

SERVANT LEADERSHIP AND EFFECTIVE CLASSROOM TEACHING

by

Aaron Matthew Metzcar

Indiana Wesleyan University

Dissertation submitted to the Faculty

Department of Graduate Studies in Leadership and the

College of Graduate Studies

in partial fulfillment of the requirements for the degree of

Doctor of Education

Organizational Leadership

Indiana Wesleyan University

December 2008

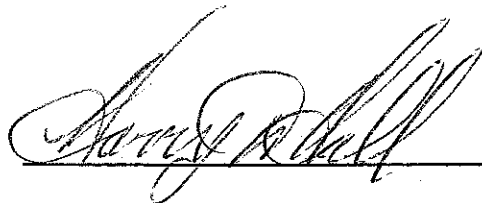


## COMMITTEE CERTIFICATION

The Dissertation Committee for Aaron Matthew Metzcar certifies that this is the approved version of the following dissertation:


SERVANT LEADERSHIP AND EFFECTIVE CLASSROOM TEACHING

Committee:



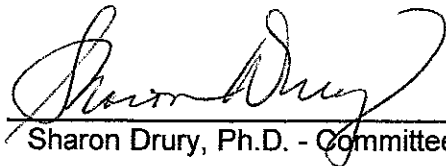
---

Harry D. Hall, Ed.D. - Committee Chairperson



---

Tim Beuthin, Ph.D. - Committee Member



---

Sharon Drury, Ph.D. - Committee Member

## Abstract

The purpose of this study was to determine the relationship between Servant Leadership and effective teaching. There is research to support a positive correlation between the National Board for Professional Teaching Standards (NBPTS) certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.

A group of 764 National Board Certified Teachers (NBCTs) from preschool to twelfth grade were surveyed using the Teacher Leadership Assessment (TLA). The study also explored the strongest and weakest qualities of Servant Leadership displayed by the sample. The criteria used to define these qualities were developed by Laub in his 1999 research. The study analyzed the data further by examining hypotheses to determine if the grade level taught, the length of time as a teacher, or the length of time one has been certified by the NBPTS had an effect on the level of Servant Leadership displayed.

To accomplish this study a new survey instrument to measure the level of Servant Leadership of a classroom teacher and to test the instrument's reliability and validity. The new survey instrument, the Teacher Leadership Assessment (TLA), was created through the modification of an existing survey instrument, the Organizational Leadership Assessment (OLA) (Laub, 1999).

The results of the study indicate that there may be a positive relationship between Servant Leadership and effective teaching. The results further indicate that of the Servant Leadership constructs identified by Laub (1999), "provides leadership" was the greatest strength displayed by NBCTs, while "builds community" was the greatest weakness. The results also indicate that the grade level taught has a statistically significant relationship

to the level of Servant Leadership displayed ( $p < 0.0001$ ). Another statistically significant relationship was found between the length of time one has been a teacher and the level of Servant Leadership displayed ( $p < 0.0107$ ). Finally, this research found that the length of time one has been an NBCT does not have a statistically significant relationship to Servant Leadership ( $p < 0.262$ ).

## DEDICATION

I endeavor to dedicate all I do to God. I also dedicate this work to my wife and children who have waited ever so patiently for me to finish. When I started this work, I had just one child at home and she was less than a year old. Now I have a five-year-old and a soon to be four-year-old. I have given much dedication to my studies. Now it is my desire to dedicate myself to my family again.

## ACKNOWLEDGEMENTS

As I have worked on this dissertation, I have found myself working in isolation. However, as my work on his project drew to a close, and I have had time to reflect, I have found that I have been supported by a great team, and I have many to thank. I would like to thank my dissertation chair, Dr. Harry Hall, who helped me to consistently plod along to the finish. I also want to thank Dr. Tim Beuthin and Dr. Sharon Drury for their careful evaluation of my work. David Burns was also an exceptional help during the revision process as he very carefully read and evaluated my work. Dr. Garnet Hauger was a substantial help in the area of statistics. She offered tremendous support and was very accommodating of my schedule. This research would not have been possible without the support of Dr. Jim Laub, who allowed me the opportunity to modify his survey instrument.

I would also like to thank Tony Thomas, the superintendent of Tri-Village School District, and David Rough, an administrator of Dayton Christian, who allowed me access to their staffs. A thanks is also extended to the staff members of Tri-Village, Dayton Christian, and Jackson Christian who gave of their time to participate in the pilot study for this research. Also deserving of thanks for participation in the pilot study are the DOL students of IWU. The main portion of this study was supported by a great group of educators who are members of the National Board for Professional Teaching Standards. Without their participation, this research would not have been possible.

A very heartfelt thanks goes to my wife, Shawna, and my daughters, Makenna and Audra. Shawna, you do not know how much I appreciate your support and

encouragement during this process. I also thank my wife and girls for their great patience while I spent many hours working through this program.

Finally, I must acknowledge God's sovereign hand in my life, and I thank the Lord for guiding me into this program and seeing me through. God is faithful.



## TABLE OF CONTENTS

COPYRIGHT .....	ii
DISSERTATION APPROVAL FORM .....	iii
ABSTRACT .....	iv
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xiii
CHAPTER ONE	
INTRODUCTION .....	1
Effective Teaching .....	1
Servant Leadership and Effective Classroom Leadership .....	2
Connecting Servant Leadership and NBPTS Propositions .....	3
Statement of Problem .....	3
Purpose of the Study .....	3
Rationale for the Study .....	4
Research Methodology .....	7
Research Design .....	8
Questions and Hypotheses .....	9
Research Questions .....	9
Hypotheses .....	9
Definition of Terms .....	10
NBPTS .....	10
National Board Certified Teachers (NBCTs) .....	10
Organizational Leadership Assessment (OLA) .....	10
Teacher Leader Assessment (TLA) .....	10
Servant Leadership .....	10
Teacher Effectiveness .....	11
Effective Teacher .....	11
Limitations .....	11
Assumptions .....	12
Dissertation Summary .....	12
CHAPTER TWO	
REVIEW OF RELATED LITERATURE .....	13
Servant Leadership and Teaching Effectiveness .....	13
Effective Teaching .....	13

Problem of Measuring Effective Teaching.....	14
NBPTS Literature .....	16
Summary of NBPTS Literature .....	19
Teacher Leadership in the Classroom.....	20
Servant Leadership and Education Literature.....	22
A Brief History of Education Reform.....	22
Great Educators.....	24
A Modern View of Servant Leadership and Education.....	25
Servant Leadership and School Administration .....	26
Servant Leadership and Teachers .....	29
Chapter Summary .....	32
 CHAPTER THREE	
METHODOLOGY .....	33
Questions and Hypotheses .....	33
Research Questions.....	33
Hypotheses.....	34
Procedure Overview.....	34
Method .....	35
Correlational Research in Servant Leadership.....	36
Sample and Population .....	37
Description of Sample.....	38
Grouping of Participants.....	38
Instrumentation .....	41
Self-Evaluation .....	43
Pretest of Instrument.....	44
Data Collection .....	44
Data Analysis.....	45
Variables .....	46
Limitations .....	48
Chapter Summary .....	49
 CHAPTER FOUR	
RESULTS .....	50
Demographic Description of Sample .....	50
Participation Rate of Pretest Sample.....	51
Participation Rate of Main Study Sample.....	51
Decline in Participation Rate of Email Based Research.....	51
Assumptions for ANOVA.....	52
Discussion of Assumptions.....	52
Analysis of Demographic Data.....	54
Instrumentation .....	54
Narrative Description .....	56
Research Question 1. What are the strongest points of Servant Leadership qualities among NBCTs? .....	56
Research Question 2. What are the weakest points of Servant	

Leadership qualities among NBCTs? .....	56
H <sub>1</sub> . A statistically significant relationship exists between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS .....	57
H <sub>2</sub> . The level of Servant Leadership is affected by the number of years of teaching experience.....	60
H <sub>3</sub> . The level of Servant Leadership is affected by the length of time one is a NBCT .....	61
H <sub>4</sub> . The level of Servant Leadership is affected by the grade level taught.....	62
Chapter Summary .....	63
 CHAPTER FIVE	
DISCUSSION .....	65
Summary Overview of Results .....	66
Reliability and Validity of Teacher Leadership Assessment (TLA) .....	66
Relationship between Servant Leadership and Effective Teaching.....	66
Strongest and Weakest Servant Leadership Qualities .....	66
Demographic Findings.....	68
Relation of Research to Previous Studies .....	68
Conclusions Concerning the Findings.....	69
Cronbach's Alpha .....	69
Relationship between Servant Leadership and Effective Teaching.....	70
Strengths and Weaknesses .....	70
Hypotheses.....	71
Implications for Practice .....	73
Limitations .....	74
Suggestions for Future Research.....	75
Summary .....	77
 REFERENCES .....	 79
 APPENDICES .....	 90
Appendix Table A1: Connecting Servant Leadership and NBPTS Propositions..	90
Appendix B: Permission to Use OLA.....	96
Appendix C: Comparison of the TLA and OLA questions .....	97
Appendix D: Emails to pretest participants .....	107
Appendix E: Email communication with National Board Certified Teachers ....	113
Appendix F: Research instrument for graduate students and researchers .....	118
Appendix G: Pretest instrument for teachers .....	141

Appendix H: OLA.....	161
Appendix I: Breakdown of the TLA survey items.....	168
Appendix J: Changes to survey instrument .....	173
Appendix K: TLA survey instrument .....	183
VITA.....	202

## LIST OF TABLES

Table 2.1. A comparison of Servant Leadership and effective college teaching.....	30
Table 3.1. Groupings of years of teaching experience.....	39
Table 3.2. Groupings of years of experience as an NBCT .....	40
Table 3.3. Groupings of grade levels .....	41
Table 3.4. Servant leader constructs .....	42
Table 3.5. Hypothesis one variable analysis.....	47
Table 3.6. Hypothesis two variable analysis.....	47
Table 3.7. Hypothesis three variable analysis.....	47
Table 3.8. Hypothesis four variable analysis .....	47
Table 4.1. Standard deviation bands for Servant Leadership .....	53
Table 4.2. Equality of variance test .....	54
Table 4.3. Changes to Likert Scale .....	55
Table 4.4. Servant Leadership category scores.....	57
Table 4.5. OLA scoring criteria .....	58
Table 4.6. Scoring criteria for each category .....	59
Table 4.7. Years of teaching versus Servant Leadership .....	60
Table 4.8. ANOVA for the years of teaching versus Servant Leadership.....	61
Table 4.9. Years of National Board Certification versus Servant Leadership.....	61
Table 4.10. ANOVA for the years of National Board Certification versus Servant Leadership .....	62
Table 4.11. Grade level taught versus Servant Leadership.....	62
Table 4.12. ANOVA for the grade level taught versus Servant Leadership.....	63

## CHAPTER ONE

While assessing teacher effectiveness is a critical and essential task for school administrators, means for assessing teacher effectiveness varies widely. The “No Child Left Behind” (NCLB) act calls for highly qualified teachers in all subject areas (2001). According to NCLB, teachers are highly qualified if they have the correct degree or have passed the appropriate tests. Obtaining a degree or passing a test is not necessarily a measure of a highly qualified or effective teacher. However, there is recent research linking effective teaching to educators who are certified by the National Board for Professional Teaching Standards (NBPTS) (Cavalluzo, 2004; Vandevort, Amrein-Beardsley, & Berliner, 2004).

### Effective Teaching

An important element of the NBPTS mission is “Maintaining high and rigorous standards for what accomplished teachers should know and be able to do” (National Board for Professional Teaching Standards [NBPTS], 2006c). Part of fulfilling this mission encompasses the five criteria they have established to aid in measuring effective teachers: commitment to student learning, knowledge of subject and teaching methods, managing and monitoring student learning, practicing reflective teaching, and being a part of learning communities (NBPTS, 2006b). Cavalluzo’s and Vandevort, Amrein-Beardsley, and Berliner’s studies in 2004 draw a positive relationship between National Board Certified Teachers (NBCTs) and effective classroom teaching. The criteria identified by the NBPTS are similar to the organizational leadership theory “Servant Leadership.

## Servant Leadership and Effective Classroom Leadership

The concept of Servant Leadership has been developed to include six constructs researched by Laub (1999): “values people,” “develops people,” “builds community,” “displays authenticity,” “provides leadership,” and “shares leadership.” A servant leader is called to be a servant first (Greenleaf, 1991). Some authors have explored the topic of Servant Leadership as it relates to education (Bowman, 2004; Van Brummelen, 2005; Herman & Marlowe, 2005; Crippen, 2005). These authors provide support for the potential connection between Servant Leadership and effective teaching.

In Herman and Marlowe’s 2005 article “Modeling Meaning in Life: The Teacher as Servant Leader,” they discuss the need to “...shift from a ‘classroom’ mindset, where adults stress obedience to authority, to a ‘community’ mindset, where leaders stress helping others...” (p. 175). They go on to explain that the ideal way to accomplish this is by taking on the attributes of a servant leader. Similarly, Crippen addresses the idea of using servant-leadership to create a democratic school (2005). Bowman discusses the connection between Servant Leadership and education, noting five principles that can be utilized to increase one’s ability to operate as a servant leader in an educational environment (2004). Van Brummelen (2005) notes that “...servant leader teachers help create a vibrant and loving sense of togetherness and common purpose” (p. 21).

Thus, there is reason to believe that effective PK-12 classroom teachers will exhibit Servant Leadership practices. Effective teachers should act as servant leaders, focusing on the good of their students. Effective teachers as servant leaders should value their students, develop them, create a sense of community in their classrooms, be

authentic with their students, provide direction for classroom learning, and help students shape their own learning experiences. It appears as though a connection between Servant Leadership and effective classroom teaching may exist.

### Connecting Servant Leadership and NBPTS Propositions

Analysis of the relation of the National Board's five core propositions to Laub's (1999) six constructs of Servant Leadership reveals a possible relationship between them. Table A1 shows similarities that this researcher suggests exist between Servant Leadership as defined by Laub (1999) and NBPTS Propositions (NBPTS, 2006b).

### Statement of Problem

While similarities can be drawn between NBPTS propositions (NBPTS, 2006b) and Laub's (1999) Servant Leadership constructs, the relationship between the two has not been adequately researched. Analysis of current literature indicates a potential relationship between effective PK-12 teachers and Servant Leadership. Understanding the relationship between these concepts could influence the way classroom operations are perceived, as it is possible that the organizational leadership theory of Servant Leadership may have application to the classroom.

### Purpose of the Study

The purpose of this study was to determine the relationship between Servant Leadership and effective teaching. There is research to support a positive correlation between NBPTS certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.



To fulfill this purpose of this study it was necessary to develop a new survey instrument to measure the level of Servant Leadership of a classroom teacher and to test the instrument's reliability and validity. The new survey instrument, the Teacher Leadership Assessment (TLA), was created through the modification of an existing survey instrument, the Organizational Leadership Assessment (OLA) (Laub, 1999).

Presently, few studies seek to develop the idea of classroom leadership and its relationship with effective teaching (Drury, 2005). Authors have explored teacher leadership, touching upon the idea of teachers leading teachers (Bowman, 2004; Childs-Bowen, Moller, & Scrivner, 2000). Others have focused on teachers leading reform (Dozier, 2002; Buckner & McDowelle, 2000). Dozier (2002) and Krisko (2001) mention that teachers are leaders in their classrooms. However, these authors do not extend the line of thought drawing a relationship between a specific leadership style and the effectiveness of classroom leaders.

Laub (1999) has developed the OLA as a measure for Servant Leadership. This study has served to develop and test a quantitative instrument, based on Laub's, work that can be used to measure the level of Servant Leadership a classroom teacher exhibits.

#### Rationale for the Study

An exploration of the definition of leadership reveals a few key principles that relate to the topic. The first of these principles is that leadership is relational by nature (Rost, 1993; Kouzes & Posner 2003a; Daft, 2005). The relationship that develops in leadership is between the leader and the led. Another concept that surfaces in the exploration of leadership is that influence is involved (Rost, 1993; Clawson, 2003; Daft, 2005). Influence explains the type of relationship that a leader has with the led. Leaders

influence organizations through their ability to develop organizational policies and their ability to direct the organization's future. Such actions made within an organization have the potential to influence the lives of employees. Finally, the idea of purpose is reflected in leadership, as leadership involves the leader and the led striving for a shared or mutual purpose (Rost, 1993; Daft, 2005).

Each of the three components identified —relation, influence, purpose— is critical to the concept of leadership. Similarly, each of these concepts is important to the successful operation of a classroom. A teacher acts as a leader, developing a relationship with the led, the students. Teachers must actively influence or educate students as they strive to fulfill a mutual purpose, the students' understanding of classroom content. "A class of students and their class master are in nature a small organization that may be studied and managed by theories of organization and management" (Cheng, 1994, Conclusions section ¶ 1).

In 1994, Cheng completed a preliminary study exploring the relationship between teachers' leadership styles and use of power, social climate, and student-affective performance. He concluded that, "Further theoretical and empirical explorations in classroom organizational behaviour and generalization of organizational theory to classroom setting are strongly recommended" (Cheng, 1994, Conclusions section ¶ 3).

In Laub's 1999 work he noted that opportunities exist to explore Servant Leadership and its relationship to teaching (p. 105). The study of Servant Leadership and its relation to effective teaching serves to further explore the application of Servant Leadership beyond organizational culture by placing it in the context of a classroom.

More recently, in a pilot study completed by Drury (2005), a connection between Servant Leadership and teacher effectiveness was implied in higher education. The study asked college students' for their perceptions of effective teaching as measured against an adapted OLA. Also, research concerning effective classroom leadership in PK-12 education is still lacking. The research reflected in this document served to advance this area of study by measuring NBCTs' Servant Leadership practices in their classrooms.

Understanding NBCTs' Servant Leadership practices could have significant impact on the education community. A connection between the two concepts may indicate that assessing the level of Servant Leadership in a classroom could serve as a means for identifying teacher effectiveness. This could add an additional source of information for teacher evaluations, as standards for teacher effectiveness would be established. Understanding measures of effective classroom leadership practices could also help to develop a standard for how to train and equip teachers for leadership in their classrooms. This could serve to shape the way universities prepare students for service in the classroom (Crippen, 2005).

Finally, being able to measure effective teaching practices could impact the professional lives of those in organizations. One of the keys to organizational survival is learning (Schwandt & Marquardt, 2000). Uncovering the relationship between Servant Leadership and effective teaching could serve to develop better methods to train and equip employees for tasks in the organization, helping both the people and the organization to reach maximum potential.

## Research Methodology

This study was a correlational research project:

Correlational studies can be either *prediction* studies or *relationship* studies. . . .

Relationship studies usually explore the relationships between measures of different variables obtained from the same individuals at approximately the same time to gain a better understanding of factors that contribute to a more complex characteristic. (Mertens, 1998, p. 93)

The correlational research methodology has been applied in many studies assessing the relationship between variables. It has been applied in evaluating students' perceptions of course difficulty and their perceptions of their instructor (Addison, Best & Warrington 2006), investigating the relationship between professional well-being and criteria measured by the Maslach Burnout Inventory (Fowler, 2006), and exploring the relationship between social support and socioeconomic status and academic performance (Malecki & Demaray, 2006).

In applying the correlational research methodology to this research study, the variables of effective teaching as represented by teachers who are certified through the NBPTS and Servant Leadership as defined by Laub (1999) were evaluated to determine the relationship between them. The degree to which the variables were related was indicated by the use of descriptive statistics. The study further examined potential influences on effective teaching, such as the effect of teaching experience, grade level of teachers, and the recency of National Board Certification; these factors were examined

with ANOVA. Also explored in this study were the strongest and weakest areas of Servant Leadership for NBCTs. Strengths and weakness were determined through the use of *t* tests.

### Research Design

Exploring the relationship between Servant Leadership and effective teaching required the use of an evaluation instrument. With Laub's permission, a modified version of the OLA was used to fulfill this end. The completed draft instrument was placed online. The new instrument, the Teacher Leadership Assessment (TLA), was tested for reliability and validity. Finally, a pilot study was conducted through the participation of 64 individuals to refine the instrument and assess the initial reliability and validity of the instrument.

Email addresses of NBCTs were gathered from the Internet to identify potential participants. A total of 2,776 NBCTs were selected to complete the survey instrument. Preschool through twelfth grade educators served as the subjects in the study. Selections were completed based on the availability of email addresses on the Internet. Once participants were identified, a series of emails was sent to them. The emails gave brief background on the study and requested their participation. Participating teachers were directed to a website that collected demographic information and allowed them to complete the survey.

Finally, data were analyzed and the findings were reported. The reliability of the instrument was again measured using Cronbach's Alpha. Data were evaluated to determine the level of Servant Leadership exhibited by NBCTs. The level of Servant Leadership exhibited was evaluated in relation to the number of years respondents had

been an NBCT, the number of years respondents had served as a teacher, and the grade level taught. The NBCTs areas of greatest strength and weakness in the constructs of Servant Leadership were also determined.

## Questions and Hypotheses

### *Research Questions*

1. What are the strongest points of Servant Leadership qualities among NBCTs?
2. What are the weakest points of Servant Leadership qualities among NBCTs?

### *Hypotheses*

H<sub>01</sub>. A statistically significant relationship does not exist between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS.

H<sub>1</sub>. A statistically significant relationship exists between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS.

H<sub>02</sub>. The level of Servant Leadership is not affected by the number of years of teaching experience.

H<sub>2</sub>. The level of Servant Leadership is affected by the number of years of teaching experience.

H<sub>03</sub>. The level of Servant Leadership is not affected by the length of time one is an NBCT.

H<sub>3</sub>. The level of Servant Leadership is affected by the length of time one is an NBCT.

H<sub>04</sub>. The level of Servant Leadership is not affected by the grade level taught.

H<sub>4</sub>. The level of Servant Leadership is affected by the grade level taught.

## Definition of Terms

### *National Board of Professional Teaching Standards (NBPTS)*

NBPTS is an independent, nonprofit, nonpartisan and nongovernmental organization. It was formed in 1987 to advance the quality of teaching and learning by developing professional standards for accomplished teaching, creating a voluntary system to certify teachers who meet those standards and integrating certified teachers into educational reform efforts. (NBPTS, 2006a, ¶ 1)

### *National Board Certified Teachers (NBCTs)*

NBCTs refer to educators that have met all the criteria outlined by the National Board for Professional Teaching Standards to become NBCTs.

### *Organizational Leadership Assessment (OLA)*

OLA refers to the instrument used to assess the health of an organization using six key constructs.

### *Teacher Leader Assessment (TLA)*

TLA refers to the instrument that was created from the OLA to measure the Servant Leadership practices of classroom teachers.

### *Servant Leadership*

Servant-leadership is... an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization. (Laub, 1999, p. 83)

### *Teacher Effectiveness*

There is research to support a positive correlation between NBPTS certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.

### *Effective Teacher*

An effective teacher is a teacher that has met the criteria established by the NPBTS to obtain National Board Certification.

### *Limitations*

This study incorporated the use of a modified OLA. The OLA is used to measure organizational health across the organization. In this process, feedback from the leaders and the led is analyzed together to determine the types of leadership that are displayed. Laub's (1999) research showed that leaders typically rate themselves higher than the led. In this study, students' feedback was not used. Teachers assessed themselves. It is possible that the teachers rated themselves higher than the students would have. However, it should be noted that none of the teachers surveyed in the main study knew they were being surveyed for Servant Leadership practices in their classroom.

Another limitation of the study is its limited sampling method. This study limited itself to the study of preschool through twelfth grade teachers who had email addresses available on the Internet.

The reliance on NBPTS literature is another limitation of the study. While most studies support the effectiveness of NBCTs, there are a few that are not in agreement.



### Assumptions

A couple of assumptions were made concerning this study. Much of the literature concerning NBCTs indicates that they are effective in the classroom. It is assumed that this literature is correct. The other assumption deals with the self-assessment the teachers will complete. It is assumed that teachers will provide an honest self-rating of their classroom leadership practices.

### Dissertation Summary

This dissertation explores the relationship between effective teaching and Servant Leadership. Chapter One provides background for why this study took place; it also gives an overview and provides the context for the study. Chapter Two reviews the research related to leadership and effective teaching, and it reveals the need for the present study. Chapter Three gives the methods for the study, explains instrumentation and sampling, and explains how data were analyzed. Chapter Four provides the findings of the study and reviews the statistical analyses that took place. Chapter Five addresses conclusions and implications concerning the findings and suggests ways in which this area of study may be furthered.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Servant Leadership and Teaching Effectiveness

Effective teaching and Servant Leadership are not terms that have gone together in the past. However, both of these subjects have surfaced as timely topics in their respective fields, and their relationship is the basis for this literature review and research. This review will evaluate literature from the vantage points of effective teaching, classroom leadership, and Servant Leadership in education. Literature concerning effective teaching, including National Board Certified Teachers (NBCTs) and their effectiveness in the classroom will be explored, and then literature dealing with classroom leadership and Servant Leadership will be addressed. Finally, literature involving both effective teaching and Servant Leadership will be reviewed.

#### Effective Teaching

In education, the exploration of effective teaching is due in part to the No Child Left Behind (2001) (NCLB) legislation. The NCLB act seeks “To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind” (No Child Left Behind, 2001). Part of the way the government seeks to fulfill this goal is by having a highly qualified teacher in every classroom: “This legislation, along with typical hiring and compensation systems, assumes that years of teaching experience, teacher certification, engagement in certain types of coursework, and performance on standardized assessments are indicators of high-quality teachers” (Rice, 2003, p. 4). The

standards the NCLB legislation established for being a highly qualified teacher are somewhat loose, as they are regulated by universities, state certification tests, and the experiences of teachers. This has led to further study in the area of defining the attributes of effective teachers to establish criteria to measure for teaching effectiveness.

### *Problem of Measuring Effective Teaching*

What constitutes a quality teacher has changed over the years. Borich (2000) explains that a century ago a good educator would have been a good person. Teachers were good role-models for students. He goes on to explain that the idea of being a good teacher has been changing into the concept of being an effective teacher. Research no longer focuses only on studying the teacher. It has shifted to include the study of teachers' effects on their students as well: "During the 1970s and 1980s researchers developed new methods for studying the interactive patterns of teachers and students" (p. 4).

While measuring teaching effectiveness began sometime ago, it is still not a precise practice, as there are many variables that must be considered. One could consider students' socio-economic status, race, sex, as well as parental support when evaluating a teacher's effectiveness. This has brought about the development of many different methods for evaluating teacher effectiveness. Hill and Herche (2001) discuss the many variables that can influence the evaluation of effective teaching practices:

A review of the literature reveals a wide range of different approaches (i.e., questionnaires, peer evaluations, self-evaluations, outcome tests, portfolios, publication productivity); perspectives (i.e., student/consumer, instructor, administrator, alumni, employer); number of dimensions involved (e.g., course

organization, communication skills, student/teacher interaction, workload, grading); intrinsic characteristics of the students and / or instructor (e.g., motivation, abilities, interests, gender); and evaluation usage (diagnostic vs. political). (p. 19)

Hill and Herche (2001) make it quite clear that evaluating teachers is not an exact science, as there are many different factors that influence teacher evaluations. This makes it very difficult to determine which teaching traits should be measured to evaluate educators. Kyriakides, Campbell, and Christofidou (2002) completed a study that identified 51 characteristics of effective teaching that could be placed into eight clusters. Polk (2006) also worked to identify a list of characteristics of effective teachers:

Through personal experience and professional relationships, I have identified ten basic characteristics of effective teachers: good prior academic performance, communication skills, creativity, professionalism, pedagogical knowledge, thorough and appropriate student evaluation and assessment, self-development or lifelong learning, personality, talent or content area knowledge, and the ability to model concepts in their content area. (p. 23)

The many roles a teacher plays have influenced the number of characteristics that can serve as a means to evaluate educators. Because of this, Muijs, Campbell, Kyriakides, and Robinson (2005) proposed a differentiated model that could be used to evaluate educators. They focused on "...four areas: different subject and curriculum areas, pupil background and ability, pupils' personal characteristics, and different teacher roles" (p. 51). The NBPTS utilizes a similar approach in its evaluation of teachers.

*National Board of Professional Teaching Standards (NBPTS) Literature*

An important segment of the NBPTS mission is “Maintaining high and rigorous standards for what accomplished teachers should know and be able to do” (NBPTS, 2006c, ¶ 2). The NBPTS seeks to fulfill its mission through the five criteria it has established to aid in the evaluation of candidates seeking board certification. The criteria that have been established are as follows: commitment to student learning, knowledge of subject and teaching methods, managing and monitoring student learning, practicing reflective teaching, and being a part of learning communities (NBPTS, 2006b).

Many studies have been conducted to evaluate the ability of the NBPTS to fulfill its mission. Studies have touched upon a variety of topics that include the impact of NBCTs on schools with a low level of performance, standards-based development, and NBCT leadership. Some studies have explored and validated the quality of the NBPTS Certification Process (Bond, Smith, Baker, & Hattie, 2000; Cavalluzzo, 2004; Vandervoort, Amrein-Beardsley, and Berliner, 2004; Smith, Gordon, Colby, & Wang, 2005; Goldhaber & Anthony, 2005; Harris & Sass, 2007). These studies have served to provide a positive link between the variables of effective teaching and National Board Certification. However, not all studies completed have reached the same conclusion (McColskey, et al., 2005; Sanders, Ashton, & Wright, 2005).

Part of the research by Bond, Smith, Baker, and Hattie (2000) incorporated a construct validity study of the NBPTS’s vision of accomplished teaching. The researchers concluded that “...the certified teachers in this sample possess, to a considerably greater degree than non-certified teachers, those attributes of expert teaching that have emerged from the ever-expanding body of research on teaching and learning” (p. 140). The

researchers also found that NBCTs are able to encourage a deeper understanding of the subject matter being studied than non-certified teachers

Cavalluzzo (2004) completed a study involving ninth-grade students in a large urban district who took the state end-of-grade examination in mathematics in 2001-2003, and tenth- grade students in the same district that took the end-of grade examination in 2002 and 2003. The study “examined the association between teacher quality indicators and student achievement in the ninth and tenth grades” (p. 34). Cavalluzzo found that “NBC proved to be both an effective signal of teacher quality and a valid discriminator of teacher quality among applicants” (p. 34).

Vandervoort, Amrein-Beardsley, and Berliner (2004) examined the relationship between National Board Certification and student achievement, which was measured by performance on the Stanford Achievement Test. The study included 35 NBCTs in fourteen school districts in the state of Arizona. The results of the study indicated that “Board certified teachers have effects on student achievement beyond that produced by non-Board certified teachers” (p. 36).

The purpose of Smith, Gordon, Colby, and Wang’s 2005 study was to “...examine the impact of National Board Certified Teachers (NBCTs) on student achievement (depth of student learning), relative to teachers who had not gained National Board Certification” (p. 3). The sample in the study included 64 teachers from 17 states. Fifty-five percent of the sample had obtained National Board Certification while forty-five percent had not. Data derived from the study indicated the following:

Certified teachers in this sample developed and implemented, to a considerably greater degree than non-Certified teachers, instructional plans and assignments

aimed at fostering deeper student understanding. In addition, the students of the NBCTs accomplished deeper learning outcomes more frequently than did students of non-Certified teachers. (pp. 145-146)

Goldhaber and Anthony (2005) completed a study that explored the question of whether teacher quality can be successfully assessed. “The primary source of data for this study is teacher- and student-level administrative records from North Carolina’s Department of Public Instruction (NCDPI) for school years 1996-97 through 1998-99...” (p. 8). Goldhaber and Anthony explored four hypotheses. In exploring one of these hypotheses, NBCTs were compared to non-NBCTs to examine if NBPTS certification is a good signal of teacher quality. Their results suggest that gains of students in NBCTs’ classrooms exceeded those of students in non-NBCT classrooms.

McCloskey et al. (2005) completed a two-phase study. One phase examined a sample of 307 fifth-grade teachers in North Carolina school districts to explore “the relationship between National Board certification as a measure of teacher quality and the student achievement results of students” (p. 4). Results from the first phase of the study had three findings. Students of Board Certified Teachers performed at a slightly higher level than non-Board certified teachers in the areas of reading and math; however, the differences did not have statistical significance. The Board certified group results also indicated that there is less inconsistency in student performance than the non-certified group. Finally, 20% of the NBCTs fell in the bottom quartile of both certified and noncertified fifth grade teachers that were ranked.

Sanders, Ashton, and Wright (2005) completed a study that prompted them to recommend that caution be exercised when considering most of the studies that identify

NBPTS Certified Teachers as effective. They note that previous studies have not “used hierarchical models to properly account for the nested structure of the data” (p. 2). The authors caution against relying on the conclusions of previous studies. They go on to suggest that the results of previous studies be reanalyzed using appropriate sampling techniques.

A segment of the 2007 study completed by Harris and Sass analyzed evidence of teacher productivity in light of NBPTS certification. The results from their study indicate “...that NBPTS certification provides a positive signal of teacher productivity in some cases though the ability of NBPTS certification to identify high quality teachers varies considerably across subjects and grades” (p. 1).

Of all the literature reviewed, only one study found a negative connection between teaching effectiveness and National Board Certification. Pool, Ellett, Schiavone, and Carey-Lewis (2001) conducted six mini case studies. Two of the teachers were identified as exemplary, two average, and two ineffective. These conclusions were reached through the use of observations and interviews.

#### *Summary of NPBTS Literature*

This review of literature concerning NBCTs and their effectiveness in the classroom yielded varying results. Some of the studies found that NBCTs are more effective than their non-certified counterparts, while others did not find any statistical significance in effectiveness of NBCTs versus typical classroom teachers.

Even with the potential conflicts in the literature concerning NBCTs and their effectiveness, it is worth noting that there is no reason to assume that performance is lacking in non-certified teachers. Non-certified teachers may be just as effective as



NBCTs. They simply may not have fulfilled all the requirements for National Board Certification or they may have never applied. While the evidence for the level of effectiveness of National Board Certified teachers may vary, NBCTs still serve as a good sample of educators to evaluate for Servant Leadership characteristics because they have completed a certification process that has identified them as educators that fulfill the Five Core Propositions of the NBPTS. Fulfilling the NBPTS has been found to be a signal of teaching effectiveness according to some researchers.

### *Teacher Leadership in the Classroom*

An exploration of literature regarding leadership reveals a few key principles. The first of these principles is that leadership is relational by nature (Rost, 1993; Kouzes & Posner, 2003a; Daft, 2005). The relationship that develops in leadership is between the leader and the led. Another concept that surfaces in the exploration of leadership is that influence is involved (Rost, 1993; Clawson, 2003; Daft, 2005). Influence explains the type of relationship that a leader has with the led. Leaders influence organizations through their ability to develop organizational policies and their ability to direct the organization's future. Such actions made within an organization have the potential to influence the lives of employees. Finally, the idea of purpose is reflected in leadership, as leadership involves the leader and the led striving for a shared or mutual purpose (Rost, 1993; Daft, 2005).

Each of these three components is critical to the concept of leadership. Similarly, each of these concepts is important to the successful operation of a classroom. A teacher acts as a leader, developing a relationship with the led, the students. Teachers must actively influence or educate students as they strive to fulfill a mutual purpose, the

students' understanding of classroom content. Some researchers have begun to research the concept of teachers acting as leaders in the classroom. The following will review studies that have been conducted in this emerging area of research.

Wilson (2004) explored the relationship between teacher leadership styles and teacher effectiveness. The population consisted of 80 students from a rural high school in Texas. Two instruments were used: the Multifactor Leadership Questionnaire and the Students' Evaluation of Quality Questionnaire. Wilson's study yielded statistically significant results. He found that a laissez faire leadership style had a negative correlation to teaching effectiveness, while a transactional leadership style had a positive correlation to teacher effectiveness. Transformational leadership was identified as the single largest predictor of teaching effectiveness.

Smart-Washington (2006) conducted a study to examine "...the need to utilize facilitatory strategies when teaching mathematics to second-grade students" (p. 6). Second graders in the researcher's classroom served as participants in the study. The results of the study lacked statistical significance.

Coulson's 2006 study sought to determine "...the relationship between teacher behaviors and student performance as determined by the Texas Assessment of Knowledge and Skills (TAKS)" (pp. 2-3). For this study 105 teachers from a large urban high school completed the Leadership Profile. Coulson found that students are more successful when relationships between students and teachers are nurtured. Coulson also determined that teachers need to become more aware of the influence of their behavior on student success.

Strathy (2007) conducted a study in which "... teachers were considered leaders in their classrooms and students were considered their constituents or followers" (p. 8). The investigation set out to explore and describe teachers' and students' perceptions of the caring leadership practices that middle school teachers used in the classrooms and the differences between those perceptions" (p. 20). One finding of the study indicated that educators should establish and model standards for behavior that focus on students taking responsibility for their learning as well as demonstrating self-control. Another finding from the study showed that those who participated in the study believed that teachers helped students to do well in school.

Thomas (2007) completed a study involving 151 teachers from a single urban school district. She sought to "...assess the relationship between teacher leadership style and teacher self-evaluation on the conformance to pedagogical standards" (p. 7). Thomas found that teachers' perceptions of themselves as effective educators affected the way teachers view themselves as leaders (transformational and transactional).

### *Servant Leadership and Education Literature*

#### *A Brief History of Education Reform*

While some are conducting research to understand effective teaching, the need to explore the topic has only recently developed. Education in America has gone through many phases, from a movement centered in the home to one controlled and regulated by the government. Education in America has moved from organizing schools to providing standards for how education should take place. A brief review of reform in American education reveals the changes that have taken place to bring education to the point where it is necessary to understand the concept of effective teaching.

Education today is much different than it was during the early colonization of America. The past 365 years have brought greater standardization to education. The responsibility for education initially fell to parents. As the colonies developed, laws were made concerning education. A Massachusetts law of 1642 imposed fines for neglecting education, while a law in 1647 required towns of fifty householders to provide a teacher, and towns of a hundred had to provide a Latin grammar school (Thompson, 1953). Education at this time strongly emphasized Biblical teachings. Reutter (1964) discusses some of the provisions made in the 1700s as the national government began to play a role in encouraging education:

The Ordinances of 1785 and 1787 provided for land grants to the states from the public domain for the “maintenance of public schools” and stated the policy that “religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.” These acts gave impetus to the development of school systems in many states. (p. 12)

In the late 1700s and early 1800s education began to incorporate concepts relevant to the day, such as agriculture, shipping, and commerce (Thompson, 1953). In 1958 the National Defense Education Act sought to strengthen foreign languages, mathematics, science, and counseling (Reutter, 1964).

In more recent history, many laws have been made which have further standardized the education system in America and shaped the way students are educated. The 1950s saw the desegregation of schools (Reutter & Hamilton, 1970). In the 1960s, the court addressed religion in public education by striking down state-regulated prayer

and Bible reading in schools. The 1970s brought about regulations that sought to provide for the education of mentally challenged students as well as students with disabilities (McKinney, 2001). The 1970s also saw the establishment of laws that prohibited discrimination in education based on sex. Finally, in more recent history, Congress enacted the “No Child Left Behind” act that called for highly qualified teachers to be in all of America’s classrooms (NCLB, 2001). This is further standardizing America’s education system. *NCLB* has provided criteria for determining what a highly qualified teacher is. However, it falls short of defining or providing standards for effective teaching. Reviewing history is one method for addressing this shortcoming as it allows characteristics of individuals that have made noteworthy contributions to education to be identified.

### *Great Educators*

Throughout history many individuals have acted as teachers. Some have passed on trade skills and family history, and others have provided philosophical, theoretical, and academic instruction to students. Each individual that has provided for the instruction of another has left some kind of legacy. While all teachers leave legacies, some leave more profound legacies than others. Those that have left the most impressive legacies have served to effect change in the world, which in turn caused them to be recognized for their contributions. These individuals could be classified as great educators.

Socrates, Plato, Aristotle, John Dewey, and Jesus Christ could be placed in the category of great educators (Flanagan, 2006). Each one of these individuals has provided some evidence of their effectiveness that can be looked back on to better understand effective teaching. Socrates stimulated learning through what has become known as the

Socratic dialectic, which utilized questions to challenge a definition to lead to deeper understanding of the issue at hand. Plato left his legacy by being "...the first to write about education in a systematic and reflective way" (Flanagan, 2006, p. 22). Aristotle's "... major contribution is to the relationship between education and the state: the need for an education which will support the cohesion and unity of the community and prepare its citizens for their dual role as subjects and rulers" (p. 43). Dewey contributed to education by helping it move from a tradition-based model to one that is more relevant to the present age. While each of the mentioned teachers had great contributions to the field of education, none provide the level of evidence for effective teaching that is exhibited by the life led by Jesus Christ, a servant leader. Jesus brought education to the common man by placing learning in a context that could be understood by those he served.

#### *A Modern View of Servant Leadership and Education*

It could be argued that Jesus Christ is the founder of Servant Leadership. However, credit for developing the concept of Servant Leadership and writing about it goes to Robert Greenleaf. Greenleaf is one of the pioneers of today's Servant Leadership concept. In Greenleaf's 1977 work, he connected Servant Leadership and education:

many at both secondary and college levels have sufficient latitude in dealing with students that they could, on their own, help nurture the servant leader potential which, I believe, is latent to some degree in almost every young person. Could not many respected teachers speak those few words that might change the course of life or give it new purpose? (p. 5)

Since Greenleaf, others have begun to explore Servant Leadership and its connection to education.

The concept of Servant Leadership is clearly not foreign to education. Research has connected Servant Leadership to the field of education. Studies have explored the relationship between school administration and Servant Leadership, and some research has been specifically directed to exploring Servant Leadership and teaching.

#### *Servant Leadership and School Administration*

The most obvious group of people to be identified as leaders in a school is its administrators. School administrators make decisions that affect teachers, staff members, students, and the surrounding community. Some of the studies in the literature explore Servant Leadership through the perceptions of individuals, others utilize principles identified by Spears (1995), some utilize the Self-Assessment of Servant Leadership Profile (SASLP) (Page & Wong, 1998), and still others utilize Laub's (1999) Organizational Leadership Assessment (OLA).

Some of the earlier studies relating school administrators to Servant Leadership sought to identify servant leaders through personal perceptions and the perceptions of others (Knicker, 1998; Taylor-Gillham 1998). Knicker drew three conclusions from her study. She concluded that Servant Leadership is not a kind of leadership but rather a philosophy that serves to shape the way one views the world; that servant leaders are introspective; and that Servant Leadership is a journey, because one is never finished becoming a servant leader.

Taylor-Gillham (1998) utilized an expert panel and a case study of servant leaders to evaluate Servant Leadership from an educational perspective. Her study showed the application of ten Servant Leadership principles, as defined by Spears (1995), in an

educational environment. The Servant Leadership principles defined by Spears have also been utilized in additional studies.

Livovich (1999), Girard (2000), Jennings (2002), and Thompson (2005) used Spears' principles in each of their studies. Livovich explored the relationship between superintendents in Indiana and the Servant Leadership characteristics identified by Spears. He found that superintendents that serve in districts with substantial student populations, holding an earned doctoral degree, with six to ten years of experience, were the most servant-like. Girard used nine of the ten Servant Leadership qualities identified by Spears to conduct another study exploring superintendents and Servant Leadership. She found that some Servant Leadership qualities analyzed were strong among superintendents while others were weaker. Jennings' study evaluated Servant Leadership as public school principals practice it. "The qualities of awareness and empathy expressed by superintendents received the highest ranking for all three groups. The qualities of conceptualization and communication and healing expressed by superintendents were the lowest ranked qualities by all three groups" (p. 120). Finally, Thompson completed a study that explored Servant leadership characteristics and how they are associated with effective public school superintendents. Participants in the study included individuals identified by the American Association of School Administrators as having been named Superintendent of the Year within their states. Participants were assessed by their administrative cabinets, and it was found that they act as servant leaders.

Taylor (2002) and Milligan (2003) completed very similar studies. Both researchers utilized the Self Assessment for Servant Leadership Profile (SASLP), which



was developed by Page and Wong (1998); and the Leadership Practices Inventory (LPI), a 360-degree questionnaire developed by Kouzes and Posner (2003b). The SASLP served to identify servant leaders and non-servant leaders, and the LPI was used to measure the best practices of leaders. Taylor found that there was a statistically significant “...difference of servant leaders and non-servant leaders in each of the five ‘best leadership practice’ areas” (p. 118). Milligan’s study did not yield the same results as Taylor. Non-servant leaders were found to exhibit more of the “best leadership practices.” However, there was no statistical significance for this finding.

More recent studies have been examining educational leaders utilizing Laub’s (1999) OLA (Herbst, 2003; Lambert, 2004; Mears, 2004; Anderson, 2006; Ross, 2006). Herbst explored whether or not schools with a higher level of Servant Leadership performed better than schools with a lower level of Servant Leadership. The findings of his study indicate that a positive relationship does exist between the Servant Leadership qualities of school administrators and student achievement. Research by Mears had two focal points: establishing the educational version of the OLA and evaluating the level of job satisfaction in public schools in light of the perceived level of Servant Leadership. Mears found that the educational version of the OLA was reliable, and that a strong correlation existed between job satisfaction and Servant Leadership. Lambert completed a study that used the OLA “...to ascertain whether there are correlations between the servant leadership behaviors and attitudes of secondary school principals ... and student achievement” (p. 7-8). It was found that “Servant Leadership clearly correlated with both student achievement and school climate” (p. 66). Ross’s study explored the practice of Servant Leadership in a preschool through twelfth grade school system. He found that the

organization being studied was not a “servant-lead” organization. Finally, Anderson explored how Servant Leadership impacted a public education institution. Anderson concluded, “Considering the impact on the organization and the individual members within, it may be necessary to consider servant leadership as a chosen model and framework within the high stakes accountability climate faced in education” (p. 94).

### *Servant Leadership and Teachers*

Since Robert Greenleaf (1977) first discussed a connection between Servant Leadership and education, few studies have since explored the connection of servant-leadership and the field of education. However, some authors and researchers have called for more study in this field of research.

In Laub’s 1999 dissertation he states, “...there are opportunities to apply the concepts of servant leadership to other fields of study beyond organizational life. For instance, the relationship of servant leadership to teaching children or adults...” (p. 105).

Crippen (2005) noted:

Questions remain as to how this form of leadership could be introduced? What outcomes could be expected? And, how could these outcomes be measured? Such questions and more point to a need for school research using the lens of servant-leadership. (Conclusions, ¶ 3)

Drury (2005) also called for more study to be completed in the area of servant leadership and teacher effectiveness. Bliss (2006), one of the most recent individuals to explore Servant Leadership and teaching, called for more study exploring the correlation between Servant Leadership and teaching excellence.

Drury (2005) was the first to explore teachers as servant leaders from the viewpoint of college students. Table 2.1, which was taken from Drury's work, displays the relationship she drew between Servant Leadership and effective college teaching.

Table 2.1

*A comparison of Servant Leadership and effective college teaching*

SERVANT LEADERSHIP	EFFECTIVE TEACHING METHODS
Values people <ul style="list-style-type: none"> <li>• By believing in people</li> <li>• By serving other's needs before his or her own</li> <li>• By receptive, non-judgmental listening</li> </ul>	"The secret to education lies is respecting the student" Ralph Waldo Emerson Learner-centered vs. lecture-centered; action learning methodologies; Educators are often advised to encourage talk as a means of understanding ideas and information (Lewis and Starks 1998).
Develops people <ul style="list-style-type: none"> <li>• By providing opportunities for learning and growth</li> <li>• By modeling appropriate behavior</li> <li>• By building up others through encouragement and affirmation</li> </ul>	Students are advised to encourage students to take an active role in the learning process. Student-focused methodologies in postsecondary and adult ed literature, e.g., andragogy, PBL, action-learning, and other constructivist learning strategies, (Knowles, 1984, Stinson, 1996).
Builds community <ul style="list-style-type: none"> <li>• By building strong personal relationships</li> <li>• By working collaboratively with others</li> <li>• By valuing differences of others</li> </ul>	Collaborative inquiry and facilitators of the group learning process; the synergistic alternative (combining pedagogy and andragogy) vs. resistance to authority figures (Mouton & Blake, 1984); peer accountability.
Displays authenticity <ul style="list-style-type: none"> <li>• By being open and accountable to others</li> <li>• By a willingness to learn from others</li> <li>• By maintaining integrity and trust</li> </ul>	More perceived learning noted with teachers using "immediacy behaviors" which reduce social distance (Freitas, Myers, and Avtgis, 1998); "Teachers who can relate to students, confess their own faults and mistakes, and foster mutual respect encourage more student interaction than teachers who seem all-knowing, uncaring, and intimidating"

	(Dossin, 2002)
Provides leadership <ul style="list-style-type: none"> <li>• By envisioning the future</li> <li>• By taking initiative</li> <li>• By clarifying goals</li> </ul>	Teachers are leaders of learning and agents of change; faculty serve in role of coach and facilitator; clarifying the learning objectives; a common pursuit of knowledge (Batson & Wynn, 2001; Henderson & Barron, 1995; Stinson, 1996).
Shares leadership <ul style="list-style-type: none"> <li>• By facilitating a shared vision</li> <li>• By sharing power and releasing control</li> <li>• By sharing status and promoting others</li> </ul>	“Students feel free to speak in classrooms where the teacher is fully human and treats the students as friends, not underlings or opponents in a power struggle” (Dossin, 2002); collaboration and peer tutoring embraces the concept of <i>primus inter pares</i> , or first among equals (Greenleaf, 1977).

Drury’s (2005) study was focused on the college level and piloted a modified version of Laub’s OLA (1999). Her findings indicated that the professors that students felt were most effective were viewed as servant leaders, while less effective professors had fewer servant leader qualities.

Bliss (2006) completed a study that focused on K-12 education. The purpose of his study was to determine if a specific group of distinguished educators perceived themselves as exhibiting the characteristics of Servant Leadership as defined by Spears (1995). Bliss interviewed 35 educators from the same geographic location. All of these educators had received some kind of public recognition for their service in the classroom. The findings of the study indicated that the identified teachers acted as servant leaders toward their students. During the interviews, the teachers described 1,045 actions in their professional practice that relate to Servant Leadership.

### *Chapter Summary*

While Servant Leadership and effective teaching do not appear to have an initial link, this review of literature shows that a connection may exist between the two. But there is a definite gap in the literature of Servant Leadership and effective teaching. Only two studies sought to measure the relationship between the two variables. No studies were found that explored the relationship between Servant Leadership and NBCTs as effective teachers.

## CHAPTER THREE

### METHODOLOGY

The purpose of this study was to determine the relationship between Servant Leadership and effective teaching. There is research to support a positive correlation between NBPTS certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.

To fulfill the purpose of the study it was necessary to develop a new survey instrument to measure the level of Servant Leadership of a classroom teacher and to test the instrument's reliability and validity. The new survey instrument, the Teacher Leadership Assessment (TLA), was created through the modification of an existing survey instrument, the Organizational Leadership Assessment (OLA) (Laub, 1999).

This chapter focuses on questions and hypotheses. It then moves forward with an overview of the procedures. Next the methods are addressed. Then the instrumentation, data analysis, variables, and limitations are shared. Finally, the chapter is summarized.

#### Questions and Hypotheses

##### *Research Questions*

1. What are the strongest points of Servant Leadership qualities among NBCTs?
2. What are the weakest points of Servant Leadership qualities among NBCTs?

### *Hypotheses*

H<sub>01</sub>. A statistically significant relationship does not exist between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS.

H<sub>1</sub>. A statistically significant relationship exists between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS.

H<sub>02</sub>. The level of Servant Leadership is not affected by the number of years of teaching experience.

H<sub>2</sub>. The level of Servant Leadership is affected by the number of years of teaching experience.

H<sub>03</sub>. The level of Servant Leadership is not affected by the length of time one is a National Board Certified Teacher (NBCT).

H<sub>3</sub>. The level of Servant Leadership is affected by the length of time one is a NBCT.

H<sub>04</sub>. The level of Servant Leadership is not affected by the grade level taught.

H<sub>4</sub>. The level of Servant Leadership is affected by the grade level taught.

### *Procedure Overview*

Completing this research required multiple steps to be taken. First it was necessary to obtain permission from Laub to modify the OLA (Appendix B). The second step was to modify his survey instrument while maintaining the essence of the OLA, making sure questions could be answered in a classroom context by both teachers and upper level students (Appendix C). The modified instrument, the Teacher Leadership

Assessment (TLA), was pretested to ensure the instrument's initial validity and initial reliability. This process took place through the use of email (Appendix D). After the pretest, modifications were made to clarify survey items and to make sure they could be answered in the context of the classroom.

Next it was necessary to obtain participants for the study. Participants were selected from websites with NBCT information on them. Participants were sent a series of four emails (Appendix E). This design for sending mailings was noted by Creswell (2003), citing Salant and Dillman. The actual mailing process was based on email rather than regular mail. All introductory information was included in the initial email inviting participation.

#### Method

This study was similar in design to the work completed by Miers (2004), who explored Servant Leadership and job satisfaction in a region of Texas public schools. Miers' study sought to validate a modified version of the OLA and explore the connection between job satisfaction and the perceived level of Servant Leadership. Like Miers, this study sought to test the validity and reliability of a modified survey instrument and determine if a statistically significant relationship exists between the two variables.

Because this study explored the relationship between two variables, it was a correlational research study. Applying the correlational research methodology, the variables of effective teaching (as represented by teachers who are certified through the NBPTS) and Servant Leadership were evaluated to determine the relationship between them. The degree to which the variables were related was determined through the



analysis of descriptive statistics. The strongest and weakest areas of Servant Leadership were examined through the use of t-tests that compared the mean scores for each Servant Leadership category. The study also examined potential influences on the level of Servant Leadership displayed by effective teachers through the exploration of demographic factors such as teaching experience, grade level, and the number of years one has been an NBCT. One-way ANOVA tests were conducted to examine these demographic factors.

#### *Correlational Research in Servant Leadership*

Correlational research is not foreign to studies involving Servant Leadership. In 2005, Irving completed a study involving Servant Leadership and team effectiveness. Irving conducted his study in a nonprofit organization and found that “a substantial relationship between servant leadership and team effectiveness was established at multiple levels” (p. 76). Anderson (2005) conducted research in a church education system of The Church of Jesus Christ of Latter-day Saints. The purpose of the study was “...to identify correlations of the relationship between superior and subordinate perceptions of servant leadership principles practiced in the workplace and their effect on job satisfaction within the Church Educational System...” (p. 4). Findings in the study “...revealed a significantly positive correlation between employee perceptions of the teachers’ and administrators’ implementations of the principles of servant leadership and individual employee job satisfaction” (p. 93).

### *Sample and Population*

Three groupings of individuals were needed to complete this research: two for the initial reliability and validity study, and one for the final reliability study and evaluation of the research questions and hypotheses. The first group of individuals was actually broken into two sub-groups. One was made up of graduate students working toward a doctorate in organizational leadership. They had experience in education, and they had taken at least one class in Servant Leadership. Also included in this group were two individuals who were no longer graduate students, but who had completed research in the area of Servant Leadership. These individuals evaluated the TLA from an educational standpoint. They also evaluated it to make sure it reflected Servant Leadership principles (Appendix F). Participation was requested from 24 individuals, and 22 participated.

The other group of individuals that participated in the pretest process was comprised of educators, preschool through high school. This group evaluated the TLA strictly from an educational standpoint to make sure the questions could be answered in the context of the classroom by both teachers and high school students (Appendix G). Participation was requested from 106 individuals, and 42 participated. The initial reliability of the survey instrument was calculated to be a Cronbach's Alpha of 0.97. The feedback from these two groups was used to make adjustments to the TLA before sending it out to the final group.

A sample of 764 of 55,328 NBCTs participated in testing the reliability of the TLA in its final form. Preschool through twelfth grade educators holding National Board Certification served as the subjects in the study. Their selection was based on the

availability of their email addresses on the Internet. Numerous websites were searched to gather potential participants for the study.

### *Description of Sample*

NBCTs have fulfilled the requirements of a certification process that calls for teachers to complete an assessment of content knowledge and a portfolio (National Board for Professional Teaching Standards, 2007). The portfolio must include three different classroom entries, including two video recordings of interactions with students, student work, direct evidence of instruction, and description, analysis, and reflection on teaching practices. The purpose of the certification process is clearly stated at the NBPTS website:

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities. (NBPTS, 2006d, p. 7)

### *Grouping of Participants*

Clotfelter, Ladd, and Vigdor (2006) found that teacher experience is one of the qualities that consistently improves student performance. Taking this into account, groupings were created for the purpose of this research. A key question was how

groupings should be distributed. Five different studies that grouped teachers according to years of experience were analyzed; each of the studies distributed groupings differently (Bakke, 1999; Clotfelter, Ladd, & Vigdor, 2006; Day & Gu, 2007; Harris & Sass, 2007; Johnson, 2004). Where teachers with more than ten years participated, teachers beyond the ten-year threshold were generally placed into fairly equal groups according to the number of years taught. Only two studies created a distribution table that extended to the end of a teacher's career. Each of these studies ended their distribution of teachers with a group that was dissimilar to the rest. One study ended with greater than twenty-seven years, while another ended with greater than thirty one years. In creating groupings for this study, a similar approach was taken. Teachers were placed into equal groupings according the number of years of experience, and the final grouping of years of experience was not equal to the rest of the distributed groups. Table 3.1 displays the groupings for years of experience.

Table 3.1

*Groupings of years of teaching experience*

Years of experience	Number of teachers in grouping
3 to 9	79
10 to 16	272
17 to 23	203
24 to 30	142
31 to 35	63

Groupings needed to be created to address hypothesis three concerning the effect of years of experience of NBCTs on the level of Servant Leadership displayed. These groupings were created in a manner similar to the groupings for teacher experience. Groups were distributed as equally as possible according to the number of years of experience as an NBCT. The only time that equal distribution did not take place was in the last grouping. This follows the pattern established by Bakke (1999) and Day and Gu (2007). In each of these studies the last grouping was unequal to the rest. Table 3.2 shows the distribution of teachers in this study.

Table 3.2

*Groupings of years of experience as a NBCT*

Years of experience as an NBCT	Number of teachers in grouping
1 to 2	239
3 to 4	245
5 to 6	144
7 to 15	127

The construction of groups in the “grade level of teaching” category is reflective of the developmental levels associated with different grade levels. High school is a widely accepted grouping of students in grades nine through twelve. Similarly, middle school includes grades six through eight.

Elementary grades can be broken into two groups (Bernard, 1973): the primary grades which are comprised of grades one, two and three, and the intermediate grades, made up of grades four and five. For this study, students in grades two through five were grouped together in an elementary grouping. The final group was made up of students in

preschool, kindergarten, and first grade. First grade was included in this group because of its transitional nature as a student moves from early childhood education to primary education. Some first graders are experiencing their first full day of school, while others are experiencing their first full day of school without a rest period. Table 3.3 shows the groupings according to grade levels.

Table 3.3

*Groupings of grade levels*

Grade level grouping	Number of teachers in grouping
PK-1	92
2-5	218
6-8	161
9-12	228

### Instrumentation

Exploring the relationship between the variables of Servant Leadership and effective teaching requires the use of an evaluation instrument. A modified version of Laub's (1999) OLA was used to fulfill this end. The OLA was constructed through an analysis of literature and a Delphi Process utilizing a panel of experts on Servant Leadership. This process revealed the six constructs of Servant Leadership and led to the development of a 66 item survey instrument. A complete list of these constructs can be found in Table 3.4, and items from the OLA can be found in Appendix H. After the

Servant Leadership constructs were identified, testing for reliability took place.

Reliability of the instrument (Cronbach's Alpha of .98) "indicates that it will be useful for further research in servant leadership" (Laub, 1999, p. 87).

Table 3.4

*Servant leader constructs*

<b>Servant-leadership is...</b>	
an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant-leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization.	
<b>The Servant-leader...</b>	
Values People	<ul style="list-style-type: none"> <li>•By believing in people</li> <li>•By serving other's needs before his or her own</li> <li>•By receptive, non-judgmental listening</li> </ul>
Develops People	<ul style="list-style-type: none"> <li>•By providing opportunities for learning and growth</li> <li>•By modeling appropriate behavior</li> <li>•By valuing differences</li> </ul>
Builds Community	<ul style="list-style-type: none"> <li>•By building strong personal relationships</li> <li>•By working collaboratively with others</li> <li>•By valuing differences of others</li> </ul>
Displays Authenticity	<ul style="list-style-type: none"> <li>•By being open and accountable to others</li> <li>•By a willingness to learn from others</li> <li>•By maintaining integrity and trust</li> </ul>
Provides Leadership	<ul style="list-style-type: none"> <li>•By envisioning the future</li> <li>•By taking initiative</li> <li>•By clarifying goals</li> </ul>
Shares Leadership	<ul style="list-style-type: none"> <li>•By facilitating a shared vision</li> <li>•By sharing power and releasing control</li> <li>•By sharing status and promoting others</li> </ul>
<b>The Servant-organization is...</b>	
...an organization in which the characteristics of servant leadership are displayed through the organizational culture and are valued and practiced by the leadership and workforce.	

Table 3: Servant-leadership and the servant organization model (Laub, 1999)

The new instrument, the Teacher Leadership Assessment (TLA), was created from the OLA. The TLA was adapted by placing the questions of the OLA into a context that better suited a classroom teacher. It should be noted that there is a difference between

the TLA and the Educational Version of the OLA. The TLA, unlike the Educational Version of the OLA, places survey items in a context that allows a classroom teacher's leadership to be evaluated. The TLA was designed to be taken by both teachers and students. However, in this research the TLA is being used as a self-evaluation for teachers.

### *Self-Evaluation*

The utilization of a self-evaluation raises concerns about the validity of the results. While some concerns are warranted, evidence of the validity of a self-assessment study does exist. Both Wilson (2004) and Thomas (2007) completed studies that involved effective teaching and transformational leadership. The results of Wilson's study were not contingent on a self-evaluation. Wilson found that both transactional leadership and transformational leadership had positive correlations to effective teaching. Thomas's study was an assessment of the relationship between a teacher's leadership style and a self evaluation called the Quality of Pedagogical Standards (QPS).

The QPS is based upon the Annual Professional Performance Review, which includes criteria for evaluation of teacher performance. These criteria include content knowledge, preparation, knowledge of pedagogical standards, instructional delivery, classroom management, student development, student assessment, and reflective and responsive practice. (p. 75)

The results of Thomas's study were contingent on teachers' self-evaluations. The results of the study confirmed two of the study's hypotheses. Hypothesis one stated "The higher the scores on transformational leadership, the more positive the teacher self-evaluation on the QPS" (p. 78). Hypothesis two stated that "The higher the scores on transactional



leadership, the more positive the teacher self-evaluation on the QPS” (p. 78). The results from Thomas’s study utilizing self-evaluation are similar to the results obtained by Wilson, who did not emphasize self-evaluation. This provides evidence that studies using self-evaluation can yield valid results.

#### *Pretest of Instrument*

A pretest of the TLA was completed by administering the web-based survey to a group of individuals. One group was comprised of 22 individuals with backgrounds in education and graduate level training in the area of Servant Leadership. Also included in this group were two individuals who had completed research on Servant Leadership. All members of the group completed the TLA and provided comments and suggestions. They analyzed the TLA while considering Servant Leadership and classroom teaching.

The other group was comprised of 42 classroom educators. Krathwohl (2004) stresses the need to conduct as much pilot testing as possible. Therefore, participants for the pilot were requested from four different institutions. This served to test the initial validity of the instrument. Feedback was evaluated and used to make adjustments to the TLA (Appendix J) to clarify questions and to make sure Servant Leadership principles were placed in an educational context. Once the pretest was completed, and needed adjustments were made, the TLA was administered to the sample of NBCTs.

#### *Data Collection*

Using email was the most expedient means of making contact with NBCTs, as email addresses could be accessed from NBCT networks found on the Internet. However, using email does provide the challenge of obtaining informed consent from participants.

This issue was addressed by consent being implied through the completion of the questionnaires. Miers approached his email based research in a similar manner in 2004:

Getting formal consent on-line can be problematic in that there is not a signed consent form and most respondents will not have access to digital signature technologies .... Therefore, permission is implied upon completion of the survey instrument. While in a technical sense implied permission does not carry the same legal weight as a signed form, unless the researcher has reason to believe that participants will misrepresent themselves, implied permission is generally acceptable for informed consent. (pp. 47-48)

Once all the potential participants were identified, a series of emails was sent to them. The first email gave brief background on the study, requested participation, and gave directions for participation. The next email served as a reminder and again provided the teachers with the necessary information to participate. Participating teachers were directed to a website that collected demographic information and allowed them to complete the survey. Two additional reminder emails were sent. When each participant finished the survey, a thank-you email was automatically sent to them.

#### Data Analysis

Once the cutoff date was reached, data were analyzed. Data were logged into a spreadsheet. Cronbach's Alpha was used to determine the reliability of the instrument. Cronbach's Alpha was used by Laub (1999) and Miers (2004) to test the reliability of survey instruments that are similar to the TLA. Validity was determined during the pretest through feedback from the panel of graduate students, researchers, and current classroom teachers.

Next, descriptive statistics were run on the data to determine the mean score for Servant Leadership exhibited by the NBCTs. This information was used with Laub's rating scale for organizational health to determine the level of Servant Leadership exhibited by effective teachers (personal communication April 18, 2007). This rating scale was obtained from J. A. Laub via email. The areas of strength and weakness in the constructs of Servant Leadership identified by Laub's criteria were also determined at this time. Appendix I contains data that will be used to break survey questions down into constructs for analysis. Finally, data were analyzed through the use of a one-way ANOVA to determine the influence of the following variables on the participants' level of Servant Leadership: grade level taught, numbers of years teaching, and the number of years as a board certified teacher.

#### Variables

Several variables were present in this study. The main variables were Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS. The dependent variable in this study was Servant Leadership. The independent variable was effective teaching as represented by teachers who are certified through the NBPTS. Other variables included in this study were demographic factors. Each demographic factor had a hypothesis of its own. All demographic factors served as independent variables, and Servant Leadership served as the dependent variable in all the hypotheses. All variables in this study could be described as both ordinal and ratio. Tables 3.5–3.8 show the relationships between each variable set.

Table 3.5

*Hypothesis one variable analysis*

Variable	Dependent	Independent	Ordinal	Ratio
Servant Leadership	X		X	X
Effective Teaching		X	X	X

Table 3.6

*Hypothesis two variable analysis*

Variable	Dependent	Independent	Ordinal	Ratio
Servant Leadership	X		X	X
Years of Teaching Experience		X	X	X

Table 3.7

*Hypothesis three variable analysis*

Variable	Dependent	Independent	Ordinal	Ratio
Servant Leadership	X		X	X
Years as an NBCT		X	X	X

Table 3.8

*Hypothesis four variable analysis*

Variable	Dependent	Independent	Ordinal	Ratio
Servant Leadership	X		X	X
Grade Level Taught		X	X	X

## Limitations

This study incorporated the use of a modified OLA. The OLA is used to measure organizational health across an organization. In this process, feedback from the leaders and the led is analyzed together to determine the types of leadership that are displayed. Laub's (1999) research shows that leaders typically rate themselves higher than the led. In this study, students' feedback was not used. Teachers assessed themselves. It is possible that the teachers rated themselves higher than the students would have.

The TLA was developed from the OLA. While great measures were taken to align the TLA criteria to principles of the OLA, one cannot be certain that the TLA is a perfect reflection of the OLA.

Because of the timing of the research, a pre-notification email was not able to be sent. The survey needed to be sent before teachers' spring breaks, and this did not allow for time to send a pre-notification email. Sheehan (2001) found that pre-notification can increase response rates. Not sending the pre-notification email may have decreased the response rate of this research.

Emails from NBCTs indicated that the subject line of the initial email could have been more specific. Some NBCTs may have deleted the email, not realizing the type of research being conducted. However, an effort was made in subsequent emails to more clearly define in the subject line the need for participation in a research study.

Another limitation of the study rests in the limited sampling method. This study limited itself to the study of preschool through twelfth grade teachers who had email addresses available on the Internet.

The reliance on NBPTS literature is another limitation of the study. Not all studies have found NBCTs to be effective.

### Chapter Summary

This study was a correlational analysis that sought to develop an understanding of the relationship between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS. This research is based on the previous research of Laub (1999), who developed six constructs for Servant Leadership. There were two distinct parts to this research, both of which were conducted through the use of email. The first was the development and testing of the TLA, which was created from Laub's OLA. Data from this phase were used to test the initial reliability and validity of the survey instrument, and to further refine the TLA. The second phase of the research was using the TLA to survey the NBCTs. Data from the second phase were analyzed to determine the relationship between Servant Leadership and effective teaching. Data were further analyzed to determine the greatest strengths and weaknesses displayed by the participants. Data were also analyzed to test hypotheses to determine if the grade level taught, the length of time as a teacher, or the length of time one has been certified by the NBPTS had an effect on the level of Servant Leadership displayed.

## CHAPTER FOUR

### RESULTS

The purpose of this study was to determine the relationship between Servant Leadership and effective teaching. There is research to support a positive correlation between NBPTS certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.

To fulfill the purpose of this study it was necessary to develop a new survey instrument to measure the level of Servant Leadership of a classroom teacher and to test the instrument's reliability and validity. The new survey instrument, the Teacher Leadership Assessment (TLA), was created through the modification of an existing survey instrument, the Organizational Leadership Assessment (OLA) (Laub, 1999).

The research findings are shared in this chapter. Demographics are discussed first and assumptions of ANOVA are addressed. Next, the instrument will be discussed and a narrative discussion of the findings will follow. Finally, a summary of the chapter will be given.

#### Demographic Description of Sample

Two separate samples were needed to complete this study. The first sample was for the pretest of the survey instrument. The second sample was used to determine the relationship between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS.

### *Participation Rate of Pretest Sample*

Two groups totaling 130 individuals were invited to participate in the pretest. One group was comprised of 24 doctoral students with teaching experience who had completed a course on Servant Leadership. Two individuals in this group were not graduate students but had completed research in the area of Servant Leadership. Participants from this group included 22 of the 24 for a participation rate of 91.67%. A group of 106 classroom teachers were invited to participate, and 42 participated in the pretest, for a participation rate of 39.62%. The total participation rate for all who participated in the pretest was 49.23%.

### *Participation Rate of Main Study Sample*

The main group of participants consisted of National Board Certified Teachers (NBCTs). A link to the Teacher Leadership Assessment (TLA) was sent via email to 2,776 NBCTs. From this group, 377 emails were returned as undeliverable, 14 individuals were not able to complete the TLA because of technical difficulty, and 73 individuals were eliminated from the study because they had been out of the classroom for more than a year. A total of 1,007 individuals participated in the research. However, 243 surveys had to be eliminated because they were incomplete. Of the 2,312 potential participants, 764 completed the TLA. The number of completed surveys established a participation rate of 33%.

### *Decline in Participation Rate of Email-Based Research*

The response rate in this research is comparable to the response rate that was established for email-based surveys in the late 1990s. Sheehan (2001) found that



participation in email-based surveys has decreased over time. “The 1995/6 period showed seven studies using e-mail surveys with an average response rate of about 46%. The 1998/9 period, in contrast, showed thirteen studies using e-mail surveys with an average response rate of about 31%” (¶ 26).

#### Assumptions for ANOVA

In order to justify the use of Analysis of Variance (ANOVA) as a statistical method, it is necessary to make sure that the assumptions of ANOVA are met:

1. The dependent variable must be an interval/ratio variable.
2. The set of subjects must represent a random sample.
3. The categories in the independent variable must be independent of one another.
4. The dependent variable must be approximately normally distributed.
5. The variances in the categories of the independent variable must be approximately equal to each other (this condition is known as homoscedasticity) (Fox, 2003).

#### *Discussion of Assumptions*

The dependent variable is the Servant Leadership score obtained from completion of the survey. While the responses on each individual item of the survey come from a Likert-type scale (1 to 5), the sum of the responses for each person represents a possible score from 60 to 300, with all whole number values between 60 and 300 possible. This is evidence that the dependent variable can be considered an interval/ratio variable.

The subjects for this study came from a population of National Board Certified Teachers in the United States who had their email addresses available online. The sample included those who responded to an email requesting their participation and who subsequently completed all 66

items on the survey form. Every member of the population had an equal chance to be included in this study; therefore, the set of participants in this study represents a random sample.

Each of the independent variable categories (NBCT years, years of teaching, and grade level taught) is independent from one another, since the inclusion of one subject in a particular category did not in any way affect the inclusion of another subject in the same or different category. Therefore, the requirement for independence was met.

The data from the dependent variable (Servant Leadership scores) were approximately normally distributed. This can be confirmed by examining the distribution of the Servant Leadership scores in relation to what would be expected from a set of data with a normal distribution. Table 4.1 shows the percentage of the Servant Leadership scores that are in the one, two, and three standard deviation bands around the mean, and it compares those percentages to the expected values if the data were normally distributed. It can be seen from this table that the distribution of the Servant Leadership scores was nearly normally distributed.

Table 4.1

*Standard deviation bands for Servant Leadership scores*

Standard deviation band	Percent in this data	Percent for Normality
1 standard deviation band	69.1%	68%
2 standard deviation band	95.3%	95%
3 standard deviation band	99.2%	99.7%

A test of equality of variances was conducted using the largest and smallest subgroup variances for each of the three independent variables. The results are shown in the Table 4.2. This table shows that, in each independent variable, the sampling subgroups have approximately equal variances or do not have variances that are significantly different from each other.

Table 4.2

*Equality of variance test*

Independent variable	Ratio of variances	Conclusion
Years of teaching	1.354	variances equal
Years of NBCT	1.258	variances equal
Grade level taught	1.391	variances equal

The analyses that were conducted show that the five assumptions that justify use of the Analysis of Variance (ANOVA) procedure are met. Therefore the use of ANOVA for data analysis is justified.

*Analysis of Demographic Data*

Because the demographic groups in this study contained more than two subgroups, it was necessary to use ANOVA tests to determine the difference of mean scores. ANOVA tests used a different total number of teachers because not all of the teachers answered each of the demographic questions. For years of teaching, 759 teachers were represented; 755 for years of NBC; and 699 for grade level taught.

## Instrumentation

Information from the pretest indicated that overall the instrument had a high rating for reliability. Cronbach's Alpha was used by Laub (1999) and Miers (2004) to test the reliability of survey instruments similar to the TLA. Cronbach's Alpha can be used to average the correlations between each item of a questionnaire (Fink, 2003). Therefore, Cronbach's Alpha was used to determine the internal reliability of the instrument. Cronbach's Alpha for the TLA during the pretest was calculated to be 0.9723.

The highest score that can be achieved is a one, and score of 0.7 is considered sufficient for basic research (Nunnally, 1978).

$$\alpha = \frac{66}{65} \left(1 - \frac{30.4266}{717.3929}\right) = 0.9723$$

Responses from the validity study during the pretest indicated a need to adjust the survey instrument to better address classroom dynamics. (The chart in Appendix J provides an overview of the changes that were made to the survey instrument after the pretest. Appendix K includes the complete TLA, along with the demographic questions.) Questions were reworded, and the survey scale was changed. Responses from participants revealed a need to change the Likert Scale to a Likert-Type-Scale, allowing teachers to rate how often certain behaviors took place in their classrooms rather than ask them the degree to which they believed certain behaviors took place. Table 4.3 displays the changes in the scale.

Table 4.3

*Changes to Likert Scale*

Rating scale	Rating	Rating	Rating	Rating	Rating
Likert Scale	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Likert-Type Scale	Never	Rarely	Sometimes	Often	Almost Always

Cronbach's Alpha for the complete 66 item TLA instrument was 0.9602. Included in this analysis was a group of role satisfaction questions. When the role satisfaction questions are broken out of the TLA, 60 Servant Leadership items remain. Cronbach's Alpha for these items was 0.9571, and Cronbach's Alpha for the six item role satisfaction

survey was 0.8273. Calculations from the main study exploring the relationship between Servant Leadership and teaching effectiveness as represented by teachers who are certified through the NBPTS revealed the overall reliability of the survey instrument to be strong.

Cronbach's Alpha for actual data of the TLA (all 66 items):

$$\alpha = \frac{66}{65} \left( 1 - \frac{23.1795}{426.4900} \right) = 0.9602$$

Cronbach's Alpha for actual data of the TLA (with the six "role satisfaction" items removed):

$$\alpha = \frac{60}{59} \left( 1 - \frac{21.3614}{362.8943} \right) = 0.9571$$

Cronbach's Alpha for the six role satisfaction items in the actual data of the TLA:

$$\alpha = \frac{6}{5} \left( 1 - \frac{1.8181}{5.8541} \right) = 0.8273$$

### Narrative Description

*Research Question 1. What are the strongest points of Servant Leadership qualities among NBCTs?*

*Research Question 2. What are the weakest points of Servant Leadership qualities among NBCTs?*

For each survey participant the total score for all items in a category was divided by the number of items in the category to get an average score for that category. Then for each category the mean of these averages was computed. A paired t-test was then conducted on the means of pair categories that had means closest to each other. This allowed the strengths and weaknesses to be assessed.

Table 4.4 shows the mean scores of each Servant Leadership category. The area of greatest strength identified was “provides leadership” followed by “displays authenticity.” The weakest area was “builds community” followed by “values others.” Each of these strengths and weaknesses displayed a statistical significance from the other Servant Leadership categories.

Table 4.4

*Servant Leadership category scores*

<i>Sub-areas of the Servant Leadership score</i>			
<i>Leadership score</i>	<i>Number</i>	<i>M</i>	<i>SD</i>
<b>provides leadership</b>	764	4.70	.30
<b>displays authenticity</b>	764	4.61	.32
<b>shares leadership</b>	764	4.56	.38
<b>develops others</b>	764	4.56	.35
<b>builds community</b>	764	4.41	.42
<b>values others</b>	764	4.44	.41

*H<sub>1</sub>. A statistically significant relationship exists between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS.*

To determine if a statistically significant relationship existed between Servant Leadership and effective teaching as represented by teachers who are certified through

the NBPTS, the scores of participants were evaluated. The evaluation of the scores revealed that 716 teachers fell into the category of Servant Leader. This is 93.72% of the population of 764 teachers that completed the TLA. This strong majority shows support for hypothesis one. Scores were evaluated against criteria that were established by Laub. Through email communication, J.A. Laub's evaluation criteria were obtained (July 20, 2007). Table 4.5 shows the scoring criteria. Table 4.6 displays the distribution of scores in the three identified categories of Autocratic, Paternalistic, and Servant.

Table 4.5

*OLA scoring criteria*

Category	Score
Org 1	1.0-1.99
Org 2	2.0-2.99
Org 3	3.0-3.49
Org 4	3.5-3.99
Org 5	4.0-4.4
Org 6	4.5-5.0

The text that follows explains the OLA scoring criteria established by Laub (2008):

Autocratic is the leadership paradigm most connected with Org1 (Toxic health) and Org2 (Poor health). This kind of leadership is one of "self-rule" where the organization exists to serve the needs and interests of the leader first. This often leads to the oppression of the worker to satisfy the whims of the leader.

Paternalistic is the leadership paradigm most connected with Org3 (Limited

health) and Org4 (Moderate health). This kind of leadership is one of the leaders seeing themselves as parent to those led. This parental view of leadership encourages the led to take on the role of children. This leads to an unhealthy transactional leadership that operates more on compliance rather than true individual motivation. Most organizations find themselves operating within this understanding of leadership.

Servant is the leadership paradigm most connected with Org5 (Excellent health) and Org6 (Optimal health). It is the view of leadership characterized by the six key areas of the healthy organization. [This] view of leadership views leadership as serving the needs of those led over the self-interest of the leader. In this kind of organization all people are encouraged to lead and serve. This produces a community of care where the needs of all are served and the organization is able to put its energy into fulfilling its shared mission. (¶ 3-5)

In this study, these scoring criteria reflected the type of leadership that is being displayed by classroom teachers.

Table 4.6

*Scoring criteria for each category*

Category	Number of NBCTs in Category	Percent of NBCTs in Category
Org 1 and Org 2- Autocratic	0	0.0%
Org 3 and Org 4- Paternalistic	48	6.28%
Org 5 and Org 6- Servant	716	93.72%



*H<sub>2</sub>. The level of Servant Leadership is affected by the number of years of teaching experience.*

An ANOVA test was conducted to see if the mean Servant Leadership score varied by years of teaching. There were two clear points where the level of Servant Leadership decreases rather than increasing with teacher experience. Table 4.7 displays the average scores of each of the groupings for years of teaching experience, while Table 4.9 displays the data from the analysis of variance for hypothesis two. The p-value for this hypothesis is .011, below the threshold of .05. Therefore, the results of hypothesis two are statistically significant. As the number of years of teaching experience increases, the mean Servant Leadership score increases.

Table 4.7

*Years of teaching versus Servant Leadership*

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>M</i>	<i>Variance</i>
3 to 9 years	79	21393	270.80	384.27
10 to 16 years	272	73473	270.12	407.83
17 to 23 years	203	55723	274.50	340.60
24 to 30 years	142	38863	273.68	322.96
31 + years	63	17522	278.13	253.92

Table 4.8

*ANOVA for the years of teaching versus Servant Leadership*

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4743.25	4	1185.81	3.30	0.011	2.38
Within Groups	270576.2	754	358.85			
Total	275319.5	758				

*H<sub>3</sub>. The level of Servant Leadership is affected by the length of time one is a NBCT.*

An ANOVA test was conducted to see if the mean Servant Leadership score varied by number of years as an NBCT. Table 4.9 shows that the mean scores for each of the groups and the count for each. The p-value for this hypothesis is .262, which is not below the threshold of .05. Therefore, there is not a statistically significant relationship between the number of years one is an NBCT and the level of Servant Leadership displayed.

Table 4.9

*Years of National Board Certification (NBC) versus Servant Leadership*

<i>years of NBCT</i>	<i>Count</i>	<i>Sum</i>	<i>M</i>	<i>Variance</i>
1 to 2 years	239	65253	273.03	319.36
3 to 4 years	245	66632	271.97	363.06
5 to 6 years	144	39048	271.17	447.69
7 to 15 years	127	34981	275.44	342.82

Table 4.10

*ANOVA for the years of National Board Certification (NBC) versus Servant Leadership*

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	1448.59	3	482.86	1.33	0.262	2.62
Within Groups	271808.89	751	361.93			

*H<sub>4</sub>. The level of Servant Leadership is affected by the grade level taught.*

An ANOVA test was conducted to see if the mean Servant Leadership score varied by the grade level taught. Mean scores for each of the grade level groups is displayed in Table 4.11. The analysis of variance displayed in Table 4.12 shows the p-value to be 0.00011, which is below the threshold of .05. Therefore, there is a strong statistically significant difference in average Servant Leadership score based on grade level of teaching. As the grade level taught decreased, the mean score for Servant Leadership increased.

Table 4.11

*Grade level taught versus Servant Leadership*

Grade level	Count	Sum	<i>M</i>	Variance	<i>SD</i>
Lower Elementary	92	25585	278.10	282.88	16.82
Upper Elementary	218	59998	275.22	332.50	18.23
Middle School	161	43925	272.83	342.04	18.50
High School	228	61303	268.87	393.60	19.84

Table 4.12

*ANOVA for the grade level taught versus Servant Leadership*

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	7353.64117	3	2451.21372	7.04069	0.00011	2.61772
Within Groups	241963.993	695	348.14963			
Total	249317.634	698				

### Chapter Summary

The purpose of this study was to determine the relationship between Servant Leadership and effective teaching. There is research to support a positive correlation between NBPTS certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.

To fulfill the purpose of this study it was necessary to develop a new survey instrument to measure the level of Servant Leadership of a classroom teacher and to test the instrument's reliability and validity. The new survey instrument, the Teacher Leadership Assessment (TLA), was created through the modification of an existing survey instrument, the Organizational Leadership Assessment (OLA) (Laub, 1999).

The analysis of the data in this chapter revealed a positive relationship between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS, in preschool through twelfth grade classrooms. Further research of this relationship revealed that there is a statistically significant relationship between Servant Leadership and the grade level taught. A statistically significant relationship between Servant Leadership and the number of years of teaching experience was also

found. Lastly, it was found that there is not a statistically significant relationship between Servant Leadership and the number of years one is an NBCT. Concerning the TLA it was found that it has a reliability score of 0.9602. The highest score that can be achieved is a one. A score of 0.7 is considered sufficient for basic research (Nunnally, 1978). All objectives were met and hypotheses were tested. The following chapter will summarize and discuss the findings of the study.

## CHAPTER FIVE

### DISCUSSION

The purpose of this study was to determine the relationship between Servant Leadership and effective teaching. There is research to support a positive correlation between NBPTS certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.

To fulfill the purpose of this study it was necessary to develop a new survey instrument to measure the level of Servant Leadership of a classroom teacher and to test the instrument's reliability and validity. The new survey instrument, the Teacher Leadership Assessment (TLA), was created through the modification of an existing survey instrument, the Organizational Leadership Assessment (OLA) (Laub, 1999).

This chapter discusses the results of this research. A summary overview will be given first, addressing the research hypotheses and findings from the study. Then the relationship of this research to previous studies will be explored. Conclusions concerning the study will be discussed and implications for practice addressed. Lastly, limitations will be stated, suggestions for future research will be made, and closing thoughts will be given.

## Summary Overview of Results

### *Reliability and Validity of the Teacher Leadership Assessment (TLA)*

Both the reliability and the validity of the TLA are strong. The validity of the survey instrument was determined from the feedback of 64 individuals with experience in education. Of these individuals, 22 had a background in Servant Leadership and experience teaching. All feedback was evaluated, and adjustments to the instrument were made. Cronbach's Alpha for the entire survey instrument was calculated to be .9602. This is a strong reliability score for a survey instrument, as a reliability score of .70 is sufficient for basic research (Nunnally, 1978).

### *Relationship between Servant Leadership and Effective Teaching*

When evaluating the relationship between effective teaching and Servant Leadership, a positive relationship can be drawn. A rating scale was obtained from Laub, the developer of the OLA, which shows the scoring criteria for those that complete the survey instrument (personal communication, July 20, 2007). Because the TLA was developed from the OLA, this scoring criteria was used to determine if National Board Certified Teachers (NBCTs) displayed Servant Leadership qualities. The analysis of the data showed that 93.72% of the teachers scored themselves as a servant leader.

### *Strongest and Weakest Servant Leadership Qualities*

In analyzing the strongest and weakest aspects of Servant Leadership among those surveyed, the greatest strength identified was "provides leadership," with a mean score of 4.7024 out of 5, followed by "displays authenticity," at a mean score of 4.6050. The greatest weakness was identified as "builds community," with a mean score of 4.4082, followed by "values others," at a mean score of 4.4391. While statistically significant

differences could be identified among strengths and weaknesses, it should be noted that all mean scores for each category fell within the servant category (4.0-5.0) according to the scoring criteria established by J. A. Laub (personal communication, July 20, 2007).

It is possible that the strong Servant Leadership scores could be due to the self-evaluation process. The OLA is used to measure organizational health across the organization. In this process, feedback from the top leaders, middle management, and the rank and file workers is analyzed to determine the perceived type of leadership in an organization. Laub's (1999) research showed that leaders typically rate themselves higher than the led. In this study, students' feedback was not used, nor was feedback from building principals or other teachers. Teachers assessed themselves. It is possible that these ratings would be different if students, principals, and a teacher's peers were used in the process.

While there is potential for inflated Servant Leadership scores due to the self-evaluation process, the relationship between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS may still be present. There are six key constructs of Servant Leadership as defined by Laub (1999): "values people," "develops people," "builds community," "displays authenticity," "provides leadership," and "shares leadership." Table A.1 draws parallels, as developed by this researcher, between Laub's Servant Leadership constructs and The Five Core Propositions that have been established by the NBPTS (NBPTS, 2006b). This provides further evidence for the correlation between Servant Leadership and The Five Core Propositions the NBPTS.



### *Demographic Findings*

Other findings from the study can be drawn from the demographic questions. It was found that the significance level of the relationship between the number of years a teacher is an NBCT and the level of Servant Leadership displayed was 0.262. Therefore, a statistically significant relationship does not exist between the two variables.

Analysis of the relationship between the number of years of experience and the level of Servant Leadership displayed revealed that a statistically significant relationship existed. The significance level for the number of years of experience and Servant Leadership was 0.011.

It was also found that a statistically significant relationship exists between the grade level taught and Servant Leadership. The significance level was 0.00011.

### Relation of Research to Previous Studies

At the time this research was conducted, only one other doctoral level study explored the relationship between teaching and Servant Leadership. Bliss (2006) explored the relationship between Servant Leadership and distinguished educators. Bliss's research found that there was a relationship between Servant Leadership and the distinguished educators. The research in this study supports Bliss's results, as it found that there is a positive relationship between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS. However, it should be noted that there are clear differences between the two studies.

This research was quantitative, while Bliss's research was qualitative. Another difference comes from the samples used in each study. The sample in Bliss's study came from publicly recognized educators. The sample in this study came from teachers who

obtained National Board Certification. Finally, the Servant Leadership criteria in each study were also different. Bliss utilized criteria established by Greenleaf (1977) and Spears (1995), while this study utilized criteria established by Laub (1999). Laub's criteria were used because of its potential relationship to the standards established by the NBPTS, as revealed by this researcher. Table A.1 displays this relationship.

### Conclusions Concerning the Findings

The purpose of this study was to determine the relationship between Servant Leadership and effective teaching. There is research to support a positive relationship between NBPTS certified teachers and effective teaching. Therefore, for the purpose of this research, those teachers who are NBPTS certified were considered as representative of effective teaching.

To fulfill the purpose of this study it was necessary to develop a new survey instrument to measure the level of Servant Leadership of a classroom teacher and to test the instrument's reliability and validity. The new survey instrument, the Teacher Leadership Assessment (TLA), was created through the modification of an existing survey instrument, the Organizational Leadership Assessment (OLA) (Laub, 1999). The objective of this study was met, and hypotheses were tested which allowed conclusions to be drawn. The following text will address the conclusions reached concerning the validity and reliability of the research instrument, as well as the conclusions developed from the research questions and hypotheses.

#### *Cronbach's Alpha*

With a Cronbach's Alpha of .9602, one can conclude that the TLA is a reliable survey instrument, since a reliability score of .70 is considered to be sufficient for basic

research (Nunnally, 1978). With such reliability, it could be used in future research studies to further develop understanding of the relationship between effective teaching and Servant Leadership.

#### *Relationship between Servant Leadership and Effective Teaching*

When evaluating the relationship between effective teaching and Servant Leadership, a positive relationship could be drawn. A rating scale was obtained from Laub, the developer of the OLA, which showed the scoring criteria for those that complete the survey instrument (personal communication, July 20, 2007). Because the TLA was developed from the OLA, these scoring criteria could be used to determine if NBCTs displayed Servant Leadership qualities. The analysis of the data showed that 93.72% of the teachers displayed Servant Leadership qualities. This provides evidence for this study of the connection between Servant Leadership and effective teaching as represented by teachers who are certified through the NBPTS.

Such a strong percentage (93.72%) of teachers identifying themselves as servant leaders may be supportive of Knicker's (1998) findings. One of the conclusions that Knicker drew was that Servant Leadership is not a kind of leadership but rather a philosophy that serves to shape the way one views the world. Teaching is a service profession. It is possible that teachers will naturally have a servant mindset.

#### *Strengths and Weaknesses*

In analyzing the strongest and weakest aspects of Servant Leadership among those surveyed, the greatest strength identified was "provides leadership" followed by "displays authenticity." The greatest weakness was identified as "builds community" followed by "values others." These results can be generalized to the rest of the population

of NBCTs as the sample size was greater than 30 (Bluman, 2008). While statistical significance could be identified among strengths and weaknesses, it should be noted that all average scores exhibit Servant Leadership according to Laub's scoring criteria (personal communication, July 20, 2007).

Both strengths identified may be controlled by teachers. "Displaying authenticity" is something that can naturally come from a teacher, as it is their attitude and the way they interact with others. "Providing leadership" deals largely with how teachers guide and direct their classrooms. The identified strengths are easily influenced because a classroom teacher has control over them. This is much different than Servant Leadership categories that are dependent on the behavior of others.

The identified weaknesses "builds community" and "values others" are items that are more difficult for a teacher to cultivate. Both items deal with students and their interactions and attitudes toward others in the classroom. To have a strong score in these categories a teacher must be able to exhibit strong influence in the classroom. They have to influence their students in ways that would encourage them to follow their leadership and example.

### *Hypotheses*

Other findings can be drawn from the demographic questions. The number of years that a teacher was an NBCT did not have a statistically significant relationship to the level of Servant Leadership displayed. This could be because teachers that receive National Board Certification are already established as Servant Leaders and do not have much room for statistically significant growth. The number of years one has been in education may be another reason a lack of relationship exists between the level of Servant

Leadership exhibited and the number of years one is a NBCT. Teachers interested in National Board Certification can pursue certification anytime after they have had three years of teaching experience (National Board for Professional Teaching Standards, 2008). Therefore, a first-year NBCT could have as little as three years experience in education or 20 or more years. This is much different than looking at the years of teaching experience, where one year of teaching experience is equal to one year.

Another finding of the study was that the number of years of experience one has in education has a statistically significant influence on the level of Servant Leadership displayed. This dynamic could have developed because the experience teachers gain helps them to understand how to better relate to students and meet their needs. They also could be more effective moving through material and communicating with students to help them be successful. These results can be generalized to the rest of the population of NBCTs, as the sample size was greater than 30 (Bluman, 2008).

Lastly, the results of the analysis of the effect of the grade level taught on Servant Leadership were statistically significant, and they also can be generalized to the rest of the population of NBCTs, as the sample size was greater than 30 (Bluman, 2008). The results indicated that teachers that taught lower grades displayed a higher level of Servant Leadership than teachers that taught higher grades. This could be due to other influences in students' lives. As students mature, it is possible that they could become more influenced by media and peers. Such an impact could make it more difficult for teachers to lead their students as they mature.

### Implications for Practice

This research has further developed the area of study concerning Servant Leadership and effective teaching. The research that was conducted could have implications concerning future research, as well as the way future teachers are prepared for service.

With a Cronbach's Alpha of 0.9602, one can conclude that, for the purpose of this study, the TLA is a reliable survey instrument. With such reliability, it could be used in future research studies. The instrument was designed with high school students in mind. Part of the validity study determined that high school students could understand and complete the instrument. Therefore, it is possible for research involving high school students and perhaps even college students to be conducted to determine if they view their classrooms as operating in a way that reflects Servant Leadership. This would allow future researchers to determine if students and teachers perceive classroom leadership practices in the same way and possibly further validate this TLA.

This study indicates that there is a relationship between Servant Leadership and classroom teaching effectiveness. This study supports research completed by Bliss (2006) that identified distinguished educators as servant leaders. If future studies further confirm this area of research, university leaders may want to consider reevaluating the curricula of teacher preparation programs to provide leadership training for future teachers. The TLA could be used as a pre- and post-assessment instrument for teachers during the student teaching process. This could help new teachers to establish a positive classroom environment more quickly and efficiently when they lead their own classrooms.

Utilizing the TLA could also be useful to building principals. The TLA could

provide a quantitative component to a teacher observation cycle. A building principal could have a teacher fill out the TLA to complement a normal teacher observation cycle. Administering the TLA could also provide a principal with a means to track teacher growth from year to year. A principal could also use the TLA during the hiring process of new staff members, as the TLA could give insight into how a teacher has functioned in the classroom in the past.

Finally, this study supports the idea that a classroom is an organization. Cheng (1994) noted in his research that a teacher acts as a leader, and the students act as the led. Other researchers have also applied leadership theories to the classroom (Thomas, 2007; Strathy, 2007; Coulson, 2006; Wilson, 2004). With leadership and its relationship to teaching emerging in research, training teachers in the area of leadership theory may need to be considered. If effective teachers exhibit strong leadership practices, developing all teachers' leadership skills may be beneficial to classroom practices.

#### Limitations

This study incorporated the use of a modified OLA. The OLA is used to measure organizational health across an organization. In this process, feedback from the leaders and the led is analyzed together to determine the types of leadership that are displayed. Laub's (1999) research shows that leaders typically rate themselves higher than the led. In this study, students' feedback was not used. Teachers assessed themselves. It is possible that the teachers rated themselves higher than the students would have.

The manner in which the TLA had to be placed on the web opens the door to the possibility of some individuals taking the survey more than once. However, unsolicited email responses from some NBCTs indicate that this possibility is remote, as NBCTs

hold many responsibilities that come first. NBCTs sent emails indicating the difficulty they had in finding time to complete the survey. Some even sent apologies, as they were not sure they would be able to participate due to other responsibilities. With NBCTs having so many responsibilities, it is unlikely that they would have taken extra time to complete the TLA a second time.

Not all individuals that took the survey were current classroom teachers. Teachers that had been out of the classroom for up to one year were allowed to take the survey, reflecting on past teaching practices.

Another limitation of this study rests in the individuals that served to validate the survey instrument during the pretest. These individuals had experience teaching, and they had a basic understanding of Servant Leadership.

While some of the findings of this research can be generalized to the population of NBCTs, it should be noted that the majority of the participants came from Illinois because they had the broadest network of teachers available online. This could create a geographic bias.

#### Suggestions for Future Research

Future research addressing the relationship between teacher effectiveness and Servant Leadership is recommended, as this area of study is just now emerging in the literature. Including this study, only two studies are known to have explored the relationship between the variables of Servant Leadership and quality education. This research has served to build the base of research concerning Servant Leadership and



effective teaching as represented by teachers who are certified through the NBPTS. The completion of more research would further develop the understanding of how classroom teachers function as Servant Leaders.

To strengthen the results of this study, more reliability and validity testing is recommended to further develop the TLA. It is also recommended that the instrument be administered to other groups of distinguished educators, such as teachers of the year, teachers that have received the Milken Award (Milken Family Foundation, 2008), or teachers that have received the Presidential Award for Science and Mathematics (National Science Foundation, 2008).

The TLA could also be administered in different educational settings. TLA scores could be examined in different demographic settings to see if the level of Servant Leadership displayed in a classroom is different in rural, urban, and suburban settings, or if the level of Servant Leadership changes in institutions with differing socio-economic statuses. Conducting research in these different venues would help to bring about understanding of the application of Servant Leadership in differing environments.

The OLA is used to measure organizational health across the organization. In this process, feedback from the top leaders, middle management, and the rank and file workers is analyzed to determine the type of leadership that is displayed. Laub's (1999) research showed that leaders typically rate themselves higher than the led. In this study, students' feedback was not used, nor was feedback used from building principals or other teachers. Teachers assessed themselves. It is possible that these ratings would be different

if students, principals, and a teacher's peers were used in the process. It is recommended that future research include feedback from teachers, students, and the school administrator.

While this study did not incorporate student feedback, the TLA was designed in a way that would allow high school students to complete it. This allows for the possibility of future research exploring the relationship of teacher and student perception of Servant Leader practices in the classroom. Further research could be done to analyze the difference in perceptions against the achievement level of students in the classroom to determine if differing perceptions influence students' ability to do well in a classroom.

Finally, research could be conducted exploring the relationship between Servant Leadership behavior of teachers in the classroom and the level of Servant Leadership among administrators in the school. Does Servant Leadership of school administrators increase the level of Servant Leadership displayed among teachers in a school? Answering this question could help to understand the influence servant leaders have on those under their supervision and how classrooms may operate as organizations.

#### Summary

Servant-leadership is... an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization (Laub, 1999, p. 83).

Servant Leadership removes focus from the leader and placing on the led. It is aspiring to help them to reach their full potential. Looking at Servant Leadership in such a way makes it easier to see how this paradigm of leadership could enhance the effectiveness of a classroom teacher.

This study indicates that Servant Leadership is practiced by effective teachers as represented by teachers who are certified through the NBPTS. In a society where the rigors of testing, certification, and professional development are used to create highly qualified educators, it appears that Servant Leadership may be a means to develop the highly qualified teachers that are so readily sought.

## References

- Addison, W. E., Best J., & Warrington, J. D. (2006). Students' perceptions of course difficulty and their ratings of the instructor. *College Student Journal*, 40 (2), 409-416. Retrieved January 16, 2007, from ProQuest Education Journals database.
- Anderson, J. D. (2006). Servant leadership in public schools: A case study [Electronic version]. *Dissertation Abstracts International*, 60(11). (UMI No. AAT 3242054)
- Anderson, K. P. (2005). A correlational analysis of servant leadership and job satisfaction in a religious educational organization [Electronic version] *Dissertation Abstracts International*, 66(01). (UMI No. AAT 3162292)
- Bakke, P. A. (1999). Perceptions of characteristics of effective teachers. [Electronic version]. *Dissertation Abstracts International*, 60(08). (UMI No. AAT9942745)
- Bernard, H. W. (1973). *Child development and learning*. Boston: Allyn and Bacon.
- Bliss, T. W. (2006). Servant leadership in k-12 distinguished teacher's professional practice. [Electronic version]. *Dissertation Abstracts International*, 67(09). (UMI No. ATT 3234486)
- Bluman, A. G. (2008). *Elementary statistics: A Step by step approach* (4<sup>th</sup> ed.). New York: McGraw-Hill
- Bond, L., Smith, T., Baker, W., & Hattie, J. (2000). *The certification system of the National Board for Professional Teaching Standards: A construct and consequential validity study*. Greensboro, NC: University of North Carolina at Greensboro, Center for Educational Research and Evaluation.
- Borich, G. D. (2000). *Effective teaching methods* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

- Bowman, R. F. (2004). Teachers as leaders. *Clearing House*, 77, 187-189. Retrieved September 23, 2006, from ProQuest Education Journals database.
- Buckner, K. G., & McDowelle, J. O. (2000). Developing teacher leaders: Providing encouragement, opportunities, and support. *NASSP Bulletin*, 84(616), 35-41. Retrieved November 8, 2005, from ProQuest Education Journals database.
- Cavalluzo, L. (2004). *Is national board certification an effective signal of teacher quality?* Retrieved December 9, 2005, from [http://www.nbpts.org/pdf/Final\\_Study\\_11204.pdf](http://www.nbpts.org/pdf/Final_Study_11204.pdf)
- Cheng, Y. C. (1994). Teacher leadership style: A classroom-level study. *Journal of Educational Administration*, 32(3). Retrieved October 20, 2007, from, ProQuest Education Journals database.
- Childs-Bowen, D., Moller, G., & Scrivner, J. (2000). Principals: Leaders of leaders. *NASSP Bulletin*, 84(616), 27-34. Retrieved October 20, 2007, from, ProQuest Education Journals database.
- Clawson, J. G. (2003). *Level three leadership* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. *Journal of Human Resources*. 41(4), 778-820.
- Coulson, E. K. (2006). The relationship between teacher behaviors and student success: A case study of one urban high school. [Electronic version]. *Dissertation Abstracts International*, 68(02). (UMI No. AAT 3250657)

- Creswell, C. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Crippen, C. (2005, December 5). The democratic school: First to serve, then to lead. *Canadian Journal of Educational Administration and Policy*, (47). Retrieved August 9, 2008, from <http://www.umanitoba.ca/publications/cjeap/articles/crippen.html>
- Daft, R. L. (2005). *The leadership experience* (3<sup>rd</sup> ed.). Mason, OH: Thomson/South-Western.
- Day, C., & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education*, 33(4), 423-443. Retrieved April 12, 2007, from ProQuest Education database.
- Dozier, T. (2002). Teachers must be leaders to improve student learning. *The Education Digest*, 67(6), 12-18. Retrieved November 8, 2005 from ProQuest Education Journals database.
- Drury, S. (2005). *Teacher as servant leader: A faculty model for effectiveness with students*. Paper presented at the Servant Leadership Roundtable, Regent University. Retrieved November 20, 2005, from [http://www.regent.edu/acad/sls/publications/conference\\_proceedings/servant\\_leadership\\_roundtable/2005/pdf/drury\\_teacher\\_servant.pdf](http://www.regent.edu/acad/sls/publications/conference_proceedings/servant_leadership_roundtable/2005/pdf/drury_teacher_servant.pdf)
- Fink, A. (2003). *The survey handbook* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Flanagan, F. M. (2006). *The greatest educators ever*. New York: Continuum.

- Fowler, K. L. (2006). The relations between personality characteristics, work environment, and the professional well-being of music therapists. *Journal of Music Therapy, 43*(3), 174-197. Retrieved January 16, 2007, from ProQuest Nursing & Allied Health Source database.
- Fox, W. (2003). *Social statistics*, (4<sup>th</sup> ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Girard, S. H. (2000). Servant leadership qualities exhibited by Illinois public school district superintendents. [Electronic version]. *Dissertation Abstracts International, 61*(05). (UMI No. AAT 9973347)
- Goldhaber, D., & Anthony, E. (2005). *Can teacher quality be effectively assessed? National board certification as a signal of effective teaching*. Washington, D.C.: The Urban Institute.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- Greenleaf, R. K. (1991). *The servant as leader (Rev. ed)*. Indianapolis, IN: The Robert K. Greenleaf Center.
- Harris, D. N., & Sass T. R. (2007). *The effects of NBPTS-certified teachers on student achievement*. Arlington, VA: NBPTS. Retrieved February 7, 2007, from [http://www.nbpts.org//UserFiles/File/Harris\\_Sass\\_Final\\_2007.pdf](http://www.nbpts.org//UserFiles/File/Harris_Sass_Final_2007.pdf)
- Herbst, J. D. (2003). Organizational servant leadership and its relationship to secondary school effectiveness. [Electronic version]. *Dissertation Abstracts International, 64*(11). (UMI No. AAT 3110574)

- Herman, D. V., & Marlowe, M. (2005). Modeling meaning in life: The teacher as servant leader. *Reclaiming Children and Youth, 14*(3), 175-178. Retrieved July 8, 2006 from ProQuest Education Journals database.
- Hill, M., & Herche, J. (2001). Teaching and effectiveness: Another look. *Marketing Education Review, 11*(2), 19-24.
- Irving, J. A. (2005). Servant leadership and the effectiveness of teams. [Electronic version]. *Dissertation Abstracts International, 66*(04). (UMI No. AAT 3173207)
- Jennings, D. B. (2002). Those who would lead must first serve: The praxis of servant leadership by public school principals. [Electronic version]. *Dissertation Abstracts International, 63*(04). (UMI No. AAT 3049171)
- Johnson, V. E. W. (2004). The effects of teacher licensure and years of experience, school socio-economic status, and student gender on outcomes of high stakes assessments in urban/suburban and rural public high schools. [Electronic version]. *Dissertation Abstracts International, 65*(09). (UMI No. AAT 3147075)
- Knicker, C. M. (1998). The elementary school principal as servant leader. [Electronic version]. *Dissertation Abstracts International, 59*(11). (UMI No. AAT 9913907)
- Kouzes, J. M., & Posner, B. Z. (2003a). *Credibility: How leaders gain and lose it, why people demand it*. San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (2003b). *The Jossey-Bass academic administrator's guide to exemplary leadership*. San Francisco: Jossey-Bass.
- Krathwohl, D. R. (2004). *Methods of educational and social science research: An integrated approach* (2<sup>nd</sup> ed.). Long Grove, IL: Waveland Press.



- Krisko, M. E. (2001). *Teacher leadership: A profile to identify the potential*. [Electronic version]. Paper presented at the Biennial Convocation of Kappa Delta Pi. (ERIC Document Reproduction Services No. ED459147)
- Kyriakides, L., Campbell, R. J., & Christofidou, E. (2002). Generating criteria for measuring teacher effectiveness through a self-evaluation approach: A complementary way of measuring teacher effectiveness. *School Effectiveness and School Improvement, 13*(3), 291-325.
- Lambert, W. E. (2004). Servant leadership qualities of principals, organizational climate, and student achievement: A correlational study. [Electronic version]. *Dissertation Abstracts International, 66*(02). (UMI No. AAT 3165799)
- Laub, J. A. (1999). Assessing the servant organization: Development of the servant organizational leadership assessment (SOLA) instrument. [Electronic version]. *Dissertation Abstracts International, 60*(02). (UMI No. AAT 9921922)
- Laub, J.A. (2008). APS model. Retrieved August 9, 2008, from [http://olagroup.com/Display.asp?Page=aps\\_model](http://olagroup.com/Display.asp?Page=aps_model)
- Livovich, M. P. (1999). An investigation of servant-leadership in public school superintendents in the state of Indiana. [Electronic version]. *Dissertation Abstracts International, 60*(06). (UMI No. AAT 9933559)
- Malecki, C. K., & Demaray. M. K. (2006). Social support as a buffer in the relationship between socioeconomic status and academic performance. *School Psychology Quarterly, 21*(4): 375-395. Retrieved July 12, 2008, from ProQuest Education Journals database.

- McColskey, W., Stronge, J. H., Ward, T. J., Tucker, P. D., Howard, B., Lewis, K., et al. (2005). *Teacher effectiveness, student achievement, & national board certified teachers: A comparison of national board certified teachers and non-national board certified teachers: Is there a difference in teacher effectiveness and student achievement?* Arlington, VA: NBPTS. Retrieved April 14, 2007, from [http://www.nbpts.org/UserFiles/File/Teacher\\_Effectiveness\\_Student\\_Achievement\\_and\\_National\\_Board\\_Certified\\_Teachers\\_D\\_-\\_McColskey.pdf](http://www.nbpts.org/UserFiles/File/Teacher_Effectiveness_Student_Achievement_and_National_Board_Certified_Teachers_D_-_McColskey.pdf).
- McKinney, J. (2001). *The legal handbook for Indiana school administrators*. Indianapolis, IN: Indiana Association of School Principals.
- Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative & qualitative approaches*. Thousand Oaks, CA: Sage.
- Miears, L. D. (2004). Servant-leadership and job satisfaction: A correlational study in Texas education agency region x public schools. [Electronic version]. *Dissertation Abstracts International*, 65(09). (UMI No. AAT 3148083)
- Milken Family Foundation. (2008). *Milken educator awards*. Retrieved June 12, 2008, from <http://www.mff.org/mea/>
- Milligan, D. W. (2003). Examination of leadership practices of Alabama public school superintendents identified as servant leaders. [Electronic version]. *Dissertation Abstracts International*, 64(12). (UMI No. AAT 3115063)
- Muijs, D., Campbell, J., Kyriakides, L., & Robinson, W. (2005). Making the case for differentiated teacher effectiveness: An overview of research in four key areas. *School Effectiveness and School Improvement*, 16(1), 51-70.

- National Board for Professional Teaching Standards. (2006a). *About Us*. Retrieved January 20, 2006, from [http://www.nbpts.org/about\\_us](http://www.nbpts.org/about_us)
- National Board for Professional Teaching Standards. (2006b). *The five core propositions*. Retrieved August 9, 2008, from [http://www.nbpts.org/about\\_us/mission\\_and\\_history/the\\_five\\_core\\_propositio](http://www.nbpts.org/about_us/mission_and_history/the_five_core_propositio).
- National Board for Professional Teaching Standards. (2006c). *Mission*. Retrieved August 9, 2008, from [http://www.nbpts.org/about\\_us/mission\\_and\\_history/mission](http://www.nbpts.org/about_us/mission_and_history/mission).
- National Board for Professional Teaching Standards. (2006d). *NBPTS Social Studies History Portfolio Instructions*. Retrieved June 30, 2007, from [http://www.nbpts.org/for\\_candidates/the\\_portfolio?ID=5&x=38&y=3](http://www.nbpts.org/for_candidates/the_portfolio?ID=5&x=38&y=3).
- National Board for Professional Teaching Standards (2007). *NBPTS guide to National Board Certification*. Retrieved June 30, 2007, from [http://www.nbpts.org/UserFiles/File/Guide\\_2007\\_unlweb.pdf](http://www.nbpts.org/UserFiles/File/Guide_2007_unlweb.pdf)
- National Board for Professional Teaching Standards (2008). *Eligibility & Policies*. Retrieved August 9, 2008, from [http://www.nbpts.org/become\\_a\\_candidate/eligibility\\_policies](http://www.nbpts.org/become_a_candidate/eligibility_policies)
- National Science Foundation (2008). *Presidential Awards for Excellence in Mathematics and Science Teaching*. Retrieved June 12, 2008 from, <http://www.paemst.org/controllers/home.cfc?method=view>
- No Child Left Behind of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002). Retrieved August 2, 2008, from <http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf>.
- Nunnally, J. C. (1978). *Psychometric theory* (2<sup>nd</sup> ed.). New York: McGraw-Hill.
- Page, D., & Wong, P. (1998). *Chapter five: A conceptual framework for measuring*

- servant leadership*. Langley, B. C.: Trinity Western University. Retrieved September 5, 2008, from <http://www.twu.ca/academics/graduate/leadership/servant-leadership/conceptual-framework.pdf>
- Polk, J. A. (2006). Traits of effective teachers. *Arts Education Policy Review*, 107(4), 23-29.
- Pool, J. E., Ellett, C. D., Schiavone, S., & Carey-Lewis, C. (2001). How valid are the national board of professional teaching standards assessments for predicting the quality of actual classroom teaching and learning? Results of six mini case studies. *The Journal of Personnel Evaluation in Education*, 15(1), 31-48. Retrieved April 4, 2007, from ProQuest Educational Journals.
- Reutter, E. (1964). *Schools and the law* (2<sup>nd</sup> rev. ed.). Dobbs Ferry, NY: Oceana Publications.
- Reutter, E. & Hamilton, R. R. (1970). *The law of public education*. Mineola, NY: The Foundation Press.
- Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, D.C.: Economic Policy Institute.
- Ross, D. B. (2006). Perceptions of the evidence of a servant leadership culture among educators in the p-12 school system in the North American division of Seventh-Day Adventist. [Electronic version]. *Dissertation Abstracts International*, 67(09). (UMI No. AAT 3234103)
- Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
- Sanders, W. L., Ashton, J. J., & Wright, S. P. (2005). *Comparison of the effects of NBPTS certified teachers with other teachers on the rate of student academic progress*.

- Arlington, VA: NBPTS. Retrieved April 14, 2007, from [http://www.nbpts.org/UserFiles/File/SAS\\_final\\_NBPTS\\_report\\_D\\_-\\_Sanders.pdf](http://www.nbpts.org/UserFiles/File/SAS_final_NBPTS_report_D_-_Sanders.pdf)
- Schwandt, D. R., & Marquardt, M. J. (2000). *Organizational learning: From world-class theories to global best practices*. Boca Raton, FL: St. Lucie Press.
- Sheehan, K. (2001). E-mail survey response rates: A review. *Journal of Computer Mediated Communication* 6 (2). Retrieved June 16, 2008 from <http://jcmc.indiana.edu/vol6/issue2/sheehan.html>.
- Smart-Washington, D. M. (2006). Utilizing facilitatory leadership strategies when teaching second grade mathematics. [Electronic version]. *Dissertation Abstracts International*, 67(10). (UMI No. AAT 3239131)
- Smith, T. W., Gordon, B., Colby, S. A., & Wang, J. (2005). *An examination of the relationship between depth of student learning and national board certification status*. Boone, NC: Office for Research on Teaching, Appalachian State University. Retrieved April 14, 2007, from [http://www.nbpts.org/UserFiles/File/Appalachian\\_State\\_study\\_D\\_-\\_Smith.pdf](http://www.nbpts.org/UserFiles/File/Appalachian_State_study_D_-_Smith.pdf).
- Spears, L. C. (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant-leadership influenced today's top management thinkers*. New York: John Wiley.
- Strathy, B. K. (2007). Teachers as leaders: A case study of practices that encourage the hearts of students. [Electronic version]. *Dissertation Abstracts International*, 68(02). (UMI No. AAT 3252718)

- Taylor, T. A. (2002). Examination of leadership practices of principals identified as servant leaders. [Electronic version]. *Dissertation Abstracts International*, 63(05). (UMI No. AAT 3052221)
- Taylor-Gillham, D. J. (1999). Images of servant leadership in education. [Electronic version]. *Dissertation Abstracts International*, 59(07). (UMI No. AAT 9839549)
- Thomas, D. J. (2007). A new lense: The relationship between teacher leadership style and performance evaluation. [Electronic version]. *Dissertation Abstracts International*, 68(03). (UMI No. AAT 3258026)
- Thompson, C. H. (2005). The public school superintendent and servant leadership. [Electronic version]. *Dissertation Abstracts International*, 66(09). (UMI No. AAT 3190501)
- Thompson, M. M. (1953). *The history of education*. New York: Barnes & Noble.
- Van Brummelen, H. W. (2005). Teachers as servant leaders. *Christian School Education*, 8(3), 20-22
- Vandevoort, L. G., Amrein-Beardsley, A., & Berliner, D. C. (2004, September 8). National board certified teachers and their students' achievement. *Education Policy Analysis Archives* 12(46). Retrieved December 9, 2005 from <http://epaa.asu.edu/epaa/v12n46/>
- Wilson, P. W. (2004). Transformational leadership theory and the effectiveness of the secondary classroom teacher: Correlations of the multifactor leadership questionnaire and the students' evaluation of educational quality questionnaire. [Electronic version]. *Dissertation Abstracts International*, 65(08). (UMI No. AAT 3142995)

Table A1

*Connecting Servant Leadership and NBPTS Propositions*

NBPTS Core propositions and subsets	Servant Leader key areas and constructs as defined by Laub
<p data-bbox="289 495 829 600">Proposition 1: Teachers are Committed to Students and Learning</p> <ul style="list-style-type: none"> <li data-bbox="334 638 821 890">▪ NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.</li> <li data-bbox="334 1150 829 1549">▪ They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</li> <li data-bbox="334 1587 802 1692">▪ NBCTs understand how students develop and learn.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="911 638 1422 1104">▪ Share the Leadership-Share the Status: They know that all people throughout the organization need to be affirmed and recognized for their inherent value and for what they contribute to the success of the whole.</li> <li data-bbox="911 1150 1422 1549">▪ Build Community-Values Differences: They are aware of their own prejudices and biases. They confront these boldly so that no individual or group feels less valued or set apart from the team.</li> <li data-bbox="911 1587 1422 1839">▪ Build Community- Build Relationships: Leaders and workers need the time and space to be together...to share, to listen, to</li> </ul>

<ul style="list-style-type: none"> <li>▪ They respect the cultural and family differences students bring to their classroom.</li> <li>▪ They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.</li> <li>▪ NBCTs are also concerned with the development of character and civic responsibility.</li> </ul>	<p>reflect. They need to get to know one another.</p> <ul style="list-style-type: none"> <li>▪ <b>Build Community-Values Differences:</b> Leaders respect and celebrate differences in ethnicity, gender, age and culture.</li> <li>▪ <b>Develop Others-Build up Through Affirmation:</b> Healthy organizations encourage others...honor others...accept others...build up others. They catch others doing it right. Leaders recognize accomplishments and celebrate creativity. They speak words of encouragement and intentionally affirm.</li> <li>▪ <b>Displays Authenticity-Honest &amp; Integrity:</b> Healthy organizations refuse to cut corners on the truth.</li> </ul>
<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p>	



<ul style="list-style-type: none"> <li>▪ NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</li> <li>▪ They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</li> <li>▪ They are able to use diverse instructional strategies to teach for understanding.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop People-Provide for Learning: Leaders join them in learning and are never satisfied with the status quo.</li> <li>▪ Value People-Serve Others First: They focus on the needs of others and how they can best meet them.</li> <li>▪ Develop People-Provide for Learning: Healthy organizations offer people opportunities for new learning.</li> </ul>
<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <ul style="list-style-type: none"> <li>▪ NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</li> <li>▪ They know how to engage students to ensure a disciplined learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide Leadership-Clarify Goals: Leaders use clear and open communication to point the direction that the group is committed to pursue.</li> <li>▪ Share Leadership-Share the Vision: A clear vision of the future, shared</li> </ul>

<p>environment, and how to organize instruction to meet instructional goals.</p> <ul style="list-style-type: none"> <li>▪ NBCTs know how to assess the progress of individual students as well as the class as a whole.</li> <li>▪ They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</li> </ul>	<p>by the entire group, becomes a powerful magnet drawing together all of the resources, skills and abilities of the total team.</p> <ul style="list-style-type: none"> <li>▪ They work to envision the potential of people while looking beyond the immediate externals to find the true value others.</li> <li>▪ Provide Leadership-Clarifies Goals: The leader encourages accountability to the goals set...for themselves and for others.</li> </ul>
<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <ul style="list-style-type: none"> <li>▪ NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</li> <li>▪ They are familiar with learning theories and instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop People- Model Appropriate Behavior: Leaders don't just tell others what to do. They model it for them and do it with them.</li> <li>▪ Displays Authenticity- Willing to Learn: People in a healthy</li> </ul>

<p>and stay abreast of current issues in American education.</p> <ul style="list-style-type: none"> <li>▪ They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</li> </ul>	<p>organization gladly accept the role of a learner.</p> <ul style="list-style-type: none"> <li>▪ Provide Leadership-Take Initiative: Leadership takes action. It doesn't hold back in order to protect the leader from making mistakes.</li> </ul>
<p>Proposition 5: Teachers are Members of Learning Communities.</p> <ul style="list-style-type: none"> <li>▪ NBCTs collaborate with others to improve student learning.</li> <li>▪ They are leaders and actively know how to seek and build partnerships with community groups and businesses.</li> <li>▪ They work with other professionals on instructional policy, curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Displays Authenticity-Willing to Learn: Leaders know that they have much to learn and that each person has something important to teach them.</li> <li>▪ Build Community-Build Relationships: Healthy organizations don't encourage lone-ranger success over team accomplishment instead, they encourage friendships to emerge.</li> <li>▪ Build Community-Work Collaboratively: Leaders work alongside the others to model a</li> </ul>

<p>and staff development.</p> <ul style="list-style-type: none"> <li>▪ They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.</li> <li>▪ They know how to work collaboratively with parents to engage them productively in the work of the school.</li> </ul>	<p>dynamic partnership of collaborative work.</p> <ul style="list-style-type: none"> <li>▪ Share Leadership- Share the Power: In organizational terms it represents the ability to make important decisions, allocate resources...moving people and projects forward to make things happen.</li> <li>▪ Displays Authenticity- Open &amp; Accountable: They will recognize that they are accountable to others and not just those who are “over” them.</li> </ul>
---	--

*Note.* The data in column 1 are from “The Five Core Propositions.” Retrieved August 9, 2008, from [http://www.nbpts.org/about\\_us/mission\\_and\\_history/the\\_five\\_core\\_propositio](http://www.nbpts.org/about_us/mission_and_history/the_five_core_propositio). The data in column 2 are from “Servant Leadership.” Retrieved February 10, 2007, from [http://www.olagroup.com/Display.asp?Page=servant\\_leadership](http://www.olagroup.com/Display.asp?Page=servant_leadership).

## Appendix B

*Permission to use OLA*

From: JIM LAUB      Sent: Thu 7/19/2007 12:21 PM

To: Aaron Metzcar

Cc:

Subject: RE: I found some information!

Aaron: I hereby give you written consent to utilize the Organizational Leadership Assessment (OLA) in creating a new and different assessment instrument for the purpose of your dissertation study. You will need to make it clear how you are utilizing the OLA and that the instrument you have developed is a different instrument and is not claiming the reliability or validity of the OLA. I wish you well with your study and look forward to seeing the results of your work.

Jim Laub, Ed.D.

## Appendix C

*Comparison of the TLA and OLA questions*

	<b>TLA</b>	<b>OLA Education Version</b>	<b>Reason for Modifications</b>
1.	Trusts each other	Trust each other	Subject-verb agreement
2.	Is clear on key goals of the classroom	Are clear on the key goals of the organization	Educational context
3.	Is non-judgmental, they keep an open mind	Are non-judgmental–they keep an open mind	Subject-verb agreement
4.	Respects each other	Respect each other	Subject-verb agreement
5.	Knows what will take place in the classroom (e.g. topics to be studied are shared, a course outline or syllabus is used, lessons are posted...)	Know where this organization is headed in the future	Educational context
6.	Maintains high standards of what is right and wrong	Maintain high ethical standards	Context a student would understand and subject-verb agreement
7.	Works well together with teams/groups when appropriate	Work well together in teams	Context a student would understand and subject-verb agreement

8.	Values classroom diversity (culture, race, ethnicity, socioeconomic status, mental and physical handicaps)	Value differences in culture, race & ethnicity	Context a student would understand and subject-verb agreement
9.	Is caring and compassionate towards each other	Are caring & compassionate towards each other	Subject-verb agreement
10.	Demonstrates high integrity and honesty	Demonstrate high integrity & honesty	Subject-verb agreement
11.	Is trustworthy	Are trustworthy	Subject-verb agreement
12.	Relates well to each other	Relate well to each other	Subject-verb agreement
13.	Attempts to support others in their work more than working on their own	Attempt to work with others more than working on their own	Subject-verb agreement
14.	Is held accountable for completing work assignments	Are held accountable for reaching work goals	Educational context
15.	Is aware of the needs of others	Are aware of the needs of others	Subject-verb agreement
16.	Allows for individuality of style and expression	Allow for individuality of style and expression	Subject-verb agreement

17.	Is clearly considered or encouraged to share in making important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	Are encouraged by supervisors to share in making <i>important</i> decisions	Educational context and subject-verb agreement
18.	Works to maintain positive classroom relationships	Work to maintain positive working relationships	Subject-verb agreement
19.	Accepts others in the classroom as they are	Accept people as they are	Educational context and subject-verb agreement
20.	Views conflict as an opportunity to learn and grow	View conflict as an opportunity to learn & grow	Subject-verb agreement
21.	Knows how to get along with others	Know how to get along with people	Educational context
22.	Clearly communicates the importance of the subject to the students' future	Communicate a clear vision of the future of the organization	Educational context and subject-verb agreement
23.	Is open to learning from	Are open to learning	Educational context and



	students in the classroom	from those who are <i>below</i> them in the organization	subject-verb agreement
24.	Keeps students' skills and abilities in mind as lessons are planned and a timeframe for learning is established	Allow teachers/staff to help determine where this organization is headed	Educational context and subject-verb agreement
25.	Is available to students beyond normal classroom time for extra instructional support and/or supports students in extra curricular activities by leading, coaching, or attending	Work alongside the workers instead of separate from them	Educational context and subject-verb agreement
26.	Uses persuasion to influence students instead of intimidation or force	Use persuasion to influence others instead of coercion or force	Context a student would understand and subject-verb agreement
27.	Unhesitantly acts to provide classroom leadership that is needed	Don't hesitate to provide the leadership that is needed	Educational context and subject-verb agreement
28.	Promotes open communication and sharing	Promote open communication and	Subject-verb agreement

	of information	sharing of information	
29.	When appropriate, gives students power to make important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	Give workers the power to make <i>important</i> decisions	Educational context and subject-verb agreement
30.	Provides the support and resources needed to help students meet learning goals	Provide the support and resources needed to help workers meet their goals	Educational context and subject-verb agreement
31.	Creates an environment that encourages learning	Create an environment that encourages learning	Subject-verb agreement
32.	Is open to receiving criticism and challenges from students	Are open to receiving criticism & challenge from others	Educational context and subject-verb agreement
33.	Says what he/she means, and means what he/she says	Say what they mean, and mean what they say	Subject-verb agreement
34.	Encourages each student to	Encourage each	Educational context and

	exercise leadership	person to exercise leadership	subject-verb agreement
35.	Admits personal limitations and mistakes	Admit personal limitations & mistakes	Subject-verb agreement
36.	Encourages students to take risks even if it means they may face challenges	Encourage people to take risks even if they may fail	Educational context and subject-verb agreement
37.	Practices the same behavior that is expected from students	Practice the same behavior they expect from others	Educational context and subject-verb agreement
38.	Makes possible the building of class unity and teamwork	Facilitate the building of community & team	Educational context and subject-verb agreement
39.	Has a humble attitude and does not seek to be favored by students	Do not demand special recognition for being leaders	Educational context and subject-verb agreement
40.	Leads by example by modeling appropriate behavior	Lead by example by modeling appropriate behavior	Subject-verb agreement
41.	Seeks to influence students from a positive relationship rather than from the authority of his/her position	Seek to influence others from a positive relationship rather than from the authority of their	Educational context and subject-verb agreement

		position	
42.	Provides opportunities for all students to develop to their full potential	Provide opportunities for all workers to develop to their full potential	Educational context and subject-verb agreement
43.	Honestly reflects on teaching performance making sure all necessary information is available to the class before seeking to evaluate students	Honestly evaluate themselves before seeking to evaluate others	Educational context and subject-verb agreement
44.	Uses power and authority to act as an advocate for the benefit of students	Use their power and authority to benefit the workers	Educational context and subject-verb agreement
45.	Takes appropriate action when it is needed to provide a positive and safe learning environment	Take appropriate action when it is needed	Subject-verb agreement
46.	Builds students up through encouragement and praise	Build people up through encouragement and affirmation	Educational context and subject-verb agreement
47.	Encourages students to work together rather than	Encourage workers to work <i>together</i> rather	Educational context and subject-verb agreement

	competing against each other	than competing against each other	
48.	Is humble- Does not promote himself/herself	Are humble – they do not promote themselves	Subject-verb agreement
49.	Communicates clear plans and goals for the classroom	Communicate clear plans & goals for the organization	Educational context and subject-verb agreement
50.	Provides mentor relationships in order to help students grow	Provide mentor relationships in order to help people grow professionally	Educational context and subject-verb agreement
51.	Is accountable and responsible to students	Are accountable & responsible to others	Educational context and subject-verb agreement t
52.	Is a good listener	Are receptive listeners	Subject-verb agreement
53.	Is modest and does not seek special status or to be favored	Do not seek after special status or the “perks” of leadership	Educational context and subject-verb agreement
54.	Puts the needs of the students ahead of his/her own	Put the needs of the workers ahead of their own	Educational context and subject-verb agreement
55.	I feel appreciated by those in	I feel appreciated by	Educational context and

	my classroom for what I contribute	my supervisor for what I contribute	subject-verb agreement
56.	My work in this class is the best I can produce	I am working at a high level of productivity	Educational context
57.	I am listened to by those in my classroom	I am listened to by those <i>above</i> me in the organization	Educational context
58.	I feel good about my contribution to my classroom	I feel good about my contribution to the organization	Educational context
59.	I receive encouragement and affirmation from those in my classroom	I receive encouragement and affirmation from those <i>above</i> me in the organization	Educational context
60.	My participation in this classroom makes a difference	My job is important to the success of this organization	Educational context
61.	I trust the leadership of the teacher in this classroom	I trust the leadership of this organization	Educational context
62.	I enjoy working in my classroom	I enjoy working in this organization	Educational context
63.	I am respected by those in	I am respected by	Educational context

	this classroom	those <i>above</i> me in the organization	
64.	I am able to be creative in my classroom	I am able to be creative in my job	Educational context
65.	In my classroom, my work is valued more than my reputation	In this organization, a person's <i>work</i> is valued more than their <i>title</i>	Educational context
66.	I am able to use my gifts and abilities in my classroom	I am able to use my best gifts and abilities in my job	Educational context

## Appendix D

### *Emails to Pretest Participants*

#### *Email Communication with Doctoral Students and Researchers*

##### **Email One**

Dear Research Participant,

The time has finally arrived to begin collecting data. I again want to thank you for participating in this research study. The basic survey instrument will take 15-20 minutes to complete. The validity portion of the study could take an additional 15-20 minutes. However, the time frame for the validity study will vary from person to person depending on the way you perceive the questions in the study.

The total time to complete the survey and validity study will be approximately 30-40 minutes, and it all needs to be completed at the same time. I again thank you for your support in this study. My wife and children also send their thanks.

All suggestions are welcome.

Please click on the link below as soon as you are ready to begin.

In Christ,  
Aaron Metzcar

##### **Email Two**

I am sending out my final plea for help. If you have the time, please click on the link below to complete the survey. This would be a great service to me. The opportunity to participate will close on February 8 at 6:00.

The link below will direct you to the survey.

##### **Email Three**

This note is to inform you that your opportunity to participate in my research will end on February 5 at 6:00. If you intend to participate, please do so before the indicated time.

The link below will direct you to the survey.

Thanks again.

In Christ,  
Aaron Metzcar

Have a great finish to the week!



*Email communication with Tri-Village Staff*

**Email One**

Dear Tri-Village Staff,

Some of you will remember me from my time as a student or from my time as a teacher at TV. For those of you who do not know me, I graduated from Tri-Village in 1995 and taught at TV for six years before moving into a principalship in Michigan.

I am writing all of you to request your help in completing a study to earn a doctorate in organizational leadership. Unfortunately, I have nothing to offer you as compensation for your time except for a sincere thank you for helping me in this endeavor.

Your participation would serve to help me test the reliability and validity of a survey instrument. To do this I ask you to complete a multiple choice assessment as well as reflect on how the instructions and groups of questions are written and organized. The entire process would require you to set aside 30-40 minutes of your time. However, you may find that the process takes less time. As I am on a tight timeline, I am allotting only a week for the completion of this phase of the research process. Completing this assessment will be a considerable favor to both me and my family as the time I have devoted to my studies has been substantial. Thank you for taking time to consider supporting me in this important study.

Please click on the link below as soon as you are ready to begin.

**Email Two**

Dear Tri-Village Staff Member,

When I started my research, I was very hopeful of a positive response from participants during the research process. My dissertation chair told me not to expect a favorable response. He advised that I offer my participants some kind of incentive to complete the survey. I told him I did not have the means to offer participants anything. He then told me that if I do not have anything to offer, I need to be prepared to beg participants to complete the survey. I did not think I would reach that point, but I have. I have sent out 54 surveys to teachers from preschool to high school and have only received a response from 3 people. I really need your insights to help me refine this research instrument. You are an experienced educator with a wealth of knowledge. Anything you can share to help me this process would be valued. Please do not see this as an evaluation of you. This is a time where you can make suggestions to help me improve the quality of this research instrument before it is used in the next phase of the research process. *Please* help me out. If you could help me out with this, I would *greatly* appreciate it. Thank you again for taking time to consider helping me with my research.

I know you are extremely busy. If you can find the time, please click on the link below to help me out.

I am sending out my final plea for help. If you have the time, please click on the link below to complete the survey. This would be a great service to me. The opportunity to participate will close on February 8 at 6:00.

The link below will direct you to the survey.

### **Email Three**

This note is to inform you that your opportunity to participate in my research will end on February 5 at 6:00. If you intend to participate, please do so before the indicated time.

The link below will direct you to the survey.

Thanks again.

In Christ,  
Aaron Metzcar

Have a great finish to the week!

*Email communication with Dayton Christian Staff*

### **Email One**

Dear Dayton Christian Staff,

I am a student at Indiana Wesleyan University, a Buckeye native, and a fellow worker in Christ as I serve at a Christian school in Jackson, Michigan. During the course of my studies at IWU, I became acquainted with Mr. Rough. Mr. Rough has graciously allowed me the opportunity to request your help in the research I am conducting. This research has the potential to positively influence Christian education in the future. Unfortunately, I have nothing to offer you as compensation for your time except for a sincere thank you for serving me in this endeavor.

Your participation would serve to help me test the reliability and validity of a survey instrument. To do this I ask that you complete a multiple choice assessment as well as reflect on how the instructions and groups of questions are written and organized. The entire process would require you to set aside 30-40 minutes of your time. However, you may find that the process takes less time. As I am on a tight timeline, I am allotting only one week for the completion of this phase of the research process. Completing this assessment will be a considerable favor to both me and my family as the time I have devoted to my studies has been substantial. Thank you for taking time to consider supporting me in this important study.

Please click on the link below as soon as you are ready to begin.

In Christ,  
Aaron Metzcar

**Email Two**

Dear Dayton Christian Faculty Member,

When I started my research, I was very hopeful of a positive response from participants during the research process. My dissertation chair told me not to expect a favorable response. He advised that I offer my participants some kind of incentive to complete the survey. I told him I did not have the means to offer participants anything. He then told me that if I do not have anything to offer, I need to be prepared to beg participants to complete the survey. I did not think I would reach that point, but I have. I have sent out 54 surveys to teachers from preschool to high school and have only received a response from 3 people. I really need your insights to help me refine this research instrument. You are an experienced educator with a wealth of knowledge. Anything you can share to help me this process would be valued. Please do not see this as an evaluation of you. This is a time where you can make suggestions to help me improve the quality of this research instrument before it is used in the next phase of the research process. *Please* help me out. If you could help me out with this, I would *greatly* appreciate it. Thank you again for taking time to consider helping me with my research.

I know you are extremely busy. If you can find the time, please click on the link below to help me out.

**Email Three**

I am sending out my final plea for help. If you have the time, please click on the link below to complete the survey. This would be a great service to me. The opportunity to participate will close on February 8 at 6:00.

The link below will direct you to the survey.

**Email Four**

This note is to inform you that your opportunity to participate in my research will end on February 5 at 6:00. If you intend to participate, please do so before the indicated time.

The link below will direct you to the survey.

Thanks again.

In Christ,  
Aaron Metzcar

Have a great finish to the week!

*Email Communication with Jackson Christian School Staff*

**Email One**

Dear JCS Staff,

As many of you are aware, I have been working on studies to earn a doctorate degree at IWU. I have been steadily chipping away at it, and I am nearing completion.

I am writing all of you to request your help in moving one step closer to the completion of my studies. This is completely voluntary and is in no way connected to being an employee of JCS. If you have time or if you could set aside time to help me complete this, it would be greatly appreciated. Unfortunately, I have nothing to offer you as compensation for your time except for a sincere thank you for serving me in this endeavor.

Your participation would serve to help me test the reliability and validity of a survey instrument. To do this I ask that you complete a multiple choice assessment as well as reflect on how the instructions and groups of questions are written and organized. The entire process would require you to set aside 30-40 minutes of your time. However, you may find that the process takes less time. As I am on a tight timeline, I am allotting only one week for the completion of this phase of the research process. Completing this assessment will be a considerable favor to both me and my family as the time I have devoted to my studies has been substantial. Thank you for taking time to consider supporting me in this important study.

Please click on the link below as soon as you are ready to begin.

In Christ,  
Aaron

**Email Two**

Dear JCS Faculty Member,

When I started my research, I was very hopeful of a positive response from participants during the research process. My dissertation chair told me not to expect a favorable response. He advised that I offer my participants some kind of incentive to complete the survey. I told him I did not have the means to offer participants anything. He then told me that if I do not have anything to offer, I need to be prepared to beg participants to complete the survey. I did not think I would reach that point, but I have. I really could use your insights to help me refine this research instrument. You are an experienced educator with a wealth of knowledge. Anything you can share to help me this process would be valued. Please do not see this as an evaluation of you. This is a time where you can make suggestions to help me improve the quality of this research instrument before it is used in the next phase of the research process. If you could help me out with this, I would *greatly* appreciate it. Thank you again for taking time to consider helping me with my research.

I know you are extremely busy. If you can find the time, please click on the link below to help me out.

**Email Three**

I am sending out my final plea for help. If you have the time, please click on the link below to complete the survey. This would be a great service to me. The opportunity to participate will close on February 8 at 6:00.

The link below will direct you to the survey.

**Email Four**

This note is to inform you that your opportunity to participate in my research will end on February 5 at 6:00. If you intend to participate, please do so before the indicated time.

The link below will direct you to the survey.

Thanks again.

In Christ,  
Aaron Metzcar

Have a great finish to the week!

## Appendix E

*Email communication with National Board Certified Teachers**Email 1*

Dear National Board Certified Teacher,

My name is Aaron Metzcar. I am a doctoral student at Indiana Wesleyan University. I am currently working on a dissertation. I am writing you to invite you to participate in a study that will explore the leadership of effective teachers in the classroom. Only 3,016 of the 64,000 National Board Certified Teachers have been asked to participate in this study. With such a limited sample, your participation is critical to the success of this research. The data gathered from this study has the potential to influence the way future teachers are trained for service in the classroom.

Your participation in this research would only take 15 minutes of your time. Two weeks will be given to participate. You would complete two questionnaires. One is a simple demographic questionnaire and the other pertains to your leadership practices in your classroom. Having been a classroom teacher for several years, I know your time is very valuable. This makes your participation in this study all the more appreciated.

In cordial thanks and appreciation for your consideration,

Aaron Metzcar

[XXXXXX@XXXXX.xxx](mailto:XXXXXX@XXXXX.xxx)

*Email 2*

Dear National Board Certified Teacher,

Earlier this week I emailed you a link to take a survey for a dissertation study. The study is focused on exploring the leadership used by effective teachers in the classroom. Some of the National Board Certified Teachers that have already completed the assessment shared with me that the original message could have been viewed as spam causing the response rate for the survey to be low. Right now the response rate is quite low (11%) and I am in need of many more responses. I want to remind everyone that this research could have an impact on the way future teachers are equipped to serve in their classrooms. Please consider participating in this study. It would be a great help to me.

I noted in my earlier email that the survey takes approximately 15 minutes. Some have completed it in much less time.

Sincerely,

Aaron Metzcar

[XXXXXX@XXXXX.xxx](mailto:XXXXXX@XXXXX.xxx)

XXX-XXX-XXXX

*Email 3*

Dear National Board Certified Teacher,

When I started my research, I was very hopeful of a positive response from participants during the research process. My dissertation chair told me not to expect a favorable response. He advised that I offer my participants some kind of incentive to complete the survey. I told him I did not have the means to offer participants anything. He then told me that if I do not have anything to offer, I need to be prepared to beg participants to complete the survey. I did not think I would reach that point, but I have. I really need your support to complete this research. You are an experienced educator with a wealth of knowledge. The success of this research is totally dependent upon the support of National Board Certified Teachers like you.

If you can help me in completing this research, I would greatly appreciate it.

I know you are extremely busy. If you can find the time, please click on the link below to help me complete this research.

Cordially,

Aaron Metzcar

[XXXXXX@XXXXX.xxx](mailto:XXXXXX@XXXXX.xxx)

XXX-XXX-XXXX



I apologize if you have received this email after already completing the survey. The survey software I am using has malfunctioned.

If you have been out of the classroom longer than a year, or if you have received duplicate emails at different addresses, please reply to this message asking to be removed from the mailing list.

*Email 4*

Dear NBCT,

I know that as a National Board Certified Teacher you are extremely busy and there are multiple demands on your time. I know that giving up 15 minutes of your day can be a substantial sacrifice. I also know that National Board Certified Teachers are interested in advancing and improving the quality of education that takes place in America's classrooms. This study has the potential to influence such change as it seeks to understand the potential relationship between effective teaching practices and classroom leadership. Please consider playing a role in this important research. Over a thousand responses are needed to substantiate this research. Your participation is *extremely* important.

Only a week remains to participate. If you can make time, please click on the link below.

Your fellow servant in education,

Aaron Metzcar

[XXXXXX@XXXXX.xxx](mailto:XXXXXX@XXXXX.xxx)

XXX-XXX-XXXX

If you have been out of the classroom longer than a year, or if you have received duplicate emails at different addresses, please reply to this message with your email in the subject line and you will be removed from the list.

## Appendix F

## Pretest for Graduate Students and Researchers

Hello: You are invited to participate in our research of classroom leadership practices. In this research, a select group of educators will be asked to complete a survey that asks questions about personal classroom leadership practices. It will take approximately 15-20 minutes to complete the questionnaire and the validity section could take up to an additional 15-20 minutes. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to understand how you exercise leadership in your classroom. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact me at XXX-XXX-XXXX or by email at the email address specified below: [XXXXXX@XXXX.xxx](mailto:XXXXXX@XXXX.xxx). Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

Please provide any comments or suggestions regarding the Greeting.

The next section will request demographic data that will be used to analyze results from the study.

1. Please select the state in which you currently teach.

1. Alabama

2. Alaska

3. Arizona

4. Arkansas

5. California

6. Colorado

7. Connecticut

8. Delaware

9. Florida

10. Georgia

11. Hawaii

12. Idaho

13. Illinois

14. Indiana

15. Iowa

16. Kansas

17. Kentucky
18. Louisiana
19. Maine
20. Maryland
21. Massachusetts
22. Michigan
23. Minnesota
24. Mississippi
25. Missouri
26. Montana
27. Nebraska
28. Nevada
29. New Hampshire
30. New Jersey
31. New Mexico
32. New York
33. North Carolina
34. North Dakota
35. Ohio
36. Oklahoma
37. Oregon
38. Pennsylvania
39. Rhode Island

40. South Carolina
41. South Dakota
42. Tennessee
43. Texas
44. Utah
45. Vermont
46. Virginia
47. Washington
48. Washington, D.C.
49. West Virginia
50. Wisconsin
51. Wyoming

2. How many years have you been teaching including your current year?

- 1.1
- 2.2
- 3.3
- 4.4
- 5.5
- 6.6
- 7.7
- 8.8
- 9.9
- 10.10

11.11

12.12

13.13

14.14

15.15

16.16

17.17

18.18

19.19

20.20

21.21

22.22

23.23

24.24

25.25

26.26

27.27

28.28

29.29

30.30

31.31

32.32

33.33

34.34

35.35+

3. Grade level taught

1.Preschool-1

2.2-5

3.6-8

4.9-12

5.College level courses

4. What subject(s) do you teach? (mark all that apply)

1.Art

2.Business

3.Drama

4.Foreign Language

5.Language Arts/Reading/English

6.Mathematics

7.Music

8.Physical Education

9.Science

10.Social Studies

11.Special Education

12.Other



This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions clear and focused? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists please, provide it.

Please provide any additional comments or suggestions.

**General Instructions** The purpose of this instrument is to develop an understanding of classroom leadership. This instrument is designed to be taken by classroom teachers. As you respond to different statements, please answer as to what you believe is generally true about your classroom. Please respond with your own personal feelings and beliefs, not those of others or those that others would want you to have. Respond as to how things are... not as they could be, or should be.

Feel free to use the full spectrum of answers (from Strongly Disagree to Strongly Agree). You will find that some of the statements will be easy to respond to while others may require more thought. If you are uncertain, you may want to answer with your first, intuitive response. Please be honest and candid. The response being sought is the one that most closely represents your feelings or beliefs about the statement that is being considered. There are three different sections to this instrument. Carefully read the instructions that are given prior to each section. Your involvement in this assessment is anonymous and confidential.

Please provide any comments or suggestions regarding the General Instructions.

Section 1: In this section, please respond to each statement as you believe it applies to your classroom including students and teacher..

In general, those in this classroom...

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Trust each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are clear on key goals of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are non-judgmental they keep an open mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are given an overview of the subject matter that will be covered in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain high standards of what is right and wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Work well together in teams/groups when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Value classroom diversity (culture, race, ethnicity, socioeconomic status, mental and physical handicaps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Are caring and compassionate towards each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrate high integrity and honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Relate well to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Attempt to support each other in their work rather than keeping to themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are held accountable for completing classroom assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are aware of the needs of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Allow for individuality of style and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are encouraged to share in making important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Work to maintain positive classroom relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Accept others in the classroom as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. View conflict as an opportunity to learn and grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Know how to get along with others in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Trust the leadership in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully while considering the section of the survey instrument you just completed.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why, or if an overarching reason exists please, provide it.

Were the questions clear and focused? If any were not, please identify which question(s)

and explain why, or if an overarching reason exists, please provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were questions able to be answered in the context of the classroom? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Could questions be easily understood by high school students? If any could not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Did the questions reflect principles of Servant Leadership? If any did not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Please provide any additional comments or suggestions that you believe could serve to further refine this section of the survey instrument.

Section 2: In this section, please respond to each statement as you believe it applies to teacher leadership in this classroom.

The teacher in this classroom...

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
23. Communicates clear vision of the importance of the subject to students' future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is open to learning from students in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Keeps students' skills and abilities in mind as lessons are planned and a timeframe for learning is established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Uses group learning activities when appropriate and circulates among students during activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Uses persuasion to influence students instead of intimidation or force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Does not hesitate to provide classroom leadership that is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Promotes open communication and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



sharing of information					
30. Gives students power to make important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Provides the support and resources needed to help students meet learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Creates an environment that encourages learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Is open to receiving criticism and challenges from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Says what he/she means, and means what he/she says	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Encourages each student to exercise leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Admits personal limitations and mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Encourages students to take risks even if it means they may face challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Practices the same behavior that is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

expected from students					
39. Makes possible the building of class unity and teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Does not demand special recognition for being a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Leads by example by modeling appropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Seeks to influence students from a positive relationship rather than from the authority of position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Provides opportunities for all students to develop to their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Honestly reflects on teaching performance before seeking to evaluate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Uses power and authority to benefit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Takes appropriate action when it is needed to maintain a positive and learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Builds students up through encouragement and praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. Encourages students to support each other in their work rather than competing against each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Is humble- Does not promote himself/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Communicates clear plans and goals for the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Provides mentor relationships in order to help students grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Is accountable and responsible to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Is a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Does not seek after special status or the “perks” of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Puts the needs of the students ahead of his/her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully while considering the section of the survey instrument you just completed.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why or if an over arching reason exists please provide it.

Were the questions clear and focused? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were questions able to be answered in the context of the classroom? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Could questions be easily understood by high school students? If any could not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Did the questions reflect principles of Servant Leadership? If any did not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Please provide any additional comments or suggestions that you believe could serve to further refine this section of the survey instrument.

Section 3: In this section, please respond to each statement as you believe it is true about you personally and your role in your classroom and school.

In viewing my own role...

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
56. I feel appreciated by those in my classroom for what I contribute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I am working at a high level of productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I am listened to by those in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I feel good about my contributions to my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I receive encouragement and affirmation from those in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. My participation in this classroom makes a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. I enjoy working in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I am respected by others in this classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I am able to be creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

65. In my classroom, my work is valued more than my name or the extracurricular activities in which I participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. I am able to use my gifts and abilities in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully while considering the section of the survey instrument you just completed.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions clear and focused? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were questions able to be answered in the context of the classroom? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Could questions be easily understood by high school students? If any could not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.



Did the questions reflect principles of Servant Leadership? If any did not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Please provide any additional comments or suggestions that you believe could serve to further refine this section of the survey instrument or the instrument as a whole.

## Appendix G

### *Pretest Instrument for Teachers*

Hello: You are invited to participate in our research of classroom leadership practices. In this research, a select group of educators will be asked to complete a survey that asks questions about personal classroom leadership practices. It will take approximately 15-20 minutes to complete the questionnaire and the validity section could take up to an additional 15-20 minutes. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to understand how you exercise leadership in your classroom. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact me at XXX-XXX-XXXX or by email at the email address specified below. Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

XXXXXX@XXXXXX.xxx

Please provide any comments or suggestions regarding the Greeting.

The next section will request demographic data that will be used to analyze results from the study.

1. Please select the state in which you currently teach.

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. Florida
10. Georgia
11. Hawaii
12. Idaho
13. Illinois
14. Indiana
15. Iowa
16. Kansas
17. Kentucky
18. Louisiana
19. Maine

- 20.Maryland
- 21.Massachusetts
- 22.Michigan
- 23.Minnesota
- 24.Mississippi
- 25.Missouri
- 26.Montana
- 27.Nebraska
- 28.Nevada
- 29.New Hampshire
- 30.New Jersey
- 31.New Mexico
- 32.New York
- 33.North Carolina
- 34.North Dakota
- 35.Ohio
- 36.Oklahoma
- 37.Oregon
- 38.Pennsylvania
- 39.Rhode Island
- 40.South Carolina
- 41.South Dakota
- 42.Tennessee

43. Texas

44. Utah

45. Vermont

46. Virginia

47. Washington

48. Washington, D.C.

49. West Virginia

50. Wisconsin

51. Wyoming

2. How many years have you been teaching including your current year?

1.1

2.2

3.3

4.4

5.5

6.6

7.7

8.8

9.9

10.10

11.11

12.12

13.13

14.14

15.15

16.16

17.17

18.18

19.19

20.20

21.21

22.22

23.23

24.24

25.25

26.26

27.27

28.28

29.29

30.30

31.31

32.32

33.33

34.34

35.35+

3. Grade level taught

1.Preschool-1

2.2-5

3.6-8

4.9-12

5.College level courses

4. What subject(s) do you teach? (mark all that apply)

1.Art

2.Business

3.Drama

4.Foreign Language

5.Language Arts/Reading/English

6.Mathematics

7.Music

8.Physical Education

9.Science

10.Social Studies

11.Special Education

12.Other

This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions clear and focused? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Please provide any additional comments or suggestions.



**General Instructions** The purpose of this instrument is to develop an understanding of classroom leadership. This instrument is designed to be taken by classroom teachers. As you respond to different statements, please answer as to what you believe is generally true about your classroom. Please respond with your own personal feelings and beliefs, not those of others or those that others would want you to have. Respond as to how things are not as they could be, or should be.

Feel free to use the full spectrum of answers (from Strongly Disagree to Strongly Agree). You will find that some of the statements will be easy to respond to while others may require more thought. If you are uncertain, you may want to answer with your first, intuitive response. Please be honest and candid. The response being sought is the one that most closely represents your feelings or beliefs about the statement that is being considered. There are three different sections to this instrument. Carefully read the instructions that are given prior to each section. Your involvement in this assessment is anonymous and confidential.

Please provide any comments or suggestions regarding the General Instructions.

Section 1: In this section, please respond to each statement as you believe it applies to your classroom including students and teacher.

In general, those in this classroom...

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Trust each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are clear on key goals of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are non-judgmental they keep an open mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Respect each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are given an overview of the subject matter that will be covered in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintain high standards of what is right and wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Work well together in teams/groups when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Value classroom diversity (culture, race, ethnicity, socioeconomic status, mental and physical handicaps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Are caring and compassionate towards each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrate high integrity and honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Relate well to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Attempt to support each other in their work rather than keeping to themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are held accountable for completing classroom assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are aware of the needs of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Allow for individuality of style and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are encouraged to share in making important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Work to maintain positive classroom relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Accept others in the classroom as they are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. View conflict as an opportunity to learn and grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Know how to get along with others in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Trust the leadership in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully while considering the section of the survey instrument you just completed.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions clear and focused? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were questions able to be answered in the context of the classroom? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Could questions be easily understood by high school students? If any could not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Please provide any additional comments or suggestions that you believe could serve to further refine this section of the survey instrument.

Section 2: In this section, please respond to each statement as you believe it applies to teacher leadership in this classroom.

The teacher in this classroom...

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
23. Communicates clear vision of the importance of the subject to students' future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is open to learning from students in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Keeps students' skills and abilities in mind as lessons are planned and a timeframe for learning is established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Uses group learning activities when appropriate and circulates among students during activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Uses persuasion to influence students instead of intimidation or force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Does not hesitate to provide classroom leadership that is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Promotes open communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

and sharing of information					
30. Gives students power to make important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Provides the support and resources needed to help students meet learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Creates an environment that encourages learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Is open to receiving criticism and challenges from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Says what he/she means, and means what he/she says	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Encourages each student to exercise leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Admits personal limitations and mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Encourages students to take risks even if it means they may face challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Practices the same behavior that is expected from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Makes possible the building of class unity and teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Does not demand special recognition for being a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Leads by example by modeling appropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Seeks to influence students from a positive relationship rather than from the authority of position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Provides opportunities for all students to develop to their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Honestly reflects on teaching performance before seeking to evaluate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Uses power and authority to benefit students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Takes appropriate action when it is needed to maintain a positive and learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Builds students up through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



encouragement and praise					
48. Encourages students to support each other in their work rather than competing against each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Is humble- Does not promote himself/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Communicates clear plans and goals for the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Provides mentor relationships in order to help students grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Is accountable and responsible to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Is a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Does not seek after special status or the “perks” of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Puts the needs of the students ahead of his/her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully while considering the section of the survey instrument you just completed.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions clear and focused? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were questions able to be answered in the context of the classroom? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Could questions be easily understood by high school students? If any could not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Please provide any additional comments or suggestions that you believe could serve to further refine this section of the survey instrument.

Section 3: In this section, please respond to each statement, as you believe it is true about you personally and your role in your classroom and school.

In viewing my own role...

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
56. I feel appreciated by those in my classroom for what I contribute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I am working at a high level of productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I am listened to by those in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I feel good about my contributions to my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I receive encouragement and affirmation from those in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. My participation in this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

classroom makes a difference					
62. I enjoy working in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I am respected by others in this classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I am able to be creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. In my classroom, my work is valued more than my name or the extracurricular activities in which I participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. I am able to use my gifts and abilities in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This section of the survey instrument is very critical to the validity process. Please take time to answer each of these questions thoughtfully while considering the section of survey the instrument you just completed.

Considering the wording of the questions, were they easy to understand? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were the questions clear and focused? If any were not, please identify which question(s)

and explain why, or if an overarching reason exists please, provide it.

Were the questions fair and unbiased? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Were questions able to be answered in the context of the classroom? If any were not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Could questions be easily understood by high school students? If any could not, please identify which question(s) and explain why, or if an overarching reason exists, please provide it.

Please provide any additional comments or suggestions that you believe could serve to further refine this section of the survey instrument or the instrument as a whole.

## Appendix H

*OLA*

1	2	3	4	5
<b>Strongly Disagree</b>	Disagree	Undecided	Agree	<b>Strongly Agree</b>

**Section 1**

In this section, please respond to each statement as you believe it applies to **the entire organization** (or organizational unit) including workers, managers/supervisors and top leadership.

In general, people within this organization ....	1	2	3	4	5
1. Trust each other					
2. Are clear on key goals of the organization					
3. Are non-judgmental they keep an open mind					
4. Respect each other					
5. Know where this organization is headed in the future					
6. Maintain high ethical standards					
7. Work well together in teams					
8. Value differences in culture, race, & ethnicity					
9. Are caring & compassionate towards each other					
10. Demonstrate high integrity & honesty					
11. Are trustworthy					
12. Relate well to each other					
13. Attempt to work with others more than working on their own					

14. Are held accountable for reaching work goals					
15. Are aware of the needs of others					
16. Allow for individuality of style and expression					
17. Are encouraged by supervisors to share in making <i>important</i> decisions					
18. Work to maintain positive working relationships					
19. Accept people as they are					
20. View conflict as an opportunity to learn & grow					
21. Know how to get along with people					

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	Disagree	Undecided	Agree	<b>Strongly Agree</b>

## **Section 2**

In this next section, please respond to each statement as you believe it applies to the **leadership** of the organization (or organizational unit) including managers/supervisors and top leadership

<b>Managers/Supervisors and Top Leadership in this Organization</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
22. Communicate a clear vision of the future of the organization					
23. Are open to learning from those who are <i>below</i> them in the organization					
24. Allow workers to help determine where this organization is headed					
25. Work alongside the workers instead of separate from them					
26. Use persuasion to influence others instead of coercion or force					
27. Don't hesitate to provide the leadership that is needed					



28. Promote open communication and sharing of information					
29. Give workers the power to make <i>important</i> decisions					
30. Provide the support and resources needed to help workers meet their goals					
31. Create an environment that encourages learning					
32. Are open to receiving criticism & challenge from others					
33. Says what they mean, and means what they say					
34. Encourage each person to exercise leadership					
35. Admit personal limitations & mistakes					
36. Encourages people to take risks even if they may fail					
37. Practice the same behavior they expect from others					
38. Facilitate the building of community & team					
39. Do not demand special recognition for being leaders					
40. Lead by example by modeling appropriate behavior					
41. Seek to influence others from a positive relationship rather than from the authority of their position					
42. Provide opportunities for all workers to develop to their full potential					
43. Honestly evaluates themselves before seeking to evaluate others					

44. Use their power and authority to benefit the workers					
45. Take appropriate action when it is needed					

<b>Managers/Supervisors and Top Leadership in this Organization</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
46. Build others up through encouragement and affirmation					
47. Encourage workers to work <i>together</i> rather than competing against each other					
48. Are humble- they do not promote themselves					
49. Communicate clear plans & goals for the organization					
50. Provide mentor relationships in order to help people grow professionally					
51. Are accountable and responsible to others					
52. Are receptive listeners					
53. Do not seek after special status or the “perks” of leadership					
54. Put the needs of the workers ahead of their own					

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	Disagree	Undecided	Agree	<b>Strongly Agree</b>

<b>In viewing my own role...</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
55. I feel appreciated by my supervisor for what I contribute					
56. I am working at a high level of productivity					
57. I am listened to by those <i>above</i> me in the organization					
58. I feel good about my contributions to the organization					
59. I receive encouragement and affirmation from those above me in my organization.					
60. My job is important to the success of this organization					
61. I trust the leadership of this organization					
62. I enjoy working in this organization					

63. I am respected by those above me in the organization					
64. I am able to be creative in my job					
65. In this organization, a person's work is valued more than their title					
66. I am able to use my best gifts and abilities in my job					

### **Section 3**

In this next section, please respond to each statement as you believe it is true about **you** **personally** and **your role** in the organization (or organizational unit).

## Appendix I

*Breakdown of the TLA survey items into constructs*

<b>Values Others</b>
1. Trusts each other
4. Respects each other
9. Is caring and compassionate towards each other
15. Is aware of the needs of others
19. Accepts others in the classroom as they are
52. Is a good listener
54. Puts the needs of the students ahead of his/her own
55. I feel appreciated by those in my classroom for what I contribute
57. I am listened to by those in my classroom
63. I am respected by those in this classroom
<b>Develops Others</b>
20. Views conflict as an opportunity to learn and grow
31. Creates an environment that encourages learning
37. Practices the same behavior that is expected from students
40. Leads by example by modeling appropriate behavior
42. Provides opportunities for all students to develop to their full potential
44. Uses power and authority to act as an advocate for the benefit of students
46. Builds students up through encouragement and praise
50. Provides mentor relationships in order to help students grow

59. I receive encouragement and affirmation from those in my classroom
<b>Builds Community</b>
7. Works well together with teams/groups when appropriate
8. Values classroom diversity (culture, race, ethnicity, socioeconomic status, mental and physical handicaps)
12. Relates well to each other
13. Attempts to support others in their work more than working on their own
16. Allows for individuality of style and expression
18. Works to maintain positive classroom relationships
21. Knows how to get along with others
25. Is available to students beyond normal classroom time for extra instructional support and/or supports students in extra curricular activities by leading, coaching, or attending
38. Makes possible the building of class unity and teamwork
47. Encourages students to work together rather than competing against each other
<b>Displays Authenticity</b>
3. Is non-judgmental, they keep an open mind
6. Maintains high standards of what is right and wrong
10. Demonstrates high integrity and honesty
11. Is trustworthy

23. Is open to learning from students in the classroom
28. Promotes open communication and sharing of information
32. Is open to receiving criticism and challenges from students
33. Says what he/she means, and means what he/she says
35. Admits personal limitations and mistakes
43. Honestly reflects on teaching performance making sure all necessary information is available to the class before seeking to evaluate students
51. Is accountable and responsible to students
61. I trust the leadership of the teacher in this classroom
<b>Provides Leadership</b>
2. Is clear on key goals of the classroom
5. Knows what will take place in the classroom (e.g. topics to be studied are shared, a course outline or syllabus is used, lessons are posted...)
14. Is held accountable for completing work assignments
22. Clearly communicates the importance of the subject to the students' future
27. Unhesitantly acts to provide classroom leadership that is needed
30. Provides the support and resources needed to help students meet learning goals
36. Encourages students to take risks even if it means they may face challenges
45. Takes appropriate action when it is needed to provide a positive and safe learning environment
49. Communicates clear plans and goals for the classroom

<b>Shares Leadership</b>
17. Is clearly considered or encouraged to share in making important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)
24. Keeps students' skills and abilities in mind as lessons are planned and a timeframe for learning is established
26. Uses persuasion to influence students instead of intimidation or force
29. When appropriate, gives students power to make important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)
34. Encourages each student to exercise leadership
39. Has a humble attitude and does not seek to be favored by students
41. Seeks to influence students from a positive relationship rather than from the authority of his/her position
48. Is humble- Does not promote himself/herself
53. Is modest and does not seek special status or to be favored
65. In my classroom, my work is valued more than my reputation
<b>Role Satisfaction</b>
56. My work in this class is the best I can produce
58. I feel good about my contribution to my classroom
60. My participation in this classroom makes a difference



62. I enjoy working in my classroom
64. I am able to be creative in my classroom
66. I am able to use my gifts and abilities in my classroom

Format for survey item breakdown follows the format utilized by Mears (2004).

## Appendix J

*Changes to survey instrument*

<b>The scale of the pre-field test instrument was changed. It was changed to reflect how much Servant Leader behaviors were exhibited.</b>			
	<b>TLA Post Field Test</b>	<b>TLA Pre-Field Test</b>	<b>Reason for Modifications</b>
1.	Trusts each other	Trust each other	subject-verb agreement
2.	Is clear on key goals of the classroom	Are clear on key goals of the classroom	subject-verb agreement
3.	Is non-judgmental, they keep an open mind	Are non-judgmental they keep an open mind	subject-verb agreement
4.	Respects each other	Respect each other	subject-verb agreement
5.	Knows what will take place in the classroom (e.g. topics to be studied are shared, a course outline or syllabus is used, lessons are posted...)	Are given an overview of the subject matter that will be covered in the class	Clarification of the word overview
6.	Maintains high standards of what is right and wrong	Maintain high standards of what is right and wrong	subject-verb agreement
7.	Works well together with teams/groups when	Work well together in teams/groups	subject-verb agreement

	appropriate		
8.	Values classroom diversity (culture, race, ethnicity, socioeconomic status, mental and physical handicaps)	Value classroom diversity (culture, race, ethnicity, socioeconomic status, mental and physical handicaps)	subject-verb agreement
9.	Is caring and compassionate towards each other	Are caring & compassionate towards each other	subject-verb agreement
10	Demonstrates high integrity and honesty	Demonstrate high integrity & honesty	subject-verb agreement
11	Is trustworthy	Are trustworthy	subject-verb agreement
12	Relates well to each other	Relate well to each other	subject-verb agreement
13	Attempts to support others in their work more than working on their own	Attempt to work with others more than working on their own	Educational context- needed to clarify how students work with others
14	Is held accountable for completing work assignments	Are held accountable for completing classroom assignments	subject-verb agreement
15	Is aware of the needs of others	Are aware of the needs of others	subject-verb agreement
16	Allows for individuality of	Allow for individuality	subject-verb agreement

	style and expression	of style and expression	
17	Is clearly considered or encouraged to share in making important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	Are encouraged to share in making <i>important</i> decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	Educational context- student participation in decision making can take place directly or through teacher consideration
18	Works to maintain positive classroom relationships	Work to maintain positive classroom relationships	subject-verb agreement
19	Accepts others in the classroom as they are	Accept others in the classroom as they are	subject-verb agreement
20	Views conflict as an opportunity to learn and grow	View conflict as an opportunity to learn & grow	subject-verb agreement
21	Knows how to get along with others	Know how to get along with others in the classroom	subject-verb agreement and extra words eliminated
22	Clearly communicates the importance of the subject	Communicates clear vision of the importance	Educational context- the word vision could

	to the students' future	of the subject to students' future	confuse students
23	Is open to learning from students in the classroom	Is open to learning from students in the classroom	None
24	Keeps students' skills and abilities in mind as lessons are planned and a timeframe for learning is established	Keeps students' skills and abilities in mind as lessons are planned and a timeframe for learning is established	None
25	Is available to students beyond normal classroom time for extra instructional support and/or supports students in extra curricular activities by leading, coaching, or attending	Uses group learning activities and circulates among students during activities	Question was reframed in order to more closely reflect the original intent of the OLA survey item
26	Uses persuasion to influence students instead of intimidation or force	Uses persuasion to influence students instead of intimidation or force	None
27	Unhesitantly acts to provide classroom leadership that is needed	Does not hesitate to provide classroom leadership that is needed	Eliminated double negative that resulted from changing the survey scale

28	Promotes open communication and sharing of information	Promotes open communication and sharing of information	None
29	When appropriate, gives students power to make important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	Gives students power to make <i>important</i> decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	Educational context- teachers can only give students such opportunities when appropriate
30	Provides the support and resources needed to help students meet learning goals	Provides the support and resources needed to help students meet learning goals	None
31	Creates an environment that encourages learning	Creates an environment that encourages learning	None
32	Is open to receiving criticism and challenges from students	Is open to receiving criticism and challenges from students	None
33	Says what he/she means, and means what he/she	Says what he/she means, and means what he/she	None

	says	says	
34	Encourages each student to exercise leadership	Encourages each student to exercise leadership	None
35	Admits personal limitations and mistakes	Admits personal limitations & mistakes	None
36	Encourages students to take risks even if it means they may face challenges	Encourages students to take risks even if it means they may face challenges	None
37	Practices the same behavior that is expected from students	Practices the same behavior that is expected from students	None
38	Makes possible the building of class unity and teamwork	Makes possible the building of class unity and teamwork	None
39	Has a humble attitude and does not seek to be favored by students	Does not demand special recognition for being a teacher	Eliminated double negative that resulted from changing the survey scale and clarification of demand special recognition needed to be given
40	Leads by example by	Leads by example by	None

	modeling appropriate behavior	modeling appropriate behavior	
41	Seeks to influence students from a positive relationship rather than from the authority of his/her position	Seeks to influence students from a positive relationship rather than from the authority of position	Clarified whose authority
42	Provides opportunities for all students to develop to their full potential	Provides opportunities for all students to develop to their full potential	None
43	Honestly reflects on teaching performance making sure all necessary information is available to the class before seeking to evaluate students	Honestly reflects on teaching performance before seeking to evaluate students	Clarified what it means to reflect
44	Uses power and authority to act as an advocate for the benefit of students	Uses power and authority to benefit students	Explanation of the word benefit given
45	Takes appropriate action when it is needed to provide a positive and safe	Takes appropriate action when it is needed	Explanation of appropriate action was given



	learning environment		
46	Builds students up through encouragement and praise	Builds students up through encouragement and praise	None
47	Encourages students to work together rather than competing against each other	Encourages students to work together rather than competing against each other	None
48	Is humble- Does not promote himself/herself	Is humble- Does not promote himself/herself	None
49	Communicates clear plans and goals for the classroom	Communicates clear plans and goals for the classroom	None
50	Provides mentor relationships in order to help students grow	Provides mentor relationships in order to help students grow	None
51	Is accountable and responsible to students	Is accountable and responsible to students	None
52	Is a good listener	Is a good listener	None
53	Is modest and does not seek special status or to be favored	Does not seek after special status or the “perks” of teaching	Eliminated double negative that resulted from changing the survey scale and

			clarification of “perks” needed to be given
54	Puts the needs of the students ahead of his/her own	Puts the needs of the students ahead of his/her own	None
55	I feel appreciated by those in my classroom for what I contribute	I feel appreciated by those in my classroom for what I contribute	None
56	My work in this class is the best I can produce	I am working at a high level of productivity	Education context- eliminated the word productivity
57	I am listened to by those in my classroom	I am listened to by those in my classroom	None
58	I feel good about my contribution to my classroom	I feel good about my contributions to my classroom	None
59	I receive encouragement and affirmation from those in my classroom	I receive encouragement and affirmation from those in my classroom	None
60	My participation in this classroom makes a difference	My participation in this classroom makes a difference	None
61	I trust the leadership of the	I trust the leadership in	Clarification of whose

	teacher in this classroom	this classroom	leadership
62	I enjoy working in my classroom	I enjoy working in my classroom	None
63	I am respected by those in this classroom	I am respected by others in this classroom	None
64	I am able to be creative in my classroom	I am able to be creative in this classroom	None
65	In my classroom, my work is valued more than my reputation	In my classroom, my work is valued more than my name or the extracurricular activities in which I participate	Needed to clarify to fit teacher context
66	I am able to use my gifts and abilities in my classroom	I am able to use my gifts and abilities in my classroom	None

## Appendix K

*TLA survey instrument*

Hello,

You are invited to participate in research of classroom leadership practices. In this research, a select group of National Board Certified Teachers will be asked to complete a survey that asks questions about personal classroom leadership practices. It will take approximately 15 minutes to complete the questionnaire. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project.

However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important to understand how you exercise leadership in your classroom. Your survey responses will be strictly confidential, and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact me at XXX-XXX-XXXX or by email at the email address specified below.

[XXXXXX@XXXXX.xxx](mailto:XXXXXX@XXXXX.xxx)

Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

The next three sections will request demographic data that will be used to analyze results from the study.

Please mark your current status.

- 1.I am currently a classroom teacher
- 2.I am not a classroom teacher but I still have contact with groups of students
- 3.I have only been out of the classroom for one year or less
- 4.I have been out of the classroom for over a year

Please select the state in which you currently teach.

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. Florida
10. Georgia
11. Hawaii
12. Idaho
13. Illinois
14. Indiana
15. Iowa
16. Kansas
17. Kentucky
18. Louisiana
19. Maine
20. Maryland
21. Massachusetts

22. Michigan
23. Minnesota
24. Mississippi
25. Missouri
26. Montana
27. Nebraska
28. Nevada
29. New Hampshire
30. New Jersey
31. New Mexico
32. New York
33. North Carolina
34. North Dakota
35. Ohio
36. Oklahoma
37. Oregon
38. Pennsylvania
39. Rhode Island
40. South Carolina
41. South Dakota
42. Tennessee
43. Texas
44. Utah

45.Vermont

46.Virginia

47.Washington

48.Washington, D.C.

49.West Virginia

50.Wisconsin

51.Wyoming

How many years have you been teaching including your current year?

1.1

2.2

3.3

4.4

5.5

6.6

7.7

8.8

9.9

10.10

11.11

12.12

13.13

14.14

15.15



16.16

17.17

18.18

19.19

20.20

21.21

22.22

23.23

24.24

25.25

26.26

27.27

28.28

29.29

30.30

31.31

32.32

33.33

34.34

35.35+

How many years have you been a NBCT? Please include the current year.

1.1

2.2

3.3

4.4

5.5

6.6

7.7

8.8

9.9

10.10

11.11

12.12

13.13

14.14

15.15+

What is your certification area(s)? Please check all that apply.

1. Art Early and Middle Childhood
2. Art Early Adolescence through Young Adulthood
3. Career and Technical Education Early Adolescence through Young Adulthood
4. English as a New Language Early and Middle Childhood
5. English as a New Language Early Adolescence through Young Adulthood

6. English Language Arts Early Adolescence
7. English Language Arts Adolescence and Young Adulthood
8. Exceptional Needs Specialist Early Childhood through Young Adulthood
9. Generalist Early Adolescent
10. Generalist Early Childhood
11. Generalist Middle Childhood
12. Library Media Early Childhood through Young Adulthood
13. Literacy: Reading – Language Arts Early and Middle Childhood
14. Mathematics Early Adolescence
15. Mathematics Adolescence and Young Adulthood
16. Music Early and Middle Childhood
17. Music Early Adolescence through Young Adulthood
18. School Counseling Early Childhood through Young Adulthood
19. Science Early Adolescence
20. Science Adolescence and Young Adulthood
21. Social Studies – History Early Adolescence
22. Social Studies – History Adolescence and Young Adulthood
23. Physical Education Early and Middle Childhood
24. Physical Education Early Adolescence through Young Adulthood
25. World Languages Other than English Early Adolescence through Young Adulthood

Grade level taught. If you teach in more than one category, please select the grouping you have spent the most time teaching.

1. Preschool-1
2. 2-5
3. 6-8
4. 9-12

Please select the item that best describes your current teaching assignment.

1. Art
2. Business
3. Drama
4. Foreign Language
5. Language Arts/Reading/English
6. Mathematics
7. Music
8. Physical Education
9. Science
10. Social Studies
11. Special Education
12. Contained Classroom
13. Other

### General Instruction

The purpose of this instrument is to develop an understanding of classroom leadership. This instrument is designed to be taken by classroom teachers. As you respond to different statements, please answer as to what you believe is generally true about your classroom. Please respond with your own personal feelings and beliefs, not those of others or those that others would want you to have. Respond as to how things are not as they could be, or should be.

Feel free to use the full spectrum of answers (from Never to Almost Always). You will find that some of the statements will be easy to respond to while others may require more thought. If you are uncertain, you may want to answer with your first, intuitive response. Please be honest and candid. The response being sought is the one that most closely represents your feelings or beliefs about the statement that is being considered. There are three different sections to this instrument. Carefully read the instructions that are given prior to each section. Your involvement in this assessment is anonymous and confidential.

Section 1: In this section, please respond to each statement as you believe it applies to your classroom including students and the teacher.

In general, everyone in this classroom including the teacher...

	Never	Rarely	Sometimes	Often	Almost Always
1. Trusts each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is clear on key goals of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is non-judgmental, they keep an open mind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Respects each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Knows what will take place in the classroom (e.g. topics to be studied are shared, a course outline or syllabus is used, lessons are posted...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maintains high standards of what is right and wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Works well together with teams/groups when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Values classroom diversity (culture, race, ethnicity, socioeconomic status, mental and physical handicaps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Is caring and compassionate towards each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Demonstrates high integrity and honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is trustworthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Relates well to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Attempts to support others in their work more than working on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is held accountable for completing work assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is aware of the needs of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Allows for individuality of style and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is clearly considered or encouraged to share in making important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Works to maintain positive classroom relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Accepts others in the classroom as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

they are					
20. Views conflict as an opportunity to learn and grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Knows how to get along with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Section 2: In this section, please respond to each statement as you believe it applies to teacher leadership in this classroom.

The teacher in this classroom...

	Never	Rarely	Sometimes	Often	Almost Always
22. Clearly communicates the importance of the subject to the students' future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Is open to learning from students in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Keeps students' skills and abilities in mind as lessons are planned and a timeframe for learning is established	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Is available to students beyond normal classroom time for extra instructional support and/or supports students in extra curricular activities by leading, coaching, or attending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Uses persuasion to influence students instead of intimidation or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

force					
27. Unhesitantly acts to provide classroom leadership that is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Promotes open communication and sharing of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. When appropriate, gives students power to make important decisions (e.g. classroom rules, curriculum emphasis, selection of tasks to show competency, learning approaches to study material...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Provides the support and resources needed to help students meet learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Creates an environment that encourages learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Is open to receiving criticism and challenges from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Says what he/she means, and means what he/she says	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Encourages each student to exercise leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Admits personal limitations and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mistakes					
36. Encourages students to take risks even if it means they may face challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Practices the same behavior that is expected from students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Makes possible the building of class unity and teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Has a humble attitude and does not seek to be favored by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Leads by example by modeling appropriate behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Seeks to influence students from a positive relationship rather than from the authority of his/her position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Provides opportunities for all students to develop to their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Honestly reflects on teaching performance making sure all necessary information is available to the class before seeking to evaluate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Uses power and authority to act as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

an advocate for the benefit of students					
45. Takes appropriate action when it is needed to provide a positive and safe learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Builds students up through encouragement and praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Encourages students to work together rather than competing against each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Is humble- Does not promote himself/herself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Communicates clear plans and goals for the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Provides mentor relationships in order to help students grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Is accountable and responsible to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Is a good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Is modest and does not seek special status or to be favored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Puts the needs of the students ahead of his/her own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: In this section, please respond to each statement, as you believe it is true about you personally and your role in your classroom and school.

In viewing my own role...

	Never	Rarely	Sometimes	Often	Almost Always
55. I feel appreciated by those in my classroom for what I contribute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. My work in this class is the best I can produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I am listened to by those in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I feel good about my contribution to my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I receive encouragement and affirmation from those in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. My participation in this classroom makes a difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. I trust the leadership of the teacher in this classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. I enjoy working in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. I am respected by those in this classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

64. I am able to be creative in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. In my classroom, my work is valued more than my reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. I am able to use my gifts and abilities in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## VITA

Aaron Matthew Metzcar attended Tri-Village High School in New Madison, Ohio. In 1995, he entered Edison Community College. In 1997, he transferred to Wright State University where he earned a Bachelor of Science in Education degree in 2000.

Subsequently he was employed as a teacher in the Tri-Village School District. In 2001, he entered the Graduate School at Indiana Wesleyan University. While at Indiana Wesleyan University, he earned a Master of Education degree and licensure for school administration as a principal. Presently, he serves as an elementary principal at Jackson Christian School.

Permanent Address: 2213 West Morrell Street, Jackson, Michigan 49203