

**THE IMPACT OF LEADERSHIP ON THE COLLABORATION OF ADULTS
IN THE TRANSFORMATION OF SCHOOL CULTURE FROM
PUNITIVE TO POSITIVE**

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Doctor of Philosophy

by
PHILOMINA HARSHAW
Dr. Ty-Ron Douglas, Dissertation Supervisor

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The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled:

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presented by Philomina Harshaw, a candidate for the degree of Doctor of Philosophy, and hereby certify that, in their opinion, it is worthy of acceptance.

Dr. Ty-Ron Douglas, Advisor
Educational Leadership and Policy Analysis

Dr. Peggy Placier, Committee Member
Educational Leadership and Policy Analysis

Dr. Juanita Simmons, Committee Member
Educational Leadership and Policy Analysis

Dr. LaGarrett King, Committee Member
Educational Leadership and Policy Analysis

Dr. Mary Laffey, Committee Member
Educational Leadership and Policy Analysis

DEDICATION

I would like to dedicate my dissertation to my parents, Nora and Bennie Williams who are no longer with me but set standards for me to live by. They encouraged finding passion in the work you do that would benefit others. My sister, Mary has been a mentor throughout my educational career and my sisters, Ruth, Pauline, and brother, Paul have consistently supported completion of this dissertation.

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Philomina Harshaw

Dr. Ty-Ron Douglas

ABSTRACT

The purpose of this retrospective evaluative case study was to explore evidences of how an urban school administrator implemented transformational leadership involving teacher collaboration to create positive change in school culture. Leadership embodies purpose, personal attributes, and the ability to influence and persuade others to achieve goals. It is based on the principle of helping people reach their highest personal success with ethical and moral responsibility (Burns, 1978). This study examined the impact caring, transformational leadership had on school culture. Educational leaders can benefit from this study, as it may assist in refinement of leadership styles that affect change in school culture. The literature review examined various leadership theories, pedagogy of care, teacher collaboration, and teacher-student relationships, factors that influence school culture.

This study was conducted in an urban school during one school year. The researcher used a mixed method approach to show leadership had a positive influence on school culture. Building administrators, attuned to organizational dynamics of school and staff, initiate positive change with caring and nurtured accountability. They accept staff's perceptions about factors that impede learning and support conditions like teacher collaboration that affect change.

CHAPTER ONE

Introduction

The challenges that face an urban district outnumber those of its suburban counterparts (Hess, 2011). Some students are confronted with social and economic issues that affect their mental awareness and learning ability (Adams, Benshoff, & Harrington, 2007). Poverty and hopelessness (Howard, 2010) permeate the everyday lives of many students who arrive at school doors looking for a chance to engage in a process that promises renewal. This renewal, in the form of educational rescue, has failed many disadvantaged children. In 2013, according to the U. S. Department of Health & Human Services, 14.7 million children below the age of 18 lived in poverty. Families with limited resources expect schools to provide basic needs for children. With the increase of homeless students and the need for mental and social services (Gewirtz & August, 2008), schools are unable to keep pace with social demands. This affects everyone, particularly children who develop emotional and behavioral problems. According to Evans (2009), one in five children requires mental health services. Unmet social, emotional, and psychological needs may be a causal effect for increased in-school and out-of-school suspensions that result in additional students dropping out.

Educational excellence is the goal for United States schools. As educators prepare students to compete in a global society, external factors can no longer become deficits that preclude high expectations for student behavior (Scheurich & Skrla, 2003). Establishing a forum of self-respect and trust is important in eradicating the isolation and alienation of children and staff. Schools look to the building leader to bring about improvement (Dinham, Cairney, Craigie, & Wilson, 1995). The culture is shaped by the

philosophical beliefs of the building leader and the daily interactions with others, as noted by Cromwell (2002), "School culture is a set of norms, values and beliefs, rituals and ceremonies, symbols and stories that make up the 'persona' of a school"(p.4). This study examined the impact leadership has on school transformation. It included research and findings on leadership theories, teacher collaboration, student relationships, and other factors that influence school culture.

Background of the Study

In July of 2009, once again, the Kansas City Public School District (KCPSD) selected new leadership: this time it was its 26th superintendent in the previous 50 years, Dr. John Covington. Dr. Covington quickly began sweeping changes throughout the district with personnel in constant transition. Staff turnover was a daily occurrence, as staff that could bring about change quickly replaced those who demonstrated weak leadership skills or were part of the previous administration. At the request of the human resource director, I was asked to affect change in a struggling K-8 elementary school in late January 2010. As the former Assistant Superintendent of Federal Programs and Grants, I clearly understood the political backlash that could possibly occur with new leadership at the helm. During my four-year stay as a central office administrator, I experienced the philosophical visions of five superintendents. With a two days' notice of the pending change, I enthusiastically accepted my new role as building leader.

I spent my first day observing the school's culture. I wanted to know what people valued as important. Both teachers and students blamed each other for the school's problems. Although the school had many dedicated teachers, education was not occurring. Staff collaboration was nonexistent, so concerns became issues, and in turn,

issues became problems. Disruptive students were put out of classrooms to roam halls and disrupt other classes. Teachers locked their doors and covered windows to limit disruptions and provide safety for themselves and students. With only six weeks before the Missouri Assessment Program (MAP), it was necessary to narrow my focus to changes that had an immediate impact on school climate. The outgoing eighth grade class had the most to lose if they were not motivated to stay in classrooms to perform academically. In addition, they had the greatest impact on school climate.

As teachers continued referring disruptive students to the office, discipline infractions became my opportunity to initiate academic reviews, goal setting for improvement, and conversations about transition to high school. This new dialogue was a change from the accusatory rhetoric and the negative consequences that had been previously imposed. I followed up my student conferences with classroom visitations. These observations had two purposes: first, they showed support of students' understanding about the curriculum, and second, they provided a view to student and teacher relationships. My twice-a-day classroom visits increased academic rigor and supported teachers' ability to manage classroom behavior. Students and teachers alike began to show a renewed interest in teaching and learning. Teachers became more active in supporting system changes that positively affected school climate. This change was short lived, however, due to the restructuring of the district and closure of 24 schools. By the end of the school year, all principals received teacher contracts and were encouraged to reapply for administrative positions for the upcoming school year.

In the summer of 2010, I was appointed principal of two schools: Mary Harmon Weeks (Pre-K-2) and Martin L. King, Jr. (3-6) Elementary Schools. These two schools

had a combined projected enrollment of 950 students. The campus was located in the heart of the city with the schools connected by an underground passage. The massive reorganization under the district's "rightsizing" plan (Esselmen, Lee-Gwin, & Rounds, 2012) brought five of the lowest performing schools together to be known as King/Weeks Pre-K-6 Elementary School. All of the merged schools were located in the urban core.

The staff for the new school migrated from thirty-two district schools where, from my impressions, the majority of teachers were ill prepared to meet the social, emotional, and psychological needs of students. Many tenured teachers from both closed and reconstructed schools lacked multicultural teaching experiences as they had spent their teaching careers in predominately white schools. Rather than become aware of their lack of understanding, some teachers blamed others or reverted to what was comfortable even if it was nonproductive and painful. Professional development became the vehicle to unify staff and introduce new curriculum, but little emphasis was placed on bringing together the cultures of five schools to become one. Both administration and teachers struggled with cultural norms of neighborhoods where unresolved issues played out in classrooms and interrupted instruction. Punitive measures, such as in-school and out-of-school suspension, were the typical corrective means to address disruptive student behavior. Teachers and students struggled to fit into an environment that looked perfect on paper but lacked buy-in from those charged with reform.

A need existed to transform adults and students as well as the physical element of the schools. The cosmetic features of the buildings were less than welcoming. In the district's rush to close schools and downsize personnel, maintenance of some facilities

was postponed. This lack of attention to the physical condition of the buildings was believed to influence the destructive behaviors of many students.

The organizational and system changes that occurred under the district's transformation plan were accepted by most administrators, but they were embraced by few teachers. As an administrator of two buildings who was charged to implement change, I grappled with a diverse teaching staff compounded by a diverse student population. Feelings of uncertainty can be frightening to the less experienced administrator. My years of experience working in the urban core as teacher, instructional leader, school, and central office administrator were assets to transformational leadership.

The school experienced additional changes by close of the first year. As the district continued to experience a decline in enrollment, the decision was made to combine both schools. This forced the merger of the two programs into the King Elementary facility, which was least attractive of the two buildings. Once again, many teachers packed up for the move to the facility next door. A breakdown in communication prevented a smooth transition and caused the teachers to scramble a few days before school opened as they hurried to move in their classroom materials in preparation for students. After a few phone calls, the district's move team joined the process. As the students arrived, anxiety began to set in, coupled by the startling announcement of Dr. Covington's resignation. By the fall of 2011, Dr. Steven Green joined the district as my 21st superintendent.

A school leader in such a situation might be tempted to conclude that there is little hope. However, I found that something could be done to affect school climate and

culture positively. This study examines the impact principal leadership had on school transformation.

Statement of Problem

School superintendents look to school principals to articulate the vision and mission of school districts. Urban school administrators address many social complexities when serving diverse student populations. Maintaining an environment for teaching and learning is just one of many. Academic failure and school discipline can promote antisocial behaviors in children (Mayer, 1995). Developing a positive school culture is necessary for maximum functionality, social, and academic success of students. Peterson and Deal (2002) suggest culture is built over time, infused in the relationships of people and their willingness to serve others, and is often nurtured by the building leader. Peterson (2009) believes it encompasses the daily life of school:

Culture exists in the deeper elements of a school: the unwritten rules and assumptions, the combination of rituals and traditions, the array of symbols and artifacts, the special language and phrasing that staff and students use, and the expectations about change and learning that saturate the school's world. (p.9)

Culture becomes part of the daily interactions with the school community and becomes the personality of the school. It mirrors how we feel, look, and act with children and adults. Muhammad (2009) explains cultural change is difficult to achieve and cannot be accomplished by aggressive measures. It requires leaders who are expert at gaining the confidences of others and "skilled in the art of diplomacy, salesmanship, patience, endurance and encouragement" (p. 16).

A principal astute to the needs of an organization can shape culture through daily interactions, reflections, and consistent efforts with staff (Schein, 2010). Howard (2010)

notes that "demographic divide, wherein teachers face the reality that they are most likely to come into contact with students from cultural, ethnic, linguistic, racial, and social class backgrounds different from their own"(p. 40). This indicates that understanding the complexity of the school staff is paramount. Bolman and Deal (2011) express that change can be accelerated by acquiring knowledge about organizational dynamics and team performance, skills, and expertise teachers bring to the job.

Student behavior at King Elementary was brought to the forefront in the fall of 2011 when a teachers' survey indicated the school was out of control. Teachers believed disruptive student behavior was beyond their expertise. Although the majority of the staff helped to create the vision statement, goals, and objectives, they needed the verbal validation that their efforts were valued. In this situation, emails and school bulletins were not sufficient. Teachers received my efforts to communicate the need to become more active in managing student behavior, as personal attacks. In actuality, many things overwhelmed them; student discipline just compounded the problem. In as much as, the effective teachers understood the necessity of coaching TFA Teachers, they viewed written communications about being proactive with children as limited support of their needs. A shift in mind-sets occurred when a meeting was held with staff, teachers' union, and central office administration. In this meeting, I publicly acknowledged the teachers' perception as their reality; they were leaders in their profession and knew how to manage children. My public validation of teachers' reality about the state of the learning environment was a turning point to building consensus among staff and an important contribution to this transformation. However, disruptive behavior was a symptom of a complex set of interrelated problems.

First, the student population had many challenges beyond academic achievement. The school was located in a high crime area, which affects the social, emotional, and psychological well-being of students. Ninety-five percent of the school's population was Black, 3% White and 2% Hispanic, Asian, and Multi-racial. Ninety-six percent of students received free and reduced meals with an average daily attendance of 95%. Thirteen percent of the students qualified for exceptional education services, with black males comprising the larger proportion. Student achievement data remained relatively flat, averaging 17% proficiency on state assessments. Student mobility was a constant variable. Approximately 700 students enrolled during the 2011-2012 school year with an average daily attendance of 550.

Second, workplace politics (Bolman & Deal, 2008) was a key factor in teacher selection. The researchers suggest the importance of knowing organizational dynamics and team performance. The human resource frame looks at skills and expertise teachers bring to the job. The majority of the teaching staff was tenured with six or more years of experience. Approximately one third of the staff was interviewed and selected by a team of their peers. Some teachers received recommendation from colleagues, while others were placed by district and union negotiated agreements.

Because of union intervention, politics took precedence over teacher effectiveness. Teachers with lesser skills replaced teachers with histories of effective student management. Teachers who struggle with classroom management become frustrated and resort to teacher union intervention, increased absenteeism, and resignation. Teachers are 50% more likely to leave in high-poverty schools as compared to low-poverty or the more affluent schools (Ingersoll, 2003).

In May of 2011, staff reductions displaced personnel, who had been more effective in resolving student problems. This change initially had an adverse impact on the school's climate due in part to students' lacking trust in adults whose culture did not mirror their own. Similarly, with limited data to substantiate effectiveness, teachers with more seniority remained at the school.

Third, the district made an agreement with Teach for American (TFA) that brought many inexperienced teachers into high needs schools. In 2011-2012, Teach for America recruits with academic preparation unrelated to the field of education and the cultural environment joined the staff. TFA's goal is to eliminate educational inequity by recruiting high-achieving college graduates to teach for two or more years in low-income communities. It is their mission for teachers to gain insight and commitment to confront the root causes of America's achievement gap and make a positive lasting impact on the lives of students. An inordinate amount of time was spent redirecting students and coaching TFAs who ranked high in content knowledge but lacked management skills to socialize urban children. The 2012-2013 school year started with five new staff members, three of which were at the intermediate grades. In addition, substitutes joined the staff to cover vacancies. Limited resources to support struggling staff and external support for students were variables that affected my leadership.

Fourth, student discipline was a major factor affecting student achievement in Kansas City Public Schools. According to 2012 data reported to the state of Missouri, an average of 7.2 % per 100 students had incident infractions. This compared to the state average of 1.75%. The District identified ten violations that occur most often, five of which impacted King Elementary School. Twelve percent of the students received in and

out of school suspensions during the 2011- 2012 school year. Most infractions occurred at the fourth, fifth, and sixth grades with male students comprising the majority of offenses. These offences as defined by the Kansas City Public School's Code of Student Conduct are as follows:

- *Defiance of Authority.* The refusal to follow directions from school personnel or comply with classroom or school rules.
- *Disruptive School and/or Class.* Intentional acts or conduct in the classroom, in the school building or upon school grounds that disrupts the educational process (i.e., talking, making noises, getting out of seat without permission, etc.).
- *Chronic Misconduct.* The persistent violations of the Code of Student Conduct where appropriate documentation of interventions utilized by school personnel has been presented.
- *Use of Abusive/Profane Language.* The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures, which are offensive to modesty or decency. Any slurs, innuendoes or other verbal or physical conduct reflecting on an individual's sex, race, religion, color, national origin, ancestry, age, disability, or sexual orientation that has the purpose or effect of creating an intimidating, hostile or offensive educational environment.
- *Fighting.* Mutual combat in which both parties have contributed to the conflict, either verbally or by physical action.

Aggression emerges when emotional needs are not met. Many students lack coping and problem solving skills, and then resort to violent behaviors to resolve issues.

Students often times do not apply strategies learned in counseling sessions and go on to have suspensions from the classroom and /or school. These behaviors are often mimicked by parents who also display aggression when solving school issues and encourage physical assertion as a resolution to problem solving, (Orpinas, Murray, Kelder,1999). At King, this behavior affected student achievement, decreased attendance and increased teacher mobility.

The disruptive behaviors that occurred daily in classrooms and halls contributed to high stress and increased absenteeism among teachers. School closings and loss of community relationships also affected the morale of staff and students. Kotter (1996) suggest when there is a sense of urgency, you remove the source or lessen its impact. Reluctant faculty members, mostly tenured, used Family Medical Leave Act as a means of escape, leaving a void in personal growth and school reform.

Finally, the merger of two facilities brought about even more new challenges. In addition to an increase in the number of low performing and disruptive students in one building, once confident, experienced teachers reacted to changes in loss of collegial relationships and the need to mentor inexperienced newcomers, Teach for America Teachers.

In summary, instability in the structure, staffing, and culture of the school, as well as a student population with many unmet needs, created a very difficult challenge for my leadership. Confronted with the need to validate and appreciate the contributions of the tenured staff, a survey in October 2011 suggested that morale was low due in part to an increased number of disruptive students in classrooms that affected school climate and instructional delivery. By the end of the 2011-2012 school year, the school received

priority status as the lowest performing school in the district as measured by (MAP) Missouri Assessment Program.

The first year the school experienced five long-term vacancies in critical grade levels and a high absentee rate among those teachers placed at the school because of seniority. Eight teachers were encouraged to leave or resigned. The second year, personnel changes by district administration stymied the growth school leadership was making. The school lost critical staff members who were instrumental in driving change. The second year two of six, Teach for America (TFA) Teachers did not return because of resignation and nonrenewal of contract. During the year of the study, the majority of teachers, 21% of the original staff, were vested in the school and believed students could change. The problem this study examines is how a leader can address these issues in collaboration with teachers in order to construct a positive school culture.

Purpose of Study

The purpose of this case study is to provide evidence of how an urban school administrator implemented transformational leadership involving teacher collaboration to create positive change in the school culture, for "culture is reflected in the behavior, attitudes, and beliefs of individuals and groups" (Reeves, 2009, p. 37). This research explores how collaborative conversations among teachers, positively supported by leadership, affected the school's climate and culture at King Elementary School. The School Climate Council (2007) defines school climate as the character of school life. It refers to norms, values, and interactions shared by the school community.

Lencioni (2007) suggests people want the leader to take a personal interest in their dilemma. Maintaining an open process to generate new ideas is critical in the human

resource frame (Bolman & Deal, 2008) and to the social outcomes that lead to the emotional and psychological success of staff and students. While learning communities are taking key roles in implementing organizational change that affect school academic culture, they must include decisions about the emotional, social, and mental health of staff as well as students. Collaborative opportunities for continual dialogue to practice new ideas, professionally supported, are essential to transformational leadership.

Conceptual Underpinnings for the Study

Discipline problems, according to Scheurich and Skrla (2003), are major concerns with teachers employed in economically diverse schools. It is difficult to separate academics from classroom management (Marzano, 2003). Doyle (1986) believes that "Classroom teaching has two major task structures organized around the problems of (a) learning and (b) order" (pp. 394-395). Systems should, however, learn how to create appropriate classroom environments that support academic and social growth of all children. Blaming children for skills unattained because teachers lack competencies to deliver instruction at levels that would engage students in their correct modality and manage socialization is unacceptable. It becomes an operational problem when schools experience frequent discipline problems that have gone unnoticed by adults.

The transformational leader influences teachers' ability to invest in changing school culture. This paradigm shift is modeled and nurtured by actions of the administrator and relationship with staff (Bryk & Schneider, 2002). The research on teacher collaboration and positive student behavior is not as extensive as that of teacher collaboration and achievement; however, the impact that collegial conversations have on healthy school environments cannot be dismissed. Establishing and maintaining collegial

relationships that nurture teachers' ability to manage classrooms is critical to the emotional well-being of staff and students. Paulsen (2008) suggested collaboration relies on the expertise and contribution of everyone involved. My years of experience in KCPSD shaped my philosophy about supporting students and teachers:

Keep your focus on the children; it is not about you. If what teachers are doing negatively affects children then support the teachers so they can help children; you cannot go into the classroom to teach but you can equip teachers with everything they need to do a good job.

I was very fortunate to have three powerful women to influence my administrative career. These women included my oldest sister and two district administrators. With years of emphasis placed on active student engagement and learning, teacher collaboration affecting school climate and culture was a natural flow.

Collaboration as defined in this study suggests conversations about student management and self-reflections in a forum that is non threatening and punitive (Bolman & Deal, 2008). Teacher collaboration, supported by the principal with ongoing self-examination (Scheurich & Skrla, 2003), can foster an environment where positive outcome is the focus to resolving inappropriate student behaviors. It is an opportunity for newly applied strategies to visually impact school climate so established norms of accepted behavior become culture.

Research by Evans and Kotter (1996) advocates the need for leaders to understand staff dynamics and organizational change for commitment to happen. Change is never universally accepted, but leaders should be cognizant of the change process and have the willingness to support adults. Scott (2004) expressed the need for honest dialogue or “fierce conversations” to allow time for people to commit to change in situations that are nurtured and nonjudgmental.

The school leader strengthens the vision by supporting teachers' sense of efficacy in transforming school culture (Deal & Peterson, 1999). These relationships transfer to beliefs about how children socialize when trust is nurtured and positive school culture exists. Effective leaders motivate others to work cooperatively to accomplish goals that are good for the organization as shown in Figure 1. Researchers have identified many facets of leadership with attributes to classify various theories. However, the complexities of the processes make leadership styles situational.

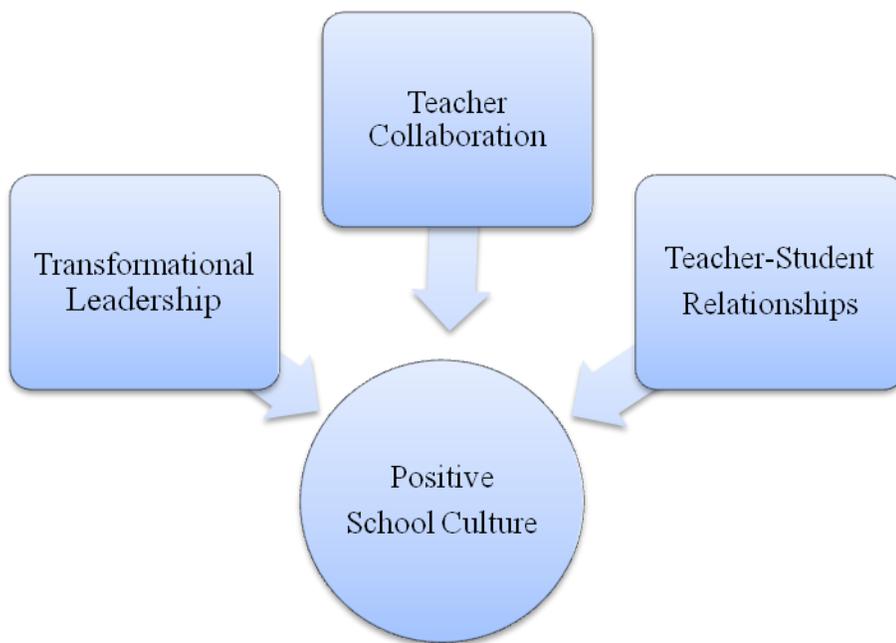


Figure 1. Diagram of activities affecting school culture.

Research Question

The following research question will guide this study:

What impact did transformational leadership involving teacher collaboration have in transforming a school culture?

Design and Methods

The design and methods of the study that addressed the research question are described in detail in chapter three. Briefly, this retrospective, evaluative case study began with a survey of teachers (Appendix A) administered under the negative conditions described above. It continued with a description of teacher collaboration, accountability to student management processes and non-punitive administrative support. It concluded with post-survey data, focus group data on teacher perceptions, an interview with the current principal, student discipline, and MAP data at King Elementary School.

Reflection on the Role of the Researcher

The researcher as an instrument brings with it certain biases. By nature of my position as building administrator, I functioned as an observer and evaluator. Adler and Adler (1987) referred to my position as the complete member and indicated the influences this role had on the study:

We focus on the range of role that involves regular and intimate contact with members of the group being studied, where researchers participate as members in some or all of the group's everyday activities. Critical to these roles, which differentiates them from more observational forms of field research, is their *insider* affiliation; (the "wallflower" approach), but instead take on *membership* status. (p. 8).

My forty-year tenure with KCPSD brought with it varied experiences and a critical lens to evaluate and nurture adults. As principal, I took extreme care not to show bias against those teachers who may have struggled with classroom management. Trustworthiness and credibility of the process was important to the findings (Gay, Mills, & Airasian, 2006). It was important to evaluate teachers' abilities to manage a socially appropriate learning environment. It was my desire for teachers to support each other in

the review of data by sharing strategies that worked. Released time during common grade level periods, with input from staff, allowed opportunities for teachers to share without interruption from children. Before this could occur, as the leader, it was important that I create an environment where teachers felt safe. This was particularly true of our Teach for America (TFA) teachers. Many expressed stress due to lack of preparation in an urban environment. Cooklin (1999) suggested staffs who feel this way gravitate toward others who feel the same way and move away from the organization. Bolman and Deal (2011) believed few employers will take time and resources to develop a talented work force, but the organization cannot function effectively without one.

As administrator, I monitored the progress of the teachers with constructive feedback during the observation and evaluation process. It required ongoing feedback, giving teachers an opportunity to refine methods prior to assistance that was more formal. The KCPSD 2011-2012 Teacher Performance Management Rubrics identified Standard 3 as the measure of effectiveness:

Standard 3: Teachers establish a respectful environment for a diverse population of students.

- Indicator 1:
 - ✓ Teacher implements effective classroom management to maximize student learning.
 - ✓ Teacher establishes and maintains a safe, orderly environment.
 - ✓ Teacher manages classroom procedures and transitions to maximize academic learning time.

- ✓ Teacher redirects students to minimize the impact of misbehavior on learning time.
- Indicator 2:
 - ✓ Teacher demonstrates knowledge of Language, culture, family and community in which they teach.
 - ✓ Teacher creates an environment of respect for individual differences and cultures.

If necessary, in collaboration with the teacher, a Performance Growth Plan outlining supportive improvements was written. Teachers must be given time to show growth, using added resources identified in the plan.

Limitations

Case study research according to Yin (2013) is an empirical inquiry that investigates "how" and "why" things happen. It examines occurrences in real life situations during a specified period. This case study is confined to King Elementary School and may not be generalized to other schools. The post-survey and the focus groups included only those teachers who were part of the original staff because of the school's mobility rate. This group represented 21% of the original teaching staff. In addition, this evaluative, retrospective case study relies to some extent on my observations and reflections as a school leader. However, I used other data sources to provide objective measures of change and other perspectives.

Assumptions

Teacher preparation programs are intended to adequately prepare pre-service teachers to manage students. According to Marzano and Pickering (2003), teaching and

learning cannot be separated from classroom management. Often heavy on pedagogy but limited in preparation for classroom management, new and beginning teachers sometimes struggle to maintain order in the classroom (Howard, 2010; Singer, Huisman, & Catapano, 2010). The authors further suggest a need for university faculty to work alongside pre-service teachers as they acquire field experiences on challenges that may be unique to urban schools. Many faculty lack cultural diversity training and are unprepared to assist pre-service teachers make the transition to the classroom.

Another assumption is that counseling programs significantly influence discipline problems and inappropriate behavior (Baker & Gerler, 2001). According to a study by Lapan, Gysbers, and Sun (1997), comprehensive guidance and counseling programs lead to more time on task and an increase in positive attitudes about school, which in turn leads to academic success. Teachers are able to apply quality instruction helping students to achieve high standards. In addition, students were on task more often with fewer interruptions. Counselors are critical resources to helping teachers (Cobb & Richards, 1983) learn skills to manage inappropriate classrooms behavior. They have the capacity to lead staff in meaningful professional development to examine their own discipline methods, as well as acquire strategies that are researched based (Knoff, 1985). Counselors can also promote effectiveness in a systems approach to managing student discipline. The American School Counselor Association (2012) supports the role of the school counselor as a resource person for teachers. In turn, this helps support students in developing responsibility for their behavior. Counselors are key members of student support teams and take the lead in managing student behaviors (Stickel, Satchwell, & Meyer, 1991).

This may be the ideal, but in reality, far too many students cannot separate problems from solutions and after participating in counseling sessions return to classrooms unproductive, exhibiting inappropriate behaviors.

The willingness of all teachers to collaborate is another assumption. Time constraints may be a hindrance to meaningful dialogue among teachers. Those who do not experience classroom management problems may view collaboration as a waste of time. New curricula, technology, and the push to improve academics may influence the amount of time and effort effective teachers are willing to give to support others (Reeves, 2009).

Significance of the Study

The collaborative relationships teachers foster to support their professional growth and the growth of students cultivates a culture of accountability to self and others. The study is significant to KCPSD because behavior infractions affect student achievement, which in turn affects the district's academic standing in the state of Missouri. The results of this study may be used by building administrators who are seeking to examine leadership on school culture transformation. This study contributes to literature by describing actual experiences from an urban school leader on collaboration, an effective strategy and solution to addressing student behavior (Ratcliff, Jones, Costner, Savage-Davis, & Hunt, 2010).

Definition of Key Terms

The terms listed as the key terms that undergird important aspects of this study are defined as follows:

Comprehensive Guidance Program. The Missouri Comprehensive Guidance Program

is designed to include organized sequential activities implemented by professional school counselors with active support of parents, teachers, administrators, and community.

Free and Reduced Meals. As defined by the Missouri Department of Elementary and Secondary Education School Food Services Section, Manual May 2015, "the extension of free and reduced meals to needy students is a requirement for all Local Education Agencies (LEAs) that participate in one or more of the Child Nutrition Programs. Students can be determined eligible for free meals through the Direct Certification method and free or reduced price meals by submission of an application" (p. 2).

MAP Performance Index (MPI). The MPI is a single composite number that represents the MAP assessment performance of every student by awarding points to each student based on the four (4) achievement levels. The points for all students in the LEA, school or student group in a subject area are summed together, divided by the number of students in the group being measured and then multiplied by 100. The result is the MPI for that group and subject.

Professional Learning Community. A professional learning community is made up of team members who regularly collaborate toward continued improvement in meeting learner social, behavioral, and curricular needs through a shared focused vision.

Rightsizing. Rightsizing is the process of a corporation reorganizing or restructuring their business by cost-cutting, reduction of workforce, or reorganizing upper-level management. The goal is to get the company molded properly to achieve the maximum profit. Companies often use the term rightsizing instead of downsizing because it sounds less drastic (Business

Dictionary.com). For the purpose of this study, rightsizing means to close schools and reduce staff.

Teach for America (TFA). TFA is a United States non-profit organization that aims to eliminate educational inequity by enlisting high-achieving recent college graduates and professionals to teach for two or more years in low-income communities throughout the United States. The organization aspires for these corps members to gain the insight and added commitment to tackle the root causes of the United States' achievement gap.

Teacher Collaboration. For the purpose of this study, collaboration is the process of working with other individuals to share and develop education processes to improve the social and emotional wellbeing of children.

Summary

This chapter describes conditions that existed under KCPSD's rightsizing plan, the role of the administrator in school leadership, and interventions necessary to support children and adults. Administrators attuned to organizational dynamics of school and staff are able to initiate positive change. They accept staff perceptions about factors that impeded learning and support conditions such as teacher collaboration that may affect change. This study was built upon the foundation of knowledge about school leadership, teacher collaboration, and student management. This foundation grounds the literature review for chapter two which examines leadership theories: classical management, transactional, transformational, collaborative, ethical leadership (Wart 2012; Yukl 2008), teacher collaboration processes, and teacher-student relationships.

CHAPTER TWO

Review of Literature

An abundant amount of research exists on aspects of the problems described in Chapter 1, but the emphasis for this case study is the affect of leadership on school culture through teacher collaboration. Muhammad (2009) believed cultural change requires leaders adept in diplomacy, endurance, and encouragement. They should be visionary; conscious of past, present, and future directions of the school; and cognizant about institutional beliefs, practices, and policies regarding expectations and accountability.

Although poverty and limited resources can contribute to social maladjustment of children that affects teacher-student relationships, teachers look to the building leader to foster a culture of self-respect and trust. Bolman and Deal (2011) suggest that building leaders understand the political dynamics of their organization and the need for collaborative collegial engagements to develop teacher confidences to apply strategies that work. Kozlowski and Doherty (1989) believe there is a relationship between and among student management, climate perceptions, and leadership. This chapter describes more fully the conceptual framework of leadership theory, teacher collaboration, and teacher-student relationships.

Leadership Theory

Leaders emerge when groups come together for a common purpose. This purpose is often fashioned around outcomes: goals, objectives, and methods. Leadership styles are varied with strengths and weaknesses of each person, but the leader must be cognizant of the organization and be flexible in leadership skills.

According to Ronquillo (2011), case studies and scholarly articles have yet to prove a successful leadership theory, each having positive and negative attributes. Van Wart (2012) and Yukl (2002) identified five broad leadership theories: (1) classical management and role theory is based on human resources and capital management; (2) transactional leadership theory is focused on the relationship between the leader and followers to meet organizational goals; (3) transformational leadership theory focuses on organizational change through motivation of others; (4) horizontal or collaborative leadership theory uses team approach or shared leadership to meet organizational goals; and (5) ethical and critical leadership theory builds trust and integrity among followers. These five theories are considered the basis of this research. Additionally, the pedagogy of care examines relationships between the leadership and staff.

Leadership Defined

Bass (2008) concludes there are numerous definitions of leadership reflective of social influences existing during various periods in history. It is a universal phenomenon where its success or failure is contingent upon organizational structures and relationships with followers:

Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and of the perceptions and expectations of the members. Leaders are agents of change, whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group. It can be conceived as directing the attention of other members to goals and the paths to achieve them (Bass, 2008, p. 25).

Northouse (2015) defined leadership as a process where groups are influenced by an individual to achieve common goals. Leadership embodies purpose, focus of the group, personal attributes, and the ability to influence and persuade others to achieve

common goals (Bass, 2008). It is ever changing, requiring a lifetime of persistent modification to avoid reaching a plateau (Van Wart, 2012). Leadership is based on the principle of helping people reach their highest personal success with ethical and moral responsibility (Burns, 1978).

Classical Management Leadership Theory

Leaders function in the capacity of organizational managers overseeing productivity within a larger system to meet goals. Functionalities include "planning and budgeting, organizing and staffing, controlling and problem solving" (Northouse, 2015, p.13). Although leaders are important to organizational success, followers' happiness is a contributing attribute to systems meeting their goals (Trottier, Van Wart, & Wang, 2008). This relationship is contingent on reciprocal trust between followers and leaders where the need to monitor quality of satisfaction within the organization is great (Moynihan, 2004).

Results driven. The purpose of management in an organization is to produce results. Management is a process that keeps systems of people and resources functioning smoothly (Kotter, 1996). Primarily goal oriented, managers seek to control order and stability for the purpose of productivity. This includes navigating people to the best positions for the greatest gain. Leaders are expected to be cognizant of organizational needs while building a vision for long-term results to create positive change (Northouse, 2015).

Kotter (1996) suggests leadership is a set of processes that creates organizations, changes circumstances, defines the future, and inspires people to pursue the vision. Cho, Fernandez, and Perry (2010) believe leaders perform five major roles to demonstrate

effectiveness: (1) leaders must communicate, monitor, and evaluate effectively to accomplish organizational goals; (2) leaders must build capacity by empowering others to develop leadership potential; (3) leaders should celebrate and acknowledge creativity that encourages ownership; (4) leaders must recognize diversity in the workplace to include minorities, ethnicity, and women; and (5) leaders must lead with integrity. Bass (2008) suggests that management and leadership overlap when interpersonal activities are involved.

Human relations. Interpersonal relations are a necessary component to organizational goal attainment. Incentive systems are used to achieve performance objectives. Yukl (1989) acknowledged the difference between management and leadership; however, this research notes that overlapping occurs when managers influence workers to meet expectations. Leaders are involved in management when they plan, organize, staff and control followers (Northouse, 2015). Bass (2008) believes "Leaders function in a higher domain of cognitive analysis, synthesis and evaluation, and managers in a cognitive domain of knowledge, comprehension, and application" (p. 654). He further contends the two are not the same. The leader-manager combines the attributes of both roles to meet organizational goals (Gardner, 1993).

Transactional Leadership Theory

Transactional leadership is a management process where goals are met through explicit dialog between the leader and follower. It stresses meeting goal objectives through a system of psychological or material rewards (Burns, 1978; Bass, 2008). Punitive consequences are placed upon the followers when goals are not met. Bass (2008) exerts transactional leadership exhibits four characteristics. The first

characteristic is that contingent reinforcement is a motivator to accomplish organizational goals. An agreement is reached between leaders and followers to justify payoff. The second characteristic is that active management by exception involves monitoring compliance of rules and standards to apply corrective actions when necessary. The third characteristic is that passive management by exception intervenes after existing problems become unmanageable. Corrective action consists of negative feedback or reprimands. The fourth characteristic, laissez faire, suggests the absence of leadership. The leader abandons responsibility, lacks confidence in his or her ability to supervise, and avoids interaction with subordinates, thus making little effort to engage in the organizational duties. Such leaders procrastinate in setting goals to move the organization forward.

Hersey and Blanchard (1972) promote training of workers to assure success and job satisfaction. Hersey and Blanchard (1972) assert that leadership styles should change as workers exhibit competencies in skills. A direct leadership style is warranted when workers are inexperienced and mastering new concepts. As they mature and gain knowledge and confidences in their abilities, leaders need to move to a coaching style where discussions occur that foster improvement of expertise. When workers demonstrate the ability to problem solve, leaders can then move to a supporting style with little oversight. Finally, delegation occurs when workers are completely self-directed and demonstrate competencies to report accomplishments toward goal attainment.

Transformational Leadership

Burns (1978) identified two types of leadership: transactional and transformational. He argues that transactional leadership does not build lasting relationships between and among leaders and followers. The competitive system

promoted resentment among participants. He believed transforming leaders recognize the value in followers beyond contingent reinforcement and sought mutual stimulating relationships. The relationship raises leaders and followers to a higher level of motivation and morality. Burns (1978) defined a transformational leader as one who (1) elevates the consciousness of followers about setting and achieving goals; (2) gets the followers to work for the good of the team and organization; and (3) moves from lower-levels of concerns for safety and security on Maslow's hierarchy to higher-level needs for achievement and self-actualization (p.116).

Boman and Deal (2008) describe transforming leaders as "visionary leaders whose leadership is inherently symbolic" (p. 368). Symbolic leaders follow a consistent set of practices, leading by example and inspiring others to do the same. Bass (2008) notes transformational leaders motivate followers to develop a true sense of commitment to self and the organization. This involves building leadership capacity through coaching and encouraging innovations through problem solving.

Bass and Steidlmeier (1999) outlined four components of transformational leadership:

1. **Idealized Influence.** Transformational leaders exhibit charismatic behaviors serving as a role model for others to emulate. They are respected and trusted by followers and display high ethical and moral conduct. Followers believe these leaders have extraordinary capabilities. They are consistent, visionary, set high standards, and are willing to take risks.
2. **Inspirational Motivation.** Closely linked to charismatic leadership, leaders inspire others by clearly communicating expectations through goal setting and shared

vision. Leaders persuasively motivate followers, challenging them to achieve more by eliciting a sense of purpose for the good of the organization.

3. **Intellectual Stimulation.** This leadership encourages creativity and promotes innovations by looking at issues from a different perspective. It stimulates the thinking of followers to examine new ways to confront problems.
4. **Individualized Consideration.** Transformational leaders mentor and coach followers to reach higher levels of achievement. Individual differences are recognized as leaders use diverse strategies to encourage growth in learning opportunities. Open communication between the leader and follower is encouraged, stimulating interaction between the two. This leadership promotes self-actualization in followers (pp. 187-190).

Yukl (1998) suggests transformational leaders build followers' commitment by empowering them to meet organizational objectives. Their primary role is to facilitate change. Northouse (2015) suggested followers want to emulate leaders because they believe in their philosophy. Bass (2008) questioned the true intent of transformational leaders who become egotistical.

Moral character and ethics. Authentic transformational leaders have the good of the organization and its followers as the primary focus. They have a strong ethical and moral foundation. Bass and Steidlmeier (1999) examined authentic transformational leadership behaviors, and they suggest this is a process of clearly articulated vision and moral choices. Imposing consequences is not a major concern, which is a distinguished difference between it and pseudo-transformational leadership. Pseudo-transformational leaders have a self-centered charismatic personality and inspire followers to accomplish

goals that are self-serving and harmful to others (Howell & Avolio, 1992). Conger (1990) supports this thinking, as he is concerned such leaders lose sight of reality and focus on personal gain, seeking power for themselves at the expense of others. Pseudo-transformational leaders give the illusion they are supporting the followers, but instead they maintain a narcissistic interest (Howell & Avolio, 1992).

Pedagogy of Care

Nodding (2013) examines the relationship in the way care is demonstrated as a reciprocal relation between the care provider and the person receiving the care. Care is centered on meeting the needs of those who need support. Likewise, the one receiving the care experiences a sense of presence by the person giving the care. Held (2006) suggests that "the ethics of care focuses on attentiveness, trust, responsiveness to need narrative nuance, and cultivating caring relations" (p.15). This interchange confirms acceptance of the reciprocal relation as gratifying.

Caring suggest a motivational attachment to others with a genuine concern about their situation. A display of care is often reflected toward people known as opposed to those without previous acquaintance (Slote, 2007). Nodding (2013) suggest caring for others causes emotional displacement from one person's own interests for those of the other person: "Caring involves stepping out of one's own personal frame reference into the others." (p 24). Care allows a person to focus on the thoughts of the person or group and have a desire to satisfy their needs.

Ethical self. Nodding (2013) suggests a need for the ethical self to reflect on the need to be cared for. She expresses that there is a desire to be accepted by those who are being cared for and their need to be validated as being a good person. She contends that

the ethical self recognizes the relation between being the carer and cared-for. This relationship with self formulates a healthy relation and sustains the ethical self, thus allowing acceptance for the people who care (p 49).

Nodding (2013) exhorts the reciprocity of care is not necessarily equal. The ethics of care responds to moral responsibility of caring for others as a process for human survival like that of a mother-child relation. Ethics of care, according to Held (2006), values moral emotions that need to be cultivated like sympathy, empathy, sensitivity, and responsiveness. Nodding suggests that ethics of caring is often viewed as a characteristic of females where there is a natural feeling of caring. Women seek to maintain moral order in the way care is expressed to validate particular relations.

Empathy. According to Hoffman (2000), empathy involves having the understanding of someone else's situation. It is an affective, altruistic response to the fate of others in various conditions. Hoffman (2000) argues that empathy develops through stages. For instance, in infancy, a baby mimics the cry of another baby believed to be distress, while a young child is sensitized by others to accept the emotions that their actions have caused someone harm. The child then associates his actions to empathy because of the experiences. This beginning of empathy translated to an adult who has feelings of sadness when responding to someone's terminal illness. Hoffman believes empathetic feelings transcend with the experiences and maturity of individuals (pp 14-15).

Horizontal and Collaborative Leadership

Horizontal leadership began in the 1970s as an inclusive method to engage others in the leadership process. Also known as shared leadership, effective horizontal leaders

facilitate learning opportunities to affect system changes at the lowest levels. Kerr and Jermier (1978) view self-directed, intrinsic individuals in effective team relationships meeting organizational goals as an alternative or substitute to current management. Pearce and Conger (2003) define shared leadership as an interactive process where individuals in the group influence others by interchanging roles to meet organizational goals. Leadership responsibilities are acquired based on the talents and expertise of individuals functioning within the group, but there is not one who acts in the capacity of a supervisor. Shared leadership is a cooperative engagement where needs are met based on the competence of group members and a shared vision of success (Bass, 2008).

Fletcher (2002) identified three characteristics of shared leadership, which were based on finding from others' research. The first characteristic is that distributed and interdependent leadership functions are distributed throughout the organization with a focus on shared responsibility, teamwork and group success (Conger, 1989). The second characteristic notes that embedded in social interaction, leadership is a group phenomenon with members influencing others and creating leadership opportunities (Aaltio-Marjosola, 2001; Harrington, 2000). The third characteristic notes that leadership as learning encourages reflective thinking and risk taking, and distributive dialogue to create conditions so collective learning can occur. It places emphasis on individuals as learners through social interactions (Fletcher, 1999). Luke (1998) noted this interchange is present in teams where most members are skilled at problem solving, thus resulting in long-term outcomes with consistency.

Archer and Cameron (2013) described collaborative leaders as self-confident individuals who know how to step back from their role of authority to motivate and

develop relationships to achieve common goals. Archer and Cameron (2009) identified six attributes of collaborative leaders: (1) empathy to understand the thinking of others causing them to become receptive to change; (2) patience to put in the time with people understanding that development takes time; (3) agility to access difficult situations and resolve problems with ease; (4) mediation to hold difficult conversations with open and honest dialogue to address issues as they arise; and (5) engaging others, coalition building to develop support systems to continue the work to meet the objectives; (6) Exhibit influence to assimilate organizational cultures to meet goals (pp.138-139).

Collaborative theory places emphasis on long-term goals and seeks cooperation of others to meet challenges with success. Leaders are judged by their ability to facilitate change with outcomes. Crosby and Bryson (2010) suggested this process negates the role of leaders and followers while placing the emphasis on results and goals. Heifetz (1994) noted collaborative leadership occurs most often in professional settings where strong sense of learning and community is present. Pearce and Conger (2003) believe team collaboration promotes interdependence and an appreciation among members of their contributing efforts but can also contain limits and liabilities. If the overall vision of the organization is not clearly articulated and situations impede success, this type of leadership should be abandoned.

Ethical Leadership

Burns (1978) believes the principle of leadership is to motivate people to reach their highest potential while maintaining a moral and ethical consciousness. The ethical leader exhibits qualities of integrity, responsibility, and high standards for others to emulate (Avolio & Gardner, 2005). These characteristics are manifested in daily

interactions with other. Northouse (2015) notes leaders who sustain exemplary standards and principles, take ownership for their actions, demonstrate trustworthiness, and exhibit integrity. These leaders are more often viewed as positive role models inspiring others to attain higher goals. As transformational leaders with a true sense of commitment to self and others, they set standards for ethical behavior, which is consistently displayed in public and in their private lives (Bass, 2008).

Greenleaf (1977) believed a strong emphasis should be placed on the needs of the follower. In doing so, organizational goals and objectives are met because workers feel a connectedness to the leader:

The servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. . . . The leader-first and the servant-first are two extreme types. Between them, there are shadings and blends that are part of the infinite variety of human nature. The difference manifests itself in the care taken by the servant-first to make sure that other people's highest priority needs are being served. . . . Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? (p.6)

Greenleaf (1977) further contended leaders are better at pointing the way, clearly articulating goals with certainty for the purpose of clarity for followers. Leaders initiate, provide ideas and structure, and take risk with chances of success. The basic leadership attributes of vision, listening, and commitment to people found in servant leadership, were applicable to other leadership theorist who espoused inclusion of workers.

Teacher Collaboration

Changing the behavior of people is not easy (Grenny, Maxfield, McMillian, Patterson, & Switzler, 2008). Researchers suggest we look at our own actions and then

create new behaviors that will support changes in students' behavior. Staff will need to work collectively as teams, interdependently instead of in isolation to resolve issues that affect student growth. When collaborative conversations become reality, staff will display a genuine concern for all struggling students, not only the ones in their classrooms.

In schools where teachers want students to learn and grow, collaboration is a priority (Hirsh & Killion, 2007). Educators need time to address changes, solve problems, and learn new strategies. Newmann and Wehlage (1995) commented these strategies affect the entire learning environment and include expectations of collegial behavior and mutual respect:

Collaborative activity can enhance teacher's technical competence. As teachers work with students from increasingly diverse social backgrounds, and as the curriculum begins to demand more intellectual rigor, teachers require information, technical expertise, and social-emotional support far beyond the resources they can muster as individuals working alone. When teachers collaborate, they learn more about professional issues (p. 31.)

According to Hord (2004), both students and staff benefit from teacher collaboration. Teachers feel less isolated, have higher morale, and less absenteeism. In district classrooms where teachers are absent more, there is a greater chance of increased inappropriate student behavior, more absenteeism of students, and decreased achievement. The negative behavior of one student can adversely affect the entire class (Baker, 1985). Hattie (2012) shared that the climate of the classroom is the most important factor in promoting learning, and the teacher must have the mindfulness to detect potential problems. This will mirror what adults accept and believe as normal for environments where children exist (Schein, 2006).

Sustainability of Teacher Collaboration

Reeves (2009) stated collaboration takes time, and repeated practice is necessary if effective change is going to occur. Collaboration is generally not enjoyed, but when sustained, there is evidence of effectiveness. In true professional collaboration environments, accountability supports growth in practices where teachers reflect on the growth of students, both academically and behaviorally. Reeves identify three characteristics of sustained change: it is proactive and not reactive; knowledgeable staffs, with intervention, support it; its effectiveness is monitored. Others concur that leaders must focus on sustainability over a long period (Hargreaves & Fink, 2006; Reeves & Allison, 2009; Wheatley & Frieze, 2007).

Brownell and Walther-Thomas (2002) suggest time is a variable that successful initiatives need to sustain over a period. The authors believe effective communication is essential to the collaboration process; issues need to be clearly articulated so that everyone is working toward a common goal. In addition, the expertise of teachers is welcomed. This is true among teachers who exhibit affective classroom management. The principal must support teacher collaboration and provide time for this to occur.

Commitment to Change

Kotter (1996) identified eight stages to creating major change, two of which are establishing a sense of urgency through identifying the crisis and anchoring new approaches in the culture by sharing the relationship between new behaviors and organizational success. Gaining the cooperation of everyone involved is critical for change to occur. However, commitment is important in order to attain organizational and cultural change.

Evans (1996) sought to examine change from a practical approach, examining human dynamics and realistic ways to move people. The author gave credence to staffs who lack enthusiasm about the job but need motivation to help them grow, those who are still viable but need support. He described this as a process that is more than school improvement as it asks people to find meaning in the work they do and to have a school that supports their efforts. Change is never universally accepted; teachers, although sometimes reluctant, need help embracing it.

Change causes conflict and friction. Evans (1996) identified five tasks of change meant to help those who are reluctant to innovation, with hopes of self-examination to grow professionally:

1. **Unfreezing.** Challenge staff to move past status quo and be open to new ways of doing things. An older staff many times lacks the drive to perform because they have met basic financial and career needs. Anxiousness and anxiety plays out in frequent absences. The author suggests that teachers must take risks to minimize failure as an excuse. Avoid condemnation, humiliation, and personal attacks to preserve the psychological safety of individuals.
2. **From Loss to Commitment.** People need time to embrace and process change perceived as taking them out of their comfort zone. Making connections and finding reason and purpose adds human qualities to new ways of doing things.
3. **From Old Competence to New Competence.** New skills should be learned and practiced. Staff must be given the opportunity to redevelop, make connections, and embrace innovations. It is important that training is ongoing and coherent.

4. From Confusion to Coherence. During periods of systems change, points of clarity assure that everyone is in alignment. This occurs when stopping points are used that allow people to view ideas from others' lenses or point of view. People need time to practice with feedback and procedures in numerous ways.
5. From Conflict to Consensus. In order for any innovation to succeed, it must have supporters and individuals who can make it happen. These individuals can approach those who are resisting one person at a time. Real change must be a personal commitment in order for it to be sustained over time.

Evans (1996) gives insight to the reluctant faculty who can become stagnate to systems change, having reached pivotal point in their careers where they believe they are immune to transformational reform. This notion repeats itself in many district schools, as leaders attempt to resurrect teachers through growth plans. Some teachers use medical leave as a reason to avoid personal growth and school reform.

Scott (2004) purports the need to exhibit courage to interrogate reality one conversation at a time. This requires honest dialogue or “fierce conversations” about current situations and allows opportunities for commitment from people. It is easier for teachers who lack classroom management to shift the blame to disruptive students rather than acknowledge they need support in building a nurturing environment for learning. Targeted help is given through professional growth plans that support teachers who have knowledge about learning. These conversations are opportunities to understand deep issues that affect teacher productivity and social growth of students. It requires an intimate environment of integrity and nonjudgmental supporting dialogue. Evans (1996)

argued that effective reform requires committed leaders from school staffs that include teachers and administrators alike.

Leadership Role

The school leader is paramount in the effectiveness of teacher collaboration. The principal sets the stage (Lavie', 2006) for teacher collaboration, and it is imbedded in the school's vision. The author points to five attributes of teacher based collaboration:

1. Cultural discourse examines relationships between and among teachers as well as their beliefs about the social world in which they function (Acker, 1992).
Hargreaves & Goodson (1996) noted that social and moral beliefs of teachers are more than curriculum knowledge, but relationships between the collaborative cultures built on a foundation of trust.
2. School effectiveness and improvement may be tied to political dynamics that underscore teacher collaboration. Principal leadership, which strengthens the vision and tone of the school, supports teachers' sense of efficacy.
3. School as a community transcends beyond the facility to include parents in resolving issues that affect the social adjustment of children (Hattam, Lawson, McInerney, & Smith, 1999).
4. Restructuring discourse seeks to eliminate isolation of teachers and build a culture of collaboration to foster leadership among staff. Although the focus here is teaching, it encourages risk taking.
5. Critical discourse examines teaching on a broader scope and how political forces affect decision needed in school, (Smyth & Schacklock, 1998).

Nias (1989) emphasized the relationship of collaborative cultures and teacher relationship. These relations transfer to beliefs about how children learn and socialize in school. Collaboration then becomes a tool for improvement and a vehicle for decision-making, nurtured and supported by the principal. According to Nanus (1992), this execution is included in the vision, which has five characteristics: (1) attracts commitment and energizes people, (2) creates meaning in workers' lives, (3) establishes a standard of excellence, (4) bridges the present to the future, and (5) transcends the status quo.

Bryk and Schneider (2002) would agree the principal establishes the atmosphere and tone of the school. In schools where this occurs, trust is nurtured and teacher collaboration flourishes around common goals. The relationship of the teacher and principal is associated with a positive school culture, which in turn promotes cohesiveness and commitment among professionals (Price, 2012). The relationship has a direct effect on teachers' attitudes, and this influences school culture. A reciprocal relationship between the principal and teacher encourages long-term commitment and investment to achieve common goals (Adelman & Taylor, 2003).

Leadership Accountability

Educational leaders need to establish schools that are equitable and excellent, ethical, moral, and democratic (Scheurich & Skrla 2003). The focus becomes developing the assets of adults as well as students, especially if education is the financial escape from poverty. Kotter (2008) tells us an imminent clear sense of urgency is necessary for this to occur. It is no longer acceptable to look at what students lack but how can leaders make

a difference through accountability and self-reflection about what is going well. This is critical to the preparation of students to take their role as productive citizen in society.

Self-reflection takes people through the process of engagement about what they have learned, their beliefs, choices, value systems, and their impact on self and others. Self-examination can be difficult if personal reflections are not honest but clouded by biases about students and knowledge they are unable to convey (Scheurich & Skrla, 2003). Self-reflections must lead to results, which in turn lead to meaningful communication between and among staff.

Teacher-Student Relationships

The goal of leadership in this study was not simply to increase teacher collaboration but to use collaboration to affect teacher-student relationships. Teachers play a critical role in developing and sustaining orderly classrooms (Marzano & Pickering, 2003). Effective teaching and learning and classroom management are key elements for educators. It is difficult to separate the two. Classroom management, however, has been the elephant in the room (Costner, Hunt, Jones, Ratcliff, & Savage-Davis, 2010). A direct connection exists between and among classroom management, the curriculum, and instruction (Davis & Jordan, 1994). Some teachers appear to be naturals at getting students to conform to rules and procedures for social unity, whereas others struggle to establish environments where learning can occur.

Baker (1999) suggests students had feelings of school satisfaction by the conclusion of third grade when placed in caring and supportive classrooms. A positive student-teacher relationship had an impact on learning outcomes and to what degree students socialized with others appropriately. Christenson, Decker, and Dona (2007) note

similar findings for students with behavioral problems identified for special education placement, as they found increases in positive social behavior of children when mutual respect between the student and teacher existed.

Buyse, Doumen, Maes, Van Damme, and Verschueren (2008) contend students with maladjusted behaviors benefit positively from teachers who demonstrate emotional care and support. They are greatly influenced by the classroom environment that may or may not trigger external or internal behaviors. Children are far more likely to use coping skills in challenging situations where teachers effectively manage students with feelings of admiration and genuine concern in the student-teacher relationships.

Student Behavior Management: Obedience and Responsibility

New social expectations can overwhelm young children (Block & Keyes, 1988). Students must contend with norms acceptable to neighborhoods. Aggressive, disruptive behaviors are often observed in classrooms as early as pre-school when students transition to longer hours, new expectations, and more students. This aggression can transition to middle school if interventions are not implemented (Brown, Ialongo, Kellam, Ling, and Merisca, 1998). School reform supports positive learning environments as a precursor to improved and sustained achievement. Schools adopt behavior management systems to provide continuity in school environments. Numerous programs purport to show evidences of modifying children's behavior. These programs generally fostered obedience and consequences (Canter, 2001) or responsibility (Curwin, Mendler, & Mendler, 2008; Glasser, 1986). This study will examine two aspects of behavior management used by the district over the past forty years: obedience and responsibility. Bracey (1994) questioned the sustainability of intrinsic rewards over

consequential rewards to obtain the desired behavior results from students. Both need structure by the teacher if the programs are to function adequately. Teacher consistency, organization, and documentation will affect the outcome. Professional development of teachers and students is a major factor to successful implementation as it is necessary to receive buy in from all stakeholders.

Obedience. Assertive Discipline (Canter 1979, 2001) was widely used during the 1970s and 1990s by the KCPSD. The program had strict guidelines, and if implemented with fidelity, the teacher could be a good manager of students. Program implementation used a series of rules and consequences. Uniform rules were established and reviewed often so students knew the repercussion for off task behavior. If rules were not followed, the teacher employed consequences, which consisted of putting names on the board, checking names, time out, the loss of privileges, and parent communication. When students conformed, they received an extrinsic reward. The more assertive the teacher's behavior, adherence to rules, and consequences, the more managed the classroom appeared (Steere, 1988). Office referrals were a reflection on the educator's ability to manage and control children. Between 1975 and 1990, more than 800,000 teachers received training in the Assertive Discipline Model with mixed outcomes (Hill, 1990).

Responsibility. Reality and control theory model is the precursor to PBIS and requires collaboration of staff and students. Glasser (1986) notes that when the four basic human needs are met, children have psychological balance and support in making choices that have positive outcomes. It is then the responsibility of the teacher to show students what this looks like (Emmer & Gerwels, 2006). The teacher and student must agree on the inappropriate behavior, consequences, and plan to eliminate the undesired behavior.

Students are encouraged to be in control and make good choices (Grossman, 1990). This model takes an enormous amount of time and training to implement (Edwards, 1993).

Positive Behavior Intervention Support (PBIS). This model, ideally facilitated by a team, requires a school-wide effort (Buysse, Coleman, & Neitzel, 2006). The program's success hinges on classroom management and how well teachers can foster respect among students along with their willingness to learn, comprehend, and practice the process (Hendley, & Lock, 2007). Student must take responsibility for their behavior and choose to conform to the norms of their environment. They must apply new strategies to resolve concerns that lead to positive outcomes. Time, a key variable to the development of proactive approaches to changing attitudes about behavior, is the premise of the program.

Sugai and Homer (2006) believed PBIS enhances the quality of life and minimizes or prevents problem behaviors. Schools must allocate financial resources to include reward systems that are paramount to the program's success. The program's design includes strategies that affect individuals and the entire school environment (Frey, 2008). The Missouri Comprehensive Guidance Program encourages using a team approach to building a positive learning environment. When programs are fully implemented, students felt safer (Gysbers, Lapan, & Petroski, 2001), experienced fewer discipline problems, and received fewer out-of-school suspensions (Gysbers, Lapan, & Sun, 1997). The goal here is to make system changes, not just to affect isolated areas but also to support improvement with open dialogue and strategies for improvement.

PBIS uses a Response to Intervention) (RTI) model where strategies are adjusted to support students so inappropriate behaviors will decrease (Lock & Hendley, 2007),

thus affecting quality of life for social and academic success. These programs are heavy on data collection to guide teams' decisions based on the use of research practices that maximize student achievement (Gresham, 2005; Sugai & Horner, 2002). KCPSD currently uses Tyler and Pulse student management programs to gather data about student behavior and teacher interactions. These systems provide real time documentation about student behavior and teacher collaboration with students, parents, and staff.

Summary

The emphasis of this case study is the affect of leadership on school culture through teacher collaboration. Leadership embodies purpose, focus of the group, personal attributes, and the ability to influence and persuade others to achieve goals. It is based on the principles of helping people reach their potential with ethical and moral responsibility. The literature review examined various leadership theories, teacher collaboration, and teacher-student relationships. In addition, it examined how individual leadership styles, such as ethics of care can affect school culture.

CHAPTER THREE

Research Methodology

Collaborative opportunities that are professionally supported are essential to transformational leadership. This study explores the leader's role in enhancing teacher interaction and collaboration and the effects it has on positive expectations for student behavior at one urban elementary school. This section will discuss the research question, design of study, data collection procedures, data analysis, ethical considerations, and researcher's role.

The purpose of this retrospective evaluative case study (Yin, 2013) as noted in Chapter 1 was to provide evidence of how an urban school administrator implemented transformational leadership involving teacher collaboration to create positive change in the school culture. This study used a mixed method research design (Creswell, 2013) to address the research question. Teacher surveys and focus groups, discipline and achievement data, and personal narratives and records on school collaboration will support the findings. The boundary of the case study is one year in time at one school.

Research Question

The following research question will guide this study:

What impact did transformational leadership involving teacher collaboration have in transforming a school culture?

Design of Study

Yin (2013) defined a case study as an empirical inquiry that investigates a real - life context in natural settings with multiple sources of documentation, bound by time using multiple sources of information (Creswell, 2013). According to Mertens (2010), a

pragmatic paradigm allows the researcher to select the design best suited to answer the research question. Airasian, Gay, & Mills, (2006) state evaluative research is a "systematic process of collecting and analyzing data on the quality, effectiveness, merit, or value of programs, products, or practices for the purpose of making decisions about those programs, products or practices" (p. 597). Mathison and Fournier (2005) further contend that "conclusions made in evaluations encompass both an empirical aspect and a normative aspect; it is the value feature that distinguishes evaluation from other types of inquiry" (p. 140).

A mixed method research approach, identified for this retrospective evaluative case study, was used to explore the affect transformational leadership with the ethics of care had on teachers, teacher collaboration as a method to build positive relationships with students, and to what degree these relationships affected school culture. Patton (2002) suggested evaluative research occurs when one examines and judges the effectiveness of a practice. It allowed in-depth inquiry to expand and explain findings from staff that experienced the phenomenon (Creswell, 2013). The quantitative and qualitative research design used numerical and narrative data to explain or predict a phenomenon in various formats (Airasian, Gay, & Mills, 2006). Quantitative design gathered numerical data on teachers' attitudes, opinions, and experiences about school climate and culture through surveys. This information was displayed in chart format to explain changes that may have occurred because of the intervention. Qualitative data in the form of "interviews: open-ended questions and probes yield in-depth responses about people's experiences, perceptions, feelings, and knowledge" (Patton, 2002 p. 14). The

teacher focus group and principal interview data consisted of verbatim quotations that enriched the actual experiences and served to explain the phenomenon.

This study supports the prediction that there is a relationship between and among leadership, adult collaboration, and positive changes in the school's culture when teachers work in concert to manage student behavior. This case study examines events that occurred in an urban school during one school year.

Participants

It is important to identify the characteristic of the participants and the method of selection (Creswell, 2013). The majority of teacher participants, classroom and content specific, have been with the school prior to the merger of the two buildings in 2011-2012. They are tenured with six or more years of experience. Bolman and Deal (2011) suggested the importance of knowing organizational dynamics, team performance as the human resource frame looks at skills, and expertise teachers bring to the job. A survey sample and focus group gathered information from teachers employed at King Elementary since the district's restructuring. Because of the school's mobility rate, the post-survey and the focus group included only those teachers who were part of the original staff. This group represented 21% of the original teaching staff.

Setting

The project setting for the research, fully described in Chapter 1, is King Elementary School, Pre-K-6, in KCPSD. Built in 1969 as an open concept middle school, it has few windows, which added to the claustrophobic feeling students and teachers expressed about the environment. Although the building was retrofitted for an elementary school in 2007, it lacked the space needed for elementary children. Located

in midtown, this neighborhood reports the highest crime rate in the city. During the year of study, the student population of 605 was down from the original 950 enrollment.

The teaching staff migrated from 32 schools during the period of district restructuring and right sizing (Lee-Gwinn, 2012). After the closure of 24 schools, teachers received placement at remaining schools with little opportunity for choice. Organizational politics (Bolman & Deal, 2008) was a factor in teacher selection. Many teachers, with longevity in schools where White and Hispanic students were the majority, received reassignments to King and Weeks Schools where Blacks comprised 95% of student enrollment. Some teachers with tenured status of five or more years of teaching experiences sought refuge through the teacher's union for reassignment to other locations. Many teachers lacked the experience or knowledge of cultural diversity to manage and socialize minority students. The initial 2010-2011 school year was turbulent with approximately five teachers resigning or retiring before the close of the year.

Students experienced similar transitions with the merger of the district's five lowest performing schools comprising the majority population. During the initial year of restructuring, students migrated from 20 district schools and numerous contracted facilities for students who needed specialized curriculums. Mary Harmon Weeks, PreK-2 and Martin Luther King, Jr. 3-6 campus was selected as the site to educate students. As numerous administrative changes at central office stymied communication, teachers became frustrated while waiting for alternative placement for critical needs students. These placements were eliminated in an effort to balance the district's budget. Philosophical beliefs of new administration made short term resolutions appear impossible. PBIS (Coleman, Buysse, & Nutzel, 2006) curriculum was implemented by

the district; however; it did not extend far enough to support staff in managing aggressive student behavior. Developing teachers for new curriculum implementation was the priority. In the fall of 2011, the two buildings merged.

Combining the two buildings presented other concerns. The district lacked capacity to move classrooms. Teachers, fearing classrooms would not be ready, moved themselves using whatever means necessary. Movers arrived three days prior to students' first day of school. This exacerbated the feelings teachers had about the King facility. Although reorganized three years prior, King Elementary still experienced staff and student mobility. During the 2012-2013 school year, students were required to re-enroll which brought some degree of stability. The school continued to experience approximately 10% returned mail suggesting students lived outside neighborhood boundaries. The majority of this population adversely affected attendance and behavior. Inexperienced teachers who were unable to affect positively classroom management resigned with little notice and left a void in staff capacity. For this reason, the school maintained a pool of qualified substitutes who exhibited a history of effective management practices and student growth. The school averaged three long-term substitutes a year. The district initiated systems to track attendance and student behavior. This new management program brought established protocols to document student, teacher, and parent engagement and teacher collaboration.

Data Collection

According to Creswell (2013), mixed method, sequential studies use both quantitative and qualitative research approaches in a single case study. In this process, the researcher applies both approaches to explain more clearly the findings. Since this

study was contained in one facility, it was important to identify all information that addressed the research question. This method of research afforded an opportunity of anonymity without fear of reprisal since teacher evaluations occurred yearly. Standard 3 of the Kansas City Public School's evaluation tool required teachers to establish a respectful environment. For purposes of ethical fidelity and for authenticity of data collection, a third party administered the survey. The third party had a stake in teacher working conditions and supported changes that benefited students as well.

The data sources used in this case study are (1) pre and post teacher survey (Appendix A) with both quantitative items and open-ended responses; (2) focus group and principal interview; (3) personal narratives and records from the process of building collaboration (meetings, memos, professional development); (4) pre-post discipline referrals; and (5) MAP data.

Open-Ended Surveys

A pre-post survey (Appendix A) with both quantitative items and open-ended responses was used to gather data about teachers' attitudes and perceptions about school climate. The web-based survey (Nesbary, 2000) used in this single case study afforded participants opportunity to give feedback using a 5-point Likert scale with responses as follows: very negative, negative, neutral, positive, and very positive. The advantages of this survey design allowed teachers to utilize, Survey Monkey, a tool often used in district questionnaires for its ease of access, use, and convenience of administration. The data was presented using charts and figures. The open-ended items were sorted into categories for like themes and patterns. A narrative was written using authentic language from the respondents.

Focus Groups

The purpose of a focus group is to elicit responses from participants about their feelings, attitudes, and beliefs about experiences and to receive support from others through open-ended question dialogue. It is an opportunity to ask for clarity in a small group setting about a perceived phenomenon with diversity in perceptions. This format encourages contributions from others to discuss issues of importance and those who may be reluctant to share in an individual interview format (Kitzinger, 1994). Krueger (2009) identifies five characteristics of focus group interviews: (1) small group of people from five to ten; (2) similar characteristics; (3) qualitative data; (4) focused discussion; and (5) topics of interest. The disadvantages of this data collection are the interviewer's effect on responses and this method is time consuming. A third party conducted the focus group because of IRB and ethical concerns about the relationship between the researcher and the teachers affecting data collection. The interview was audio recorded and transcribed by a third party. The transcribed open-ended responses were compared for similar themes and examined for relevance to the sample population.

Personal Narratives and Records from Building Collaboration

Documents for this study included collaboration time, grade level meetings, and professional development. Teachers learned how to interpret data, interact positively with students, and apply newly learned skills. According to Coghlan and Rashford (2006), thinking is first order change when identified and implemented. Grade level teachers facilitated meetings with support from administration. Mitki and Herstein (2011) state focused change programs identify a few aspects of an organization and allow employees to play an active role in the change process. The student management system

monitored student progress and supported teacher reflections on implementation of effective strategies. Grade level meetings fostered collegiality to affect positively teachers' ability to become proficient managers of student behavior. Personal narratives from collaboration and professional development were reconstructed to support what occurred.

Discipline Referrals

Tyler, which is the name of the KCPSD's data system, served as a resource to monitor teacher effectiveness to classroom management and student behavior. Teachers and administration received training on program implementation and documented strategy interventions with students prior to disciplinary referrals. Staff reviewed current and last year's data to acquire a global perspective of behavior patterns by grade level. This data gave background information about students with repeated behavioral concerns. Discipline infractions for this study was disaggregated by offences and cross-referenced by grade level to compare changes in behavior patterns during the period of study.

Missouri Assessment Program (MAP)

Another data source, Missouri Assessment Program (MAP) served to enrich the mixed method study. Davis and Jordan (1994) purported a connection between and among classroom management, curriculum, and instruction. Marzano and Pickering (2003) suggest there was connection between classroom management and teachers' ability to deliver instruction. Administered annually to measure academic performance of students in grades 3-6, the 2011-2012 year results when compared to 2012-2013 data may be a causal effect to the phenomenon under study.

Data Collection Procedures

The mixed method procedures used to collect data in this study are surveys, focus groups, personal narratives and records (meetings, memos, and professional development), discipline and achievement data. These methods support a holistic view to the phenomenon being studied and a reflection to the past. In qualitative studies, the primary data collection instrument is the researcher.

Human Subject Protection and Other Ethical Considerations

The Institutional Review Board (IRB) ensures the protection of any human subject involved in research by providing guidance and oversight in compliance with federal guidelines. Participants must be made aware they will not be subject to inappropriate risks and their participation is voluntary. Subjects received information about the study with the understanding their participation in the focus group was voluntary and they could withdraw at anytime. I received permission from participants to audiotape their responses. Because my role in the study was an inside researcher and to assure confidentiality and anonymity, a third party conducted the focus group. The responses were transcribed and approved. According to federal and IRB regulations, recordings must be kept for 7 years before they can be destroyed.

Data Analysis

The data collected in this case study was for King Elementary, an urban school with a population of approximately 550 students. The two methods identified in the data collection process in an attempt to examine the phenomenon of leadership, teacher collaboration and student behaviors are quantitative analysis and qualitative analysis. According to Creswell (2013), the term mix method generally refers to both data

collection and the type of analysis used. Denzin (1978) applied the term methodological triangulation to explain the use of multiple methods to examine a research problem.

Triangulation supports consistency of results over periods, truth of the data, and credibility to the method of research (Creswell, 2013).

Quantitative analysis gathered information numerically about survey data, discipline, and achievement. Approximately 21 staff members, due to transitions and mobility, represented the majority who had been at the school for the past two to three years. Statistical data from the survey contained 12 Likert-like items were analyzed via t-tests. Open-ended responses were sorted, categorized, and tallied to show similarities in participants' thoughts, ideas, and perceptions. Sample quotations from various categories were included to represent authenticity of opinions. The online survey was available to all staff who wanted to participate for a period of two weeks. The instrument developed by the president of the teachers' union captured information about the school's environment. Permission was granted for its use in the study.

Pre and post discipline referrals were disaggregated by offences and grade levels to compare changes in behavior patterns during the period of study. MAP achievement data for the two periods was also examined to compare changes that occurred because of the phenomenon.

A third party was solicited to conduct the focus group and transcribe the narratives to eliminate researcher bias during qualitative data collection. Participants were assigned numbers in order to organize the data by codes and categories to find similarities, themes, and patterns to gain deeper meaning about attitudes, perceptions, and beliefs (Creswell, 2013). The research question guided the analysis of the data and supported the coding.

Notes, memos, professional development, and personal narratives reconstructed a chronological account of what happened and gave added dimension to triangulation of data.

The result of the data analysis was used to write a descriptive narrative to support and explain the findings. The use of authentic language from open-ended quantitative survey data and focus group narratives generated common themes related to the literature and substantiated the phenomenon. The name “Principal” was used to replace my surname. The results of this single case study were presented using charts, tables, and narratives.

Trustworthiness

In mixed method research, trustworthiness and validity are used to measure the effectiveness of data collection. Although validity is used with quantitative approaches, trustworthiness is most used to measure the accuracy of qualitative data collection methods. In qualitative research (Airasian, Gay, & Mills, 2006; Creswell 2013) suggest using a series of strategies to address credibility, transferability, dependability, and confirmability.

Triangulation supports consistency of results over periods, truth of the data collection, and credibility to the method of research (Creswell, 2013). The compilation of notes, memos, surveys, achievement, and discipline data strengthened the research and established a more vivid picture of the problem. Rich descriptive context language supported the transferability of readers' experiences to familiar settings. It was limited, however, to a single case study at a particular location and not transferable. The reader should, however, be able to visualize what has taken place in this study.

Dependability and confirmability was outlined in the data collections sections. The primary qualitative data was captured by a third party to neutralize any bias in my role as building administrator. Other pertinent information was consistent with district policies and procedures to substantiate stability of student data. Records, memos, and procedures that affect the phenomenon are retrospective and limited to memory.

The mixed method model added strength to this case study. The various data sources gave authenticity to the complexity of the school setting, described in chapters one and three, and it supported the research question. It affirmed bias and assumptions, I, the researcher as instrument, brought to the study. I also gained perspectives from different types of data collection that supported the study (Creswell, 2013).

This case study is limited to one year at a single elementary school and cannot be generated to other schools. Some of the data are retrospective and therefore limited to memory.

Summary

The purpose of this case study was to examine the relationship of leadership on teacher collaborative conversations, and school culture as defined by student behavior at King Elementary School. This chapter described the design of study, data collection procedures, data analysis, ethical considerations, researcher's role, and trustworthiness.

Chapter Four

Findings

Introduction

The purpose of this evaluative mixed method research case study Yin (2013) was to examine evidences of how an urban school administrator implemented transformational leadership with ethics of care and encouraged teacher collaboration to create positive change in school culture. According to Reeves (2009), "Culture is reflected in the behavior, attitudes, and beliefs of individuals and groups" (p. 37). This study investigated a real-life context, bound by time in a natural setting with multiple sources of documentation (Creswell, 2013). This study was confined to one school during one school year.

Study Design

This chapter presents the analysis of data from pre and post surveys administered to teachers with three open-ended questions. The survey, drafted by the teachers' union president, was distributed to teachers via Survey Monkey to measure climate perceptions and administrative support. The surveys were available to all teachers for a period of two weeks. A fall 2011 survey was completed by 25 classroom and content specific teachers. Twenty-one teachers responded to a spring 2013 survey. In addition, a teacher focus group, administrator interview, researcher notes, and discipline and achievement data were analyzed. The data types were then integrated to establish, if any, a relationship between leadership and school culture. The post-survey and the focus group included only those teachers who were members of the original teaching staff. The focus group was available to 18 teachers. Thirteen respondents agreed to participate of which eleven

or 86% of this group actually took part. It consisted of two men and nine women.

The open-ended responses from the pre and post surveys were coded for patterns and themes and then charted and compared. Codes are labels assigned to descriptive or inferential information gathered during the study (Miles & Huberman, 1994). In addition, responses from the focus group questions were coded and grouped to show patterns and trends. The interview format for the focus group and current principal was conducted by a third party approved by the IRB because the researcher was the administrator of record during the period of study. The survey and focus questions were unique to this study, however; repeated use in similar settings may establish reliability.

The following question was addressed in this research case study: What impact did transformational leadership involving teacher collaboration have in transforming a school culture?

Quantitative Data

The survey consisted of two statements with 12 identifiable attributes rated on a continuum of 1 to 5, with one being very negative and five being very positive; the second statement being very low to very high with three open ended questions. Not all respondents answered every question. Eighty-three percent of participants responded to at least 10 attributes in October 2011, and 100% percent of participants responded to at least 10 attributes in May 2013. Mean scores were tabulated to reflect participants' opinions for the five areas. The pre and post survey results compared changes in perceptions over two school years, 2011-2012 and 2012-2013. Seventy-four percent of the respondents believed attributes associated with the first statement were very negative to negative the first year. Twenty percent indicated the statement to be very negative to

negative the second year of the study.

Statement 1. Assess how you feel generally about each factor using the following continuum:

Student behavior (70%) and school climate (44%) reported the largest very negative behavior for the 2011-2012 school year, as shown in Figure 2. In addition, 22% agreed that student behavior was negative, while 44% agreed that the school climate was negative. Those who reported very negative to negative represented an average of 96% of survey respondents. One respondent noted, "No discipline, children in charge of building, no consequences, fights daily, and students not held accountable." Another person commented, "Negative atmosphere, sad feeling all over."

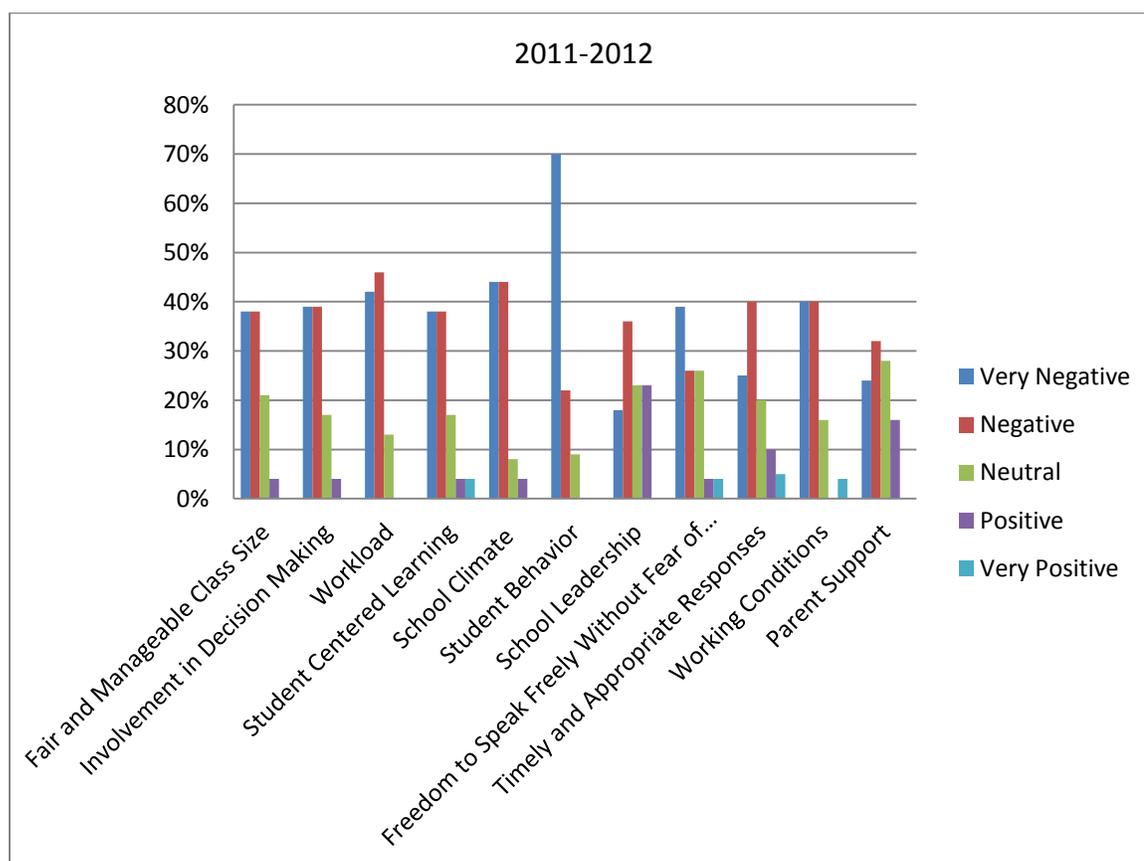


Figure 2. Factors affecting school culture.

In contrast, *Figure 3* shows an average of 95% of the survey participants reported school leadership (63%) and school climate (52%) was positive in 2012-2013 school leadership as very positive (26%) and school climate (29%) very positive. One teacher commented, "Administration staff is very supportive." Another teacher adds, "Having high expectations for students and teachers is a major factor in her success as a principal." Several responded to the observed changes in "student and teacher morale." Another commented, "This school year has gone very well in reference to discipline and organization. The students have calmed down tremendously."

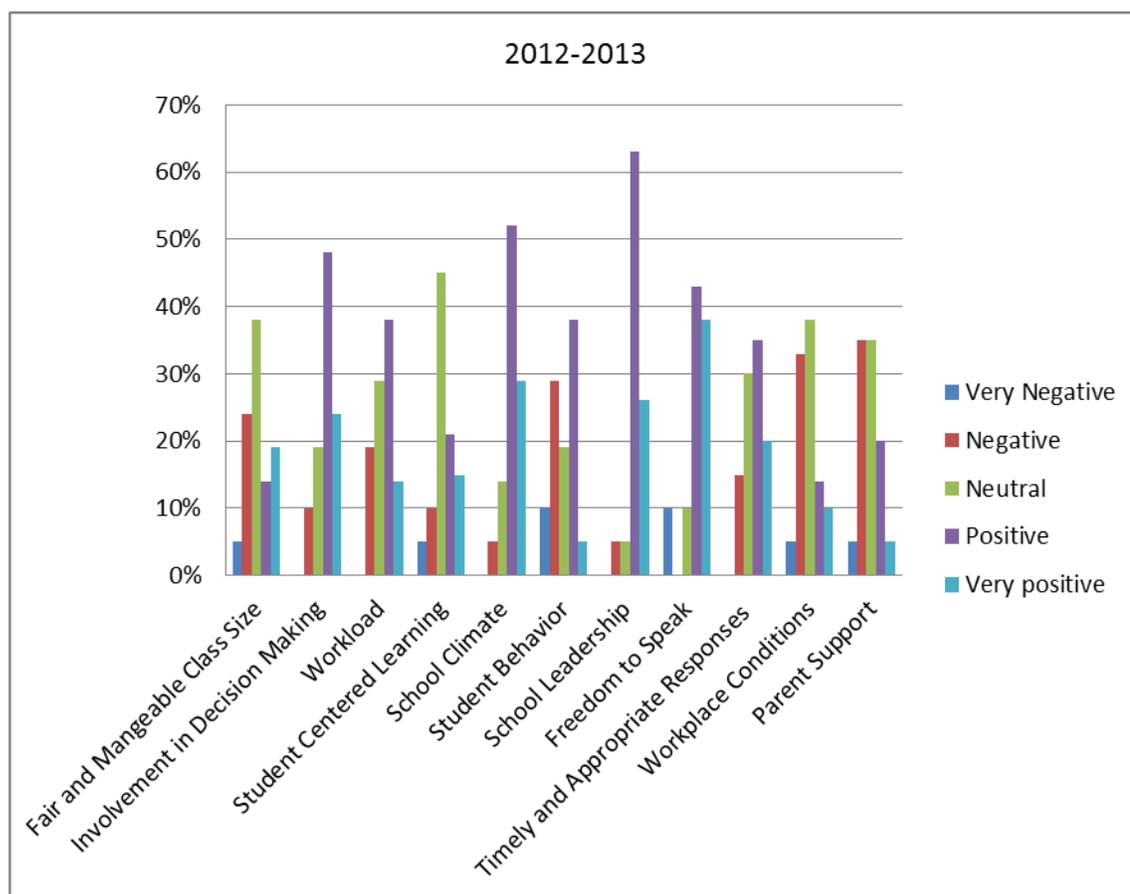


Figure 3. Factors affecting school culture in the 2012-2013 school year.

Figure 4 displayed the highest four very negative to negative ratings during 2011-2012 school year were student behavior, 92% , school climate and workload, 88%, and workplace conditions, 80%. When asked the question, what was going well in the school, a teacher responded, "Nothing I can think of and I wish I knew. This is the most dysfunctional place that I have ever worked in."

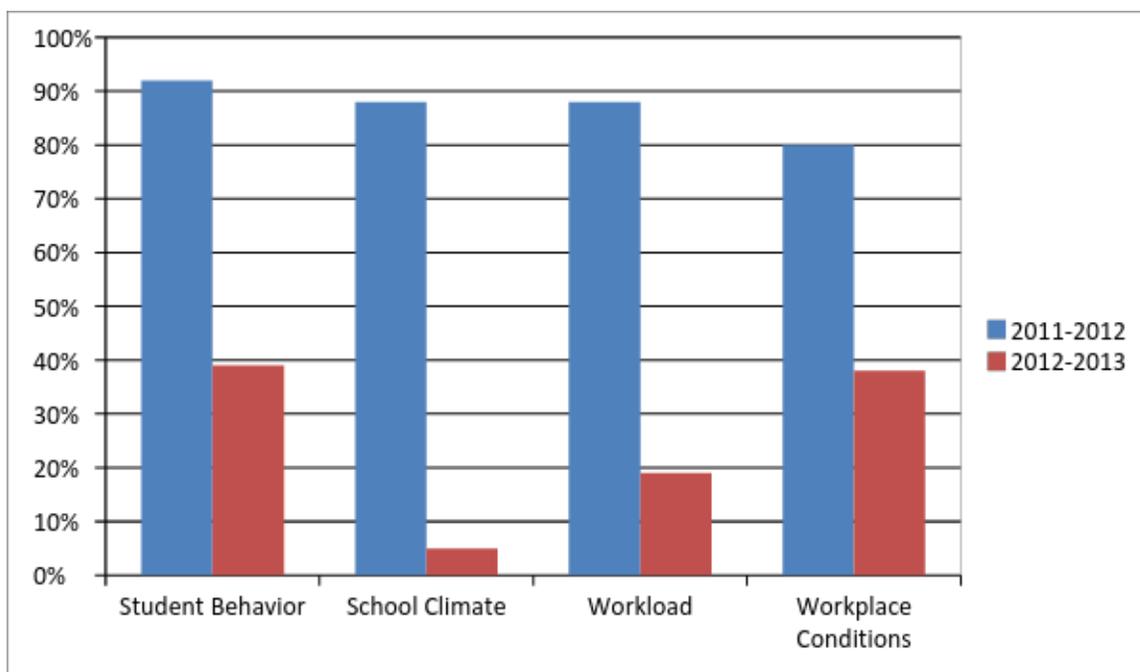


Figure 4. The highest four factors affecting school culture.

When compared to the 2012-2013 school year, there were noticeable changes in the percentage of respondents expressing very negative-to-negative ratings of the four factors: student behavior, 39%, school climate, 5%, workload, 19%, and workplace conditions, 38%. Respondents when asked to comment on the school's environment stated, "School climate, this year has gone very well in reference to discipline and organization. The students have calmed down tremendously."

Figure 5 shows the pre-survey lowest four attributes of very negative-to-negative: freedom to speak freely without fear of punishment, 65%; timely and appropriate responses from administration, 65%; and parental support, 56%. School leadership received the lowest overall rating of 54% from 12 indicators. In comparison, in the 2012-2013 post survey the following responses were recorded: freedom to speak freely without fear of punishment, 10%; timely and appropriate responses from administration, 15%; and parental support 40%. Five percent of the respondents gave school leadership a negative rating.

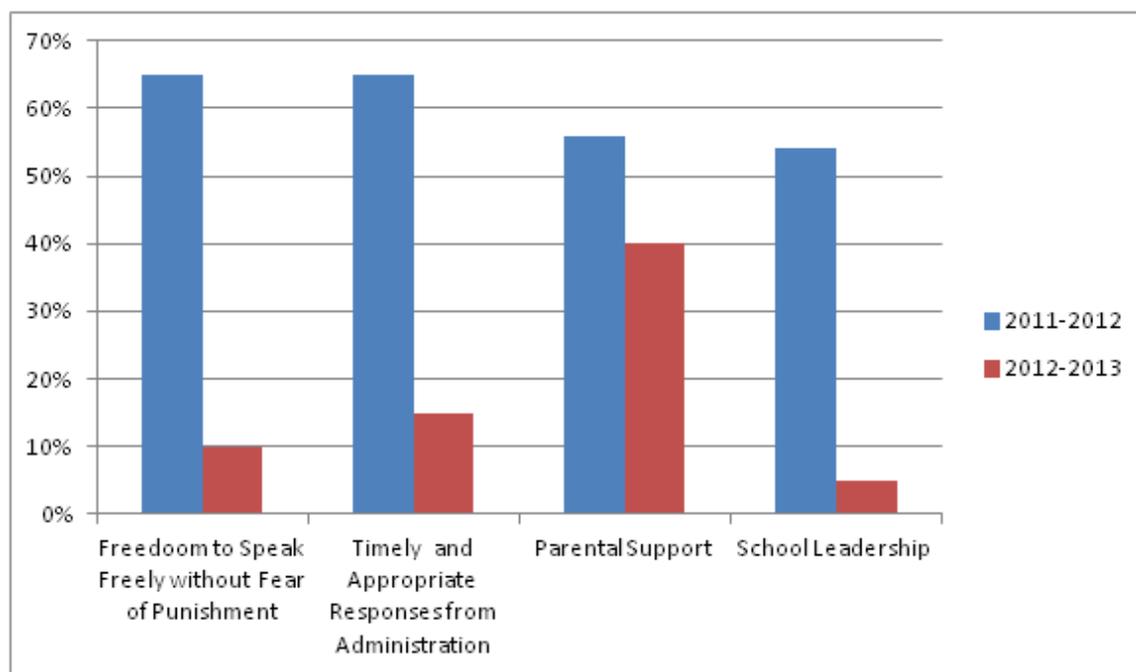


Figure 5. The lowest four factors affecting school culture.

Related Themes

The factors were grouped in related themes in Figure 6 to identify similarities, patterns, and trends in responses: (1) work environment, (2) administrative support, and (3) organizational structures.

Work environment. The majority of 2011-2012 survey teachers (80%) believed work environment to be very negative-to-negative. One respondent stated, "The building is not an elementary setting and adds to children's ability to run the halls." Another respondent stated, "We have an abundance of children that need extra attention (academically and behaviorally) which we are not able to give with 30 in the class."

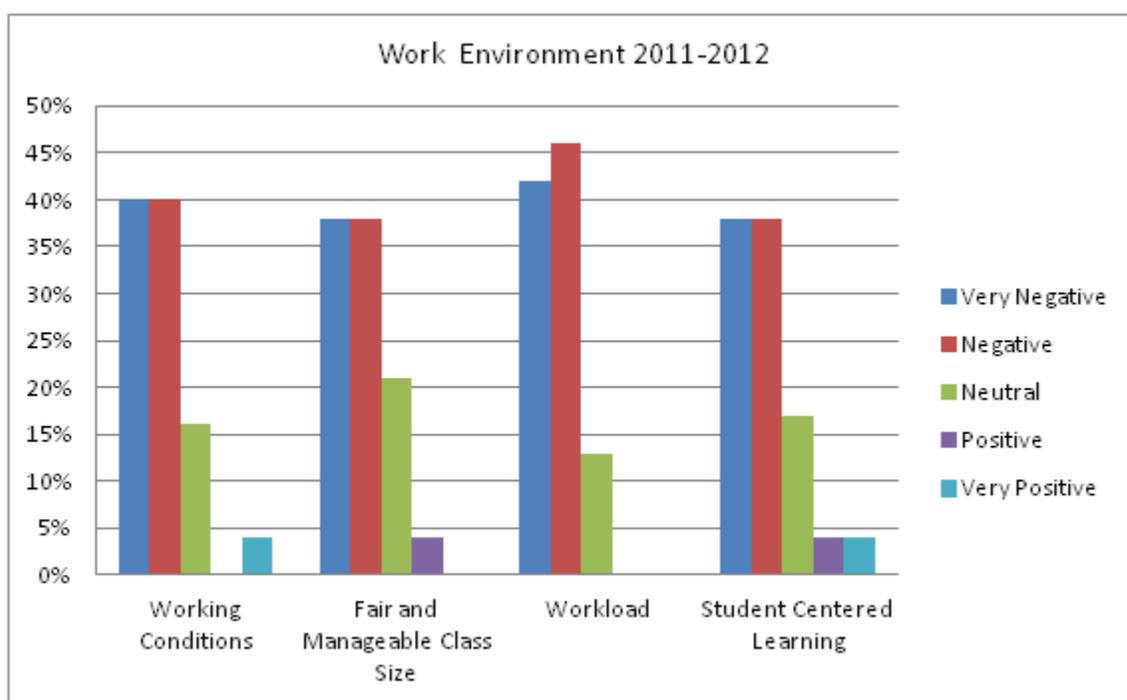


Figure 6. Respondents grouped by work environment.

Twenty-five percent of the respondents in Figure 7 believed the work environment was negative in the 2012-2013 survey. This may be attributed to curriculum changes. Students received direct instruction in self-contained classrooms. A participant reported, "There are many students who are learning and progressing toward identified goals. This can be seen in evidence in their scores on pre-and post assessments as well as through data gathered by district and state assessments." Thirty-six percent of the respondents found the work environment to be positive to very positive. Ninety-nine percent of the teachers responded to this item.

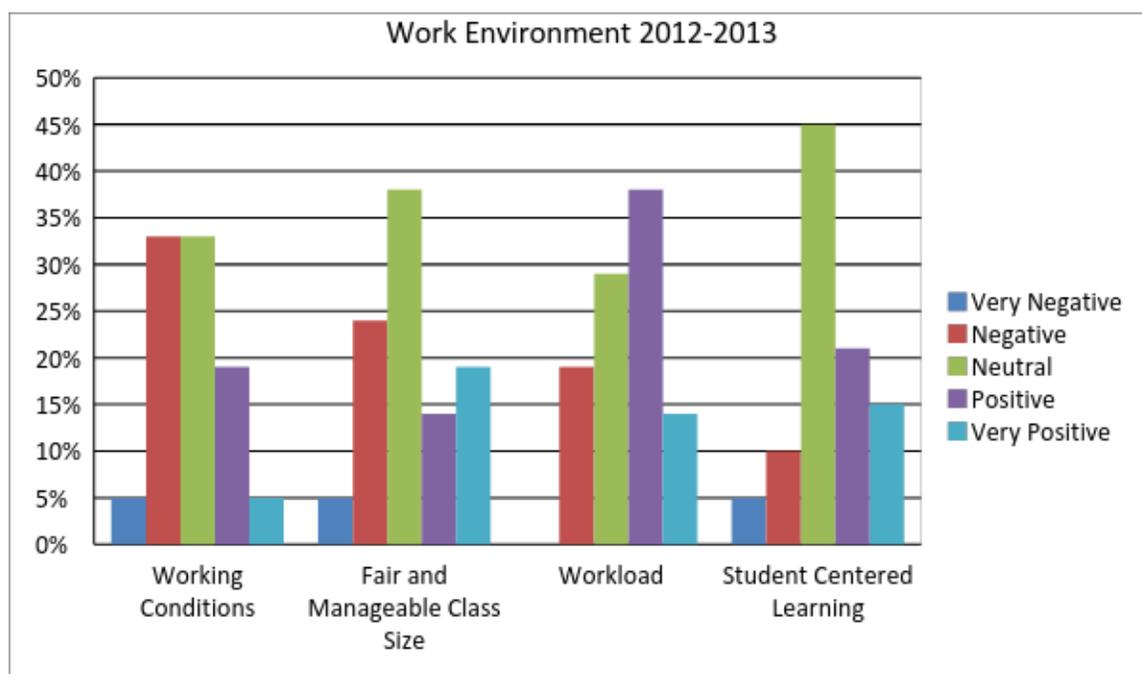


Figure 7. Respondents grouped by work environment.

Administrative support. Figure 8 indicates that teachers were less enthusiastic about administrative support. All factors received over 50% very negative to negative responses in the pre-survey. One teacher stated, "Administration--non supportive and coercive leadership." Another acknowledged, "Administration not being held accountable, much favoritism." An average of 10% of respondents expressed very negative-to-negative view of administrative support during the post survey. Seventy-four percent of the respondents gave a positive to very positive response for administrative support for the same period.

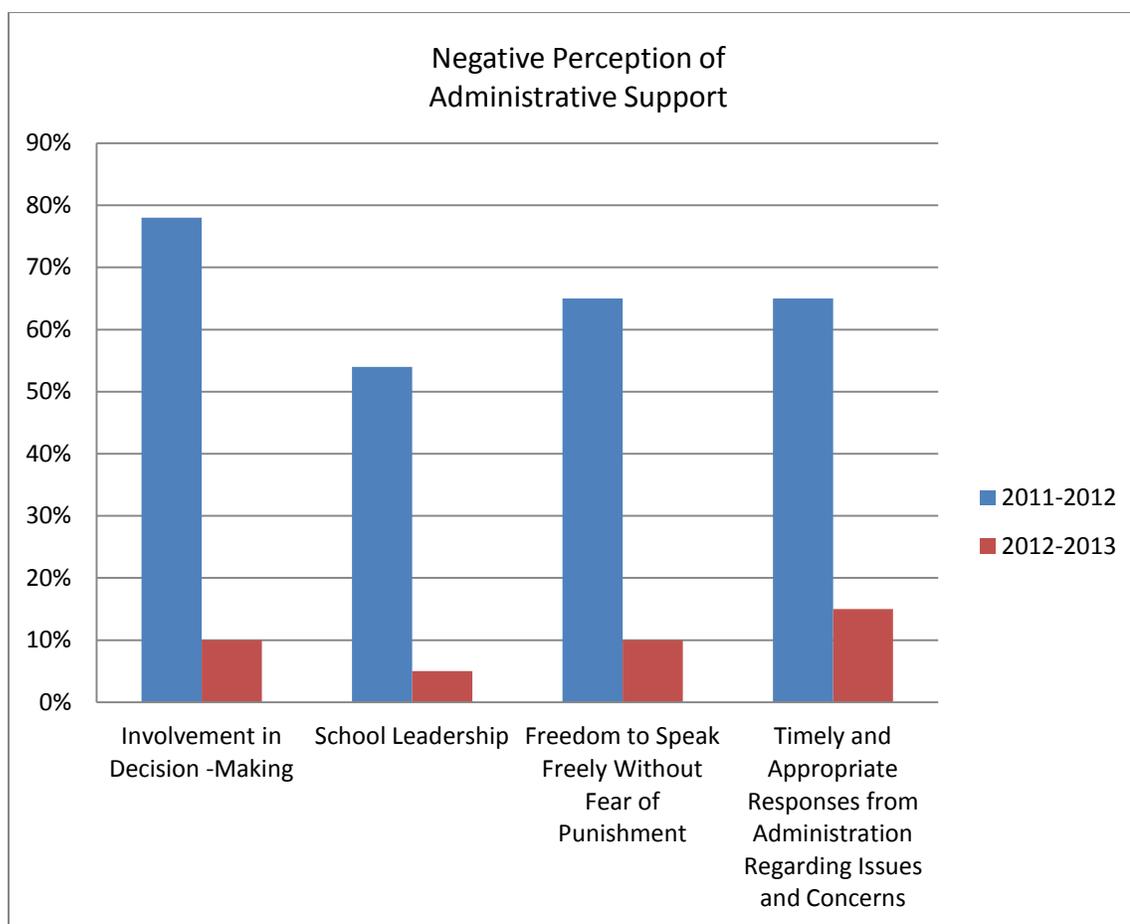


Figure 8. Respondents expressing limited support by administration.

Organizational structures. Figure 9 indicates that organizational structure was a major concern in 2011-2012 school year. An average of 90% of the participants responded very negative to negative for this area. One teacher reported, "Students behavior is out of control, fights daily, profanity, and disrespect between students and lack of respect towards teachers." Another teacher participant indicated, "No discipline, children in charge of building, no consequences, fights daily and students not held accountable."

An average of 22% of the respondents indicated this to be true in the post survey. A teacher responded, "Student behavior has improved a great deal." Another adds on, "Most students at King are following the PBIS Matrixes that were implemented at the beginning of the year. Most teachers also have come on board with PBIS" (Figure 9).

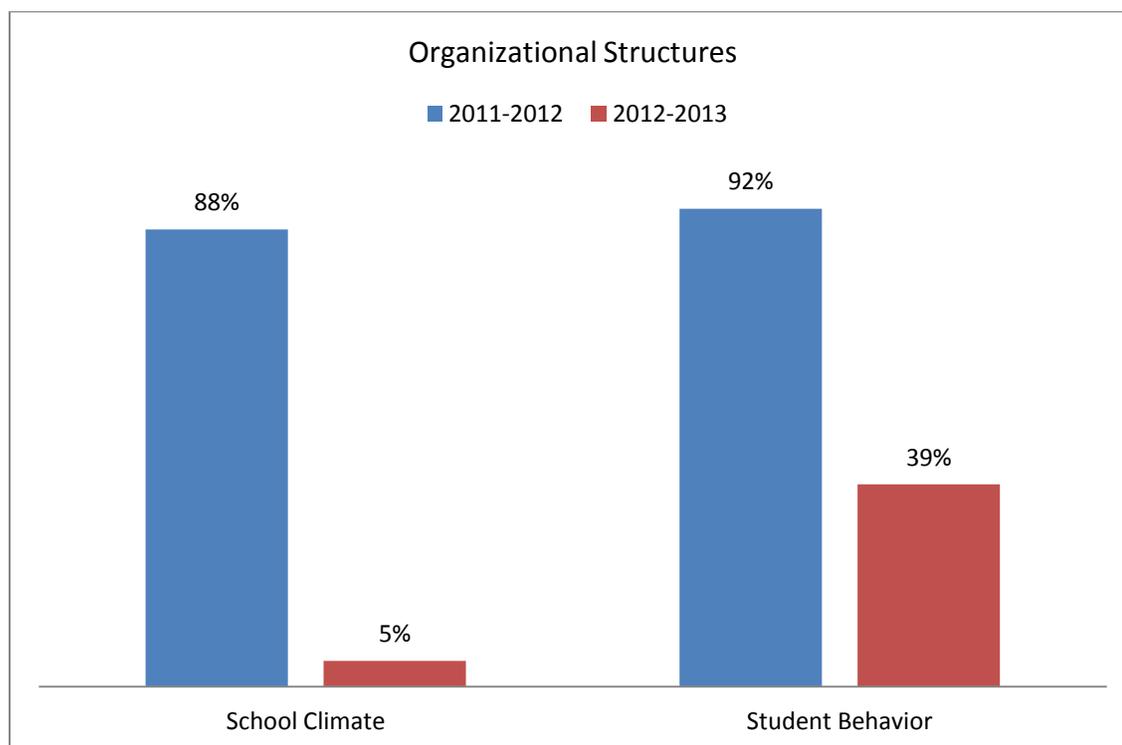


Figure 9. Respondents grouped by organizational structures.

Sixteen percent of the pre-survey respondents believed parents were supportive. Fifty-six percent believed parent support to be very negative-to-negative as shown in Figure 10. One teacher commented, "The biggest concern is to get parents to buy into education. Getting to school on time is a concern. Doing class work and homework is a concern." Another participant expressed the inability to contact parents because of nonworking phone numbers. A respondent commented on parents' lack of politeness when communicating about school matters. In contrast, 25% percent of the post survey respondents believed parents supported the school. Forty percent believed parent support was very negative-to negative.

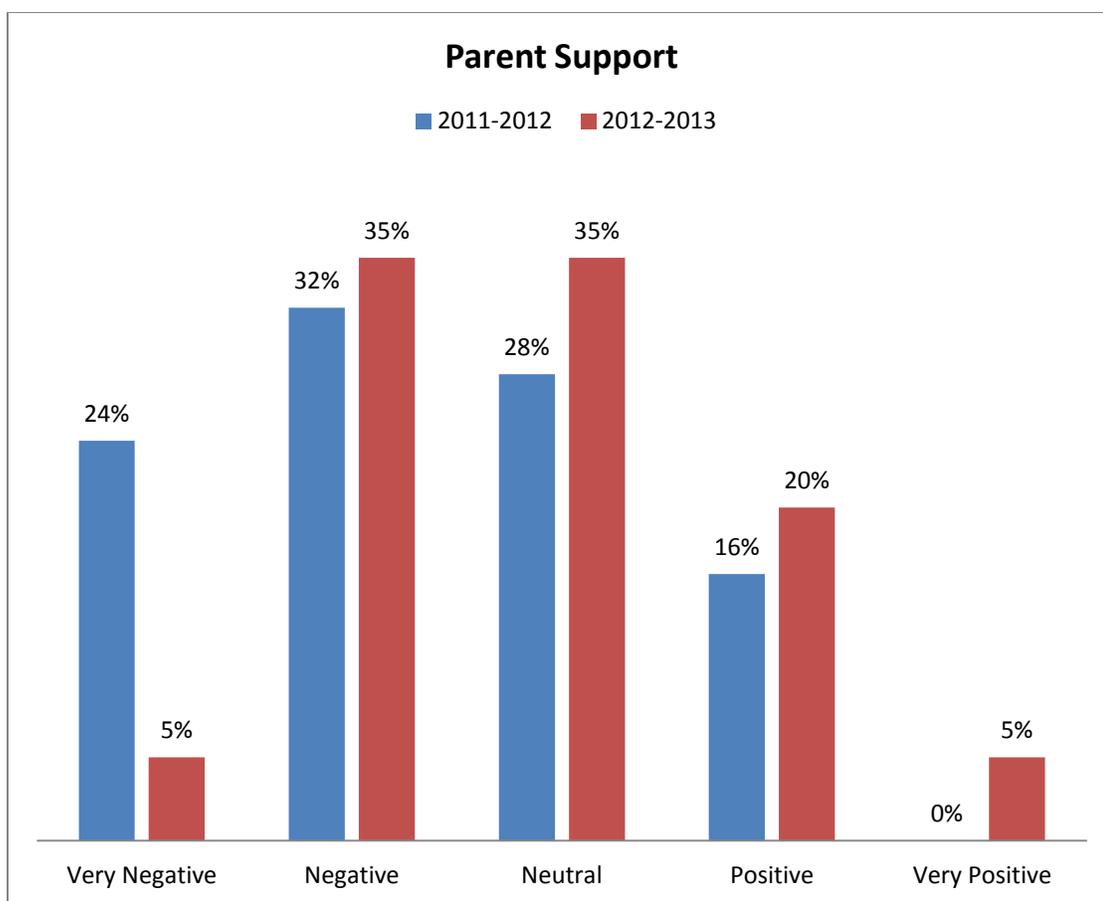


Figure 10. Respondents' perception of parental support.

Statement 2. Rate your level of job stress using the following indicators:

One hundred percent of the teachers answered statement two. The majority of the respondents (72%) as displayed in Figure 11, agreed stress was very high-to-high during the initial survey, while slightly less than half of the respondents (34%) agreed this to be true during the post survey implementation.

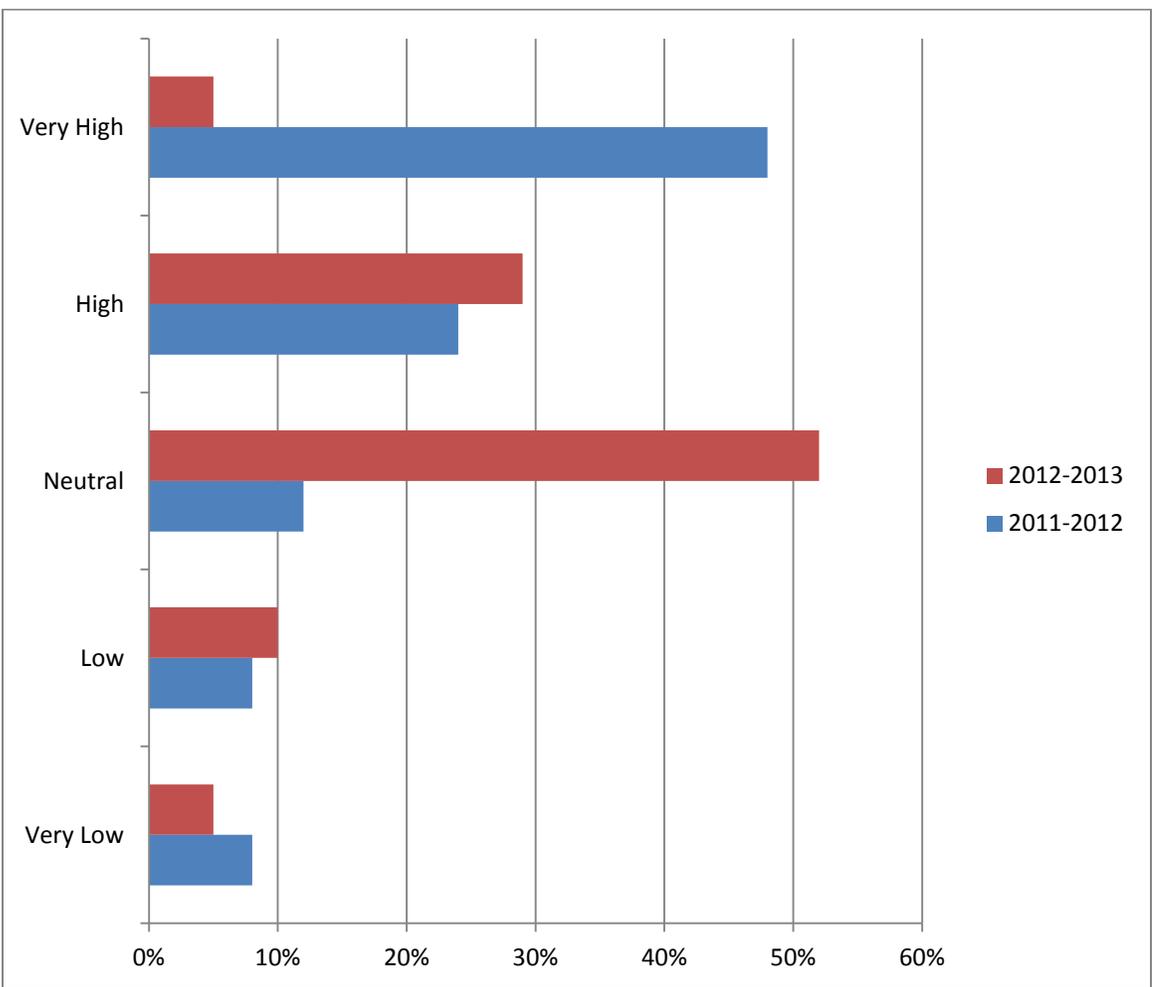


Figure 11. Respondents indicating job related stress.

The survey results in Table 1 show changes in perceptions from one year to the next. There is a noticeable difference in the Likert scale ratings of very negative-to-negative in 92% of the item responses. The premise of this evaluative study was to capture perceptions of teachers about our school after interventions were initiated. In order to tabulate mean scores of both response periods, the raw data from statement two was inverted so the Likert scale had a consistent weight: 5, "very high" was reissued the number 1; 4, "high" was reissued the number 2, and so on. The Likert scale for statement two evaluating job stress reads as follows: 1=very high, 2= high, 3= neutral, 4=low, 5=very low. For the evaluation prior to interventions, the mean score was 2.0 with a standard deviation of (.731). For the teacher evaluation following interventions, the mean was 3.4 with a standard deviation of (.594).

Assess How You Feel About Each Factor	Pre-Survey	Post Survey
	Mean 2.0 (.731)	Mean 3.4 (.594)
	Very Negative to Negative	Very Negative to Negative
Fair and Manageable Class Size	72%	29%
Involvement in Decision Making	72%	10%
Workload	88%	19%
Student Centered Learning	72%	15%
School Climate	88%	5%
Student Behavior	92%	39%
School leadership	54%	5%
Freedom to Speak	65%	10%
Timely Responses from Administration	65%	15%
Work Place Conditions	80%	38%
Parental Support	56%	40%
Job Stress	72%	34%

Discipline Referrals

The Missouri Department of Elementary Education (DESE) reported an enrollment of 605 students during the 2011-2012 school year. Teachers referred students to the office with a written report of offences. A total of 702 students were referred to the office. This number indicates the top five infractions, as shown in Table 2 for students and can represent the same student multiple times.

Infractions	PK	K	1	2	3	4	5	6	Total
Disrupting School or Class (11-12)	1	37	20	6	35	31	28	27	185
Disrupting School or Class (12-13)	0	0	1	0	0	0	0	0	1
Chronic Misconduct (11-12)	0	32	11	5	42	22	18	29	159
Chronic Misconduct (12-13)	1	11	6	4	7	5	3	6	43
Defiance of Authority (11-12)	0	27	14	4	24	29	23	27	148
Defiance of Authority (12-13)	0	1	4	0	0	6	14	8	33
Fighting (11-12)	0	10	8	6	29	25	24	20	122
Fighting (12-13)	0	16	2	10	18	21	22	12	101
Dangerous Behaviors (11-12)	0	17	12	5	22	9	5	18	88
Dangerous Behaviors (12-13)	2	7	2	8	2	5	4	1	31

The largest number of referrals, 185, was made for disrupting the school or class. The second largest number of referrals was 159 for chronic misconduct; defiance of authority received 148; fighting 122; and 88 student were referred for dangerous behavior. The mean for this group was 140. According to DESE, 67 students (11.1%) received out of school suspensions of 10 or more consecutive days.

The Missouri Department of Elementary Education (DESE) reported an enrollment of 533 students during the 2012-2013 school years. Office referrals were entered into the Tyler Student Management System by teachers. A total of 209 students were referred to the office. This number indicates the top five infractions for students and can represent the same student multiple times.

Fighting received the highest number of office referral of 101; chronic misconduct received 43; defiance of authority 33; dangerous behavior 31; and disrupting school or class received one office referral as indicated in Table 2. The mean for this group was 41.8. According to DESE, 15 students (2.8%) received out of school suspensions of 10 or more consecutive days.

Missouri Assessment Program

According to Marzano & Pickering (2003), teaching and learning cannot be separated from classroom management. (MAP) test indicated three out of four grade levels showed growth in language arts and mathematics as outlined in Table 3. Gains were seen in the following areas: grades 3, 4, and 6 in language arts and mathematics and grade 5 in science.

Missouri Assessment Program (MAP) Results										
Content Area	Grade	Year	Accountable Reportable	Below Basic	Basic	Proficient	Advanced	2012 MPI	2013 MPI	2013 Change
Language Arts	03	2012	71/71	32.4%	60.6%	7.0%	0.0%	242.3		38.0
Language Arts	03	2013	71/71	29.6%	46.5%	8.5%	15.5%		280.3	
Language Arts	04	2012	73/73	54.8%	38.4%	4.1%	2.7%	200.0		72.6
Language Arts	04	2013	62/62	30.6%	45.2%	14.5%	9.7%		272.6	
Language Arts	05	2012	71/71	40.8%	42.3%	9.9%	7.0%	242.3		-4.8
Language Arts	05	2013	64/64	43.8%	37.5%	12.5%	6.3%		237.5	
Language Arts	06	2012	63/63	44.4%	49.2%	3.2%	3.2%	220.6		60.6
Language Arts	06	2013	65/64	23.4%	56.3%	12.5%	7.8%		281.3	
Mathematics	03	2012	71/71	18.3%	63.4%	15.5%	2.8%	284.5		16.9
Mathematics	03	2013	71/70	15.7%	62.9%	10.0%	11.4%		301.4	
Mathematics	04	2012	73/73	28.8%	63.0%	5.5%	2.7%	253.4		24.0
Mathematics	04	2013	62/62	21.0%	62.9%	12.9%	3.2%		277.4	
Mathematics	05	2012	71/71	28.2%	53.5%	8.5%	9.9%	271.8		-21.8
Mathematics	05	2013	64/64	34.4%	51.6%	9.4%	4.7%		250.0	
Mathematics	06	2012	63/63	49.2%	42.9%	4.8%	3.2%	212.7		85.7
Mathematics	06	2013	64/63	19.0%	54.0%	17.5%	9.5%		298.4	
Science	05	2012	66/63	55.6%	42.9%	1.6%	0.0%	190.5		14.3
Science	05	2013	64/63	54.0%	36.5%	6.3%	3.2%		204.8	

Changes in the MAP Index (MPI) indicate growth made from one year to the next. The average growth for language arts was 41.6 points; mathematics, 26.2; and science, 14.3 points.

Qualitative Results

Teachers were given the opportunity to respond to open-ended questions during the pre and post survey. Additionally, researcher's notes, focus group questions, and a principal interview elicited responses from the participants about the perceived phenomenon. Responses were reviewed and coded for like patterns and trends, and then reviewed again for themes. Three response questions supported depth to this study: (1) What is going well at King? ; (2) What are your biggest concerns?; and (3) Other comments and concerns.

Pre-Survey: School Climate

School climate was the major theme emerging from the open-ended responses. School climate refers to norms, values, and interactions shared by the school community (School Climate Council, 2007). This included student social behaviors, interpersonal relationships with staff and leadership, and organizational structures. When asked what was going well, the comments were similar: "Honestly, I can't think of anything; I wish I knew; I don't know; Nothing I can think of; and Very, very little." One teacher articulated, "Nothing at this time is going well. This is the most dysfunctional place that I have ever worked in."

Student social behaviors. The majority of teachers believed student discipline was a major factor affecting school climate. Students were not held responsible for inappropriate actions such as destroying school property, use of profanity, and fighting. A teacher responded in this manner when asked what her biggest concern was. "Safety of all, no discipline, children in charge of building, no consequences, fights daily, and students not held accountable." It was the believed the school was set up for failure

considering the number of students with chronic discipline behaviors and limited control of teacher without the assistance of administration. Other teachers expressed that most students liked attending school and looked forward to coming.

Interpersonal relationships. Teachers expressed having good working relationships and supported each other. Attributes of "caring staff, respectful, teamwork, and collaboration" were used to describe the rapport teachers had with each other. There was the belief that teachers cared about children and the school had "great teachers" who were committed.

The relationship between teachers and administration was not collegial. It was perceived that the principal was non-supportive and exhibited coercive leadership. One teacher expressed, "As teacher, we can only do so much and they don't seem to understand this." It was perceived by teachers that administration treated them as if they were the problem. There were feelings of limited control, unrealistic expectations, unfair treatment, and lack of support.

Organizational structures. Large class sizes, inadequate facilities, and the curriculum were expressed as concerns by many teachers. When asked the question, "What are your biggest concerns," a teacher indicated that an abundance of children needed extra attention (academically and behaviorally). She was unable to meet their needs with thirty students in the classroom.

The buildings lacked adequate restroom facilities for the children. They were not maintained properly, and general building maintenance was a concern. One teacher responded, "The building is not fit for human beings; it is filthy; why do we continue to treat children this way?"

The student centered learning curriculum with limited resources was not a positive approach to teaching. The differentiated teaching structure required students to move from their homerooms to other classrooms for leveled instructional. Some teachers responded that the additional planning and student movement added stress and duress to both staff and students. Teachers responded that students needed a traditional setting where they remained in their classrooms.

Personal Narratives and Reflections from Building Collaboration

Reflective accounts from the researcher's emails and personal narratives gave authenticity to some of the findings. Three themes emerged from the researcher's account: professional development, teacher collaboration, and student relationships.

Professional development. Professional development in August 2012 began with the district's focus on Robert Marzano's instructional framework. Additionally, the school initiatives, teacher collaboration, and student management (PBIS) were areas for professional growth. The teachers' observation and evaluation document served as a format to introduce new behavioral categories, incorporate prior knowledge with new information; and to anchor the school's focus on teacher collaboration and student management. Having worked with the staff for three years, connecting background knowledge to new information helped reduce anxiety. Teacher leaders engaged staff in a collaborative exercise to practice application of new information. The purpose of this activity was to provide teachers and administrators with an opportunity to acknowledge proficiency in skilled areas and to demonstrate the need for collegial support. Staff, who found their skills to be unsatisfactory, a new category on the evaluation document, identified others who could support their growth. This process fostered self-efficacy in

teacher collaboration.

Opportunities for professional growth occurred often. Weekly sessions reinforced teachers' understanding about school and district initiatives. Expectations were monitored with positive feedback, both oral and written, to encourage teachers to continue supporting each other. It was my desire to lead by example. After a professional development meeting, I emailed the following to the staff:

Thank you for your participation today and the active engagement that you will model in classrooms next week. We had 100% of the staff in attendance today. Now that we have processed this information and have the data, how will this affect your instruction and your relationship with students? How will you share this data with students? How will you support students who are struggling? We will look closely at the data next week to give you feedback about what we observed. Remember to log in your student and parent contact on the clipboard. Office referrals are for behaviors that you cannot fix. Remember to submit the data that you worked on for parent distributions.

Tyler Student Management System required many hours of professional development. The training was designed to meet individual needs. The computer-based system monitored and documented students' academic and social growth. In addition, it supported teacher collaboration. Teachers entered student behaviors, both positive and negative, with interventions to encourage student improvement. The targeted data specified periods of time when strategies were most effective. In addition, teachers were able to voice concerns about administrative inconsistencies responding to referrals. Adjustments were made when necessary to support teachers.

Professional development also occurred on other occasions at the request of teachers. In an email to staff, I shared, "Last year we participated in diversity training that supported our view of race and cultures. Because of your positive feedback, a follow up has been scheduled. This is open to all staff." The school also sought the assistance

of the regional professional development center to implement PBS.

Monthly staff meetings provided an opportunity to dialogue with the entire staff about important issues that affected the school. The staff advisory committee, comprised of an elected representation from peers, met prior to staff meetings to contribute agenda items. Although the principal was a member of this committee, I chose not to attend so that open dialogue could occur about school matters. Written feedback was submitted to the chairperson and items were included in the agenda for discussion. Instruction, teacher collaboration, and student management were included on each month's agenda.

Teacher collaboration. Logistical information was disseminated to teachers as part of the required two-day beginning school year professional development. Included was the required planning time schedule, which was a joint venture of teachers and administration. Each grade level team was encouraged to have at least one day of weekly collaboration time. This time could not be mandated because it was part of the teacher's required released time to plan instruction. Teacher collaboration time was devoted to the improvement of student management and instruction and for collegial reassurance. It was my belief that effective instruction could not occur if classroom management was not in place. A coaching model as displayed in Figure 12 activated teacher collaborative conversations: (1) Establish collaborative environment, (2) Model expected behavior, (3) Document progress, (4) Student support team, (5) Monitor progress, and (6) Staff advisory. Teachers used the data cycle and response to intervention model to identify students who needed additional support. The instructional coach facilitated meetings and teachers discussed strategies to help students who struggled socially and academically. A proactive approach was used to coach teacher collaboration:



Figure 12. Model to support collaborative conversations about student behavior.

Establish collaboration environment. Teachers worked in teams across grade levels to assign students to classroom. This eliminated bias about student placement. In addition, it promoted conversations about students' social and academic performance.

Classroom grade assignments. In joint collaboration with administration and staff, data was used as rationale to support grade assignments. This afforded teachers some degree of readiness for the upcoming year and notice of impending team members.

Grade level team meetings. Time was allocated each week for teachers to discuss social performance of students. Conversations were focused on the exhibited behavior of the child. Conversations included background information that supported student growth.

Struggling students were identified with strategies for improvement. These included but were not limited to "buddy room" assignments, referral to the counselor, and student behavior plans. These interventions supported the review team's decisions.

Model expected behavior. Acceptable practices of student engagement were modeled for teachers. This included tone of voice, teacher-student proximity, establishing a respectful classroom environment, and the use of PBIS language to encourage students to become self-managers who were responsible for own behavior.

Document progress. Strategies that supported student management were entered into the Tyler Management System. This included interventions that were proactive or the result of adverse situations.

Student support team. The school counselor established a student support team (SST) to review documentation of students whose behaviors indicated the need for additional interventions beyond the classroom. This team of teachers and administration met weekly to discuss behavioral issues and made recommendations for further support.

Monitoring progress. Student data was reviewed to measure the effectiveness of management strategies. Data was reported often by time and location about disciplinary infractions. In this manner, teachers worked collectively to positively affect results. PBIS language was consistently modeled for students and staff. Success was celebrated.

Principal's advisory team. The staff advisory committee, who were elected representation from peers across all grade levels, met prior to staff meetings to contribute agenda items. Although as principal I was a member of this committee, I chose not to attend so open dialogue could occur about school matters. I received discussion items and written feedback was submitted to the chairperson. Items were added to the agenda

for discussion. This process built trust between administration and staff and supported collaborative conversations.

Student relationships. The PBIS team drafted and displayed posters throughout the school. One teacher volunteered to introduce to all students the expected behaviors over the course of a week. Students were escorted to various locations in the building to review PBS matrixes. Teachers reinforced expectations in the classrooms. A white board located in the school's entry was used for my daily morning messages and encouraged positive behavior. Each day prior to dismissal, students and staff were publicly acknowledged for displaying appropriate behavior and supporting the school's positive management initiatives. On one occasion, a PBS team member notified me that a teacher had been omitted. I responded by email, "She has really done a fabulous job. In addition, we want to send out a PBS Update to parents so they are using the same language at home. We need it to be brief but to the point." The teacher was acknowledged the next school day. These actions occurred by the end of week one for students, and they established a standard for the school year.

Daily classroom visits afforded conversations with students and staff to measure the pulse of the building: teaching/learning, student engagement, and teacher collaboration. My constant visibility in classrooms, halls, cafeteria, and specialty classrooms appeared to reassure students and teachers of my immediate support. I wanted to convey to students that the office was a place to go for help not because you were in trouble. The majority office referrals involved physical altercations.

An office referral was an opportunity for reflective thinking. An academic review began our conversations so students could understand how their behavior aligned with

teaching and learning. According to Marzano and Pickering (2003), teaching and learning cannot be separated from classroom management. The office visit was an opportunity for students to calm down before discussing the problem. In addition, I wanted students to understand there were consequences for inappropriate behavior. I was constantly reminded of a conversation I had in my early years as administrator: "Students can't handle being in trouble and you being out of control." I talked to students about my disappointment in their decisions and the need to maintain a respectful stance. Students were asked what they could do differently to resolve problems. This manner of interacting with students established a rapport and it demonstrated to students that we cared. This kind of conversation was discussed and modeled for teachers so an atmosphere of dignity was maintained. An appropriate tone of voice was consistently modeled. I encouraged teachers to engage students in dialogue and actively listen while resolving problems. In this manner, the child was being separated from the behavior. I recall an incident where a teacher accompanied a student to the office. A fifth grade teacher brought a male student to the office with a note that was intended for his female classmate. It was confiscated by the teacher before the female student received it. The teacher was visibly shaken by the content of the note as it graphically suggested what he wanted to do to the female student. It was apparent by the student's demeanor that he had received a verbal reprimand from his teacher. I read the note aloud then asked if the girl had received it. I inquired of the teacher whether sentence structure and grammatical context was on the state assessment. I reread each sentence and asked the student to correct orally his mistakes. I reassured the male student that he was fortunate his teacher had confiscated the note because it would have become problematic had it been given to

the female student.

Both student and teacher were surprised how I resolved the problem. My calm tone and dialogue with the student was not what they expected. I was trying to change the culture of how teachers viewed students and treated them. If this occurred, improved achievement would be a natural outcome. Students were allowed to start over even though some actions merited out of school suspensions. The PBIS language of respect, responsibility, and safety was consistently modeled for others to emulate.

Post-Survey Questions

School climate was a major theme emerging from the responses of participants. There was noticeable improvement from prior years with interpersonal relationships between staff and student and organizational structures.

Interpersonal relationships. Participants suggested there was noticeable improvement from prior years with staff and school community. When asked what was going well, a teacher commented that teacher collaboration and teamwork were factors that supported collegial behaviors. Others suggested the PBIS team and grade level meetings contributed to the change in school climate. It was believed PBIS positively affected student behavior and academic improvement.

A teacher noted that student and teacher morale had improved students' social behaviors, thus suggesting that students embraced expectations and understood the consequences for inappropriate behaviors. This translated to students learning and mastering identified targets. Progress was measured in school, district, and state assessments. There was an expressed need to maintain the positive learning climate into the next school year by quickly addressing the needs of struggling students.

Additionally, it was indicated that it was important to continue support for teachers who struggled with classroom management.

When asked about additional concerns, a respondent expressed concern for the future with the desire for the positive direction to continue under new administration the following school year. There was apprehension about the migration of students from closed charter schools and the possibility of the school reverting "back to what it was when the worse students in the District were dumped here." A participant expressed her joy in working with the former principal. It was her belief that she learned much over the years. She identified high expectations for students and teachers as major factors in her success as a principal.

Organizational structures. Classroom enrollment and the facility continued to resonate with some teachers. A teacher shared, "I think our biggest problem now is the learning environment and the building condition." It was expressed that limited windows affected student behavior and ventilation systems led to uncomfortable classroom environments and illness.

Interviews

Focus group. The purpose of the focus group was to elicit responses from participants regarding their feelings, attitudes, and beliefs about experiences and to receive support from others through open-ended question dialogue. It was an opportunity to ask for clarity in a small group setting about a perceived phenomenon. Responses were reviewed and coded for like patterns and trends, and then reviewed again for themes.

The lived experiences that occurred during the 2011-2012 and 2012-2013 school years were captured in the thoughts of the participants. The reflective dialogue tells a story of the climate and culture that existed during this period. One participant describes it in this manner: "All of the schools being dumped together that were low performing schools, you can only imagine how many different cultures were brought into one. Trying to sort through that and find a commonality was almost impossible."

The expectations were set by the principal to raise the bar for student performance because in our current state, we could not get any lower. Another teacher believed racial inequality might have been a factor in combining the schools:

I always wondered what downtown was thinking when they dumped those five schools together. Were we set up to fail? I always say because you try not to throw the race card in there, but most of the kids are predominantly black. So are you doing this because if you don't teach them, who are they a threat to? If they are not educated, they are not the ones going out trying to find the jobs. They are not the ones that go to college. So was this a plan down the line to harm all these children?

Some teachers expressed thoughts of being assigned to schools where they did not want to go. They too believed they had been dumped at the school because the opportunity of choice was not available to them. The daily interaction with staff and students was a challenge for many teachers.

School climate. The effect inappropriate student behavior had on school life was a major theme that emerged when teachers were asked to describe the school climate during school year 2011-2012. It was depicted as "chaotic" and "off the chain." One respondent indicated that she had never seen anything like it in her life. Another teacher responded, "I felt like I was in a culture shock because I could not believe children acted like that at school." Students' behavior, described as extreme and dysfunctional, was a

paradigm shift from the expected social interactions. The students' actions were emotionally draining and physically demanding for some staff and students. Some teachers believed that the worst students were selected to attend the school.

Impulse control, a causal effect to confrontational and aggressive behavior toward adults, was expressed by some of the teachers. It was believed the open concept facility and the (SCL) curriculum where students received leveled instructions by moving to other classrooms encouraged vandalism.

Administrative support. When asked the question, "What changes in the school climate did you see from one school year to the next?" teachers acknowledged that changes occurred but it was not immediate. Building level administration was given credit for instituting change. After a teacher voiced to the principal that the curriculum was ineffective, the decision was made to discontinue SCL. It was an open forum for teachers to express a need for change. There appeared to be a concerted effort by the principal to find resources for the more aggressive students. A teacher commented, "It was at this point that collaboration amongst the teachers and mutual bonding began to take place." There was a consensus among teachers that working together was a "major tool" affecting change in student behavior resulting in evidences of learning. Students were showing growth and retaining information. There were expressions of team spirit and feelings of being home.

When asked what factors contributed to change, respondents indicated it was the modeling of the principal and consistency. They indicated that they worked cooperatively with the principal to engage in collaborative conversations. There was a combination of consistency, implementation of PBIS, and teachers working together that

made the change in student behavior. In addition, raising the expectations of students was necessary and in doing so, the staff grew. Expected social behavior was repeated often, as students were reminded consistently, in all areas of the facility, what was the expected from them. Students began to adhere to the acceptable norms for socially appropriate behavior at school. There were opportunities to reflect and problem solve. It was of benefit to have administration track and give a visual representation of the incidences. A teacher stated the following:

Definitely by having faculty meetings, discussing the problems, and trying to find solutions. If we did not, it was not just thrown aside; we came back to it to try to find a commonality of how to approach raising the bar for these students. Therefore, I think that our administrator was the one that actually came in and gave us the hope that this could happen.

The principal's visibility throughout the building supported the teacher's intentions to meet expectations. It was stated that her confidence in the teachers' abilities to work together encouraged the staff to meet expectations. Teachers believed that the principal knew the strengths and weaknesses of the staff and paired them with others for professional growth. The principal was described as having her finger on the pulse of the staff. She knew how the staff was acting, how they felt, and if something was out of order, she did not ignore it. The principal's actions were compared to that of a mother. She had knowledge of what needed to be fixed and knew how to go about doing it. "We were misfits." She was described as "a rarity." Her leadership style was described as strong, direct, and relentless, no nonsense, and high expectations, prayerful and visionary.

A teacher commented that the principal made the difference in school climate and student behavior. There was continuity of her goals to raise the bar. The teacher said that:

We were reminded that the kids were exceptional and they could learn. We needed to find out how they learned and then teach to them in a way that made a huge difference. We were often reminded that parents were sending their very best for us to educate, and if they had anything better, they would send it. She had to change our mindset to get us to think differently.

Teachers expressed that the principal celebrated the successes of students and staff and encouraged teachers to care for their well-being. Teachers noted that the principal said when teachers work with challenging students in challenging environments, they sometimes put themselves second, but she wanted us to stay healthy so we could make positive changes. One teacher noted the principal's relationship with parents made a difference. Protocols were established with parents on effective methods to communicate with the school. One teacher commented, "We have less teachers that are leaving, more teachers are staying here, sticking with it."

Teacher collaboration. Collaboration fostered a collegial atmosphere where teachers worked together to help each other. The collegial conversations identified strengths and weaknesses of students' social and academic performances. Additionally, collaboration helped students' to exhibit positive behavior, as fellow teachers commented to students about noticeable improvements. Collaboration afforded insightful inquiry about students' family life. Inappropriate student behavior may be attributed to lack of clothing, food, and utilities. With added resources for students, teacher collaboration afforded students an opportunity to become successful.

One teacher believed group dynamics affected teachers' perception about student behaviors. Teachers were influenced by negative and positive comments of other colleagues. She commented,

I think the administration brought in outside people to help us. Anybody who had misconceptions about certain kinds of people, she rather forced us to look at what are your preconceived notions about this group of people. As a teacher, you may have your own biases and prejudices...and your perception could be subliminal. I think that, to me, made a big difference because if you were one of those people who didn't know you had this kind of way of thinking about these children that it was like somebody was calling you to rethink your behavior.

One teacher suggested that collaboration forced you to reexamine your commitment to teaching in an urban setting.

Teachers noted that the Tyler Management System and the PBIS behavior program supported teacher collaboration. The consistency in documentation of student infractions, teacher strategies, and implementation of the PBIS program reinforced positive behaviors of students.

Principal interview. The interview was conducted at a mutual time agreeable to the principal and the interviewer. Because the researcher was the former principal, the interview was conducted by a person approved by the IRB. The purpose of this interview was to gain the current principal's perspective on school climate and changes that may have occurred because of school leadership during the period of study.

The principal was reflective about his prior experiences working at the school. He described the school much the same as had teachers: "chaotic, out of control, negative, and non-collaborative." He explained that the school was "fragmented" because it had students from five schools.

He started visiting the school after his selection as the successor. He commented that the school felt different from the first year. There was a visible difference in students and staff. Students and teachers were positive, and there was a strong spirit of collaboration in the school. He replied that teachers were focused, knew what students needed, and were open to working together. When asked what he believed contributed to the changes, he thought that the former principal was big on process; she was not punitive; however, behavior came with consequences. He indicated that the elements that turned the school around were "providing the support, the positive nurturing, forgiving spirit, but at the same time holding people accountable to the goals." He continued by stating that she would work with a person to help understand how the person got to this point. Students and staff knew that it was okay to make mistakes, and you could recover because she was not going to hold it against you. He expressed that she had a forgiving spirit.

Teacher collaboration. In the past, staff was not open to communication. He expressed that teachers believed their assignments indicated they were being punished. They exhibited a reactionary mentality toward each other. He could tell collaboration had been a big part of this staff because the concern was continuity. Would they have time to work with each other? He indicated that teachers expressed how they had worked on understanding how to help each other problem solve and be supportive of one another in the building. They did not want to lose that aspect with leaders transitioning. He indicated that teachers had become accustomed to open and honest dialogue about their strength and weaknesses and wanted this framework to continue.

Teachers shared how collaboration was implemented in the past and that they believed the previous method worked; it was not imposed on them. Time was allocated so collaboration could occur. The former principal encouraged staff and motivated them to want to do it.

Student behavior. When asked about student behavior, the principal responded that he noticed students were respectful, in the classrooms, not hanging out in halls or bathrooms, and not trying to leave the school. He shared that he could tell the difference in student conversations. Students believed they could achieve, school was a place where they wanted to be, and they liked their teachers and principal. The few staff turnover was an indication of their dedication and willingness to work with previous administration for improvement. He believed it meant that the negative behavior had decreased and teachers did not feel disrespected or beat down by administration. He responded that the principal understood teachers' needs and gave them support.

When asked the question whether her leadership had an impact on the ways teachers communicated about student behavior, the principal indicated that the former principal always prompted you to think about an issue to discover what could be done differently. She would ask you to look at the big picture and analyze the parts. He believed that some of the same dialogue occurred with teachers, which help them to think about their behavior and their response to the situation. This helped the former principal identify areas of support for staff.

Behavioral support systems. The Tyler System was effective in holding teachers accountable in documenting behaviors and interventions of students. It also encouraged teacher collaboration and administrative support. He believed that the non-

punitive, authentic letters developed in the system by the former principal supported and encouraged parents, and that in concert with the school, helped to improve student behavior.

PBIS. The principal shared that PBIS was started previously when he was part of the staff. Because so much time was spent developing school culture' it was difficult to implement. He indicated that upon his arrival, the foundation was present and teachers and students embraced the practices.

Leadership. When asked about leadership style of the former principal, he stated that the principal was a relational leader. He described her as very firm and stern about her goals and expectations but also a supporter. He continued by stating that she had a "very good understanding of humans." She would ask how she could help you. In the end however, she would ask the question, "What could we do so that students could achieve?" He commented on how her concern transcended beyond the school. He indicated one of the big things was her support and her caring for how people treated each other. She did not give herself enough credit from the leadership side:

I think the most essential element was she being authentic, modeling for teachers, what she wanted to see. What she asked for was what she did. If you needed help, she would help you and travel the journey with you so I think that type of leadership was probably the special ingredient that was added to the recipe. Her open leadership style, the communicative leadership style, spoke to her belief about building strong relationships with people.

The current principal believed that the former principal was authentic. She always modeled her expectations for student, staff, and parents. She would prompt a person to think about his or her actions.

The current principal indicated that he was allowed to give a staff survey that asked about collaboration, behavior systems, and anything that would improve their professional growth. He shared that the majority of the staff identified common themes about relationships, support, professional development, and student achievement. He said the teachers were not fearful of growth. It was a process, and they supported the principal.

Analysis of Data

The purpose of this study was to investigate how an urban school administrator implemented transformational leadership involving teacher collaboration to create positive change in school culture. The study used quantitative and qualitative data including authentic quotes from participants to provide a descriptive picture of the phenomenon under study and reflective notes from the researcher, plus district data on discipline and achievement.

In order to capture a vivid picture of the phenomenon under study, the data sources were integrated to support the findings. The pre-survey revealed there was a consensus among teachers that climate affected the daily life of the school community. Student discipline was a major obstacle, followed by teacher workload and working conditions. Leadership was viewed by teachers as a contributing factor that supported these conditions. Teachers used unambiguous language to convey their experiences prior to interventions to depict school culture. Reeves (2009) states culture is embodied in the behavior, attitudes, and beliefs of people. When asked the question what was going well a teacher expressed, "Nothing at this time is going well. This was the most dysfunctional place that I have ever worked in." Similarly, the majority of interviewed teachers and the

current principal commented on school climate and the affect inappropriate behavior had on school life during this period. Others questioned whether the school was set up for failure. In addition, leadership support was a concern in the initial survey. The data suggested the relationship between teachers and administration was not collegial. Some teachers believed the principal was non-supportive and exhibited coercive leadership; however, post survey and focus group interviews did not reflect similar sentiments.

Data gathered from the post survey utilized open-ended questions, focus group, principal interview, personal narratives, and student discipline, supported the discussion. There was a noticeable difference in the negative responses during the second implementation of the survey as illustrated in Table 1. This suggested leadership had a positive effect on school culture. Analysis of the pre and post survey raw data showed noticeable changes that support this claim. Analysis of the pre and post survey raw data resulted in mean score of 2.0 and 3.49, respectively. The test resulted in a t-score of 7.49. Four major themes emerged from the qualitative data: leadership, teacher collaboration, student discipline, and school climate.

Leadership. Participants noted the principal had high expectations for staff and students and viewed this as an asset when responding to open-ended questions. Interviewed teachers believed modeling expectations by administration was a contributing factor. It was stated that the principal believed in the staff, as she knew their abilities, their strengths and weaknesses, and paired them for professional growth. One teacher commented, "She had her finger on the pulse of the staff. She was like a mother; knew what had to be fixed and how to accomplish it." The current principal expressed similar views. He stated that the researcher encouraged the staff and was big on support,

factors that he believed helped to turn the school around. He continued by describing the principal as having a positive nurturing, forgiving spirit, but at the same time holding people accountable to goals. The essential element was that she was perceived as being authentic. He indicated that during her tenure, teachers had become accustomed to open and honest dialogue about their strength and weaknesses and wanted that framework to continue.

The researcher noted professional growth was used as a vehicle to build teacher confidence. It was used frequently to reinforce teachers' knowledge about school and district initiatives. Expectations were monitored with positive feedback, both oral and written, to encourage teachers to continue supporting each other. It was the researcher's desire to lead by example by empowering teachers to discuss issues that affected the school and offer resolutions to concerns. Constant visibility in classrooms, halls, cafeteria, and specialty classrooms offered reassurance to students and teachers of the researcher's immediate and constant support.

Teacher collaboration. Data from the post survey open-ended questions, focus group, principal interview, and personal narratives supported the findings. The majority of the respondents on the open-ended survey voiced positive changes in staff interactions, with comments such as "The staff is very close and willing to help each other." Additional comments of teamwork, teacher collaboration, and staff cooperation supported evidences of teacher collaboration. The focus group shared similar sentiments. They believed that collaboration and mutual bonding took place after curricular changes. Teachers commented that working together was a major factor in the team spirit. It also

helped to identify the strengths and weaknesses of students' social and academic performances.

The current principal indicated that he could tell collaboration was an important part of the staff because their concern was continuity. Teachers wanted to know if time would be allocated for them to work together. He shared that teachers expressed that they had worked on understanding how to help each other problem solve and how to give support in the building; they did not want to lose that aspect with leaders transitioning.

In retrospect, dedicated planning time was an opportunity for collegial support. It allowed teachers a forum to collaborate about student management and instruction. This time was a joint effort of administration and staff. It defined additional interventions when necessary for struggling students.

Student discipline. Data from the post survey with open-ended questions, focus group, principal interview, personal narratives, and discipline supported the findings. The mean score for student behavior was 3 on the 5-point Likert scale. Responses from open-ended questions indicated the school year had gone well and social skills of students had improved. Interviewed teachers reported a combination of consistency, implementation of PBIS, and teachers working together made the change in student behavior. There were opportunities to reflect and problem solve. One teacher stated, "... our administrator was the one that actually came in and gave us the hope that this could happen."

The interviewed principal indicated that the former principal always prompted employees to think about an issue to discover what could be done differently. She asked employees to look at the big picture and analyze the parts. He believed that this dialog

helped employees to think about their behavior and their responses to situations. This helped the former principal identify areas of support for staff. There was not a large turnover of staff, which indicated the negative behavior of students had decreased.

Reflectively, professional development was used to support teachers' growth in using data to support social growth of students. Timely feedback from administration reinforced teachers' use of the student management system. Conversations between students and staff were discussed and modeled so that teachers could maintain an atmosphere of dignity. This included tone of voice and actively listening. PBS language of respect, responsibility, and safety was used to guide conversations.

The number of students receiving office referrals decreased. The mean score during the year of study was 41.8. According to DESE, 15 students (2.8%) received out of school suspensions of 10 or more consecutive days. This is compared to the mean score before interventions was 140. According to DESE, 67 students (11%) received out of school suspensions of 10 or more consecutive days.

School climate. Data from the post survey with open-ended questions, focus group, principal interview, personal narratives, discipline, and achievement supported the findings. The mean score for the climate was 4.04 on the 5-point Likert scale.

Responses from the open-ended questions noted student and teacher morale had improved. One teacher commented, "There are many students who are learning and progressing toward identified goals." Another teacher stated, "I have been at King for three years and the progress we made as a staff and as a community has grown in a very positive direction." Focus group teachers acknowledged there was change in school

climate but it was not immediate. They noted that changes in curriculum, "collaboration amongst the teachers and the mutual bonding together," affected school climate.

An interview with the principal noted that after he was selected as the successor, he visited the school. He acknowledged, "There was a very visible difference. The school felt like a school; the kids were positive; teachers were positive. There was a very strong spirit of collaboration in the school." He conveyed how the former principal was open to communication and modeled how to talk respectfully to kids and adults.

Retrospectively, giving teachers a voice in their own professional growth supported changes in the climate from one year to the next. Diversity training validated the experiences and the effect it had on race and culture. Staff meetings provided a venue to dialogue openly about matters that affected the entire staff while maintaining a school-wide focus of teacher collaboration, student management, and instruction.

The decrease in the number of students referred to the office supported change in school climate. The mean for the top five discipline infractions averaged 42 compared to a mean of 140 before interventions. Additionally, an increase in achievement data supported positive change in climate. Growth was observed in language arts and mathematics for grades 3, 4, and 6, and science in grade 5 on the MAP test. Although students made gains in their social and academic performance, teachers continued to view parent support as lacking, as there was little change in the score ratings between the pre and post surveys.

Summary

The purpose of this case study was to provide evidence of how an urban school administrator implemented transformational leadership involving teacher collaboration to

create positive change in the school culture, for "culture is reflected in the behavior, attitudes, and beliefs of individuals and groups," (Reeves, 2009, p. 37). This research explored how collaborative conversations among teachers, positively supported by caring leadership, affected the school's climate and culture at King Elementary School.

The data, gathered from the post survey with open-ended questions, focus group, principal interview, personal narratives, discipline, and achievement, supported the findings. It suggested leadership had a positive affect on school culture. Chapter 5 will discuss the overview of the study, review the findings, and discuss limitations, conclusion, implications, and recommendations for further study.

Chapter Five

Introduction

Effective leadership is a pivotal component and contributing attribute to a healthy school culture. It embodies purpose, focus of the group, and the ability to influence and persuade others to achieve common goals (Bass, 2008). Leadership is based on the principle of helping people reach their highest personal success with ethical and moral responsibility (Burns, 1978). Staff collaboration that is leadership supported has shown evidence of supporting cultural change. Chapter 5 will provide an overview of the study, findings, conclusions, implications, and recommendations for further study.

Summary of the Study

Urban school administrators address many social complexities when serving diverse student populations. Social, emotional, and academic challenges that face urban schools may overwhelm educators as they prepare students to compete in a global society. However, these challenges cannot become deficits that preclude high expectations for student behavior (Scheurich & Skrla, 2003). While district superintendents look to school principals to articulate the vision and mission, school staff look to the building leader to establish conditions where self-respect and trust are valued and teaching and learning can occur (Dinham, Cairney, Craigie & Wilson, 1995).

Developing a positive school culture is necessary for maximum functionality and social and academic success of students. Peterson and Deal (2002) suggest culture is built over time and is infused in the relationships of people and their willingness to serve others, and often nurtured by the building leader. As Cromwell (2002) notes, "School culture is a set of norms, values and beliefs, rituals and ceremonies, symbols and stories

that make up the 'persona' of a school" (p.4). It is shaped by the philosophical beliefs of the building leader and the daily interactions with others. The purpose of this retrospective evaluative case study was to provide evidence of how an urban school administrator implemented transformational leadership involving teacher collaboration to create positive change in school culture. This study examined the impact that leadership, with ethics of care, had on school transformation. It included research and findings on leadership theories, pedagogy of care, teacher collaboration, and student relationships factors that influence school culture.

This study utilized a mixed method approach to determine the impact leadership had on transforming school culture. The study was conducted in an urban school during one school year. A 12 question, five point Likert scaled pre and post survey and focus group included data from teachers employed since the district restructured in 2010. The response rate for the pre-survey was 25 teachers, post-survey was 21 teachers, and 11 teachers participated in the focus group. In addition, interview data was gathered from the current principal of record, the researcher's narratives from the year of study, and behavior and achievement results. Quantitative and qualitative data was integrated to fully capture the problem under study. Illustrations and narratives were used to depict research finding as well as statistical results to answer the following question:

Research Question

What impact did transformational leadership involving teacher collaboration have on transforming a school culture?

Discussion of the Findings

This study investigated the effect leadership had on school culture involving teacher collaboration as a vehicle for change. Confined to one urban school, the retrospective evaluative research employed a mixed method approach to capture a vivid picture of the phenomenon studied. Four major themes emerged from the analysis of data: leadership, teacher collaboration, student behavior, and school climate. A discussion about the relationships each of these themes had in changing school culture will follow. Figure 13. shows how each of themes are connected.

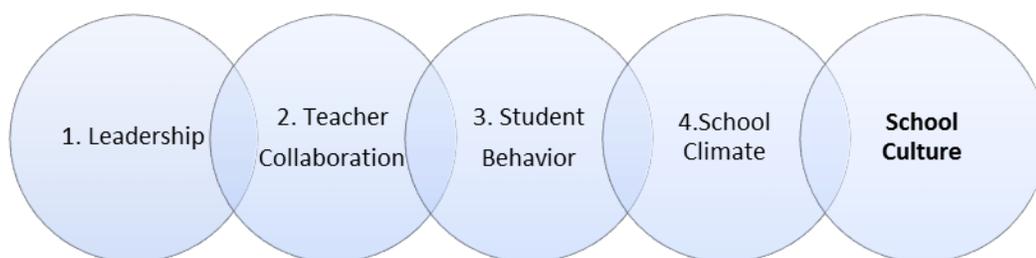


Figure 13: Related themes and the connection to school culture.

Leadership. The findings from the survey reported a mean score of 4.1 in leadership. Related items, including involvement in decision-making, freedom to speak, and timely responses from administration, supported these results. Teacher and administrative interviews supported the findings suggesting leadership exhibited high expectations for self and staff, and modeled behaviors for staff to emulate. Teachers noted that care for staff was exhibited by the principal in conversation, behavior, and acts of kindness. In addition, researcher's notes suggested leadership nurtured professional growth and encouraged staff to support each other. Nodding (2013) examines the relationship in the

way care is demonstrated as a reciprocal relation between the care provider and the person receiving the care. Bass (2008) noted transformational leadership motivates followers to develop a true sense of commitment to self and the organization. The staff advisory committee worked in collaboration with the principal to address school concerns.

A factor that affected the results of the study may have been volunteer participation. Some teachers who were part of the initial survey such as TFA teachers were not included in the post survey results and interviews. Staff stability has been a constant variable in KCPSD.

Teacher Collaboration. Findings from the analysis of the qualitative data described staff engagement as positive. Teachers reported that staff worked well together, shared a mutual bond, and believed collaboration was a major factor in resolving problems. Collaboration gave teachers a different lens from which to view students' social performance. It was a forum where teachers received collegial support and reassurance about student management. Teachers' strategies were documented in the student monitoring system, and school data reported its effectiveness. Collaboration time was a joint venture between administration and staff; it was not mandatory. The decrease in the number of teacher vacancies suggested collaboration was effective.

Student Behavior. The findings from the survey revealed a mean score of 3.0 for student discipline and a mean score of 41.8 for the number of discipline referrals from Tyler Student Management System. Teachers reported a combination of consistency, implementation of PBIS, and collaboration time with opportunities to reflect and problem solve supported changes in student behavior. The interviewed principal concurred with

these findings. Also, the researcher's notes indicated professional development, and positive administration role model, active listening to students, and tone of voice, contributed to changes in student behavior.

School Climate. Findings from the survey reported a mean score of 4.04 in climate.

Teacher and administrative interviews, personal narratives, discipline, and achievement data supported the findings suggesting school climate had improved.

Teachers expressed that they saw positive changes in student behavior and achievement.

Staff collaboration attributed to the mutual bond and optimistic views was expressed by many. This improvement was supported by the interviewed principal. He reported the school felt different because there was a spirit of collaboration; teachers and students were both positive. He conveyed how the former principal was open to communication and modeled how to talk respectfully to students and adults. Notes from narratives affirmed that empowering teachers to engage in professional growth supported changes in school climate from one year to the next. Diversity training validated staff experiences and the effect it had on race and culture. Additionally, established venues for teachers to openly dialogue about matters that affected the entire staff contributed to positive climate change. A decrease in the number of students referred to the office and an increase in achievement data in language arts, mathematics, and science supported positive change in climate.

The challenge was to establish practices that transcended to accepted norms for managing student behavior. Muhammad (2009) expressed that cultural change is difficult to accomplish. It cannot be forced, requires skill, patience, encouragement, and knowledge about the school's history as well as the direction it should go. The school's

history, the merger of the district's five lowest performing schools with a new staff suggested that change would be difficult next to impossible. However, according to Reeves (2009) change in culture requires persistent personal attention.

The increase in student achievement was an anticipated finding. Although the emphasis was not on improved academics, it was a natural effect for teachers working in concert to address inappropriate social behaviors of students. This data suggested that students received direct instruction more often from their classroom teachers because of managed classroom behaviors. Burns (1978) noted a transformational leader elevates the consciousness of followers to set goals, work for the good of the organization, and reach higher levels of needs for achievement.

Parent support was an interesting finding, as teachers perceived parent involvement was limited. Twenty-five percent of the surveyed teachers believed parent support of their student was positive. Interviewed teachers did not credit parents with being an influence on changes in student behavior.

Limitations

This case study is limited to one urban school and may not be generalized to other schools. The initial survey was not a random sample. Twenty-five teachers chose to participate in the initial survey and included new and beginning teachers as well as tenured teachers. The post-test and the focus groups included only teachers (21%) who were members of the original staff. The majority of these teachers were tenured with at least six years of teaching experience.

Another limitation of the study involved inputting student discipline infractions into the data management system. Previously this task was the sole responsibility of two

administrative assistants who transferred written narratives from teachers into the student management system. Under the new system, teachers inputted infractions and strategies. Each year teachers are evaluated on their ability to manage classrooms, which may indicate possible bias on the part of some teachers who could fear retaliation for submitting too many referrals.

Change in the curriculum from departmentalized to self-contained is a limitation in the study. Teachers differentiating instructions to meet the needs of multiage groups may not have felt competent to effectively manage students whose age did not match the assigned grade. Reverting to grade and age level specific content meant less movement of students and more time to build relationships with assigned class.

Finally, the researcher as an instrument brings with it certain biases. By nature of my position as building administrator, I functioned as both an observer and evaluator. Trustworthiness and credibility of the process was important to the findings (Gay, Mills, & Airasian, 2006). Adler and Adler (1987) referred to my position as the complete member, and the influences this role had on the study. I took extreme care not to show bias against those teachers who may have struggled with classroom management. Professional development was ongoing and available to everyone to support their growth in student management. The qualitative and quantitative data was gathered by a third party in order to avoid influencing the findings. This evaluative, retrospective case study does, however, rely to some extent on my own observations and reflections as a school leader.

Implications

The results of this study add to the body of research related to leadership, teacher collaboration, student behavior, and school climate and culture. Quantitative and qualitative data showed a significant relationship between effective leadership and positive culture change. Additionally, it supports identifying a personal leadership style and the implications it has on strategies that affect cultural change.

The constant turnover of leadership in district schools would merit an in-depth look into professional development that supports administrators' understanding about leadership theory and its relationship to staff. Perhaps the role of the leader and that of the manager has not been delineated. This should extend to leaders within the organization who are in line to become future administrators. Additionally, districts can examine current data collection practices to measure leadership effectiveness. It should occur often enough so that leaders have an opportunity to strengthen areas that will positively affect school culture.

Teacher collaboration is an effective method to increasing problem solving strategies that lead to decreased office referrals for inappropriate social behaviors of students. Staff members work collectively as teams, interdependently instead of in isolation, to resolve issues that affect student growth. When collaborative conversations become reality, this translates to staff showing a concern for all struggling students, not only the ones in their classrooms but for those who are part of the school community.

The study was significant to KCPSD because behavior infractions affect student achievement, which affects the district's academic standing in the state of Missouri. The results of this study may be used by building administrators who are seeking to examine

leadership on school culture transformation. This study contributes to literature by describing actual experiences from an urban school leader on collaboration, an effective strategy and solution to addressing student behavior (Ratcliff, Jones, Costner, Savage-Davis & Hunt, 2010).

University preparation programs can benefit from this study by collaborating with urban districts to develop internships for practicing professors to be in the field more to get a better sense of the climate and culture in urban schools. Align them with administrators who are actually living it on a day-to-day basis. These experiences will enrich their views and serve to advise others who want to affect change in urban leadership.

Conclusion

I found this study to be enlightening. It reflected upon a career that expanded 40 years in urban education with 24 of those years in leadership. The self-examination was about how my leadership affected my relationships with others. As I examined the various theories, I could align in some manner to all of them, as leadership is situational. My leadership experiences have been a reflection of mentors who have guided me through the process of engagement with others. It reflected moral and ethical understanding about how to care for and interact with others. It was a process of self-discovery as I constantly questioned what could I have done differently. I wondered how my actions mirrored these attributes and detrimental to organizational goals. I was described as being a coercive leader and non-supportive. Was I managing or was I leading? The purpose of management in an organization is to produce results. Managers are goal oriented: they seek to control order and stability for the purpose of productivity.

Leadership is based on the principle of helping people reach their highest personal success with ethical and moral responsibility (Burns, 1978).

In retrospect, little thought was given to the massive undertaking of uprooting school cultures. My discovery occurred while examining data from those who were affected by this occurrence. The magnitude of this undertaking should have required more planning to support teachers forced to abandon cultures that were their norm. There was a need for training on cultural diversity. Many staff members had not worked in the urban core, and like children, they had difficulty socializing to a new setting. The conditions that existed demanded that a positive school culture be established, as school climate must be addressed before practices and habits become culture. Did I function more as a manager than that of a leader? Bass (2008) suggests that management and leadership overlap when interpersonal activities are involved.

The results of the study suggested that there was a change in school culture and the transformation started with my leadership and my relationship with staff. I often referred to Georgia O'keeffe's quote, "You can't change people, only your reaction to them." The change occurred when I exhibited the ethics of care in my leadership.

My professional career began in Kansas City in the winter of 1972. A native of northern Indiana and a recent graduate of Saint Francis University, I brought to the district the confidence that I could succeed. As well as the knowledge and experiences having attended school and having worked in diverse situations. My parents valued education and stressed working at something you were passionate about and that would make a difference in the lives of others. I encountered my first Black female principal at Troost Elementary School. I was enthralled by her knowledge of the teaching profession,

as well as her interaction with children and adults. It was during this occasion that I expressed a desire to become an elementary school principal. She advised me to teach all the elementary grades so I would understand the teachers' point of view. I was drawn to the more experienced teachers and instructional leaders who shared wisdom about teaching and learning. These encounters set me on the path of leadership.

These early years of professional collaboration anchored my desire to want to support the growth of educators in a manner that would leave a lasting impression. My experiences in the district were varied from teaching in the classroom to supervising teachers. It included supervising principals to advising superintendents about federal expenditures.

Recommendations for Further Study

The circumstances in this study are unique and may not be generalized to other district schools. However, further research should be conducted to examine trends that affect student, teacher, and administrator transitions. The following are recommendations for further research:

1. Conduct a similar study with larger sample size that includes students, parents, and classified personnel.
2. Explore schools in KCPSD that experience constant administrative mobility to ascertain what leadership style is necessary to sustain continuity.
3. Extend the study to include urban schools with similar demographics.
4. Conduct a longitudinal study to measure sustainability of culture change under different leadership.

5. Conduct a similar study where administrators receiving professional development on leadership theory that can positively affect school culture.

Appendix A

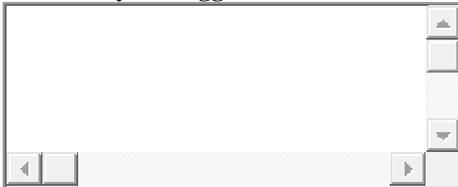
Survey administered to teachers in October 2011 to assess school climate.

King – 2011

What is going well at King?



What are your biggest concerns?



Assess how you feel generally about each factor using the following continuum:

1=very negative, 2=negative, 3=neutral, 4=positive, 5=very positive.

Fair and manageable class size

Involvement in decision making.

Workload.

Student Centered Learning

School climate.

Student behavior.

School leadership.

Freedom to speak freely without fear of punishment.

Timely and appropriate responses from administration regarding issues and concerns - including student behavior.

Workplace conditions.

Parental support.

Rate your level of job stress using the following indicators:

1=very low, 2=low, 3=neutral, 4=high, 5=very high.

Job stress.

Other comments and concerns:

A rectangular text input field with a light gray background and a thin black border. On the right side, there is a vertical scroll bar with a small upward-pointing arrow at the top and a downward-pointing arrow at the bottom. At the bottom left and right corners, there are small square buttons with left and right arrow symbols, respectively, for horizontal scrolling.

Appendix B



Institutional Review Board
University of Missouri-Columbia

190 Galena Hall; Dc074.00
Columbia, MO 65212
573-882-3181
irb@missouri.edu

April 1, 2015

Principal Investigator: Philomina Harshaw, Educational Leadership and Policy Analysis/ Educat
Department: Graduate Education

Your Annual Exempt Form to project entitled School leadership, teacher collaboration, and cultural change was reviewed and approved by the MU Institutional Review Board according to terms and conditions described below:

IRB Project Number	1211780
IRB Review Number	202875
Approval Date of this Review	April 01, 2015
IRB Expiration Date	May 16, 2016
Level of Review	Exempt
Project Status	Closed - Publication Pending

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All unanticipated problems, adverse events, and deviations must be reported to the IRB within 5 days.
3. All changes must be IRB approved prior to implementation unless they are intended to reduce immediate risk.
4. All recruitment materials and methods must be approved by the IRB prior to being used.
5. The Annual Exempt Form must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date. If the study is complete, the Completion/Withdrawal Form may be submitted in lieu of the Annual Exempt Form
6. Maintain all research records for a period of seven years from the project completion date.
7. Utilize all approved research documents located within the attached files section of eCompliance. These documents are highlighted green.

If you have any questions, please contact the IRB at 573-882-3181 or irb@missouri.edu.

Thank you,
MU Institutional Review Board

Appendix C

Letter of Participation
Focus Group Interviews

To: <Educator>
From: Philomina Harshaw
RE: Request for Participation

Dear <Educator>

I am sending this email to ask your permission to participate in a research study for my dissertation. I am completing this study in partial fulfillment of the requirements for a Doctoral degree in Educational Leadership and Policy Analysis at the University of Missouri. The purpose of the study is to understand the impact of leadership on adult collaboration and school culture transformation from punitive to positive. The information gathered from this study will support me in completing the study, but also to understand my practice as your former school principal. You are under no obligation to participate and your participation is strictly voluntary.

As part of the research study, a research consultant familiar with the district will be conducting focus group interviews of teacher participants who worked at King Elementary during the periods of 2011-2012 and 2012-2013 school years. This study will take approximately 1 to 2 hours and will occur outside your workday during the period of May 19-May 23, 2014.

The content of the focus group is confidential and pseudonyms will be used. The discussion will be recorded on a digital device. A third party will conduct the forum to eliminate any influences by the researcher or discomfort on the part of the participants. I will receive a copy of the transcribed discussion, with all identifying information removed, that will be used to code responses for analysis. I will not have access to the original voice recordings. I will look for similar patterns that will describe your experiences under my leadership.

For those who agree to participate, you will be contacted to schedule a time that is convenient for you. Please let me know by May 19, 2014 of your willingness to participate.

Thank you

Appendix D

Letter of Participation
Interview

To: <Administrator>
From: Philomina Harshaw
RE: Request for Participation

Dear <Administrator>

I am sending this email to ask your permission to participate in a research study for my dissertation. I am completing this study in partial fulfillment of the requirements for a Doctoral degree in Educational Leadership and Policy Analysis at the University of Missouri. The purpose of the study is to understand the impact of my school leadership on adult collaboration and school culture transformation from punitive to positive. The information gathered from this study will support me in completing the study, but also to understand my leadership practice. You are under no obligation to participate and your participation is strictly voluntary.

As part of the research study, a research consultant familiar with the district will be conducting an interview from the current administrator who works at King Elementary and is familiar with the school culture during my principalship. This interview will take approximately 30-40 minutes will occur outside your workday during the period of May 15-May 23, 2014.

The content of the interview is confidential and a pseudonym will be used. The interview will be recorded on a digital device. A third party will conduct the interview to eliminate any influences by the researcher or discomfort for the participant. I will receive a copy of the transcribed interview, without identification, that will be used to code responses for analysis. I will not have access to the voice recording. I will look for similar patterns that will describe your experiences upon receiving a staff having worked under my previous leadership.

If you agree to participate, you will be contacted to schedule a time that is convenient for you. Please let me know by May 16, 2014 of your willingness to participate.

Appendix E

Researcher's Name: Philomina Harshaw

Researcher's Contact Information: ph5yb@mail.missouri.edu

Project Title: The Impact of Leadership on the Collaboration of Adults in the Transformation of School Culture from Punitive to Positive.

YOU ARE BEING ASKED TO VOLUNTEER TO PARTICIPATE IN A RESEARCH STUDY

You are being asked to participate in a research study. This research is being conducted for my doctoral dissertation at the University of Missouri. The purpose of the study is to examine the impact of school leadership on teacher collaboration and cultural change. When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand.

You have the right to know what you will be asked to do so that you can decide whether to be in the study. Your participation is voluntary. If you choose to be in the study, you are not obligated to answer all of the questions. You do not have to be in the study if you do not want to. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits to which you are otherwise entitled.

WHY AM I DOING THIS STUDY?

The purpose of this research is to examine the impact of school leadership on teacher collaboration and cultural change. Teacher collaboration allows opportunities for collegial dialogue to take place about school situations that may bring about positive results. This study addresses teacher interaction/collaboration and the affects it may have on positive student behavior.

HOW LONG WILL I BE IN THE STUDY?

Data collection will be conducted during the period of May 15-May 23, 2014. The time required for your participation will be:

1. Teachers: One session of approximately 1 to 2 hours. I will also analyze the results of the anonymous teacher surveys you completed previously, in 2011-2013.
2. Principal: One session of approximately 30-40 minutes.

WHAT AM I BEING ASKED TO DO?

You will be asked to discuss leadership practices during the period of 2011-2013 that affected teacher interaction/collaboration, student behavior, and cultural change.

HOW MANY PEOPLE WILL BE IN THE STUDY?

Teachers: 16 teachers who worked at King Elementary from 2011-present will be invited to participate. The final number will depend on how many volunteer.

Principal: 1 principal will be invited to participate.

Students: Students will not participate directly in the study. I will analyze de-identified (anonymous) district data on disciplinary referrals at King Elementary for the 2011-2013 periods.

WHAT ARE THE BENEFITS OF BEING IN THE STUDY?

Your participation will benefit others who may experience similar situations in which there is a need to build collegial relationships that fosters change.

WHAT ARE THE RISKS OF BEING IN THE STUDY?

Your participation in this study is not expected to cause you any risks greater than those encountered in everyday life. There are no adverse consequences affecting your decision to withdraw from the study. Participation will have no impact on your employment or evaluation. In fact, the researcher will not have access to the original recording and the interviewer will keep your responses confidential.

WHAT OTHER OPTIONS ARE THERE?

You also have the option of not participating in this study and will not be penalized for your decision.

CONFIDENTIALITY

Your identity and participation will remain confidential.

Every effort will be made to maintain your confidentiality. Your identity will be coded so your comments will not be directly linked to you before the transcript is provided to me. All public records will be absent of names. Information from this study may be used for the purpose of educational publication but will be absent of identifiable names. After transcripts have been coded, only I will have access to the data. Under federal guidelines, the original audio recording must be retained for 7 years after the study is completed. The research consultant will transfer the recordings electronically to Dr. Placier to maintain the identity and secrecy of the participants.

PRIVACY

The information you will provide is considered confidential. Access to this information is limited to the researcher, the research consultant, and Dr. Placier.

WILL THE RESEARCHER TELL ME IF SOMETHING CHANGES IN THE STUDY?

Informed Consent is an ongoing process that requires communication between the researcher and participants. The participant should comprehend what they are being asked to do so that they can make an informed decision about whether they will participate in the research study. You will be informed of any new information discovered during the course of this study that might influence your health, welfare, or willingness to be in this study.

WHERE CAN I LEARN MORE ABOUT PARTICIPATING IN RESEARCH?

The Campus Institutional Review Board offers educational opportunities to research participants, prospective participants, or their communities to enhance their understanding of research involving human participants, the IRB process, the responsibilities of the investigator and the IRB. You may access the Campus IRB website to learn more about the human subject research process at <http://www.research.missouri.edu/cirb/index.htm>

WHO DO I CONTACT IF I HAVE QUESTIONS, CONCERNS, OR COMPLAINTS?

Please contact me at ph5yb@mail.missouri.edu or 816-921-2827 if you have questions about the research. Additionally, you may ask questions, voice concerns, or complaints to the research supervisor, Dr. Peggy Placier at placierp@missouri.edu.

Investigator Contact Information

- ✓ *Philomina Harshaw*
- ✓ *5261 Lister Ave.*
- ✓ *Kansas City, Missouri 64130*
- ✓ *816-921-2827 or 816-853-1710*
- ✓ *ph5yb@mail.missouri.edu or philwmshars51@gmail.com*

Appendix F

The Impact of Leadership on the Collaboration of Adults In the Transformation of School Culture from Punitive to Positive.

Philomina Harshaw, Ed.S.

Focus Group Interview Agenda for Moderator

Welcome by Researcher

Review of Informed Consent

Introduction by Moderator (*Ms. Andrea Flinders*)

Welcome and thank you for coming to this focus group. My name is Ms. Andrea Flinders and I will be serving as the moderator for the Focus Group this evening and leading you through our questions and processes. We know that you are busy at this time of the year and we appreciate your contribution to the Impact of Leadership Study. The focus group is not a test and there is no right or wrong answers. Remember, we are very interested in what you think and feel. We want to know your opinions on the issues discussed, your point of view is important to us.

Statement of the Purpose of the Focus Group Interview

There are two components to the purpose of our Focus Group Interview:

1. The purpose of this case study is to explore the phenomenon of school leadership and teacher collaboration and cultural change.
2. To examine how opportunities for collegial dialogue may bring about positive changes in student behavior.

Guidelines to Follow During the Interview

There are a few guidelines I would like to ask you to follow during the focus group interview.

1. First, you do not need to speak in any particular order. When you have something to say, please do so by raising your hand, and state your participant number before you begin speaking.
2. Second, please do not speak while someone else is talking. Sometimes, it may be emotional or we may feel passionate about a topic and desire to jump in, but we ask that you refrain from doing so.
3. Third, remember that there are many people in the group and that it is important that we obtain the point of view of each one of you.

4. Fourth, you do not need to agree with what everyone or anyone in the group says, but you do need to state your point of view.
5. Finally, because we have limited time together, I may need to stop you and to redirect our discussion. Do have any questions at this time?

Warm-Up Set the Tone: Set Participants at Ease

Let us begin by going around state your number and have each of the participants tell one thing they will do to start a relaxing summer.

Begin the Focus Group Questions: 1-12.

Request Anonymity of Information

As we come to a close, I need to remind each of you that the audiotape will be transcribed. You were assigned numbers for the purpose of transcript and data analysis so that you will remain anonymous, and then the audiotape will be destroyed after the designated period. We ask that you refrain from discussing the comments of the group members and that you respect the right of each member to remain anonymous.

Express Thanks

Thank you for your contribution to this research study. This was a very successful interview and your honest and forthright responses will be an enormous asset to the research. Again, we appreciate your involvement.

Appendix G

Focus Group Questions

Introduction: The purpose of this focus group is to gain your perspective on cultural changes at King Elementary that may have occurred as a result of Philomina Harshaw's school leadership. The following general interview questions will help me to understand the changes that may occurred at King from the 2011/12 school year to the 2012/13 school. Follow up prompts may be added for clarification or to help you think of an answer.

1. We are looking at changes in school climate, and especially student behavior, that occurred at King between the 2011-2012 and the 2012-2013 school years. First of all, how would you describe the school climate in that first year, 2011-12?
2. What changes in the school climate did you see from one school year to the next?
3. From your point of view, what factors contributed to those changes?
4. What were your perceptions of staff communication and support?
5. What did you notice about student behavior?
6. How did staff communicate about student behavior?
7. Did the school leadership have an impact on the ways teachers communicated about student behavior? How?
8. How would you describe the leadership style of the administrator?
9. What systems were in place to help you manage student behavior?
 - a. PBIS?
 - b. Tyler system?
 - c. Opportunities for teacher collaboration?
 - d. Other?
10. What are your evaluations of those systems?
11. How did collaboration affect teachers' perception of or beliefs about student behavior?
12. Is there anything else you would add, to help us understand the changes in school climate or student behavior during this period?

Appendix H

Administrator

Interview questions

Introduction: The purpose of this interview is to gain your perspective on school climate that may have occurred as a result of school leadership. The following general interview questions will help me to understand the changes that may have occurred at King from the 2011/12 school year to the 2012/13 school. Follow up prompts may be added for clarification or to help you think of an answer.

1. We are looking at changes in school climate, and especially student behavior, that occurred at King between the 2011-2012 and the 2012-2013 school years. First of all, how would you describe the school climate during the time you previously worked at King?
2. What changes in the school climate did you see upon arrival this school year?
3. From your point of view, what contributed to those changes?
4. What were your perceptions of staff communication and support upon your arrival?
5. What did you notice about student behavior?
6. How did staff employed between the 2011-2012 and the 2012-2013 years communicate about student behavior?
7. Do you believe previous school leadership had an impact on the ways teachers communicated about student behavior? How?
8. How would you describe the leadership style of the previous administrator?
9. What systems are in place to help you manage student behavior?
 - e. PBIS?
 - f. Tyler system?
 - g. Opportunities for teacher collaboration?
10. What are your evaluations of those systems?
11. Is there anything else you would add to help us understand the changes in school climate or student behavior upon your arrival?

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VITA

Philomina Harshaw was born in Fort Wayne, Indiana. She spent her professional career in the Kansas City Public Schools as a teacher, instructional leader, principal, central office and program director. Her career in the district expanded 40 years. Philomina received her Bachelor of Science in Education degree from Saint Francis College in Fort Wayne. She received both her Masters of Arts Elementary Education and Educational Specialist Educational Administration degrees from the University of Missouri-Kansas City.

Philomina is currently retired from the Kansas City Public Schools. She continues to be of service to the district by mentoring new and beginning principals.