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Implementation and Perceived Effectiveness of Distributed Leadership in RESA 1 Schools in Southern West Virginia

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IMPLEMENTATION AND PERCEIVED EFFECTIVENESS OF DISTRIBUTED LEADERSHIP IN RESA 1 SCHOOLS IN SOUTHERN WEST VIRGINIA

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Signature Page

I hereby affirm that the following project meets the high academic standards for original scholarship and creative work established by my discipline, college, and the Graduate College of Marshall University. With my signature, I approve the manuscript for publication.

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Abstract

The study explored the implementation and effectiveness of distributed leadership as perceived by school administrators in selected schools in southern West Virginia. The data for the study were collected via survey and semi-structured interviews. Ninety-three building level administrators responded to the survey and eleven central office administrators were interviewed.

Generally, building level administrators described the level of implementation of distributed leadership components as partial or above partial. They also described effectiveness levels of distributed leadership components to positively influence student learning as some of the time to most of the time. Statistically significant differences were found for a limited number of levels of implementation and effectiveness of distributed leadership components based on respondents' teaching/student support experience, overall administrative experience, administrative experience in their current schools, student enrollment, or sex. Building administrators identified the lack of time for collaboration and professional development as challenges to effective leadership distribution and commented that more time to work together and learn more about distributed leadership would facilitate the distributed leadership framework development in schools.

Study findings provide a baseline for assessing the leadership distribution framework in RESA I schools in West Virginia. The findings also offer information to the central office and state level administrators in West Virginia on how levels of distributed leadership implementation and effectiveness on student learning may substantially contribute to the development of sustainable school improvement process.

Chapter 1 Introduction

For years, the American public school system has been subjected to changing societal demands and subsequent reform efforts designed to better the education of American children. Schools, not delivering to the expectations for rigorous and robust education, are asked, and more often, demanded to engage in reforming their structures to fit the needs of society. With the public still enchanted by the views of leaders as charismatic, lone heroes, school principals get charged with the enormous task of turning around their schools and improving student achievement. The traditional view of leadership as a process of social influence exercised by one person over others in order to structure relationships and processes in an organization (Yukl, 1999) cannot support successful, complex work of leading schools in today's society. Leadership in the 21st century world is not driven by the personality of an individual leader but is displayed through common, goal-oriented collective action (Parrett & Budge, 2012; Supovitz & Tognata, 2013; Woods, 2004). The historical view of leadership as focused on the influence of a leader on his or her followers is being replaced by the view that leadership activity needs to be distributed among the members of an organization (Pierce & Conger, 2003).

Leading complex educational institutions requires a complex set of skills, impossible to possess by a single individual. As Marzano et al. (2005) note, "Only those with superhuman abilities or the willingness to expend superhuman effort could qualify as effective school leaders" (p. 99). School leadership can be effective only when its focus shifts from a single individual to a team. In their 2015 Model Standards for Educational Leaders, the Council of Chief State School Officers notes that the complexity of educational leadership requires its distribution among stakeholders in schools and stresses the importance of cultivating leadership

capacity in various school stakeholders (National Policy Board for Education Administration, 2015). School leaders are charged with the responsibility to distribute leadership in their schools, as many leadership activities can be carried out by teachers. OECD (2016) in the findings of their multinational study of leadership and its effects on learning communicates that schools develop a greater sense of purpose on all organizational levels if there is a stronger focus on distributed leadership in the organization. When multiple stakeholders work together to develop a learning community committed to increased student achievement, they collectively build the school's capacity for change through a distributed leadership framework (Supovitz & Tognata, 2013). Hence, distributed leadership becomes more than a concept.

Distributed leadership implementation also supports effective development of positive student-teacher relationships. It is more of a mindset or a social dimension through which various individuals engage in leadership tasks collectively (Gronn, 2002). The collective engagement in leadership activity rises out of interactions among individuals, their tasks, and the situation (Spillane, 2006). Leadership in this case brings to surface role complementarities as they become a part of network patterns of control (Heller & Firestone, 1995). These role complementarities lead to a differential effectiveness model that includes leadership activities, their pattern of distribution, the role of the artifacts, and the situational context of task enactment (Timperley, 2005).

Distributed leadership focuses on the reciprocal nature of leadership processes and becomes viewed as a function of a school as a whole, stretched over the school's social and situational contexts (Gronn, 2002; Spillane et al., 2001). The collective decision-making supported by this leadership framework leads to a more systemic approach to sustainable change and school improvement. When dimensions of leadership are supported by a team of

stakeholders, organizational effectiveness is enhanced (Elmore, 2008). Leithwood et al.(2006) note that two features of distribution are vital for maintaining the organizational effectiveness. Leadership needs to be distributed to those who possess or have the ability to develop the knowledge needed to enact the leadership tasks. Secondly, the leadership distribution needs to take place deliberately and in a coordinated way. Both formal and informal sources of leadership are emphasized in the distributed framework with a focus on interaction and interdependencies among all sources of leadership (Harris, 2008). The studies conducted by Louis et al. (2010) for the Wallace Foundation corroborate this finding. Louis et al. found that school personnel did not view principals as the only one source of leadership. Other personnel in formal and informal leadership positions were identified as influential. Furthermore, teachers noted the collective influence of teachers instead of just singling out the influence of individuals in teacher leader positions. Therefore, it can be said that distributed leadership reflects the belief that it does not constitute actions imposed by a leader onto his or her followers (Bennett et al., 2003). Rather, it is viewed as a group endeavor that is enacted through and within relationships rather than individual action.

Theoretical Framework

The concept of identifying a framework to guide school improvement is not a new phenomenon. Following the Coleman Report of 1966, various initiatives and frameworks geared toward school improvement were promoted. These initiatives outlined a variety of focus areas ranging from the adoption of curricular programs, school or district wide implementation of particular teaching and learning strategies, teacher professional development models, or schools as learning organizations frameworks (Ravitch, 1983). As empirical research emerged on the

effects of these initiatives on student achievement, the importance of school leadership in guiding school improvement efforts became more explicit (Fullan, 2001; Leithwood, 1994; Leithwood et al., 2004). Various studies have been conducted on the effects of leadership on student achievement, with a comprehensive meta-analysis of research from 1986 to 1996 finding a statistically weak relationship between school leadership and student achievement (Witziers, Bosker, & Kruger, 2003). It is important to note, however, that principal roles and expectations have undergone a change from historical emphasis on organization and management to a more current focus on student achievement (Osborne-Lampkin, Folson, & Herrington, 2015). The administrative shift in responsibilities has stronger impact on student achievement than research focusing on traditional administrative focus on organization and management has suggested. Large-scale quantitative studies of leadership effects on students (Hallinger & Heck, 1996; Marzano et al., 2005) note that small but significant indirect effects of school leadership on student learning exist.

In terms of distributed leadership, studies conducted by Hallinger and Heck (2009) consistently find significant indirect effects of distributed leadership on student achievement. Sharing and practicing leadership among various staff members and distributing responsibilities affects change in school academic capacity which, consequently, has a significant impact on student achievement in English and mathematics. These changes in leadership and school's academic capacity become reciprocal and affect each other in the process (Hallinger & Heck, 2010a). School leadership is second only to the classroom instruction as it mobilizes a variety of variables in and out of school to affect teacher work and student learning (Louis et al., 2010). School principals are instrumental in initiating change, supporting school improvement efforts,

and engaging various school and community stakeholders in implementing sustainable change (Fullan, 2001).

Consistent with the national movement, West Virginia has also explored school improvement models to foster student achievement. The school improvement guidance in West Virginia focuses on the use of distributed leadership as the framework to support school improvement. The Office of School Improvement at the West Virginia Department of Education (WVDE) provided guidance on the role of distributed leadership in the school improvement process and used research conducted by Elmore (2000), Fullan (2001), and Leithwood et al. (2009) to suggest structures for distributing leadership in the schools. The WVDE framework for distributed leadership is graphically illustrated in Appendix A. The model illustrates the role of school leadership teams in undertaking school improvement cycle tasks such as conducting needs assessments, developing plans for improvement, implementing those plans, and evaluating the implementation of the plans to inform future practice (West Virginia Department of Education, 2014).

This framework (Appendix A) allows school leaders to evaluate the distributed leadership structures and their communication and collaboration flow to achieve school improvement goals. In addition to the formal structures for distributing leadership, distributed leadership processes involve stakeholders other than those on identified teams and utilize a variety of tools and processes to conduct the leadership work at the schools (Hallett, 2007; Leithwood & Louis, 2012; Louis et al., 2010).

The role of distributed leadership in the school improvement process is also highlighted as a problem-solving tool for school improvement in West Virginia schools in West Virginia Elementary and Secondary Education Act (ESEA) Flexibility Waiver and Technical Assistance

Manual (West Virginia Department of Education, 2013; West Virginia Department of Education, 2014). The creation of a school leadership team and collaborative teams is denoted as a tool supporting school improvement structures. School leadership teams in this framework work in concert with an administrative team and act as a conduit for information focused on achieving school-wide goals between administrative and collaborative teams. The School Improvement Technical Assistance Manual (West Virginia Department of Education, 2014) also notes that teams may consist of principals, teachers, specialists, counselors, support staff, or parents. Such diverse teams engage in instructional planning and stretch leadership over various stakeholders while moving toward the same goal of supporting student success (Spillane, 2006).

West Virginia State Department also provides guidance on using the distributed leadership framework through its policies: Policy 2510 *Assuring Quality of Education: Regulations for Education Programs*, Policy 2322 *Standards for High Quality Schools*, and Policy 5500 *Professional Learning for West Virginia Educators*. Policy 2510 (West Virginia State Board, 2014) sets forth requirements for collaborative school structures to guide the school improvement process, provides definitions for principal, student, and teacher leadership and puts forth guidance for school leadership team involvement in the school improvement process. Policy guidance for shared leadership based on standards for WVBE Policy 2322 Standards for High-Quality Schools (West Virginia State Board, 2013) in addition to related research on the effects of distributed leadership on school culture and student achievement underlines the significance of this study. The newly revised Policy 5500 Professional Learning for West Virginia Educators (West Virginia State Board, 2016) emphasizes collaborative engagement of various stakeholders on school, county, regional, and state levels in providing differentiated professional development supports and flexible scheduling to support staff collaboration during

the day. The West Virginia Department of Education has also released a revised Policy 5800 Standards for Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders (West Virginia State Board, 2016). The policy recognizes that the effectiveness of the principals is next to that one of teachers in its influence on student achievement. However, that influence on student learning does not presuppose the leadership as a function of a sole individual. The policy states that the central premise of the standards for professional practice lies in the fact that principals cannot do the complex work of leadership alone and promotes the focus on the increase in teacher leadership to instill a sense of "collective accountability" (West Virginia State Board, 2016, p. 10) and collaboration to improve student learning. State policies help provide schools with the general guidance on distributed leadership practices but do not provide specific professional information on developing understanding of effective distributed leadership practices to support school improvement.

Problem Statement

Student achievement substantially increases in schools where collaborative work culture is fostered via a focus on continuous improvement of instructional practices through data-informed professional learning and decision-making (Fullan, 1998). The distributed decision-making authority permeates the processes existing in public schools as the complexity of teaching and learning demands the engagement of shared decision-making spread across multiple levels and degrees of school organization (Elmore, 2000). However, this decision-making is distributed in a variety of ways, via different models, and to a different extent across schools (Diamond, 2007; Leithwood & Louis, 2012; Spillane, 2006; Spillane, Diamond, & Jita, 2003).

Distributed leadership as an element for school improvement continues to be an essential part of the school improvement efforts in West Virginia. To date, there has been little effort focused on assessing distributed leadership implementation levels and their effect on student achievement in West Virginia schools. This study proposes to investigate the levels of distributed leadership implementation and effectiveness in a selected segment of West Virginia elementary and secondary schools. Therefore, the purpose of this study is to investigate the level of implementation and effectiveness of distributed leadership, as perceived by building level and central office administrators, in the schools in Regional Educational Service Agency (RESA) 1 in southern West Virginia. RESA 1 region comprises the counties of Mercer, McDowell, Monroe, Raleigh, Summers, and Wyoming. The study also seeks to determine if there are differences in these levels of implementation and perceived effectiveness of distributed leadership based on selected demographic/attribute variables.

Research Questions

The following research questions will be used to guide the study:

1. What is the **level of leadership distribution** for **selected individuals/groups**, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?
2. What is the **level of implementation** of distributed leadership, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?
3. What are the **differences**, if any, based on selected demographic/attribute variables, **in the level of implementation** of distributed leadership, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?

4. What is the **level of effectiveness** of distributed leadership, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?
5. What are **differences**, if any, based on selected **demographic/attribute variables**, in the **level of effectiveness** of distributed leadership, as perceived by building level administrators in schools in the southern region (RESA 1) of West Virginia?
6. What are the major **barriers/challenges**, as perceived by the building level administrators, in effectively implementing distributed leadership in schools in the southern region (RESA 1) of West Virginia?
7. What are the **resources** supporting the distributed leadership implementation, as identified by the building level administrators in schools in the southern region (RESA 1) of West Virginia*?*
8. What is the **level of implementation** of distributed leadership, as perceived by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*
9. What is the **level of effectiveness** of distributed leadership, as perceived by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*
10. What are the major **barriers/challenges** in effectively implementing distributed leadership as identified by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*
11. What are the **resources** supporting the distributed leadership implementation, as identified by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*

Operational Definitions

The following definitions are used to guide the study:

1. **Leadership distribution levels for selected individuals/groups- individual indicator items-** an individual building level administrator's perception of level of leadership distribution among various groups and individuals in his or her school as measured by building level administrator responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= not at all … 4= some of the time… 7= most of the time) provided for each indicator item included in Section B of the survey document.
2. **Levels of implementation of distributed leadership organizational structures – individual indicator items-** an individual building level administrator's perception of level of implementation of individual distributed leadership organizational structures indicators as measured by building level administrator responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= not at all … 4= partially… 7= fully) provided for each indicator item included in Column A Section C of the survey document.
3. **Levels of implementation of distributed leadership processes - individual indicator items-** an individual building level administrator's perception of level of implementation of individual distributed leadership processes indicators as measured by building level administrator responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= not at all … 4= partially… 7= fully) provided for each indicator item included in Column A Section D of the survey document.

4. **Levels of implementation of distributed leadership tools - individual indicator items-** an individual building level administrator's perception of level of implementation of individual distributed leadership tools indicators as measured by building level administrator responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= not at all … 4= partially… 7= fully) provided for each indicator item included in Column A Section E of the survey document.
5. **Levels of effectiveness of the implemented distributed leadership organizational structures- individual indicator items-** an individual building level administrator's perception of level of effectiveness of individual distributed leadership organizational structures indicators as measured by building level administrator responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= none at all … 4= moderate… 7= substantial) provided for each indicator item included in Column B Section C of the survey document.
6. **Levels of effectiveness of the implemented distributed leadership processes- individual indicator items-** an individual building level administrator's perception of level of effectiveness of individual distributed leadership processes indicators as measured by building level administrator responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= none at all … 4= moderate… 7= substantial) provided for each indicator item included in Column B Section D of the survey document.
7. **Levels of effectiveness of the implemented distributed leadership tools- individual indicator items-** an individual building level administrator's perception of level of

effectiveness of individual distributed leadership tools indicators as measured by building level administrator responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= none at all … 4= moderate… 7= substantial) provided for each indicator item included in Column B Section E of the survey document.

8. **Levels of implementation of distributed leadership**- in this study, an individual building level administrator's perception about the total level of implementation of distributed leadership as self-reported on the survey instrument using the 7-point descriptive scale (1= not at all … 4= partially… 7 = fully). Overall perceived levels of implementation of distributed leadership will be measured by the aggregate participant response in Section C Columns A of the survey instrument.
9. **Levels of effectiveness of distributed leadership**- in this study, an individual building level administrator perception about the level of effectiveness of the implemented distributed leadership elements as self-reported on the survey instrument using the 7-point descriptive scale (1= none at all … 4= moderate… 7= substantial). Overall perceived levels of effectiveness of distributed leadership will be measured by participant response in Section C Columns B of the survey instrument.
10. **Barriers**- for the purpose of this study, barriers are factors identified by the building level administrators as being negative or hindering influences in their effort to implement distributed leadership in the schools. The barrier identification will be measured by the building level administrators' responses to individual items on the *Implementation and Effectiveness of Distributed Leadership Survey* using the 7-point descriptive scale (1= not

at challenge … 4= challenging… 7= major challenge) provided for each indicator item included in Section F of the survey document.

11. **Resources**- for the purpose of this study, resources are supports, professional development, tools, identified by the building level administrators as being beneficial to or supporting their effort to implement distributed leadership in the schools. The resource identification will be measured by the participant response to an open-ended question in Section G of the survey instrument.
12. **Total years of teaching experience**- this survey item describes teaching experience in number of years, as measured by building level administrator responses to the demographic item regarding teaching experience on the *Implementation and Effectiveness of Distributed Leadership Survey.* Principals will respond with a number of years of full-time teaching.
13. **Total years of administrative experience**- this survey item describes administrative experience in number of years, as measured by building level administrator responses to the demographic item regarding administrative experience on the *Implementation and Effectiveness of Distributed Leadership Survey.* Principals will respond with a number of years of full-time administrative experience, including current year.
14. **Total years of administrative experience at current school**- this survey item describes administrative experience in number of years at the school they are currently administering, as measured by building level administrator responses to the demographic item regarding administrative experience on the *Implementation and Effectiveness of Distributed Leadership Survey.* Building level administrators will respond with a number

of years of full-time administrative experience at the current school, including current year.

15. **Grade levels taught at school**- the grades of students measured by building level administrator responses to the demographic item regarding level of teaching at the school they administer on the *Implementation and Effectiveness of Distributed Leadership Survey.* The choices provided are PreK-5, 6-8, 9-12 and other.
16. **Sex**- building level administrator responses to the demographic item regarding sex on the *Implementation and Effectiveness of Distributed Leadership Survey* with choices provided being male and female.
17. **School size**- building level administrator responses to the demographic item regarding student enrollment in their schools on the *Implementation and Effectiveness of Distributed Leadership Survey.* Building level administrators will respond with a number of students enrolled at the current school.
18. **Central office administrator- perceived leadership distribution levels and responsibilities for selected individuals/groups- individual indicator items-** an individual building level administrator's perception level of leadership distribution among various groups and individuals in his or her school district as measured by central office administrator responses to questions in Section A of the interview protocol.
19. **Central office administrator-perceived levels of implementation of distributed leadership**- in this study, an individual central office administrator's perception about the level of implementation of distributed leadership as self-reported on Sections B and C of the interview protocol.

20. **Central office administrator-perceived levels of effectiveness of distributed leadership**- in this study, an individual central office administrator's perception about the level of effectiveness of the implemented distributed leadership as self-reported on Sections B and C of the interview protocol.
21. **Central office administrators- Barriers/Challenges**- barriers/challenges are factors identified by the central office administrators as being negative or hindering influences in their effort to implement distributed leadership in the schools. The barrier identification will be measured by the central office administrators' responses to individual items on Section D of the interview protocol.
22. **Central office administrators- Resources**- resources are supports, professional development, and tools, identified by the central office administrators as being beneficial to or supporting their effort to implement distributed leadership in the schools. The resource identification will be measured by the participant response to questions in Section D of the interview protocol.

Significance of Study

The purpose of the study is to explore the levels of implementation of distributed leadership framework by the school level administrators in selected schools in southern West Virginia. The study also seeks to evaluate the perceived effectiveness level of the implemented distributed leadership structures and processes based on the feedback provided by school and district level administrators.

West Virginia Board of Education (WVBE) Policy 2510 Assuring Quality of Education: Regulations for Education Programs (West Virginia State Board, 2014) sets forth requirements

for collaborative school structures to guide the school improvement process. The policy provides definitions for principal, student, and teacher leadership and puts forth guidance for school leadership team involvement in the school improvement process. The policy also identifies other shared leadership goals for school teams and councils in terms of improving student learning outcomes. Policy guidance for shared leadership based on standards for WVBE Policy 2322 Standards for High-Quality Schools (West Virginia State Board, 2013) in addition to related research on the effects of distributed leadership on school culture and student achievement underlines the significance of this study. The recently revised WVBE Policy 5500 Professional Learning for West Virginia Educators also incorporates a collaborative approach to differentiated learning for educators while emphasizing the engagement of various stakeholders across various levels in the state in the common goal of supporting professional learning.

Literature on the subject of distributed leadership is limited to the description of school structures, programs, and processes needed for instructional change. However, less is known about the levels and ways of implementation by school leaders in their daily work (Spillane et al., 2001). Spillane et al. do approach distributed leadership framework through the analysis of the leadership functions within the school improvement framework. In the West Virginia context, High Quality Standards used for monitoring and evaluation of leadership practices can serve as a basis for distributed leadership framework analysis. The study findings may be useful to the West Virginia State Department of Education (WVDE), Regional Education Service Agencies (RESAs), and local school boards in providing guidance on distributed leadership framework implementation in accordance with Policy 2510, Policy 2322, and Policy 5500. Additionally, higher education institutions may use the study findings to incorporate distributed leadership study elements in their principal preparation programs.

Delimitations of the Study

The study is limited to exploring the levels of implementation of distributed leadership framework in selected schools in southern West Virginia's RESA I. The study identifies the perceived levels of effectiveness of distributed leadership processes and structures based on the findings from school and central office administrator survey and interview data.

Organization of the Study

The study is introduced in Chapter One. Chapter Two explores the literature related to distributed leadership and its implementation. Chapter Three communicates research methods and procedures for data collection. Chapter Four presents the findings of the study. Chapter Five provides the summary of the study, conclusions, and implications for further research.

Chapter 2: Review of the Literature

This chapter provides a summary of literature relevant to this study. The review is divided into three sections. Section one provides a brief overview of the distributed leadership concept. Section two offers a review of school leadership and its distribution. Section three identifies forms the distributed leadership framework can acquire in successful system-wide implementation of a school improvement model.

Distributed Leadership Overview

The complex world of public schools in the age of growing accountability for student achievement reflects an even more complex system of student support. The idea that a lone principal can single-handedly lead a school to success is unrealistic. The multitude of administrative tasks takes most of the day, leaving the school administrator with little to no time for instructional leadership and meaningful feedback to teachers and students based on a thorough review of the school's data. Even if a heroic principal leads the school to change, the school's improvement stalls or reverts back very quickly after that charismatic leader leaves (Copland, 2003).

Leadership in public schools cannot be evaluated through actions of a single individual. School leadership has long been recognized as essential in promoting student achievement (Waters et al., 2003). Principal leadership, however, even though contributing to student success, is not sufficient in itself. It must be accompanied by teacher leadership, which Charlotte Danielson (2006) defines as an "informal, spontaneous exercise of initiative and creativity that results in enhanced student learning" (p. 17). The network of concerted actions of individuals in formal and informal positions constitutes leadership practice at schools that is shaped through

interactions among leaders and their followers (Spillane, 2005). Therefore, school leadership can be best understood from a distributed leadership perspective, as one cannot view it through the lens of an individual's knowledge and actions (Spillane et al., 2001). The actions of individual stakeholders at school become "stretched" over the school's social and situational contexts providing a comprehensive system of support for student achievement.

The concept of leadership is described in a variety of ways in literature on leadership. In this review, the concepts of the leadership of an individual and collective quality are discussed. Bass (1990) views leadership as a behavior that influences "the motivation or competencies" of other group members (p. 19-20). Spillane (2006) defines leadership as a "relationship of social influence" (p. 10). Spillane also goes on to describe leadership as a set of activities focused on the core goals of an organization aimed to influence the knowledge, skills, and motivation of its members. Therefore, activities that are not directed at the accomplishment of the core goals of an organization do not constitute leadership activity.

A distributed perspective on leadership views leadership as an activity stretched over the actions of various members of an organization (Spillane, 2006). The fields of leadership, psychology, and organizational behavior have provided historical support for the investigation of the distributed leadership (Pearce & Conger, 2003). The idea of distributed leadership can be traced to the concept of organizational theory, as it is explored by evaluating the contribution of both formal and informal sources of leadership to organizational change (Spillane et al., 2004). The social view of organizational life started developing in the 1930s (Pierce & Conger, 2003). This view diverged from the traditional view of the workers in an organization as requiring direction and control and was geared toward seeing the workers as individuals whose motivation can be used to fully integrate them into a coherent, productive system. This view started the

conversation about leadership not only as a structured relationship between leaders and followers but also a symbiotic relationship where the needs of the followers also influence the leaders.

In 1924, Mary Parker Follett introduced the concept of the law of the situation emphasizing that one should follow the lead of the person with knowledge in terms of the current situation rather than just looking up to a leader in a formal position (Pearce & Conger, 2003). However, her ideas did not become embedded in leadership development as the economic realities of the 1920s-1940s led to the prevailing traditional concept of command and control.

The social benefit and some type of social cost of leadership have also been influenced by social exchange theory. This theory emphasizes the role of social interactions in supporting influence processes in an organization. Influence becomes widely distributed among members of the group through social interactions (Pearce & Conger, 2003). In this framework, learning is viewed as a cognitive task that is accomplished not in an individual manner but as an activity distributed among various school stakeholders and supported by cultural artifacts (Cole & Engestrom, 1993). Organizational structures and cultural artifacts are developed and supported by principals and teachers regulate student learning until students can self-regulate their learning (Cole, 1996). Bowers and Seashore (1966) developed the concept of influence in their term of "mutual leadership" by empirically documenting that the leadership influence can come from peers and can positively influence organizational outcomes. However, scholars did not start looking into the social aspect of leadership until the 1990s (Pearce & Conger, 2003).

Spillane et al. (2001) have also emphasized the interdependency between the individual and his or her environment. Human activity is distributed through the interactions between various members of organizations, their artifacts, and the situation. When operating as a member of an organization, even while embarking on tasks on his or her own, an individual still relies on

a multitude of sociocultural artifacts to complete those tasks. Therefore, within the framework of distributed leadership, it is important to emphasize the role of individual interaction and the interdependency between organizational activities (Spillane, 2005).

The ability of a leader to mobilize people's actions to improve things is not only limited to individual commitment. Fullan (2001) states that, above all, it is "collective mobilization" (p. 9). Fullan goes on to say that the litmus test for all leadership is its ability to mobilize people to engage in actions designed to improve the system. Spillane et al. (2001) go further in defining leadership as a comprehensive use of social, material, and cultural resources, including their identification, allocation, and coordination. Spillane (2005) also notes that it is not enough to evaluate leadership through the lens of the actions of an individual leader. The leadership practice, according to Spillane, encompasses actions of various individuals in both formal and informal positions in an organization. Thus, leadership is not something imposed on others but an entity that rises out of the interactions among the leaders and the followers.

School Leadership Distribution Framework

When looking at public school leadership, it is best understood from a distributed leadership perspective, as it becomes stretched over the school's social and situational contexts (Spillane et al., 2001). The view of the role of situation in distributed leadership, however, differs from the contingency theory (Spillane, 2005). Contingency theory emphasizes that situation by itself influences or mediates leadership actions. Distributed leadership framework views situation as defining practice in interactions among leaders and followers which creates a reciprocal relationship between situation and practice. One can look as a school principal as a sole leader, but an adequate understanding of school leadership cannot be developed through its view as an

individualistic agency but more on a team level outcome or a property of the whole system (Day et al., 2004). School leadership effectiveness should be viewed as a product of relationships and connections among various parts of the system instead of being the sole production of one formally recognized part of an organization. When evaluating the concept of distributed leadership, it is important not to commit to erroneous thinking that distributed leadership means nobody is in charge (Elmore, 2000). On the contrary, within this framework, school leaders focus on enhancing the skills and knowledge of the people in their organization in accordance with the common expectations and goals. They emphasize mutual accountability in terms of member contributions to the collective result. In terms of research, distributed perspective is not analyzed on an individual level but rises as "contextualized outcome of interactive, rather than unidirectional, causal process" (Gronn, 2002, p. 444).

It is important then to note that the concept of leadership in various school teams (leadership teams, collaborative teams, faculty senate, and others) takes on a distributed perspective. The role of such teams lies in bringing diverse sources of expertise together therefore making a school's principal highly dependent on the knowledge and skills of the team members (Pierce & Conger, 2003). Team members can also profit from this relationship, as the leadership distribution can build capacity of the staff through its impact on the professional and intellectual development of teachers (Day & Harris, 2002).

School leadership has been recognized as essential in promoting high levels of student achievement (Waters, Marzano, & McNulty, 2003). According to Heck and Hallinger (2009), leadership indirectly affects student learning through its influence on people, processes, and structures over time. Leadership directly affects a school's academic capacity and has small, indirect effects on student achievement in math. The main impact of school leadership on student

learning comes through the development of structures and provision of various resources and artifacts to support the learning and teaching at schools (Bell, Bolam, & Cubillo, 2003). However, principal's leadership is not enough to ensure student success. It must be accompanied by teacher leadership that allows for "initiative and creativity," which in turn enhances student learning (Danielson, 2006, p. 17). In order to help students achieve, principals should focus on building leadership capacity at the schools, fostering supportive and healthy learning environment, and guiding the staff's daily work to focus on student, professional, and systems learning (Parrett & Budge, 2012). Teachers who are committed to their organization make their organization effective (Dee, Henkin, & Singleton, 2006), which, in terms of schooling, produces a positive effect on student achievement. Teachers who are more committed to their schools are supported through principal feedback and acknowledgement of their work and get involved in their evaluation and observation process (Somech, 2005; Robinson, Lloyd & Rowe, 2008). Murphy (2005) has identified six key functions in promoting distributed leadership in an organization:

1. *Crafting a vision and delineating expectations*. In this function, principals are charged with setting direction, articulating vision, and creating a culture of trust and collaboration. As a part of distributing leadership, principals should not only delegate but be prepared to give up some of their power and control, thus making others accept some leadership responsibilities.
2. *Identifying and selecting teacher leaders*. The principals must actively identify teacher leaders, evaluate their strengths and skills, and match those to leadership opportunities at school. Danielson (2006) divides teacher leadership work into three areas: school-wide policies and programs; teaching and learning; and communication and community

relations. This division can guide school administrators in identifying teacher leaders and matching their tasks with the knowledge and skill levels.

3. *Legitimizing the work of teacher leaders*. The principals support the work of teacher leaders, advocate for them, and promote the value of their work.
4. *Providing direct support*. Principals create structures to promote teacher leadership work, such as the development of schedules to allow for time to work together, allocating funding for their initiatives, or running interference on their behalf.
5. *Developing leadership skill sets*. Principals provide teacher leaders with the professional development to support the development of their leadership skills, model those skills in practice, and provide mentoring support for teacher leaders.
6. *Managing the teacher leadership process*. Principals monitor the distribution of leadership so that the teacher leaders do not get worn out, manage conflicts between teachers and teacher leaders, and recognize teacher leader accomplishments.

It is evident from Murphy's (2005) model that the development of distributed leadership evolves over time and goes through certain phases coordinating principals' actions. McBeath (2005) has also identified three phases of distributed leadership development that reflect the functions outlined above. During Phase I, the principal strategically identifies the needs of the school, identifies teachers with corresponding leadership and skill capacities to reach those goals, and assigns specific responsibilities to those teachers. During Phase II, the principal works with the staff to establish shared vision and encourages staff members to participate in professional development that targets the development of their leadership skills and knowledge of specific topics associated with the school goals. During Phase III, the school's leader becomes a facilitator and a supporter of the culture establishing mutual trust and collaboration. The

development of distributed leadership at school, however, does not come at the expense of principal leadership. Principals remain on the forefront of the leadership and become a source of capacity building and stakeholder involvement in leadership activities at school (Lambert, 2003; Murphy, 2005).

The principal's work in the distributed leadership framework, therefore, cannot be viewed as a fixed phenomenon. It is fluid and emergent and rises out of situational leadership practice (Gronn, 2000; Spillane, 2006). The situational aspect of distributed leadership is simultaneously constituted by social interaction and situation (Spillane et al., 2004). Leadership practices become interdependent in nature rather than focusing leadership actions on social interactions only. In contrast to other leadership theories that emphasize the leader's influence on organizational outcome attainment, distributed leadership emphasizes interactions between different leaders of various types and at various levels in the organization (Leithwood et al., 2009). In addition to the school principals, other professionals participate in the leadership practice of the school. These professionals consist of assistant principals, department chairs, curriculum or specific content area specialists, teacher mentors, or professional development specialists (Spillane, 2006). Here, however, it is important to draw distinction between delegating leadership and distributing leadership. The work of all the aforementioned professionals is acknowledged and valued and is incorporated into the achievement of the core goals of an organization.

Spillane et al (2001) write about the importance of evaluating distributed leadership through the links between micro tasks in social and material contexts of an organization and macro functions of leadership. In their further work, Spillane, Halverson, and Diamond (2004) emphasize the focus on the enactment of micro tasks in research on distributed leadership instead

of concentrating on their description or identification. Spillane et al. (2001) distinguish between macro and micro tasks in the development of leadership practice. Micro tasks are identified and assessed in terms of their contribution to the achievement of macro tasks. For example, a macro task of building a school's vision will consist of various micro tasks of creating opportunities within and after the school day for teachers to collaborate in creating the school's strategic plan, providing professional development opportunities for the teachers to contribute to the school's vision, and using walkthrough and observation tools to monitor the progress toward the vision. Formal hierarchical structures play an important role in the leadership function of the schools. However, if the focus is placed on the institutional roles rather than task enactment, it can be confusing for the teachers in terms of who makes the final decision thus leading to less committed teachers (Neuman & Simmons, 2000).

Harris (2008) echoes the importance of reciprocal interdependencies in shaping leadership practice. It is more important to view leadership as the practice of leading and managing rather than rely on its dependence on the roles and responsibilities that are associated with this practice of leading and management. Within the distributed leadership framework, the leaders themselves cannot be considered a unit of analysis. Leadership activity that rises out of interactions between leaders, their followers, and the situation while enacting leadership tasks is viewed as a unit analysis of distributed leadership (Spillane et al., 2004). Therefore, the impact of distributed leadership on an organization depends on its distribution of leadership (Leithwood et al., 2006). The distribution of leadership should be coordinated in some planned way even though the leadership distribution in various organizations ranges from ad hoc structures to consciously developed ones. The interaction between the leaders in groups needs to be based on the recognition of one another's leadership. Formal and informal leaders should synchronize

their work, so that they can collectively engage in decision-making and effectively manage activities within the group (Mehra et al., 2006).

Interdependency is not the only variable emphasized in the distributed leadership framework. Accountability is another variable that becomes a mutually established expectation for the leaders and their followers. Elmore (2000) notes that if the role of those in formal authority requires that they hold their followers accountable for the outcomes, subsequently, this role also charges the leaders with a responsibility to ensure that their followers have the capacity to do what they are asked to do. The leadership capacity in this case should rise out of the ability of the group of stakeholders to engage in the "work of leadership", learning together as a community and engaging in shared decision-making and reciprocal actions (Lambert, 2005, p. 38).

Timperley (2005) adds to this thought stating the capacity building of the followers is not embedded in the division of task responsibilities among individuals in defined organizational roles. Distributed leadership lies in dynamic interactions between multiple individuals and is defined through the material artifacts and tools that contribute to the distribution of leadership (Spillane et al., 2001). The dynamic nature of individual interactions, therefore, leads to the belief that distributed leadership is not identified by seniority or distinct administrative roles but by the leadership needs of the group in a particular setting and time and an "individual capacity to influence peers" (Pierce & Conger, 2003, p. 2). Distributed leadership analysis is based on the examination of activity rather than an individual role held in an organization (Spillane et al., 2001). Therefore, the focus in developing a distributed leadership perspective shifts to the task and distribution of the leadership practice in day-to-day and large-scale organizational activities.

Timperley (2005) argues that the ultimate goal in examining these organizational activities lies in their impact on student learning rather than changing teaching or leadership practices in schools.

Distributed leadership becomes a "set of functions" that encompasses school administrators, teachers, staff, and community stakeholders both external and internal to the school (Copland, 2003, p. 375). It is built on the premise that all the relationships are important and the belief that effective leadership is based on mutual trust and agreement about the enacted tasks (Leithwood et al., 2009). The trust and agreement factor is an important one to note here, as formal and informal leaders in a group need to recognize one another as leaders to be able to synchronize their leadership work to better support collective decision making within their groups (Mehra et al., 2006). Better team performance depends on the leadership. However, it is not only the matter of having more leaders but also the recognition of others as leaders in the group.

Distributed Leadership Forms

The distribution of leadership takes on a variety of forms based on the classification proposed by different scholars. Various scholars (Gronn, 2002; Leithwood et al., 2006; Ritchie & Woods, 2007) identify various forms of alignment of distributed leadership structures noting that planned, institutionalized structures have the greatest potential for short term organizational change while being more likely to contribute to long-term outcomes as well (Leithwood, 2009). The impact of distributed leadership on the organization, therefore, depends on the patterns of its distribution and is to be coordinated in some planned way (Leithwood et al., 2006). When discussing the concept of distributed leadership, it is important, however, not to confuse it with a formal, bureaucratic distribution of leadership roles and responsibilities (Leithwood & Louis,

2012). When a principal delegates the responsibilities over tasks, individuals or groups charged with the responsibilities might not be perceived by staff as influential. Formal allocation of leadership responsibilities does not preclude the use of consensus building, collaboration, and communication that are associated with the distributed leadership framework where leadership practice is deliberately planned and implemented.

Gronn (2002) outlines three forms of distributed leadership: (1) spontaneous collaboration, (2) intuitive working relations, and (3) institutionalized practice. Spontaneous collaboration takes place when individuals in an organization combine their skills, resources, and expertise to complete a specific task and disband after the task is completed. Intuitive working relations develop over time as individuals in an organization form close working relationships after becoming familiar with each other. These relationships often show through shared leadership roles in an organization. Institutionalized practice goes a step further and manifests in planned, coordinated structures such as teams and committees.

Gronn (2002) also discusses distributed leadership in terms of the focus on leadership tasks aimed at the fulfillment of organizational goals. Holistic and additive forms of distributed leadership differ in the extent of the planned and focused work on leadership tasks. Additive forms of distributed leadership represent an uncoordinated pattern of leadership. Individuals in an organization may engage in leadership tasks but do not have much knowledge or consideration for the leadership tasks enacted by others in the same organization. Holistic perspective on distributed leadership is consciously managed and focuses on the development of synergetic relationships among the sources of leadership in an organization ranging from collaboration among some, many, or all sources of leadership.

Leithwood et al. (2006) identify forms of distributed leadership through various degrees of alignment or misalignment of tasks and functions in an organization. They distinguish between planful and spontaneous alignment as well as spontaneous and anarchic misalignment. Planful alignment consists of tasks and functions that have been carefully evaluated and planned by the members of an organization. This type of alignment allows members of an organization to make decisions on which leadership tasks or functions can be best enacted based on their knowledge of the nature and sources of leadership practices existing in their organization. Spontaneous alignment occurs when the leadership tasks or functions are distributed with no specific focus or plan. Even though sometimes the spontaneous alignment can be beneficial to certain outcomes, it rarely contributes positively to organizational productivity.

Spontaneous misalignment (Leithwood et al., 2006) mirrors spontaneous alignment but is usually detrimental for organizational outcomes. This misalignment, however, does not presuppose member opposition to the forms of alignment discussed earlier. Anarchic misalignment is different in terms of its values and beliefs as it develops when a formal leader rejects the influence of other members of an organization in terms of their leadership. Formal leaders in this case behave highly independently and become competitive with other members of an organization.

In their research-based definition of leadership, Leithwood et al. (2007) identify how functions of setting direction, redesigning schools as organizations, managing instruction, and developing people align in various ways at schools based on their implementation according to the forms of alignment discussed earlier.

Distributed leadership framework can also be viewed in terms of leader and practice aspects. Spillane and Diamond (2007) view the distributed leadership framework from *leader-*

plus and *practice* framework. The leader-plus aspect focuses on the contributions of all members of an organization instead of concentrating only on the work of those in formal leadership positions. However, the leaders-plus aspect cannot in itself capture the complexity of distributed leadership. The practice aspect views leadership as a "product" of interactions between school leaders, their followers, and the situational aspects. The situation aspect is reflected in tools and routines created by the stakeholders to support the distributed leadership framework (Spillane, 2006). Therefore, the distributed leadership framework assesses not only whether the leadership is distributed, but how it is distributed. The work of leaders does not always have to be performed together. At times, leaders work separately, but their work takes on an interdependent nature. Therefore, the distributed leadership does not view its practice as a sum of actions but rather as an interactive web of interactions among leaders, their followers, and the situation.

Spillane (2006) identifies three essential elements in his perspective on distributed leadership. These elements are comprised of leadership practice, interactions of leaders, followers, and their situation, and the situation itself. Leadership practice serves as an anchor for the whole framework and is generated through leader- follower- situation interactions. The role of reciprocity of influence between situation and leadership practice is tremendous, as both leadership and situation get defined through each other.

Leadership distribution can support different arrangements of responsibilities. Spillane (2006) distinguishes among three different arrangements: division of labor where different leaders perform different tasks; co-performance where multiple stakeholders work on the same task; and parallel performance where multiple leaders perform multiple tasks in a variety of specific contexts. Co-performance merits a more detailed review as it entails multiple leaders embarking on the same task. Co-performance takes on the characteristics of **collaborated**

distribution when multiple stakeholders engage in leadership while functioning in the same context. Leaders engage in **collective distribution** when they engage in completion of separate but interdependent tasks that are geared toward the accomplishment of the same goal. At times, leaders engage in completion of separate independent tasks but perform them in a specific sequence in order to accomplish a goal. In this case, these leaders engage in **coordinated distribution**.

The framework of interactions is supported by organizational routines and tools to establish school-wide connections to learning and teaching (Coldren, 2007). Coldren describes these tools as boundary objects and boundary practices that connect teaching practices to the administrative work and its leadership practices. These tools may include student data folders, student assessments, and lesson plans and are used by principals or leadership/collaborative team members to examine student progress and focus discussions with teachers about reexamining their teaching practices and building their content knowledge to meet students' needs. These tools are supported at schools by a variety of organizational routines, ranging from more formal faculty meetings to less formal collaborative team, leadership team, or focus team meetings. The leadership distribution does not look the same in each school and may vary by the departments based on the existing tools, experience, and interaction patterns of the people in those departments.

Leadership distribution also varies by varied leadership function and routines (Spillane, 2006). Leadership can be distributed by leadership function and depends on the identified roles of those in a leadership capacity. For example, principals are charged with the general management of the school but are also expected to engage in instructional leadership and work with the community. Instructional coaches, on the other hand, are focused more specifically on

instructional leadership and are not expected to attend to custodial supervision. Leadership distribution by function then affects leadership routines thus expanding or constricting individual leadership practices based on their functions. If an instructional coach is expected to lead professional development, this professional is not likely to engage in a formal evaluation process because it is a prerogative of the principal or assistant principal whose responsibilities entail conducting teacher evaluations.

The distribution of leadership at school can also be based on the subject matter (Spillane, Diamond, & Jita, 2003). Both formal and informal leaders at schools engage in instructional leadership tasks to a greater or lesser degree based on the subject matter. Spillane (2006) states that engagement in professional development and collaborative team leadership tasks involved more formal and informal leaders if it focused on English language arts. Consistently fewer individuals were involved in leadership practices surrounding mathematics and science. The same practice was evident when observing formal leaders. Spillane (2006) posits that the focus on a specific subject area depends on the leader perception of the importance of the subject area as well as on the different work norms at different grade level schools.

School type also affects leadership distribution (Spillane, 2006). Principals' beliefs of their expertise in distributing leadership and their views on their role within the context of local and state initiatives are an important catalyst for change in distributed leadership practice (Seashore Louis et al., 2010). School leaders in public schools face continuous flow of state and district initiatives while trying to navigate an often-complex world of policies. Leaders in this case tend to distribute leadership less in critical leadership areas while the leaders of private or innovative schools tend to distribute leadership more in those areas.

Schools engage in leadership distribution at different levels and in a variety of ways. As the schools move through the developmental stages of distributing leadership among formal and informal leaders, they develop new structures and engage in leadership practices more effectively, which enables a more concerted and planned distribution of leadership among various individuals (Spillane, 2006). Harris (2002) notes that schools that viewed the distribution of leadership as a developmental process were more successful at adapting and changing their leadership structures than those who viewed their work as reaching toward some idealized leadership approach. The leaders at those schools were able to facilitate the development and change of administrative structures to accommodate the distribution of leadership in their organizations.

Administrative structures can facilitate the distribution of leadership practice. However, they do not necessarily lead to increased influence of those who engage in leadership practice (Leithwood & Louis, 2012). In their research, Leithwood and Louis found that even though the schools they studied exhibited a variety of administrative structures, such as leadership committees, a variety of formal leadership positions, and structured teacher learning communities, the patterns of influence of these groups or individuals varied by school. Leithwood and Louis concluded that principal succession was a factor in each of the schools under study. They found out that if the principal took on a proactive role and exhibited influence over the groups and their work thus creating a more holistic leadership distribution pattern, the created administrative structures were viewed as more influential. However, when a principal exhibited a passive role and, while implementing mandated district and state initiatives did not coordinate those initiatives to achieve the school's goals for student achievement, the approach

resulted in an additive distributed leadership and did not result in staff commitment and collaboration within the created administrative structures.

Principal role in the distribution of leadership cannot be overlooked. Principals are responsible for setting the school's vision, supporting a variety of organizational structures through communication and collaboration tools while mediating the effects of external demands of district policies and initiatives. Leithwood and Louis (2012) state that principals become a key factor in the distribution of leadership, as their views about their knowledge base and the expertise of others in their organization influence the direction the school takes in achieving its goals, developing leadership capacity, and focusing on school improvement. Even though principal leadership is the function of greatest influence, the leadership of others in a distributed setting does not necessarily diminish the influence of the principal. This collective influence from the principal and members of the school organization affects teacher motivation and student achievement. However, this collective influence can be challenged by a variety of external and internal factors, such as district and state policies and initiatives, the availability of sources of expertise and their planned use to achieve certain school improvement goals, or the levels of leadership distribution.

The role of the situation in the enactment of distributed leadership practices cannot be underestimated (Hallett, 2007). Principals inherit organizational structures, patterns, and norms of the building when they step into the leadership roles, and the creation of the new leadership practice to adhere to a different leadership style or follow certain school improvement policies often leads to a struggle and challenges in relationship building with the staff. People cling to familiar routines and defend the old, comfortable to them structures (Gouldner, 1954, as cited in Hallett, 2007). Therefore, when new principals step into the school building, they have to

consider the complex nature of their relationships with the staff, established routines and tools, and the situation itself. Schools are full of informal leaders that can choose to support or undermine the leadership practice thus leading to leadership success or leadership struggle. Here, it is important to remember that diverse, yet *planful* alignment (Leithwood et al., 2006) of leadership distribution can be a productive way to support student learning (Louis et al., 2010).

The development of leadership is a product of ongoing social interactions (Ehrlich, 1998) and cannot be viewed as solely a matter of a specific position or a set of specific actions, even if they are research-based (Hallett, 2007). Leadership practice becomes a part of a situation and gets embedded in the relationships and interactions among organizational stakeholders. This is especially important to acknowledge in school improvement practices that support time-bound actions. Often, the interactions among followers and leaders and their situation are foregone in favor of set, tangible leadership actions, even if those actions require the leader to work with a variety of leadership distribution patterns. However, this leader-centered approach underestimates the power of established routines and situational interactions in helping the school support student achievement.

Hallinger and Heck (2009) identify key educational processes that affect school improvement and enhance student achievement. The focus on academic improvement, shared decision-making, professional learning, supports for staff and students, and clear and consistent communication guides school improvement. These key educational processes serve as macro functions that support the distributed leadership framework through the enactment of micro tasks (distributed elements and tools). Diamond (2007) identifies a different set of macro functions: developing and promoting a vision of high expectations for student achievement, creating a culture of trust and collaboration, and developing accountability structures for teachers in terms

of student achievement. These macro functions set the focus for the distribution of leadership at school and affect the choice of micro tasks (distributed leadership elements and tools) to support the goals of the school.

Diamond (2007) provides an example of using the tools and elements of distributed leadership to support the micro function of creating a culture of high expectations at Kelly School. The vision of high expectations was supported by providing teachers with high quality professional development sessions on a weekly basis and following up with the use of the tool, the skill chart, that supported the use of identified instructional strategies in the classroom and the documentation of student mastery of the skills. This tool also served as a link to another tool, teacher lesson plans. It also connected both the skill charts and lesson plans to the content standards and objectives. These tools provided teachers and administrators a venue to evaluate the correlation between student achievement and instructional strategies, with the information provided by the skill charts and lesson plans supporting the professional development sessions at the school. It is evident how the elements of distributed leadership and its tools were used in concert with each other while allowing multiple stakeholders to use their expertise to guide the work supporting student achievement.

Distributed leadership serves as an overarching term for elements and tools of leadership practice that allow for the distribution of leadership practice amongst various sources of influence. It is, however, very easy to use the term “distributed leadership” but a lot more complicated to put it in action. Leithwood and Louis (2012) note that it is very important to operationally structure leadership roles and responsibilities for tasks. Knowing that patterns of leadership distribution can differ from school to school based on the specific goals for school improvement, a more specific review of behaviors and influences supporting the work of

distributed leadership at schools based on the specific goal achievement is needed. One of the constant school improvement goals focuses on student achievement. Therefore, in distributed leadership examination, it is important to emphasize how leadership practice connects with teacher practice, students, and the tools students and teachers use for learning and teaching (Spillane, 2006).

The most widely recognized organizational tools used to distribute leadership at school and connect teaching and learning are professional communities of practice. Known as professional learning communities (PLCs) or collaborative teams, these organizational tools help school administrators provide their teachers with opportunities to work together on "pressing issues of common interest" (Halverson, 2007, p. 50). PLCs become a part of the leadership distribution at schools as they mobilize members of an organization in accomplishing a task that pursues common goals. As the goals encompass more aspects of school life, the more they have the potential to involve multiple sources of leadership in their accomplishment (Leithwood & Louis, 2012). Therefore, learning communities reflect the distribution of leadership with their focus on certain goals for improvement guiding the patterns of leadership practice at the school. Professional learning communities reflect the focus of the distributed leadership on interactions between individuals and their situations. Halverson evaluates the tasks that comprise distributed leadership and identifies leadership practice through social distribution and situational distribution. PLCs encompass both aspects of distributed leadership distribution, becoming networks of people engaged in leadership tasks and framing the situations that affect interactions among these people, constraining or enabling their enacted task completion (Spillane, Halverson, & Diamond, 2001). PLCs also contribute to the development of professional trust as teachers become more comfortable with sharing ideas and reflecting on their own instructional practices

(Halverson, 2007). Trust, as Bryk and Schneider (2002) posit, serves as a critical component of program reform. Therefore, PLCs as a component of distributed leadership contribute to its important role in the school improvement process.

Summary

The distributed leadership perspective uses various components to enact leadership distribution in an organization. In this chapter, leadership tasks, functions, tools, and structures were reviewed, but the outmost emphasis was placed on the leadership practice that emerges through the interactions of leaders, followers, and their situation (Fullan, 2006) and is paramount to understanding the distributed leadership framework. Leadership roles, structures, and tools support these interactions and contribute to the *planful* alignment (Leithwood et al., 2006) of leadership practices. Therefore, a closer look at the components of distributed leadership, such as structures and tools, is warranted when exploring leadership practice and its efficacy in the public schools in southern West Virginia.

Chapter 3: Research Methods

This chapter outlines the research design, identified population and sample, instrumentation, and data collection and analysis procedures.

Research Design

The study used a mixed - methods, cross-sectional design to collect qualitative and quantitative data to describe building level and central office administrator perceptions of the levels of implementation and effectiveness of distributed leadership structures, processes, and tools in their schools. Creswell (2009) notes that mixed-methods research uses both qualitative and quantitative methods to boost the overall strength of the study.

The first part of the data collection was conducted via a cross-sectional survey designed to gather information from an identified sample of public school building level administrators (Fink, 2003). The survey solicited principal perceptions about the level of implementation and the subsequent effectiveness of processes, tools, and structures characteristic of distributive leadership in their schools.

The second part of the study consisted of semi-structured interviews with selected central office administrators to solicit their views of the perceived level of implementation and effectiveness of distributive leadership structures, tools, and processes in their schools. The data collected from these interviews was used to validate the findings from the survey and to provide an in-depth look at distributed leadership. Additionally, the central office administrators were asked to discuss the barriers and challenges associated with implementing the distributive leadership framework in their schools and districts. Personnel directors, transportation, and facilities central office personnel were not included in the sample identified for the interviews.

Population and Sample

The population for the study was selected from the southern West Virginia public school and central office administrators in Regional Education Services Agenda (RESA) 1 in the spring semester of 2016. RESA 1 is comprised of six counties: McDowell, Mercer, Monroe, Raleigh, Summers, and Wyoming. These counties contain 90 public schools in grades K-12 and approximately 135 school administrators (building level) including school principals, school directors, and assistant principals. One building level administrator at each school was included in the survey. Additionally, follow-up interviews were conducted with a sample of 11 central office administrators, including superintendents or assistant superintendents, with each RESA 1 county represented. Central office administrators were selected based on their involvement in instructional and curricular leadership of schools in their respective districts.

For the purpose of this study, principals were identified as professional educators who have "administrative and instructional supervisory responsibility for the planning, management, operation and evaluation of the total educational program at the school or schools to which he or she is assigned" (West Virginia Legislature, 2014; WVDE Policy 5000, 2013). Central office administrator is defined in WV Code §18A-1-1 (West Virginia Legislature, 2014) as a "superintendent, associate superintendent, assistant superintendent, and other professional educators who are charged with administering and supervising the whole or some assigned part of the total program of the countywide school system."

Instrumentation

The instruments used in the study consisted of a self-report survey, *Implementation and Effectiveness of Distributed Leadership Building Level Administrator Survey,* provided to the principals and assistant principals, and an interview protocol, *Central Office Administrator Interview Guide,* used in the follow-up interviews conducted with central office administrators. Section A of the survey contains questions about participant basic demographic information and their years of experience in education and public school administration. Section B of the survey asks the principals to identify the leadership responsibility distribution among individuals and groups in their schools. Sections C- E of the survey contain a list of structures, processes, and tools characteristic of distributed leadership and solicit participant feedback on the perceived levels of the implementation and effectiveness of these processes, structures, and tools in their schools. Section F provides a list of potential barriers to distributed leadership implementation and asks principals to rate those barriers in terms of the extent to which each is a challenge to implementation in their schools. Section G contains an open-ended question asking principals to identify the resources needed to best support the implementation of distributed leadership in their schools.

For this study**, organizational structures of distributed leadership** were defined as the structures that define how leadership practice is distributed (Pierce & Conger, 2003; Spillane, 2005; Spillane, 2006). Organizational structures of distributed leadership help develop routines and organized teamwork at schools to facilitate interactions between individuals and engaging multiple stakeholders at school thus affecting leadership practices of the members of an organization. **Distributed leadership processes** (Coldren, 2007; Leithwood et al., 2009; Spillane, 2005; Spillane et al., 2001; Spillane et al., 2004;) were defined as the routines that

facilitate the distribution of leadership in the building and focus the interactions of individuals on a set of school improvement goals. **Tools of distributed leadership** (Coldren, 2007; Spillane, 2006; Spillane et al., 2001) were defined as externalized representations of ideas that shape leadership practice and mediate how various individuals in an organization interact in an efficient manner (Fullan, 2006). Tools help shape leadership practice; however, they can in turn be "made and remade" (Fullan, 2006, p. 20) by the leadership practice to re-appropriate those tools to serve school improvement goals.

The second instrument, *Central Office Administrator Interview Guide*, served as an interview tool to validate survey findings and provide for a more in-depth look at distributed leadership frameworks in RESA I school districts. The interview protocol contains follow-up questions about the district level administrative perceptions of barriers and challenges to the implementation of the distributed leadership processes and structures and the perceived effectiveness level of the already implemented parts of the distributed leadership framework.

The survey and interview protocol instruments were validated by a panel of experts knowledgeable about state policies and distributed leadership research. The panel included representatives from the state, RESA, district, and building levels (Appendix D).

Data Collection

An initial email explaining the purpose of the study and requesting permission to administer the survey at their district principal meetings was sent to the RESA I superintendents. A second email was sent to all central office administrators requesting that they participate in an interview. The paper surveys were distributed to the principals at the respective county principals' meetings with the request to fill out the survey at the meeting and return it before the

end of the meeting. Consent forms for the survey were provided to the principals when the survey was given to the principals to complete at the meetings. Each survey and consent also included a sealable envelope to be used by respondent to submit the completed survey. A sealed box was provided for respondents to deposit their completed surveys. A sign-in sheet was circulated during the principals' meeting to provide information on the representation of schools and building level administrators at the meeting. The building level administrators absent from the meeting were mailed the survey with the consent form with a stamped envelope addressed to the Co-PI for the return of the completed surveys.

Central office personnel received an email asking for their participation in semi-structured phone or face-to-face interviews. During the face-to-face or phone interviews, the participants responded to the identified questions, and their responses were recorded in field notes.

Data Analysis

The data from the survey related to evaluating administrator perceptions about the level of implementation of various processes and structures characteristic of distributed leadership and their perceived effectiveness levels were analyzed quantitatively. One sample t-tests, independent samples t-tests, or ANOVA were used to analyze the data collected in response to Research Questions 1-11. The open-ended question responses from the survey and follow up interviews were evaluated to identify common themes and emerging trends.

Chapter 4: Presentation and Analysis of Data

Introduction

The purpose of this study was to investigate the level of implementation and effectiveness of distributed leadership, as perceived by building level and central office administrators, in the schools in RESA 1 in southern West Virginia. The study also sought to determine if there were differences in these levels of implementation and perceived effectiveness of distributed leadership based on selected demographic/attribute variables. This chapter is organized in the following manner: data collection, participant characteristics, major findings for each of the eleven research questions, and a summary of the findings.

Data Collection

In April, May, and June 2016, the survey, *Implementation and Effectiveness of Distributed Leadership Building Level Administrator Survey,* was distributed to the principals and assistant principals of the RESA I schools during the principal meetings in each RESA I county. There were 135 building level administrators in 90 RESA I schools. All RESA I districts participated in the survey.

The administrators were asked to complete the survey at the meeting and return it at the end of the meeting. Consent forms for the survey were provided to the principals with the survey. The building level administrators absent from the meeting received the surveys from the principals of their schools who were present during the meetings or were mailed the survey with the consent form with a stamped envelope addressed to the Co-PI for the return of the completed surveys. Data collection was concluded on June 20, 2016. Ninety-three administrators responded to the survey for a response rate of 69%. County A had 15 responses out 15 possible for a 100%

response rate. County B had 17 responses out of 17 possible (100% response rate). County C had 5 responses out of 5 possible (100% response rate). County D had 21 responses out of 41 possible (51% response rate). County E had 30 responses out of 51 possible (59% response rate). County F had 5 responses out of 8 possible for a 63% response rate. There were no incomplete or unusable surveys.

Personal interviews with central office administrators began in April 2016 and were concluded on June 26, 2016. Seventeen administrators from central offices of RESA I districts were contacted and 11 were interviewed. Interviewees included one superintendent, two assistant superintendents, five directors, and three coordinators. At least one central office administrator was interviewed from each county.

Participant Characteristics

Section A of the survey requested the building administrators to respond to six demographic questions: grades taught at their school, total years of full-time teaching or student support experience, total years of full-time administrative experience, total years of administrative experience at current school, current school enrollment, and participant's sex. The data revealed that 48.4% (n = 45) of the administrators worked in PreK-5 schools, 26.9% (n = 25) administered schools containing grades 6-8, and 24.7% (n = 23) worked in 9-12 schools. The data for current school enrollment (M= 420.73, SD = 210.28) were also divided into quartiles. Twenty-three (25%) respondents reported working in schools with 268 or fewer students. Twenty-three (25%) respondents reported working in schools with enrollment of 270-380 students. Twenty-three (25%) respondents were in schools with enrollments of 400-550 students.

Twenty-three (25%) respondents worked in schools with the enrollment of 551-1300. These data are presented in Table 1.

Table 1
Demographic Characteristics of Schools

School Characteristics	*n*	%
Grades Taught at School		
PreK-5	45	48.4
6-8	25	26.9
9-12	23	24.7
Current Enrollment		
1-268 Students	23	25
270-380 Students	23	25
400-550 Students	23	25
551-1300 Students	23	25

N= 93

Respondent years of teaching/student support experience were divided into quartiles. The first quartile (1-10 years of experience) contained 27.2% (*n* = 25) of the sample. The second quartile (11-17 years) included 22.8% (*n* = 21) of the sample. The third quartile (18-27 years) contained 27.2% (*n* = 25) of the sample. The fourth quartile (28-38 years) contained 22.8% (*n* = 21) of the sample. The mean number of years of teaching/student support experience was 18.35 (SD = 9.49). Twenty-three (24%) respondents were male, and 69 (75%) were female.

The total years of full-time administrative experience overall and administrative experience in the current school were also divided into quartiles. Thirty-three (35.5%) respondents indicated that they had 1-3 years of overall administrative experience. Nineteen (20.4%) respondents reported 4-5 years of overall administrative experience. Twenty (21.5%) respondents reported 6-10 years of overall administrative experience while 21 (22.6%)

respondents identified themselves as administrators with 11-30 years of overall administrative experience. The mean for these data was 6.65 (SD= 5.28). When asked to indicate the years of administrative experience at their current school, participant responses were as follows: 28% (*n* = 26) had 1-2 years of experience; 23.6% (*n* = 22) had 3 years of experience; 23.6% (*n* = 22) indicated 4-5 years; and 24.8% (*n* = 23) had 6 or more years. The mean for this set of data was 4.52 (SD= 4.39). These data are presented in Table 2.

Table 2
Demographic Characteristics of Participants

Participant Characteristics	*n*	%
Years of Teaching/Student Support Experience		
1-10 Years	25	27.2
11-17 Years	21	22.8
18-27 Years	25	27.2
28-38 Years	21	22.8
Years of Full-Time Administrative Experience		
1-3 Years	33	35.5
4-5 Years	19	20.4
6-10 Years	20	21.5
11-30 Years	21	22.6
Years of Administrative Experience at Current School		
1-2 Years	26	28.0
3 Years	22	23.6
4-5 Years	22	23.6
6-36 Years	23	24.8
Sex		
Male	23	25
Female	69	75

N = 93

Major Findings

Eleven research questions were explored in this study. The findings for each question are presented in the following sections. A summary of these major findings concludes the chapter.

Scope and Frequency of Leadership Distribution. Participants were asked to rate the frequency with which leadership responsibilities were distributed to selected groups or individuals at their schools. Participants rated the frequency of distribution of responsibilities to each group/individual using a scale of 1-7, where 1 = not at all, 4 = some of the time, and 7= most of the time. The respondents could indicate if the groups/individuals did not exist in their schools.

Forty-two (45.2%) respondents reported that they did not have assistant principals at their schools and 43 (46.3%) respondents indicated they did not have department heads. Nine (9.9%) respondents noted that they did not have teacher leaders and 20 (22.2%) respondents indicated that grade team level leaders did not exist in their schools. Nine (9.9%) respondents stated that collaborative team leaders (PLC leaders) did not exist in their schools while focus team leaders did not exist at the schools of six (6.5%) respondents. Fifteen (16.1%) respondents indicated that they did not have teacher mentors at their schools, and 36 (39.6%) stated that instructional coaches did not exist in their schools. These data are presented in Table 3.

An analysis of the respondent mean scores for each of the 10 groups/individuals in terms of the frequency and scope of leadership distribution to those groups/individuals in their schools revealed that all the items had a mean score greater than 4.00. Fifty respondents described the frequency of leadership distribution to the department heads as some of the time (M = 4.5, SD = 1.76), and 51 respondents indicated that the frequency of leadership distribution to their assistant principals was between some and most of the time (M= 5.95, SD = 2.15). Fifty-five respondents

reported the frequency of leadership distribution to their instructional coaches as some of the time (M= 4.03, SD = 1.95), while 70 respondents reported grade level team leaders frequency of leadership distribution at a similar level (M= 4.74, SD = 1.58). Seventy-eight respondents reported the frequency of leadership distribution to their teacher mentors as some of the time (M= 4.54, SD = 1.66). Eighty-two respondents reported the frequency of leadership distribution to their teacher leaders (M= 5.20, SD= 1.33) and collaborative team (PLC) leaders (M= 5.15, SD = 1.43) as between some and most of the time. Eighty-seven respondents reported the frequency of leadership distribution to their focus team leaders as some of the time (M= 4.89, SD = 87), and 92 respondents reported frequency of leadership distribution to LSIC chairs (M= 4.23, SD = 1.86) and to faculty senate presidents (M= 4.82, SD = 1.65) as some of the time. These data are presented in Table 3.

Table 3

Scope and Frequency of Leadership Distribution to Groups/Individuals

	Frequency of Leadership Distribution			Do Not Exist	
Groups/Individuals	M	*n*	SD	*n*	%
1. Assistant principal(s)	5.45	51	2.15	42	45.2
2. Department heads	4.50	50	1.76	43	46.2
3. Teacher leaders	5.20	82	1.33	9	9.9
4. Grade level team leaders	4.74	70	1.58	20	22.2
5. Collaborative team (PLC) leaders	5.15	82	1.43	9	9.8
6. LSIC chairs	4.23	92	1.86	1	1.1
7. Faculty Senate presidents	4.82	92	1.65	0	0
8. Focus team leaders	4.89	87	1.40	6	6.5
9. Teacher mentors	4.54	78	1.66	15	16.1
10. Instructional coaches	4.03	55	1.95	36	39.6

N= 93 Scale 1= Not at All, 4= Some of the Time, 7 = Most of the Time

During the interview part of the study, central office administrators of the RESA I districts were asked questions concerning the levels, scope, and effectiveness of distributed leadership in their district schools. When asked about the overall level of leadership distribution, the respondents on average rated it as greater than some of the time (M= 4.82). Participants rated the frequency of overall distribution of leadership using a scale of 1-7, where 1 = not at all, 4 = some of the time, and 7= most of the time.

The second question in the interview asked the administrators to identify the extent of leadership distribution to various groups in their schools. All the participants identified different groups, with six out of 11 interviewees noting that principals were the main decision-makers at schools. Four out of 11 respondents stated that leadership was distributed to teacher leaders, with the same number of respondents stating that leadership was mainly distributed to assistant principals. To a lesser extent, central office administrators also noted that leadership was distributed to grade level teams, curriculum teams, focus teams, student leadership teams, faculty senate, LSIC, department heads, and PLCs/Collaborative teams.

The third interview question asked the respondents to reflect on how the leaders are identified in their schools and how the administrators know that these individuals would be influential amongst their peers. The majority of the respondents stated that observation of individuals was the main strategy for identification of the leaders, followed by recommendations from peers. Respondents stated that observations helped principals look for strengths in teachers, identify their areas of expertise, and note those who step up and go above and beyond. Some stated that their schools have structures in place to encourage or, in some schools, mandate, teacher participation on at least one team.

Overall Levels of Distributed Leadership Implementation. Participants were asked to rate the current level of implementation of each of the three components of distributed leadership: organizational structures of distributed leadership, distributed leadership processes, and tools of distributed leadership. Participants rated each group using a scale of 1-7, where 1 = not at all, 4 = some of the time, and 7= most of the time. A one-sample *t*-test, comparing the sample mean for each item to the mean score (M= 4) from a hypothetical normal distribution, was conducted on all the items in each group.

Organizational Structure Implementation. The participants rated the levels of implementation of eight organizational structures of distributed leadership in their schools. One sample *t*-test findings revealed seven of eight organizational structures to be statistically significant at $p < .05$. Analysis of respondent mean scores for the eight organizational structures yielded three tiers of responses. The level of implementation of department level teams had the lowest mean score (M = 3.59, SD = 2.22) and was the only organizational structure for which *t*-test findings were not statistically significant. The levels of implementation of two organizational structures had mean scores that fell between 4.00 and 5.00. These structures were grade level teams (M = 4.99, SD = 2.01) and common planning time (M = 4.78, SD = 2.36). The levels of implementation of five structures fell between the mean scores of 5.01 and 6.01 and consisted of the following structures: school leadership teams (M = 5.95, SD = 1.12), collaborative teams/PLCs (M = 5.54, SD = 1.38), Faculty Senate (M = 6.01, SD = 1.31), LSIC (M = 5.50, SD = 1.54), and focus teams (M = 5.34 SD = 1.42). These data are presented in Table 4.

Table 4

Level of Implementation of Organizational Structures of Distributed Leadership

Organizational Structures	M	SD	M Diff
1. School leadership team	5.95	1.12	1.95*
2. Collaborative teams/PLCs	5.54	1.38	1.54*
3. Grade level teams	4.99	2.01	0.99*
4. Department teams	3.59	2.22	-0.42
5. Faculty Senate	6.01	1.30	2.01*
6. LSIC	5.50	1.54	1.50*
7. Focus teams	5.34	1.42	1.34*
8. Common planning time	4.78	2.36	0.78*

*$p < 0.05$ N = 93 Scale: 1 = Not at All, 4 = Partially, 7 = Fully Comparison mean = 4.0

During the interviews with the central office administrators, respondents were asked to identify distributed leadership structures they saw implemented the most frequently in their schools. Five out of 11 respondents identified leadership teams as most frequently implemented in their schools, with the collaborative team implementation identified by three out of 11 interviewees. LSIC and focus teams were also identified as most frequently implemented by two out of 11 respondents. Central office administrators also identified vertical teams, PTO, department teams, faculty senate, grade level teams, curriculum teams, SPL teams, and SAT teams as frequently implemented in their schools, but these teams were mentioned in single instances.

Distributed Leadership Processes Implementation. Next, participants were asked to rate the levels of implementation of 10 distributed leadership processes in their schools. One sample *t*-test findings revealed eight out of 10 distributed leadership processes implementation levels to

be statistically significant at $p < .05$. Analysis of respondent mean scores for the 10 distributed leadership processes were grouped into three levels of responses.

The levels of implementation of the following processes were reported as implemented below the partial level ($M < 4.0$): peer coaching ($M = 3.42$, $SD = 1.84$), instructional coaching ($M= 3.92$, $SD = 2.14$), and peer-to-peer observations ($M= 3.52$, $SD = 1.91$). The only process reported as below partial implementation for which *t*-test findings were not statistically significant was instructional coaching. Respondents reported the following processes as partially implemented at their schools with means between 4.00 and 5.50: peer mentoring ($M= 4.26$, $SD = 1.84$) and in-house professional development ($M= 5.26$, $SD = 1.44$). One sample *t*-test findings for the level of peer mentoring processes implementation were not statistically significant.

The following processes of distributed leadership were reported by the respondents as partially to fully implemented in their schools ($M > 5.51$): administrator observations of teachers ($M= 6.36$, $SD =0.86$), strategic planning ($M= 5.92$, $SD= 1.02$), principal walkthroughs with feedback ($M= 6.18$, $SD= 0.96$), student assessments ($M= 6.00$, $SD= 1.25$), and development and completion of SMR ($M= 6.23$, $SD= 1.16$). One sample *t*-test findings for each of these processes were statistically significant. These data are presented in Table 5.

During the interviews, central office administrators stated the processes most frequently implemented in their district schools were common assessment and curriculum planning in grade level or collaborative teams. They also noted that team monitoring of the progress toward goal completion was implemented frequently in their schools.

Table 5

Level of Implementation of Distributed Leadership Processes

Processes	M	SD	M Diff
1. Peer Coaching	3.42	1.84	-0.58*
2. Peer Mentoring	4.26	1.63	0.26
3. Instructional Coaching	3.92	2.14	-0.80
4. In-House Professional Development	5.26	1.44	1.26*
5. Peer to Peer Observations	3.52	1.91	-0.48*
6. Administrator Observations of Teachers	6.36	0.86	2.36*
7. Strategic Planning	5.92	1.02	1.92*
8. Principal Walkthroughs with Feedback	6.18	0.96	2.18*
9. Student Assessments	6.00	1.25	2.00*
10. Development and Completion of School Monitoring Report (SMR)	6.23	1.16	2.23*

*$p < 0.05$ N = 93 Scale: 1 = Not at All, 4 = Partially, 7 = Fully Comparison mean = 4.0

Distributed Leadership Tool Implementation. Respondents were asked to rate the levels of implementation of seven distributed leadership tools in their schools. One sample *t*-test findings revealed all seven distributed leadership tools implementation levels to be statistically significant at $p < 0.05$. These data are presented in Table 6.

Findings from the analysis of respondent mean scores for the seven distributed leadership tools were grouped into three levels of responses. Peer to peer feedback forms implementation levels were reported as below partial levels (M= 2.91, SD = 2.10). Respondents reported teacher mentoring documentation as partially implemented at their schools (M= 4.63, SD = 2.00). The following tools of distributed leadership were reported by respondents as above partially to fully implemented in their schools (M > 5.50): meeting agenda templates (M= 5.68, SD =1.59), principal walkthrough templates (M= 6.38, SD= 0.88), lesson plan template (M= 5.67, SD=

1.63), principal lesson plan feedback template (M= 6.04, SD= 1.27), and communication tools (M= 6.04, SD= 1.13).

Table 6

Level of Implementation of Distributed Leadership Tools

Tools	M	SD	M Diff
1. Meeting Agenda Templates	5.68	1.59	1.69*
2. Principal Walkthrough Templates	6.38	0.88	2.38*
3. Lesson Plan Template	5.67	1.63	1.67*
4. Principal Lesson Plan Feedback Template	6.04	1.27	2.05*
5. Peer to Peer Feedback Forms	2.91	2.10	-1.09*
6. Teacher Mentoring Documentation	4.63	2.00	0.63*
7. Communication Tools	6.04	1.13	2.04*

*p < 0.05 N = 93 Scale: 1 = Not at All, 4 = Partially, 7 = Fully Comparison mean = 4.0

During the interviews with central office administrators, the respondents were asked to identify tools that they and their school leaders use to support the distribution of leadership in schools. Four out of eleven respondents noted that walkthrough templates were used often as tools supporting leadership distribution, as well as agendas to structure and monitor the meetings. Other tools that were mentioned by the administrators were faculty share-outs, note-taking templates, peer observation templates, SMR, strategic plans, and student data folders.

Differences of Levels of Distributed Leadership Implementation Based on Demographic Variables. One-way analysis of variance (ANOVA) was used to determine if significant differences existed in the levels of distributed leadership implementation based on the selected demographic variables. The distributed leadership components were grouped into organizational structures, processes, and tools. The demographic variables included grades taught, years of teaching/student support experience, total years of administrative experience,

years of administrative experience in current school, and school enrollment. An independent samples *t*-test was used to determine if there were any differences in levels of distributed leadership implementation based on sex.

Grade Levels. There were statistically significant differences in implementation levels based on grade level configurations for five out of eight structures: grade level teams, department teams, faculty senate, LSIC, and common planning time. These data are presented in Table 7.

There was a statistically significant difference at the $p < 0.05$ level in levels of implementation of grade level teams for the three grade levels: $F = 9.86$, $p = 0.000$. The level of implementation of department teams according to the grade levels also showed statistically significant difference at the $p < 0.05$ level ($F = 5.57$, $p = 0.005$). The implementation levels of the faculty senate showed statistically significant differences in the mean scores for the three grade levels ($F= 4.66$, $p < 0.012$). LSIC implementation at different grade levels also reflected statistically significant differences ($F= 3.97$, $p < 0.022$). The implementation of common planning time also revealed statistically significant difference in the mean scores for the grade levels ($F= 5.47$, $p< 0.006$).

Table 7

Organizational Structures by Grades in School: Implementation

	PreK-5		6-8		9-12			
Organizational Structures	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	6.22	0.98	5.64	1.19	5.74	1.21	2.82	.065
2. Collaborative teams/PLCs	5.87	1.27	5.32	1.35	5.13	1.52	2.69	.074
3. Grade level teams	5.50	1.83	5.42	1.82	3.40	1.85	9.86	.000*
4. Department teams	2.88	2.36	3.75	2.10	4.73	1.55	5.57	.005*
5. Faculty Senate	6.40	1.07	5.48	1.50	5.82	1.30	4.66	.012*
6. LSIC	5.95	1.40	5.00	1.61	5.17	1.56	3.97	.022*

7. Focus teams	5.66	1.49	5.00	1.19	5.09	1.41	2.27	.110
8. Common planning time	5.23	2.23	5.24	2.20	3.43	2.35	5.47	.006*

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

When differences between levels of implementation of distributed leadership processes based on grade levels were explored, there was a statistically significant difference at the p <0.05 level in the mean scores for the level of student assessment implementation in different grade levels (F= 6.84, p = .002). No statistically significant differences in implementation levels of distributed leadership processes based on the grade levels were found for the remaining nine processes. These data are presented in Table 8.

Table 8

Distributed Leadership Processes by Grades in School: Implementation

	PreK-5		6-8		9-12			
Processes	M	SD	M	SD	M	SD	F	P
1. Peer Coaching	3.61	1.74	3.42	1.10	3.04	1.89	0.72	.491
2. Peer Mentoring	4.61	1.54	3.96	1.71	3.91	1.62	2.02	.138
3. Instructional Coaching	4.12	2.35	3.67	1.93	3.82	1.97	0.37	.691
4. In-House Prof. Dev.	5.20	1.34	5.25	1.65	5.39	1.47	0.13	.882
5. Peer to Peer Observations	3.44	1.88	3.46	2.17	3.73	1.72	0.18	.840
6. Admin Obs. of Teachers	6.55	0.70	6.33	0.82	6.04	1.11	0.08	.075
7. Strategic Planning	6.04	0.10	5.75	1.07	5.87	1.01	0.69	.503
8. Principal Walkthroughs	6.36	0.83	6.08	1.02	5.91	1.11	1.77	.176
9. Student Assessments	6.44	0.94	5.75	1.42	5.39	1.31	6.84	.002*
10. Develop/Complete SMR	6.38	0.83	6.21	1.35	5.96	1.46	1.01	.368

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

No statistically significant differences in the implementation levels of distributed leadership tools based on grade levels were found. These data are presented in Table 9.

Table 9

Distributed Leadership Tools by Grades in School: Implementation

	PreK-5		6-8		9-12			
Tools	M	SD	M	SD	M	SD	F	P
1. Meeting agenda templates	5.62	1.74	5..75	1.51	5.74	1.42	0.67	.935
2. Principal walkthrough template	6.40	0.84	6.50	0.72	6.22	1.09	0.63	.535
3. Lesson plan template	5.75	1.56	5.79	1.62	5.39	1.83	0.45	.640
4. Principal LP feedback template	6.11	1.34	6.09	1.19	5.86	1.25	0.30	.745
5. Peer to peer feedback forms	2.93	2.08	2.42	2.19	3.39	2.02	1.28	.283
6. Teacher mentoring doc.	4.49	2.07	4.79	2.06	4.73	1.86	0.21	.810
7. Communication tools	6.27	0.98	5.71	1.16	5.96	1.30	2.10	.129

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

Teaching/Student Support Experience. Differences in implementation levels of the organizational structures, processes, and tools of distributed leadership based on years of respondent teaching/student support experience were explored. For purposes of analysis, years of teaching/student support experience were organized into quartiles: 1-10 years, 11-17 years, 18-27 years, and 28-38 years of teaching/student support experience.

Department teams was the only organizational structure that showed statistically significant differences in levels of implementation mean scores (F= 3.04, p = .034) based on the years of teaching/student support experience. Mean scores of the levels of department team implementation for respondents with 11-17 years of teaching/student support experience were (M= 2.56, SD= 2.36), for respondents with 1-10 years of teaching/support experience (M= 4.36, SD= 1.76), for respondents with 18-27 years of experience (M= 4.04, SD= 2.31), and for respondents with 28-38 years of teaching/support experience (M= 3.06, SD= 2.18). No statistically significant differences in levels of implementation based on the respondents' years of

experience in teaching or student support positions were found for the remaining seven organizational structures. These data are presented in Table 10.

Table 10

Organizational Structures by Teaching/Student Support Experience: Implementation

	1-10 Years		11-17 Years		18-27 Years		28-38 Years			
Organizational Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	5.68	1.35	6.14	1.01	6.24	0.93	5.81	1.03	1.41	.245
2. Coll. teams/PLCs	5.04	1.49	5.71	1.62	5.88	1.67	5.48	1.12	1.77	.159
3. Grade level teams	5.26	1.32	5.40	1.90	4.70	2.44	4.47	2.22	0.10	.399
4. Department teams	4.36	1.76	2.56	2.36	4.04	2.31	3.06	2.18	3.04	.034*
5. Faculty Senate	6.04	1.40	5.95	1.47	6.16	1.14	5.81	1.29	0.28	.837
6. LSIC	5.29	1.73	5.71	1.52	5.76	1.29	5.24	1.76	0.70	.552
7. Focus teams	5.32	1.15	5.33	1.77	5.64	1.38	5.00	1.41	0.75	.528
8. Common planning time	4.36	2.43	5.86	1.93	4.56	2.29	4.45	2.65	1.96	.126

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

A one-way between-groups analysis of variance was conducted to explore the differences between the levels of implementation of distributed leadership processes based on the respondent teaching/student support experience. No statistically significant differences in the implementation levels of distributed leadership processes based on teaching/student support experience were found. These data are presented in Table 11.

Table 11

Distributed Leadership Processes by Teaching/Student Support Experience: Implementation

	1-10 Years		11-17 Years		18-27 Years		28-38 Years			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	3.50	2.11	3.10	2.12	3.56	1.56	3.45	1.67	0.27	.846
2. Peer mentoring	4.25	2.03	4.33	1.80	4.24	1.36	4.25	1.33	0.20	.998
3. Instructional coaching	4.30	2.20	3.05	2.29	4.36	1.85	3.89	2.14	1.81	.153
4. In-house prof. development	5.25	1.65	4.95	1.43	5.44	0.96	5.35	1.76	0.46	.710

5. Peer to peer observations	4.08	1.84	3.29	2.39	3.29	1.46	3.38	1.94	0.95	.422
6. Admin. Obs. of teachers	6.33	1.01	6.67	0.58	6.16	0.94	6.35	0.81	1.34	.266
7. Strategic planning	5.79	1.02	6.10	1.14	6.20	0.76	5.62	1.12	1.60	.196
8. Prin. Walkth. with feedback	6.21	0.89	6.19	1.03	5.25	0.94	6.05	1.07	0.18	.913
9. Student assessments	5.96	1.16	6.24	1.30	6.16	1.11	5.71	1.42	0.76	.517
10. Devel. and compl. of SMR	5.96	1.37	6.38	1.40	6.28	0.89	6.29	1.00	0.58	.632

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

No statistically significant differences in the implementation levels of distributed leadership tools based on teaching/student support experience were found. These data are presented in Table 12.

Table 12

Distributed Leadership Tools by Teaching/Student Support Experience: Implementation

	1-10 Years		11-17 Years		18-27 Years		28-38 Years			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.58	1.69	5.24	2.05	5.84	1.43	6.00	1.05	0.93	.429
2. Principal walkthrough temp.	6.42	0.97	6.43	0.81	6.36	0.81	6.29	1.00	0.12	.951
3. Lesson plan template	5.78	1.91	5.57	1.94	5.56	1.45	5.71	1.27	0.10	.960
4. Prin. les. plan feedback temp.	6.39	0.94	6.10	1.26	5.92	1.44	5.75	1.37	1.02	.387
5. Peer to peer feedback forms	3.17	2.32	2.85	2.50	2.83	1.88	2.76	1.81	0.16	.920
6. Teacher mentoring doc.	4.58	1.91	4.71	2.17	4.76	1.86	4.45	2.28	0.10	.959
7. Communication tools	6.04	1.20	5.76	1.26	6.08	1.10	6.38	0.81	1.10	.354

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

Overall Administrative Experience. Overall years of administrative experience were grouped into quartiles: 1-3 years, 4-5 years, 6-10 years, and 11-30 years of administrative experience for purposes of analysis. No statistically significant differences in the implementation levels of distributed leadership structures based on total years of administrative experience were found. These data are presented in Table 13.

Table 13

Organizational Structures by Years of Full-Time Administrative Experience: Implementation

	1-3Years		4-5 Years		6-10 Years		11-30 Years			
Organizational Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	5.64	1.19	6.16	1.00	6.30	1.03	5.90	1.14	1.80	.153
2. Collaborative teams/PLCs	5.48	1.33	5.89	1.05	5.35	1.90	5.48	1.17	0.57	.637
3. Grade level teams	4.84	1.85	5.06	1.83	4.94	2.38	5.20	2.19	0.14	.938
4. Department teams	4.14	2.22	3.17	2.18	3.94	2.27	2.90	2.13	1.60	.195
5. Faculty Senate	6.00	1.30	6.32	1.11	5.95	1.47	5.81	1.37	0.52	.670
6. LSIC	5.45	1.66	6.16	1.12	5.21	1.40	5.24	1.73	1.62	.192
7. Focus teams	5.31	1.18	5.63	1.61	5.40	1.31	5.05	1.69	0.58	.633
8. Common planning time	4.42	2.41	4.95	2.46	4.70	2.43	5.30	2.18	0.60	.614

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

When the implementation levels of distributed leadership processes data were examined, a statistically significant difference at the p <0.05 level was found in the mean scores for the level of strategic planning based on the respondent total years of administrative experience (F= 4.62, p = .005). Mean scores for the three groups were: respondents with 1-3 years of administrative experience (M= 5.63, SD = 1.10), those with 4-5 years (M= 6.37, SD= 0.83), 6-10 years (M= 6.35, SD= 0.81), and 11-30 years (M= 5.57, SD= 0.98). No statistically significant differences in implementation levels of distributed leadership processes based on the total years of administrative experience were found for the remaining nine processes. These data are presented in Table 14.

Table 14

Distributed Leadership Processes by Total Years of Administrative Experience: Implementation

	1-3 Years		4-5 Years		6-10 Years		11-30 Years			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	3.28	2.00	3.72	1.87	3.15	1.79	3.62	1.72	0.44	.727
2. Peer mentoring	4.28	1.92	4.67	1.24	4.15	1.66	4.00	1.41	0.58	.630
3. Instructional coaching	4.03	2.26	4.67	2.00	3.60	2.16	3.43	2.00	1.30	.281
4. In-house prof. development	5.31	1.42	5.37	1.38	5.30	1.42	5.05	1.64	0.19	.903
5. Peer to peer observations	3.29	2.05	3.68	1.77	3.45	1.82	3.76	1.97	0.31	.817
6. Admin. Obs. of teachers	6.41	0.91	6.21	0.86	6.45	0.89	6.35	0.81	0.28	.835
7. Strategic planning	5.63	1.10	6.37	0.83	6.35	0.81	5.57	0.98	4.62	.005*
8. Prin. Walkth. with feedback	5.94	1.03	6.26	0.93	6.45	0.61	6.19	1.12	1.25	.296
9. Student assessments	6.06	1.27	6.32	0.89	5.70	1.50	5.90	1.30	0.85	.469
10. Devel. and compl. of SMR	6.22	1.31	6.42	0.77	6.10	1.41	6.19	0.98	0.26	.855

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

No statistically significant differences in the implementation levels of distributed leadership tools based on total years of administrative experience were found. These data are presented in Table 15.

Table 15

Distributed Leadership Tools by Total Years of Administrative Experience: Implementation

	1-3 Years		4-5 Years		6-10 Years		11-30 Years			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.91	1.57	5.79	1.36	5.25	1.97	5.67	1.43	0.73	.538
2. Principal walkth. template	6.56	0.80	6.11	1.05	6.40	0.75	6.33	0.91	1.12	.347
3. Lesson plan template	5.87	1.57	5.84	1.57	5.40	1.88	5.48	1.60	0.50	.684
4. Princ. les. plan feedback temp	6.16	1.32	6.16	1.02	5.84	1.57	5.95	1.13	0.32	.808
5. Peer to peer feedback forms	3.06	2.37	2.89	2.26	3.37	2.11	2.25	1.29	1.02	.388
6. Teacher mentoring doc.	4.63	2.11	5.21	1.55	4.90	1.97	3.80	2.12	1.85	.145
7. Communication tools	5.88	1.34	6.26	0.87	6.05	1.08	6.10	1.04	0.49	.692

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

Administrative Experience at Current School. Differences between the levels of implementation of distributed leadership structures, processes, and tools based on the respondent years of administrative experience at their current schools were investigated. The years of experience were grouped in quartiles: 1-2 years, 3 years, 4-5 years, and 6-36 years of administrative experience.

The data on the levels of implementation of distributed leadership structures based on respondent administrative experience at the current school showed statistically significant differences in the levels of school leadership team implementation ($F= 4.51$, $p = .005$) and focus team implementation ($F= 4.83$, $p = .004$). Mean scores of the leadership team implementation were: respondents with 1-2 years of experience at their current school ($M= 5.38$, $SD= 1.27$), those with 3 years ($M= 6.05$, $SD = 0.79$), those with 4-5 years ($M= 6.50$, $SD= 0.80$), and respondents with more than 6 years ($M= 5.96$, $SD= 1.22$). Mean scores for the focus team implementation were: respondents with 1-2 years of experience in their schools ($M= 5.19$, $SD= 1.23$), with 3 years of experience ($M= 4.57$, $SD= 1.72$), 4-5 years of experience ($M= 6.09$, $SD= 1.23$), and with 6 or more years ($M= 5.48$, $SD= 1.12$). No statistically significant differences in implementation levels of distributed leadership structures based on the years of administrative experience at the current school were found for the remaining six structures. These data are presented in Table 16.

Table 16

Organizational Structures by Years of Current School Administrative Experience: Implementation

	1-2Years		3 Years		4-5 Years		6-36 Years			
Organizational Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	5.38	1.27	6.05	0.79	6.50	0.80	5.96	1.22	4.51	.005*
2. Coll. teams/PLCs	5.15	1.38	5.95	1.00	5.82	1.40	5.30	1.58	1.92	.132
3. Grade level teams	4.88	1.83	4.90	1.97	5.05	2.01	5.14	2.35	0.08	.969
4. Department teams	4.18	1.94	3.00	2.10	3.11	2.42	3.91	2.35	1.44	.237
5. Faculty Senate	5.92	1.35	5.71	1.35	6.36	1.22	6.04	1.30	0.94	.425
6. LSIC	5.38	1.65	5.27	1.42	5.91	1.48	5.45	1.63	0.72	.542
7. Focus teams	5.19	1.23	4.57	1.72	6.09	1.23	5.48	1.12	4.83	.004*
8. Common planning time	3.96	2.34	4.86	2.36	5.57	2.29	4.91	2.31	1.92	.133

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

The identified levels of distributed leadership processes implementation based on the years of administrative experience in current school revealed statistically significant differences in the levels of implementation of strategic planning (F= 3.83, p = .012) and principal walkthroughs with feedback (F= 3.14, p = .030). Mean scores for level of implementation of strategic planning were: respondents with 1-2 years of administrative experience in their schools (M= 5.40, SD= 1.08), 3 years (M= 6.23, SD= 0.92), 4-5 years (M= 6.23, SD= 0.92), and 6 or more years (M= 5.91, SD= 0.95). Mean scores for the levels of implementation of administrative walkthroughs with feedback were: respondents with 1-2 years of experience (M= 5.76, SD= 1.20), 3 years (M= 6.09, SD= 0.81), 4-5 years (M= 6.38, SD= 0.97), and those with 6-36 years of experience (M= 6.52, SD= 0.59). No statistically significant differences in implementation levels of distributed leadership processes based on the years of administrative experience at the current school were found for the remaining eight processes. These data are presented in Table 17.

Table 17

Distributed Leadership Processes by Current School Administrative Experience: Implementation

	1-2 Years		3 Years		4-5 Years		6-36 Years			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	3.24	2.09	3.59	1.82	3.43	1.83	3.43	1.70	0.14	.937
2. Peer mentoring	4.12	1.86	4.55	1.60	4.33	1.43	4.09	1.62	0.38	.767
3. Instructional coaching	3.42	2.02	4.85	1.87	4.24	2.47	3.35	1.92	2.55	.062
4. In-house professional dev.	5.12	1.42	5.27	1.45	5.48	1.57	5.22	1.41	0.24	.871
5. Peer to peer observations	3.58	2.10	3.32	1.86	3.82	2.06	3.35	1.64	0.33	.807
6. Admin. Obs. of teachers	6.08	1.00	6.36	0.90	6.52	0.75	6.52	0.73	1.42	.243
7. Strategic planning	5.40	1.08	6.23	0.92	6.23	0.92	5.91	0.95	3.83	.012*
8. Prin. walkthroughs w/ feedback	5.76	1.20	6.09	0.81	6.38	0.97	6.52	0.59	3.14	.030*
9. Student assessments	5.72	1.40	6.23	1.15	5.23	0.97	5.87	1.39	0.99	.403
10. Develop. and compl. of SMR	5.96	1.37	6.36	0.95	6.41	0.85	6.22	1.35	0.72	.543

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

No statistically significant differences in the implementation levels of distributed leadership tools based on years of administrative experience at current school were found. These data are presented in Table 18.

Table 18

Distributed Leadership Tools by Current School Administrative Experience: Implementation

	1-2 Years		3 Years		4-5 Years		6-36 Years			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.72	1.51	5.59	1.84	5.77	1.74	5.65	1.34	0.05	.984
2. Principal walkthrough template	6.32	0.95	6.36	0.95	6.36	0.90	6.48	0.73	0.14	.938
3. Lesson plan template	5.83	1.69	5.45	1.57	5.55	1.79	5.83	1.56	0.31	.816
4. Prin. less. plan feedback template	6.29	1.20	6.00	1.35	5.95	1.29	5.90	1.30	0.43	.735
5. Peer to peer feedback forms	3.12	2.07	2.76	2.14	2.67	2.31	3.04	1.99	0.24	.870
6. Teacher mentoring documentation	4.32	1.97	4.95	1.94	4.82	2.22	4.45	1.95	0.50	.680
7. Communication tools	5.76	1.42	6.14	0.94	6.29	0.96	6.04	1.07	0.90	.444

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

School Enrollment. Differences between the levels of implementation of distributed leadership structures, processes, and tools based on the student enrollment at the respondents' schools were investigated. The student enrollment at schools was grouped into quartiles: 1-268 students, 270-380 students, 400-550 students, and 551-1300 students.

Statistically significant differences in the levels of faculty senate implementation (F= 3.11, p = .030) and LSIC implementation (F= 4.48, p = .004) were found. Mean scores of the faculty senate implementation were: respondents with 1-268 student enrollment at their current school (M= 6.61, SD= 0.66), 270-380 student enrollment (M= 6.13, SD= 1.52), 400-550 student enrollment (M= 5.74, SD= 1.32), and those with 551-1300 student enrollment (M= 5.55, SD= 1.41). Mean scores for the LSIC implementation data were: respondents with 1-268 student enrollment in their schools (M= 6.14, SD= 1.25), 270-380 student enrollment (M= 5.91, SD= 1.54), 400-550 student enrollment (M= 5.26, SD = 1.45), and 551-1300 student enrollment (M= 4.70, SD= 1.61). No statistically significant differences in implementation levels of distributed leadership structures based on the student enrollment at their schools were found for the remaining six structures. These data are presented in Table 19.

Table 19

Organizational Structures by School Enrollment: Implementation

	1-268		270-380		400-550		551-1300			
Organizational Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	5.96	1.15	6.17	1.15	5.74	1.18	5.91	1.04	0.58	.633
2. Coll. teams/PLCs	5.74	1.10	5.78	1.59	5.09	1.56	5.52	1.20	1.00	.307
3. Grade level teams	4.47	2.34	5.43	1.90	5.14	1.83	4.76	2.02	0.91	.439
4. Department teams	3.53	2.55	2.48	1.99	4.05	1.90	4.14	2.08	2.67	.053
5. Faculty Senate	6.61	0.66	6.13	1.52	5.74	1.32	5.55	1.41	3.11	.030*
6. LSIC	6.14	1.25	5.91	1.54	5.26	1.45	4.70	1.61	4.48	.006*

7.	Focus teams	5.57	1.53	5.83	1.30	5.00	1.02	4.91	1.62	2.29	.084
8.	Common planning time	4.18	2.59	4.96	2.48	4.74	2.24	5.17	2.21	0.72	.545

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

The identified levels of distributed leadership processes implementation based on the student enrollment at the respondents' schools revealed statistically significant differences in the levels of implementation of in-house professional development (F= 2.97, p = .036) and peer to peer observations (F= 3.54, p = .018). Mean scores of level of implementation of in-house professional development were: respondents with 1-268 student enrollment (M= 5.62, SD= 1.24), 270-380 student enrollment (M= 4.65, SD= 1.92), 400-550 student enrollment (M= 5.04, SD= 0.93), and those with 551-1300 student enrollment (M= 5.74, SD= 1.32). Mean scores for the levels of implementation of peer to peer observations were: respondents with the enrollment of 1-268 students (M= 3.73, SD= 2.21), 270-380 student enrollment (M= 3.13, SD= 1.87), 400-550 students (M= 2.73, SD= 1.52), and those with 551-1300 student enrollment (M= 4.39, SD= 1.67). No statistically significant differences in implementation levels of distributed leadership processes based on the student enrollment were found for the remaining eight processes. These data are presented in Table 20.

Table 20

Distributed Leadership Processes by School Enrollment: Implementation

	1-268		270-380		400-550		551-1300			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	3.67	2.11	3.22	1.83	3.00	1.48	3.70	1.92	0.78	.508
2. Peer mentoring	4.67	1.85	4.04	1.89	3.83	1.40	4.48	1.24	1.27	.290
3. Instructional coaching	4.48	2.32	3.64	2.44	3.38	1.50	4.04	2.08	1.09	.360
4. In-house prof. development	5.62	1.24	4.65	1.92	5.04	0.93	5.74	1.32	2.97	.036*
5. Peer to peer observations	3.73	2.21	3.13	1.87	2.73	1.52	4.39	1.67	3.54	.018*
6. Admin. Obs. of teachers	6.48	0.75	6.39	0.94	6.57	0.59	6.04	1.07	1.62	.191

7.	Strategic planning	6.00	1.07	6.26	0.86	5.78	1.00	5.65	1.11	1.59	.199
8.	Prin. walkth. w/feedback	6.45	0.80	6.30	0.82	5.96	1.02	6.00	1.16	1.40	.248
9.	Student assessments	6.36	1.00	6.30	1.11	5.65	1.27	5.70	1.49	2.19	.095
10.	Devel. and comp. of SMR	6.41	0.73	6.35	0.94	5.96	1.75	6.22	1.00	0.67	.574

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

The identified levels of distributed leadership tools implementation based on the student enrollment at the respondents' schools revealed statistically significant differences in the levels of implementation of peer to peer feedback forms (F= 4.16, p = .008). The mean scores for level of implementation of peer to peer feedback forms were: respondents with 1-268 student enrollment in their schools (M= 2.19, SD= 1.99), 270-380 student enrollment (M= 2.78, SD= 2.09), 400-550 student enrollment (M= 2.43, SD= 1.50), and those with 551-1300 student enrollment (M= 4.14, SD= 2.32). No statistically significant differences in implementation levels of distributed leadership processes based on the student enrollment were found for the remaining eight processes. These data are presented in Table 21.

Table 21

Distributed Leadership Tools by School Enrollment: Implementation

	1-268		270-380		400-550		551-1300			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.95	1.50	5.39	1.83	5.52	1.59	5.91	1.47	0.70	.556
2. Principal walkth. temp.	6.36	0.79	6.30	1.02	6.39	0.84	6.52	0.85	0.25	.861
3. Lesson plan template	5.67	1.53	5.96	1.58	5.74	1.48	5.35	1.97	0.53	.660
4. Prin. less. plan feedb. temp.	5.82	1.53	6.09	1.19	6.24	0.94	6.09	1.38	0.40	.752
5. Peer to peer feedback forms	2.19	1.99	2.78	2.09	2.43	1.50	4.14	2.32	4.16	.008*
6. Teacher mentoring doc.	4.36	2.36	4.09	2.15	4.83	1.47	5.23	1.93	1.42	.242
7. Communication tools	6.32	0.89	6.30	0.88	5.52	1.38	6.09	1.15	2.65	.054

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

Sex. An independent-samples t-test was conducted to compare the implementation levels of distributed leadership structures, processes, and tools for males and females. There was no significant difference in organizational structure implementation for males and females. These data are presented in Table 22.

Table 22
Organizational Structures by Sex: Implementation

	Male (n= 23)		Female (n= 69)			
Organizational Structures	M	SD	M	SD	t-value	P
1. School Leadership Team	5.91	1.16	5.96	1.12	-.160	.873
2. Collaborative teams/PLCs	5.17	1.47	5.65	1.35	-1.441	.153
3. Grade level teams	4.77	1.95	5.03	2.04	-.518	.606
4. Department teams	3.86	2.08	3.47	2.30	.694	.489
5. Faculty Senate	5.86	1.28	6.07	1.32	-.650	.517
6. LSIC	5.48	1.28	5.56	1.57	-.220	.826
7. Focus teams	5.17	1.44	5.41	1.42	-.694	.490
8. Common planning time	4.48	2.47	4.85	2.34	-.655	.514

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

The identified levels of distributed leadership processes implementation based on respondent sex revealed statistically significant differences in the levels of implementation of the development and completion of SMR. Males reflected a score of (M= 5.61, SD= 1.70) and females (M= 6.43, SD= 0.83; t = -2.220, p= .035, two-tailed). There were no significant differences in organizational processes implementation for males and females for the remaining nine processes. These data are presented in Table 23.

Table 23

Distributed Leadership Processes by Sex: Implementation

	Male (n= 23)		Female (n= 69)			
Processes	M	SD	M	SD	t-value	P
1. Peer coaching	3.43	1.78	3.40	1.89	.071	.944
2. Peer mentoring	3.91	1.54	4.39	1.66	-1.206	.231
3. Instructional coaching	4.13	1.79	3.89	2.24	.462	.645
4. In-house professional development	5.35	1.23	5.25	1.52	.268	.789
5. Peer to peer observations	3.74	1.51	3.43	2.04	.762	.450
6. Administrator observations of teachers	6.17	0.89	6.42	0.86	-1.169	.245
7. Strategic planning	5.65	1.03	6.03	1.01	-1.545	.126
8. Principal walkthroughs with feedback	6.05	1.00	6.22	0.96	-.737	.463
9. Student assessments	6.00	1.04	5.99	1.32	.048	.961
10. Development and completion of SMR	5.61	1.70	6.43	0.83	-2.220	.035*

N= 93 *p < 0.05 Scale: 1= Not at All, 4= Partially, 7= Fully

The identified levels of distributed leadership tools implementation based on the respondent sex revealed statistically significant differences in the levels of implementation meeting agenda templates for males (M= 4.96, SD= 1.97) and females (M= 5.91, SD= 1.38; t = -2.563, p= .012), and the level of implementation of peer to peer feedback forms (Males: M= 3.73, SD= 2.03; females: M= 2.63, SD= 2.07, t= 2.171; p= .033). There were no significant differences in the distributed leadership tools implementation for males and females for the remaining five tools. These data are presented in Table 24.

Table 24
Distributed Leadership Tools by Sex: Implementation

	Male (n= 23)		Female (n= 69)			
Tools	M	SD	M	SD	t-value	P
1. Meeting agenda template	4.96	1.97	5.91	1.38	-2.563	.012*
2. Principal walkthrough template	6.22	0.90	6.43	0.87	-.988	.326
3. Lesson plan template	5.70	1.89	5.69	1.55	.023	.982
4. Principal lesson plan feedback template	5.77	1.34	6.12	1.25	-1.114	.268
5. Peer to peer feedback forms	3.73	2.03	2.63	2.07	2.171	.033*
6. Teacher mentoring documentation	4.55	1.71	4.63	2.11	-.175	.861
7. Communication tools	5.87	1.18	6.09	1.11	-.807	.422

N= 93 *$p < 0.05$ Scale: 1= Not at All, 4= Partially, 7= Fully

Interview data supported the survey findings. Respondents were asked if they saw any differences in the levels of leadership distribution based on grade levels, principal experience levels or sex. Two out of 11 respondents stated that they saw differences in the levels of leadership distribution based on grade level and administrator experience. However, the majority of the respondents did not see any difference in leadership distribution levels. Some have noted that it was the administrative ability to distribute leadership, which depended on leadership style and personality, which made a difference in the levels of leadership distribution.

Overall Levels of Distributed Leadership Effectiveness on Student Learning. In addition to rating the current levels of implementation of the distributed leadership components, participants were asked to rate the potential effectiveness of each of those components in terms of positively influencing student learning. The components of overall leadership distribution were divided into three groups: organizational structures of distributed leadership, distributed leadership processes, and tools of distributed leadership. The participants rated each group using a scale of 1-7, where 1 = none at all, 4 = moderate, and 7= substantial. A one-sample t-test,

comparing the sample mean for each item to the mean score (M= 4) from a hypothetical normal distribution, was conducted on all the items in each group.

Effectiveness of Organizational Structures on Student Learning. The participants rated the levels of potential effectiveness of eight organizational structures of distributed leadership to positively influence student learning. One sample *t*-test findings revealed seven of eight organizational structures to be statistically significant at $p < 0.05$. These data are presented in Table 25.

The perceived levels of potential effectiveness for two organizational structures fell between the mean scores of 4.00 and 5.00. The level of potential effectiveness of department level teams to positively influence student learning had the lowest mean score (M = 4.04, SD = 2.15) and was the only structure for which t-test findings were not statistically significant. The second structure with the levels of potential effectiveness between 4.00 and 5.00 was LSIC (M= 4.58, SD = 1.64). The levels of potential effectiveness of six structures fell between the mean scores of 5.00 and 6.00 and consisted of the following structures: school leadership teams (M = 5.75, SD = 1.21), collaborative teams/PLCs (M = 5.81, SD = 1.44), grade level teams (M= 5.49, SD = 1.66), Faculty Senate (M = 5.00, SD = 1.51), focus teams (M = 5.09 SD = 1.72), and common planning time (M= 5.29, SD = 2.04). These data are presented in Table 25.

Table 25

Effectiveness of Organizational Structures on Student Learning

Organizational Structures	M	SD	M Diff
1. School leadership team	5.75	1.21	1.75*
2. Collaborative teams/PLCs	5.81	1.14	1.81*
3. Grade level teams	5.49	1.66	1.49*
4. Department teams	4.04	2.15	0.04

5. Faculty Senate	5.00	1.51	1.00*
6. LSIC	4.58	1.64	0.58*
7. Focus teams	5.09	1.47	1.09*
8. Common planning time	5.29	2.04	1.29*

*p < 0.05 N = 93 Scale: 1 = None at All, 4 = Moderate, 7 = Substantial Comparison mean= 4.0

Effectiveness of Processes on Student Learning. The participants were also asked to rate the levels of potential effectiveness of 10 distributed leadership processes to positively influence student learning. One sample *t*-test findings revealed nine out of 10 distributed leadership processes implementation levels to be statistically significant at $p < 0.05$. These data are presented in Table 26.

Respondent mean scores for the 10 distributed leadership processes were grouped in three levels of responses. The levels of potential effectiveness of the following processes to positively influence student learning were reported as moderate (M = 4.00): peer coaching (M = 4.23, SD = 1.97), peer mentoring (M= 4.85, SD = 1.71), instructional coaching (M= 4.69, SD = 2.10), and peer-to-peer observations (M= 4.47, SD = 2.02). The only process reported as moderate in potential effectiveness for which *t*-test findings were not being statistically significant was peer coaching. The respondents reported the following processes as above moderate to substantial (means between 5.00 and 6.00) in their levels of potential effectiveness to positively influence student learning: strategic planning (M= 5.87, SD = 1.01), in-house professional development (M= 5.62, SD = 1.25), student assessments (M= 5.93, SD = 1.30), and the development and completion of SMR (M= 5.93, SD= 1.11). The respondents reported the following processes of distributed leadership as substantial (M > 6.00) in their potential levels of effectiveness to positively influence student learning: administrator observations of teachers (M= 6.11, SD

=0.91) and principal walkthroughs with feedback (M= 6.10, SD= 1.07). These data are presented in Table 26.

Table 26

Effectiveness of Processes on Student Learning

Processes	M	SD	M Diff
1. Peer Coaching	4.23	1.97	0.23
2. Peer Mentoring	4.85	1.72	0.85*
3. Instructional Coaching	4.69	2.10	0.69*
4. In-House Professional Development	5.62	1.25	1.62*
5. Peer to Peer Observations	4.47	2.02	0.47*
6. Administrator Observations of Teachers	6.11	0.91	2.11*
7. Strategic Planning	5.87	1.01	1.87*
8. Principal Walkthroughs with Feedback	6.10	1.07	2.10*
9. Student Assessments	5.93	1.30	1.93*
10. Development and Completion of School Monitoring Report (SMR)	5.93	1.11	1.93*

*$p < 0.05$ N = 93 Scale: 1 = None at All, 4 = Moderate, 7 = Substantial Comparison mean = 4.0

Effectiveness Tools on Student Learning. Respondents were asked to rate the potential levels of effectiveness on student learning of seven distributed leadership tools. One sample *t*-test findings revealed six out of seven distributed leadership tools potential effectiveness levels to be statistically significant at $p < 0.05$. These data are presented in Table 27.

Peer to peer feedback form potential effectiveness levels were reported by the respondents as below moderate (M= 3.72, SD = 2.12). This was the only tool for which *t*-test findings were not statistically significant. The respondents reported teacher mentoring documentation as moderate in its potential level to positively influence student learning (M= 4.76, SD = 1.82). The following tools of distributed leadership were reported by the respondents as above moderate to substantial ($M > 5.00$) in their potential effectiveness to positively

influence student learning: meeting agenda templates (M= 5.38, SD =1.53), principal walkthrough templates (M= 6.01, SD= 0.93), lesson plan template (M= 5.70, SD= 1.36), principal lesson plan feedback template (M= 5.89, SD= 1.15), and communication tools (M= 5.86, SD= 1.15). The data are presented in Table 27.

Table 27

Level of Implementation of Distributed Leadership Tools

Tools	M	SD	M Diff
1. Meeting Agenda Templates	5.38	1.53	1.39*
2. Principal Walkthrough Templates	6.01	0.93	2.01*
3. Lesson Plan Template	5.70	1.36	1.70*
4. Principal Lesson Plan Feedback Template	5.89	1.15	1.89*
5. Peer to Peer Feedback Forms	3.72	2.12	-0.28
6. Teacher Mentoring Documentation	4.76	1.82	0.76*
7. Communication Tools	5.86	1.15	1.86*

*p < 0.05 N = 93 Scale: 1 = None at All, 4 = Moderate, 7 = Substantial Comparison mean = 4.0

During the interview part of the study, central office administrators were asked what processes and structures they felt were the most effective in supporting student achievement. Five out of 11 respondents stated that collaborative teams were effective in supporting student achievement, with four out of 11 administrators also noting that leadership teams and peer observations were effective in supporting student achievement. Grade level teams, in-house professional development, and instructional coaching were effective structures and processes in supporting student achievement. When asked about their perceptions on the effectiveness of distributed leadership tools, three out of 11 respondents noted that walkthrough templates were an effective tool in supporting student achievement, with other tools such as feedback templates,

agendas with goals, IPI walkthrough templates, and note-taking forms being mentioned as effective.

Differences in Levels of Distributed Leadership Effectiveness Based on Demographic Variables. One-way analysis of variance (ANOVA) was used to determine if significant differences existed in the potential levels of distributed leadership effectiveness based on the selected demographic variables. The distributed leadership components were grouped into organizational structures, processes, and tools. The demographic variables included grades taught, years of teaching/student support experience, total years of administrative experience, years of administrative experience in current school, and school enrollment. An independent samples t-test was used to determine if there were any differences in levels of distributed leadership effectiveness based on sex.

Grade Levels. One-way analysis of variance (ANOVA) was used to determine if significant differences existed in the potential levels of distributed leadership effectiveness based on grade levels. There were statistically significant differences in potential effectiveness levels based on grade level configurations for three out of eight structures: grade level team, department level team, and common planning time effectiveness. These data are presented in Table 28.

There was a statistically significant difference at the $p < 0.05$ level in levels of potential effectiveness of grade level teams ($F = 10.1$, $p = 0.000$), department teams ($F = 9.17$, $p = 0.000$), and common planning time ($F= 5.62$, $p = 0.005$) based on the grade levels. Mean scores of the potential effectiveness levels of grade level teams for respondents from PreK-5 grades were M= 5.84, SD= 1.31, M= 6.00, SD= 1.35 for those in 6-8 grade levels, and M= 4.11, SD= 1.97 for respondents at 9-12 grade levels. Mean scores of the potential effectiveness levels of department

teams were M= 3.10, SD= 2.29 for PreK-5 grade level respondents, M= 5.11, SD= 1.73 for those from 6-8 grade levels, and M= 4.82, SD= 1.40 for the respondents from 9-12 grade levels. Mean scores for common planning time effectiveness levels were M= 5.67, SD= 1.95 for PreK-5 respondents, M= 5.74, SD= 1.71 for the 6-8 grade level respondents, and M= 4.09, SD= 2.16 for those in grades 9-12.

Table 28

Organizational Structures by Grades in School: Effectiveness

	PreK-5		6-8		9-12			
Organizational Structures	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	5.98	1.05	5.67	1.31	5.39	1.34	1.88	.157
2. Collaborative teams/PLCs	6.00	1.04	5.67	1.37	5.59	1.05	1.22	.301
3. Grade level teams	5.84	1.31	6.00	1.35	4.11	1.97	10.1	.000*
4. Department teams	3.10	2.29	5.11	1.73	4.82	1.40	9.17	.000*
5. Faculty Senate	5.09	1.40	5.04	1.57	4.78	1.70	0.32	.726
6. LSIC	4.62	1.59	4.58	1.66	4.48	1.78	0.06	.944
7. Focus teams	5.18	1.45	5.08	1.41	4.91	1.62	0.24	.786
8. Common planning time	5.67	1.95	5.74	1.71	4.09	2.16	5.62	.005*

N= 93 *$p < 0.05$ Scale: 1= None at All, 4= Moderate, 7= Substantial

When differences between levels of potential effectiveness of distributed leadership processes based on grade levels were explored, no statistically significant differences in the potential effectiveness levels of distributed leadership processes based on the grade levels were found. These data are presented in Table 29.

Table 29

Distributed Leadership Processes by Grades in School: Effectiveness

	PreK-5		6-8		9-12			
Processes	M	SD	M	SD	M	SD	F	P
1. Peer Coaching	4.07	1.88	4.13	2.11	4.67	2.01	0.69	.506
2. Peer Mentoring	4.93	1.52	4.46	2.00	5.09	1.78	0.89	.415
3. Instructional Coaching	4.44	2.27	4.46	2.13	5.41	1.56	1.77	.176
4. In-House Prof. Dev.	5.60	1.24	5.71	1.37	5.57	1.20	0.08	.920
5. Peer to Peer Observations	4.16	2.09	4.46	2.15	5.10	1.61	1.53	.223
6. Admin. Obs. of Teachers	6.19	0.85	6.17	0.92	5.91	1.00	0.74	.480
7. Strategic Planning	5.86	0.98	5.78	1.09	5.96	1.02	0.17	.845
8. Principal Walkthroughs	6.11	1.17	6.21	0.78	5.96	1.15	0.33	.719
9. Student Assessments	6.18	1.21	5.88	1.42	5.50	1.26	2.11	.127
10. Develop/Complete SMR	5.84	1.08	5.92	1.32	6.15	0.93	0.53	.591

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The potential effectiveness levels of peer to peer feedback forms showed statistically significant differences between grade levels (F= 3.15, p= .048) for distributed leadership tools. The mean scores for the effectiveness levels of peer to peer feedback forms were the following: for respondents at grades PreK -5 levels (M= 3.39, SD= 2.08), for those in grades 6-8 (M= 3.46, SD= 2.45), and for respondents in 9-12 grade levels (M= 4.68, SD= 1.49). These data are presented in Table 30.

Table 30

Distributed Leadership Tools by Grades in School: Effectiveness

	PreK-5		6-8		9-12			
Tools	M	SD	M	SD	M	SD	F	P
1. Meeting agenda templates	5.29	1.70	5.54	1.47	5.41	1.22	0.22	.807
2. Principal walkthrough template	5.93	0.95	6.21	0.83	5.96	0.98	0.74	.479
3. Lesson plan template	5.57	1.34	5.75	1.68	5.91	1.02	0.48	.623

4. Principal LP feedback template	5.77	1.27	6.09	1.07	5.91	1.00	0.56	.573
5. Peer to peer feedback forms	3.39	2.08	3.46	2.45	4.68	1.49	3.15	.048*
6. Teacher mentoring doc.	4.60	1.88	4.83	1.95	5.00	1.60	0.21	.810
7. Communication tools	5.98	1.19	5.71	1.16	5.78	1.09	2.10	.129

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

Teaching/Student Support Experience. One-way analysis of variance (ANOVA) was used to determine if significant differences existed in the potential levels of distributed leadership effectiveness based on teaching/student support experience. Differences in the potential effectiveness levels of the organizational structures, processes, and tools of distributed leadership based on years of respondent teaching/student support experience were explored. For purposes of analysis, years of teaching/student support experience were organized into quartiles: 1-10 years, 11-17 years, 18-27 years, and 28-38 years of teaching/student support experience.

The mean scores for potential effectiveness levels for three out of seven structures reflected statistically significant differences based on the respondent teaching/student support experience: department teams, faculty senate, and LSIC. These data are presented in Table 31.

Table 31

Organizational Structures by Teaching/Student Support Experience: Effectiveness

	1-10 Years		11-17 Years		18-27 Years		28-38 Years			
Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Lead Team	5.88	1.19	5.33	1.11	6.12	1.13	5.65	1.31	1.81	.151
2. Coll. teams/PLCs	5.88	1.09	5.85	1.23	6.12	1.01	5.30	1.22	2.02	.117
3. Grade level teams	5.86	1.11	5.63	1.50	5.60	1.76	4.78	2.13	1.55	.210
4. Department teams	4.87	1.79	3.11	2.32	4.55	2.09	3.24	2.05	3.79	.014*
5. Faculty Senate	5.04	1.27	4.05	1.43	5.76	1.45	5.00	1.53	5.57	.002*
6. LSIC	4.52	1.53	3.90	1.58	5.32	1.52	4.50	1.73	3.12	.030*
7. Focus teams	5.20	1.26	4.71	1.77	5.48	1.39	4.85	1.50	1.26	.293
8. Common plan. time	5.58	1.64	5.60	2.09	5.22	2.15	4.68	2.36	0.87	.458

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The potential effectiveness level of department teams (F= 3.79, p = .014) based on the years of teaching/student support experience showed statistically significant mean scores. Mean scores for the potential effectiveness levels of department teams were for respondents with 1-10 years of teaching/support experience (M= 4.87, SD= 1.79), for 11-17 years of teaching/student support experience (M= 3.11, SD= 2.32), for those with 18-27 years of experience (M= 4.55, SD= 2.09), and for respondents with 28-38 years of experience (M= 3.24, SD= 2.05).

The mean scores for the potential effectiveness level of faculty senate also showed statistically significant differences (F=5.57, p= .002). Mean scores for the potential effectiveness levels of faculty senate were M= 5.04, SD= 1.27 for respondents with 1-10 years of teaching/student support experience, M= 4.05, SD= 1.43 for those with 11-17 years of teaching/student support experience, M= 5.76, SD= 1.45 for respondents with 18-27 years, and M= 5.00, SD= 1.53 for those with 28-38 years of teaching/student support experience.

The potential levels of effectiveness of LSIC also revealed statistically significant differences in mean scores (F= 3.12, p= .030). The mean scores for the levels of LSIC effectiveness were M= 4.52, SD= 1.53 for respondents with 1-10 years of experience, M= 3.90, SD= 1.58 for respondents with 11-17 years of teaching/student support experience, M= 5.32, SD= 1.52 for those with 18-27 years of experience, and M= 4.50, SD= 1.73 for respondents with 28-38 years of experience.

Mean scores for the following levels of potential effectiveness of two out of 10 processes reflected statistically significant differences: instructional coaching (F= 2.72, p=.050) and peer to peer observations (F= 3.08 , p=.032). Mean scores for instructional coaching effectiveness levels were M= 5.52, SD= 1.78 for respondents with 1-10 years of teaching/support experience, M= 4.00, SD= 2.41 for respondents with 11-17 years of teaching/student support experience, M=

4.96, SD= 1.86 for those with 18-27 years, and the ones with 28-38 years of teaching/student support experience M= 4.10, SD= 2.17. These data are presented in Table 32.

Table 32

Distributed Leadership Processes by Teaching/Student Support Experience: Effectiveness

	1-10 Years		11-17 Years		18-27 Years		28-38 Years			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	4.83	1.79	3.84	2.34	4.44	1.87	3.58	1.84	1.81	.151
2. Peer mentoring	5.21	1.79	4.90	1.76	4.84	1.68	4.40	1.70	0.80	.497
3. Instructional coaching	5.52	1.78	4.00	2.41	4.96	1.86	4.10	2.17	2.72	.050*
4. In-house prof. devel.	6.00	0.95	5.38	1.32	5.68	1.03	5.40	1.67	1.19	.320
5. Peer to peer observations	5.38	1.74	4.32	1.43	4.44	1.78	3.58	1.90	3.08	.032*
6. Admin. Obs. of teachers	6.26	0.81	5.95	1.12	6.20	0.82	6.05	0.89	0.53	.666
7. Strategic planning	6.09	0.95	5.71	1.01	6.16	0.85	5.50	1.10	2.26	.088
8. Prin. Walkth. w/ feedback	6.43	0.66	5.81	1.50	6.24	0.88	5.90	1.04	1.69	.174
9. Student assessments	6.17	1.11	6.05	1.40	6.00	1.25	5.57	1.40	0.89	.452
10. Develop. and compl. of SMR	5.96	1.40	6.00	1.12	6.13	0.87	5.62	1.02	0.81	.491

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

Mean scores for the levels of potential effectiveness of peer to peer observations were M= 5.38, SD= 1.74 for respondents with 1-10 years of teaching/student support experience, M= 4.32, SD= 1.43 for those with 11-17 years, M= 4.44, SD = 1.76 for respondents with 18-27 years of experiences, and M=3.58, SD= 1.90 for respondents with 28-38 years of teaching/student support experience.

No statistically significant differences in the levels of potential effectiveness of distributed leadership tools based on teaching/student support experience were found. These data are presented in Table 33.

Table 33

Distributed Leadership Tools by Teaching/Student Support Experience: Effectiveness

	1-10 Years		11-17 Years		18-27 Years		28-38 Years			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.67	1.40	4.90	1.92	5.40	1.55	5.57	1.17	1.05	.375
2. Principal walkth. temp.	6.17	0.83	5.95	0.87	5.96	0.94	6.00	1.10	0.28	.839
3. Lesson plan template	6.00	1.00	5.75	1.55	5.44	1.36	5.67	1.56	0.68	.569
4. Prin. Less. plan feedback temp.	6.22	0.90	5.95	1.16	5.72	1.31	5.65	1.18	1.11	.348
5. Peer to peer feedback forms	4.63	2.18	3.53	2.46	3.68	1.84	2.95	1.80	2.55	.061
6. Teacher mentoring doc.	5.50	1.50	4.67	1.93	4.48	1.74	4.38	2.04	1.88	.138
7. Communication tools	6.17	0.83	5.62	1.24	5.88	1.23	5.76	1.26	0.93	.431

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

Overall Administrative Experience. One-way analysis of variance (ANOVA) was used to determine if significant differences existed in the potential levels of distributed leadership effectiveness based on respondent overall administrative experience. Overall years of experience were grouped into quartiles: 1-3 years, 4-5 years, 6-10 years, and 11-30 years of administrative experience for purposes of analysis. No statistically significant differences in the potential effectiveness levels of distributed leadership structures based on total years of administrative experience were found. These data are presented in Table 34.

Table 34

Organizational Structures by Years of Full-Time Administrative Experience: Potential Effectiveness

	1-3Years		4-5 Years		6-10 Years		11-30 Years			
Organizational Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	5.33	1.16	6.11	0.99	5.89	1.49	5.95	1.05	2.22	.092
2. Coll. teams/PLCs	5.70	1.24	6.16	0.96	6.00	1.11	5.50	1.15	1.37	.256
3. Grade level teams	5.40	1.65	5.69	1.54	5.29	1.94	5.63	1.64	0.22	.885
4. Department teams	4.37	1.96	4.33	2.30	3.82	2.07	3.47	2.34	0.82	.488

5.	Faculty Senate	4.88	1.47	5.32	1.34	4.68	2.00	5.20	1.20	0.73	.535
6.	LSIC	4.48	1.66	4.89	1.52	4.00	1.71	5.00	1.56	1.57	.202
7.	Focus teams	5.00	1.28	5.63	1.50	4.80	1.54	5.00	1.65	1.19	.319
8.	Common plan. time	5.23	1.96	5.63	1.92	4.53	2.39	5.79	1.81	1.48	.227

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The mean scores of the potential effectiveness levels of distributed leadership processes were statistically significant at the p <0.05 level for the level of instructional coaching effectiveness based on the respondent total years of administrative experience (F= 4.03, p = .010). Mean scores for the three groups were M= 5.00, SD= 2.00 for respondents with 1-3 years of experiences, M= 5.72, SD = 1.64 for respondents with 4-5 years of administrative experience, M= 4.37, SD= 2.24, and for those with 11-30 years M= 3.62, SD= 2.04 of administrative experience. No statistically significant differences in potential effectiveness levels of distributed leadership processes based on the total years of administrative experience were found for the remaining nine processes. These data are presented in Table 35.

Table 35

Distributed Leadership Processes by Total Years of Administrative Experience: Potential Effectiveness

	1-3 Years		4-5 Years		6-10 Years		11-30 Years			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	4.23	2.11	4.89	1.53	4.21	2.25	3.67	1.77	1.26	.295
2. Peer mentoring	5.03	1.89	5.39	1.20	4.90	1.77	4.05	1.60	2.34	.079
3. Instructional coaching	5.00	2.00	5.72	1.64	4.37	2.24	3.62	2.04	4.03	.010*
4. In-house professional devel.	5.68	1.19	6.00	0.94	5.70	0.98	5.10	1.68	1.84	.146
5. Peer to peer observations	4.38	2.27	4.95	1.78	4.71	1.86	3.95	1.93	0.90	.447
6. Admin. Obs. of teachers	6.13	0.91	6.11	0.99	6.05	0.97	6.15	0.81	0.04	.989
7. Strategic planning	5.91	1.03	6.05	0.91	6.11	0.94	5.40	1.05	2.09	.107
8. Prin. walkth. with feedback	6.00	1.02	6.47	0.61	6.26	0.81	5.76	1.51	1.77	.158
9. Student assessments	6.00	1.24	6.47	0.84	5.42	1.61	5.80	1.28	2.28	.085

10. Devel. and compl. of SMR	5.87	1.38	6.05	0.78	6.22	0.94	5.65	1.04	0.94	.425

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

No statistically significant differences in the potential effectiveness levels of distributed leadership tools based on total years of administrative experience were found. These data are presented in Table 36.

Table 36

Distributed Leadership Tools by Total Years of Administrative Experience: Potential Effectiveness

	1-3 Years		4-5 Years		6-10 Years		11-30 Years			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.47	1.67	5.47	1.35	5.58	1.47	5.00	1.55	0.59	.621
2. Principal walkthrough temp.	6.09	0.89	5.89	0.94	6.11	0.81	5.90	1.09	0.34	.799
3. Lesson plan template	5.97	1.08	5.58	1.47	5.95	1.03	5.19	1.78	1.68	.178
4. Prin. Less. plan feedback temp.	6.03	1.03	5.95	0.97	5.84	1.39	5.63	1.30	0.50	.686
5. Peer to peer feedback forms	3.56	2.20	4.37	2.14	4.05	2.22	3.05	1.73	1.51	.219
6. Teacher mentoring doc.	4.66	1.99	5.58	1.17	4.85	1.81	4.10	1.84	2.38	.075
7. Communication tools	5.75	1.27	6.16	0.77	5.89	1.08	5.71	1.31	0.63	.595

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

Administrative Experience at Current School. One-way analysis of variance (ANOVA) was used to determine if significant differences existed in the potential levels of distributed leadership effectiveness based on the respondent administrative experience at current school. Differences between the levels of potential effectiveness of distributed leadership structures, processes, and tools based on the respondent years of administrative experience at their current schools were investigated. For purposes of analysis, the years of experience were grouped in quartiles: 1-2 years, 3 years, 4-5 years, and 6-36 years of administrative experience.

The data on the levels of potential effectiveness of distributed leadership structures based on respondent administrative experience at the current school revealed statistically significant

differences in the levels of potential effectiveness of school leadership teams (F= 2.98, p = .036) and levels of potential effectiveness of the focus teams (F= 3.20, p = .027). Mean scores of the potential effectiveness of school leadership teams were M= 5.23, SD= 1.14 for respondents with 1-2 years of experience at their current school, M= 5.82, SD= 1.37 for those with three years, M= 6.24, SD= 1.00 for those with 4-5 years of experience, and M= 5.82, SD= 1.14 for those with more than six years at their current school. Mean scores of the potential effectiveness of focus teams were M= 4.88, SD= 1.31 for the respondents with 1-2 years of experience in their schools, M= 4.50, SD= 1.90 for those with three years of experience, M= 5.77, SD= 1.31 for respondents with 4-5 years of experience, and M= 5.23, SD= 1.07 for those with more than six years of administrative experience at their current school. No statistically significant differences in potential effectiveness levels of distributed leadership structures based on the years of administrative experience at the current school were found for the remaining six structures. These data are presented in Table 37.

Table 37

Organizational Structures by Years of Current School Administrative Experience: Potential Effectiveness

	1-2 Years		3 Years		4-5 Years		6-36 Years			
Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Lead. Team	5.23	1.14	5.82	1.37	6.24	1.00	5.82	1.14	2.98	.036*
2. Coll. teams/PLCs	5.58	1.17	6.00	1.23	6.00	1.11	5.71	1.06	0.81	.493
3. Grade level teams	5.29	1.68	5.45	1.82	5.71	1.57	5.61	1.61	0.24	.139
4. Department teams	4.87	1.89	3.39	2.17	3.95	2.39	3.76	2.02	1.89	.139
5. Faculty Senate	4.88	1.40	4.64	1.84	5.41	1.37	5.10	1.41	0.94	.379
6. LSIC	4.42	1.65	4.41	1.79	5.00	1.66	4.50	1.47	0.72	.542
7. Focus teams	4.88	1.31	4.50	1.90	5.77	1.31	5.23	1.07	3.20	.027*
8. Common plan. time	4.88	1.97	5.33	1.06	6.05	1.93	5.05	2.15	1.35	.265

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The identified levels of potential effectiveness of distributed leadership processes based on the years of administrative experience in current school revealed statistically significant differences in the levels of potential effectiveness of instructional coaching (F= 2.98, p = .036). Mean scores for the levels of potential effectiveness of instructional coaching were M= 4.68, SD= 2.02 for respondents with 1-2 years of experience, M= 5.48, SD= 1.69 for those with three years of experience, M= 4.95, SD= 2.42 for respondents with 4-5 years, and M= 3.68, SD= 1.94 for respondents with 6-36 years of experience. No statistically significant differences in implementation levels of distributed leadership processes based on the years of administrative experience at the current school were found for the remaining nine processes. These data are presented in Table 38.

Table 38

Distributed Leadership Processes by Current School Administrative Experience: Potential Effectiveness

	1-2 Years		3 Years		4-5 Years		6-36 Years			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	4.21	2.21	4.38	1.77	4.48	2.02	3.86	1.91	0.40	.756
2. Peer mentoring	4.92	1.94	5.14	1.36	5.00	1.68	4.35	1.83	0.92	.433
3. Instructional coaching	4.68	2.02	5.48	1.69	4.95	2.42	3.68	1.94	2.98	.036*
4. In-house professional devel.	5.52	1.23	5.67	1.24	6.10	1.04	5.26	1.39	1.75	.163
5. Peer to peer observations	4.52	2.18	4.29	2.24	5.24	1.51	3.81	1.87	1.89	.138
6. Admin. Obs. of teachers	5.96	0.94	6.14	0.94	6.35	0.81	6.04	0.93	0.74	.532
7. Strategic planning	5.80	1.04	6.00	0.98	6.00	0.95	5.68	1.09	0.53	.666
8. Prin. walkth. with feedback	5.80	1.47	6.18	0.91	6.29	0.90	6.17	0.78	0.95	.419
9. Student assessments	5.92	1.38	6.05	1.20	6.33	0.80	5.48	1.56	1.71	.172
10. Develop. and compl. of SMR	5.80	1.35	6.00	1.14	5.90	0.97	6.05	0.95	0.22	.883

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

No statistically significant differences in the potential effectiveness levels of distributed leadership tools based on years of administrative experience at current school were found. These data are presented in Table 39.

Table 39

Distributed Leadership Tools by Current School Administrative Experience: Potential Effectiveness

	1-2 Years		3 Years		4-5 Years		6-36 Years			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.24	1.69	5.45	1.79	5.55	1.44	5.32	1.17	0.18	.909
2. Prin. walkthrough temp.	6.04	0.94	6.00	0.93	6.10	0.89	5.91	1.00	0.15	.930
3. Lesson plan template	5.96	1.04	5.64	1.53	5.55	1.44	5.64	1.47	0.41	.749
4. Prin. less. plan feedback temp.	6.04	1.02	6.09	1.07	5.62	1.28	5.76	1.26	0.83	.480
5. Peer to peer feedback forms	4.20	2.20	3.19	1.99	3.86	2.21	3.55	2.04	0.95	.420
6. Teacher mentoring doc.	4.80	1.76	4.82	1.97	4.82	1.84	4.61	1.83	0.07	.976
7. Communication tools	5.80	1.16	6.05	1.05	6.20	0.95	5.43	1.31	0.90	.134

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

School Enrollment. One-way analysis of variance (ANOVA) was used to determine if significant differences existed in the potential levels of distributed leadership effectiveness based on school enrollment. Differences between the levels of potential effectiveness of distributed leadership structures, processes, and tools based on the student enrollment at the respondents' schools were investigated. For purposes of analysis, student enrollment at schools was grouped in quartiles: 1-268 students, 270-380 students, 400-550 students, and 551-1300 students.

Statistically significant differences in the potential effectiveness levels of focus teams (F= 2.86, p = .041) were found. Mean scores of the potential effectiveness levels of the focus teams were M= 5.17, SD= 1.40 for 260 students and less enrollment, M= 5.77, SD= 1.48 for respondents with 270-380 student enrollment at their current school, M= 4.65, SD= 1.07 for

those with 400-550 student enrollment, and M= 4.74, SD= 1.71 for respondents with more than 551 student enrollment. No statistically significant differences in the potential effectiveness levels of distributed leadership structures based on the student enrollment at their schools were found for the remaining six structures. These data are presented in Table 40.

Table 40

Organizational Structures by School Enrollment: Potential Effectiveness

	1-268		270-380		400-550		551-1300			
Structures	M	SD	M	SD	M	SD	M	SD	F	P
1. School Leadership Team	5.87	1.14	6.29	0.90	5.35	1.27	5.52	1.34	2.70	.051
2. Coll. teams/PLCs	5.96	1.11	6.14	0.94	5.32	1.29	5.83	1.15	2.14	.102
3. Grade level teams	5.24	1.92	5.95	1.51	5.43	1.50	5.33	1.77	0.67	.571
4. Department teams	3.83	2.57	3.43	2.36	3.95	1.84	4.77	1.69	1.51	.219
5. Faculty Senate	5.48	1.34	5.33	1.35	4.65	1.61	4.52	1.60	2.37	.077
6. LSIC	5.13	1.71	4.82	4.53	4.00	1.31	4.30	1.82	2.28	.085
7. Focus teams	5.17	1.40	5.77	1.48	4.65	1.07	4.74	1.71	2.86	.041*
8. Common plan. time	4.75	2.38	5.64	2.17	5.18	1.92	5.50	1.74	0.76	.519

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The identified levels of potential effectiveness of distributed leadership processes based on the student enrollment at the respondents' schools revealed statistically significant differences in the mean scores of potential effectiveness of peer-to-peer observations (F= 2.84, p = .043) and student assessments (F= 3.78, p = .013). Mean scores of potential effectiveness levels for peer-to-peer observations were M= 4.38, SD= 2.31 for respondents with less than 268 students, M= 4.17, SD= 2.17 for those with 270-380 student enrollment, M= 3.82, SD= 1.84 for respondents with 400-550 student enrollment in their schools, and M= 5.48, SD= 1.37 for respondents with 551-1300 student enrollment.

Mean scores for the potential effectiveness levels of student assessments were M= 6.32, SD= 1.00 for respondents with the enrollment of 1-268 students, M= 6.27, SD= 1.20 for those with 270-380 student enrollment, M= 5.22, SD= 1.31 for those with 400-550 student enrollment, and M= 5.95, SD= 1.43 for respondents with more than 551 students enrollment. No statistically significant differences in the levels of potential effectiveness of distributed leadership processes based on the student enrollment were found for the remaining eight processes. These data are presented in Table 41.

Table 41

Distributed Leadership Processes by School Enrollment: Potential Effectiveness

	1-268		270-380		400-550		551-1300			
Processes	M	SD	M	SD	M	SD	M	SD	F	P
1. Peer coaching	4.14	2.18	4.09	1.98	3.81	1.78	4.77	1.95	0.92	.434
2. Peer mentoring	4.90	2.02	4.87	1.87	4.39	1.53	5.17	1.47	0.81	.490
3. Instructional coaching	4.71	2.26	4.77	2.56	4.23	1.57	4.96	1.99	.478	.698
4. In-house professional devel.	5.67	1.28	5.68	1.62	5.30	0.93	5.83	1.15	0.71	.549
5. Peer to peer observations	4.38	2.31	4.17	2.17	3.82	1.84	5.48	1.37	2.84	.043*
6. Admin. observ. of teachers	6.19	0.87	6.23	0.92	5.91	0.90	6.13	0.97	0.53	.662
7. Strategic planning	6.05	1.05	5.86	1.01	5.70	0.97	5.87	1.06	0.44	.726
8. Prin. walkth. with feedback	6.14	1.36	6.36	0.79	5.87	0.92	6.04	1.15	0.82	.484
9. Student assessments	6.32	1.00	6.27	1.20	5.22	1.31	5.95	1.43	3.78	.013*
10. Devel and compl. of SMR	6.05	0.90	6.05	1.00	5.64	1.47	6.00	1.05	0.68	.566

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The identified levels of potential effectiveness of distributed leadership tools based on the student enrollment at the respondents' schools revealed statistically significant differences in the levels of potential effectiveness of peer to peer feedback forms (F= 5.55, p = .002) and communication tools (F=2.65, p=.036). Mean scores of the potential effectiveness levels of peer to peer feedback forms were M= 2.64, SD= 2.01 for respondents with 1-268 student enrollment

in their schools, M= 3.57, SD= 2.17 for respondents with 270-380 student enrollment, M= 3.64, SD= 1.89 for respondents with 400-550 student enrollment, and M= 5.05, SD= 1.81 for respondents with 551-1300 student enrollment. Mean scores for the potential levels of effectiveness of communication tools were M= 5.82, SD= 1.10 for respondents with 268 and less student enrollment, M= 6.36, SD= 0.85 for respondents with 270-380 student enrollment, M= 5.39, SD= 1.23 for those with 400-551 student enrollment, and M= 5.95, SD= 1.17 for respondents with 551 and more student enrollment. No statistically significant differences in the levels of potential effectiveness of distributed leadership processes based on the student enrollment were found for the remaining five processes. These data are presented in Table 42.

Table 42

Distributed Leadership Tools by School Enrollment: Potential Effectiveness

	1-268		270-380		400-550		551-1300			
Tools	M	SD	M	SD	M	SD	M	SD	F	P
1. Meeting agenda template	5.50	1.57	5.52	1.65	5.14	1.36	5.43	1.59	0.30	.829
2. Principal walkth. temp.	5.91	1.02	6.14	0.99	5.91	0.73	6.17	0.89	0.55	.653
3. Lesson plan template	5.19	1.69	6.13	1.10	5.68	0.95	5.83	1.50	1.88	.140
4. Prin. less. plan feedb. temp.	5.55	1.30	6.24	1.00	5.77	1.07	6.09	1.13	1.65	.183
5. Peer to peer feedback forms	2.64	2.01	3.57	2.17	3.64	1.89	5.05	1.81	5.55	.002*
6. Teacher mentoring doc.	4.41	2.22	4.57	2.09	4.78	1.41	5.30	1.46	1.04	.379
7. Communication tools	5.82	1.10	6.36	0.85	5.39	1.23	5.95	1.17	2.65	.036*

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

Sex. An independent-samples t-test was conducted to compare the potential effectiveness levels of distributed leadership structures, processes, and tools for males and females. There were no statistically significant differences in the potential effectiveness levels of organizational structures for males and females. These data are presented in Table 43.

Table 43

Organizational Structures by Sex: Potential Effectiveness

	Male		Female			
Organizational Structures	M	SD	M	SD	t-value	P
School Leadership Team	5.61	1.34	5.79	1.18	-.619	.537
Collaborative teams/PLCs	5.41	1.14	5.94	1.13	-1.914	.059
Grade level teams	5.50	1.40	5.47	1.75	.080	.937
Department teams	4.00	1.93	4.05	2.26	-.095	.925
Faculty Senate	5.00	1.04	5.00	1.66	.000	1.00
LSIC	4.78	1.20	4.54	1.75	.726	.471
Focus teams	4.87	1.36	5.18	1.52	-.861	.392
Common planning time	5.09	1.85	5.33	2.12	-.468	.641

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The identified levels of distributed leadership processes potential effectiveness levels based on respondent sex revealed statistically significant differences in the levels of potential effectiveness of administrator observations of teachers between males (M= 5.78, SD= 0.95) and females (M= 6.21, SD= 0.87; t = -1.993, p= .049). There were no significant differences in organizational processes implementation for males and females for the remaining nine processes. These data are presented in Table 44.

Table 44

Distributed Leadership Processes by Sex: Potential Effectiveness

	Male		Female			
Processes	M	SD	M	SD	t-value	P
Peer coaching	4.27	1.88	4.22	2.03	.117	.907
Peer mentoring	4.48	1.70	4.99	1.73	-1.218	.226
Instructional coaching	4.77	1.69	4.71	2.20	.135	.893
In-house professional development	5.52	1.04	5.68	1.32	-.529	.598
Peer to peer observations	4.48	1.60	4.47	2.16	.015	.988

Administrator observations of teachers	5.78	0.95	6.21	0.87	-1.993	.049*
Strategic planning	5.65	1.03	5.95	1.00	-1.241	.218
Principal walkthroughs with feedback	5.78	1.48	6.21	0.88	-1.663	.100
Student assessments	6.09	1.00	5.86	1.39	.078	.481
Development and completion of SMR	5.67	1.39	6.00	1.01	-1.199	.234

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

The identified levels of distributed leadership tools potential effectiveness based on the respondent sex revealed statistically significant differences in the levels of effectiveness for meeting agenda templates for males (M= 4.64, SD= 1.81) and females (M= 5.60, SD= 1.35; *t* = --2.672, p= .009) and in the level of effectiveness of peer to peer feedback forms (Males: M= 4.52, SD= 1.75; Females: M= 3.47, SD= 2.18; t= 2.267, p= .029). There were no significant differences in the potential effectiveness levels of distributed leadership tools for males and females for the remaining five tools. These data are presented in Table 45.

Table 45
Distributed Leadership Tools by Sex: Potential Effectiveness

	Male		Female			
Tools	M	SD	M	SD	t-value	P
Meeting agenda template	4.64	1.81	5.60	1.35	-2.672	.009*
Principal walkthrough template	5.78	0.85	6.07	0.94	-1.313	.193
Lesson plan template	5.68	1.43	5.73	1.34	-.148	.883
Principal lesson plan feedback template	5.70	1.15	5.94	1.16	-.867	.388
Peer to peer feedback forms	4.52	1.75	3.47	2.18	2.267	.029*
Teacher mentoring documentation	5.13	1.39	4.62	1.94	1.168	.246
Communication tools	5.70	1.15	5.89	1.15	-.712	.478

N= 93 *p < 0.05 Scale: 1= None at All, 4= Moderate, 7= Substantial

Potential Barriers to Distributed Leadership Implementation. Participants were asked to rate the extent to which selected barriers identified in the survey were a challenge to distributed leadership implementation at their schools. A one-sample *t*-test, comparing the

sample mean for each item to the mean score (M= 4) from a hypothetical normal distribution, was conducted on all the items in each group. Participants rated the extent of the barriers using a scale of 1-7, where 1 = not a challenge, 4 = challenging, and 7= major challenge.

One sample *t*-test findings revealed four of eight barriers to be statistically significant at $p < .05$. The extent of challenge of six barriers had mean scores that fell below 4.00 and were considered as below challenging by the respondents. These barriers were community expectations for the principal to be the sole leader (M = 3.72, SD = 1.82), district level expectations for the principal to be the sole person in charge (M = 3.55, SD = 2.00), changing school culture to a more collaborative environment (M= 3.98, SD= 1.80), willingness of teachers to assume leadership roles (M= 3.89, SD= 1.80), willingness of school leadership to share responsibility (M= 3.47, SD= 1.75), and staff turnover (M= 3.66, SD= 1.94). Of these barriers identified as below challenging, district office expectations for the principals to be the sole person in charge and willingness of school leadership to share responsibility had mean scores that were statistically significant. Barriers for which mean scores fell between 4.00 and 5.50 (challenging and above challenging) were time for development and practice of leadership skills (M= 4.82, SD= 1.82) and scheduling/time constraints (M= 5.14, SD= 1.84). Both of these barriers had statistically significant mean scores. These data are presented in Table 46.

Table 46
Perceived barriers to Distributed Leadership Implementation

Barriers	M	SD	M Diff
1. Community expectations of the principal as being the sole person in charge.	3.74	1.82	-0.26
2. District office expectations for the role of the principal	3.55	2.00	-0.45*
3. Changing school culture to collaborative environment	3.98	1.80	-0.02
4. Willingness of teachers to assume leadership roles	3.89	1.80	-0.11

5.	Time for the development and practice of teacher leadership skills	4.82	1.82	0.82*
6.	Willingness of school leadership to share responsibility	3.47	1.75	-0.53*
7.	Scheduling/time constraints	5.14	1.84	1.14*
8.	Staff Turnover	3.66	1.94	-0.34

*p < 0.05 N = 93 Scale: 1 = Not a Challenge, 4 = Challenging, 7 = Major Challenge

The central office administrators were also asked to discuss barriers to distributed leadership implementation. The respondents' answers were varied. The administrators commented that one of the barriers was the lack of time for training or collaboration. The comments about time frequently accompanied the comments about funding. Some commented that public, teacher, and administrator perceptions about the role of the principal as a sole person in charge acted as a barrier to distributed leadership implementation in schools. If the distributed leadership initiative was viewed as a central office mandate, it was considered a barrier to the distribution of leadership. Additional comments on the barriers to the distributed leadership implementation included lack of trust, mindset, and teacher turnover.

Resources to Best Support Distributed Leadership Implementation. In Section G of the survey, building administrators were asked to respond to an open-ended question, "What resources would best support the implementation of distributed leadership in your school?" Forty-five individuals submitted a response regarding the resources that would best support the implementation of distributed leadership in RESA I schools. Some respondents noted more than one resource in their comments (duplicated count). These categories are posted in Table 46, and the original responses are in Appendix E.

Emergent category analysis was conducted to analyze and categorize respondent comments. The most frequently reported resources to best support distributed leadership were collaboration time/scheduling flexibility, professional development, professional/administrative

staff, state/RESA/county support, and resources/incentives/financial support. Collaboration time and scheduling flexibility included comments about more time for common planning, more time in the schedule for peer to peer observations and administrative walkthroughs, and more time to collaborate in leadership teams and focus teams. Professional development comments focused on targeted, differentiated, and site-based professional development on distributed leadership, school accountability, and PLCs. The comments on additional staff included the need for an assistant principal and additional teachers to support the common planning time and allow for more flexibility in the schedule. The state/RESA/county support comments included statements on policy and code change to support distributed leadership more comprehensively and securing county and RESA support with tools, processes, and structures. Respondents also noted that resources and incentives to develop leadership capacity in teachers were viewed as beneficial to distributed leadership development.

During the interview part of the study, central office administrators were asked to comment on the resources that would best support distributed leadership and help develop its sustainability in schools. Additional time for collaboration and professional development was the most frequent comment from the administrators alongside comments about additional support and modeling of the distributed leadership component implementation from the central office staff.

Summary of Findings

Overall, building level administrators described the level of distributed leadership structures as being between “partially” to “above partially” implemented on a scale of 1-7; 1= not at all; 7= fully. When analyzing the effectiveness levels of the same distributed leadership

structures, processes, and tools, the same patterns were evident in the responses, with respondents overall describing the level of effectiveness of the organizational structures, processes, and tools as moderate to substantial on a scale from 1-7, 1= none at all, 7= substantial.

When the levels of distributed leadership implementation were analyzed based on selected demographics, a small number of significant differences were found based on demographics and attribute variables. A small number of distributed leadership structures were found to be statistically significant, but not as many processes and tools showed statistical significance in the levels of implementation based on selected variables.

When the levels of distributed leadership effectiveness were analyzed based on selected demographics, few significant differences were found based on demographics in regard to the perceived effectiveness of the distributed leadership processes, tools, and structures. Similar relationship in terms of the number of statistically significant organizational structures, processes, or tools was evident when the levels of effectiveness were evaluated: a few organizational structures were found to be statistically significant based on selected variables, but not as many tools or processes reached significant difference.

When asked about potential barriers to the effective implementation of distributed leadership, respondents identified only two out of six barriers as challenging: time for development and practice of teacher leadership skills and scheduling/time constraints. Four out of eight identified barriers were found to be statistically significant ($p< 0.05$). During the interview part of the study, central office administrators commented that lack of time for collaboration and training was a challenge as well.

Findings from the survey's open-ended questions provided insight into the needed supports for leadership distribution in schools. Respondents commented that additional time for

collaboration, peer observations, and administrative walkthroughs would be beneficial for distributed leadership development in schools. Building administrators also stated that county/RESA/state support were needed, which mirrored the interview responses by the central office administrators who also noted the need for more time and additional support to develop distributed leadership framework in schools.

Findings from the follow-up telephone and face-to-face interviews with the central office administrators yielded additional insights into the levels of implementation and effectiveness of distributed leadership structures in schools. Overall, respondents indicated similar responses to those of the building level administrators in the scope and frequency of leadership distribution to certain groups and individuals. In regard to the implementation of distributed leadership structures and processes, the respondents commented similarly about the implementation and effectiveness of leadership teams and collaborative teams. Central office administrators saw agendas, walkthrough templates, and student data folders as frequently implemented distributed leadership tools in their schools deeming walkthrough templates, agendas, and feedback templates as beneficial in supporting student achievement. When asked whether they saw any differences in the implementation of distributed leadership in their schools based on demographic variables, they did not see much difference. Some noted that experience, grade levels, and leadership style could contribute to the differences in leadership distribution.

Chapter 5: Conclusions and Recommendations

This chapter reviews the purpose of the study, demographic data, and data collection. This chapter also presents a summary of findings. The chapter is completed by a presentation of the conclusions of the study, discussion of implications, and recommendations for further research.

Purpose of the Study

The purpose of the study was to determine the levels of implementation of distributed leadership in selected schools in southern West Virginia. The study also sought to determine the effectiveness level of the implemented distributed leadership structures, processes, and tools based on the feedback provided by school and district level administrators. Finally, the study sought to determine if there are differences in these levels of implementation and effectiveness of distributed leadership based on selected demographic/attribute variables. The following research questions were used to guide the study:

1. What is the **level of leadership distribution** for **selected individuals/groups**, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?
2. What is the **level of implementation** of distributed leadership, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?
3. What are the **differences**, if any, based on selected demographic/attribute variables, **in the level of implementation** of distributed leadership, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?

4. What is the **level of effectiveness** of distributed leadership, as perceived by building level administrators, in schools in the southern region (RESA 1) of West Virginia?
5. What are **differences**, if any, based on selected **demographic/attribute variables**, in the **level of effectiveness** of distributed leadership, as perceived by building level administrators in schools in the southern region (RESA 1) of West Virginia?
6. What are the major **barriers/challenges**, as perceived by the building level administrators, in effectively implementing distributed leadership in schools in the southern region (RESA 1) of West Virginia?
7. What are the **resources** supporting the distributed leadership implementation, as identified by the building level administrators in schools in the southern region (RESA 1) of West Virginia*?*
8. What is the **level of implementation** of distributed leadership, as perceived by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*
9. What is the **level of effectiveness** of distributed leadership, as perceived by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*
10. What are the major **barriers/challenges** in effectively implementing distributed leadership as identified by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*
11. What are the **resources** supporting the distributed leadership implementation, as identified by the central office administrators in schools in the southern region (RESA 1) of West Virginia*?*

Data Collection

The study was completed using a mixed - methods, cross-sectional design to collect building level and central office administrator perceptions on the levels of implementation and effectiveness of distributed leadership structures, processes, and tools in their schools. The data were collected via a cross-sectional survey with building administrators and semi-structured interviews with selected central office administrators.

The population for the study was drawn from the southern West Virginia public school and central office administrators in RESA I in the spring semester of 2016. At the time of the study, RESA I had 90 public schools in grades K-12 and 135 school administrators. All RESA I districts participated in the study. Ninety- three (69%) administrators responded to the survey.

Personal interviews with 11 central office administrators were conducted as a follow-up to the building level administrator survey. The interviews consisted of 11 questions (Appendix C), and each interview lasted approximately 30 minutes.

The survey instrument (Appendix B) was distributed to the RESA I administrators during principal meetings or was mailed to those who were absent during the meetings. Mean scores were calculated for the levels of implementation and effectiveness of distributed leadership structures, processes, and tools. One sample t-tests were used to determine if significant differences existed between the observed means and the expected means in a hypothetical normal distribution. A one-way analysis of variance and an independent samples *t*-test were used to determine if significant differences existed in the levels of implementation and effectiveness of distributed leadership structures, processes, and tools based on selected demographic variables. Emergent category analysis was used to analyze open-ended responses in the survey and interview data.

Summary of Findings

Building level administrators described the level of implementation of distributed leadership components as partial or above partial. When asked to describe the levels of effectiveness of the distributed leadership components, building level administrators described them as effective some of the time to most of the time. Statistically significant differences were also found for levels of distributed leadership implementation (1= not at all; 4= partially; 7= fully) and effectiveness (1= none at all; 4= moderate; 7= substantial) based on respondents' teaching/student support experience, overall administrative experience, administrative experience in their current schools, student enrollment, or sex.

Building administrators identified the lack of time for collaboration and professional development as challenges to effective leadership distribution and commented that more time to work together and learn more about distributed leadership would benefit the development of the distributed leadership framework in schools. Additional barriers noted included policy and district mandates and support for leadership distribution. Consequently, building level administrators and central office administrators commented that additional district or RESA support would be beneficial to help develop and sustain distributed leadership in their schools.

Conclusions

Data collected as part of this study were sufficient to support the following conclusions:

Levels of Leadership Distribution for Selected Individuals/Groups. Assistant principals, teacher leaders, and collaborative team (PLC) leaders are the individuals/groups that most frequently assume leadership responsibilities in schools. Focus team leaders, faculty senate presidents, grade level team leaders, teacher mentors, and department heads also assume

leadership responsibilities, but less frequently than assistant principals, teacher leaders, and collaborative team (PLC) leaders.

Levels of Distributed Leadership Implementation. Overall, organizational structures, processes, and tools are implemented at a partial or greater level in RESA I schools. Organizational structures with the highest levels of implementation are school leadership teams, collaborative teams/PLCs, faculty senate, LSIC, and focus teams. Processes with the highest levels of implementation are administrator observations of teachers, principal walkthroughs with feedback, student assessments, and development and completion of SMR. Tools with the highest levels of implementation are principal walkthrough templates, principal lesson plan feedback template, and communication tools.

Differences in Levels of Implementation Based on Demographic Variables. There were significant differences in levels of implementation for five of eight organizational structures based on grade levels in school. Grade level teams have higher levels of implementation in Grade PreK-5 and 6-8 than in 9-12, while department teams have higher levels of implementation in grades 6-8 and 9-12 than in PreK-5. Faculty senates and LSICs have higher levels of implementation in PreK-5 than in 6-8 and 9-12, while common planning time is implemented at a higher level in PreK-5 and 6-8 than in grades 9-12. There were significant differences in levels of implementation for one (student assessments) of 10 distributed leadership processes based on grade levels. Student assessments have higher levels of implementation in grades PreK-5 than in grades 6-8 or 9-12. There were no significant differences in levels of implementation for leadership tools based on grade levels.

There were significant differences in levels of implementation based on years of teaching/student support experience for one of eight organizational structures. Department teams

were implemented at higher levels for those building level administrators with 1-10 and 18-27 years of teaching/student support experience than those with 11-17 and 28-38 years of experience. There were no significant differences in levels of implementation of distributed leadership processes and tools based on years of teaching/student support experience.

There were significant differences in levels of implementation based on total years of administrative experience for one of 10 distributed leadership processes. Strategic planning processes were implemented at higher levels for those building level administrators with 4-5 and 6-10 years of total administrative experience than those with 1-3 and 11-30 years of experience. There were no significant differences in levels of implementation of distributed leadership structures and tools based on total years of administrative experience.

There were significant differences in levels of implementation for two of eight organizational structures based on the years of administrative experience in current school. School leadership teams were implemented at higher levels for the building level administrators with 4-5 and 6-36 years of administrative experience in current school than those with 1-2 and 3 years of administrative experience in current school. Focus teams were implemented at higher levels for building level administrators with 4-5 years of experience in current school than those with 1-2, 3, and 6-36 years of administrative experience in their current schools. There were also significant differences in the levels of implementation for two of 10 processes based on the years of administrative experience in current school. Strategic planning was implemented at higher levels in schools with building level administrators with 3, 4-5, and 6-36 years of experience than those with 1-2 years of experience. Principal walkthroughs with feedback were implemented at higher levels in schools with building level administrators with 4-5 and 6-36 years of experience than those with 1-2 and 3 years of experience. There were no significant

differences in levels of implementation of distributed leadership tools based on the years of administrative experience in current school.

There were significant differences in levels of implementation based on school enrollment for two of eight organizational structures. Faulty senate was implemented at higher levels for administrators with 1-268 and 270-380 student enrollment than for those with 400-550 and 551-1300 student enrollment. LSIC was also implemented at higher levels for building level administrators with 1-268 and 270-380 student enrollment than those with 400-550 and 551-1300 student enrollment. There were significant differences in levels of implementation based on school enrollment for two of 10 distributed leadership processes. In-house professional development was implemented at a higher level in schools with the enrollment of 1-268 and 551—1300 students than those with 270-380 and 400-550 students. Peer to peer observations was implemented at higher levels in schools with 551-1300 student enrollment than in those with 1-268, 270-380, or 400-551 students. There were significant differences in levels of implementation of one of seven distributed leadership tools based on school enrollment. Peer to peer feedback forms were implemented at higher levels in schools with 551-1300 student enrollment than in schools with 1-268, 270-380, and 400-550 student enrollment.

There were significant differences in levels of implementation based on sex for one of 10 distributed leadership processes. Development and completion of SMR was implemented at higher levels by females than males. There were significant differences in levels of implementation of two of seven distributed leadership tools based on sex. Peer to peer feedback forms were implemented at higher levels by males than females, and meeting agenda templates were implemented at higher levels by females than males. There were no significant differences in the levels of implementation of organizational structures based on sex.

Levels of Distributed Leadership Effectiveness. Overall, distributed leadership organizational structures, processes, and tools are moderately to substantially effective in terms of their impact on student learning. School leadership teams, collaborative teams/PLCs, grade level teams, and common planning times are the organizational structures with the greatest potential for positive impact on student learning. Administrator observations of teachers, strategic planning, principal walkthroughs with feedback, student assessments, and development and completion of SMR are the distributed leadership processes with the greatest potential for positive impact on student learning. Principal walkthrough templates, principal lesson plan feedback templates, and communication tools are the distributed leadership tools with the greatest potential for positive impact on student learning.

Differences in Levels of Effectiveness Based on Demographic Variables. There were significant differences in levels of effectiveness based on grade levels for three of eight organizational structures. Grade level teams were perceived as more effective in grades PreK-5 and 6-8 than in grades 9-12. Department team effectiveness was at higher levels in grades 6-8 and 9-12 than in grades PreK-5. Common planning time was perceived as more effective in grades PreK-5 and 6-8 than grades 9-12. There were significant differences in effectiveness levels based on grades for one of seven distributed leadership tools. Peer to peer feedback forms were perceived as effective at higher levels in grades 9-12 than in grades PreK-5 and 6-8. There were no significant differences based on grade levels in effectiveness levels of distributed leadership processes.

There were significant differences in levels of effectiveness based on respondent teaching/student support experiences for three of eight organizational structures. Department teams were perceived as effective at higher levels for building level administrators with 1-10 and

18-27 years of teaching/student support experience than those with 11-17 and 28-38 years of teaching/student support experience. Faculty senate was viewed as effective at higher levels for building administrators with 18-27 years of experience than those with 1-10, 11-17, or 28-38 years of teaching/student support experience. LSIC effectiveness was also perceived at higher levels for building level administrators with 18-27 years of student/teaching support experience than those with 1-10, 11-17, and 28-38 years of experience. There were significant differences in effectiveness levels for two of 10 processes based on teaching/student support experience. Instructional coaching was perceived as effective at higher levels by the building level administrators with 1-10 and 18-27 years of teaching/student support experience than by those with 11-17 and 28-38 years of experience. Peer to peer observations were viewed as effective at higher levels by administrators with 1-10 years of teaching/student support experience than those with 11-17, 18-27, and 28-38 years of experience. There were no significant differences in levels of effectiveness based on teaching/student support experience for distributed leadership tools.

There were significant differences in the effectiveness levels based on total years of administrative experience for one of 10 processes. Instructional coaching was viewed as effective at higher levels by building levels administrators with 4-5 years of total administrative experience than by those with 1-3, 6-10, and 11-30 years of total administrative experience. There were no significant differences in effectiveness levels of organizational structures and tools based on total years of administrative experience.

There were significant differences in the effectiveness levels based on years of administrative experience in current school for two of eight organizational structures. School leadership team effectiveness was perceived at higher levels by the building level administrators with 4-5 years of administrative experience in current school than by those with 1-2, 3, and 6-36

years of administrative experience in their current schools. Focus teams were viewed as more effective by the administrators with 4-5 and 6-36 years of administrative experience in current school than those with 1-2 and 3 years of experience. There were significant differences in the effectiveness levels of one of 10 processes based on years of administrative experience in current school. The effectiveness levels of instructional coaching were viewed at higher levels by administrators with 3 and 4-5 years of experience than those with 1-2 and 6-36 years of administrative experience in their current schools. There were no significant differences in the effectiveness levels of distributed leadership tools based on the years of administrative experience in current school.

There were significant differences in effectiveness levels based on school enrollment for one of eight organizational structures. Focus teams were viewed as effective at higher levels by the building level administrators with 270-380 student enrollment than those with less than 268 students, 400-550, and 551-1300 students. There were significant differences in effectiveness levels based on school enrollment for two of 10 processes. Peer to peer observations were perceived as more effective by the building level administrators with 551-1300 student enrollment than those with 1-268, 270-380, or 400-550 student enrollment in their schools. Student assessments were viewed as effective at higher levels by the administrators with 1-268 and 270-380 student enrollment than those with 400-550 or 551-1300 student enrollment. There were significant differences in effectiveness levels of two of seven communication tools based on student enrollment. Peer to peer feedback forms were viewed as more effective by the administrators with 551-1300 student enrollment than by those with 1-268, 270-380, or 400-550 student enrollment in their schools. Communication tools were viewed as more effective by the

building level administrators in schools with 270-380 and 551-1300 student enrollment than by those with 1-268 and 400-550 student enrollment.

There were significant differences in the effectiveness levels for one of 10 processes based on sex. Administrator observations of teachers were viewed as more effective by females than males. There were significant differences in effectiveness levels for two of seven distributed leadership tools based on sex. Females perceived meeting agenda templates as more effective, and peer to peer feedback forms were considered more effective by males.

Barriers to the Effective Implementation of Distributed Leadership. Time and scheduling constraints and lack of professional development are the major barriers to effective distributed leadership implementation. Administrators felt there was not enough time in the schedule to effectively collaborate or learn more about the distributed leadership framework. The time factor is affected by both scheduling and the need for additional time outside of the school day to effectively deliver professional development and implement the distributed leadership components in schools. Negative attitudes of staff or central office policy mandates also create challenges.

Resources to Support Distributed Leadership Implementation. Resources to best support distributed leadership in schools are related to removing the aforementioned barriers. More time to allow teachers to collaborate and more support in terms of professional development, modeling, and central office guidance are needed. Increased policy guidance would allow for more flexible scheduling and central office support in terms of targeted professional development on distributed leadership.

Discussion and Implications

Study findings provide a basis upon which the implementation levels and effectiveness of distributed leadership structures, processes, and tools can be evaluated, identified barriers addressed, and resources to support distributed leadership enhanced to support student achievement. Survey findings and central office administrator interview results suggest distributed leadership components are present in RESA I schools, and that the implemented structures, processes, and tools are considered as contributing to student achievement. These findings are supported by the arguments of Heck and Hallinger (2009) that leadership indirectly affects student learning through its work with various stakeholders and the structures and processes that have been implemented.

The discussion of implications is organized into four sections. Section one addresses the levels of implementation and effectiveness of distributed leadership structures, processes, and tools. Section two contains discussion of the differences in implementation and effectiveness levels of distributed leadership structures, processes, and tools based on the demographic/attribute variables. Section three contains a discussion of the barriers/challenges to distributed leadership implementation as perceived by the building and central office administrators and the resources that support the distribution of leadership in RESA I schools. The final section provides a summary of the section.

Implementation and Effectiveness Levels

RESA I building and central office administrators who responded to the survey and participated in the interviews implement distributed leadership structures, processes, and tools and believe they are effective in positively supporting student achievement. The current findings add to the body of literature on the indirect effects of distributed leadership on student

achievement through its impact on processes, structures, artifacts, and people over time (Heck & Hallinger, 2009). Building and central level administrators reported the highest levels of leadership distribution to assistant principals, leadership teams, and collaborative teams. Assistant principal responsibilities provide natural supports for distributed leadership framework, as the administrators in assistant positions have to work collaboratively with the school principals to promote consistent practices to support student achievement. This finding also provides the implications for the distributed leadership development at schools to build staff capacity and influence intellectual and professional development of teachers (Day and Harris, 2002). Recent guidance on teacher leadership and collaborative team implementation provided by WVBE policies on leadership practices, professional learning, instructional supports, and school improvement practices are reflected in higher levels of implementation and effectiveness on student learning reported by the building level administrators, such findings suggest that these policies are becoming embedded in school daily operations.

Building level administrators also reported the levels of implementation of the collaborative/PLC and leadership teams in their schools as "most of the time" and viewed their effectiveness as substantial in supporting student achievement. The effects of leadership teams were initially reported by Leithwood and Jantzi (2000) as not having significant effects on student engagement, with school leadership effects yielding strong but insignificant results. However, later studies conducted by Leithwood and his colleagues incorporated the influence of different sources of leadership into their studies thus acknowledging the combined influence of different sources of leadership, such as teacher teams, assistant principals, and principals.

In the more recent studies, Louis, Leithwood, et al. (2010) concluded that distributed leadership yields moderate but significant indirect effects on student achievement by influencing

staff performance. Staff performance is highly influenced by well-functioning school leadership teams, collaborative teams, and focus teams. Study results have shown that the building level administrators saw higher levels of implementation of these particular structures and attributed higher effectiveness levels to these teams in terms of their impact on student achievement. Such collaborative teams bring diverse sources of expertise together therefore making a school's principal highly dependent on the knowledge and skills of the team members (Pierce & Conger, 2003). Team members also profit from this relationship, as the leadership distribution can build capacity of the staff through its impact on the professional and intellectual development of teachers (Day & Harris, 2002).

Survey respondents also reported higher levels of implementation for the development and completion of School Monitoring Reports (SMR) and reported high levels for strategic planning and development and completion of SMR in terms of their effectiveness on student achievement. These findings are supported by the research conducted by Spillane (2006) who describes leadership as a set of activities focused on the core goals of an organization and influencing skills and knowledge levels of the stakeholders. The value of strategic planning and completion of SMR lies in helping all stakeholders agree on and promote common visions and missions through their engagement in various distributed leadership structures and processes.

Study findings about the higher levels of implementation and effectiveness for these two processes are also supported by Murphy's (2005) functions in promoting distributed leadership in an organization in terms of crafting a vision and outlining expectations. Working on strategic planning and SMRs provides principals with opportunities to give up some power while allowing others to assume some leadership responsibilities. These practices also allow schools to operationally structure leadership roles and responsibilities for tasks based on the outcomes of

strategic planning for school improvement (Leithwood & Louis. 2012). One of the constant school improvement goals focuses on student achievement. Study findings suggest principals value strategic planning and SMR completion and the connections of their leadership practice to teacher practice, students, and the tools students and teachers use for learning and teaching (Spillane, 2006). This finding also implies that policy-mandated processes, such as strategic planning and development and completion of SMR, become implemented at higher levels and are viewed as effective in supporting student achievement.

It is important to note higher levels of implementation and effectiveness of leadership and collaborative teams/PLCs as a part of the administrative focus on instructional leadership rather than as a piece of school building management. Leithwood et al. (1999) and Hargeaves (1994) find that instructional leadership development among staff members affects instructional improvement more than any other organizational constructs at schools. Moreover, OECD (2016) also notes that combining instructional leadership and distributed leadership promotes a focus on dialogue and collaboration characteristic to PLCs.

The distributed leadership framework encompasses not only school administrators and staff but also external and internal school stakeholders (Copland, 2003). Survey respondents reported higher levels of implementation of LSIC and faculty senate at their schools, which supports the comprehensive nature of the leadership distribution through the involvement of external (LSIC) and internal (faculty senate) stakeholders. This finding also notes that LSIC and faculty senate structures, mandated in West Virginia Code, become embedded in school culture and support school improvement. Collaborative teams/PLCs constitute the networks of people that help schools engage in purposeful tasks and frame the situations that affect their interactions around those tasks (Spillane, Halverson, & Diamond, 2001). Teachers become involved in the

task of improving teaching and learning thus assuming responsibility for student achievement and engaging in the work of distributed leadership through collaborative teams/PLCs and school leadership teams.

Tools in the distributed leadership framework are viewed by the building level administrators as essential in promoting instructional leadership. The distributed leadership framework emphasizes mutual accountability for its members in reaching for the collective results (Elmore, 2000). Study findings support this premise as survey respondents report high levels of implementation of principal walkthrough templates, lesson plan feedback templates, and communication tools. Respondents also viewed these same tools as having substantial effect on student achievement. These tools help principals and staff members hold each other accountable for the outcomes of their work and put additional responsibility on principals in terms of building capacity in their staff (Elmore, 2000). Distributed leadership tools also support the framework of interactions and establish schoolwide connections to teaching and learning (Coldren, 2007).

Tools are used to support a variety of organizational structures and processes and may vary by department or grade level based on the experience and interaction patterns of those involved. Teaching and administrative experience of the building level administrators affects their support and implementation of distributed leadership processes and tools. Administrators with at least four years of experience see collaborative, focus, and leadership team structures implemented at higher levels and see them as more effective in terms of their impact on student achievement. More experienced administrators have more time to get familiarized with their staff and use their strengths to build a coherent leadership distribution framework to support student achievement and do so through using strategic planning and walkthroughs.

Distributed leadership tools, processes, and structures appear to operate in *planful* alignment in RESA I schools, operating through a variety of tasks and functions that are carefully evaluated by the members of an organization (Leithwood et al., 2006). Planned, coordinated structures, such as teams and meetings, represent institutionalized practices which have the greatest potential for short term organizational change and are more likely to contribute to long-term outcomes (Leithwood, 2009).

Differences Based on Demographics

Study findings suggest that demographic factors such as grade levels of the respondent schools and school enrollment can affect the levels of implementation of distributed leadership. Distributed leadership structure implementation and effectiveness levels exhibited the largest differences according to grade levels and enrollment levels of the respondent schools. Spillane (2006) posits that collective engagement in leadership develops out of interaction among individuals, their tasks, and the situation. Distributed leadership as a school function becomes stretched over the school's social and situational contexts (Gronn, 2002; Spillane et al., 2006). Situational contexts, such as grade levels, which are characterized by various cultural, instructional, and collaborative variables, affect the distribution of leadership due to scheduling, instructional minute requirements, and time and funds for afterschool collaboration.

The role of the situation in the enactment of distributed leadership is tremendously important (Hallett, 2007). Situation in many cases is inherited, as principals step into the organizational structures, processes, and tools already being used in the building and have to navigate a complex world of already established relationships and interdependencies. The social and situational aspect of distributed leadership could account for differences in the implementation and effectiveness levels based on grade levels and school enrollment. In the

distributed leadership framework, the role of individual interaction and interdependency between organizational activities is important (Spillane, 2005). Therefore, school scheduling and staff interaction patterns, which are different in the elementary, middle, and high school grade levels, lead to differences in leadership distribution and the level of implementation and perceived effectiveness of leadership structures, processes, and tools.

WVBE Policy 2510 (West Virginia State Board, 2014) requirements for instructional minutes and physical activity requirements for each instructional level can either support or constrict leadership distribution in schools. Principals in elementary and middle schools report common planning implemented at least partially in their schools, with most of the common planning opportunities based on grade level teams reflecting higher levels of implementation and reported effectiveness of grade level teams at the elementary level. With higher levels of departmentalization at the secondary school levels, school master schedule can facilitate common planning structures with meetings occurring mostly in department teams. Therefore, department team implementation and effectiveness levels are reported at higher levels in secondary schools. High schools have historically supported individual instructional practices of teachers and have not stressed collaboration on the same high level as elementary or middle schools. Lower reported levels of common planning time in high schools suggest that there is still a focus on individual planning times rather than on collaboration. These differences in the levels of implementation and effectiveness of distributed leadership structures were frequently noted between high school and elementary or high school and middle school levels.

School enrollment could also affect the scheduling by limiting staff collaboration time or opportunities for meeting to plan instruction or discuss school improvement. In larger schools, scheduling does not provide sufficient time for common planning during the day due to large

numbers of teachers and the necessity to comply with the mandated state requirement for providing a specific number of instructional minutes per day. Therefore, the higher levels of implementation of distributed leadership tools in larger schools illustrate the reality of promoting communication and collaboration expectations consistent with schools' mission and vision through the use agendas, templates, and communication tools when frequent face to face meetings are not a possibility.

Leadership cannot be viewed as a single leader phenomenon and does not constitute actions imposed by a leader upon his or her followers (Bennett et al., 2003). Distributed leadership incorporates a view that it is a group action taking place through and within relationships. This research finding is an important one to note, as it supports central office interview responses about identifying leaders at schools. Formal and informal leaders are mostly identified by principals through observation and peer recommendation. Therefore, leadership is supported by relationships and interactions among various stakeholders at school rather than by appointed positions (Spillane, 2005).

Barriers and Resources to Support Distributed Leadership Implementation

The barriers outlined by the building and central level administrators provide some insight into the thinking of policy makers and state level administrators regarding the facilitation and further development of distributed leadership structures. Since the expectations for distributed leadership are already in various policies put forth by the West Virginia State Department of Education, it is vital to provide administrators and their teachers supports that address the barriers to the effective leadership distribution. Survey and interview data indicated that time was a major factor in supporting or challenging leadership distribution. Many felt that they did not have structured time during the school day to meet with their colleagues to discuss

student achievement, learn about distributed leadership processes, structures, or tools, or conduct peer observations.

Time for professional development focused on the distributed leadership framework and scheduling flexibility in providing time to manage team meetings and peer observations should be provided. Murphy (2005) states that one of the key functions in promoting distributed leadership at schools lies in the provision of direct support to the stakeholders. Principals should be creating structures to promote teacher leadership work in terms of developing schedules conducive to collaboration, allocating funds for professional development, and running interference on behalf of staff to support the development of the distributed leadership in schools. These functions cannot be carried out by the principals alone, as they need to seek district and state support in addressing time and scheduling challenges that need to be resolved. Teacher leadership, which Charlotte Danielson (2006) defines as an "informal, spontaneous exercise of initiative and creativity that results in enhanced student learning" (p. 17), is a necessary support for the distribution of leadership, with the most effective structure for its development lying in collaborative teams/PLC work. PLCs support the network of concerted actions of individuals in formal and informal positions and therefore contributed to leadership practice at schools that is shaped through interactions among leaders and their followers (Spillane, 2005). OECD (2016) also emphasizes the importance of professional development suggesting that distributed leadership levels in schools do not depend as much on school and staff characteristics but more on principal participation and involvement in professional development on distributed leadership.

The time factor was explicitly stated in many open-responses during the survey and interview processes. Scheduling that would allow common planning times contributes to the

development of organized structures to engage in the work of collaborative teams/ PLCs, focus teams, leadership teams, or grade level teams. Murphy (2005) cites providing direct support as one of six functions of supporting distributed leadership in schools. He encourages principals to create structures, such as schedules to allow time to work together to promote teacher leadership. This kind of action contributes to the development of distributed leadership development. Time has been addressed by some districts by providing early release schedules in order to provide opportunities for collaboration among teachers. However, the flexibility in providing sustained professional development on distributed leadership and providing teachers and support personnel with opportunities for collaboration remain a barrier for many schools.

During surveys and interviews, there were several comments about the role of the school principal and the views of community and staff about the principal remaining the one in charge and being the leader of the school. Fullan (2001) notes that school principals are instrumental in initiating change, supporting school improvement efforts, and engaging various stakeholders in implementing change efforts. Murphy (2005) notes that, in order to facilitate distributed leadership in schools, principals should carry out the functions of setting the vision, providing direct support to teachers, identifying and selecting teacher leaders, and helping them develop leadership skill sets. Therefore, the principal role within the distributed leadership process is not diminished and remains a vital part of the leadership distribution process (Lambert, 2003, Murphy, 2005).

When principals take on a proactive role and exhibit influence over groups and their work thus creating a more holistic leadership distribution pattern, the administrative structures created are viewed as more influential (Leithwood & Louis, 2012). In contrast, when a principal exhibits a passive role and, while implementing mandated district and state initiatives, does not

coordinate those initiatives to achieve the school's goals for student achievement, the approach results in diminished staff commitment and collaboration within the administrative structures created. Principal views about their knowledge base and the expertise of others in their organization influence the direction the school takes in achieving its goals, developing leadership capacity, and focusing on school improvement. Even though principal leadership is the function of greatest influence, the leadership of others in a distributed leadership setting does not necessarily diminish the influence of the principal. Moreover, principals' beliefs in their expertise in distributing leadership in the context of state and local initiatives serve as a catalyst for changes in leadership distribution in schools (Louis et al., 2010). Therefore, it is important that the state and local policy guidance emphasize the role of a principal in developing and maintaining distributed leadership framework in schools.

Recommendations for Further Research

This study examined the perceived levels of implementation and effectiveness of distributed leadership structures, processes, and tools in a selected group of schools in southern West Virginia. The study also investigated differences in the levels of implementation and effectiveness based on selected independent variables: grade levels, teaching/student support experience, overall administrative experience, administrative experience at current school, school enrollment, and sex. Finally, the study explores administrator perceptions about the barriers to the distributed leadership implementation in schools and the resources that would enhance or support the distributed leadership development. Based on study findings, the following recommendations for further research are provided:

1. This study focused on public schools in the southern West Virginia region of RESA I. Expanding this study to include all West Virginia schools may provide additional data that would support general conclusions and implications regarding the implementation and perceived effectiveness of distributed leadership structures, processes, and tools.
2. The study could be expanded to include teacher perceptions about the distributed leadership structure, processes, and tool levels of implementation and effectiveness to improve student learning. This addition would provide a more comprehensive look at the leadership distribution framework in West Virginia schools.
3. This study was conducted using a one-shot survey instrument. Adding observation, focus groups, or building level administrator interviews would provide a more in-depth, qualitative look at the levels of implementation and effectiveness in RESA I schools. The focus of the distributed leadership framework lies in exploring the interactions, leadership actions, and social and situational contexts of organizational activity. Therefore, observations, focus groups, and interviews could greatly add to the qualitative part of the research on distributive leadership.
4. This study focused on the schools in the region of RESA I and did not explore the differences in the implementation and effectiveness levels of distributed leadership structures, processes, and tools based on the school performance or poverty level variables. A study comparing the levels of leadership distribution in high and low performing schools as well as in schools in different income areas would provide additional information on the levels of implementation and levels of effectiveness of distributed leadership structures, processes, or tools.

Concluding Remarks

Study findings provide a baseline on leadership distribution in RESA I schools in West Virginia. Building level administrators in RESA I schools described the levels of implementation of distributed leadership structures, processes, and tools as some of the time to most of the time. They also expressed a belief that the identified distributed leadership structures, processes, and tools are effective in improving student achievement. The respondents also identified barriers to the leadership distribution in RESA I schools and the resources that would help support leadership distribution in their schools. Building level and central office administrators believe distributed leadership structures, processes, and tools may substantially contribute to the development of sustainable school improvement process and student learning. Distributed leadership framework, as explored in this study, has a potential to support teaching and learning practices that are focused on the promotion of the common goal of improving student learning and achievement.

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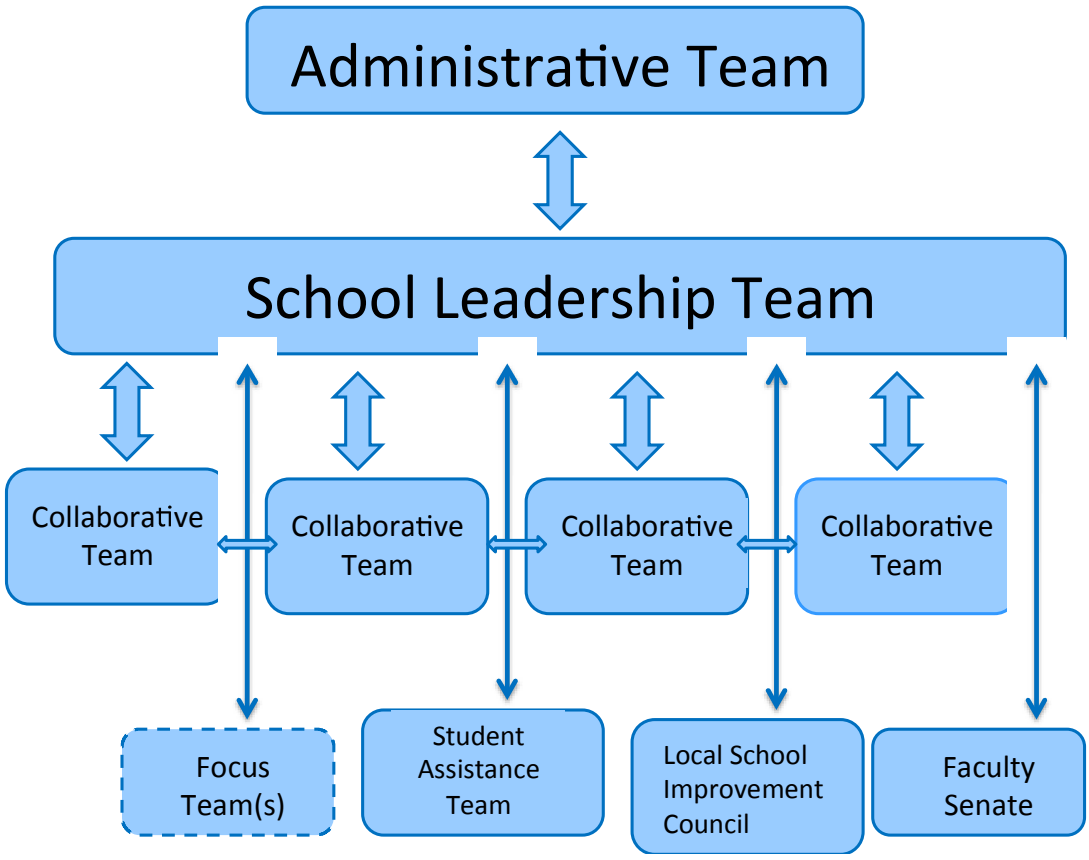
Appendix A



Source: West Virginia Department of Education (2014). *School improvement technical assistance manual: A handbook for continuous improvement.* Charleston, WV: WVDE.

Appendix B: Institutional Review Board Approval Letter

MARSHALL UNIVERSITY
www.marshall.edu

Office of Research Integrity
Institutional Review Board
One John Marshall Drive
Huntington, WV 25755

FWA 00002704

IRB1 #00002205
IRB2 #00003206

February 2, 2016

Ron Childress, Ed.D.
College of Education and Professional Development

RE: IRBNet ID# 849394-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Childress:

Protocol Title:	[849394-1] A Study of Distributed Leadership Framework: Characteristics of Implementation and Perceived Effectiveness in RESA I Schools in Southern West Virginia.
Expiration Date:	February 2, 2017
Site Location:	MUGC
Submission Type:	New Project APPROVED
Review Type:	Exempt Review

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire February 2, 2017. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Ingrida Barker.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/ Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

Appendix C: Request for Permission to Survey

To: RESA I County Superintendents (on current email address list)
From: Ingrida Barker at ibarker@k12.wv.us
Subject: Principal Survey
Dear County Superintendent:

I am writing to request your assistance in conducting a research study that explores the implementation and perceived effectiveness of distributed leadership in RESA I schools. I am inviting your school administrators (principals, assistant principals, and school directors) to participate in a RESA I-based research survey titled "*Implementation and Effectiveness of Distributed Leadership Building Level Administrator Survey."* This survey is being conducted as a part of my doctoral program requirements for Marshall University. In addition to identifying characteristics of implementation and perceived effectiveness of distributed leadership framework, the information provided from the study will assist in identifying challenges to the distributed leadership implementation and resources to facilitate a more effective implementation of distributed leadership structures, tools, and processes.

I am seeking your permission as _____ County Superintendent for participation by _____ County principals in a survey on building level administrator perceptions of the level of implementation and effectiveness of distributed leadership in their schools. I am also seeking your permission to deliver the survey to the principals in a face-to-face setting during one of your monthly principals' meetings in spring 2016. The questionnaire will take approximately 10 (ten) minutes to complete. Participation is completely voluntary. Replies will be anonymous. Individual principals and schools will not be identified. Blank surveys may be returned or discarded. The principal may choose to withdraw or not participate without penalty or loss. If principals choose to not answer any question, they may simply leave it blank. **The principals and assistant principals will be asked to return completed surveys at the end of the principals' meeting by placing it in a sealed box provided by me, co-investigator.** I look forward to sharing results of the study with you after the study is complete.

If you have questions, do not hesitate to contact me by phone at 304-887-1304 or by email at ibarker@k12.wv.us. If you have questions concerning the rights of principals participating in this research process, you may contact the Marshall University Office of Research Integrity at 304-686-4303. Dr. Ron Childress (rchildress@marshall.edu) is the Principal Investigator for the study and can be reached at 304-746-1904.

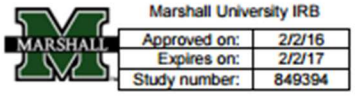
If you <u>permit</u> your principals to participate in this survey, please reply to this email by _____ (date), five working days after the mailing date of this message and provide date(s) for your principals' meetings that would allow for time to survey the principals.

If you <u>do not wish</u> your principals to participate in this survey, please reply to this email by _____ (date), five working days after the mailing date of this message. A reply of "No" will indicate that you do not grant permission for me to distribute surveys during one of he your county principals' meetings.

I really appreciate your time and willingness to consider allowing me to use some time at your principals' meeting for this study! Thank you for your assistance with this survey and for your continued support of school improvement practices and your principals in _____ County! I have also enclosed copies of the study abstract, principal consent form, and the survey.

Sincerely,
Ingrida Barker, Co-Principal-Investigator
304-887-1304
ibarker@k12.wv.us

Appendix D: Participant Survey Consent Letter



BUILDING LEVEL ADMINISTRATOR LETTER OF INVITATION

Dear Building Level Administrator:

You are invited to participate in a research survey titled "*Implementation and Effectiveness of Distributed Leadership Building Level Administrator Survey.*" As a public school administrator, you are in a unique position to offer insight into the levels of implementation and potential effectiveness of distributed leadership. You are also invaluable in providing information in regard to challenges to the effective implementation and the resources supporting successful implementation of distributed leadership structures, processes, and tools in your school.

This survey is being conducted as a part of my doctoral program requirements for Marshall University. The survey is a five (5) page paper questionnaire which will take approximately ten (10) minutes to complete. Your participation is completely voluntary. Replies will be anonymous, and individual principals, and schools and counties will not be identified. You may choose to withdraw or not participate without penalty or loss. If you choose to not answer any question, you may simply leave it blank.

Returning completed surveys at the end of the principals' meeting by placing it in a sealed box provided confirms that you are 18 years of age or older, that you are a public school administrator, and provides your consent for the use of the answers you supply.

If you have questions, do not hesitate to contact me by phone at 304-887-1304 or by email at ibarker@k12.wv.us. If you have questions concerning the rights of administrators participating in this research process, you may contact the Marshall University Office of Research Integrity at 304-686-4303. Dr. Ron Childress (rchildress@marshall.edu) is the Principal Investigator for the study.

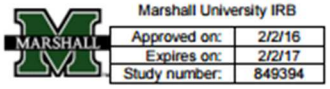
If you wish to view results of this survey, that information will be made available to principals following survey collection and analysis. You may wish to keep this letter for your records.

Thank you,

Ingrida Barker
Co-Principal Investigator
304-887-1304
ibarker@k12.wv.us

Appendix E: Participant Interview Consent Letter

CENTRAL OFFICE ADMINISTRATOR EMAIL INVITATION TO PARTICIPATE IN AN INTERVIEW



Dear Central Office Administrator:

Your county school administrators recently participated in a survey titled "*Implementation and Effectiveness of Distributed Leadership Principal Survey.*" This survey was conducted as a part of my doctoral program requirements for Marshall University. In addition to identifying levels of implementation and perceived effectiveness of distributed leadership, the information provided from the study will assist in identifying challenges to distributed leadership implementation and resources to facilitate a more effective implementation of distributed leadership structures, tools, and processes.

As a follow-up to the principal surveys, **I would like to request your participation in an interview** to gain your perspective on the perceptions of barriers and challenges to the implementation of the distributed leadership processes and structures and the perceived effectiveness level of the already implemented parts of the distributed leadership framework. The **telephone interview** will require 15-20 minutes and is based on eight (8) pre-designed, open-ended questions.

Please, reply to this email to let me know if you are willing to participate in this study. If you are willing to participate in the study, I will respond to your email with suggested time frames for scheduling the interview.

There are no known risks involved with participating in this study. Your consent and that you are at least 21 years of age are implied by your agreement to be interviewed. Participation is completely voluntary and there are no penalties or loss of benefits if you choose not to participate. You may also choose not to answer any question included in the interview guide. The information you supply is confidential, and no individual, school, or district will be identified by name or any other identifying information.

If you have questions, do not hesitate to contact me by phone at 304-887-1304 or by email at ibarker@k12.wv.us. If you have questions concerning the rights of principals participating in this research process, you may contact the Marshall University Office of Research Integrity at 304-686-4303. Dr. Ron Childress (rchildress@marshall.edu) is the Principal Investigator for the study and can be reached at 304-746-1904.

Thank you in advance for your willingness to consider participating in this study. I believe that the results of this study will inform principal preparation programs and processes that use distributed leadership as a model for school improvement. Study findings will be shared with the district administrators.

Sincerely,
Ingrida Barker, Co-Principal Investigator

Appendix F: Instrument

Implementation and Effectiveness of Distributed Leadership Building Level Administrator Survey

Section A Background Information
Please, provide the following information:

1. What grades are taught at your school? _____Pre K-5 ____6-8 _____9-12 ____Other _____
2. Total years of **full-time teaching (or student support) experience** _____
3. Total years of **full-time administrative experience** _____
4. Total years of administrative experience at your current school _____
5. Current enrollment at your school _____
6. What is your sex? _____Male _____Female

Section B
Following is a list of individuals and groups that may assume leadership responsibilities in a school. Using the scale provided, rate the frequency with which leadership responsibility is distributed to those individuals and groups in your school. If these individuals or groups do not exist in your school, mark NA.

	1 Not at all	2	3	4 Some of the time	5	6	7 Most of the time	Not Applicable
Individuals/Groups								
1. Assistant principal(s)	1	2	3	4	5	6	7	NA
2. Department heads	1	2	3	4	5	6	7	NA
3. Teacher leaders	1	2	3	4	5	6	7	NA
4. Grade level team leaders	1	2	3	4	5	6	7	NA
5. Collaborative team (PLC) leaders	1	2	3	4	5	6	7	NA
6. LSIC chairs	1	2	3	4	5	6	7	NA
7. Faculty Senate Presidents	1	2	3	4	5	6	7	NA
8. Focus Team leaders (such as safety, or professional development, or wellness team, or curriculum team)	1	2	3	4	5	6	7	NA
9. Teacher mentors	1	2	3	4	5	6	7	NA
10. Instructional coaches	1	2	3	4	5	6	7	NA
11. Other (Please, specify): _____	1	2	3	4	5	6	7	NA

Section C

Following is a list of distributed leadership organizational structures. Using the scale provide in Column A, rate each of the structures in terms of the **current level of implementation** at your school. Using the scale provided in Column B, rate each of the organizational structures in terms of their **potential effectiveness** to positively influence student learning.

	Column A Level of Implementation							**Column B Potential Influence on Student Learning**						
	1 Not at all	**2**	**3**	**4 Partially**	**5**	**6**	**7 Fully**	**1 None at all**	**2**	**3**	**4 Moderate**	**5**	**6**	**7 Substantial**
Organizational Structures														
1. School Leadership Team	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2. Collaborative Teams/PLCs	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3. Grade level teams	1	2	3	4	5	6	7	1	2	3	4	5	6	7
4. Department teams	1	2	3	4	5	6	7	1	2	3	4	5	6	7
5. Faculty Senate	1	2	3	4	5	6	7	1	2	3	4	5	6	7
6. LSIC	1	2	3	4	5	6	7	1	2	3	4	5	6	7
7. Focus Teams (such as safety, or professional development, or wellness team, or curriculum team)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8. Common Planning Time	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Section D

Following is a list of distributed leadership processes. Using the scale provided in Column A, rate each of the distributed leadership processes in terms of the **current level of implementation** in your school. Using the scale provided in Column B, rate each of the processes in terms of their **potential effectiveness** to positively influence student learning.

	Column A Level of Implementation							**Column B Potential Influence on Student Learning**						
	1 Not at all	**2**	**3**	**4 Partially**	**5**	**6**	**7 Fully**	**1 None at all**	**2**	**3**	**4 Moderate**	**5**	**6**	**7 Substantial**
Distributed Leadership Processes														
1. Peer Coaching	1	2	3	4	5	6	7	1	2	3	4	5	6	7
2. Peer Mentoring	1	2	3	4	5	6	7	1	2	3	4	5	6	7
3. Instructional Coaching	1	2	3	4	5	6	7	1	2	3	4	5	6	7

4. In-House Professional Development	1	2	3	4	5	6	7		1	2	3	4	5	6	7
5. Peer to Peer Observations	1	2	3	4	5	6	7		1	2	3	4	5	6	7
6. Administrator Observations of Teachers	1	2	3	4	5	6	7		1	2	3	4	5	6	7
7. Strategic Planning	1	2	3	4	5	6	7		1	2	3	4	5	6	7
8. Principal Walkthroughs with Feedback	1	2	3	4	5	6	7		1	2	3	4	5	6	7
9. Student assessments (short cycle assessments, or benchmark assessments, or interim assessments, or General Summative Assessments)	1	2	3	4	5	6	7		1	2	3	4	5	6	7
10. Development and completion of School Monitoring Report (SMR).	1	2	3	4	5	6	7		1	2	3	4	5	6	7

Section E

Following is a list of tools used to support the implementation of distributed leadership in school. Using the scale provided in Column A, rate each of the tools in terms of the **current level of implementation** in your school. Using the scale provided in Column B, rate each of the tools in terms of their **potential effectiveness** to positively influence student learning.

	Column A Level of Implementation								**Column B Potential Influence on Student Learning**						
	1 Not at all	**2**	**3**	**4 Partially**	**5**	**6**	**7 Fully**		**1 None at all**	**2**	**3**	**4 Moderate**	**5**	**6**	**7 Substantial**
Tools															
1. Meeting agenda templates	1	2	3	4	5	6	7		1	2	3	4	5	6	7
2. Principal walkthrough templates	1	2	3	4	5	6	7		1	2	3	4	5	6	7
3. Lesson plan template	1	2	3	4	5	6	7		1	2	3	4	5	6	7
4. Principal lesson plan feedback template	1	2	3	4	5	6	7		1	2	3	4	5	6	7
5. Peer to peer feedback forms	1	2	3	4	5	6	7		1	2	3	4	5	6	7
6. Teacher mentoring documentation	1	2	3	4	5	6	7		1	2	3	4	5	6	7
7. Communication tools (newsletters, or looking-ahead calendars for staff, or daily announcements, or school letterheads with school's vision and mission).	1	2	3	4	5	6	7		1	2	3	4	5	6	7

Section F

Following is a list of potential barriers to distributed leadership implementation. Using the scale provided, rate each of the barriers in terms of a challenge in distributing leadership in your school.

Barriers	1 Not a challenge	2	3	4 Challenging	5	6	7 Major Challenge
1. Community expectations of the principal as being the sole person in charge.	1	2	3	4	5	6	7
2. District office expectations for the role of the principal as being the sole person in charge	1	2	3	4	5	6	7
3. Changing school culture to collaborative environment	1	2	3	4	5	6	7
4. Willingness of teachers to assume leadership roles	1	2	3	4	5	6	7
5. Time for the development and practice of teacher leadership skills	1	2	3	4	5	6	7
6. Willingness of school leadership to share responsibility	1	2	3	4	5	6	7
7. Scheduling/time constraints (finding time for common planning or time after school for PD.	1	2	3	4	5	6	7
8. Staff Turnover	1	2	3	4	5	6	7
9. Other (Please, specify): _____							

Section G. Open-ended response question.
Please, respond to the following question:

What resources would best support the implementation of distributed leadership in your school?

Thank you

Appendix G: Interview Protocol

Central Office Administrator Interview Guide

Actual questions asked during the central office administrator interviews may vary based on findings from the building level administrator survey. All questions asked will be focused on seeking additional information to validate survey findings and provide a more in-depth look at distributive leadership in RESA I.

Section A

Distributed Leadership Responsibilities Distribution

1. Select the number that best describes the level of leadership distribution in your district schools.

Scale:

1	2	3	4	5	6	7
Rarely			Some of the Time			Most of the Time

2. To what extend are each of the following groups responsible for leadership in your school(s)? (Prompts could include *principals, assistant principals, faculty members, teacher leaders, PLC leaders, grade level team leaders, department heads, etc.*)
3. How do your principals identify leaders at your school? How do they know that these leaders will be influential among their peers?

Section B

Distributed Leadership Structures and Processes /Implementation:

4. Give examples of leadership distribution that you see implemented the most frequently at your schools. *Supporting questions: How are these responsibilities arranged? How do these arrangements get developed? What teams function in your schools?*
5. What distributed leadership structures and processes do you feel are the most effective in supporting student achievement? *Prompts: leadership teams, grade level teams, PLCs (Collaborative teams), faculty senate, LSIC), focus teams (**school structures**); principal walkthroughs, peer coaching, peer mentoring, strategic planning, peer to peer observations, in-house professional development, instructional coaching, etc. (**school processes**).*
6. Do you see any differences in the levels of leadership distribution based on grade levels, principal experience levels, or sex?

Section C

Distributed Leadership Tools

7. What tools do you and your leaders use to support the distribution of leadership at your schools? (*Prompts: team agenda templates, walkthrough templates, student assessments, peer-to-peer feedback forms, communication tools, student data folders, etc.)*
8. What tools do you feel are the most beneficial in supporting the distributed leadership structures and processes in your district schools?

Section D

Barriers/Support

9. What factors do you see as supporting your principals' efforts to distribute leadership in their schools?
10. What factors do you see as serving as barriers to principals' efforts to distribute leadership in their schools?
11. What factors contribute to sustainability of leadership distribution practices in your district schools?

Appendix H: Survey Review Committee

West Virginia State Department

Michelle Blatt (Office of School Improvement)

RESA I

L'Juana Booker (RESA I School Improvement Specialist)

District Office

Georgia Thornton (Mason County)

Carolyn Falin (McDowell County)

Mary Jane Albin (Wirt County)

Stacey Butcher (Wyoming County)

Mary Lu MacCorkle (Logan County)

School Level

Lee Ann Porter (Cabell County)

Kristy East (McDowell County)

Valerie Harper (Kanawha County)

Appendix I: Resources Identified as Supportive of Distributed Leadership Implementation

Collaboration Time/Scheduling Flexibility	Professional Development	Administrative/Professional Staff	County/RESA/State Support	Resources/Financial Support/Incentives
• Time within the work day • More time to actually monitor classrooms, check lesson plans, conduct walkthroughs. • More PD time. • Paid professional release time. • Time to train • Time to allow staff for meeting purposes. • PE and Music being offered 5 days a week, so that common planning could be scheduled • My staff and I would like to return to a full-day faculty senate to better meet the time demands of team and committee meetings. We can currently meet, but we feel meetings could be better and more ideas shared if we were not limited by time. • More staff members to help reach common planning times. • Common planning/schedule flexibility	• PD to teach staff how ownership and accountability to school will result in success • More PD time. • Time to train • Training for effective implementation • Principal Training • PD that is relevant and meaningful. • Teacher training to increase knowledge base • Time, professional development, PLCs. • Time for planning and PD or funds to pay teachers to stay after school • Professional development on leadership • Improvements with leadership team, LSIC, improvement with peer to peer observations and admin observations. • Essential/effective allocation of time to provide and implement professional development. Less county trainings and	• An additional administrator. • More staff members to help reach common planning times. • Recruitment of teaching staff who are fully certified in the necessary subject areas • Assistant Principal • Lower teacher turnover rates • County support and teacher willingness • I am not sure what else we can do. We have 1 of each grade and no Title I or other support staff. • Time and subs • Less turnover- I lose my leaders year to year • More staff! Some staff is stretched very thin and to the max. • A true (efficient) assistant capable of managerial tasks. • Retention of trained and willing staff. • I feel more use of teacher leaders and instructional coaches as well as a more flexible schedule	• A countywide support with templates, PD, etc. would be effective • Shared leadership is great if there is shared vision. However, WV state seems to have little interest in allowing enough time to share with staff (maximum seat time for students). • County support and teacher willingness • We have wonderful support from RESA • The leadership team is an effective model for distributive leadership. However, until state code changes about responsibility and liability, distributed leadership has to be limited at best. • Less "gotcha" tactics and more resources to assist teachers in becoming better instructional facilitators/leaders.	• Incentives to encourage participation • Resources that would encourage teachers to take a leadership role • More resources to pay teachers to stay late for collaboration. • Monies to pay for people to stay after school. • The best resource would be time or compensation. So many demands during regular day. • Time and money • More paid time without students present • Less "gotcha" tactics and more resources to assist teachers in becoming better instructional facilitators/leaders.

• Time and subs • The best resource would be time or compensation. So many demands during regular day. • More collaboration time in the form of common planning. • More time to collaborate • More time for grade levels to connect with those grades above and below • One day a month with staff and no students • Time, professional development, PLCs. • More time for teachers to collaborate; for example, a 2hr delay for principal to assign meetings and tasks (possible PD) • Time and money • More time in the day for staff to meet • More paid time without students present • Time for planning and PD or funds to pay teachers to stay after school • Common planning time • Teamwork. All working toward the same goals • More time for common planning during the school day. Being a small school, with one	more schoolwide level trainings. • PD for structural support in SMR	with common planning would greatly benefit the school.		

class per grade, we can't have departmental or grade level teams. If we were able to have these teams, I feel it would be greatly beneficial to my staff • Time!!! • I feel more use of teacher leaders and instructional coaches as well as a more flexible schedule with common planning would greatly benefit the school. • Scheduling. • Time for teachers to work together and observe each other.				

Vita

Education

2016 Doctor in Education (Ed.D.) in Educational Leadership	Marshall University
2014 Education Specialist (Ed.S) in Curriculum and Instruction	Marshall University
2010 18-Hour Certification in Educational Leadership	Concord University
2008 MA Secondary Education	West Virginia University
2001 BA English and French Linguistics	Daugavpils University, Latvia

Work Experience

2013-Present	Assistant Superintendent, Secondary Education McDowell County Schools
2015-Present	Evaluation Institute Trainer WV Center for Professional Development
2013-Present	Principals Leadership Academy Team Leader WV Center for Professional Development
2010-2013	Supervisor of Curriculum and Instruction River View High School, McDowell County
2004-2010	Middle School Teacher, Teacher Leader, Mentor Sandy River Middle School, McDowell County
2009-2011	Consultant and Mentor World Wide Workshop, New York, NY