

Public Abstract

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Title:Effective Teacher Leadership: A Qualitative Study of the Relationship Between School Structures and Effective Teacher Leadership

This quantitative study investigated the relationship between certain types of school structures and effectiveness of teacher leaders. The study focused on teachers who lead from within their classrooms, as opposed to those who have left the classroom to take on different responsibilities. The types of school structures investigated were determined through an analysis of nine previously conducted qualitative studies. Through this analysis, specific structural components in three categories: (a) role clarity, (b) physical structures, and (c) organizational structures were identified.

The structural components identified through analysis of these qualitative studies were utilized to develop the SSTLQ (School Structures and Teacher Leadership Questionnaire). The questionnaire was completed by 158 teachers from various grade ranges who were enrolled in a professional development program for teacher leaders in a Midwestern state.

Data from the survey were analyzed using the Pearson correlation coefficient to determine the relationship between specific school structures and teacher leader effectiveness, as measured by the teacher leader's impact on instructional change and student achievement. A forward multiple regression analysis was also utilized to determine the predictive value of each of the structural components measured by the SSTLQ.

Each of the structural components analyzed was found to have a statistically significant correlation to teacher leader effectiveness. The category of role clarity had the highest correlation and was found to be the most predictive of teacher leader effectiveness of the three categories included in the study.