THE PERCEPTIONS OF TEACHERS AND PRINCIPALS IN REGARD TO TEACHER LEADERSHIP AND SCHOOL IMPROVEMENT

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ABSTRACT

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. Lasting school improvement is enhanced by leaders who establish collegial structures that facilitate dialogue and the expansion of the voices of the teachers as a means for developing a strong school culture striving toward common goals and visions. 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.

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.