The concepts of both teacher leadership and principal leadership have emerged as important factors for which schools need to further explore as they strive for lasting change and school improvement. The importance of the interactions between teachers and principals and how they both work in leadership positions moving toward school improvement supports the importance of gaining a better understanding of the role of teacher leadership. Therefore, the purpose of this study was three fold. First the researcher strived to gain a better understanding of teacher leadership roles from the point of view of teacher and of principal and any differences that may occur between the two positions. Secondly, the study examined the overall interest of the teachers stepping into a teacher leadership position and ways they are encouraged or discouraged to take on this challenge. Lastly, the researcher studied the extent to which principals and teachers believe the teacher leadership roles lead to overall school improvement. A mixed-method design, combining qualitative and quantitative research methods, was selected for this study. The findings of the study raise concern that communication between the principals and the teachers is not fully implemented. If both positions are to be successful in their leadership capabilities, a mutual understanding as to the expectations for both positions needs to be established. Effective teacher leadership should include opportunities for collaboration and networking to sustain lasting school improvement. Therefore, it is imperative that the principals understand how to cultivate such teacher leaders.