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Teacher Leaders and Self-efficacy

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Abstract

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Teacher leaders, who are stakeholders in the school and implement policies designed to improve student achievement, are a crucial part of educational reform efforts. However, the responsibilities of teacher leaders vary widely at the site level. Teacher leaders' self-efficacy must be substantive in order for them to enact change. This quantitative study provides essential findings in developing and building teacher leaders by identifying specific leadership responsibilities that positively influence teacher leaders' self-efficacy.

Two major research questions drive this study How do teacher leaders perceive their self-efficacy? What conditions influence teacher leaders' self-efficacy? California teacher leaders (n=121) took a three-part survey adapted by the researcher from Tshannen-Moran and Gareis's 2004 Principals' Self-Efficacy Scale, organized into three subcategories (management, moral leadership, and instructional leadership). Another section of the survey asked about workplace conditions, and the final section asked about school structure. Descriptive statistics, correlations, and stepwise regression revealed that workplace conditions (professional development, collaboration time, decision-making, physical space, and rewards) were predictive of teacher leaders' self-efficacy. There was a small negative correlation between self-efficacy and student enrollment. Results from this study can be used to inform administrators and school leaders who have a significant role in creating the culture and school structure that foster both established and

future teacher leaders. Recommendations at the policy level include promoting teacher leader standards, and clarifying roles and responsibilities, to better articulate workplace conditions.

Dedication

To the parents- standing endlessly in my corner like the mountains of Trinity County.

To my partner- holding space for me to grow my roots.

To my sister- exemplifying what it means to have a beautiful heart. I love you dearly.

To the women in my life- I needed all the conversations, tears, giggles, runs, text messages, late nights, early mornings, childcare, and rearranged schedules because it allowed me to reground myself, lean into the challenge and keep moving forward.

And if you think I am talking to you, I am.

Nixon, Emmakae and Kaelee- My triangle of purest smiles, loudest laughs, and infinite hugs. To the many trails you will all take in life, thank you for accompanying me on this wild journey.

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To Dr. Kim Elliot Padgitt, thank you for your energy, time, and encouragement. We started this program together and from there, our souls forged a beautiful bond. By my side, you did not let me give in or forfeit. Thank you for celebrating all of the moments of success. We must keep moving, so what's next? We can have it all.

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Chapter 1: Introduction

Since 1971, the National Assessment of Educational Progress results has shown that student achievement scores in reading and mathematics have been relatively unchanged despite school reform efforts (Kena et al., 2016) and have been significantly impacted since the COVID-19 worldwide pandemic in 2020. Teacher leaders, who are stakeholders in the school and implement policies designed to improve student achievement, are a crucial part of educational reform efforts. Camburn et al. (2003) argue that educational reform efforts are increasingly relying on teacher leadership as a key engine for initiatives. Principals have turned to teacher leaders to be active in transformative instructional leadership and professional development of staff (Margolis, 2012, p. 292). Holland et al. (2014) note that "waves of school reform have emerged over the past 30 years, as have related waves of teacher leadership" (p. 433).

However, the responsibilities of teacher leaders vary widely at the site level. Teacher leaders often have a unique combination of formal and informal roles within the school and district (Diffy & Aragon, 2018). Some teacher leaders have the authority over curriculum design while others are using their classrooms to model instruction and learning. In other cases, teacher leaders may be providing instructional coaching, developing and delivering professional learning sessions to colleagues, or assuming quasi-administrative duties. These varied responsibilities are nurtured through principal guidance and professional development. Research has already established that principals must be actively engaged with teacher leaders to ensure successful working among colleagues (Berg et al., 2014; Jacobs et al., 2014). However, principals themselves are challenged to provide adequate guidance, as they report that they are unsure of the unique needs of teacher leaders (Neumerski, 2013).

The literature also strongly suggests that teacher leaders must have professional development to better prepare them to work with staff to improve instructional practices (e.g.,

Berg et al., 2014; Carver, 2016; Muijs et al., 2013; York-Barr & Duke, 2004). However, principal guidance and professional development, while important, are not sufficient to ensure that teacher leaders are completing their roles and responsibilities outside of the classroom effectively. The wide array of job responsibilities means that teacher leaders are challenged to redefine themselves in terms of their identity and agency. As Neumerski (2013) notes, "schools do not operate in compartmentalized ways" (p. 312) and teacher leaders reside at the intersection of educator of children and educator of the adults that teach them. Much of the current research on teacher leaders center on external factors such as role definition, principal interactions, and professional learning. But as teacher leadership job responsibilities expand, it is essential to better understand internal factors, particularly self-efficacy, that allow or inhibit teacher leaders' ability to positively impact student learning and the school's environment. Self-efficacy, the belief in one's ability to achieve goals, plays a significant role in behavior and motivation (Bandura, 1989).

Since teacher leaders are a crucial part of educational reform, there is a need to ensure that teachers become leaders in the profession. Teacher leaders' self-efficacy must be substantive for them to enact change, which is in turn critical to effective educational reform (Stein et al., 2016). However, there is little research on how leadership responsibilities and experiences influence teacher leaders' self-efficacy. While the role of self-efficacy in the lives of principals (e.g., Leithwood et al., 2007; Tschannen-Moran & Gareis, 2004) and teachers (e.g., Klaussen & Tze, 2014; Perera et al., 2019) has been well researched, little is known about teacher leaders' self-efficacy. The nature and influence of self-efficacy beliefs of teacher leaders may be a key to their performance. Identifying which responsibilities contribute or detract from teacher leader self-efficacy can sustain and promote teacher leadership. Berg et al. (2014) note that there are

"individual and organizational benefits" that teacher leaders can offer (p. 197), but only if the interplay of external and internal influences is better understood. The objective of this study is to measure teacher leaders' self-efficacy. To set the stage for this analysis, the study's literature review describes teacher leadership as an essential part of school improvement due to its role in positively impacting teaching practice and student learning.

Purpose of Study

This study will provide essential findings in developing and building teacher leaders by identifying specific leadership responsibilities that positively influence teacher leaders' self-efficacy. Specifically, the purpose of this quantitative study is to investigate possible challenges and supports that occur in the professional setting that influences teacher leaders' self-efficacy as they engage in leadership responsibilities. The goal is to (a) identify teacher leaders' perceptions of their self-efficacy, (b) identify specific conditions that build or inhibit teacher leaders' self-efficacy, and (c) discuss practices and implications for teacher leadership growth in the profession.

Teacher leadership is necessary to effect the complex changes needed in comprehensive school reform efforts. Berg et al. (2014) note that these challenges are nuanced and multidimensional and lie beyond what a principal alone can accomplish. Knowledgeable principals build instructional leadership teams comprised of teacher leaders in order to achieve the desired outcomes or initiatives (Leithwood, 2019). Yet teacher leadership, a crucial component of an instructional leadership team, has "been underresearched … constituted primarily by small-scale studies… [and] focused predominantly on teacher leaders' qualifications, duties, and the conditions affecting implementation" (Berg et al., 2014, p. 197). School administrators and teachers need to have a clear view of leadership and the "...experiences that underlie its development" (Poekert et al., 2016, p. 309) to perform at optimal

levels. More knowledge about contributing and inhibiting factors of teacher leadership development is required if we are to create the conditions that nurture teacher leaders.

As schools address educational reform initiatives, teachers become integral to the process (Poekert et al., 2016; Smith, 2017). This is due to teachers' ability to "understand the rigors and demands of teaching as well as the press for continuous improvement" (Carver, 2016, p. 160). Teachers and principals must be aware of the experiences that help create teacher leaders and understand they play a valuable role in teacher leadership development (Carver, 2016; Lewthwaite, 2006; Stein et al., 2016; York-Barr & Duke, 2004). Experiences guide the "ways in which teacher leaders may enact leadership in schools, and supports that can facilitate the work of teacher leaders" (Wenner & Campbell, 2017, p. 137).

The results of one of the few studies that examined the self-efficacy of teacher leaders suggest that it "shape[s] their leadership and the context which they lead" (Stein et al., 2016, p. 1029). Experience is a critical aspect of self-efficacy. Wood and Bandura (1989) reports that teachers with low self-efficacy "often restrict their career options because they believe they lack the necessary capabilities, although they have the actual ability" (p. 365). Teachers can become leaders, but there are difficulties in the process, notably around self-efficacy. Existing research has examined the roles of principals and teacher leadership models, but more research is needed to identify the influence leadership experiences have on teacher leader self-efficacy. The findings from this study on leadership responsibilities will contribute to the knowledge base on teacher leadership. As the nation looks to increase student achievement, teacher leaders must be a part of the changes that are needed to meet this concern.

Theoretical Framework

The theoretical framework utilized in this study is Bandura's (1977) self-efficacy theory. This theory is derived from social cognitive theory and states that efficacy, the belief in one's

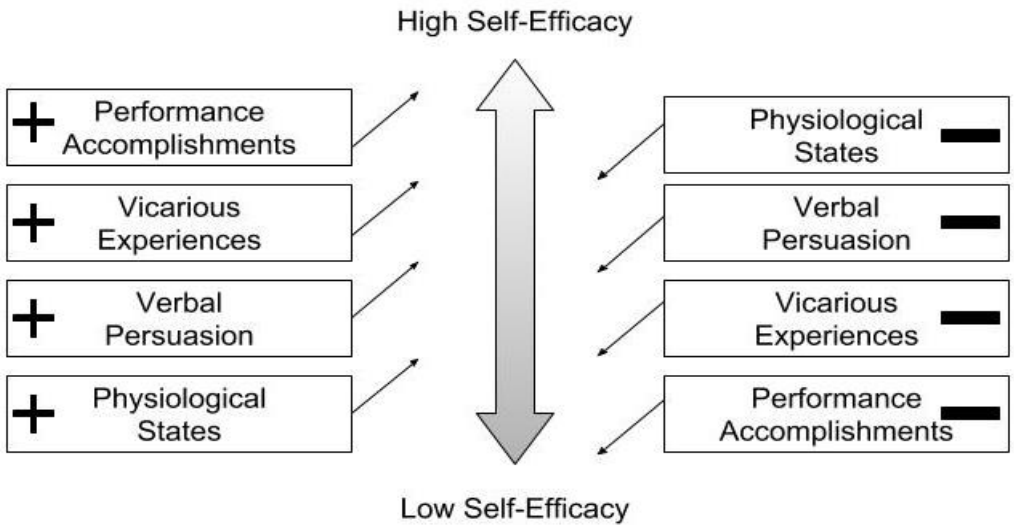
ability to complete an action and achieve goals, plays a significant role in behavior and motivation (Bandura, 1989). Self-efficacy is a person's internal view of themselves and their ability to act. Further, self-efficacy is situationally positioned; one's self-efficacy varies widely depending on the task. Past experiences with similar tasks inform one's sense of self-efficacy. Self-efficacy in turn informs future actions. Therefore, people are "both products and producers of their environment" (Wood & Bandura, 1989, p. 362).

Self-efficacy theory draws on four major sources of information: "performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (Bandura, 1977, p. 195). Performance accomplishments are past experiences where the person has completed something successfully. Vicarious experience is watching others perform a similar task; in other words, modeling the skill or action. Verbal persuasion is feedback, "preferably from someone trustworthy, credible and expert" (Bandura, 1977, p. 202). Lastly, the physiological state describes how a person is feeling: the presence or absence of stress, anxiety or fear (Bandura, 1977). Each of these four information sources can positively or negatively influence one's self-efficacy.

The self-efficacy of a teacher leader is shaped by the leadership experiences they have and informs their sense of self-efficacy moving forward. More specifically, the leadership experiences of teachers either increase or diminish their sense of self-efficacy depending on these sources of information. Thus, when a teacher leader successfully achieves their goals as it relates to a leadership responsibility (*performance accomplishment*), it is likely they will become more self-efficacious. Similarly, watching others successfully model leadership responsibilities, receive feedback on their leadership responsibility, and display low levels of anxiety can also contribute positively to a teacher leaders' self-efficacy (see Figure 1). Leaders feel efficacious

Figure 1

A Model of Sources of Information and Teacher Self-Efficacy



Note. Model developed by the researcher.

because, "those who have a high sense of efficacy visualize success scenarios that provide positive guides and supports for performance" (Bandura, 1993, p. 118). Effective teacher leaders draw on their sense of self-efficacy as they enact school reform efforts.

However, not being able to achieve one's goals is likely to negatively impact one's sense of self-efficacy. Operating at a deficit because of negative self-talk or from colleagues can also inhibit or diminish constructs that affect self-efficacy. Much of the research covers these constructs, but does not specifically make the connections between the experiences of teacher leaders and their efficacious feelings.

Research Questions

Teacher leaders are an essential part of school reform and play an influential role in instructional change. However, there is a gap in the research on teacher leaders' self-efficacy and how it plays a role in the leadership duties that they take on. Even though studies discuss the process of becoming a teacher leader, the needed relationship between the teacher leaders and

the principal, preparation to become a leader, effective and ineffective practice with colleagues, there is still much needed on the conditions that contribute to teacher leaders' overall perceptions of self-efficacy. As the area of teacher leader self-efficacy is studied more, better decisions can be made to ensure that teacher leaders are successful in their leadership roles. Specifically looking at the conditions that York-Barr and Duke (2004) cite, school culture and context, roles and relationships, and structure it would be expected that the presence or absence of certain practices will impact teacher leader self-efficacy. The goal of this study is to provide more knowledge about teacher leaders' self-efficacy and the impact of conditions in the workplace on self-efficacy. Therefore, two research questions and three sub-questions guide this study:

1. How do teacher leaders perceive their self-efficacy?
2. What work conditions influence teacher leaders' self-efficacy?
    a. How do school culture and context influence teacher leaders' self-efficacy?
    b. How do roles and relationships influence teacher leaders' self-efficacy?
    c. How do structures influence teacher leaders' self-efficacy?

Key Terms

Teacher leader: Teachers who take on tasks in addition to their classroom teaching duties including coaching, mentoring, professional development, and problem-solving (York-Barr & Duke, 2004).

Teacher leadership responsibilities: Formal or informal assignments that influence colleagues, administration, teaching techniques, and student learning (York-Barr & Duke, 2004).

School conditions: Common conditions that are present in the working environment of teacher leaders that foster teacher leadership success (York-Barr & Duke, 2004).

School culture and context: School conditions that focus on the professional norms at the place of work.

Roles and relationships: School conditions that focus on the interactions and cooperation between colleagues.

Structures: School conditions characterized by the organizing and governing mechanisms within the workplace.

Positionality

This study is significant to the researcher because teacher leadership is a valued position where the researcher currently works. The researcher has been a teacher for 15 years and has a teaching load in addition to coordinating intervention strategies across all 9-12 grade classes. In the last five years, the researcher has been assigned as a teacher leader. Some of the duties of the researcher include leading Professional Learning Communities (PLC) in the Social Science department and the General Education Department. Each PLC has about seven educators participating in curriculum analysis, data analysis, student work analysis, and teacher work analysis. The administration at the researcher's school has invested over 40 hours of professional development training for the researcher. Some of the professional development training includes on-site training days, conferences on cognitive coaching, and international school site visits in China, Australia, and Egypt. The researcher is also National Board Certified and shares this title with many colleagues.

The researcher works with other teacher leaders on the school campus. The teacher leader team meets regularly to discuss common challenges and set goals with the administration. The researcher wants to continue being a teacher leader at their current school and continue to support student achievement through influencing their colleagues, both veteran and new. Therefore, the researcher has personal experience with being a teacher leader and works with motivated and passionate teachers. The working conditions where the researcher works are built on trust, open communication and student focused. These working conditions have been

purposefully crafted by all staff members. These factors play a role when the researcher views and interprets the findings on self-efficacy and working conditions.

Outline of Chapters

Chapter 1 has presented the introduction, which includes a brief description of teacher leaders, the purpose of the study, the theoretical framework, key terms, and the researcher's positionality. Chapter 2 contains a review of literature on teacher leadership, teacher leaders and the principals, teacher leader preparation, teacher leaders and instructional practices, enabling conditions that influence teachers, teacher leaders and self-efficacy and barriers to efficacy, and COVID-19 impact on teaching. Chapter 3 contains the methodology which includes the instrumentation and participants. The chapter also includes the data analysis of the following: demographics, teacher leader self-efficacy overall, subscales- management, moral leadership, and instructional leadership-, and working conditions- school culture and context, roles and relationships, and structures. Chapter 4 presents the results of the analysis of research question 1 and research questions 2, 2a, 2b, and 2c. Chapter 5 contains the discussion and findings of the results, as well as recommendations on policy, practice, and future research.

Chapter 2: Literature Review

The literature review will first acknowledge the importance of teacher leaders, then discuss the relationship between teacher leaders and principals, followed by explaining the importance of teacher leadership preparation, teacher leadership instructional practices, conditions that impact teacher leaders, and teacher leader self-efficacy.

Teacher Leader and Teacher Leadership

Teacher leaders are leading more educational reforms, albeit not through the traditional pathways such as department chair (Berry, 2019). York-Barr and Duke (2004) describe teacher leaders as professionals who take on tasks in addition to their classroom teaching duties. These teacher leaders can be found facilitating PLCs, overseeing induction and mentoring programs, and directing school data teams. Teacher leaders coach others regarding instructional practices, design curriculum, and provide professional development (Berry, 2019). The movement from teacher to teacher leader, although not entirely systematic, happens as principals see opportunities for teachers to lead initiatives, and as the teacher is more willing to share his or her knowledge and practice with others (Berry, 2019).

Therefore, taking on added responsibilities does not always come with monetary compensation. Teacher leaders might emerge mid-year or during a specific unit of study that does not last an entire calendar school year, and there are not always formal salary contracts to sign. There is little transparency when it comes to additional pay for teacher leaders as it is dependent on the school district. Margolis and Deuel (2009) found that the participants were positively motivated by extra pay with their increased teacher duties. One participant explains that teachers in her school district do not receive anything in their contract for the extra work they take on as teacher leaders (Margolis & Deuel, 2009). Nevertheless, there are some larger

school districts, like Cincinnati, that do put a stipend in teacher leaders' salaries for their increased responsibilities (Margolis & Deuel, 2009).

Unlike formal school leaders, these teacher leaders want to stay in the classroom and are deeply rooted in that identity (Margolis, 2012). Teacher leaders recognize the evolving nature of education and do not want to be isolated in their classrooms from other educators. Having both the connection with the students and colleagues makes for authentic relationships between staff, but also creates blurred roles (Margolis, 2012). Carver's (2016) study of more than 800 teacher leaders found that all the participants wanted to stay in the classroom while expanding "their identity to include leadership responsibilities beyond the classroom" (p. 175). Operating in two roles, teacher and leader, creates a whole new professional identity, one that must encompass being efficacious as both. The literature does not effectively address this blended identity and the constructs that build or inhibit teacher leaders' self-efficacy.

Teacher Leaders and Their Principals

The dynamics of the relationships between school administrators and teacher leaders must be examined more thoroughly as more teacher leaders are emerging through school reform efforts. Firestone and Martinez (2007) claim that teacher leaders need explicit support from the district for resources and reinforcing the teacher leadership position in order to succeed in carrying out job responsibilities appropriately. Jacobs et al. (2014) amplified these findings, reporting those teacher leaders who worked with principals who created "supportive conditions promoted a context of teacher dialog and inquiry" (p. 589) fostered teacher leaders who effectively lead the staff in deep reflection of instructional practice.

The principal's leadership style appears to be a significant influence on the emergence and growth of teacher leaders. Stein et al. (2016) used an embedded case study methodology to examine the interplay between principals' leadership styles (transformational, transactional, or

laissez-faire) and the self-efficacy of their teacher leaders. Laissez-faire principals are largely absent and avoid making decisions. Transactional principals rely primarily on contingent reward systems (praise and corrections). The third leadership style, transformational, is notable for behaviors that encourage innovation and problem-solving. The researchers reported that transformative leadership best supports teacher leader self-efficacy (Stein et al., 2016). Transformative leadership allows teacher leaders to take autonomy as a leader with a dynamic and supportive administration team (Stein et al., 2016). This is not surprising since transformational leadership fosters the culture of leaders who serve as team members. The principal who establishes and maintains the culture of the school must necessarily support the work of teacher leaders. Principals must strengthen the roles of teacher leadership, thus creating a culture where teacher leaders can set their goals as they see fit for school improvement (Stein et al., 2016). Similarly, Camburn et al. (2003) and Carver (2016) studied specific leadership models--distributive, which casts leadership across people, and transformational, letting the team members find their voice as a leader —and its resultant effects on teacher leadership. Likewise, they found that teachers who operated within transformational and distributive leadership systems had more opportunities for meaningful responsibilities outside of the classroom. The presence of these models allowed both the principals and teacher leaders to work together toward shared goals.

Leaders of schools, including principals and teacher leaders, have complex responsibilities that at times may compete with one another. While they are not adversarial, they may find themselves at cross purposes. Clear expectations on duties and roles in leadership positions are essential. Teacher leaders want to maximize their time and complete tasks that impact student outcomes. Sebastian et al. (2017) suggest that principals should focus attention on

school climate, like safety. Principals should not spend their time coaching teachers; teacher leaders can take that role, thus allowing all leaders to maximize their time (Sebastian et al., 2017). Teacher leaders can step in to alleviate the principal from the many duties of leadership that ultimately affect positive student outcomes. Principals and teacher leaders are both critical factors in student achievement growth, which is why they must work together and divide leadership roles. Since teacher leaders will take on new roles, it behooves all to know how efficacious teacher leaders feel in completing their duties. Specifically missing this component in the research allows this profession to grow without the correct knowledge to ensure that teacher leaders are as effective as possible.

Teacher Leadership Preparation

As teacher leaders are marked as important for sharing leadership roles and duties, it is important to ensure that teachers are prepared to take on more responsibilities. Creating formal learning experiences is a way for teacher leaders to become more effective in participating in school improvement and reform. Berg et al. (2014) report that the Teacher Leader Model (TLM) Standards create a clear understanding of teacher leadership. TLM Standards have seven broad topics that outline areas of performance, which include:

> (a) fostering a collaborative culture, (b) accessing and using research, (c) promoting professional learning, (d) facilitating instructional improvement, (e) promoting use of assessments and data, (f) improving outreach to families and community, and (g) advocating for students and the profession. (Berg et al., 2014, p. 199)

However, the broad language of the standards allows inconsistencies in how they can be measured; and there is no requirement on whether or not a school site will even use them (Berg et al., 2014). Teacher leadership standards exist, but it is up to the school leaders to create a common dialog around a professional standard that has not been adopted by all. Many states have not adopted their own teacher leader standards, including California. However, at least 22

states have a teacher leader license or endorsement (Diffy & Aragon, 2018). Thus, it is essential to have clear expectations and standards when fostering a position like teacher leadership. The educational community needs to have critical discussions about teacher leadership preparation, policy, and practice.

As some teachers want to make moves from working entirely in the classroom to more leadership roles, there are programs to help support this process. Carver (2016) highlights a teacher leadership academy that creates formal learning activities, so teachers see themselves as leaders outside of the classroom, which in turn, helped them be better leaders in the classroom. Participants spoke about how they saw themselves with more power and agency because of their increased skills and knowledge (Carver, 2016). An activity that is highlighted in the study is planning and carrying out a classroom-based action research project. This was when the teacher leader had to look at their teaching strategies and identify areas of change and improvement. Participating in this activity better prepared the teacher leaders to identify issues in the school and work with teachers to resolve them. There continues to be a need for teacher leadership preparation programs since they are not universal and different programs highlight different leadership aspects. Nevertheless, teacher preparation does transform teachers into potential leaders (Carver, 2016).

Once teacher leaders take on increased responsibility, Harris (2005) notes that teacher leaders need continuous professional development in instruction and leadership skills. Creating a successful teacher leader team means investing time in the leaders so that they continue to mentor colleagues and create change at the school level (Harris, 2005). There is abundant research discussing the importance of teacher leadership preparation. However, there is a lack of research about self-efficacy once the teacher leaders are putting their training into practice. There

is a need to increase literature about the self-efficacy of teacher leaders' daily responsibilities and how that plays a role in how effectively they are completing their jobs.

Teacher Leadership and Instructional Practices

Studies have been completed on the instructional practices of teacher leaders. However, there are no specific correlations between these practices and self-efficacy. Nonetheless, it is important to understand the major instructional practices that are highlighted in the research. These practices and experiences impact the teacher leader, as a leader and teacher.

Teacher leaders take on numerous responsibilities and duties that differ for every school. However, Harris (2005) reviewed the literature on teacher leadership and found that when teacher leaders are focused on instructional practices instead of organizational factors, there is a higher chance to impact students. Even though there continues to be a gap in research about the impact that teacher leaders have on students, some evidence suggests a positive relationship does exist (Harris, 2005). Harris (2005) suggests that teacher leaders need to work with other teachers to improve teaching practice for all students.

Teacher leaders are not working in isolation from their colleagues. Margolis (2012) recognized that teacher leaders are a hybrid of teachers in classrooms mixed with leadership responsibility, thus branding the name Hybrid Teacher Leaders (HTL). The researcher found that two types of HTL modeling took place to improve instructional practices in the classroom. The first modeling is where the HTL had teachers watch them teach and discuss the strategies used and the students' responses. The other modeling was where there were discussions about HTLs' own teaching practices, frustrations, and giving advice. Having teacher leaders work together closely with others provides an opportunity to examine self-efficacy, but the research is not reporting on that factor. By not recognizing the self-efficacy of teacher leaders, the educational community is running the risk of losing effective leaders. Jacobs et al. (2014) believe that

Teacher Leaders (TLs) can act as change agents in making schools more equitable and improving learning for all. As teacher leaders continue to work without the administration aware of their self-efficacy, there is a possibility of teacher leaders being less willing to take on more responsibility.

Even though there is a need for literature to directly connect certain conditions that foster teacher leader self-efficacy, it is clear what instructional practices teacher leaders can thrive in. A study by Allen (2015) highlights how teacher leaders were very motivated as they facilitated teacher peer groups. Allen claims these groups are grade-level teams, PLCs, or critical friend groups. The primary purposes of these groups are to focus on teacher learning and school improvement. Allen focuses on the topic of *professional and personal experiences outside of teaching* as the main topic for addressing how a teacher leader becomes a more effective facilitator. Allen concludes that these teacher leaders build their identities as facilitators through their experiences before being teachers. This includes being a sales representative or a college student. The findings highlight a complex identity a teacher leader must foster in order to work with colleagues to improve practice. Other factors that also impact the successfulness of influencing practice are asking more open-ended questions, using protocols to stay on topic, and being able to read the crowd. There is no simplicity in leadership, and teacher leaders must be aware of many external factors, and the lasting adverse effects. The literature does not specifically point to the teacher's self-efficacy, but this is an example of how teacher leaders can build their self-efficacy while making instructional changes at their school. There continues to be vague explanation of teacher leaders' self-efficacy, however, this study will provide specific details on the experiences of teacher leaders concerning self-efficacy.

Another instructional practice is peer coaching. Charteris and Smardon (2014) found that a coaching session with teachers led to a meaningful discussion about learning and student achievement. The coaching process is very specific, as Charteris and Smardon (2014) note. It begins with a teacher and a coach planning for data collection, followed by the coach coming into the classroom during a lesson to gather agreed data on student learning. Then the individual teacher or a small group of teachers analyze the data with the coach. There was a protocol used by the coaches in the study to ensure that the sharing teachers felt comfortable and were willing to take risks. Elements of the protocol included not requiring a specific outcome, avoiding evaluative assertions, addressing personal assumptions, and listening to oneself and others to forge collective meaning (Charteris & Smardon, 2014). The researchers concluded that all teachers have the potential to coach by helping their peers gather data and lead discussions about evidence and inquiry. These implications have the potential to shift informal teacher leadership practices and create a culture of co-learning. Although it is implied that the teacher leaders that Charteris and Smardon (2014) studied were efficacious, it is not specifically noted in the study.

Other studies have demonstrated that teacher leaders can impact instruction. Along with modeling and coaching, some of the strategies used to impact teaching strategies also include presenting face-to-face and online discussions, serving as demonstration classrooms for peers, and observing fellow teachers to mediate their thinking (Margolis & Deuel, 2009). Importantly, these experiences positively impact teachers' self-efficacy (Neumerski, 2013). Nevertheless, it is unknown how these experiences might play a role in teacher leaders' self-efficacy. Further, these and other studies (e.g., Angelle & Teague, 2014; Harris, 2005; Jacobs et al., 2014) demonstrate that teacher leaders are positively impacting the school as an organization, and their colleagues'

instructional practices. Unfortunately, there are no specifics on how these additional roles and responsibilities are influences teacher leaders' self-efficacy.

Enabling Conditions that Influence Teacher Leaders

There are many aspects of teacher leaders that are essential to understand before making connections between conditions that impact teacher leaders' self-efficacy. The body of literature presents what identifies teacher leaders, the vital relationship with the principal, preparation programs and instructional practices, that teacher leaders engage in. The researchers, York-Barr and Duke (2004), compile research from numerous studies about what conditions influence teacher leadership both positively and negatively. The main categories that York-Barr and Duke (2004) find as significant are school culture and context, roles and relationships, and structures. These enabling conditions make it possible for teacher leaders to accomplish their work.

School cultures and context relate to how the working environment addresses learning and professional practices with and among colleagues. When teacher leadership is valued and viewed as supporting, teachers can successfully complete their leadership duties. It is not always the school norm to emerge as a leader and step outside an isolated classroom to both give and receive feedback. Many schools' culture has traditionally placed teachers inside the classroom, honored privacy and follow only the administration (York-Barr & Duke, 2004). Nonetheless, by creating an open-door policy, so all staff members are looking at teaching practices, participating in professional development, and willing to see teacher leaders both as leaders and colleagues, teacher leaders can complete their duties more successfully.

Roles and relationships address trust and the relationships between teacher leaders, peers and administration. York-Barr and Duke (2004), discuss that teacher leaders and colleagues need to have clear expectations, open communication, and ongoing feedback. Additionally, as research already highlights, the relationship between the teacher leader and principal plays a

significant role in setting the conditions for success or failure. Jacobs et al. (2014) report that principals with leadership styles that encourage teachers to take on more responsibilities with guidance are far greater to complete their duties well. These conditions foster successful outcomes for teacher leaders to complete their leadership duties effectively. Yet, these dated studies do not directly correlate to how roles and relationships impact teacher leader self-efficacy.

Structures focus on what is happening on site that is allowing the complex involvement and professional development to foster a welcoming place for teacher leaders. York-Barr and Duke (2004) found, "Structures that promote teachers learning and working together on a daily basis, with a focus on valued teaching practices, are more likely to result in teacher leadership flourishing" (p. 276). Creating a structure like this in the workplace allow teacher leaders an opportunity to be successful in their leadership roles. York-Barr and Duke highlight that the professional development, collaboration time and supports provided within the structure "will determine whether the positive potential is realized" (p. 277). Linking structure with teacher leaders' self-efficacy will better determine what conditions support teacher leaders in the workplace.

These conditions can either encourage teacher leaders to enable their duties and responsibilities or create challenges for teacher leaders. York-Barr and Duke (2004) compile this research to better address the working environment in that teacher leaders can best complete their jobs, however, there is no specific connection to self-efficacy. There is a need to analyze how these conditions influence the self-efficacy of teacher leaders. York-Barr and Duke recognize that schools are addressing culture and looking at the norms and behavior when it comes to teacher leaders. Nonetheless, there is a lack of research and literature on teacher leaders' self-

efficacy and the conditions that could influence their ability to complete their leadership duties effectively.

Teacher Leadership and Efficacy

Self-efficacy beliefs significantly affect one's perception of achieving goals and acting (Tschannen-Moran & McMaster, 2009). For a teacher leader, this translates to completing responsibilities and duties effectively. According to Angelle and Teague (2014), there are still many unknowns about what motivates teacher leaders to take on more responsibilities outside of the classroom. One factor that the researchers looked at was collective teacher efficacy. Collective teacher efficacy is a school staff's belief in a shared responsibility for student learning, with a concomitant belief in their ability to positively impact student learning. Angelle and Teague (2014) found that collective teacher efficacy positively influences teachers to take on more leadership roles. The researchers argue that there is a symbiotic relationship between the entire staff's shared beliefs to carry out tasks and the emergence of teacher leaders. They conclude that there is a "clear and strong relationship between collective efficacy and the extent of teacher leadership" (Angelle & Teague, 2014, p. 746).

However, the relationship between collective teacher efficacy and the willingness of teachers to take on more responsibility is not entirely clear. Findings differ since the existing research is typically focused on small groups of teachers, primarily using case study methodologies. Even though these studies cannot prove causality between the two constructs, there does seem to be a correlation, as when one of the variables is high, the other variable is reported high as well. Having said that, there needs to be more work on this promising vein of research. A deeper understanding of the teacher leaders themselves and their beliefs about self-efficacy could contribute positively to the existing knowledge on collective teacher efficacy.

Teacher leaders experience self-efficacy in many ways. Criswell et al. (2018) found in their case study of three secondary science teacher leaders who saw themselves as mentors to others that these teacher leaders had higher self-efficacy and felt more impactful when it came to leading fellow teachers. Additionally, these teacher leaders had to be comfortable enough to take risks to be learning partners with colleagues (Criswell et al., 2018). However, there is a need to find out more about what influences teacher leaders to be efficacious even when failure might be a result. Firestone and Martinez (2007) note two additional factors that must be present for teacher leaders to be impactful. The first factor is the content knowledge and teaching experience of the teacher leader (Firestone & Martinez, 2007). Teachers want to work with experts and with someone who knows what they are talking about, which translates to the experience and expertise a teacher has in the subject. The second factor is the relationship that exists between the teacher and the teacher leader (Firestone & Martinez, 2007). Teachers need to feel that they can trust the teacher leader and that their interactions are positive and productive. Partnerships with knowledgeable teacher leaders play a role in how teachers build their self-efficacy. However, less is known about how these relationships impact the self-efficacy of the teacher leader.

Self-efficacious teacher leaders can positively impact the instructional practices of those they work with at school. MacDonald and Weller (2017) shared their experience as teacher leaders who were empowered to refine their own practices and those of their colleagues through inquiry-oriented PLCs in their schools. MacDonald and Weller (2017) saw instruction change at their school as the staff collectively deepened their commitment to school reform efforts. When the staff works together to create change, it is easier for teacher leaders to guide the momentum. Networks are essential for teachers and teacher leaders. Notably, the professional growth of teaching colleagues has a reciprocal effect on teacher leaders; that is, the self-efficacy of

colleagues fuels the self-efficacy of teacher leaders. Networks of teacher leaders may further contribute to self-efficacy. Harris (2005) reports that teacher leaders need a team of other teacher leaders to collaborate and network with to discuss new approaches and findings.

Barriers to Efficacy

Yet some barriers contribute negatively to teacher leader self-efficacy. Many of these barriers connect to the conditions that York-Barr and Duke (2004) discuss- school culture and context, roles and relationships, and structure. Harris (2005) states that a significant internal barrier for teacher leaders is a lack of relational trust. Relational trust draws on the interpersonal and communication skills of members, specifically whether they are capable of forming professional relationships with other teachers that encourage honesty, openness, and reflection. Bryk et al. (2010), who examined 20 years of school reform efforts in Chicago Public Schools, found that relational trust was essential in teacher networks. Conflicts can arise between teachers and teacher leaders, which can inhibit instructional change. Firestone and Martinez (2007) add that district leaders can also create dilemmas between teachers and teacher leaders that erode relational trust. This can occur when teacher leaders are assigned too many tasks or are moved from building to building, impeding the social cohesion necessary for long-term productive work.

Relational trust is crucial to the work of teacher leaders, especially when pressing for more difficult critical conversations. Margolis and Doring (2012) examined the practices of six teacher leaders over two years. They found that the teachers working with the teacher leaders were often quick to explain why a lesson did not go their way instead of exploring the multi-layered difficulties that come with teaching. The teachers often aimed for perfection rather than learning from experience. Unfortunately, there were no protocols that came with visiting a classroom. Further, the teacher leaders and the teachers did not have a shared understanding of

how data would be collected or how follow-up conversations would be conducted. Instead, these exchanges were viewed with distrust by teachers as evaluative, rather than as coaching opportunities (Margolis & Doring, 2012). Although this study did not state how teacher leaders' self-efficacy was influenced by this experience, their actions imply that it declined over time. Teacher leaders reported avoiding such activities until directly asked by an administrator to do so, and confining coaching exchanges to emails only, resulting in "a gradual drift away from the situated, classroom-based professional development activities that were originally envisioned as integral to their roles" (Margolis & Doring, 2012, p. 876).

Affiliation plays a role in one's sense of efficacy, and unclearly defined roles contribute negatively to a sense of belonging. Struyve et al. (2014) suggest that teacher leaders risk their sense of belonging when they take on vague leadership positions. This barrier manifests itself as teacher leaders seek recognition and appreciation from both duties that are not clearly bound. This can in turn increase stress and impact their self-esteem, self-image, job satisfaction, and future decisions (Struyve et al., 2014). Administrators and teacher leaders must be aware of existing circumstances that negatively influence self-efficacy and thus compromise success. Teacher leaders will not be as effective when there are unclear definitions regarding the use of time, job descriptions, and goals as they seek to balance working in the classroom with leadership obligations (Margolis, 2012). Yet it will continue until there is clear research on how these factors that contribute to the construct of teacher leaders' self-efficacy is established.

COVID-19 and Its Impact on Teaching

Schools, classrooms, teachers, and students all over the world were significantly disrupted because of the COVID-19 pandemic. The effects of the pandemic on teaching are still emerging, and studies about the impact of variable teaching is still emerging. However, recent research on the impact on teachers is coming to light. The Bureau of Labor Statistics reported

that 300,000 educators left the field between March 2020 and May 2022 (Wall Street Journal, 2022). Stories abound of schools being left short of staff, with many non-classroom-based personnel, including teacher leaders, being pressed into covering extra classes to ensure the daily operational functions of the school. Having said that. There are few peer-reviewed studies of its impact on educators at the time of this dissertation. Undoubtedly, many more will follow in the next few years as literature is growing rapidly on this unprecedented topic.

One study casts a light on the effects of pandemic teaching through the lens of communication and coping. Craw and Bevan (2022) surveyed teachers about ambiguous loss, which is the phenomenon in which people are unsure of the nature of the loss, even as it is being experienced. The researchers noted that teachers reported feeling a loss of connection to colleagues, even as they continued to plan together in virtual environments. This same distancing was felt in remote learning, as they grieved the loss of psychological and emotional connections to their students. Teachers in their study who were in schools that offered ways for members to participate in "communal coping" through reassurance and validation of grief, but with a focus on problem-solving rather than problem-admiration reported lower levels of stress (Craw & Bevan, 2022, p. 297). Those in organizations that emphasized talking about, but not resolving problems, reported higher levels of stress. Participants in this condition noted that "Listening to others who fixated on negativity or uncertainty was detrimental to decreasing stress and hampered coping" (Craw & Bevan, 2022, p. 298). Although this study was not directly about teacher leaders, it does speak to the impact of school culture on teachers at a time of high levels of uncertainty.

Summary

In summary, Bandura (1997) asserts that self-efficacy motivates humans. Teacher leaders are increasingly seen as essential actors in comprehensive school reform efforts. Understanding

the self-efficacy of teachers will better inform the efforts in school reform and leadership. As York-Barr and Duke (2004) identify, teacher leaders are being looked to as a key to improving achievement for all students. The leadership responsibilities and duties of teacher leaders vary, with some taking formal roles and others leading a professional learning community or becoming peer coaches. Teacher leaders take on both the instructional practices in the classroom as well as leading professional development and mentorship (Berry, 2019). Stepping into the teacher leader role, the principal and administration must be actively present to shape the conditions for teacher leaders to be successful in the schools (Jacobs et al., 2014). Research concludes that teacher leaders require ongoing professional development in both instruction and leadership skills (Harris, 2005). However, as teacher leaders take on leadership it is essential to both monitor the conditions that support teacher leaders as they complete their tasks and their levels of self-efficacy. Even though research has already proven that certain conditions impact teacher leadership- school culture and context, roles and relationships, and structure (York-Barr & Duke, 2004), there is a missing link in the research on self-efficacy and teacher leaders. As this position is valued as a part of school reform, it is essential that all are aware of both the positive and negative influences that construct teacher leaders' self-efficacy.

Chapter 3: Methodology

The purpose of this quantitative study was to understand teacher leaders' sense of self-efficacy and what might influence self-efficacy using a survey of teacher leaders. The survey has three parts: a self-efficacy questionnaire, forced answer questions on the conditions of the workplace, and demographics. Using an adapted questionnaire by Tschannen-Moran and Gareis (2004) to gather data from the perspective of teacher leaders about their self-efficacy and forced answer questions about the working conditions that impact teacher leaders, gathered from the research from York-Barr and Duke (2004), this study investigated the following research questions:

1. How do teacher leaders perceive their self-efficacy?
2. What conditions influence teacher leaders' self-efficacy?
    a. How do school culture and context influence teacher leaders' self-efficacy?
    b. How do roles and relationships influence teacher leaders' self-efficacy?
    c. How do structures influence teacher leaders' self-efficacy?

This study used a quantitative approach to better understand teacher leaders and their perceived self-efficacy. This survey used in this study also included open-ended questions to allow the participants to expand on their responses.

Data Collection

Instrumentation

To gather data effectively and efficiently to answer the research questions, a quantitative survey was used. Overall, the survey for this study consisted of three sections and a total of 48 questions (see Appendix A). The first portion, items #1-16, which measured teacher leader self-efficacy, was adapted from Tschannen-Moran and Gareis (2004) (See Appendix C for Permission Letter). Next, for items #17-34, the researcher created a series of items that measured

the extent to which different school conditions were present, based on the research of York-Barr and Duke (2004). The last part of the survey, items #35-48, asked the participants for demographic information and school structure.

The first part of the survey was adapted from Tschannen-Moran and Gareis's (2004) Principals Sense of Efficacy Scale (PSES) to measure teacher leaders' self-efficacy (see Appendix D). The reported internal consistency was in the acceptable range as the designers, Tschannen-Moran and Gareis had multiple studies on developing the questionnaire. Tschannen-Moran and Gareis survey was designed to give an overall self-efficacy score which is a combined score of the three subcategories. These include (a) Management; (b) Moral Leadership; and (c) Instructional Leadership. Tschannen-Moran and Gareis consented to the use and adaptation of their survey (see Appendix A). The original survey was adapted from 18 items to 16. Each item was measured on a nine-point Likert scale ranging from *1 = None at All* to *9 = A Great Deal*. The items in the adapted survey were combined to calculate the three subcategories (Table 1). The language on the PSES questionnaire was intended for principals. However, the researcher changed the language to assess the roles and responsibilities of teacher leaders and their self-efficacy. The adaptations included changing the phrase from "In your current role as principal, to what extent can you…" to "In your current role as teacher leader, to what extent can you…". Questions that were completely eliminated from the questionnaire were how participants rated how they "promote a positive image of your school with the media?" and "handle effectively the discipline of students in your school?". Both items were deleted as they did not directly relate to the responsibilities of teacher leaders.

Table 1

Alignment of Survey Items with Self-Efficacy and School Conditions Subscales

Subscales	Item from Survey
Self-Efficacy	
Management	3, 10, 11, 13, 15, 16
Moral Leadership	5, 9, 12, 14
Instructional Leadership	1, 2, 4, 6, 7, 8
School Conditions	
Culture and Context	17, 18, 19, 20, 21
Roles and Relationships	23, 24, 25, 26, 27
Structure	29, 30, 31, 32, 33

The second part of the survey was a forced answer question response that addressed the conditions present in the teacher leaders' workplace. Participants were asked, "To what extent are these practices or conditions present at your current school?" Participants were asked about each condition- school culture and context, roles and relationships, and structure. The forced answer questions were created by the researcher, but come from the compiled research of York-Barr and Duke (2004). These items identified in the subscales can be seen in Table 1. Participants were able to rate the conditions of their workplace on a four-point scale, from 1 (Not Present) to 4 (Fully Present). Four-point scales have been shown as a viable option for surveys (Chang, 1994). At the end of each section on school conditions, there was an open-ended section asking participants "Is there anything else that I should about your school (culture and context, roles and relationships, and structure) that either supports or inhibits your work as a teacher leader?" These were items #22, #28, and #34. Participants were able to expand as they needed for each condition. There was a total of 18 questions about the school conditions.

The third part of the survey addressed the participants' demographics and school structure. There was a total of 14 questions in this last section. Participants were asked about their age, expressed gender, years of teaching, National Board Certification, years as a teacher

leader, teaching credential, job title, current leadership duties, and highest degree held. School structure questions asked about whether their school was public, charter or private, if school delivery was online, hybrid, or in-person, and how many students are enrolled in their school.

A team of 6 teacher leaders participated in a pilot of the survey to provide feedback regarding face validity. The researcher made changes based on the feedback, specifically on the clarity of items in the school conditions section. IRB approval for the survey was approved by CGU (see Appendix B).

Participants

The researcher recruited participants by conducting a public search on the website California Department of Education (n.d.). The researcher selected all public, charter, or private high schools in all California counties and districts. From there, principals were sent emails that contained the IRB approved recruitment email and Qualtrics survey (see Appendix A). Approximately, 1,500 emails were sent to principals and administrators throughout California from May to the end of July 2021. Email recruitment letter specifically asked principals and administrators to forward the email to a teacher leader "who takes on responsibilities outside of the classroom. Examples of these responsibilities can include being an instructional coach, department chair, or other leadership tasks" (see Appendix E for the email to the principal.) One principal requested the researcher approve the survey through their district's ethics office. The researcher complied and continued to email both teachers and principals from the district's public website. (See Appendix F for the teacher leader recruitment email).

Participants were also recruited through different Facebook groups from May to September. The approved IRB recruitment poster and survey link (see Appendix G) were posted to the following groups: Educators Support Educators, California Reading & Literature Project-Teacher Leaders & Administrators, Instructional Coaching for the Secondary Level, California

Special Education Teachers, Social Studies Teacher's Lounge, California API Educators, We The People (Who Teach Civics/Government), San Diego County Office of Education, NGSS Educators, Radical STEMM Educators of the Bay Area, This Side of the Chalkboard, California Teachers Association, Teachers Supporting Teachers, California Future Teachers, Teacher/Educator Resources and Jobs in California, California High School Science Teachers, School Principals, Administrators and Counselors Networking, Social Emotional Learning for Educators, Coaches Corner for Instructional Coaches, High School ELA Teacher Support, World History HS Teachers, and High School Self-Contained Special Education Teachers. The researcher reposted the survey every week during the summer to these various Facebook groups. The researcher stopped actively recruiting at the end of September. A total of 140 surveys were submitted. However, not all participants answered all questions. There were 121 complete responses on the self-efficacy questions and 112 responses on the working conditions questions of the survey.

Data Analysis

The Qualtrics survey data was analyzed using Statistical Package for the Social Sciences (SPSS). SPSS was used to complete the following analyses: descriptive statistics, correlation, T-test, analysis of variance (ANOVA), and stepwise multiple linear regression.

Demographics

In order to report the demographics of the participants of the study, the researcher ran descriptive statistics. These included the participant's age, gender identity, race, years teaching, years as a teacher leader, highest degree, teaching credential, National Board Certification, job title, and responsibilities. Demographics of the school included type of school, delivery of instruction, and the number of students enrolled. This demographic information was used as independent variables in additional analyses including correlation and ANOVA.

Teacher Leader Self-Efficacy

The researcher conducted a test for internal consistency, measured by Cronbach's alpha (α = .92), for the adapted teacher leader self-efficacy questionnaire (Table 2). According to Mertens (2014), this instrument has a high reliability of measuring what it was intended to do. The different measures from the original questionnaire to the adapted questionnaire could be due to the number of participants (n = 121) and the adaptations the researcher made.

Table 2

Cronbach's Alpha Reliability Analysis for Teacher Leader Self-Efficacy and School Conditions

Instrument Portion	Number of Items	Valid Cases	α
Teacher Leader Self-Efficacy	16	120	.92
School Conditions	15	112	.89

The researcher created composite variables to determine the reported average levels of self-efficacy for each of the following subscales: moral leadership, management, and instructional leadership. One-way ANOVAs were used to compare the means scores of teacher leaders' reported self-efficacy, overall and subscale, across the demographic variables. This allowed the researcher to find any differences between the means of the following groups: age, years teaching, years as a teacher leader, students enrolled, and teaching credentials. Kruskal-Wallis tests were completed when the normality assumption was violated. A T-test was done to detect differences in self-efficacy- overall and subscale scores- across National Board Certification and gender identity.

The research also used stepwise multiple linear regression to determine if a predictive relationship exists between self-efficacy overall score and subscales to all the school work conditions overall and subscale. The stepwise multiple linear regression was used because it takes a set of variables- working conditions- to be used to predict another variable- self-efficacy.

Since there were many working conditions that York-Barr and Duke (2004) mention as contributing to the effectiveness of a teacher leader, it was essential to see what working conditions might have a predictive relationship. Additionally, the stepwise multiple linear model looked for variables that improve the prediction power and create a more reliable estimate of the variables, working conditions, on the criterion, self-efficacy.

School Conditions

Table 2 also shows the internal consistency, measured by Cronbach's alpha ($\alpha = .89$), for the researcher-created section of the survey. This was considered a reliable instrument (Mertens, 2014).

The researcher created composite variables to determine the presence of work conditions for the following subscales: school culture and context, roles and relationships, and structure. As previously mentioned, the researcher used stepwise multiple regression to identify work condition predictive relationships with teacher leader reported self-efficacy. The researcher analyzed the open-ended responses of each subscale to further connect working conditions to teacher leader self-efficacy.

The research questions and corresponding statistical analyses (Table 3).

Table 3

Research Questions and Corresponding Analyses

Research Question	Analysis
1. How do teacher leaders perceive their self-efficacy?	Descriptive Statistics ANOVA T-test Correlation
2. What work conditions influence teacher leaders' self-efficacy?	Descriptive Statistics Correlation Stepwise Multiple Linear Regression
a) How do school culture and context influence teacher leaders' self-efficacy?	Stepwise Multiple Linear Regression
b) How do roles and relationships influence teacher leaders' self-efficacy?	Stepwise Multiple Linear Regression
c) How do structures influence teacher leaders' self-efficacy?	Stepwise Multiple Linear Regression

Chapter 4: Results

Data was collected from California teachers to identify their level of perceived self-efficacy. A total of 141 teachers opened the survey, which was available from the end of May 2021 until the end of September 2021. While 141 teachers opened the survey, 121 completed the section on self-efficacy, 113 responded to the portion on work conditions- school culture and context and roles and relationships, 112 responded to the work conditions- structures, and 108 filled out the demographics. Therefore, the sample sizes vary within the applied analyses. Different statistical methods were used to analyze the data gathered from the survey. The Likert scale responses, demographics, and open-ended responses were used to answer the following research questions:

1. How do teacher leaders perceive their self-efficacy?
2. What conditions influence teacher leaders' self-efficacy?
    a. How do school culture and context influence teacher leaders' self-efficacy?
    b. How do roles and relationships influence teacher leaders' self-efficacy?
    c. How do structures influence teacher leaders' self-efficacy?

This survey was disseminated during the COVID-19 pandemic (May 2021-September 2021). Seven (6.5%) teachers reported providing instruction fully online, 43 (39.8%) teachers were in a hybrid model, 49 (45.4%) teachers were in person-in and nine (8.3%) teachers responded with other instructional delivery.

Demographics

The demographics of the participants are presented in Table 4. There were 108 teacher leaders who responded to the demographics section of the survey, with an average age of 44.11 years. The majority of teacher leaders identified as female (n=75), than male (n=33). Teachers could select all races/ethnicities that applied to them, therefore the values of each category equal

Table 4

Descriptive Statistics of Teacher Leader Participants

Variable	*Frequency*	*M*	*SD*	*Min*	*Max*
Self-Efficacy Overall	121	6.42	1.18	1	9
Sense of Efficacy for Management	121	6.38	1.35	1	9
Sense of Efficacy for Moral Leadership	121	6.24	1.40	1	9
Sense of Efficacy for Instructional Leadership	121	6.64	1.24	1	9
Work Conditions Overall	113	2.79	.57	1	4
School Culture and Context	113	2.92	.71	1	4
Roles and Relationships	113	2.79	.66	1	4
Structure	112	2.65	.53	1	4
Demographics	*Frequency*	*M*	*SD*	*Min*	*Max*
Age (years)	108	44.11	10.13	6	69
Years Teaching	108	17.73	8.78	1	45
Years as a Teacher Leader	108	9.37	7.08	0	30
Number of Students Enrolled	108	1573	829	80	3,500
Gender (n = 108)	*Frequency*	*M*	*SD*	*Min*	*Max*
Female	75	.69			
Male	33	.31			
No Response	0				
Race/Ethnicity **(**n=108)*	*Frequency*	*M*	*SD*	*Min*	*Max*
Native American	4	.04			
Black or African American	4	.04			
White	68	.63			
Hispanic or Latinx	26	.24			
Asian	7	.07			
Native Hawaiian or Pacific Islander	0	0			
Two or more races	17	.16			
Decline to state	6	.06			
Highest Degree (n=108)	*Frequency*	*M*	*SD*	*Min*	*Max*
Bachelor	16	.15			
Master	83	.77			
Doctorate	9	.08			
National Board Certified (n=108)	*Frequency*	*M*	*SD*	*Min*	*Max*
Yes	15	.41			
No	93	.59			
Teaching Credential (n=108)*****	*Frequency*	*M*	*SD*	*Min*	*Max*
Agriculture	1	.01			
English	31	.29			
History/Social Science	24	.22			
Language	1	.01			
Math	19	.18			
Physical Education	6	.06			
Science	34	.32			
Special Education	10	.09			
Other	28	.26			
Two or More	39	.36			

(table continues)

Table 4

Descriptive Statistics… (continued)

Type of School (n=108)*	*Frequency*	*M*	*SD*	*Min*	*Max*
Public (non-charter)	86	.80			
Charter	21	.19			
Private	4	.04			
Two or More	3	.03			
Delivery of Instruction (n=108)	*Frequency*	*M*	*SD*	*Min*	*Max*
Fully online	7	.07			
Hybrid	43	.40			
In-person	49	.45			
Other	9	.83			

*totals do not sum to 100% as participants could choose all that apply

over 100%. The majority, 63%, of the teachers selected white, followed by 24% Hispanic or Latinx, 16% two or more races, 7% Asian, 6% decline to state, 4% Black, and 4% Native American. The teachers averaged 17.73 (*SD* = 8.78) years of teaching experience. The majority of participants, 77%, earned a master's degree. There were 15% of teacher leaders with a bachelor's degree and 8% with a doctorate. Teacher leaders selected all credentials that they held, therefore the percentages equal over 100%. Of the teacher leaders that completed the demographic section (n= 108) the majority, 36%, held two or more credentials. There were 32% with a Science credential, 29% with an English credential, and 26% who selected "other" credential. Other credentials included administration credentials, multiple subject credentials, librarian credentials, and career technical education credentials.

The average years of experience as a teacher leader were 9.37 years (*SD* = 7.08). There were 15 teacher leaders that earned National Board Certification. When asked about the type of school where the teacher leaders worked, they could select all, therefore the percentages equal over 100%. The majority, 80%, selected "Public School". The average number of students at the school where the teacher leaders work was 1,573 (*SD* = 829).

Research Question 1

How do teacher leaders perceive their self-efficacy?

Teacher leaders were asked to rate their perceived levels of self-efficacy. The participants selected from a 9-point scale identified as the following: 1 (none at all), 3 (very little), 5 (some degree), 7 (quite a bit) a to 9 (a great deal). A total of 121 teacher leaders answered this portion of the survey from the adapted questionnaire by Tschannen-Moran and Gareis (2004).

Descriptive Statistics for Teacher Leader Perceived Self-Efficacy

Descriptive statistics were run to analyze the perceived self-efficacy of the participating teacher leaders (n=121). The Tschannen-Moran and Gareis (2004) scoring guide advised taking the mean of all the items to score the full scale of self-efficacy and also separately calculating each of the subscales: management, moral leadership, and instructional leadership. To calculate the subscales, the researcher calculated the mean scores and standard deviation of only the questions corresponding to each topic. The higher the score, the more efficacious a teacher leader feels. The average score of the overall full scale was 6.42 (*SD*=1.18). This average score was between 5 (*some degree*) and 7 (*quite a bit*) perceived level of self-efficacy. Table 4 summarizes the mean score for each of the subscales: sense of efficacy for management was 6.38 (*SD* =1.35), sense of efficacy for moral leadership was 6.24 (*SD* = 1.40), and sense of efficacy for instructional leadership was 6.64 (*SD* = 1.24). All of the mean scores reported in the subscales were between 5.33 to 7.66, which were scored as 5 (*some degree*) and 7 (*quite a bit*) perceived levels of self-efficacy.

Table 5 reports the frequency of the subscale self-efficacy for management. The lowest average score of the section was “In your current role as a teacher leader, to what extent can you shape the operational policies and procedures that are necessary to manage your school?” Participants reported some degree of self-efficacy (*M*=5.33, *SD*=2.04). The highest average score

Table 5

Frequency of Sense of Efficacy Subscales

Efficacy for Management			
In your current role as a teacher leader, to what extent can you…	*n*	*M*	*SD*
… handle the time demands of the job?	121	6.60	1.69
… maintain control of your own daily schedule?	121	6.70	1.89
… shape the operational policies and procedures that are necessary to manage your school?	121	5.33	2.04
… handle the paperwork required of the job?	121	6.85	1.81
… cope with the stress of the job?	121	6.17	1.79
… prioritize among competing demands of the job?	121	6.66	1.67
Efficacy for Moral Leadership			
In your current role as a teacher leader, to what extent can you…	*n*	*M*	*SD*
… promote school spirit among a large majority of the student population?	121	5.95	1.96
… promote the prevailing values of the community in your school?	121	6.45	1.72
… promote acceptable behavior among students?	121	6.75	1.67
… promote ethical behavior among school personnel?	121	5.79	2.08
Efficacy for Instructional Leadership			
In your current role as a teacher leader, to what extent can you…	*n*	*M*	*SD*
… facilitate student learning in your school?	121	7.66	1.46
… generate enthusiasm for a shared vision for the school?	121	6.63	1.69
… manage change in your school?	121	6.17	1.69
… create a positive learning environment in your school?	120	7.27	1.53
… raise student achievement on standardized tests?	121	5.98	1.69
… motivate teachers?	121	6.16	1.67

Note. Scale was between 1 (little to none) to 9 (present and often)

of the section was “In your current role as a teacher leader, to what extent can you handle the paperwork required of the job?” Participants reported having almost quite a bit of self-efficacy (*M*=6.85, *SD*=1.81).

Table 5 reports the frequency of the subscale self-efficacy for moral leadership. The lowest average score of the section was “In your current role as a teacher leader, to what extent can you promote ethical behavior among school personnel?” Participants reported some degree of self-efficacy (M = 5.79, SD = 2.08). The highest average score of the section was “In your

current role as a teacher leader, to what extent can you promote acceptable behavior among students?" Participants reported almost quite a bit of self-efficacy (M = 6.75, SD = 1.67).

Table 5 reports the frequency of the subscale self-efficacy for instructional leadership. This subscale had the highest reporting averages, with two questions averaging within a 7 range, which indicated a sense of self-efficacy as "*quite a bit*". The highest average score of the section was "In your current role as a teacher leader, to what extent can you facilitate student learning in your school?" Participants reported quite a bit of self-efficacy (M = 7.66, SD = 1.46). The other high average was "In your current role as a teacher leader, to what extent can you create a positive learning environment in your school?" Participants (n =120) again reported quite a bit of self-efficacy (M=7.27, SD = 1.53). The lowest average score of the section was "In your current role as a teacher leader, to what extent can you raise student achievement on standardized tests?" Participants reported within a higher range of some degree of self-efficacy (*M*=5.98, SD=1.69).

ANOVA and T-Test

In order to find whether there was a connection between demographic variables and self-efficacy scores, the researcher used a one-way ANOVA and t-test analyses. The independent variables used in the ANOVA analyses were as follows: age, years teaching, years as a teacher leader, number of students enrolled, and credential type. Age was grouped as follows: through 29 years, 30-39 years, 40-49 years, 50-59 years, and 60+ years. Years of teaching experience and teaching leadership experience were grouped: thru 5 years, 6-10 years, 11-15 years, 16-20 years, 21-30 years, and 31+ years. Student enrollment was grouped: thru 500 students, 501-1000 students, 1001-2000 students, and 2001+ students. The following scales served as the dependent variable: self-efficacy management, self-efficacy moral leadership, self-efficacy instructional leadership and the overall self-efficacy score. A t-test was employed to determine whether there

were significant differences in the mean self-efficacy scores when controlled for gender and National Board Certification.

For the purpose of satisfying the assumption of homogeneity of variance of an ANOVA analysis, the researcher used the Levene's test. The cases where the Levene's test was violated, the researcher used the Kruskall-Wallis test before conducting a post hoc test.

Results from the analyses, ANOVA and t-test, did not reveal any significant differences ($p < .05$) in mean scores for any of the teacher leader self-efficacy scales. See Appendix H for all corresponding data tables.

Correlations between Demographics and Self-Reported Efficacy

Table 6 reports the Pearson correlation coefficients for each of the subscales and overall self-efficacy means scores with the demographics. There was only one slight negative significant correlation indicated between efficacy in instructional leadership and the number of students enrolled at the school ($r = -.20$, $p < 0.05$).

Table 6

Intercorrelations between Demographics of Teacher Leaders and Efficacy

	Teacher's Self-Reported Sense of Efficacy			
Demographics	Management	Moral Leadership	Instructional Leadership	Overall
Age (years)	.15	-.02	.04	.07
Gender	.07	-.11	-.04	-.03
Race	.03	.05	.10	.07
Years Teaching	.04	-.12	-.03	-.04
Highest Degree	.08	.07	.07	-.08
Credential	.14	.13	.14	.15
Years as a Teacher Leader	.05	-.10	-.02	-.03
National Board Certified	.02	-.01	-.09	-.03
Students Enrolled	-.02	-.16	-.20*	-.14
Delivery of Instruction	.01	.01	.02	.02
School Type	.09	.12	.13	.13

Note: * Correlation is significant at the 0.05 level (2-tailed).

Research Question 2

What conditions influence teacher leaders' self-efficacy?

In order to determine if there was any influence between the conditions of the workplace and perceived levels of teacher leaders' self-efficacy, the researcher asked participants about current work conditions. There were three parts- school culture and context, roles and relationships, and school structures which have been highlighted as essential to be present for teacher leaders to work effectively (York-Barr & Duke, 2004). The participants selected from a scale of 1 (*not present*) to 4 (*fully present*). There were 113 participants that answered the school culture and context and roles and relationship section of the survey. There were 112 participants that responded to the school structure section.

Descriptive Statistics of Work Conditions

The section on school culture and context reported whether there were certain working environments and professional practices at their place of work. As seen in Table 7, overall, participants (n =113) reported these practices as *somewhat present* in the workplace (M = 2.92, SD = .71). The lowest average score of this section was "clarity on teacher leader practices" (*M* = 2.58, *SD* = .92). This section had three conditions' mean score at *often present*: "Teamwork is present and encouraged" (*M* = 3.15, *SD* = .82), "Professional learning communities are active" (*M* = 3.00, *SD* = .89), and "Teacher leaders add value to the teaching profession" (*M* = 3.17, *SD* = .89).

The section on roles and relationships specifically looked at the presence of trust and respect between teacher leaders, their colleagues, and administrators. Again, participants (n =113) reported an overall *somewhat presence* of trust and respect (*M* = 2.80, *SD* = .66). The lowest average score was "Teacher leaders receive regular feedback from administration and

Table 7

Frequency of Work Conditions Subscales

School culture and context	*n*	*M*	*SD*
Clarity on teacher leader practices	113	2.58	.92
Focus on collective teacher efficacy	113	2.67	.91
Teamwork is present and encouraged	113	3.15	.82
Professional learning communities are active	113	3.00	.89
Teacher leaders add value to the teaching profession	113	3.17	.79
Overall	113	2.92	.71
Roles and Relationships	*n*	*M*	*SD*
Colleagues respect teacher leaders	113	2.96	.76
Trust among staff	113	2.81	.84
Teacher leaders work with other teachers	113	3.22	.79
Teacher leader receives regular feedback from administration and staff	113	2.46	.94
Clarity on teacher leader roles, duties, and expectations	113	2.50	.85
Overall	113	2.80	.66
School Structures	*n*	*M*	*SD*
Structure of school is top-down leadership	112	2.63	.88
Decisions are made on-site based on best teacher practices	112	2.63	.76
Schedules allow teachers, teacher leaders, and staff to collaborate	112	2.73	.98
Physical Space to fulfill your role as a teacher leader	112	2.88	.95
Rewards	112	2.39	1.14
Overall	112	2.65	.53

Note. Scale was between 1 (not present) to 4 (fully present)

staff" (*M* = 2.46, *SD* = .94). The highest average score was teacher leaders work with other teachers (*M* = 3.22, *SD* = .79).

The section on school structures attempted to measure what happens at the workplace of the teacher leaders. This included the presence of professional development, collaboration time, decision making, physical space, and rewards. Participants (n =112) reported the lowest average score in this section compared to others (*M* = 2.65, *SD* = .53). All average scores fell within the *somewhat present* response. The lowest average score was "Rewards (e.g., fewer classes, release time, or stipend)" (M = 2.39, SD = 1.14). The highest average score was "Physical Space to

fulfill your role as a teacher leader (e.g., office, conference room, classroom)" *(M* = 2.88, *SD* = .95).

Correlation

A Pearson correlation coefficient was computed to assess the relationship between the subscale and overall self-efficacy means scores with the work conditions- school culture and context, roles and relationships, and school structures. Results in Table 8 indicated there was a positive relationship between all variables. Notably between overall self-efficacy and overall school conditions (r = .69, $p < 0.01$) and instructional leadership subscale and overall school conditions (r = .69, $p < 0.01$). Both of these variables indicated a moderate correlation. Even though the subscale management displayed significance, the relationship was not strong.

Table 8

Intercorrelation of School Conditions and Teacher Leaders Self-Reported Efficacy

		Teacher's Self-Reported Sense of Efficacy			
		Management	Moral Leadership	Instructional Leadership	Overall Self-Efficacy
School Conditions	School culture and context	.40**	.60**	.63**	.61**
	Roles and Relationships	.43**	.55**	.63**	.60**
	School Structures	.45**	.58**	.54**	.59**
	Overall School Conditions	.49**	.65**	.69**	.69**

*Note ** Correlation is significant at the .01 level (2-tailed).*

Stepwise Regression

To determine if a predictive relationship existed between teacher leader's self-efficacy and a set of working conditions predictor variables, the researcher ran a stepwise multiple linear regression with the overall teacher leader self-efficacy score as the criterion and the overall scores of school culture and context, structure, and roles and relationships as the predictors.

The analysis indicated that teacher leader self-efficacy can be predicted by school culture and context, structure, and roles and relationships. The ANOVA analysis (Table 9) on the overall teacher leader self-efficacy as the dependent variable and Model 3 allowed the researcher to

Table 9

ANOVA of Self-Efficacy Score When Grouped by Working Conditions Model 3

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
3	Regression	67.695	3	22.565	30.983	<.001[a]
	Residual	78.658	108	.728		
	Total	146.353	111			

Note: * significant at $p < .01$.
a. Predictors; (Constant), School Culture and Context, Structure, Roles and Relationship.

conclude that the predictor variables were a reliable predictor of the criterion variable [F (3, 78.658) = 30.983, $p < .024$].

The analysis revealed that model 3 had the most significant predictors (Table 10). The researcher found that 44.8% of the variability in teacher leader self-efficacy can be attributed to or explained by school culture and context, structure, and roles and relationships.

Table 10

Regression Analysis Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.607[a]	.369	.363	.91655	.369	64.216	1	110	<.001*
2	.661[b]	.436	.426	.86994	.068	13.104	1	109	<.001*
3	.680[c]	.463	.448	.85341	.026	5.262	1	108	.024*

Note: *significant at $p < .05$.
a. Predictors; (Constant), School Culture and Context,
b. Predictors; (Constant), School Culture and Context, Structure,
c. Predictors; (Constant), School Culture and Context, Structure, Roles and Relationship.

Conducting the stepwise multiple linear regression (Table 11), the first predictor was school culture and context, the second was structure, and finally roles and relationships. Table 11 shows the collinearity statistics, which was not a concern in this model. Specifically, with school culture and context, each one-point increase equated to a .340 increase in teacher leader self-efficacy ($B_1 = .34$, $SE = .193$, $p <.082$). It must be noted that the p-value was greater than .05.

Table 11

Regression Analysis Summary for Working Conditions Predicting Overall Self-Efficacy

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
3	(Constant)	2.442	.431		5.663	<.001*		
	Sch. Cult and Context	.340	.193	.210	1.757	.082	.348	2.876
	Structure	.662	.203	.308	3.259	.001*	.557	1.797
	Roles and Relationships	.446	.194	.255	2.294	.024*	.402	2.486

Note: * $p < .05$.
Dependent Variable: Overall Self-Efficacy.

However, the overall model 3 (p <.001) met the significant p-value to be confident that a significant relationship exists.

Table 11 shows that school structure was the second predictor when combined with culture and context and roles and relationships to predict teacher leader self-efficacy levels. Table 11 shows that with each one-point increase in school structure equated to a .662 increase in teacher leader self-efficacy ($B_1 = .662$, $SE = .203$, $p < .001$).

Table 11 reveals that roles and relationships were the third predictor when combined with culture and context and school structure to predict teacher leader self-efficacy levels. With each one-point increase in roles and relationships, it equated to a .446 increase in teacher leader self-efficacy ($B_1 = .446$, $SE = .194$, p <.024).

Another stepwise regression analysis was conducted to determine which specific working conditions had a predictive relationship with the self-efficacy overall score of the participating teacher leaders. This model uses the self-efficacy overall scores as the criterion with each prompt from all the working sections- school culture and context conditions, roles and relationships, and structure as independent variables.

The analysis indicated that self-efficacy overall can be predicted by the school culture and context, roles and relationships, and structures. The following were the specific prompts:

teacher leaders add value to the teaching profession, trust among staff, physical space to fulfill your role as a teacher leader, schedules allow teachers and teacher leaders to collaborate, and teamwork is present and encouraged. In Table 12, the researcher concluded that the predictor variables were a reliable predictor of the criterion variable [F (5, 62.910) = 28.120, $p < .001$].

Table 12

ANOVA of Self-Efficacy Overall When Grouped by All Working Conditions Model 5

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
5	Regression	83.443	5	16.689	28.120	<.001[a]
	Residual	62.910	106	.593		
	Total	146.353	111			

Note: * significant at $p < .05$.
a. Predictors- (Constant), Teacher leaders add value to the teaching profession, Trust among staff, Physical space to fulfill your role as a teacher leader, Schedules allow teachers and teacher leaders to collaborate, Teamwork is present and encouraged.

Additionally, the data (Table 13) revealed that 55% of the variability in self-efficacy overall can be attributed to or explained by teacher leaders adding value to the teaching profession, trust among staff, physical space to fulfill your role as a teacher leader, schedules allow teachers and teacher leaders to collaborate, and teamwork is present and encouraged.

In Table 14, each one-point increase in teacher leaders add value to the teaching profession, equating to a .563 increase in self-efficacy overall ($B_1 = .563$, $SE = .125$, $p < .001$). Additionally, in Table 14, teamwork was reported as a negative variable. With each one-point increase in teamwork, there was a -.385 decrease in self-efficacy overall ($B_1 = -.385$, $SE = .148$, $p < .010$).

Table 13

Regression Analysis Model Summary Self-Efficacy Overall and All Working Conditions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.616[a]	.380	.374	.90832	.380	67.390	1	110	<.001*
2	.693[b]	.480	.471	.83521	.101	21.100	1	109	<.001*
3	. 724[c]	.524	.511	.80291	.044	9.947	1	108	.002*
4	. 737[d]	.543	.525	.79103	.018	4.268	1	107	.041*
5	. 755[e]	.570	.550	.77038	.028	6.811	1	106	.010*

Note: * significant at $p < .05$.

a. Predictors- (Constant), Teacher leaders add value to the teaching profession.

b. Predictors- (Constant), Teacher leaders add value to the teaching profession, Trust among staff.

c. Predictors- (Constant), Teacher leaders add value to the teaching profession, Trust among staff, Physical space to fulfill your role as a teacher leader.

d. Predictors- (Constant), Teacher leaders add value to the teaching profession, Trust among staff, Physical space to fulfill your role as a teacher leader, Schedules allow teachers and teacher leaders to collaborate.

e. Predictors- (Constant), Teacher leaders add value to the teaching profession, Trust among staff, Physical space to fulfill your role as a teacher leader, Schedules allow teachers and teacher leaders to collaborate, Teamwork is present and encouraged.

Table 14

Regression Analysis Summary for All Working Conditions Predicting Self-Efficacy Overall

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
5	(Constant)	2.707	.342		7.906	<.001*		
	TL add value	.563	.125	.387	4.498	<.001*	.547	1.827
	Trust	.564	.111	.415	5.095	<.001*	.739	1.634
	Phys. Space	.279	.092	.231	3.023	.003*	.693	1.444
	Schedule	.277	.095	.236	2.907	.004*	.617	1.620
	Teamwork	-.385	.148	-.273	-2.610	.010*	.370	2.707

Note: * significant at $p < .05$.

Dependent Variable: Self-Efficacy Overall Score

Research Question 2a

How do school culture and context influence teacher leaders' self-efficacy?

The researcher conducted a stepwise multiple linear regression with each subscale of self-efficacy- management, moral leadership, and instructional leadership- with the culture and context questions. This allowed for a more in-depth analysis of how school culture and context predict teacher leaders' self-efficacy.

Self-Efficacy Management and School Culture and Context

To determine if a predictive relationship exists between the management self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise multiple linear regression with management self-efficacy subscale score as the criterion with the school culture and context individual items.

The analysis indicated that self-efficacy management can be predicted by the school culture and context individual items: teacher leaders add value to the teaching profession and clarity on teacher leader practices. The researcher concluded from Table 15 that the predictor variable was a reliable predictor of the criterion variable [F (2, 155.753) = 30.983, $p < .001$].

Table 15

ANOVA of Self-Efficacy Management When Grouped by School Culture and Context Model 2

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
2	Regression	39.462	2	19.731	30.983	<.001[a]
	Residual	155.753	110	1.416		
	Total	195.215	112			

Note: * significant at $p < .05$.
[a] Predictors- (Constant), School Culture and Context-Teacher Leaders add value to the teaching profession, Clarity on teacher leader practices.

Additionally, the data (Table 16) revealed that 18.8% of the variability in self-efficacy management can be attributed to or explained by teacher leaders add value to the teaching profession and clarity on teacher leader practices.

As can be seen in Table 17, each one-point increase in teacher leaders add value to the teaching profession equated to a .488 increase in self-efficacy management ($B_1 = .488$, $SE = .172$, $p < .005$).

Table 16

Regression Analysis Model Summary Self-Efficacy Management and School Culture and Context

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.413[a]	.171	.163	1.20780	.171	22.821	1	111	<.001*
2	.450[b]	.202	.188	1.18993	.032	4.359	1	110	.039*

Note: *significant at $p < .05$.

a. Predictors: (Constant), School Culture and Context- Teacher Leaders add value to the teaching profession

b. Predictors: (Constant), School Culture and Context-Teacher Leaders add value to the teaching profession, Clarity on teacher leader practices.

Table 17

Regression Analysis Summary for School Culture and Context Predicting Self-Efficacy Management

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2	(Constant)	4.086	.471		8.680	<.001*		
	TL add value	.488	.172	.292	2.835	.005*	.684	1.462
	Clarity on TL Practices	.308	.147	.215	2.088	.039*	.684	1.462

Note: * significant at $p < .05$.

Self-Efficacy Moral Leadership and School Culture and Content

To determine if a predictive relationship existed between the moral leadership self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise multiple linear regression with the moral leadership self-efficacy score as the criterion with the school culture and context individual items.

The analysis indicated that self-efficacy moral leadership can be predicted by the school culture and context individual items: teacher leaders add value to the teaching profession and clarity on teacher leader practices. The researcher concluded that the predictor variable was a reliable predictor of the criterion variable [F (2, 125.578) = 39.548, $p < .001$] (Table 18).

Table 18

ANOVA of Self-Efficacy Moral Leadership When Grouped by School Culture and Context

Model 2

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
2	Regression	90.297	2	45.148	39.548	<.001[a]
	Residual	125.578	110	1.142		
	Total	215.875	112			

Note: * significant at $p < .05$.
[a] Predictors- (Constant), School Culture and Context- Teacher Leaders add value to the teaching profession, Clarity on teacher leader practices.

Additionally, the data (Table 19) revealed that 36.8% of the variability in self-efficacy moral leadership can be attributed to or explained by teacher leaders add value to the teaching profession and clarity on teacher leader practices.

Table 19

Regression Analysis Model Summary Self-Efficacy Moral Leadership and School Culture and Context

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.611[a]	.368	.368	1.10402	.373	66.112	1	111	<.001*
2	.647[b]	.418	.408	1.06847	.045	8.510	1	110	.004*

Note: * significant at $p < .05$.
a. Predictors- (Constant), School Culture and Context- Teacher Leaders add value to the teaching profession
b. Predictors: (Constant), School Culture and Context-Teacher Leaders add value to the teaching profession, Clarity on teacher leader practices.

As can be seen in Table 20, each one-point increase with teacher leaders add value to the teaching profession equated to a .821 increase in self-efficacy moral leadership ($B_1 = .821$, $SE = .155$, $p < .001$).

Table 20

Regression Analysis Summary for School Culture and Context Predicting Self-Efficacy Moral Leadership

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2	(Constant)	2.653	.423		6.277	<.001*		
	TL add value	.821	.155	.467	5.307	.001*	.684	1.462
	Clarity on TL Practices	.386	.132	.257	2.917	.004*	.684	1.462

Note: * significant at $p < .05$.
Dependent variable- Self-Efficacy Moral Leadership.

Self-Efficacy Instructional Leadership and School Culture and Context

To determine if a predictive relationship exists between the instructional leadership self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise multiple linear regression with the instructional leadership self-efficacy subscale score as the criterion with the school culture and context individual items.

The analysis indicated that self-efficacy instructional leadership can be predicted by the school culture and context individual items: teacher leaders add value to the teaching profession and clarity on teacher leader practices. The researcher concluded, from Table 21, that the predictor variable was a reliable predictor of the criterion variable [F (2, 94.010) = 44.439, $p < .001$].

Table 21

ANOVA of Self-Efficacy Instructional Leadership When Grouped by School Culture and Context Model 2

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
2	Regression	75.959	2	37.980	44.439	<.001[a]
	Residual	94.010	110	.855		
	Total	169.969	112			

Note: * significant at $p < .05$.
[a] Predictors- (Constant), School Culture and Context-Teacher Leaders add value to the teaching profession, Clarity on teacher leader practices.

Also, the data (Table 22) revealed that 43.7% of the variability in self-efficacy instructional leadership can be attributed to or explained by teacher leaders add value to the teaching profession and clarity on teacher leader practices.

Table 22

Regression Analysis Model Summary Self-Efficacy Instructional Leadership and School Culture and Context

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.629[a]	.395	.390	.96226	.395	72.562	1	111	<.001*
2	.669[b]	.447	.437	.92447	.052	10.262	1	110	.002*

Note: * significant at $p < .05$.
a. Predictors: (Constant), School Culture and Context- Teacher Leaders add value to the teaching profession
b. Predictors: (Constant), School Culture and Context-Teacher Leaders add value to the teaching profession, Clarity on teacher leader practices.

As seen in Table 23, each one-point increase with teacher leaders add value to the teaching profession equated to a .740 increase in self-efficacy instructional leadership ($B_1 = .740$, $SE = .134$, $p < .001$).

Table 23

Regression Analysis Summary for School Culture and Context Predicting Self-Efficacy Instructional Leadership

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2	(Constant)	3.367	.366		9.207	<.001*		
	TL add value	.740	.134	.474	5.530	<.001*	.684	1.462
	Clarity on TL Practices	.367	.114	.275	3.203	.002*	.684	1.462

Note: * significant at $p < .05$.
Dependent Variable- Self-Efficacy Instructional Leadership

Research Question 2b

How do roles and relationships influence teacher leaders' self-efficacy?

Self-Efficacy Management and Roles and Relationships

To determine if a predictive relationship existed between the management self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise multiple linear regression with the management self-efficacy subscale score as the criterion with the roles and relationships individual items.

The analysis indicated that self-efficacy management can be predicted by the roles and relationships individual items: trust among staff and colleagues respect teacher leaders. The researcher concluded from Table 24 that the predictor variable was a reliable predictor of the criterion variable [F (2, 155.522) = 14.038, $p < .001$].

Table 24

ANOVA of Self-Efficacy Management When Grouped by Roles and Relationships Model 2

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
2	Regression	39.694	2	19.847	14.038	<.001[a]
	Residual	155.522	110	1.414		
	Total	195.215	112			

Note: * significant at $p < .05$.

[a] Predictors- (Constant), Roles and Relationships- Trust among staff, Colleagues respect teacher leaders.

Additionally, the data (Table 25) revealed that 18.9% of the variability in self-efficacy management can be attributed to or explained by trust among staff and colleagues respect teacher leaders.

As seen in Table 26, a point increase in trust among staff equated to a .403 increase in self-efficacy instructional leadership ($B_1 = .403$, $SE = .175$, $p = .023$).

Table 25

Regression Analysis Model Summary Self-Efficacy Management and Roles and Relationships

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.412[a]	.169	.162	1.20860	.169	22.644	1	111	<.001*
2	.451[b]	.203	.189	1.18905	.034	4.681	1	110	.033*

Note: * significant at $p < .05$.

a. Predictors: (Constant), Roles and Relationships- Trust among staff

b. Predictors: (Constant), Roles and Relationships- Trust among staff, Colleagues respect teacher leaders

Table 26

Regression Analysis Summary for Roles and Relationships Predicting Self-Efficacy Management

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2	(Constant)	4.058	.468		6.234	<.001*		
	Trust	.403	.175	.257	2.309	.023*	1.707	1.323
	Respect	.418	.193	.241	2.164	.033*	1.707	1.323

Note: * significant at $p < .05$.

Dependent Variable: Self-Efficacy Management.

Self-Efficacy Moral Leadership and Roles and Relationships

To determine if a predictive relationship exists between the moral leadership self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise multiple linear regression with the moral leadership self-efficacy subscale score as the criterion with the roles and relationship individual items.

The analysis indicated that self-efficacy moral leadership can be predicted by the roles and relationship individual items: trust among staff and teacher leaders work with other teachers. The researcher concluded that the predictor variable was a reliable predictor of the criterion variable [F (2, 150.677) = 23.789, $p < .001$] (Table 27).

Table 27

ANOVA of Self-Efficacy Moral Leadership When Grouped by Roles and Relationships Model 2

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
2	Regression	65.198	2	32.599	23.798	<.001[a]
	Residual	150.677	110	1.370		
	Total	215.875	112			

Note: * significant at $p < .05$.

[a] Predictors- (Constant), Roles and Relationships- Trust among staff, Teacher leaders work with other teachers.

Additionally, the data (Table 28) revealed that 28.9% of the variability in self-efficacy moral leadership can be attributed to or explained by trust among staff and teacher leaders work with other teachers.

Table 28

Regression Analysis Model Summary Self-Efficacy Moral Leadership and Roles and Relationships

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.511[a]	.261	.254	1.19889	.261	39.190	1	111	<.001*
2	.550 [a]	.302	.289	1.17038	.041	6.474	1	110	.012*

Note: * significant at $p < .05$.

a. Predictors: (Constant), Roles and Relationships- Trust among staff

b. Predictors: (Constant), Roles and Relationships- Trust among staff, Teacher leaders work with other teachers

As seen in Table 29, each one-point increase in trust among staff equated to a .653 increase in self-efficacy moral leadership ($B_1 = .653$, $SE = .151$, $p < .001$).

Self-Efficacy Instructional Leadership and Roles and Relationships

To determine if a predictive relationship exists between self-efficacy instructional leadership and a set of work condition predictor variables, the researcher ran a stepwise multiple linear regression with self-efficacy instructional leadership score as the criterion with the roles and relationship individual items.

Table 29

Regression Analysis Summary for Roles and Relationships Predicting Self-Efficacy Moral Leadership

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2	(Constant)	3.087	.495		6.234	<.001*		
	Trust	.653	.151	.396	4.316	<.001*	.756	1.323
	Work with teachers	.411	.162	.233	2.544	.012*	.756	1.323

Note: * significant at $p < .05$.
Dependent Variable: Self-Efficacy Moral Leadership.

The analysis indicated that self-efficacy instructional leadership can be predicted by the roles and relationship individual items: trust among staff, teacher leaders receives regular feedback and teacher leaders work with other teachers. The researcher concluded, from Table 30, that the predictor variable was a reliable predictor of the criterion variable [F (2, 104.130) = 22.973, $p < .001$].

Table 30

ANOVA of Self-Efficacy Instructional Leadership When Grouped by Roles and Relationships Model 3

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
3	Regression	65.840	3	21.947	22.973	<.001[a]
	Residual	104.130	109	.955		
	Total	169.969	112			

Note: * significant at $p < .05$.
[a] Predictors- (Constant), Roles and Relationships- Trust among staff, Teacher leaders receives regular feedback, Teacher leaders work with other teachers

Additionally, the data (Table 31) revealed that 37.1% of the variability in self-efficacy instructional leadership can be attributed to or explained by trust among staff, teacher leaders receives regular feedback and teacher leaders work with other teachers.

Table 31

Regression Analysis Model Summary Self-Efficacy Instructional Leadership and Roles and Relationships

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.539[a]	.291	.284	1.04228	.291	45.459	1	111	<.001*
2	.598[b]	.358	.346	.99637	.067	11.465	1	110	<.001*
3	.622[c]	.387	.371	.97740	.030	5.311	1	109	.023*

Note: * significant at $p < .05$.
a. Predictors: (Constant), Roles and Relationships- Trust among staff
b. Predictors: (Constant), Roles and Relationships- Trust among staff, Teacher leaders receives regular feedback
c. Predictors: (Constant), Roles and Relationships- Trust among staff, Teacher leaders receives regular feedback, Teacher leaders work with other teachers.

As seen in Table 32, each one-point increase with trust among staff equated to a .503 increase in self-efficacy instructional leadership ($B_1 = .503$, $SE = .130$, $p < .001$).

Table 32

Regression Analysis Summary for Roles and Relationships Predicting Self-Efficacy Instructional Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
3	(Constant)	3.470	.416		5.663	<.001*		
	Trust	.503	.130	.343	3.856	<.001*	.709	1.410
	Feedback	.292	.114	.222	3.552	.012*	.745	1.342
	Work with teachers	.328	.142	.209	2.305	.023*	.681	1.469

Note: * significant at $p < .05$.
Dependent Variable: Self-Efficacy Instructional Leadership

Research Question 2c

How do structures influence teacher leaders' self-efficacy?

Self-Efficacy Management and Structures

To determine if a predictive relationship existed between the management self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise multiple

linear regression with the management self-efficacy subscale score as the criterion with the school structure individual items.

The analysis indicated that self-efficacy management can be predicted by school structure individual items: physical space to fulfil your role as a teacher leader and schedules allow teacher leaders and staff to collaborate. The researcher concluded that the predictor variable was a reliable predictor of the criterion variable [F (2, 147.196) = 16.175, $p < .001$] (Table 33).

Table 33

ANOVA of Self-Efficacy Management When Grouped by Structure Model 2

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
2	Regression	43.686	2	21.843	16.175	<.001[a]
	Residual	147.196	109	1.350		
	Total	190.883	111			

Note: * significant at $p < .05$.
Predictors- (Constant), Structure- Physical space to fulfil your role as a teacher leader, Schedules allow teacher leaders and staff to collaborate.

Additionally, the data (Table 34) revealed that 21.5% of the variability in self-efficacy management can be attributed to or explained by physical space to fulfil your role as a teacher leader and schedules allow teacher leaders and staff to collaborate.

Table 34

Regression Analysis Model Summary Self-Efficacy Management and Structure

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.434[a]	.189	.181	1.18666	.189	25.555	1	110	<.001*
2	.478 [b]	.229	.215	1.16208	.040	5.703	1	109	.019*

Note: * significant at $p < .05$.
a. Predictors: (Constant), Structure- Physical space to fulfil your role as a teacher leader
b. Predictors: (Constant), Structure- Physical space to fulfil your role as a teacher leader, Schedules allow teacher leaders and staff to collaborate

As seen in Table 35, each one-point increase with physical space to fulfil your role as a teacher leader equated to a .464 increase in self-efficacy management (B_1 = .464, *SE* = .129, p <.001).

Table 35

Regression Analysis Summary for Structure Predicting Self-Efficacy Management

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
2	(Constant)	4.256	.395		10.780	<.001*		
	Phys. Space	.464	.129	.336	3.590	<.001*	.807	1.239
	Schedules	.300	.126	.224	2.388	.019*	.807	1.239

Note: * significant at p < .05.
Dependent Variable: Self-Efficacy Management.

Self-Efficacy Moral Leadership and Structures

To determine if a predictive relationship existed between the moral leadership self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise multiple linear regression with the moral leadership self-efficacy subscale score as the criterion with the school structure individual items.

The analysis indicated that self-efficacy moral leadership can be predicted by the school structure individual items: physical space to fulfil your role as a teacher leader, decisions are made collaboratively, and rewards. The researcher concluded that the predictor variable was a reliable predictor of the criterion variable [F (2, 136.351) = 18.982, p < .001] (Table 36).

Table 36

ANOVA of Self-Efficacy Moral Leadership When Grouped by Structure Model 3

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
3	Regression	71.894	3	23.965	18.982	<.001[a]
	Residual	136.351	108	1.263		
	Total	208.245	111			

Note: * significant at p < .05.
[a] Predictors- (Constant), Structure- Physical space to fulfil your role as a teacher leader, Decisions are made collaboratively, Rewards.

Additionally, the data (Table 37) revealed that 32.7% of the variability in self-efficacy moral leadership can be attributed to or explained by physical space to fulfil your role as a teacher leader, decisions are made collaboratively, and rewards.

Table 37

Regression Analysis Model Summary Self-Efficacy Moral Leadership and Structure

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.465[a]	.216	.209	1.21826	.216	30.311	1	110	<.001*
2	.540 [b]	.292	.279	1.16331	.076	11.637	1	109	<.001*
3	. 588 [c]	.345	.327	1.12361	.054	8.838	1	108	.004*

Note: * significant at $p < .05$.

a. Predictors: (Constant), Structure- Physical space to fulfil your role as a teacher leader

b. Predictors: (Constant), Structure- Physical space to fulfil your role as a teacher leader, Decisions are made collaboratively

c. Predictors: (Constant), Structure- Physical space to fulfil your role as a teacher leader, Decisions are made collaboratively, Rewards.

As seen in Table 38, each one-point increase with teacher leaders add value to the teaching profession equated to a .345 increase in self-efficacy moral leadership ($B_1 = .345$, $SE = .132$, $p = .010$).

Table 38

Regression Analysis Summary for Structure Predicting Self-Efficacy Moral Leadership

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
3	(Constant)	3.201	.430		7.438	<.001*		
	Phys. Space	.345	.132	.240	2.607	.010*	.718	1.393
	Decisions	.492	.156	.273	3.164	.002*	.812	1.231
	Rewards	.309	.104	.258	2.973	.004*	.806	1.240

Note: * significant at $p < .05$.

Dependent Variable: Self-Efficacy Moral Leadership.

Self-Efficacy Instructional Leadership and Structures

To determine if a predictive relationship existed between the instructional leadership self-efficacy subscale and a set of work condition predictor variables, the researcher ran a stepwise

multiple linear regression with the instructional leadership self-efficacy score as the criterion with the school structure individual items.

The analysis indicated that self-efficacy instructional leadership can be predicted by the school structure individual items: schedules allow teacher leaders and staff to collaborate, decisions are made collaboratively and physical space to fulfill your role as a teacher leader. Table 39 allowed the researcher to conclude that the predictor variable was a reliable predictor of the criterion variable [F (3, 110.484) = 18.057, p < .001].

Table 39

ANOVA of Self-Efficacy Instructional Leadership When Grouped by Structure Model 3

Model	Source	*SS*	*df*	*MS*	*F*	Sig.
3	Regression	55.417	3	18.472	18.057	<.001[a]
	Residual	110.484	108	1.023		
	Total	165.902	111			

Note: * significant at p < .05.

[a] Predictors- (Constant), Structure- Schedules allow teacher leaders and staff to collaborate, Decisions are made collaboratively, Physical space to fulfill your role as a teacher leader.

Also, the data (Table 40) revealed that 31.6% of the variability in self-efficacy instructional leadership can be attributed to or explained by schedules allow teacher leaders and staff to collaborate, decisions are made collaboratively and physical space to fulfill your role as a teacher leader.

As seen in Table 41, each one-point increase with schedules allow teacher leaders and staff to collaborate equated to a .363 increase in self-efficacy instructional leadership (B_1 = .363, SE = .115, p <.002).

Short Answer Responses

Participants were given an opportunity to write anything else the researcher needs to know at the end of each working conditions selection- school culture and context, roles and relationships, and structure. All the comments for this section are in Appendix I.

Table 40

Regression Analysis Model Summary Self-Efficacy Instructional Leadership and Structure

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.484[a]	.235	.228	1.07440	.235	33.720	1	110	<.001*
2	.551[b]	.304	.291	1.02913	.070	10.889	1	109	.001*
3	. 578[c]	.334	.316	1.01144	.030	4.848	1	108	.030*

Note: * significant at $p < .05$.

a. Predictors: (Constant), Structure- Schedules allow teacher leaders and staff to collaborate

b. Predictors: (Constant), Structure- Schedules allow teacher leaders and staff to collaborate, Decisions are made collaboratively,

c. Predictors: (Constant), Structure- Schedules allow teacher leaders and staff to collaborate, Decisions are made collaboratively, Physical space to fulfill your role as a teacher leader.

Table 41

Regression Analysis Summary for Structure Predicting Self-Efficacy Instructional Leadership

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
3	(Constant)	3.902	.393		9.934	<.001*		
	Schedule	.363	.115	.290	3.147	.002*	.725	1.380
	Decisions	.383	.147	.238	2.608	.010*	.739	1.353
	Phys. Space	.258	.117	.200	2.202	.030*	.744	1.344

Note: * significant at $p < .05$.

Dependent Variable: Self-Efficacy Instructional Leadership

School Culture and Context Written Responses

The first section asked, "Is there anything else that I should know about your school culture and context that either supports or inhibits your work as a teacher leader?" There were 52 participants (43.3%) who wrote responses on school culture and context. This was the highest written response section compared to roles and relationships and structure. The comments varied topics and mentioned both highlights and concerns around administration, collaboration, change and teachers working together. Some of these responses included the following:

> My work as a teacher leader is supported by an immense school-wide focus on collective teacher efficacy. It is a norm to rely on colleagues and to engage in regular PLCs.

> The staff is dedicated to working together to grow as professionals. Teacher leaders are respected by the staff.
>
> Trying to make changes in cultural practices that did not benefit all students has been difficult due to competing values from former teacher leaders having a louder voice but not the full support from the staff.
>
> In my role as a teacher leader my input is welcome and valued by administration.
>
> The culture of the school, particularly the admin, can make or break a teacher leaders efficacy. With low admin support, teacher leaders have limited success in making changes.

Another category in this section was about COVID-19 and how it has negatively impacted teacher leaders, the school and administration. Some of these responses included the following:

> the pandemic coupled with a recent leadership change has produced low faculty morale this past year
>
> We just got a new principal during the pandemic, so it is hard to say how teacher leaders will be valued and supported. I suspect it will be to a somewhat lesser degree than under our previous principal.
>
> The past 18 months have been very different due to C19
>
> It is challenging to reach all students due to self-isolation brought on by close contact to COVID positive students. Teachers are busy trying to implement lessons and have decreased the time devoted to SEL in their classrooms. Teachers are not all willing to develop SEL lessons or implement SEL lessons that already exist. It is difficult to motivate teachers to try new activities.
>
> Clock watchers teachers are a stumbling block to students learning. They tend to not completely do lessons that are provided for them. These are the people who loved Distance Learning.

Lastly, a category of money or reward was expressed in their comments. They included the following:

> Just this year our principal offered to compensate teacher Pathway Leads and Grade Level Leads with a $2,000 yearly stipend. This HAD NEVER happened before. Much of the work that teachers leaders did went uncompensated monetarily. Although, I welcome the compensation I am also concerned as teachers ALREADY felt stretched thin by the demands of being a FULL-TIME teacher and taking on “unofficial” or “volunteer” roles. I wonder if the demands of the position will be increased as it is now being “compensated”. The $2,000 is welcome but insufficient compared to the amount of hours teachers have traditionally contributed and now might be “expected” to contribute.

> District and state demands regarding "accountability" in a wide variety of contexts, combined with lack of economic valuing of teacher leaders make it difficult to keep the momentum of the work moving forward
>
> Everyone thinks they know what's best for students at my school site, there is little to know collaboration, and the rewards for going "above and beyond" are minimal, in fact doing more and being more involved seem to only provide more stress, more ancillary responsibilities, and less focus on prioritizing primary teacher functions, teaching, lesson planning, giving students feedback.

This section on school culture and context had numerous topics. Culture includes a variety of practices and elements, participants touched on many parts that impacted their opinions of school culture.

Roles and Relationships Written Response

The second section asked "Is there anything else that I should know about your roles and relationships that either supports or inhibits your work as a teacher leader?" There were 26 participants (21.7%) who wrote in this part of the survey. The themes included district roles and relationships, administration, staff dynamics, and trust. The following comments highlight these themes:

> Teacher leaders are only allowed to rollout the district mandates and not use any creativity, ingenuity, and outside professional associations/County Office ideas and know-how. In addition, persons who could be teacher leaders (teachers) are not allowed the chance and are "put in their place" should they attempt to show any know-how that deviates from the district prescribed "ideals."
>
> My admin team is very friendly, however, they do not take steps to build or develop relationships with staff. They only provide feedback when required on evaluations, and they are not in touch with what goes on in the classroom and/or teacher leaders' collaboration with colleagues.
>
> As a woman of color, I do believe that I face racial based bias from my white staff peers.
>
> Something that supports my role is that building trust is a part of our school's culture. Staff interact regularly to foster relationships. Teacher leaders are also given opportunities to meet with one another in order to reflect on school-wide practices.
>
> There are different leaders. Some leadership positions are assigned by the principal, such as our restorative practices support teachers, Culture and Climate committee,

> instructional coaches. Those often have more buy-in and support from staff. Some departments have trust issues and the selection of some department chairs are seen more as power struggles within particular departments.
>
> I understand the role and relationship of teacher and administrators as supervisor and subordinate, and there should be a certain level of accountability, but honestly in almost every other industry there is financial incentive for being exceptional or doing more, in teaching there is little financial incentive for being exceptional, we are all part of the same union and all treated the same, and it seems like administration wants to create this veil of "family, friendship, and trust" only to come down on a teacher for a "gotcha" moment…

Many teacher leaders in this section expressed how roles and relationships inhibits their abilities to work as a teacher leader. This can be attributed their feelings of lack of trust and inauthentic relationships. Additionally, it must be noted that a teacher leader commented on the racial bias that exists at their school among their mostly white colleagues. Lastly, participants both addressed relationships with colleagues/peers and the principal.

Structures Written Response

The last written response section was structure. Participants answered the question, "Is there anything else that I should know about your school structure that either supports or inhibits your work as a teacher leader?" There were 20 participants (16.7%) that wrote comments. The themes from this section included decision-making, rewards, and time used during the day to fulfill leadership duties. The following comments highlighted these themes:

> My role is supported by many of these school structures. The voices of the staff are often included in making decisions that impact the school. Also, teacher leaders get to engage in professional development opportunities to help support their leadership roles.
>
> I feel I am valued as a teacher leader and respected by staff and adequately rewarded by the district.
>
> Teachers hired as "coaches" have full time release positions. Any other teacher who is a teacher leader is mandated to do so on their "own time" with only those who the districts deems their "carrier pigeons" being given release time or stipends. Other teacher leaders must use their own time and sick leave to fulfill this role and at an advisement against it from the district office.

> Teacher leaders have the opportunity to coach peers within their department. Sometimes teacher leaders at my school are given fewer preps to teach, but some do find time to coach during their prep periods.

The above comments highlight both teacher leaders feeling supported and also dissatisfied. The majority of the comments in this section focused on what inhibits teacher leaders to complete their duties. School structures in this survey cover components that teacher leaders do not significantly play a role in deciding, but rather an experience. This includes perks like rewards, a relaxed schedule and the availability of physical space.

Summary

In this quantitative study, the researcher presented findings on California teacher leaders' self-reported levels of self-efficacy and their current school conditions. The researcher found that most teacher leaders generally had quite a bit of self-efficacy, specifically when it came to instructional leadership. Additionally, the research found that there was a slight negative relationship between self-efficacy and student enrollment. The other demographics that the researcher collected had no significance on teacher leaders reported self-efficacy.

Lastly, the work conditions- school culture and context, roles and relationships, and school structure- significantly played a role in teacher leaders' self-efficacy. There was a clear relationship between the work conditions and the reported self-efficacy scores. The work conditions had a stronger relationship to self-efficacy scores than the demographics. Additionally, the work conditions- school culture and context, roles and relationships, and structure- also resulted in predicting teacher leader's self-efficacy and the subscales- management, moral leadership, and instructional leadership. Therefore, the data presented provides a better understanding of how essential a teacher leader's work environment is when focusing on building and maintaining efficacious leaders in the classroom and school.

Chapter 5: Discussion

This chapter will explain the findings of this study while providing recommendations on further practices and policies to strengthen teacher leadership. First, an overall summary and then the research questions will be restated to reference. Next, the researcher will highlight the literature along with the findings from the data analysis on self-efficacy scores, demographics, and the impact of school conditions. Finally, the research will provide further implications of the study and how this study impacts research, policy, and practices on addressing teacher leader's self-efficacy and how school conditions can impact their self-efficacy.

Summary

As California schools continue to provide both formal and informal leadership opportunities for teachers outside of the classroom, it is essential that school administration is aware and intentional of the school conditions that predict and correlate with self-efficacy. The researcher collected data from California high school teacher leaders on perceived levels of self-efficacy. This survey was divided into three parts. The first part was adapted from Tschannen-Moran and Gareis's (2004) Principals Sense of Efficacy Scale to find teacher leaders' self-efficacy. The next part of the survey incorporated the finding of York-Barr and Duke (2004) on school conditions that are most often present to support teacher leaders. The last part collected demographic information on the participants. Utilizing all parts of the survey, the researcher was able to explore the layers that impact teacher leaders' self-efficacy.

Research Questions

This study aimed to answer the following research questions:

1. How do teacher leaders perceive their self-efficacy?
2. What work conditions influence teacher leaders' self-efficacy?
    a. How do school culture and context influence teacher leaders' self-efficacy?

b. How do roles and relationships influence teacher leaders' self-efficacy?

c. How do structures influence teacher leaders' self-efficacy?

Discussion

The researcher studied the self-efficacy of California secondary teachers. A total of 121 teacher leaders responded to statements about their level of self-efficacy from a Likert scale ranging from 1- 9. The survey measured distinct aspects of their perceived self-efficacy of management, instructional leadership, and moral leadership. A total of 113 teacher leaders responded to the next part of the survey that measured how present specific school conditions were on a Likert scale ranging from 1- 4. School conditions were divided into school culture and context, roles and relationships, and school structure. There were 108 participants who provided demographic information.

Results from this study can be used to inform administrators and school leaders who have a significant role in creating the culture and school structure that is correlated with the self-efficacy of established and future teacher leaders. Also, these findings will support education professionals who create professional development to ensure the growth of teacher leaders at a school site. Lastly, as the COVID-19 pandemic shook the educational system and exposed the exhaustion and burnout of educators, this study can also inform school leaders on the retention of teachers who take on leadership roles outside of the classroom. By identifying challenges and supports that occur in the professional setting, all stakeholders- principals, teachers, teacher leaders, district leaders, and academic coaches- can positively influence teacher leaders' self-efficacy as they engage in leadership responsibilities. Ultimately, teacher leaders with high levels of self-efficacy know the difficult work they do, but believe they can positively add to the learning experiences that directly involve students.

Discussion of Research Question 1

The first research question, *How do teacher leaders perceive their self-efficacy?*, was answered by the adapted survey from Tschannen-Moran and Gareis's (2004). Teacher leaders take on many responsibilities outside of the classroom that include, but are not limited to, leading professional development, providing feedback to teacher lessons or allowing their own lesson to be watched by other teachers. Balancing both the demands and requirements of being a teacher and a leader can greatly impact self-efficacy. As presented before in past studies (e.g., Angelle & Teague, 2014; Harris, 2005; Jacobs et al., 2014), teacher leaders are positively impacting schools as well as their colleagues' instructional practices with little to no knowledge of how these increased demands play into a teacher leaders' self-efficacy. Since there were numerous tasks a teacher leader could be engaged in, the self-efficacy survey provided both the overall results as well as the subscale results in management, instructional leadership, and moral leadership.

Overall, teacher leaders in this study reported between some degree and quite a bit of self-efficacy. These results are both interesting and understandable given the population of teacher leaders who took the survey. It is important to highlight that participants who took this survey collectively experienced the COVID-19 pandemic where California schools were mandated to stop in-person learning and conduct teaching and professional interactions through distance learning for most of 2021. Nonetheless, teacher leaders still felt efficacious which is interesting as many educators experienced an increase in stress during a pandemic. Also, participants were recruited from principals who sent the researcher survey to them. The teacher leaders that the principals selected might already have higher degrees of efficacy. Research like Stein et al. (2016) suggests the importance of the professional relationship and leadership style between the principal and teacher leader.

Additionally, using a social media platform like Facebook, the participants were online during the summer months. The participants might already be efficacious and looking to contribute to all the ways of learning like completing the researcher's survey. Since the overall score of teacher leaders was 6.42, this suggests that teacher leaders are relatively feeling quite a bit of efficacy. Tschannen-Moran and McMaster (2009) state that self-efficacy beliefs largely impact how one believes they can achieve goals and thus choose to act. As the participants reported, they relatively feel like their goals are achieved and actions are meeting their goals. Even though teacher leaders take on multiple responsibilities that can include but are not limited to the department chair, leading professional development, mentors, and coaching peers, these school leaders are relatively efficacious. Even though the overall score is approaching quite a bit of self-efficacy, it is important to note that California's educational system experienced an unprecedented event of closing in-person learning, and thus, school leaders still felt empowered in their actions and duties.

Diving deeper into the teacher leader participants' demographics provides more information on teacher leader self-efficacy. The correlation of the demographics with the teacher leaders' self-efficacy revealed there was no statistical significance, expect for student enrollment. There was a slight negative correlation between self-efficacy and larger student enrollment. Importantly, this suggests that efficacy was not related to gender identity, race, teacher credential, years teaching, years as a teacher leader, or if they are National Board Certified. This is not surprising as self-efficacy is built from the sources of "performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (Bandura, 1977, p. 195). Since these are complex sources, the demographics the researcher collected from this study suggest that these demographics do not significantly relate to the self-efficacy of the participating teacher

leaders. Therefore, the experiences that come from gender identity, race, years of experience as teacher or teacher leader, credential type, or National Board Certification do not significantly correlate with teacher leader's self-efficacy. Nonetheless, these findings are surprising and would require further investigation. Since the results from the participants' demographics were non-significant, the researcher did not include analyses of demographics in the regressions. There would need to be revised and different questions built around understanding teacher leaders' demographics regarding specifically "performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (Bandura, 1977, p. 195).

The one school variable that resulted in a slight negative correlation was the number of students enrolled where the teacher leader works. As the number of students who are enrolled gets bigger, teachers reported lower levels of self-efficacy. A bigger school means more staff members, larger class sizes and varying situations that need attention or repair. Referring to Bandura (1977), peoples' self-efficacy is influenced by a person's psychological state which includes stress, anxiety and fear. Therefore, a teacher leader might experience increased anxiety with the higher enrollment of students as they might feel a lack of time to build relationships with students, work with parents, create engaging lessons or units and managing the stress of a classroom. Teacher leaders are both in the classroom and taking on leadership duties with their colleagues; trust and authentic relationships with colleagues might diminish as teaching staff increase to support the student enrollment. As Harris (2005) states, teacher leaders feel less accomplished when there is a lack of relational trust with members of the educational team. The time allowed during a school day to accomplish all the tasks of a teacher leader shrinks as schools' student population and therefore staff increases, and that could impact how a teacher leader reports their level of self-efficacy. There is a need to continue research on student

enrollment and teacher leader self-efficacy. Teacher leaders need to be operating with high levels of self-efficacy to meet the academic and emotional demands of the students in addition to addressing the educational reform or needs of each unique school.

The results of the survey were further echoed in the qualitative responses of participants. While many noted the positive conditions, such as expressions of focus, such as initiatives related to collective teacher efficacy and PLCs, they also stated that pandemic teaching proved to be a drain on teachers' morale and their own. Having said that, no participant explicitly mentioned student enrollment, even though analysis of the survey results showed a slight negative correlation. This may be due to acceptance of school size as a given.

As teacher leaders take on complex responsibilities outside of the classroom, many of these duties can be similar to the principal's responsibilities. The research tool also measured the overall efficacy and the subscales of management, moral leadership and instructional leadership.

Self-Efficacy Management

Teacher leadership marks as an essential piece to school reform. As teachers move into leadership and increased responsibilities, it is important that they have management skills. Management means the responsibility to coordinate and administer needed tasks of the job and teacher leaders need to have clear guidelines to effectively execute their job responsibilities. Thus, there are teacher leader academies, training, and TLM Standards (Berg et al., 2014) to help build leaders and outline responsibilities when taking leadership positions. Berg et al. (2014) explain that teacher leaders take on many duties, including that of management, and it is essential to have clear dialog to foster effective teacher leadership. The teacher leader's self-efficacy for management mean score is 6.38 (*SD*=1.35). Even though this score is slightly lower than the overall mean, teacher leaders are reporting between some degree and quite a bit of self-efficacy when it comes to coordinating the tasks of the job. This aligns with the research of

Firestone and Martinez (2007) about the need for teacher leaders to have support and resources from the district and school leaders to carry out their job responsibilities efficiently. It can be argued that the teacher leaders reported this level of self-efficacy because they are working in a school with administrative leaders who are supporting the management role of teacher leaders. Teacher leaders need to have some degree of control over and clear expectations, like TLM Standards, of their management duties as it will result in better self-efficacy scores. These include the demands of being a teacher leader, their daily schedule, the paperwork, the stress, and other competing tasks asked of them to do. This study did not look at the teacher leader preparation, however, that is an area that could also be researched as it plays a role in transforming teachers into leaders (Carver, 2016).

However, one question that ranks the lowest in this section of management is "In your current role as a teacher leader, to what extent can you shape the operational policies and procedures that are necessary to manage your school?" With a mean score of 5.33 (*SD* = 2.04), the teacher leaders on average feel some degree of efficacy, but the response is relatively low and the data is more spread out. Thus, suggesting that operational policies and procedures are not a correct measure when it comes to understanding teacher leadership and self-efficacy. Principals and other school leaders should be focusing their efforts on school policies and procedures, like safety (Sebastian et al., 2017), not teacher leaders.

Self-Efficacy Moral Leadership

The success of students and schools cannot be solely driven by test scores. High stake tests and pressure to perform have brought into question principal and administration ethics and morals (Pijanowski, 2007). Moral leadership, as presented in Tschannen-Moran and Gareis (2004) questionnaire, is how the staff and students are part of the school and culture other than academics. School spirit, values, behavior, and ethics are highlighted. Teacher leaders scored the

lowest in this subsection (*M*= 6.24, *SD*=1.40). Nonetheless, teacher leaders still felt some to quite a bit of influence as leaders in this essential part of leadership. To note, teacher leaders in California do not have set standards, each school can create its own (Berg et al., 2014). In the TLM Standard, Berg et al. (2014), identify at least three areas that are not academic-specific targets teacher leaders need to be working towards: "(a) fostering a collaborative culture (f) improving outreach to families and community (g) advocating for students and the profession". If a school does not have a clear language of teacher leaders' standards, it is hard to hold them accountable. Teacher leaders might not be aware of the moral leadership component of being a leader within the school community. Teacher leaders might think their duties are limited to the academic success of the students through helping colleagues and instructional practices. This study suggests that teacher leadership standards would clarify not only the academic importance of their position but how they contribute to building the culture and community of the school, students, and staff. Like Jacobs et al. (2014) believes, teacher leaders can act as change agents, therefore, in order to provide a more equitable learning environment for all students, teacher leaders must be prepared and accountable for leading in student, school and staff spirit, values, behavior, and ethics.

The results from moral leadership also highlight where teacher leaders feel more efficacious- promoting acceptable student behavior. Teachers are working with students daily, building relationships, establishing classroom norms, creating meaningful lessons, giving feedback, and addressing classroom management. The question, "In your current role as a teacher leader, to what extent can you promote acceptable behavior among students?" has a mean score of 6.75 (*SD* = 1.67). This is among the highest-scoring question. Teacher leaders spend time with students. They spend time with their own classroom students and possibly with

other students because they are co-teachers or coaches. As Bandura (1977) state, performance accomplishment is a source of self-efficacy. Teacher leaders could have numerous mastery experiences by working alongside students where they build agency, mentor, and provide feedback to build acceptable behavior in the classroom, in hallways, or during lunch. There continues to be lacking evidence and data on teacher leaders' impact on student success (Harris, 2005), academics, and behavior. Still, this study suggests that teacher leaders consider themselves efficacious in helping students build appropriate behavior.

On the other hand, the results from moral leadership revealed an area of concern as the complexity of leadership develops. One of the lowest mean scores at 5.79 (*SD* = 2.08) is the question "In your current role as a teacher leader, to what extent can you promote ethical behavior among school personnel?" Each school and culture of the staff will be unique, nonetheless, any leader on a school site should be aware of and actively promote the ethical behavior of school personnel. All schools must be a safe place for students and the accountability standards for adults who work with students needs to be present and firm. There can be numerous reasons for this low score, but it aligns with the study by Charteris and Smardon (2014) on how teacher leaders feel uneasy about working with their colleagues and must have protocols and agreed-upon data gathering. This is to ensure that both the teacher leader and the teacher are comfortable working together and optimizing the goal of improving instruction to further create student success. Again, clear standards for teacher leaders, teacher leader preparation, and professional development on moral leadership may address this concern. On a school site, the administrative team might be small and struggle working one-to-one with all the staff, especially in a large school. That is why teacher leader teams are built on-site so they can be in classrooms, analyzing data, leading discussions, or professional development of teachers

more frequently. Even though a leader can influence those around them and hold their team to an ethical standard, a teacher leader is possibly put in a complicated situation where they are not prepared, are uncomfortable, or sees no point in addressing staff behaviors. If not addressed, teacher leaders' self-efficacy could be reduced and over time are less willing to take on responsibilities at the school.

Self-Efficacy Instructional Leadership

Teacher leaders are taking on responsibilities outside the classroom with the goal to bring excellence to other teachers' practices. This study adds to the literature (e.g. Angelle & Teague, 2014; Harris, 2005; Jacobs et al., 2014) that teacher leaders positively impact student learning. Overall, teacher leaders scored a mean score of 7.66 (SD = 1.46), which is quite a bit of self-efficacy when it comes to facilitating student learning at the school. This is the highest-scoring question which suggests that teacher leaders feel they are directly impacting students. Teacher leaders offer their expertise to colleagues through instructional leadership, which directly relates to student learning and the achievement of students. As teachers build their experience in the classroom, they share their successes and offer support to colleagues. This aligns with Margolis (2012) and Margolis and Deuel (2009) where teacher leaders provide a series of instructional supports to colleagues to improve classroom practices including but not limited to modeling teaching practices, coaching, allowing teachers to reflect on their own practices, and provide advice. Providing instructional leadership can include more, nonetheless, teacher leaders are feeling quite efficacious in navigating the complex identity of being a leader.

One score within instructional leadership that was lower than the other was raising students' scores on standardized tests (M= 5.98, SD = 1.69). This mid-range score does mark the constant discussion around equitable measurements of standardized tests. Even though many schools have these accountability measures, many educators are aware that the school

environment is only one factor that plays a role in student success. Since there are so many variables that impact student achievement on standardized tests, teacher leaders might not feel as efficacious in this category.

It must also be considered that even though there was a slight increase in when comparing self-efficacy management, self-efficacy moral leadership and self-efficacy instructional leadership, that teachers are more prepared and have more experience when it comes to instruction. Prior research reports the gaps when building all parts of a teacher leader especially management and moral leadership. Teachers must be trained and prove their competence when earning their teaching credential. Then they are formally reviewed by the principal and receive regular feedback from colleagues, students and parents. Teachers can adjust and refine their practice from all these experiences. As Bandura (1977) state, people's self-efficacy is influenced by performance accomplishments. When a teacher has finished a successful lesson, helped create new curriculum or implement an equitable grading system, they are becoming more efficacious. Therefore, it is not surprising that teacher leaders score higher in this category.

Research Question 2: Working Conditions

The second research question, "*What work conditions influence teacher leaders' self-efficacy?*" is answered by the survey created by the researcher using the findings of York-Barr and Duke (2004). York-Barr and Duke note that specific work conditions allow teacher leaders to complete tasks more effectively. These work conditions include school culture and context, roles and relationships, and structures. The intercorrelation analysis between how present each work condition was and each subscale of the self-efficacy scores revealed that there was a positive correlation. The strongest intercorrelations of the subscales are between instructional leadership and school culture and context (.63), and instructional leadership and roles and

relationships (.63). These results mark the importance of making intentional decisions as an administrator to ensure teacher leadership is valued, the principal establishes an ongoing relationship with the teacher leaders and the teacher leaders get work with colleagues to foster best practices for students. Continuing to value teacher leadership means the administrators need to be deliberate in building a culture of collaboration among teachers while also building trust. These work conditions would best create a more efficacious teacher leader.

Administrators must put energy into placing teacher leaders in work conditions that allow them to thrive. Simply hiring or moving a teacher into a teacher leadership position might fall short of obtaining the school goals if teacher leaders and not surrounded by accountability, feedback, set standards, and modeling on how to be a leader in all parts of leadership. This can be a complex situation as the administrators balance both placing teacher leaders in their positions and also maintaining an environment where teacher leaders can thrive.

In determining what influences teacher leader self-efficacy, it was first established that there was a correlation between all three work conditions and the self-efficacy scores. The stepwise regression analysis determined that all three work conditions play a role in predicting 44.8% of the variability in teacher leader self-efficacy scores. The order of work conditions that created this model were culture and context, structures, and roles and relationships. These work conditions altogether are a major piece in deciding how to create a school where teacher leaders can meet their highest potential.

The interplay of all the working conditions- school culture and context, roles and relationships, and structures- as predicting variables in teacher leader self-efficacy continues to strengthen the research by York-Barr and Duke (2004) on how essential a working environment is to teacher leaders. Even though York-Barr and Duke (2004) did not specifically address self-

efficacy, this study provides more insight into how working conditions play a role in the levels of self-efficacy teacher leaders report. For the participating teacher leaders, adding value to the profession, ranks high in the working conditions as a predicting variable of teacher leader self-efficacy. This is no surprise as teacher leaders dedicate time in the classroom and out of the classroom to improve school instruction and student success. Teacher leaders need to believe that what they are doing- taking on leadership roles outside the classroom- is valued by all stakeholders. When a staff has a common goal and works together to achieve it, the staff becomes a community. When a goal of increasing student success means having teacher leaders coach other teachers, lead a PLC or take on leadership duties, then the community values the role of the teacher leader as this position plays a part in reaching the goal. Therefore, believing that all stakeholders see the teacher leader position as adding value, then there will be higher efficacious feelings. Nonetheless, there continues to be a need in finding what it is that teacher leaders hear, say, and do in regard to what it means by value, thus more research is needed in this area.

A result worth noting from the data is how teamwork is a negative predictor of teacher leader self-efficacy. There are many aspects of teamwork that take place at a school (Charteris & Smardon, 2014). Teacher leaders often work with other teachers, lead PLCs, and meet with the administrations. These individual and team relationships need to be explored more when seeing the connection between teamwork and teacher leader self-efficacy. Since the findings from this study suggest that teamwork is a negative predictor for teacher leader self-efficacy there is a need for further research the reasons to explain this result.

Trust is another variable that predicts participating teacher leaders' overall level of self-efficacy. As noted before, trust must be present in the environment of the school not only

because of the relationship with self-efficacy, but for the safety and cohesiveness of the staff (Harris, 2005). The culture of trust has been explored and studied at schools. Margolis and Doring (2012) found that when teachers and teacher leaders worked together, these exchanges fostered distrust by teachers as they felt it was more evaluative, rather than learning opportunities. Thus, when trust is present within a staff, there will be higher levels of self-efficacy. It is no surprise that this study adds to the research, like Harris (2005), on how schools need to foster a community of relational trust so teacher leaders feel more accomplished. Additionally, new experiences that staff members have together, like a pandemic, impact teachers, staff, school leaders and administrations' relational trust. The staff must adjust as new goals are made and there are shifting staff roles. In the short answer response, a participant mentioned how it is part of the culture of the school to build trust. Also, they must regularly interact with each other to build relationships. There is more to research as trust emerges as both a part of relationships and culture in working conditions that impact teacher leaders and their self-efficacy.

Research Question 2a How Do School Culture and Context Influence Teacher Leaders' Self-Efficacy?

This study identified that work conditions play a part in predicting teacher leadership self-efficacy. Running a stepwise multiple linear regression analysis revealed that when using all three work conditions – school culture and context, roles and relationships, and structures – school culture and context is the first significant variable that predicts teacher leaders' self-efficacy. School culture and context means the school environment encourages teamwork, has clarity on teacher leader practices, focuses on collective teacher efficacy, builds an active professional learning community, and staff believes teacher leaders add value to the teaching profession.

This data along with Craw and Bevan (2022) addresses the importance of the workplace's culture, especially in a time of crisis, such as the pandemic teaching required at the beginning of this study. When the work environment fosters collaboration and openly values the contributions of all staff, there will undoubtedly be higher levels of self-efficacy. The focus must be on acknowledgment of the difficulties paired with problem-solving. As Craw and Bevan noted in their study of teaching during COVID-19, communal coping required both acknowledgment of grief, but a focus on solutions. The teaching profession is made up of many components, one of which is working together and alongside other educators to create an optimum learning system for students. Teacher leaders are highly valued as they bridge their classroom experience with responsibilities outside of the classroom to drive thoughtful discussions and professional growth with their colleagues.

Notably, the majority of invited comments from teacher leaders centered on elements of school culture and climate. Participants mentioned experiencing racial biases from staff, feeling that they were taken for granted in the work they do, and on weaker relational ties with administrators. Some participants used words such as "dishonest," "controlling" and "resistant" to describe administrators at their school site. Others noted that their administrators sought to build relationships, but that their efforted were hampered during pandemic teaching.

Keeping teacher leaders in the profession and successful must be a top priority as school leaders and administrators continue to build dynamic schools around the success of students. Administration has to set clear expectations around the roles of teacher leaders which will then allow the entire staff to continue to shape next steps for improvement. Having this culture of collaboration and open communication directed by staff moves all members into understanding their value and their power to make change. It has been about 20 years since York-Barr and

Duke (2004) noted that some schools do not have an environment where teachers are in each other's classrooms. It is time to move away from keeping teachers inside the classroom, where doors are shut and privacy means successes are not shared. The school leaders and administrators must talk to teacher leaders and staff regularly, with clarity, and often to demonstrate how learning communities can and do learn from each other.

It is vital that school leaders and administrators pay attention to the established culture and work towards strengthening it as it pertains to fostering teacher leader's self-efficacy. School culture and context, especially value and clarity, are work conditions that have a positive relationship and impact on teacher leader self-efficacy; therefore, it must have a place in any school that wants to attend to building teacher leaders.

Research Question 2b How Do Roles and Relationships Influence Teacher Leaders' Self-Efficacy?

The stepwise multiple linear regression analysis identified roles and relationships as the last factor into predicting teacher leaders' self-efficacy. Roles and relationships address trust, respect, working together with teachers, receiving feedback and clarity on the teacher leadership duties. York-Barr and Duke (2004), point out the importance of clear expectations, open communication and ongoing feedback between teacher leaders and colleagues.

However, these findings suggest that roles and relationships are not the number one factor when predicting the teacher leaders' self-efficacy. Nonetheless, research from York-Barr and Duke (2004), Firestone and Martinez (2007) and Jacobs et al. (2014) who all expressed the importance of the relationship between the teacher leader, staff and principal. These studies demonstrate the vital impact relationships have on the success of teacher leaders and completion of duties. The findings from this study do align with the findings already discussed on how

essential relationships are when creating ideal work conditions for teacher leaders to be successful.

Many reasons play a role in the ranking results of roles and relationships as compared to school culture and context and structures. One speculation by the researcher was that some of the questions in the roles and relationship section questionnaire were too general. This would cause the participants to have to make their own interpretations, which would make the collective answers unimpactful. For example, the statement "Trust among staff" could be interpreted in many ways. A participant might answer about teaching staff and not the principal or only think about the principal. Also, there was only one question about feedback and it combined both administration and staff. The wording of the questions did not create the depth of analysis the researcher was looking for. There is room to further investigate this area on roles and relationships as it is compared to the other work conditions- culture and context and structure.

When isolating roles and relations as a predicting variable, trust, respect, working with other teachers and feedback all emerged as being significant in predicting self-efficacy. These results are similar to Harris (2005) on how teacher leaders were able to effectively complete their duties when the principal fostered working conditions around inquiry and discourse with the staff. The complexity of trust and respect is displayed in the invited comments as many shared their frustration with the lack of both in the school setting. Even though it was not stated in the invited comments, it can be implied that the administration was aware of the distrust and lack of respect within the staff. Therefore, school leaders- administration and principal- must acknowledge and be deliberate in creating and maintaining regular opportunities for authentic conversations so staff can develop their relationships around trust and respect.

The subscale self-efficacy moral leadership has the predictor variable feedback. From this study, self-efficacy moral leadership emerged as an area of growth around feedback. California does not have any statewide teacher leadership standards and the feedback from the invited comments reflects that the little feedback that does exist is inconsistent and or not growth-producing. This study focused on self-efficacy which is made up of four components including verbal persuasion, which is feedback (Bandura, 1977). Therefore, it is clear that teacher leaders want feedback and the presence of feedback does predict teacher leaders' self-efficacy, especially the subscale moral leadership.

Research Question 2c- How Do Structures Influence Teacher Leaders' Self-Efficacy?

In conducting the stepwise multiple linear regression, the final question was answered on how structure predicts teacher leader self-efficacy. Structure is the second factor when grouping the work conditions to predict teacher leader self-efficacy. Structure refers to what is happening on the school site that allows a teacher leader to fulfil their duties and responsibilities. This includes structure of leadership, how decisions are made, schedules, physical space, and rewards.

As expected, structure plays a role in predicting teacher leaders' self-efficacy. The specific variables that emerge as predictors are physical space, schedules allow for collaboration, decisions are made collaboratively, and rewards. Administration must create on-site work conditions that are specifically around the structures that create successful teacher leaders. There is a need to look deeper into the role of physical space as it pertains to self-efficacy. It can be inferred that an actual room or conference space can allow teachers and teacher leaders to host better discussions, debriefs and department meetings. Margolis and Doring (2012) found the purpose of having a teacher leader working with a teacher was impacted when the teacher quickly explained their reason for an unintended result rather than sitting with the complexity that goes with crafting and implementing a lesson. A physical space might allow a teacher leader

to invite a teacher to step away from the classroom to be more reflective and not defensive. When teacher leaders know certain structures at the workplace are created, designed and maintained to support their duties, teacher leaders are more efficacious.

When school leaders, principals, and administrators create structures at the school for teacher leaders, they need protect these structures in order for teachers to complete their responsibilities in and out of the classroom. Therefore, maintaining a schedule for teacher leaders to work with other teachers is essential when creating efficacious teacher leaders. Too many times, a principal is called to ask a teacher leader to take on a duty that keeps them from completing their actual list of responsibilities. These results demonstrate that holding these structures scared, like a schedule, are vital to the teacher leaders' self-efficacy.

Rewards were a predictor of self-efficacy as well as being a topic mentioned numerous times in the invited comments. The researcher categorized rewards as fewer classes, release time, or stipend. Most comments addressed the lack of stipend or funding for teachers who take on responsibilities. This issue on funding continues to be problematic to the teaching profession as a whole. California school budgets are determined by Average Daily Attendance and the state budget (California Department of Education, 2022). For many schools, it is not in the budget to give a stipend to teacher leaders as this position can happen organically and is not always an official title. Some participants mentioned there was just a one-time compensation, or there once was a stipend, but it no longer exists. Other words a participant wrote about rewards were "volunteer" "expected" and "unofficial". This highlights how ambiguous teacher leaders can be when taking on responsibilities outside of the class. Berry (2019) states that teacher leaders are heading educational reforms. Therefore, as teacher leaders are vital parts of schools, it is worth

further exploring how rewards, especially stipends, play a role in the working conditions that impact teacher leader self-efficacy.

The COVID-19 pandemic had a powerful impact on teachers. The Wall Street Journal (2022), reported that 300,000 teachers have left the profession. This most certainly includes current teacher leaders and prospective teacher leaders. Teacher leaders are an important part to school reform and student success. As schools continue to adjust and structures are re-established or initially established, eliminating uncertainty in areas of the profession could help in both the recruitment and retention of teacher leaders. Teacher leaders will have physical space to complete their role, know their schedules, and be aware of any possible rewards or stiped the school offers. Having this structure will create certainty in a profession that has been riddled with uncontrollable changes.

Limitations

This study was limited to teacher leaders in California. There is a volunteer bias in survey research that must be acknowledged, as teacher leaders who completed the survey may arguably be more efficacious in their perceptions than those who were recruited but chose not to participate. Ironically, there is also self-efficacy bias, where "respondents with high (low) self-efficacy overestimate (underestimate) their abilities and knowledge, regardless of the ability or topic under consideration" (Walters, 2021, p. 2). The researcher also acknowledges that certain types of teacher leaders (for example, Nationally Board Certified teachers) may have greater opportunities to select to work in schools with specific working conditions. This selection bias may result in inflated estimates of the relationship between working conditions and teacher leader self-efficacy. However, it must be noted this study did not produce results on what working conditions and school practices cause self-efficacy. The causal relationship between self-efficacy and working conditions is complex as there needs to be more research on whether

conditions cause self-efficacy, self-efficacy causes conditions or if something not observed is causing both. Therefore, this study addresses the correlational relationship work conditions and self-efficacy has, but the researcher acknowledges that changing or establishing certain working conditions will not necessarily increase self-efficacy of the leaders within a school. Lastly, this survey is not a representative sample, due to the small number of responses.

Recommendations

This final section of the discussion addresses recommendations about policy and practice as it relates to teacher leaders. In addition, the results of this study suggest that future research more deeply explores factors of work conditions.

Policy

In 2019, the National Council on Teacher Quality analyzed state policies on teacher leadership. They found that 35 states have specific teacher leadership policies, but California is not one of them (Nittler et al., 2019). A first step in doing so is developing policies at the state level to define the qualifications of teacher leaders and their roles and responsibilities. Teacher leadership is viewed as a career ladder for educators, but the current lack of guidelines for teacher leaders makes them vulnerable to variable work conditions that may inhibit or enhance their self-efficacy. It seems to be left to chance about whether supportive work conditions are present. The development of such a policy would provide district and school administrators with clear direction on best practices for teacher leaders.

One state that has such guidelines is Utah. They have outlined six different roles: — Professional Learning Lead, Formally Trained and Recognized Mentor, Lead or Master Teacher, Education Policy Advocate and School Outreach Lead, and Education Ambassador, with accompanying knowledge, skills, and dispositions aligned to each (Utah State Board of Education, 2021). Districts develop job descriptions extracted from one or more of these

formally defined roles, thus allowing for a clear line for candidates and administrators. In doing so, they mitigate the "mission creep" that can occur when an administrator views a teacher leader as an extra set of hands that can be plugged in to fill a gap. In addition, Utah requires that districts provide monetary compensation for teacher leaders.

Other states have emphasized skills and knowledge as part of their teacher leadership standards. Virginia, as one example, requires National Board Certification, a recognized program that allows teachers to practice in all 50 states. Teacher leadership as a specific career expectation, tied to formal training and incentives, can reduce the ambiguity that arises when such guidelines do not exist.

Practice

The development of teacher leadership standards can further enhance best practices. Of note is that districts need to possess sufficient flexibility to tailor the needs of a school site to the job descriptions of teacher leaders. As one example, the California Reading and Literature Project, based at Berkeley, emphasizes content expertise about reading development with the necessary facilitation skills needed by teacher leaders to support peers. Instructional teacher leadership is a crucial dimension; teacher leaders need regular opportunities to enhance their skillset. The challenges of COVID-19 meant that schools had to rapidly shift to online teaching; there is learning to be had because of these experiences. Schools admirably increased their technology services and invested in the technology skills of teachers. Although we have returned to face-to-face learning, these skills should not become dormant. Many principal leadership programs shifted to virtual reality classroom simulations and video-recorded scenarios to provide candidates with opportunities to explore case study examples in online discussions. Teacher leaders could equally benefit from a similar approach that allows teacher leaders to continue to

hone their craft. This is consistent with Harris's (2005) findings that teacher leaders need a team of other teacher leaders to collaborate and network with to discuss their professional work.

More nuanced consideration and attention must be given to the work conditions that are needed for teacher leaders to thrive. The results of the survey noted that the school culture and climate, structure and the roles and relationships present appeared to factor into a teacher leader's sense of self-efficacy. Much like distributing seeds will not necessarily result in living plants, simply sprinkling teacher leaders into schools will not necessarily result in breakthrough results. A farmer considers the conditions of the soil before planting; district leaders must consider a school's culture before assigning a teacher leader. The intentional and systematic cultivation of the school's culture and the relational trust across the organization has a positive impact on the students and the adults. While the addition of a teacher leader can assist in its development, it is crucial to note that the school culture also impacts the teacher leader. Bryk et al.'s 2010 longitudinal study of 100 Chicago schools found that relational trust was predictive of whether a school would meet its math and literacy initiatives. Those schools with low relational trust among staff had only a 14% chance of meeting their goals, even when the professional skills of the staff were held constant. Teacher leaders are a key to success in disseminating and fostering best practices. But they need attention to the school culture in order to best do their work.

Future Research

The need for continued future research in the field of teacher leadership is apparent. One area for further investigation is on determining causal relationships between teacher leaders' self-efficacy and the school culture, as the results from this study are correlational. A popular conceptualization of school culture is that it is often limited to the lens of the students' experiences; in fact, school culture delineates how work gets done among all the players in an

organization. For instance, does the presence or absence of guidelines for protecting teacher leaders' time from non-instructional activities make a difference? Does involvement in consequential decision-making at the school level inhibit or enhance self-efficacy? These questions each interrogate the work conditions related to school culture in ways that shift the spotlight to the experiences of teacher leaders.

Another recommendation for future research is at the theoretical level. Nearly two decades after York-Barr and Duke's seminal work, no other researchers have put forth a conceptual framework. This is not a criticism of their framework, but rather an acknowledgment that the field would benefit from additional considerations. For instance, while much research has been done in the area of equity and its multifaceted role in instruction and leadership, it does not currently exist as a theoretical construct related to teacher leadership. Another element absent in the current framework is distributed leadership (Spillane et al., 2001). While much has been written about distributed leadership from the vantage point of the principal, it is not represented as being a factor in teacher leadership. Teacher leaders who do not have a distributed leadership mindset can be reduced to being the locator of resources. Best practices in the field suggest that we teach students how to do things for themselves, while receiving an appropriate level of support. It would seem to be true for adults as well. By ensuring that a refined teacher leader model includes how it is that support is provided and faded, educators can become increasingly more able.

Conclusion

Teacher leaders are a significant part of the educational system as student progress and success continue to be measured. School principals and administration turn to teacher leaders to be active leaders with the students they teach and the staff they work with. This unique combination of instructional leadership- teacher of students and staff- creates a need for

principals to be aware of the challenges these educators face, specifically challenges impacting self-efficacy.

This is the time for school principals and administrators to be fully aware and actively cultivate working conditions that positively impact teacher leaders' self-efficacy. Deliberate action and focus need to be on creating a school's working conditions, particularly culture and context, structure, and the roles and relationships. These work conditions will impact teacher leaders' sense of self-efficacy, thus adding to the interplay of all the pieces that enhance student achievement.

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Appendix A - Survey

This questionnaire was adapted from Tschannen-Moran and Gareis (2004). It is designed to help gain a better understanding of self-efficacy and the kinds of things that create challenges for teacher leaders in their school activities.

Teacher Leader Efficacy Scale

Directions: Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale of responses ranges from "None at all" (1) to "A Great Deal" (9), with "Some Degree" (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses since each represents a degree on the continuum. Your answers are confidential. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

"In your current role as a teacher leader, to what extent can you..."

	None at all		Very little		Some degree		Quite a bit		A great deal
1. facilitate student learning in your school?	1	2	3	4	5	6	7	8	9
2. generate enthusiasm for a shared vision for the school?	1	2	3	4	5	6	7	8	9
3. handle the time demands of the job?	1	2	3	4	5	6	7	8	9
4. manage change in your school?	1	2	3	4	5	6	7	8	9
5. promote school spirit among a large majority of the student population?	1	2	3	4	5	6	7	8	9
6. create a positive learning environment in your school?	1	2	3	4	5	6	7	8	9
7. raise student achievement on standardized tests?	1	2	3	4	5	6	7	8	9
8. motivate teachers?	1	2	3	4	5	6	7	8	9
9. promote the prevailing values of the community in your school?	1	2	3	4	5	6	7	8	9
10. maintain control of your own daily schedule?	1	2	3	4	5	6	7	8	9
11. shape the operational policies and procedures that are necessary to manage your school?	1	2	3	4	5	6	7	8	9
12. promote acceptable behavior among students?	1	2	3	4	5	6	7	8	9
13. handle the paperwork required of the job?	1	2	3	4	5	6	7	8	9
14. promote ethical behavior among school personnel?	1	2	3	4	5	6	7	8	9
15. cope with the stress of the job?	1	2	3	4	5	6	7	8	9
16. prioritize among competing demands of the job?	1	2	3	4	5	6	7	8	9

School Conditions

The purpose of this part of the survey is to learn about your experiences with common conditions that either support or inhibit the work of teacher leaders (York-Barr & Duke, 2004). School Culture and Context focuses on the professional norms at your place of work. Roles and Relationships focus on the interactions and cooperation between you and your colleagues. Lastly, Structures are the organizing and governing mechanisms within your workplace.

Directions: Please identify to what extent the following practices are present at your workplace that support your work as a teacher leader.

School Culture and Context- the professional norms at your place of work**.**

To what extent are these practices or conditions present at your current school that facilitate your role as a teacher leader?

	Not Present	Somewhat Present	Often Present	Fully Present
17. Clarity on teacher leader practices	1	2	3	4
18. Focus on collective teacher efficacy	1	2	3	4
19. Teamwork is present and encouraged	1	2	3	4
20. Professional learning communities are active	1	2	3	4
21 Teacher leaders add value to the teaching profession	1	2	3	4

22. Is there anything else that I should know about your **school culture and context** that either supports or inhibits your work as a teacher leader?

Roles and Relationships- the interactions and cooperation between you and your colleagues

To what extent are these practices or conditions present at your current school that facilitate your role as a teacher leader?

	Not Present	Somewhat Present	Often Present	Fully Present
23. Colleagues respect teacher leaders	1	2	3	4
24. Trust among staff	1	2	3	4
25. Teacher leaders work with other teachers	1	2	3	4
26. Teacher leader receives regular feedback from administration and staff	1	2	3	4
27. Clarity on teacher leader roles, duties, and expectations	1	2	3	4

28. Is there anything else that I should know about your **roles and relationships** that either supports or inhibits your work as a teacher leader?

Structures- the organizing and governing mechanisms within your workplace

To what extent are these practices or conditions present at your current school that facilitate your role as a teacher leader?

	Not Present	Somewhat Present	Often Present	Fully Present
29. Structure of school is top-down leadership (e.g., decisions come from the administration)	1	2	3	4
30. Decisions are made on-site based on best teacher practices (e.g., teachers and teacher leaders both have input)	1	2	3	4
31. Schedules allow teachers, teacher leaders, and staff to collaborate (e.g., common prep time, visiting classrooms, and professional development)	1	2	3	4
32. Physical Space to fulfill your role as a teacher leader (e.g., office, conference room, classroom)	1	2	3	4
33. Rewards (e.g., fewer classes, release time, or stipend)	1	2	3	4

34. Is there anything else that I should know about your **school structure** that either supports or inhibits your work as a teacher leader??

Demographics

1. What is your age?

2. How do you identify?

   Female
   Male
   Non-binary

3. Which of the following best describe your race/ethnicity? Check all that apply.

   Native American
   Black or African American
   White
   Hispanic or Latinx
   Asian
   Native Hawaiian or Pacific Islander (Guamanian, Samoan, Tahitian)
   Two or more races
   Decline to state

4. How many years have you been teaching?

5. How long have you been in a teacher leadership role?

6. What is the highest degree you hold?

    Bachelor's
    Masters
    Doctorate

7. Why type of teaching credential do you have? Check all that apply.

    Agriculture
    Art
    Business
    English
    History/Social Science
    Language
    Math
    Music
    Physical Education
    Science
    Special Education
    Other: Please type your response

8. Are you National Board Certified?

    Yes
    No

9. What type of school do you work at/with? Check all that apply.

    Public (non-charter)
    Charter
    Private

10. Which of the following best describes your school's current delivery of instruction?

    Fully online
    Hybrid
    In-person
    Other: Please describe

11. Approximately, how many students are enrolled at your school?

12. If you have a job title in addition to teacher/instructor, what is it?

13. On average, approximately how much of your week is dedicated to the following roles and responsibilities (sliding scale must equal 100%):

    Teaching in the classroom
    Department Chair/Leader
    Finding resources
    Leading professional development
    Academic/Instructional Coaching
    Professional Learning Community Leader
    Teacher on Special Assignment
    Administrative Tasks
    Other: Please type your response

14. Is there anything else that I should know about your school?

Thank you for taking the time to complete this survey.

Appendix B - IRB Approved Consent Form for Survey

Claremont Graduate University

AGREEMENT TO PARTICIPATE IN *TEACHER LEADER AND SELF-EFFICACY* (IRB # 3929)

You are invited to take a survey for a research project. Volunteering will probably not benefit you directly, but you will be adding vital information to the area of teacher leadership. You might also develop a greater awareness of self-efficacy. If you volunteer, you will answer a series of questions about your perceived self-efficacy, the extent of conditions present at your workplace, and demographics about you and the school you work at. This will take about 15 minutes of your time to complete. Volunteering for this study involves no more risk than what a typical person experiences on a regular day. Your involvement is entirely up to you. You may withdraw at any time for any reason. Please continue reading for more information about the study.

STUDY LEADERSHIP: This research study is led by Joanna Schaefer Smith, a doctoral student of education at Claremont Graduate University and San Diego State University and supervised by Dr. Thomas Luschei, a professor of education at Claremont Graduate University.

PURPOSE: The purpose of this study is to learn more about teacher leadership and self-efficacy. This study is designed to investigate possible challenges and supports that occur in the professional setting that influence teacher leaders' self-efficacy as they engage in leadership responsibilities.

ELIGIBILITY: To be in this study, you must be a high school teacher who also has leadership duties including but not limited to Department Chair, Academic/Instructional Coaching, planning professional development, or other leadership tasks. You must identify as a teacher leader, but you do not need to have a specific job title other than teacher/instructor. You must be working at a high school in California.

PARTICIPATION: During the study, you will be asked to complete a questionnaire that will take about 15 minutes, asking about your self-efficacy, work conditions, credential, education, and type of school you work at. You will be asked to rate your self-efficacy and specific conditions in the workplace on a Likert scale.

An example question is: To what extent are these practices or conditions present at your current school that facilitate your role as a teacher leader?

Clarity on teacher leader practices: Not present, Somewhat Present, Often Present, Fully Present

RISKS OF PARTICIPATION: The risks that you run by taking part in this study are minimal. A possible risk includes emotions that are tied to teaching during a pandemic.

BENEFITS OF PARTICIPATION: I do not expect the study to benefit you personally. You might develop a greater awareness of self-efficacy. This study will benefit the researcher by helping me complete my doctoral study. This study is also intended to benefit the field of teacher leadership as there is much to learn from teachers who take on leadership duties.

COMPENSATION: You will not be compensated for participating in this study.

VOLUNTARY PARTICIPATION: Your participation in this study is completely voluntary. You may stop or withdraw from the study at any time without it being held against you. Your decision whether or not to participate will have no effect on your current or future connection with anyone at CGU or SDSU.

CONFIDENTIALITY: I am not asking for any identifying information from you or the school that you work at. The Qualtrics survey will not collect any identifiable information, including IP addresses, and no one will be able to connect the responses to the school or district. The anonymity is further protected by not asking teacher leaders to sign and return a consent form. The completion of the survey will serve as consent. Your individual privacy will be protected in all papers, books, talks, posts, or stories resulting from this study. I may share the data collected with other researchers, but we will not reveal your identity with it, as you are anonymous. In order to protect the confidentiality of your responses, I will be securing data files, using random ID codes, and reporting only averages or other group statistics.

FURTHER INFORMATION: If you have any questions or would like additional information about this study, please contact the primary investigator Joanna Schaefer Smith at joanna.schaefer@cgu.edu. You may also contact Dr. Thomas Luschei at (909) 621-8000 and thomas.luschei@cgu.edu. The CGU Institutional Review Board (IRB) has approved this project. If you have any ethical concerns about this project or about your rights as a human subject in research, you may contact the CGU IRB at (909) 607-9406 or at irb@cgu.edu. You may print and keep a copy of this consent form.

CONSENT: If you do not want to participate, please do not fill out the survey. If you consent to participate in this study, please complete the survey. Your check in the box below means that you understand the information on this form, that someone has answered any and all questions you may have about this study, and you voluntarily agree to participate in it.

Appendix C - Letter of Permission

William & Mary
School of Education

MEGAN TSCHANNEN-MORAN, PHD
PROFESSOR OF EDUCATIONAL LEADERSHIP

May 8, 2019

Joanna,

You have my permission to use the Principals' Sense of Efficacy Scale, which I developed with Chris Gareis, in your research. You also have my permission to adapt the measure to your purposes. The best citation to use is:

> Tschannen-Moran, M. & Gareis, C. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573-585.

You can find a copy of these measures and scoring directions on my web site at http://wmpeople.wm.edu/site/page/mxtsch . I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for these measures as well as other articles I have written on this and related topics.

All the best,

Megan Tschannen-Moran
William & Mary School of Education

P.O. Box 8795 • Williamsburg, VA 23187-8795 • (757) 221-2187 • mxtsch@wm.edu

Appendix D - Principal Questionnaire

Principal Questionnaire

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for principals in their school activities.

Directions: Please indicate your opinion about each of the questions below by marking one of the nine responses in the columns on the right side. The scale of responses ranges from "None at all" (1) to "A Great Deal" (9), with "Some Degree" (5) representing the mid-point between these low and high extremes. You may choose any of the nine possible responses, since each represents a degree on the continuum. Your answers are confidential.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

	"In your current role as principal, to what extent can you…"	None at All		Very Little		Some Degree		Quite a Bit		A Great Deal
1.	facilitate student learning in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2.	generate enthusiasm for a shared vision for the school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3.	handle the time demands of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4.	manage change in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
5.	promote school spirit among a large majority of the student population?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
6.	create a positive learning environment in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
7.	raise student achievement on standardized tests?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8.	promote a positive image of your school with the media?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
9.	motivate teachers?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
10.	promote the prevailing values of the community in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
11.	maintain control of your own daily schedule?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
12.	shape the operational policies and procedures that are necessary to manage your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
13.	handle effectively the discipline of students in your school?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
14.	promote acceptable behavior among students?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
15.	handle the paperwork required of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
16.	promote ethical behavior among school personnel?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
17.	cope with the stress of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨
18.	prioritize among competing demands of the job?	①	②	③	④	⑤	⑥	⑦	⑧	⑨

Appendix E - Recruitment Letter to Principals

Attention: Teacher Leader Survey for Doctoral Study

Dear Principal X,

Your teacher leaders are invited to participate in a research project being conducted by Joanna Schaefer Smith, a doctoral candidate at Claremont Graduate University and San Diego State University. A teacher leader is someone who takes on responsibilities outside of the classroom. Examples of these responsibilities can include being an instructional coach, department chair, or other leadership tasks. The purpose of this research is to find teacher leaders' levels of self-efficacy and what conditions are present at the workplace that support their roles and responsibilities.

If teacher leaders decide to participate, they will be asked to complete an anonymous web-based survey. The survey should take no more than 15 minutes and I hope to recruit 150 participants throughout California high schools.

The Qualtrics survey will not collect any identifiable information, including IP addresses, and no one will be able to connect the responses to the school or district. The anonymity is further protected by not asking teacher leaders to sign and return a consent form. The completion of the survey will serve as consent.

If you have any questions about this study, you may email me at joanna.schaefer@cgu.edu or my advisor, Dr. Thomas Luschei, at thomas.luschei@cgu.edu.

This project has been certified as exempt by The Claremont Graduate University Institutional Review Board. If you have any questions about your rights as a research participant, you may call the IRB at (909) 607-9406 or email at irb@cgu.edu.

Please forward this email to all teacher leaders at your school to complete the survey.
Survey Link: Teacher Leaders and Self-Efficacy

Thank you for your participation.

Ms. Joanna Schaefer Smith

Appendix F - Teacher Leader Recruitment Email

Dear Teacher Leader,

As a teacher leader, you are invited to participate in a research project being conducted by Joanna Schaefer Smith, a doctoral candidate at Claremont Graduate University and San Diego State University. A teacher leader is someone who takes on responsibilities outside of the classroom. Examples of these responsibilities can include being an instructional coach, department chair, or other leadership tasks. The purpose of this research is to find teacher leaders' levels of self-efficacy and what conditions are present at the workplace that support their roles and responsibilities.

If you decide to participate, you will be asked to complete an anonymous web-based survey. The survey should take no more than 30 minutes and I hope to recruit 150 participants throughout California high schools.

The Qualtrics survey will not collect any identifiable information, including IP addresses, and no one will be able to connect the responses to the school or district. The anonymity is further protected by not asking you to sign and return a consent form. The completion of the survey will serve as consent.

If you have any questions about this study, you may email me at joanna.schaefer@cgu.edu or my advisors, Dr. Frey, at nfrey@sdsu.edu or Thomas Luschei, at thomas.luschei@cgu.edu. This project has been certified as exempt by The Claremont Graduate University Institutional Review Board. If you have any questions about your rights as a research participant, you may call the IRB at (909) 607-9406 or email at irb@cgu.edu.

Survey Link: Qualtrics link

Thank you for your participation.

Ms. Joanna Schaefer Smith

Appendix G - Social Media Post

Attention Teacher Leader,

If you are a teacher leader in California working at a high school, you are invited to participate in a research project being conducted by Joanna Schaefer Smith, a doctoral candidate at Claremont Graduate University and San Diego State University. A teacher leader is someone who takes on responsibilities outside of the classroom. Examples of these responsibilities can include being an instructional coach, department chair, or other leadership tasks. The purpose of this research is to find teacher leaders' levels of self-efficacy and what conditions are present at the workplace that support their roles and responsibilities.

If you decide to participate, you will be asked to complete an anonymous web-based survey. The survey should take no more than 30 minutes and I hope to recruit 150 participants throughout California high schools.

The Qualtrics survey will not collect any identifiable information, including IP addresses, and no one will be able to connect the responses to the school or district. The anonymity is further protected by not asking you to sign and return a consent form. The completion of the survey will serve as consent.

If you have any questions about this study, you may email me at joanna.schaefer@cgu.edu or my advisors, Dr. Frey, at nfrey@sdsu.edu or Thomas Luschei, at thomas.luschei@cgu.edu. This project has been certified as exempt by The Claremont Graduate University Institutional Review Board. If you have any questions about your rights as a research participant, you may call the IRB at (909) 607-9406 or email at irb@cgu.edu.

Survey Link: Qualtrics link

Thank you for your participation.

Ms. Joanna Schaefer Smith

Appendix H - Graphs

Test of Homogeneity of Variance of Efficacy Scales When Grouped by Age

	Levene Test				*Kruskal-Wallis Test*		
	F	*df*1	*df*2	Sig.	H	*df*	Sig.
Management	1.204	4	103	.314			
Moral Leadership	3.114	4	103	.018	.909	4	.923
Instructional Leadership	4.609	4	103	.002	1.320	4	.858
Overall	4.792	4	103	.001	1.891	4	.756

ANOVA of Efficacy Scale When Grouped by Age

	Source	SS	df	MS	F	Sig.
Management	Between Groups	6.195	4	1.549	.876	.481
	Within Groups	182.110	103	1.768		
	Total	188.305	107			
Moral Leadership	Between Groups	.96	4	.24	.12	.975
	Within Groups	205.681	103	1.997		
	Total	206.641	107			
Instructional Leadership	Between Groups	1.564	4	.391	.246	.911
	Within Groups	163.389	103	1.586		
	Total	164.953	107			
Overall	Between Groups	1.941	4	.485	.348	.845
	Within Groups	143.501	103	1.393		
	Total	145.443	107			

Test of Homogeneity of Variance of Efficacy Scales When Grouped by Years Teaching

	Levene Test				*Kruskal-Wallis Test*		
	F	*df*1	*df*2	Sig.	H	*df*	Sig.
Management	.586	5	102	.710			
Moral Leadership	1.674	5	102	.147			
Instructional Leadership	2.600	5	102	.030	.754	5	.980
Overall	1.672	5	102	.148			

ANOVA of Efficacy Scale When Grouped by Year Teaching

	Source	SS	df	MS	F	Sig.
Management	Between Groups	3.383	5	.677	.373	.866
	Within Groups	184.922	102	1.813		
	Total	188.305	107			
Moral Leadership	Between Groups	3.795	5	.759	.382	.860
	Within Groups	202.846	102	1.989		
	Total	206.641	107			
Instructional Leadership	Between Groups					
	Within Groups					
	Total					
Overall	Between Groups	.856	5	.171	.121	.988
	Within Groups	144.587	102	1.418		
	Total	145.443	107			

Test of Homogeneity of Variance of Efficacy Scales When Grouped by Years as Teacher Leader

	Levene Test				*Kruskal-Wallis Test*		
	F	*df*1	*df*2	Sig.	H	*df*	Sig.
Management	2.060	4	103	.091			
Moral Leadership	3.881	4	103	.006	1.936	4	.748
Instructional Leadership	2.405	4	103	.054			
Overall	3.632	4	103	.008	.847	4	.932

ANOVA of Efficacy Scale When Grouped by Years as Teacher Leader

	Source	SS	df	MS	F	Sig.
Management	Between Groups	4.562	4	1.140	.639	.636
	Within Groups	183.744	103	1.784		
	Total	188.305	107			
Moral Leadership	Between Groups	2.680	4	1.089	.699	.595
	Within Groups	203.961	103	1.980		
	Total	206.641	107			
Instructional Leadership	Between Groups	4.357	4	1.089	.699	.595
	Within Groups	160.596	103	1.559		
	Total	164.953	107			
Overall	Between Groups	.815	4	.204	.145	.965
	Within Groups	144.627	103	1.404		
	Total	145.443	107			

Test of Homogeneity of Variance of Efficacy Scales When Grouped by Number of Students Enrolled

	Levene Test			
	F	*df*1	*df*2	Sig.
Management	.752	3	104	.524
Moral Leadership	.678	3	104	.567
Instructional Leadership	.848	3	104	.471
Overall	.489	3	104	.691

ANOVA of Efficacy Scale When Grouped by Number of Students Enrolled

	Source	SS	df	MS	F	Sig.
Management	Between Groups	5.421	3	1.807	1.028	.384
	Within Groups	182.885	104	1.759		
	Total	188.305	107			
Moral Leadership	Between Groups	13.384	3	4.461	2.401	.072
	Within Groups	193.257	104	1.858		
	Total	206.641	107			
Instructional Leadership	Between Groups	11.576	3	3.859	2.616	.055
	Within Groups	153.377	104	1.475		
	Total	164.953	107			
Overall	Between Groups	8.210	3	2.737	2.074	.108
	Within Groups	137.233	104	1.320		
	Total	145.443	107			

Test of Homogeneity of Variance of Efficacy Scales When Grouped by Credential

	Levene Test				*Kruskal-Wallis Test*		
	F	*df*1	*df*2	Sig.	H	*df*	Sig.
Management	.766	8	99	.634			
Moral Leadership	1.013	8	99	.431			
Instructional Leadership	2.434	8	99	.019	15.795	8	.045
Overall	1.798	8	99	.086			

ANOVA of Efficacy Scale When Grouped by Credential

	Source	SS	df	MS	F	Sig.
Management	Between Groups	14.979	8	1.877	1.069	.391
	Within Groups	173.326	99	1.751		
	Total	188.305	107			
Moral Leadership	Between Groups	23.060	8	2.883	1.554	.148
	Within Groups	183.580	99	1.854		
	Total	206.641	107			
Instructional Leadership	Between Groups	26.373	8	3.297	2.355	.023
	Within Groups	138.580	99	1.400		
	Total	164.953	107			
Overall	Between Groups	19.044	8	2.380	1.864	.074
	Within Groups	126.399	99	1.277		
	Total	145.443	107			

Self-efficacy Scale Differences between Teacher Leaders Who Are National Board Certified and Those Who Are Not National Board Certified

	National Board Certification		No National Board Certification					
Self-efficacy Scale	M	SD	M	SD	df	t	p	Cohen's d
Management	6.37	1.66	6.43	1.28	106	-.161	.872	-.045
Moral Leadership	6.25	1.65	6.23	1.35	106	.062	.950	.017
Instructional Leadership	6.91	1.21	6.59	1.25	106	.927	.356	.258
Overall	6.51	1.37	6.41	1.14	106	.291	.771	.081

Self-efficacy Scale Differences between Female Teacher Leaders and Male Teacher Leaders

	Female Teacher Leaders		Male Teacher Leaders					
Self-efficacy Scale	M	SD	M	SD	df	t	p	Cohen's d
Management	6.35	1.32	6.57	1.34	106	-.765	.446	-.160
Moral Leadership	6.33	1.44	6.00	1.25	106	1.138	.258	.238
Instructional Leadership	6.67	1.22	6.56	1.30	106	.440	.661	.092
Overall	6.45	1.18	6.37	1.14	106	.317	.752	.066

Appendix I - Written Response Work Conditions

School Culture and Context

1. The school culture is strong where I work. The staff is dedicated to working together to grow as professionals. Teacher leaders are respected by the staff.

2. My work as a teacher leader is supported by an immense school-wide focus on collective teacher efficacy. It is a norm to rely on colleagues and to engage in regular PLCs.

3. Our specialized school status (pilot school) often comes with confusing restrictions to what we can and cannot do as a school. There have also been a rotation of new leaders on site, making change difficult to sustain over years.

4. Trying to make changes in cultural practices that did not benefit all students has been difficult due to competing values from former teacher leaders having a louder voice but not the full support from the staff.

5. Just this year our principal offered to compensate teacher Pathway Leads and Grade Level Leads with a $2,000 yearly stipend. This HAD NEVER happened before. Much of the work that teachers leaders did went uncompensated monetarily. Although, I welcome the compensation I am also concerned as teachers ALREADY felt stretched thin by the demands of being a FULL-TIME teacher and taking on "unofficial" or "volunteer" roles. I wonder if the demands of the position will be increased as it is now being "compensated". The $2,000 is welcome but insufficient compared to the amount of hours teachers have traditionally contributed and now might be "expected" to contribute.

6. District policy has inhibited admin from allowing teachers to use time away from the classroom to collaborate.

7. Our school culture really emphasizes that choices should systematically be made for the good of our students.

8. Many veteran teachers fear change. Especially after this most extraordinary year, it is a struggle to get people to let go of old/comfortable ways and embrace the new.

9. In my role as a teacher leader my input is welcome and valued by administration.

10. From what I've observed, some of the biggest issues arise when there is a difference between what the majority of staff members desire and the community at large desire. This is where administration is caught in the middle and their time is taken away in an unplanned manner. At least in our site, when our administration does have time, they tend to do their job well. This also makes it difficult for our administration to do any real vision setting since any long term picture they paint is also under fire from the community or the staff. Lack of vision inhibits my work as a teacher leader the most because then I'm constantly waiting and waiting and have to work in random spurts.

11. the pandemic coupled with a recent leadership change has produced low faculty morale this past year

12. The teacher leaders haven't been given a set of standards or expectations, its just a general overview of our role and then specific projects or activities we complete.

13. The school has had 5 different principals in the last 6 years so consistency has been an issue-- however, that has brought a lot of community and solidarity within the teaching staff which has resulted in a lot of teamwork and collaboration.

14. We have a high turnover rate among our administrators, leading to frequent changes in initiatives and leadership roles in our district.

15. It varies department/and leadership positions. In my current role for all, I lead I will mark often present for all. However, collectively as other roles present somewhat present.

16. Collaboration between teachers with matching content and grade levels is strongly supported but accountability for their outcomes is left in the hands of the teachers themselves

17. Our school culture is significantly hampered by a general sense on the part of faculty that we are "led" by unethical, dishonest administration. This has negatively impacted faculty cohesion.

18. Model inclusive processes for decision making like LCAP and SPSA are desperately needed.

19. Health & Safety Regulations and how they impact student learning

20. Teachers recognize that collaboration provides an opportunity to communicate different approaches and values that create a better learning environment .

21. Admin is very controlling and they disempower the teachers.

22. Some teachers have just given up and refuse to participate in school learning. I wish there was a way to motivate them or have them change up their jobs to create more enthusiasm.

23. We just got a new principal during the pandemic, so it is hard to say how teacher leaders will be valued and supported. I suspect it will be to a somewhat lesser degree than under our previous principal.

24. Our principal is hands off in daily teacher practice, but only because our departments test scores are high, so the challenge of teacher professional development is that teachers can point to test scores and say, “If it ain’t broke, don’t fix it” even though the high SES of the community masks many poor teaching strategies with tutoring

and extra support outside of school that teachers do not account for in lesson planning or homework policies.

25. There are several structures for affecting change, but not always people who are willing to try something new. Often change is driven by the district instead of the school site.

26. Many times, the teachers say something is important for our students, but will not allow any changes that might make the teachers teach differently.

27. Leadership from principal must respect the contributions and efforts of those working with principal to increase the presence of all conditions listed above.

28. my school is very "college/university" driven. it often overrides the individual needs of students who reside in the margins. we have very few upperclass students take physical education classes as an elective because the pressure to improve/boost the GPA with weighted classes looms large

29. The insertion of requirements by bureaucrats with no teaching experience always worsens the students and teacher experience. This is the reason for #4 being somewhat. Staff meetings are effective, but externally run politically-drive ones are not only a waste of time but are harmful for teachers and students and they promote being disunited.

30. I am at a continuation site, very few teachers mostly very veteran

31. Legacy teachers on site (15-20 years) inhibit PLC growth in a number of ways. Unwillingness to participate unless paid, reluctance to adopt modern pedagogy, cliques, antagonism towards admin promoting equity and best practices.

32. There are cliques at my school site. If a teacher is in this clique, led by admin, you are okay. If not, it is difficult and you may be targeted. The clique has very different priorities that being student-centered.

33. We have a new administration who seems to be trying to change our school culture.

34. A school of 3500 kids, departments have a lot of autonomy

35. The culture of the school, particularly the admin, can make or break a teacher leaders efficacy. With low admin support, teacher leaders have limited success in making changes.

36. My district does not encourage us to attend PD outside of our district, thus, much of the PD within the district is slanted towards what they "think is best" not the actual research, literature, philosophy, approach, etc. that is being promoted at the state, regional, and County Office level as well as by entities such as BSCS, West Ed/K-12 Alliance, STEM for Real, Ten Strands, professional associations, etc.

37. District and state demands regarding "accountability" in a wide variety of contexts, combined with lack of economic valuing of teacher leaders make it difficult to keep the momentum of the work moving forward

38. Everyone thinks they know what's best for students at my school site, there is little to know collaboration, and the rewards for going "above and beyond" are minimal, in fact doing more and being more involved seem to only provide more stress, more ancillary responsibilities, and less focus on prioritizing primary teacher functions, teaching, lesson planning, giving students feedback.

39. The past 18 months have been very different due to C19

40. The campus that I am at is a very large campus, it has many different power centers with in it.

41. It is challenging to reach all students due to self-isolation brought on by close contact to COVID positive students. Teachers are busy trying to implement lessons and have decreased the time devoted to SEL in their classrooms. Teachers are not all willing to develop SEL lessons or implement SEL lessons that already exist. It is difficult to motivate teachers to try new activities.

42. We have a school Culture and Climate committee in which we discuss needs and steps to constantly improve our school's professional culture. The principals we have had have been supportive of initiatives he have proposed.

43. Our school is very small, so staff members are very close friends. It makes my job a little easier because my colleagues are more receptive to things I ask them to do.

44. Clock watchers teachers are a stumbling block to students learning. They tend to not completely do lessons that are provided for them. These are the people who loved Distance Learning.

45. Our school leadership is supportive, however, they are very resistant to implementing new ideas or strategies that might benefit our diverse group of learners. Innovation and creativity are not valued. Instead, the status quo is embraced. Forums for input from teacher leaders and stakeholders to contribute to decision-making such as School Site Council, Faculty Advisory Committee, and PLC/Dept Chair committees rarely permit decisions to be implemented.

46. The main thing that inhibits my work is the lack of a common culture with teachers. Each teacher values different parts of the profession and many teachers do not see any need for changing behaviors within themselves or their teaching.

47. We have 4/5 new administration onsite. Administrators are still learning the school so they find it difficult to allow teacher-leaders the freedom to work from within.

48. The elementary and high school divisions struggle to form a unit for student learning outcomes.

49. Our principal is very good at allowing teacher leaders to do what they need to do in order to be effective. He is also good at providing the opportunity for those that are interested.

50. Union presence is too strong.

51. All decisions are run through a leadership team comprised of 9 teachers and 3 non-voting administrators. I'm not aware of any changes we've made as a campus that that majority of teachers did not agree with.

52. It's top down, retribution if you speak out

Written Responses Roles and Relationships

1. Something that supports my role is that building trust is a part of our school's culture. Staff interact regularly to foster relationships. Teacher leaders are also given opportunities to meet with one another in order to reflect on school-wide practices.

2. As a woman of color, I do believe that I face racial based bias from my white staff peers.

3. Administration struggles to provide gatherings that promote collegiality.

4. Since our district is trying to become increasingly collaborative, the clarity of roles, duties, and expectations is becoming lost in that context. This matters because it makes it pointless to work across the district if different leaders have different levels of freedom. Rather than trying to unify practices at a district level, it makes much more sense to keep those types of collaborations within each site with very broad and minimal expectations across the district.

5. Teachers can be cliquey and hold grudges just as much as adolescents, I think. So sometimes those groups can interfere with teacher collaboration and effectiveness.

6. Often self defined clarity on rules and duties

7. Old school teachers will often fall back on their own view of effective pedagogy, especially when teacher leaders are not sharing the same perspectives.

8. Courage and safe space for difficult conversations are lacking. Turnover exacerbates this.

9. New staff members who have been brought in by the current administration are very divisive.

10. My main role as a teacher leader and the one I derive the last satisfaction from is fomenting change is being a consultant outside of my school: "A prophet is not without honor, except in his hometown"

11. Teacher leaders are chosen (or volunteer) because they care about the school or because their department members have chosen them to be chair for that year (or multiple years). At my school, we also have to stay on top of, or propose, what needs to be done annually. For this we do not get paid except for a small monthly stipend, and we have no role in final decisions. We propose, suggest, but cannot implement without the approval of the administration.

12. There is flexibility in the amount of responsibility a teacher leader takes at our school and the ways teacher leaders impact school culture, common expectations and practices for teachers and common outcomes for students

13. it often feels that physical education only gets admin attention when there is a proble or it's a year that you have to be observed for district purposes

14. Teachers have "innovation fatigue" from a cycle of measures that often receive sub-optimal support after being introduced. They reject new learning out of hand, or aren't sufficiently open to see how it might apply to their practice.

15. Admin was inconsistent with feedback, making the goals and meeting them almost impossible. Teachers were distrustful of a “outsider” telling them what to do in their classroom (I was directly told this).

16. Teacher leaders are only allowed to rollout the district mandates and not use any creativity, ingenuity, and outside professional associations/County Office ideas and know-how. In addition, persons who could be teacher leaders (teachers) are not allowed the chance and are "put in their place" should they attempt to show any know-how that deviates from the district prescribed "ideals."

17. Providing time to build supportive relationships with colleagues is not an integral part of a school's infrastructure.

18. I understand the role and relationship of teacher and administrators as supervisor and subordinate, and there should be a certain level of accountability, but honestly in almost every other industry there is financial incentive for being exceptional or doing more, in teaching there is little financial incentive for being exceptional, we are all part of the same union and all treated the same, and it seems like administration wants to create this veil of "family, friendship, and trust" only to come down on a teacher for a "gotcha" moment, and in the same breathe tell us to give our students "grace" I just find it hypocritical and convoluted. It seems more and more acceptable for everyone to tell teachers how they should do their job and manage their classrooms without understanding the realities of being overworked, underfunded, and having to manage teenagers with heightened frontal lobes engaging in risk behavior.

19. At the current time we have an administration that do not hold staff and or students accountable.

20. On our 3rd principal in 3 years, so lots of change happening.

21. There are different leaders. Some leadership positions are assigned by the principal, such as our restorative practices support teachers, Culture and Climate committee, instructional coaches. Those often have more buy-in and support from staff. Some departments have trust issues and the selection of some department chairs are seen more as power struggles within particular departments.

22. Sometimes the expectations are not clearly laid out. We are expected to already know what to do because most of us continue in the same teacher leader role year after year.

23. My admin team is very friendly, however, they do not take steps to build or develop relationships with staff. They only provide feedback when required on evaluations, and they are not in touch with what goes on in the classroom and/or teacher leaders' collaboration with colleagues.

24. Much of my work as a teacher-leader takes place off campus.

25. We do not have clear-cut teacher leader roles defined at our school.

26. Where I work very little support/trust is graven to teacher leaders, to be a leader you have to tow the line.

Written Responses Structure

1. Teacher leaders have the opportunity to coach peers within their department. Sometimes teacher leaders at my school are given fewer preps to teach, but some do find time to coach during their prep periods.

2. My role is supported by many of these school structures. The voices of the staff are often included in making decisions that impact the school. Also, teacher leaders get to engage in professional development opportunities to help support their leadership roles.

3. There is scheduled time within the work week for PLCs to meet and collaborate almost every Friday for about an hour.

4. I feel I am valued as a teacher leader and respected by staff and adequately rewarded by the district.

5. I wish decision making was more top down. With "feedback", the loudest complainers can determine policies. Sometimes this is good, but for the majority of the time, if we have qualified admin I'd rather they make those decisions with their meta lens and more neutral interest.

6. We are at a very small campus and teachers and most teachers share a classroom.

7. I do not believe our administration has the best interest of our students at heart.

8. Ideals require more time then exists to effectively implement.

9. Since I started in my current position I have continually received LESS release time and LESS (aka no) stipend pay to complete the same work.

10. sometimes activities touted as “collaboarative decision-making” are really just advisory committees to the principal. Just call it a committee is you’re not willing to grant decision-making power.

11. Certain departments seem to get preference for extra prep time and other perks.

12. Legacy employees negotiate perks and relaxed schedules where new and innovative teachers labor under heavy class loads AND leadership roles. When legacy teachers are asked to pick up a single class to manage the prep time of academic teachers they refuse or put in minimal effort as a form of protest. One such teacher claimed he would not be asked to teach a single section if he was "a mom with children." Untrue and profoundly embarrassing but that's what he said.

13. If a person is competent and capable, you are given more work. This year, I was given 50% of a special ed teacher’s caseload because he only had an emergency credential. I had a caseload of 17, taught English 1,2,3,4, American Literature 1,2 Expository Reading and Writing Course, and study skills and still had to do his cases. I work in a specialize setting for autistic students, every student has an attorney and parents litigate. It was a lot of work.

14. Teachers had little time to collaborate, and little time offered was typically spent on admin updates rather than collaborating.

15. Teachers hired as "coaches" have full time release positions. Any other teacher who is a teacher leader is mandated to do so on their "own time" with only those who the districts deems their "carrier pigeons" being given release time or stipends. Other teacher leaders must use their own time and sick leave to fulfill this role and at an advisement against it from the district office.

16. Title I public school with a diverse student population of cultures. And the internet and social media stoking the flames of division, rather than promoting a culture of understanding. We treat our students like fragile dolls incapable of resilience. Thus we hold them to almost no accountability, lower standards implicitly or explicitly, and social promotion as a result of No child left behind, has many students from low income schools arrive to high school, secondary education assuming that they do not need to pass to graduate or promote from a freshmen to a sophomore to a junior to a senior, they are not prepared to work because we are afraid to place standards on them because they've had a "hard life" when in reality our lower standards put them out into a society that is going to be even crueler to them because of the many levels of marginalization in higher education, professional workplaces, and the patriarchal structures of many of our institutions.

17. opinions are shared but rarely are decisions made by Admin.

18. Our schedule has weekly PLC time embedded and some teacher leaders have weekly meetings with the principal during their paid resource period

19. Our school is very small. We do not have much conference space.

20. There is no longer a stipend to be a teacher leader and many teachers do not want to collaborate during our common prep.