, your task, is to take that lesson and to make it fit the students with whom you’re working. I think that that adjustment that you have to make for your own population, whether its grade level or linguistic supports that you bring in or modifications for whatever, students need for whatever reason, I think you’re writing curriculum (faculty, 62).

Well because we ask them to think about their lesson plans. We don’t expect them to create curriculum but they have to think about their students and you have to be critical thinkers (faculty, 63).

In addition, several of the tutors and student teachers mentioned lesson planning. None of the mentors mentioned it because they were not required to write lesson plans in their coursework. One of the tutors commented, “So with our learning about lesson planning and taking into mind each of the kids and how you can use your lesson planning in a way, like shape it in a way, to help reach the kids in the best way possible” (tutor, 50). She added, “I would hope that they would be taking the
curriculum that they’re given, the lesson books, and making it their own a little bit, so using their strengths to teach the students in their way.” A student teacher agreed and stated, “I’m trying to imagine all the lessons that I’d like to teach and I guess really differentiating instruction, really including all learners, especially like if they’re behind like the English language learning population are, or if there’s some mainstreamed students, like really not letting those students fall behind, and having an easy entrance point for the curriculum so that everyone can have access to it” (student teacher, 38). In both of these examples, the students are using curriculum and adapting the lessons to fit the needs of their students.

It is interesting to note that the faculty members did not think they taught about curriculum development, rather they taught their students to be excellent lesson planners. However, seven of the student participants felt that the role of a teacher leader is to develop curriculum. For example one of the mentors said, “I think it’s really important because who else develops the curriculum, I mean…they probably know students better than the people who do develop the curriculum so I think that’s extremely important. (mentor, 66). A tutor agreed and added, “I think it’s important to be involved in curriculum development” (tutor, 40). Also, a student teacher agreed and mentioned that he would, “definitely develop my own curriculum” (student teacher, 54).

It is quite clear from the multiple quotes about curriculum development that the faculty does not teach their students curriculum development. Rather the faculty teaches students the beginning stages of developing curriculum, which is learning how
to adapt curriculum and specific lessons to meet the needs of one’s students. The students also agreed that they learned about differentiating lessons for their student population. Students also felt that developing curriculum was the role of a teacher leader.

**Participating in School-Level Decision Making.** Devaney describes participating in school-level decision making as teachers being involved in decision making at their school but further states that teachers need to learn how to do this, such as being trained to problem solve or conduct observations. The faculty had varying ideas about whether or not they teach their students about school-level decision-making. However, all of them agreed that one way to think about the role of teacher leaders in participating in school-level decision-making is by teaching their students the importance of teachers being involved in school change.

The faculty believed that their graduates have a major role in school change by being leaders at their school by participating in school-level decision-making. One of the faculty members mentioned, “I see them playing a big role in school change because they are extremely competent and extremely knowledgeable and they have to assert their professionalism and they need to speak up as teachers about what needs to be going on in schools and in classrooms, and I think that’s really super important” (faculty, 49). Another faculty member agreed explaining that their role naturally evolves because they are leaders at their school site. She stated, “I think that choosing their battles and knowing when to speak up and say something and when to keep quiet and just observe…I think leading by example, I think that’s pretty
powerful” (faculty, 63). Even though the faculty members believe that their students should be involved in school change, how to be involved in it and how they taught their students about it were more varied.

The student participants also agreed that teachers should be involved in school change and described several different ways that teachers could be involved in this role at the school site. Seventeen of the student participants mentioned that teacher leaders should be involved in school improvement. Ten stated that teacher leaders should be active participants in the school and 11 mentioned that teacher leaders should be present and involved in the school. Three tutors mentioned that teacher leaders should be involved in how the school is run. One mentor said that teacher leaders help solve school problems and two student teachers stated that teacher leaders would plan with the school. Therefore, there is overwhelming evidence that students believe that being involved in school-level decision-making is a key role for teacher leaders but they did not mention how they are learning how to be a part of it.

One faculty member simply did not know how to answer how her students participate in school-level decision-making and said they would come back to it but never did. Another faculty member was confused on what school-level decision-making would look like at the level of her students and couldn’t see the parallel between teachers in the field and her students. The other three faculty members had varying viewpoints as well. One of the faculty participants saw it as having her students being present as much as possible with their cooperating teachers on committees. She stated, “We encourage them, like when you’re a student teacher, if
your teacher’s on a Student Study Team (SST) committee, or if they have an SST, if it’s okay with them, you can go” (faculty, 61). In other words, the faculty member wants her student teachers to be present at the school and involved in as many ways as they can. Another faculty participant commented, “we also want students to become a part of it, if appropriate, the learning community wherever they’re working, so it means a lot of listening and so it’s a sensitive issue, you know, like a lot of listening and learning” (faculty, 56). However, the participant further mentioned that they are very explicit that student teachers understand that they are “a visitor, you need to be respectful of the community cause there’s already a dynamic at play” (faculty, 56). As for being part of the school community, one of the student teachers mentioned, “I tried to get to know everybody because I felt that it was really important to be sort of part of that community” (student teacher, 54).

A different faculty member thought about school level decision making as a way to make her students aware of “what kind of changes need to be made, we can, you know, kind of get them all riled up about that” (faculty, 49). Many of the student participants mentioned previously how EDS readings and the vision of EDS discuss educational issues that make them aware of the complexities in education and what needs to change.

Thus, one of the ways to see this type of leadership role begin in students is by having students believe that teachers should be involved in school change and then by teaching students to be aware of the issues and the changes that need to be made in schools. Another way is by having students be a part of school decision meetings as a
listener and observer in order to gain insight into the school-level decision-making process. On the other hand, the majority of the student participants mentioned what they would expect teachers to be doing in the school community instead of mentioning what they are actually learning about in order to learn how to be a part of the school-level decision-making process.

**Leading In-Service Education and Assisting Other Teachers.** The teacher leadership role of leading in-service and assisting other teachers can be defined as teachers providing in-service to other teachers or professionals in education and helping other teachers in the field. The faculty at EDS felt that they prepared their students to lead in-service when they enter the teaching field. Several of the professors compared leading in-service with presenting their projects to their peers. For example, a faculty member mentioned that student teachers “Get up and teach each other lessons or do presentations to each other about lessons or content” (faculty, 62). Also, another faculty commented, “I think we ask students to do lots of presentations, and I don’t know about the others but I often give them suggestions to make them better” (faculty, 63).

In addition, the student teacher candidates are required to complete an inquiry project, which they present to the faculty, peers and their family members at the end of the M.Ed./Multiple Subject credential program. For this action research project, student teacher candidates are required to identify a social curriculum issue in their classroom…collect data in, you know, three different forms of data from different sources…and then once they decide…then they come up with some sort of activity or not well, intervention to see what would happen…then they collect data
and see how...what happens...so then they write a paper and then they give a presentation. So that’s sort of a form of professional development and leadership (faculty, 56).

Another faculty member added, “at the end of the M.Ed. program, when they present, and there’s family members so you could have like, you know a group of like 20-25 people at your presentation, which, and it’s very short but it’s a you know its that toe getting wet into presenting” (faculty, 61). These ideas about becoming comfortable presenting in front of your peers and doing an inquiry project and presenting your findings are the beginning steps for cultivating teacher leadership roles in students at EDS.

All five of the faculty believed that they addressed the teacher leadership role of assisting other teachers. They mentioned several different ways that their students learn how to assist other teachers. One faculty participant stated, “I think that goes back to the mentoring aspect that, you know, when your graduates go out into schools, then they host, you know, PAL students or you know, EDS minors, and then they host student teachers and that’s all sort of part of that cycle, so yes, I do think that’s an important part (faculty, 49). So the participant was seeing assisting other teachers as the role that the mentor, classroom teaching assistants (CTAs) and student teachers take on in their fieldwork. She also sees that happening when her students graduate and then take mentors, CTAs and student teachers into their classroom and assist them.

Another faculty member had a different take on assisting other teachers. This faculty member understood it as their role as professors to model how to assist other
teachers. The faculty member stated, “I mean, we plan together, you know, each seminar, and then...It’s really neat, then we take turns, so they see us, our team present in different ways, and take turns, or...some of us will be sitting back there and people will be co-presenting, so that’s another model” (faculty, 56). A student teacher commented that,

I think part of it is modeling the collaboration sort of thing, like just the way the classes run and the group projects, and just the experience of working with the other EDS students has kind of gotten us in that mindset of teachers as a team, you know, how we work together and share ideas, so I think it’s kind of helped us see ourselves that way, like in a group and helping each other, rather than an isolated job, it’s integrated (student teacher, 45).

The remaining faculty members think about how the students are required to work in groups and do a lot of project work together. One of the faculty members mentioned, “I think that whole thing of teachers helping teachers…is truly leadership and...I mean, they have groups...again, I’ll go back to just a lot of group work where they have to do, you know, come to consensus and present this or create a poster” (faculty, 61). Along the same lines another faculty participant mentioned working with their peers in collaborative groups is something that we ask them to do for projects that they work on in class or projects that they work on outside of class. Asking them to collaborate, asking them to communicate with people at their own table is requiring them to work with other people. They’re having to do some online response back and forth. They’re working with each other that way (faculty, 62).

The other faculty participant agreed and stated, “Oh I totally do that. We ask students to reflect with each other about their successes and their challenges” (faculty, 63).
There were also many references to the type of work that the student participants do in the courses in regards to leading in-service and assisting other teachers. The majority of the student participants mentioned group work, sitting at table groups, working with others in class, sharing ideas, and seeing how professors model teaching, which are the ways that the faculty felt that they taught students about leading in service and assisting other teachers. For example, “In our program we already sit in tables in groups so it’s designed to work with others. I mean the classroom is designed that way. We aren’t just sitting and facing the professors and listening to them lecture” (student teacher, 34). Another student teacher stated, “They sit us in groups. They put us in critical friends groups for our program and I think that was a big plus for EDS is that they give you a build in support system” (student teacher, 34). These examples show how the students feel that they are being taught how to assist other teachers by how their courses are conducted.

Connected to group work, the faculty felt that teacher leaders could assist others by sharing their ideas. For example one faculty participant explained that they would love their graduates to be willing to share what you’re doing and be willing to open up your classroom more, be willing to talk to other teachers at lunch about some neat activity that you did, that other teachers might then want to try. You know, maybe talk about some professional development you’re doing or some professional journal article that you read that was interesting and just get conversations going and get other teachers motivated and excited about trying some innovation stuff (faculty, 49).
In addition, another faculty member mentioned the importance of sharing ideas at the grade level, and she stated, “I’d love them to collaborate with their grade level team” (faculty, 61).

The student participants also thought about assisting other teachers is by collaborating and sharing ideas. Twenty of the 30 student participants mentioned collaborating with others is a key role of teacher leaders. Also, half of the student participants mentioned that teacher leaders should be sharing their ideas and assisting other teachers. For example, a student teacher stated, “I would hope that they would be working together with other teachers and working collaboratively and just really bouncing ideas off of one another and being open about that. That’s another thing that I saw in my first placement” (student teacher, 33). There were multiple other quotes from student participants that show that a key role of teacher leaders is to assist other teachers through collaboration and sharing ideas.

One way that the student teacher participants thought about leading in-service that the faculty did not mention in this section was by focusing on what they would do once they were in the teaching field. The majority of the student teachers mentioned that leading in-service by becoming specialized in certain field of knowledge, continuing to pursue professional development in that field, and presenting their expertise to others. For example, a student teacher explained:

I want to become a leader in social studies at whatever school and go to all the professional developments…I think starting with social studies would be really good because that just interests me, but expanding to math and language arts. I know everyone doesn’t believe in the EDS philosophy of project based learning and all of that, maybe presenting
that to teachers and refreshing ideas at the school, like taking a leadership role in that way I think would be good (student teacher, 34).

Another one stated, “A teacher can get involved in professional development and still be involved in teaching. So I see myself taking on more of a role in those arenas. I always want to stay involved. I always want to stay like on top of the field. I believe in life-long learning and so I think that’s a great way.” (student teacher, 38). This is not surprising since the student teacher participants learn about other professional development opportunities and how to be specialized in certain disciplines as one way to become a leader at their school site and/or district.

The faculty mentioned these ideas of leadership when they were discussing their hopes for their student graduates. It is encouraging to know that their students also believed that they would be conducting in-services for other teachers as well.

In summary, the faculty believed that they teach their students how to assist other teachers, by presenting to peers, cycle of assisting others, modeling how the faculty works together, working with peers and sharing ideas. The student participants agreed that they saw faculty model, worked with peers and collaborated and shared ideas. However, the student participants minimally commented on presenting to others in their classes and the cycle of assisting others. Instead, the student participants gave several examples of how they would want to be involved in in-service in the future.

*Participating in the Performance Evaluation of Teachers.* One role that Devaney describes is when teacher leaders participate in the performance evaluation of other teachers. The faculty took on several different ways to think about evaluating
teachers in a teacher leadership role. The faculty stated that they teach this teacher leadership role by having students reflect on their teaching placement, getting feedback on lesson plans and projects from peers and informally observing other student teachers. The students agreed that they reflected on their teaching placement through their journals, receive feedback on lesson plans and projects. However, the student participants did not mention observing other student teachers as a way that they were taught on how to evaluate teachers.

One way the faculty taught about participating in the performance evaluation of teachers is by discussing how their students are constantly reflecting on what their cooperating teacher does in their classroom placement. For example, “They get time in class to reflect together on okay, so what’s going on in your classroom, what’s the approach of your classroom teacher, and then how does that compare to what you’re learning in class, and what you’re reading about” (faculty, 56). Along the same lines, one faculty member stated that the students view “clips of teachers teaching a model lesson” (faculty, 63) and she said, “They also observe other teachers and they debrief. We [visit an elementary school], and then we debrief about it, so I think they are always having this critical eye.” As mentioned previously, student participants agreed that the reflection done through their journals helped them to think about their placements in depth and evaluate their cooperating teachers.

Other faculty members viewed evaluating teachers as being the role model on how to evaluate others through the use of rubrics and giving feedback in a positive and constructive way to their students. As one faculty member explained, “It’s always my
goal to in class, when they write lessons, to have them give feedback to each other on
their lessons…so starting to look at another peer’s work and actually, you know, you
really have to think about giving some constructive feedback” (faculty, 61). She
further mentioned that she asks student teachers to “go and observe one another, and I
don’t do any…I don’t have anything formal for them to evaluate each other ‘cause,
again, I think it’s first of all, it’s very intimidating, but I think they usually talk…I
mean, I think they usually end up talking about just like usually what they liked or…”
(faculty, 61). In addition, “Giving feedback to each other on writing that they’re doing
or curriculum that they’re designing in the PACT (Performance Assessment for
California Teachers), the things that we’re doing to help them be successful with the
PACT, which is an evaluation. They do some peer review of what their colleagues
have developed” (faculty, 62).

Students also mentioned getting feedback on journals and projects. One tutor
stated, “So the time spent getting feedback…yeah that’s good. We always got a lot of
feedback from teachers and TAs and professors” (tutor, 50). Another tutor said, “The
little projects we do, and there’s like constant back and forth communication even
with journals. They are writing back to us on them so that was good” (tutor, 47). The
students did not mention when they observed other student teachers as a form of
performance evaluation.

Therefore, there are numerous ways that the faculty try to include their
students participating in the evaluation of teachers from observing to peer reviewing
their lessons to watching each other teach lessons and then debriefing. All of these
tasks can be seen as the activities that cultivate teacher leadership. In generally, the students felt that the reflecting in journals and the feedback on journal and projects were the beginning of what evaluating other teachers might look like as a teacher leader.

**Parent and Community Partner.** One role that Devaney does not mention as a teacher leadership role is interacting with parents and the community. This is a teacher leadership role that was mentioned several times by different student participant groups. In fact it was one of the highest roles for teacher leaders among the mentor participants. One mentor commented,

> I think that EDS really broadened my...or opened my eyes to see how important parents are. I always had this idea like I knew that I wanted parents to be more involved but I didn’t even have any tools of ideas of how to get them involved. Again saying I saw the differences of how many parents were involved, and we had readings about that too (mentor, 37).

This is not surprising since the mentors work with one student throughout the quarter and are with them during all times throughout the day. In addition, the mentor is required to meet the family and write a paper discussing the importance of involving the family in education.

This idea of involving teacher leaders involving the parents and the community were the two most frequent roles for teacher leaders among the tutors. Several of the tutor participants mentioned the importance of teacher leaders involving the parents and communities when teaching. For example, one tutor explained, “After taking the EDS courses, I realized that the role of the teacher is a lot bigger and it’s important for
the teacher to get to know the students, the students family members, community and
culture” (tutor, 35). Another tutor stated:

One thing that really stuck out to me, so I think that I would hope that I
would see them be doing is just being really involved in the community
as well, so having a really good relationship with like the parents and
allowing them, you know, working with them so that they could be
involved, and reaching out, I guess I’m thinking like too in like schools
where parents aren’t normally involved and they don’t feel
comfortable. So I guess just really getting involved in that level, just
having an open door policy with the parents and really working with
the parents and the community too, you know, gain that trust so that
you’re an accepted member and that they really do value you (tutor,
36).

This is not surprising since the tutors focus on parent involvement in more
detail throughout their classes, and complete a project about the school’s community
for their final project. Therefore, focusing on parent and community involvement can
be seen as another role that should be included in a broadened full definition of teacher
leadership.

Conclusion

In conclusion, student participants had varying ideas of the definition of
teacher leadership depending on their stage in the training. The student participants
explained teacher leadership characteristics that were also examined in the literature.
The student participants mentioned different roles for teacher leaders and these roles
became more specific as time in the program increased. I also analyzed their
responses to examine if students had been taught those roles in the same ways that
faculty mentioned teaching them. Overall, the student responses concurred with the
faculty responses and students believed that they were taught the same teacher leadership concepts that the faculty mentioned (see Table 14).

Table 14 shows an overview of the findings on the faculty’s teaching students about teacher leadership and what the students learned about teacher leadership. The first row of the table states Devaney’s six teacher leadership roles. The second row summarizes the faculty responses about how they teach the beginnings of teacher leadership for their undergraduate and graduate students. The third row shows how the students learned about teacher leadership. It can be concluded that the faculty plants the seed of leadership through all of the roles that Devaney mentions, however, it is important to note that when these concepts are being taught in the EDS program they are not specifically tied to the concept of leadership even though they are the beginnings of leadership as noted by Devaney. In general, these roles are taught in an implicit way. The majority of the faculty members do not explicitly state in their courses, “this is a teacher leadership role that I am teaching you right now and this is helping you become a leader.” In addition, it is important to note that the students did not specifically mention the ties of what they were learning about and how it relates to teacher leadership rather the students mentioned different roles that they felt teacher leaders would be involved in and mentioned different strategies that they were taught in their EDS courses. Instead, the students were just confirming that the faculty taught them these certain concepts not that the concepts were teacher leadership roles. Therefore, the students were learning about leadership in an implicit way during their time in the EDS program.
Another interesting finding is that a new teacher leadership role emerged during the analysis. This teacher leadership role was parent and community involvement and was mentioned by all student participants. Thus, it can be assumed that involving parents and community members in student learning is a main theme in the EDS program.

Table 14. Teaching and Learning about Teacher Leadership.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Continuing to Teach and Improve One’s Own Teaching</th>
<th>Organizing and Leading Peer Reviews of School Practice</th>
<th>Provide Curriculum Development Knowledge</th>
<th>Participate in School Level Decision Making</th>
<th>Leading In-Service/Assisting Other Teachers</th>
<th>Participate in the Evaluation of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Best Practices</td>
<td>Communicating and Reflecting</td>
<td>Provide Instruction on Quality Lesson Plans</td>
<td>Being Aware of Educational Issues</td>
<td>Presenting to Peers</td>
<td>Reflect on Teaching Placement Feedback</td>
</tr>
<tr>
<td></td>
<td>Attend Conferences</td>
<td></td>
<td></td>
<td>Attend Events</td>
<td>Action Research Projects</td>
<td>on Lesson Plans and Projects</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td></td>
<td></td>
<td>Listen and Learn</td>
<td>Mentoring Tutoring</td>
<td>from Peers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Be Part of Learning Community</td>
<td>Student Teaching</td>
<td>Informally Observe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Model</td>
<td>other student teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>how faculty works together</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Working together</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>with Peers</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Learned various best practices</td>
<td>Learned how to Communicate with others in class and Reflect in journals</td>
<td>Learned about how to write a lesson plan and believes teachers should write curriculum</td>
<td>Learned about educational issues and the importance of being part of a learning community</td>
<td>Learned how the faculty works together and how to collaborate and share ideas</td>
<td>Learned how to reflect about their cooperating teachers and received feedback on journals and projects</td>
</tr>
</tbody>
</table>
Chapter 7: Conclusion

In this chapter, I provide a summary of my findings in relation to the research questions. I then connect the study to prior research and new insights. Next, I provide implications for research as well as implications for practice and policy. I will conclude the chapter with a discussion about teacher leadership and its relation to school reform.

Summary of Findings

The research questions for this study were: How does a university’s education department cultivate teacher leadership?

a. What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?

b. How does the program enact its theories about cultivating teacher leadership through its structure and culture?

c. How do students experience and understand teacher leadership and how does their understanding change throughout their stages of their training?

To answer the question, “What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?” I analyzed documents and interviewed faculty. I found that the structural and cultural features aid in the cultivating of teacher leaders at the EDS department. The structural features that were explored are: courses of the program, program selectivity, networks, and size. The courses of the program are structured to create a pipeline experience for students, thus,
allowing time for students to learn about leadership. The program is a rigorous program and the program selectivity is structured to accept people that match the program’s vision as well as candidates that are motivated and primed to become teacher leaders. There are three types of networks found in the structure of the program: school partnerships, cooperating teachers, and professional job help. These networks can be used to create teacher leaders. The last structural feature analyzed was the size of the program. The program was intended to be a small, cohort-based program compared to other universities. These structural features create a climate for creating teacher leaders.

The cultural features explored were: the goal of the EDS program, vision, and the faculty’s beliefs and experiences about teacher leadership. The goal of the EDS program is on teaching and learning. Specifically, the EDS program focuses on training teachers. The vision of the EDS program is twofold: equity in public education and creating teacher leaders. When analyzing equity in public education, several patterns emerged. One pattern was the teaching of equity and what equity means in education. Another pattern was placing students in schools with underrepresented students. The third pattern was teaching students about the complexities and challenges of public education.

The second vision for the program was creating teacher leaders. An interesting finding is that the goal of creating teacher leaders was barely mentioned in the documents, but it was mentioned by all of the faculty members as a main vision of the program.
To examine the espoused theories of EDS, I also analyzed the faculty beliefs and experiences about teacher leadership. The faculty stated that they learned about leadership through having mentors, seizing opportunities, seeing models of leadership and reflecting.

To answer, “How does the program enact its theories about cultivating teacher leadership through its structure and culture?” I interviewed faculty and student participants. I showed how the structural and cultural features of the program were enacted. I found that the structural features: courses, program selectivity, networks and size, helped to support the cultivation of teacher leaders. The courses consisted of field experiences, readings and guest speakers, which aided in teaching students about roles of teacher leadership. The readings helped students become aware of equity issues and the complexities of the public education system, thus, wanting them to become change agents. The guest speakers provided models for students to meet and envision themselves as future teacher leaders.

The program selectivity was examined through students explaining how the candidates personality could help or hamper their desire to be a teacher leader. The faculty contributed to the conversation by stating that sometimes the candidates admitted to the program do not match up with the vision statements. Thus, program selectivity also includes the personality of candidates and the alignment of candidates to the vision statement of the program.

The networks described by faculty were examples of past graduates that are leaders and who come back to discuss their experiences. It also entailed faculty
members explaining how they create a system of continued support. This support and networks can be seen as working with cooperating teachers and job skills but creating school partnerships were not mentioned. Also, the mentor model was a feature that the faculty members created because they felt it was important for students to feel a part of the teaching profession.

The size of the program continues to be small in comparison with other universities. In addition, the size of the program aids in faculty members building lasting relationships with students as well as students building relationships with each other. This helps to create an even stronger network of educators.

The cultural features examined were: vision and the beliefs and experiences of faculty. When discussing the enacted cultural features of the program, student participants were consistent with the vision of the EDS program. Students felt that equity was a main part of the EDS program. In addition, they envisioned themselves as teacher leaders and this grew over time spent in the program.

I also found that the ways that faculty members learned about leadership are the same ways that they teach their students about leadership. Faculty members were mentors, provided opportunities, modeled leadership and taught their students how to reflect. This helped to create a culture of caring and support in the EDS program.

In addition to the structural and cultural features of the program, I analyzed how the faculty taught their students about teacher leadership through examining Devaney’s six roles of teacher leadership. These six roles are: continuing to teach and improve one’s own teaching, organizing and leading peer review of school practice,
providing curriculum development knowledge, participating in school level decision making, leading in service and assisting other teachers, and participating in the evaluation of other teachers. Faculty described the different ways that they begin to cultivate these teacher leadership roles in the beginning stages of a student’s educational path to becoming a teacher. I compared what the faculty mentioned with what the students explained doing in their EDS classes. The first role, continuing to teach and improve one’s own teaching, was taught by faculty through best practices, attending conferences, reflecting and instilling a sense of teacher commitment in their students. The students agreed that they learned about best practices and mentioned several different best practices of teaching they learned about, such as social curriculum, being creative and using project-based learning to teach. The student teachers also mentioned going to conferences to help them see how to improve their practice. All of the students said that reflecting and having a sense of teacher commitment was a focus in the program.

The second role, organizing and leading peer review of school practice, was taught by the faculty through communicating and speaking up for beliefs. The students agreed and felt that their courses fostered communicating and they learned how to speak up for their beliefs. However, neither the faculty nor the students connected these strategies to how it aids in organizing and leading peer review of school practice.

The third role, providing curriculum development knowledge, was not taught by faculty. Rather the faculty provided instruction on quality lesson plans. The
students stated how teacher leaders should be developing curriculum and how in the
program they learned how to write lesson plans that meet the needs of students. The
fourth role, participating in school-level decision-making, varied in faculty responses.
The faculty mentioned they teach students the importance of being a part of school
change, being aware of educational issues, attending events in the school, listening and
learning and being a part of the school community. The students all agreed that
teachers should be a part of school change. Some student teachers even mentioned
that they try to get to know everybody in their school during their placement.
However, the student participants discussed more what teachers should be doing rather
than what they have done to learn about participating in school-level decision-making.

The fifth role, leading in-service and assisting other teachers, was taught by
faculty through asking students to present to peers, the cycle of mentoring, tutoring
and being a student teacher, modeling how the faculty teaches, working with peers and
sharing ideas. The students agreed and stated that they are asked to work in groups in
their courses. They also described how the culture of EDS focuses on collaboration
and sharing ideas with others. The sixth role, participating in the evaluation of other
teachers, was taught to students through reflecting on teaching placements, feedback
on lesson plans and projects from peers, and informally observing other student
teachers. The students mentioned writing in journals and reflecting on their placement
and the feedback they receive from their professors but they did not mention feedback
from each other or how they might observe others.
After analyzing the interviews about teacher leadership through Devaney’s six roles, another role emerged. This teacher leadership role was the involvement of parent and community partnerships. The student participants were quite consistent that teacher leaders should be working with parents and the community and be active members at the school site.

To answer the research question, “How do students experience and understand teacher leadership and how does their understanding change throughout their stages of their training?” I analyzed the data gathered in student participant interviews. I found that the definition of teacher leadership expands over time spent in the program. I also found that students’ description about what a teacher is, relates directly to the characteristics of teacher leaders. I showed that student participants at different stages of their educational career all have the same ideas about teacher leadership roles. However, the descriptions of the different roles increases as students’ time in the program progresses. In addition, as time in the program increases, the specific types of roles increases.

Overall, EDS enacts several structural and cultural features that aid in the cultivation of teacher leaders. One of the structural features enacted are courses that create a pipeline experience which include field experiences, readings about equity, and guest speakers. Another structural feature is the size of the program promotes the building of relationships and network systems. Some of the cultural features are having a vision for graduates to become teacher leaders and for students to envision themselves as a teacher leader in the future. Also, by faculty members promoting
mentorship, modeling leadership, and reflecting, students learn about leadership in a supporting environment. Finally, the EDS program teaches students about Devaney’s six roles of teacher leaders as well as the importance of working with the parents and community. However, as seen in the study, EDS implicitly teaches these roles to students. Even though these roles are implicitly taught, students still envisioned themselves as being teacher leaders and change agents.

**Connections to Prior Research and New Insights**

This study’s findings are continuously connected to research in the field. In this section I will highlight and summarize these connections. I will describe the findings in relation to the literature on teacher leadership and school reform, definition of teacher leadership, the framework of teacher leadership, teacher leadership characteristics, work of teacher leaders and the conditions that influence teacher leaders. I will conclude with a discussion about the dearth of research on teacher education programs preparing teacher leaders and explain how my study contributes to this body of knowledge.

Through the literature review it was argued that teacher leadership is a main component in school reform and teacher leaders need to be an integral part of it in order for school reform to be successful (Cuban, 2008; Fullan & Hargreaves, 1992; Fullan, Hill & Crevola, 2006; Hargreaves, 1994; Murphy, 2005). Thus, preparing teachers to be teacher leaders that can aid in reform should be a goal for teacher education programs. However, as stated in literature, there is very little research on
teacher education programs attempting to cultivate teacher leaders. This study attempted to show how to an education program can cultivate teacher leaders.

Findings of this study confirmed that there are different definitions of teacher leadership and that it is difficult to define teacher leadership since it is an evolving concept (Murphy, 2005; Leithwood & Duke, 1999) and usually tied to a specific purpose. This study adds another aspect to the evolving concept of teacher leadership definitions. It showed that student definitions of teacher leadership can change over time depending on how much time students spend in a program that focuses on cultivating teacher leaders. In addition, these definitions become more specific as students spend more time in the program. Thus, not only are there a variety of teacher leadership definitions, these definitions can change over time.

York-Barr and Duke (2004) presented a conceptual framework of teacher leadership for teachers in the field. This study found that this conceptual framework is also a helpful tool to use in order to examine students understanding of teacher leadership in a teacher education program. I used part of their framework to examine teacher leadership in EDS. The part of the framework used was: the characteristics of teacher leaders, the roles of teacher leaders and the contextual features that influence teacher leadership.

There is extensive research and several hypotheses about what makes an effective leader that promotes educational reform (Fink, 2005; Fullan, 2004; Hargreaves & Fink, 2006; Leader, 2008; Owaje, 2006; Patterson, 2003). It can be assumed that some qualities that make effective leaders are also characteristics that
make effective teacher leaders. Four main themes that appeared in the literature on teacher characteristics: trust, support, intrapersonal skills and understanding the “big picture” (Fullan, 2004; Hoy & Miskel, 2008; LeBlanc & Shelton, 1997a; Lieberman et al., 1988a; Sherrill, 1999, Yulk, 2002) and also appeared in students explanations about teachers. Thus, this study shows that students describe the meaning of a teacher in the same way that literature describes a teacher leader.

Research suggests that the work of teacher leaders are varied across grade levels, school sites and informal versus formal roles (Day & Harris, 2003; Murphy, 2005; York-Barr & Duke, 2004). This study also contributes to the research on teacher leadership roles by demonstrating that students’ concepts of teacher leadership roles change over time in an education program. Student interviews showed that teacher leadership roles increase and become more specific as the time in the program increases.

The third part of the framework focused on in this study were the conditions that influence teacher leaders. York-Barr and Duke (2004) describe the contextual features within schools that influence teacher leadership (York-Barr & Duke, 2004). These include, but are not limited to, the roles and relationships of individuals, the organizational structure of schools and the culture of the school. This study did not look at schools that had teacher leaders in the field, rather used the framework to discuss the contextual features of a program that would contribute to cultivating teacher leaders. This study adds to this body of research by looking at the structural and cultural features of an education program that attempts to create teacher leaders.
One of the main findings in this study, in relation to the cultural features of the program, adds to Bryk and Schneider (2002) research about the roles and relationships within schools. They claimed that a school’s network of sustained relationships and relational trust is the key to school improvement. In making this claim, Bryk and Schneider argued that the quality of social relations in organizations make the difference on how they function. One of the cultural features found in the EDS program was building relationships and networks throughout their program between faculty and students (current and graduated), students and students, and students with past graduates. In summary, the literature on contextual features to support teacher leaders examines-- the roles and relationships of individuals, the prevailing structure of schools, and the culture of schools—are areas that can promote or hinder organizational learning depending on the members’ theory about these conditions. This study described the structural and cultural features of the EDS program that promotes learning about teacher leadership. In addition, this study found that the roles and relationships between individuals in the EDS program were a main contributor to building teacher leaders.

Most importantly, my study contributes to the dearth of research on teacher education program preparing teacher leaders. Twenty years ago, Murphy (1990) stated that teachers needed to be prepared for work in restructured schools. However, the majority of programs for developing teacher leaders seem to relate more to people who are currently teachers rather than pre-service teachers (Rogus, 1988; Zimpher, 1988). This study helped to examine the structural and cultural features needed to
cultivate teacher leaders. In addition, this study used Devaney’s six roles as an organizer for descriptive reports on programs to develop teacher leadership and found that there are ways to develop teacher leadership ideas in undergraduate and graduate students in an education program.

Implications for Future Research

This study yielded important new insights while also paving the way for several new areas of future research. First, it would be interesting to interview people who graduated from EDS and examine how they are engaged in teacher leadership now that they are in the field. In doing so, we could determine whether or not these ideas of leadership are actually enacted when graduates enter the teaching profession. It would also help to determine how much of a role the context of the school or district plays in teacher leadership.

Another interesting implication for future research would be to connect my findings to the creation of teacher identity by looking at identity theory. Through identity theory, one could investigate how student’s identity as a teacher leader changed throughout their time in the program. This would also help to develop a model of how the identity of a teacher leader might grow over time.

A third implication for future research would be to use social network analysis to investigate the networks at UCSD and the greater educational community of San Diego. As seen in this study, networks were a major structural and cultural feature of the EDS program. It would be interesting to see how these networks work in the EDS department between students and faculty, students and students, and faculty members.
In addition, it would be interesting to examine how these networks go beyond UCSD
to the community and how they are spread throughout San Diego County. These
implications for future practice would be a way to enhance the current study and
revisit the current study through different lens.

Finally, studying teacher leadership development in other teacher education
programs would be interesting since it would allow a cross-case analysis between
UCSD education department and other education departments. In this way we could
investigate similarities and differences among the organization’s structure and cultural
features, faculty beliefs, faculty’s teaching about teacher leadership and students’
learning about teacher leadership throughout their time in their education program.

**Implications for practice and policy**

The main purpose for this study was to find out how the university is part of
the puzzle for cultivating teacher leadership. Based on my findings, I have several
implications for practice and policy. First, I will discuss the structural and cultural
features as well as the content that should be put into place in an education program
that wants to promote teacher leadership. Then I will provide suggestions for teacher
education programs and insights into new policies about cultivating teacher leadership.

I examined the structural and cultural features in an education program that
could promote teacher leadership. I found several structural and cultural features that
should be put into action in an education department in order to promote cultivating
leadership. The structural features that should be put into place are: courses that create
a pipeline experience for students, selecting students that match the vision and are
highly motivated, creating networks that are formal and informal, and keeping the program small. As explained in this study, these structural features in an educational program promote the cultivation of teacher leaders.

The cultural features that should be put into action in an education department to promote teacher leadership are: a consistent goal focused on teaching and learning, a vision based on equity in public education and creating teacher leaders, and faculty that believes in creating teacher leaders through mentoring and support. As seen in this study, these features do not necessarily need to be seen in documents or in the structural features of the program, rather it needs to be a consistent culture that is permeated through the faculty and the students.

The content of teacher leadership does not need to be explicit throughout all of the courses as seen in this study. Rather it just needs to include components that aid in creating teacher leaders. Some of the components in an education program that are needed in order to create the cultivation of teacher leaders are:

- Teaching Best Practices
- Attending Conferences
- Focusing on Reflection
- Communication in Courses
- Speaking up for Beliefs
- Providing Instruction on Quality Lesson Plans
- Teaching about Equity and Complex Educational Issues
- Promoting the attendance of school and community events
- Listening and learning about the school community
- Promoting students to be a part of the school community
- Presenting Papers to Peers
- Creating a cycle of mentorship
- Fostering collaboration and sharing ideas
- Modeling ways that teachers can work together
- Providing feedback to students and from peers
- Reflecting on teaching experiences
All of these various components are not just a list of how to create teacher leaders. Instead, these components exist in conjunction with the structural and cultural features of the program will aid in the cultivation of teacher leaders. Cultivating teacher leaders is a complicated process and there is no one recipe to make this happen. However, based on this study, these are some important elements to include in an education program that would help to cultivate teacher leaders.

Based on my findings, I have the following suggestions for teacher education programs: stating the cultivation of teacher leaders in documents, stating the content that aids in cultivating teacher leaders in courses, and examining the supports and constraints of relationships. The EDS program did not explicitly state that they cultivate teacher leaders in their education minor, nor in their Multiple Subject Elementary Credential/M.Ed program. Therefore, it could be argued that prospective students who want a teacher education program to teach them how to become teacher leaders may apply to a different program instead. Thus, making prospective students aware that a program cultivates teacher leaders would more than likely attract prospective students interested in teacher leadership to apply to the program. In addition, it would allow students who are already in the program to be able to state that they are learning how to become a teacher leader throughout their time in the program. Finally, it would also allow graduates of the program to state that they learned important concepts of what being a teacher leader entails. Thus, one suggestion for the EDS program and other teacher education programs that want to
cultivate teacher leadership is to make the vision of creating teacher leaders explicit in their documents.

Another suggestion for teacher education programs is for faculty members to explicitly state when they are teaching their students concepts about teacher leadership. As seen in this study, all of the faculty members mentioned that they wanted their students to become teacher leaders in the future but few discussed it explicitly with their students. In addition, rarely did they make it explicit when they were teaching different roles of teacher leadership to their students in their courses. As mentioned earlier, the idea of teacher leadership was implicitly taught to the students in the program. Although teacher leadership was implicitly taught, students had a hard time pinpointing where exactly in the program they learned about it. I suggest that by making the concepts of teacher leadership more explicit, faculty and students would be able to identify the different courses and methodologies that aided in cultivating teacher leadership. In addition, students would be aware of what is being taught, what the purpose is, and what being a teacher leader entails.

A final suggestion for teacher education programs is to continually examine the norms and values that are promoted. Within EDS, faculty had supportive relationships with one another and with students which was characterized by high capacity and a positive culture. These relationships fostered the congruency between the espoused and enacted theories in the program. However, it is important to question whether or not these relationships could become closed and reinforce the norms of a community without allowing new ideas to emerge or new relationships
outside of the EDS community to form. While this wasn’t the case within EDS during the time of the study, it is possible that close relationships may not foster a positive learning environment in all cases. Thus, it is important for programs to continually question the balance between supportive and constraining relationships and how this might aid or hamper the cultivating of teacher leaders in an education program.

Based on the study, there are also some important insights into new policies and practices about cultivating teacher leadership. First, examining what policies should be put into place that might aid student teachers when they enter the teacher profession as a teacher leader. Second, examining what practices graduates use to teach their future students about leadership skills.

In the last section, I mentioned the importance of studying UCSD graduates in the field and whether or not they become teacher leaders. As stated then, it would be interesting to examine the structural and cultural components that aid and hamper in the creation of teacher leaders. It is seen in the literature that conditions influence the cultivation of teacher leaders (York-Barr & Duke, 2004). Thus, it is important that the university is not naïve about the socialization of their graduates into the teaching profession and the need for support even after they graduate. Therefore, I propose that the university put into place policies that would support their graduates as teacher leaders when they leave the program. I believe it is important to support students throughout their career as teacher leaders. This support system is implicitly seen in the data of this study, but I suggest making a more concrete policy about support systems for graduates of the program that would aid in lifelong teacher leaders.
My final suggestion for practice is for graduates of the program to promote leadership with their future students in their elementary school classrooms. One of the best practices that EDS teaches is for students to involve their students in learning and building a classroom community. In this way, graduates are teaching their students how to become leaders by speaking up for their classroom community and being active participants in their learning. Therefore, graduates are continuing the cycle of producing leaders in society in their own students by using best practices in their teaching.

In summary, there are many implications for practice and policy. These implications are structural, cultural and content-based. In addition, I have included several suggestions for practice and policy in an education program such as explicitly stating the creation of teacher leaders in documents and during courses, and examining the supports and constraints of relationships. I have also included several ideas about how to encourage teacher leaders in the field such as providing a support system after students graduate education programs and the importance of teaching best practices that enable graduates to cultivate leaders in their own students.

Conclusion

Teacher leaders are essential components of school reform. If we can discover how to cultivate teacher leaders in teacher education programs then in turn, we are aiding in the reform process. It is important to learn how to create new teachers that are ready to embark in the teaching profession with the skills needed to take action in order to become change agents in school reform. This study was a small step in this
direction and contributes to the body of knowledge in preparing undergraduate and graduate students for teacher leadership roles. By cultivating teacher leaders, we are taking part in education reform and improving the educational system from the ground up.
References


Bresser, R. (2010). Syllabus for EDS 130/139 Introduction to academic mentoring of elementary school students. (Available from the University of California, San Diego, Education Studies Department, 9500 Gilman Dr. La Jolla, CA 92093-0070).


Holtzman, C. (2009). Syllabus for EDS 128A/139 *Introduction to teaching and learning (Elementary)*. (Available from the University of California, San Diego, Education Studies Department, 9500 Gilman Dr. La Jolla, CA 92093-0070).


Appendix I : Informed Consent for Participation in Research

Cultivating Teacher Leaders:
A Case Study of the University of California, San Diego Education Program

Principal Investigator: Tina Rasori

Tina Rasori, a graduate student in the Education Studies department at The University of California, San Diego, is conducting a research study to find out how teacher leadership is cultivated in a major university education program. You have been identified to participate in this study because you are a student in the education program at the university where the study will be conducted. There will be approximately 35 participants in this study from the education program at the university.

This form is to seek your permission to participate in a study on the factors that contribute to the cultivation of teacher leaders. The study is being conducted as part of the Educational Doctoral Program in Teaching and Learning at the University of California, San Diego. The purpose of this study is to explore the different stages of development of teacher leaders in an education program at a major university.

Study Objective: The objective of this study is to describe how an education program shapes students’ theories about teacher leadership at different stages of training. This study attempts to answer three key questions:

1. What are the underlying espoused theories in the organizational design that assist in cultivating teacher leaders?
2. How does the program shape students’ enacted theories about teacher leadership at different stages of their training?
3. How do the faculty’s own belief systems and experience shape how they cultivate leadership?

Your Role: If you agree to be in this study, you will be asked to participate in an interview lasting 60 minutes or less. Your interview will be audiotaped and transcribed. You will be able to view and assess the accuracy of the interview transcription.

Risk: Participation in this study may involve an added risk — a potential for the loss of confidentiality. To minimize this risk, your interview will be kept confidential, available only to Tina Rasori and collaborating researchers for analysis purposes. Your name will not appear on any transcripts resulting from the interview and your name and identity will remain confidential in any publications or discussions. Your identity will also remain anonymous to the transcriptionist when the interviews are transcribed. The transcriptions will be kept in a password protected file or in a locked cabinet for
the duration of the study. Research records will be kept confidential to the extent allowed by law. Research records may be reviewed by the UCSD Institutional Review Board and faculty of the UCSD Education Studies Program. Per your preference indicated on the audio recording consent forms, transcripts will either be used for future educational purposes or destroyed upon completion of the study. Because this is a research study, there may also be some unknown risks that are currently unforeseeable. You will be informed of any significant new findings.

**Benefits:** There may or may not be any direct benefit to you from participating in this study. Your participation in this study will inform educational researchers and practitioners about aspects of cultivating teacher leaders that should be considered when designing teacher education programs.

**Your Rights:** Participation in the research study is voluntary. Your participation or non-participation will have no bearing on your position as a student at the university. It is your right to decline to answer any question that is asked, and you are free to end interviewing, and/or audio recording at any time. You do not have to participate in this study if you do not want to. If you agree to be in this study, but later change your mind, you may drop out at any time. If you choose to drop out of the study all information obtained from you will be deleted from the study. There are no penalties or consequences of any kind if you decide you do not want to participate.

The PI may remove you from the study without your consent if the PI feels it is in your best interest or the best interest of the study. You may also be withdrawn from the study if you do not follow instructions given you by the study personnel.

**Compensation:** There will be no compensation for participating in this study.

There will be no cost to you for participating in this study.

By signing below you indicate that Tina Rasori has explained this study, answered your questions, and that you voluntarily grant your consent, which can be withdrawn at any time, for participation in this study. If you have any questions about this study or research-related problems you may reach Tina Rasori, at (619) 889-4208, rasori@aol.com. Also, questions about the study can be addressed to her advisor, Dr. Amanda Datnow, adatnow@ucsd.edu. If you have any questions about your rights as a research participant, you may also contact the Institutional Review Board at the University of California, San Diego Human Research Protections Program at (858) 455-5050.

☐ I agree to participate in this research study.
Participant’s Name

_________________________________________                ____________________
Participant’s Signature                                Date

_________________________________________                ____________________
Researcher’s Signature                                 Date

You have received a copy of this consent document to keep.
Appendix II: Student Interview Protocol

**Group: __________ Name: ___________ Date: _____________**

**Interviewer:** Thank you for agreeing to meet with me today. I would like to have your permission to record our conversation. With your permission, I have a consent form for you to sign. There are 10 questions and the interview should take approximately 45 minutes to an hour to complete. Is this a good time for us to do this or would another time be better?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. So you are (going to become a teacher) thinking about becoming a teacher, how did that come about? Tell me more.</td>
<td></td>
</tr>
<tr>
<td>2. What does being a teacher mean to you?</td>
<td></td>
</tr>
<tr>
<td>3. Imagine yourself in five years, what kind of work do you see yourself doing?...in 10 years? How have you come up with these goals? In what ways, has your experiences influenced these goals? In what ways has your experiences influenced with the EDS classes influenced these goals?</td>
<td></td>
</tr>
<tr>
<td>4. Based on your experiences in the EDS program so far, what would you say are the important values of the program? Tell me more...are there any other values? How did you identify those values?</td>
<td></td>
</tr>
<tr>
<td>5. Imagine you met somebody who people think is an outstanding example of an EDS graduate, what qualities do you imagine they would have? -probe for leadership -Imagine you met somebody who is a graduate of another program, what qualities do you think they would have?</td>
<td></td>
</tr>
<tr>
<td>6. Thinking back to the UCSD graduate, how do you think they learned those qualities? (talk about qualities) -probe for classroom activities, guest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>Still thinking about that outstanding graduate, imagine you walked on their school campus, what would you see them do at their school? (start with classroom, anything else, outside the classroom, with other teachers, community,…)</td>
</tr>
</tbody>
</table>
| 8. | Some people think that part of being a teacher is taking on roles in their school such as curriculum development, helping to improve the culture of the school?  
   - What do you think?  
   - How would you describe a teacher leader?  
   - Do you envision this role for yourself? |
| 9. | Some people think that school improvement depends on teachers taking an active role? What do you think about that? What kind of role is that? Have you heard about this before? |
| 10. | Some people think teachers should be in the classroom and outside in a leadership role, what do you think about that? So, how would you define a teacher leader? Has the EDS program influenced your thinking about teacher leaders? In what ways? Tell me more. |
| 11. | Is there anything else you’d like to tell me or any questions I can answer for you? |
### Appendix III: Faculty Interview Protocol

**Group:** ________  **Name:** ___________  **Date:** _____________

**Interviewer:** Thank you so much for allowing me to interview you and for being so open to sharing information about your ideas about education.

1. How would you describe the vision of this program? (PAL, EDS minor, multiple subject ed program)

2. What is your image of a successful teacher that graduates from the EDS program?

3. What does the program expect its graduates to do? In other words, what career aspirations do you have for your graduates?

4. Where do students learn about what the program wants them to do or hopes they will do when they finish the program?

5. Where would you like to see your graduates in 5 years? Beyond that?

6. If you think about a ten year time span, can you describe two possible career trajectories that would fit your program’s image of an ideal graduate’s career?

7. What role do you see your graduates playing in school change? What kind of leadership roles do you see your graduates playing?

8. How do you prepare them for those kinds of leadership roles?

**Follow up:** Where would it show up in documents or student experiences? (syllabus, readings, guest speaker, etc.)

**Probes:** Where in the program do students encounter this vision of leadership?

   i. Where if at all do students see this kind of leadership practiced?

   ii. Where do they work the knowledge and skills to teach in this way? (Can you give me an example of a time when you teach students about being
iii. How do you assess their learning of being leaders?

9. How has your experiences surrounding leadership shaped how you teach your students about being leaders?

Probe: For example, do you consider any of these activities, leadership? Why or why not? (peer review of school practice, curriculum development, school level decision making, leading in-service, assisting other teachers, participating in the evaluation of teacher? Probe: Where do you think students learn about these activities in the program? Can you be specific? Cooperating teacher?

10. Is there anything else you’d like to tell me or any questions I can answer for you?