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ABSTRACT
          This study investigated whether there were differences in
the leadership behaviors of 100 Mississippi teachers who had successfully
completed the National Board for Professional Teaching Standards (NBPTS)
certification process and 100 Mississippi teachers who had not completed the
NBPTS certification process. All participants were sent a copy of the
Leadership Practices Inventory, which evaluated their self-perceived
leadership behaviors in the five dimensions of challenging the process,
inspiring a shared vision, enabling others to act, modeling the way, and
encouraging the heart. Analysis of data from 83 fully completed surveys
indicated that the NBPTS-certified teachers scored themselves higher on all
five of the dimensions of leader behavior than did the non-certified
teachers. There were greater differences on the dimensions of challenging the
process and inspiring a shared vision. No demographic factors appeared to
influence self-perceived leader behavior.(Contains 14 tables and 46
references.) (SM)

The Identification of Teacher Leaders Through

The National Board Certification Process in Mississippi

Public Schools

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INTRODUCTION

A leader is not necessarily a person who holds some formal position of leadership or who is perceived as a leader by others. Rather, a leader is one who is able to affect positive change for the betterment of others, the community, and society. All people, in other words, are potential leaders. Moreover, the process of leadership cannot be described simply in terms of the behavior of an individual; rather, leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change. (Higher Educational Research Institute, 1996, p. 1)

Traditionally, school-based leadership was limited to the school principal, assistant principal, and perhaps the school counselor. The principal was the boss and manager of the school enterprise. Teachers were the workers and the objects of the principal's technical and managerial efforts (Lemlech, 1995). Professional teachers were expected to obey

their superiors, to not question authority, and to view

their calling as a vocation rather than a career (Urbansksi

& Nickolaou, 1997). A good teacher was expected to stay in

the classroom and teach students. Any teacher aspiring to

leadership, either in the school or beyond, was accused of

abandoning his or her students. An expectation was created

that the only job of a teacher was to teach students and to

consider the classroom as the extent of their influence

(Urbanski & Nickolaou, 1997).

Teachers often did not perceive themselves as leaders.

Shen (1998) looked at the 1998 survey on leadership in

public schools from the National Center for Education

Statistics of the U.S. Department of Education and reported

that teachers perceived their influence on educational

practices and policies to be primarily confined to the

classroom. Only about 35% of the teachers indicated they

felt that they had influence on school-wide policies

regarding discipline and curriculum. Regarding the

perception of their influence on inservice programs, the

figures reflected only 31% (Shen, 1998).

Wasley (1992) also reported reluctance on the part of

teachers to recognize their ability to lead. In her book

Teachers Who Lead: The Rhetoric of Reform and the Realities
of Practice (1991) she described case histories in which
teachers feel that their efforts in leadership were merely
tolerated rather than applauded.

Teachers were reluctant to add their voices to the
debate about changes needed in education (Urbanski &
Nickolaou, 1997). With the publication of the Carnegie
report A Nation Prepared: Teachers for the 21st Century in
1986, however, the environment for teacher leadership
dramatically changed. An explosion of school-wide and
district-wide opportunities for teacher involvement
occurred, and the National Board for Professional Teaching
Standards was created (Urbanski & Nickolaou, 1997).

Although the role of principals as instructional
leaders is unquestioned (Edmonds, 1981; Sweeney, 1982 [as
cited by Whitiker, 1995]), they cannot cause lasting school-
wide change by themselves. Filling this leadership void
raises questions such as: Could capable teachers fill
additional roles in school leadership? Where do teacher
leaders exist? How might they impact the educational system?
How can they be identified?

One possible means of identifying potential teacher leaders is through the National Board Certification process. When the National Board conducted a study of its assessments on candidates for certification (Buday & Kelly, 1996), virtually all of the candidates questioned reported that the process itself was a rigorous professional development experience that affects their practice long after they have completed the assessments. Teachers certified by the National Board are true proponents of education reform. The certification system has created grater leadership roles for teachers and for reorganizing schools (Urbanski & Nickolaou, 1997). Buday and Kelly (1996) reported that the certification process helps teachers develop tools they need in order to be empowered professionals. They also stressed the importance of the National Board in advocating a role for teachers in which they are integrally involved in the analysis and construction of curricula, in the coordination of instruction, and in the professional development of colleagues (Buday & Kelly, 1996).

Buday and Kelly (1996) also included in their report that a large number of the teachers who have participated in the certification process have been given leadership roles

within their schools. Some certified teachers were asked to
supervise student teachers, and many mentored candidates for
National Board Certification, which provided them the
opportunity to work with other experienced teaches. Quite
often teachers completing the National Board Certification
process were tapped for special projects, including school
restructuring programs, curriculum development committees,
and state standards-setting panels (Buday & Kelly, 1996).
Perhaps teachers successfully completing this process can be
identified for additional leadership roles in education.

Problem Statement

The purpose of this study was to determine if there
were differences in the leadership behaviors of teachers, as
measured by the Leadership Practices Inventory in the
dimensions of Challenging the Process, Inspiring a Shared
Vision, Enabling Others to Act, Modeling the Way, and
Encouraging the Heart, who have successfully completed the
National Board Certification process and those who have not.
If differences were found, then perhaps the successful
completion of the National Board Certification process can
serve to identify teachers who can be given leadership roles

within their profession while they are still functioning as master teachers within the classroom.

Hypotheses

The following hypotheses were formulated for this study:

H_1: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Challenging the Process on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

H_2: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Inspiring a Shared Vision on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

H_3: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior, Enabling Others to Act" on the Leadership Practices Inventory than

Mississippi teachers who have not achieved National Board Certification.

H_4: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Modeling the Way on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board certification.

H_5: Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Encouraging the Heart on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

Definitions of Terms

National Board for Professional Teaching Standards is a board comprised of teachers, administrators, and professionals that was established in 1987 to set high and rigorous standards for what accomplished teachers should know and be able to do. The board certifies teachers who meet those standards.

National Board Certification Process is a year-long process through which teachers must demonstrate and document that they are committed to students and their learning. This

process involves performance-based assessments that provide evidence of professional involvement, family, and community involvement and the use of best-teaching practices. Teachers who have successfully completed this process have demonstrated that they know the subjects they teach and how to teach those subjects to students, are responsible for managing and monitoring student learning, think systematically about their practice and learn from the experience, and are members of learning communities.

Leadership Behavior is the behavior of an individual when directing the activities of a group toward goal attainment. This variable was measured by the Leadership Practices Inventory. The variable is comprised of five dimensions: (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart (Kouzes & Posner, 1997).

Practices Inventory is comprised of five dimensions: Challenging the Process, Inspiring a Shared Vision, enabling Others to Act, Modeling the Way, and Encouraging the Heart (Kouzes & Posner, 1997).

Challenging the Process refers to the leader's behavior of searching for opportunities for change, innovative ways

to improve the organization, and experimenting and taking risks (Kouzes & Posner, 1997).

Inspiring a Shared Vision refers to the leader's belief that he or she can make a difference. They envision the future of what the organization can be and enlist others in their dreams (Kouzes & Posner, 1997).

Enabling Others to Act refers to the leader's ability to foster collaboration and build team spirit by strengthening others and making each person feel capable (Kouzes & Posner, 1997).

Modeling the Way refers to the leader's establishment of principles concerning the way people should be treated and the way goals should be pursued (Kouzes & Posner, 1997).

Encouraging the Heart refers to the leader's recognition of contributions that individuals make and the celebration of their accomplishments (Kouzes & Posner, 1997).

Teacher is a person holding a professional position within a school setting, certified by the Mississippi State Department of Education, and devoting at least 50% of his or her time to classroom teaching.

REVIEW OF RELATED LITERATURE

<u>Leadership Behavior</u>

As reported in the findings of educational researchers before the industrial revolution, leadership was determined either by birth into the ruling class or by possessing personal leadership qualities. As the industrial revolution affected the economic, geographic, political, and social attitudes, leadership determination became more of a scientific process (Erickson, 1967). Scientific research attempted to find a link between heredity and leadership as early as 1869 when Sir Frances Galton speculated about the link in his book <u>Heredity Genius</u>, as described by Sorenson (1999). Deciding that great men occurred at a rate of one in 4 thousand people, Galton studied the pedigrees of these men and concluded that since family history played such a large part that their "greatness" must be genetic (Sorenson, 1999).

Erickson (1967) also found in his research that before the beginning of World War II most investigators reported that leadership moved toward those persons who were most efficient. Toward the end of the 20th century, leadership was determined by effectiveness as well as efficiency

(Erickson, 1985). In a 1994 study, psychologists Thomas

Brouchard and Richard Avery (Sorenson, 1999) found

significant genetic associations with traits often tied to

leadership much as Galton had theorized. These traits

included: dominance, social presence, responsibility,

tolerance, achievement via conformity, and flexibility. The

researchers were quick to point out, however, that genes

only act as influences and that environment is also

responsible for outcomes. Many other researchers have also

concluded that different situations call for different types

of leaders and that even intelligence, which is arguably the

first requirement of leadership, can only go so far

(Sorenson, 1999).

> In 1995, Kouzes and Posner described leadership as an
>
> observable learnable set of practices. Leadership is
>
> not something mystical and ethereal that cannot be
>
> understood by ordinary people. given the opportunity
>
> for feedback and practice, those with the desire and
>
> persistence to lead can substantially improve their
>
> ability to do so. (p. 13)

Boles and Davenport (1983) described leadership as the

process toward accomplishment of a social system's goals

through the use of some person's or group's influence,
authority, and power under the conditions of social exchange
then prevailing in the system. A social system, according to
Boles and Davenport (1983), is a group of two or more
persons interacting through a social exchange of benefits
from one to the other or others.

Goleman (1998) found in his research that effective
leaders are alike in one crucial way: they all have a high
degree of what has come to be known as emotional
intelligence. His research at nearly 200 large global
companies revealed that emotional intelligence is extremely
necessary for leadership. As reported in his findings, a
person can have first class training, an incisive mind, and
an endless supply of good ideas, but he or she still will
not make a good leader. In the analysis of the data of his
studies of individuals considered to be star quality leaders
by their companies, Goleman found dramatic results.
Intellect was a driving force of outstanding performance.
Cognitive skills such as looking at the big picture and
long-term vision were of particular importance. When he
calculated the ratio of technical skills, IQ, and emotional
intelligence to excellent performance, however, emotional

intelligence proved to be twice as important as the others for jobs at all levels (Goleman, 1998).

As described in the "History of Leadership Research" published by the Southwest Educational Development Laboratory (SDEL, 1999), these investigations of traits of leadership were followed by investigations of the situation as the determinant of leadership abilities, leading to the concept of situational leadership. Subsequent leadership studies looked at the differences between effective and noneffective leaders. This comparison led to the identification of two dimensions: initiating structures (concern for organizational tasks) and consideration (concern for individuals and interpersonal relations) and revealed that effective leaders were high in both areas. In his research in 1938, as reported by the SDEL, Barnard referred to these two dimensions as effectiveness and efficiency while Etzioni in 1961 conceptualized them as instrumental and expressive needs. The situation approach to leadership supported the contention that effective leaders are able to address both the task and human aspects of their organization (SDEL, 1999).

Leadership in Education

Deep-seated in the present structure of leadership is

the concept of management, a concept that does not

necessarily address certain issues in education (Coyle,

1997). Educational leadership theories have been strongly

influenced by the research, conceptual framework, and

effects that originated in business and industry (Naisbitt &

Arburdene, 1990). Peter Drucker (1985) pointed out the

similarities between schools, businesses, and labor unions.

They do many of the same things, use the same tools, and

encounter similar problems (Drucker, 1985). Coyle (1997)

described management as maintaining order, direction, and

probably inertia. Leadership in education, however, ideally

implies the setting of academic standards, goals and models

of behavior for the entire school community, and creating

and nurturing structures that support those goals.

Management focuses on the status quo while leadership must

be forward thinking (Coyle, 1997).

As reported in the September 1996 report from the

National Commission on Teaching and America's Future (1996),

"Far too many people sit in offices on the sidelines of the

school's core work, managing routines rather than improving

learning" (p. 47). Coyle (1997) described the traditional hierarchy in larger schools as consisting of the principal, several vice principals, and various department chairs. Leithwood and Jantzi (1999) described the leadership of principals as taking at least six different generic forms (instructional, transformational, moral, participative, managerial, and contingent) and that these forms can be identified by their basic focus, their key assumptions, and the nature and locus of leadership power (Leithwood & Jantzi, 1999). Very few of these leadership positions were actually involved in the school's "core work" of teaching (p. 2). The majority spent their days addressing student disciplinary problems and daily building routines. Their work remained quite separate from the work of the classroom (Coyle, 1997).

In a 1986 Department of Labor study, researchers reported that roughly 43.5% of elementary and secondary school employees were classroom teachers. For every four classroom teachers, there are nearly six other school employees in the United States. Coyle (1997) also reported that more than half of the typical school staff consists of people on the sidelines and not involved in the core mission

of teaching. In an eight-nation study of the ratio of core

teaching staff to other professional staff, the United

States had by far the lowest ratio (less than 1:1) with

Belgium taking the lead at 4:1. Coyle reported that

> such a low ratio suggests that we do not place teaching
>
> at the center of the school's life. Rather than a
>
> design that is integrated and centrifugal, with all
>
> positions emanating from a central core of teaching,
>
> teaching is weighted down by a hierarchical, managerial
>
> chain of command. (Coyle, 1997, p. 2)

The National Commission on Teaching and America's

Future (1996) also reported that historically the only route

to advancement in teaching has been to leave the classroom

for administration. "In contrast to the United States," the

Commission stated,

> Many European and Asian countries hire a greater number
>
> of better-paid teachers, provide them with more
>
> extensive preparation, give them time to work together,
>
> and structure schools so that they can focus on
>
> teaching and come to know their students well. (p. 19)

In this type of arrangement, teaching is the mission of the

school, and the teacher's part in that mission is most

important. Providing time to work together is pivotal
because it allows time for collaborative reflection and
decision making, both essential components of leadership
(Coyle, 1997).

Teacher Leaders

There have always been teacher leaders in schools.
Primarily, they served as department chairs, team and grade
leaders, and curriculum committee chairs (Gehrke, 1991).
With the coming of restructuring efforts in the field of
education, new leadership roles emerged. Gehrke (1991)
reported that experienced master teachers served as mentors
to new teachers, engaged in decision making about structures
and programs in their schools, work in areas of conflict
resolution, lead inservice education programs, participate
in performance evaluation of teachers, and assisted in site-
based management. The use of these informal leadership
structures, as stated by Whitaker (1995), was a much more
efficient and effective method of implementing lasting
change in a school (Whitaker, 1995).

There were several reasons that pushed the creation of
new roles in the school for instructional leaders. Acheson
and Gall (1997) described one of these reasons as the

increased role conflict felt by principals who are expected
to be strict evaluators of teachers and also kind,
sympathetic, helpful supervisors of instruction. Another
pressure they described came from task forces and special
committees that recommend career ladders for teachers among
other incentives and rewards to improve the performance of
schools (Acheson & Gall, 1997). The third reason, however,
and possibly the most important reason to look for
alternative sources of instructional leadership was that
traditional arrangements were not getting the job done. The
functions of supervision were not being carried out well in
many schools (Acheson & Gall, 1997).

Lemlech (1995) described many different forms of
teacher leadership. Some teacher leaders, he reported,
innovate pedagogically. Some, Lemlech stated, work with
students in creating and changing curriculum and classroom
life while others work with colleagues to improve teaching
and the school and classroom environment (Lemlech, 1995). He
described some teacher leaders as focusing on teaching while
others study school organization and collegial support
systems. Lemlech also described the creation of professional
development schools as another means for teachers to work

together to implement change, set professional standards, and assume role model responsibilities for new teaches. In his research he found teacher-leaders serving as classroom teachers, mentors, consultants, grade-level chairs, department chairs, supervisors, principals, and university educators. Teacher leaders were not necessarily administrators of schools, programs, or school districts (Lemlech, 1995).

Whitaker (1995) outlined several ways to determine who the informal leaders are in a school. Teachers were sometimes identified through observation of communication, skills, nominations, or selection by other teachers, or recognition by principals. Buday and Kelly (1996) reported that many of the teachers who have completed the National Board Certification process have positioned themselves as key policymakers and have become the leaders in education reform (Buday & Kelly, 1996). Perhaps this process, along with a review of leadership characteristics, could be examined as a method for identifying teacher leaders within the field of education.

Leadership Characteristics

Along with the frequent calls for school reform was the assumption that the leadership needed to bring change would somehow emerge. Mendez-Morse (1992) reported that education researchers have begun to examine school administrators' leadership skills looking for the characteristics that help or impede efforts to improve education. She also stated that personal qualities have an important influence on educational leadership. Research into leadership characteristics included studies of individual factors, situational elements, and a combination of factors (Mendez-Morse, 1992). Studies of the differences between leaders and followers attempted to isolate the specific characteristics that created effective leaders. The conclusion was that no one characteristic distinguished effective leaders from ineffective ones. In this study by Mendez-Morse, research data identified several leadership characteristics such as vision, valuing human resources, stressing student-centered schools, communicating and listening, being proactive, and taking risks. The researcher concluded that leaders are more than just managers and that they possess special

characteristics that help change organizations (Mendez-Morse).

Conley and Muncey (1999) conducted interviews with
teachers on the subject of teacher leadership. During the
interviews, teachers described the necessary characteristics
for those taking leadership positions as being integrity,
willing to invest time in people, and being organized. Also
listed as necessary skills for teacher leaders were the
ability to be analytical, open to new suggestions, and
aggressive (Conley & Muncey, 1999). Rosenholtz's (1989)
study of collaborative elementary schools revealed that
teachers from collaborative settings described their teacher
leaders as those who initiated new programs, tried new
ideas, and motivated others to develop solutions to teaching
problems.

Teacher Leader Identification

Wilson (1993) researched teacher leadership by asking
more than 400 teaches in six high schools in one district to
nominate teachers that they regarded as leaders. The reasons
listed by more than 100 teachers for nominating a colleague
were very consistent. Included in their description were the
characteristics of being hard working and highly involved
with curricular and instructional innovation. These teachers

also stated that these nominees demonstrated creativity by their power to motivate students from a wide range of backgrounds and abilities. They were also gregarious and made themselves available to other teachers as a resource or an advocate, and they energetically sponsored extracurricular activities for young people (Wilson, 1993).

Burr (1993), as cited by Whitaker (1995), also supported this perspective on teachers as leaders. As a former high school principal he believed that there are three kinds of teachers in a school: "superstars, backbones, and mediocres" (p. 357). Burr explained that the way to determine the category of each teacher is simple. He described a "superstar" (p. 357) as a teacher who, should he or she leave school, would be nearly impossible to replace. Burr also included that these are the top 5% of teachers. The "backbones" (p. 357) he described as good, solid teachers; but if one quit, a replacement teacher would probably do about as well. The third category, the "mediocres," (p. 357) were easily identifiable, Burr contended, because if the opportunity to replace one arose, a replacement would probably do a better job (Whitaker, 1995).

In the identification of these teacher leaders, Whitaker (1995) described several methods. One was to observe at teacher meetings and note who commanded the most attention when speaking. Another effective procedure was to examine votes among teachers when there are nominations or selections to important building- or district-level committees and see whom the teachers respect. The third strategy outlined was to simply ask teachers who they regard most highly among their peers (Whitaker, 1995). Teachers were also identified through observation of communication skills, nominations or selection by other teachers, or recognition by principals. Buday and Kelly (1996) reported that many of the teachers who have completed the National Board Certification process have become leaders in education reform as well and are serving in leadership capacities.

Wilson (1993) researched further into the concept of who is a teacher leader by using a reputational nomination procedure to select teachers for intensive interviews. By collecting demographic data from these interviewees, Wilson created a more complete picture of a teacher leader. She described the typical teacher leader as being 42 years of age and having taught for almost 13 years. More than half of

them had served as formal leaders, either as department

chair for an average of 11 years and/or as a committee

representative of the teachers' union for at least 3 years.

These teachers were usually found to hold a master's degree

as well (Wilson, 1993).

In her research Wilson (1993) also compared teacher

leaders with leaders in other fields. She selected the

Kouzes and Posner (1987) model as the best tool for

understanding teacher leadership. In The Leadership

Challenge: How to Get Extraordinary Things Done in

Organizations, Kouzes and Posner described the leadership

behaviors of 1,300 middle and senior managers in private and

public sector organizations across the country. They found

that leaders challenge the process because they are risk

takers who capitalize on opportunities. Leaders, through

effective communication, inspired a shared vision. While

nurturing the talent and energy of colleagues, leaders

enabled others to act. Kouzes and Posner also described

leaders as role models and planners who model the way and

serve as coaches and cheerleaders. In their words, they

encouraged the heart (Kouzes, 1987).

Leadership Roles

Implementing change in a successful manner has been
called the biggest challenge facing schools today
(Lieberman, 1998). Effective change was recognized as being
critical because new issues constantly surfaced that
increased and altered the responsibilities of public
education. An essential element in successful change was
found to be the use of teacher leaders by administrators and
others who were working to bring about these innovations. As
the duties of the school administrators have increasingly
grown, teacher leaders have accepted more and more
responsibility. In this changing school leadership
structure, perhaps these teacher leaders might be
effectively used to supplement the principal's role in the
training and evaluation of school personnel (Whitaker,
1995).

Formal leadership roles are essential to the smooth
operation of a school. These roles are often filled on a
seniority basis by teaches that are not necessarily the most
skilled or the best able to communicate with their peers.
Whitaker (1995) contended that a more effective method of
implementing lasting change in a school is to use the

informal teacher leadership structure. In his research, he recognized that every group or organization has individuals who are respected by everyone, or almost everyone, in the group. In every school, he acknowledged, there are always a few teachers who have the respect of every other teacher. In Whitaker's opinion, by identifying these people and allowing them to lead the rest of the faculty in new directions, effective change can be accomplished (Whitaker, 1995).

Teacher Leaders as Mentors

In many areas, mentoring programs have paired new teachers with experienced teachers in the form of mentor-protégée relationships. In other areas, teachers who wanted to support a novice teacher often helped in other ways. In either situation, teacher leaders have taken on the role of training these new teachers (Peterson, 1998).

Hertzog (1995) described the serving as a mentor to preservice teachers as not an easy task. Preservice teachers, he explained, must learn how to be reflective about practice, approach teaching and learning from an inquiry based model of thinking, develop skills of collegiality, and become skilled in the best methods of teaching available (Hertzog). He also felt that helping

preservice teachers reach these goals was a time consuming

task for master teachers. In addition to practicing their

own teaching, he stated, the master teacher must be highly

skilled in helping the preservice teacher develop the new

professional skills demanded of teachers in restructured

school settings (Hertzog). Lemlech confirmed that preservice

teachers could achieve collegial relationships with each

other (Lemlech, 1995).

Banschbackh and Prenn (1993) reported on a

collaborative effort between the Mankato State University in

Minnesota and 53 schools in 11 Minnesota counties. The

initial goal of this collaboration, the Laboratory District

Teacher Education Center, was to improve K-12 instruction

and teacher education (Banschbackh & Prenn, 1993). Its

initial assumption, as described by Banschbackh and Prenn,

was that the most obvious and effective way to bring about

this improvement was through extensive collaboration between

the school districts and the university. The most successful

aspect of the collaborations, however, was the use of

teachers as mentors (Banschbackh & Prenn).

One of the main purposes of the mentoring program at

Mankato State University was to improve education through

assisting teachers. The center's mentor teachers were master
teachers from partnership schools who, unlike some mentoring
programs, were released full time from teaching for a year
to serve as mentor teachers (Whitaker, 1995). They assist
both new teachers and experienced teachers with new
responsibilities. Traditionally, as stated by Whitaker,
teachers have not coached or Mentored other teachers. In his
study, however, he found that often it was the more
experienced teachers who were looking for someone to help
them improve what they were doing rather than the new
teachers. They wanted to be re-energized and they looked to
the teacher leaders or master teachers to help them. The
program at Mankato sought to assist these teachers as well
(Banschbackh & Prenn, 1993).

Another purpose of the mentoring program, as described
by Banschbackh and Prenn (1993) was the development of the
mentor teachers as teacher leaders and counselors. The
mentors counseling teachers new to the profession or to the
district, helping them with their teaching strategies,
improvement of classroom management, planning classroom
management, planning curriculum, and developing productive
relationships with fellow teachers and with parents

(Banschbackh & Prenn, 1993). They also modeled innovative approaches to teaching with groups of students whom they have never met before and counseled graduate interns. As a result of these duties, they became familiar with a diversity of teaching styles, classrooms, and schools and developed a better understanding of their own teaching styles (Banschbackh & Prenn, 1993).

Banschbackh and Prenn (1993) also described the importance of the additional responsibilities of the mentor teachers in their professional growth. These teachers, in addition to their mentoring duties, served as university staff. For many districts in this rural area, the mentor teachers were the only university staff people visiting the school, and they were quite often stopped in the halls for their help on whole language, multicultural education, or cooperative learning (Banschbackh & Prenn, 1993). These teachers listened to the needs and concerns of teachers other than the mentees, acted as reference librarians and as traveling libraries, and organized and conducted inservice sessions at the schools (Banschbackh & Prenn).

As these teachers returned to their classrooms at the end of the year's experience, they found that they had

enriched their classroom skills, learned new teaching

strategies in response to the mentees' needs, and learned

from the mentees themselves. They developed a larger vision

of teaching, self-confidence, and a new sense of

professionalism (Banschbackh & Prenn, 1993).

The transformation of mentor teachers into stronger

teacher leaders resulted from the combination of many

experiences. Through mentoring, these teachers became

familiar with a variety of classrooms and schools

(Banschbackh & Prenn, 1993). By serving as center staff, the

mentor teachers experienced the university culture of study,

reflection, and discussion. As they directed projects in

their home districts, these teachers became more familiar

with school administration. As teacher leaders, these mentor

teachers created connections between educational communities

that make possible the common goals of improving education

(Banschbackh & Prenn, 1993).

Sherril (1999) also addressed the role of teacher

leaders in the training of preservice teachers. She

indicated that teachers assuming leadership roles in the

initial preparation of teachers will need training in

collaborative planning and implementation as well as

instructional and developmental supervision (Sherril).

Sherril also felt that abilities for teacher leaders engaged in teacher preparation included demonstrating expert classroom instruction and sound knowledge of effective teaching strategies, facilitating conferences with preservice teachers, analyzing approaches to their work, and providing feedback tied to theory and research.

Sherril (1999) stated that teacher leaders could not be expected to assume new mentoring roles armed only with the skills necessary to work with their peers. She found that teachers are not accustomed to teaching adults (Sherril, 1999). With training, however, Sherril felt that their new roles could be enhanced. She also found that the assignment of a well-trained support teacher or mentor to a beginning teacher was the most powerful and cost effective intervention in an induction program (Sherril, 1999).

Teacher Leaders as Trainers

Mandel (1995) identified teacher leaders as a source of inservice trainers. As teacher-in-service course requirements are being added, he explained, the new trend is for classroom teachers to serve as the inservice leader. Research indicated that teaching teachers in staff

development situations is not identical in all respects to the teaching of children or to other forms of adult education. Mandel also pointed out that sometimes teachers' reluctance to attend inservice courses make it difficult for the staff development leader. For this reason, it was reported, teachers are taking control of their own professional growth activities (Mandel). Mandel concluded that if teacher leaders were to teach these courses, they would need assistance. Even though these teachers intuitively know what their colleagues want and expect in an inservice course, preparation has been difficult because the teacher leader is also responsible for a normal teaching load. Mandel also found that most teachers have not had experience sharing their expertise with colleagues. He indicated that learning to do so required a whole new set of interactive courses and a true sense of commitment, particularly when one considers the preparation time involved and the frequent lack of remuneration. This experience, Mandel reported, is increasingly shared by many teachers across the country as they become the primary inservice leaders for their colleagues.

In this study that investigated how Teachers Teaching
Teachers, a staff development project, influenced the
attitudes and beliefs of public school teachers and
administrators, Gilman and Smuck (1988) surveyed 52
educators. The results supported the effectiveness of
teaches training teachers as a technique for enhancing
positive educator attitudes and beliefs. Zimpher and Howey
(1992) argued in their study of policy and practice toward
the improvement of teacher education, that highly selected
teachers should be trained to undertake a variety of
leadership roles including providing professional
development for their colleagues. As teachers, they would
have more credibility with other teachers than outsiders. As
teacher leaders on site, they could encourage and support
more effective and job-related professional development than
found in most traditional professional development programs
(Zimpher & Howey).

Teacher Leaders as Evaluators

Another leadership role assumed by teacher leaders is
one of an evaluator of teaching practices. A report
published by the ERIC Clearinghouse for Public Education
(Education, 1996) discussed how evaluation by teachers, or

peer review, might be used for instructional improvement.
Reported also was information on the development and
implementation of formative evaluation involving faculty in
the assessment of colleagues. Practitioners believed that
faculty are more qualified than students, administrators,
and other constituencies to evaluate some aspects of
instruction (Education, 1996). As stated, successful
teachers are not only experts in their fields of study but
also knowledgeable about teaching strategies and learning
theories and styles. The report also indicated that these
teacher leaders were committed to the personal and
intellectual development of their students, aware of the
complex contexts in which teaching and learning occur, and
concerned about colleagues as well as their own teaching
(Education, 1996).

Searfoss and Enz (1996) described a Phoenix, Arizona,
school's development of a new assessment system that
involved the component of peer assessment. After reviewing
research, the faculty came to the conclusion that the
evaluation of teachers' professional growth has never been
or should never be the sole domain of the principal
(Searfoss & Enz). It was also their belief that in order to

promote professional development, teachers must become an
integral part of the assessment process within their
schools. If teachers and administrators worked together to
develop a peer-inclusive evaluation system, the opportunity
for self-reflection and professional growth would become a
reality. Searfoss and Enz also reported that as teachers
assumed a dominant role in the developing of an evaluation
instrument for themselves, they gained valuable insight into
their own teaching. Learning to use the instrument for self-
and peer assessment encouraged the teacher's personal and
group reflection (Searfoss & Enz).

One study reported by Benzley (1985) described a
teacher evaluation system in Salt Lake City which included
peer review and assistance for deficient teachers and
provided for strong, experienced teachers to work with
teachers identified by their principal as deficient. In this
system, teacher interviews were used to investigate the
functioning of a district-wide peer evaluation system used
for summative evaluation and possible teacher dismissal
(Benzly). Peer evaluators were questioned about personal
dimensions of being a reviewer and the impact of the peer
review process on professional relationships. Major findings

of the study were a high level of acceptance of the peer review process and the high-perceived positive professional benefits resulting from serving as a peer evaluator.

National Board Certification Process

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 in response to a recommendation that the Carnegie Task Force on Teaching as a Profession put forth in A Nation Prepared: Teaches for the 21st Century (Shapiro, 1995). The National Board set high and rigorous standards for what accomplished teachers should know and be able to do and certifies teachers who meet those standards. Teachers who have earned National Board Certification has demonstrated, through performance-based assessments, that they are committed to students and their learning (Buday & Kelly, 1996). The Teaching Standards for National Board Certification (1996) stated that these teachers know the subjects they teach and how to teach those subjects to students, are responsible for managing and monitoring student learning, think systematically about their practice and learn from the experience, and are members of learning communities.

Buday and Kelly (1996) described the National Board as
including a 63-member board of directors, the majority of
whom are classroom teachers and a third of whom are school
administrators and policymakers. Also included were leaders
from the nation's two largest teacher unions, both of which
support the NBPTS. The board established policies which were
embraced by teachers, parents, administrators, legislators,
governors, unions, school board, disciplinary and specialty
groups, teacher educators, and students.

Offered on a voluntary basis, National Board
Certification has complemented state licensing. This process
established advanced standards for accomplished teachers.
Buday and Kelly (1996) described this year-long process as
being rich with opportunities for teachers to refine and
strengthen their skills. They also discussed the impact of
the emphasis on reflection and collaboration and how the
certification process encouraged teachers to assess their
impact on the learning of individual students and to
strengthen collegial relationships to develop a strong
community of both adult and student learners.

The process of National Board Certification and the
work of the National Board was designed around the ideals of

accomplished practice represented in the National Board's standards for each certification field. Teachers wrote the standards which represent a consensus among accomplished teachers in the field and other subject matter experts about what teachers should know and be able to do (Raths, 1999).

The assessment requires teachers to submit a portfolio and complete a series of exercises administered at an assessment center. The portfolio included reflective commentaries in which teachers describe their instructional practices and evaluate their effectiveness. Videotapes of classroom interactions are also included with a written reflective narrative. Teachers are also asked to document and analyze the progress of selected students and to develop strategies for promoting the students' learning (Kelly, 1999).

Buday and Kelly (1996) explained the dedication of the National Board to strengthening the teaching profession and the belief that teaching is the anchor of a professional career in education. For this reason, as described by the Board, outstanding teachers should have access to a career path that allows them to stay closely connected to students, yet at the same time offers them incentives and rewards to

continue teaching. The National Board Certification process
motivated accomplished teachers to continue working directly
with students while growing professionally. Portfolio
(1996), a publication of the National Board for Professional
Teaching Standards, reported that the NBPTS is working to
establish education as a true profession with a "career
continuum" anchored in teaching but enriched professionally
with new leadership roles and responsibilities. As an
encouragement to these accomplished teachers, many states
adopted measures that provided additional compensation for
National Board Certified Teachers (Standards, 1999).

Through establishing and maintaining high and rigorous
standards, through the National Board Certification process,
the teaching profession earned stronger support and respect
from the public (Kelly, 1999). Teachers' involvement in the
certification process strengthened community support of
schools and opened new lines of communication between
teachers and administrators, teachers and parents, and
teachers and elected officials. The teachers who
participated in the National Board Certification process
were willing to undertake a tremendous amount of work to
complete the requirements (Kelly). Buday and Kelly (1996)

noted that the teachers who participated were already recognized as good teachers and had earned legitimate administration and respect for their hard work.

The National Board conducted a study of its assessments on candidates for certification. Virtually all of the candidates questioned reported that the process itself is a rigorous professional development experience that affects their practice long after they have completed the assessments (Browne & Autonn, 1999). Teachers certified by the National Board are true proponents of education reform. The certification system has created greater leadership roles for teachers and for reorganizing schools. Buday and Kelly (1996) reported that it helped teachers to develop tools they need in order to be empowered professionals. They also stressed the importance of the National Board in advocating a role for teachers in which they are integrally involved in the analysis and construction of curricula, in the coordination of instruction, in the professional development of colleagues, and in many other decisions fundamental to the creation of highly productive learning communities and greater student learning.

Buday and Kelly (1996) also included in their report
that a large number of the teachers who have participated in
the certification process have been given greater leadership
roles within their schools. Some certified teachers were
asked to supervise student teachers, and many mentored
candidates for National Board Certification, which provided
them with the opportunity to work with other experienced
teachers. Quite often, teachers completing the National
Board Certification process were tapped for special
projects, including school restructuring programs,
curriculum development committees, and state standards-
setting panels (Browne & Autonn, 1999).

<u>National Board Certification Requirements as Compared to</u>
<u>Leadership Practices on the Leadership Practices Inventory</u>
<u>and to Characteristics of Teacher Leaders</u>

<u>Challenging the Process</u>

"Leadership is an active, not a passive process.
Individuals who lead others to greatness seek challenge"
(Kouzes & Posner, 1987, p. 8). During interviews conducted
as part of a project on what leaders considered to be their
"personal best" (p. 8) experiences at setting their own
individual leadership standard of excellence, Kouzes and

Posner concluded that leadership "personal bests" (p. 8) involved some kind of challenge. The challenge may have been an innovation in products, reorganization in business, or a turnaround in profits, but the majority of the cases involved a change from the status quo. They involved challenging the process (Kouzes, 1983).

Leaders in the study were found to be people who are willing to step into the unknown, take risks, innovate, and experiment in order to find new and better ways of doing things. The leaders' primary contributions were in the recognition of good ideas, supporting those ideas, and the willingness to challenge the system in order to get new products, processes, and services adopted. Experimentation, innovation, and change all involved risk and failure. Leaders have always been learners. They have learned from their mistakes as well as their successes (Kouzes & Posner, 1987).

Similar characteristics have been described in the National Board Professional Teaching Standards (NBPTS) for accomplished teachers. These teachers have demonstrated that they think systematically about their practice and learn from the experience. Accomplished teachers have also

practiced lifelong learning and have regularly sought advice
from colleagues and others to strengthen their practice
(Shakowski, 1999). Lemlech (1995) identified this
collaborative effort of accepting responsibility to
accomplish purposeful change as a role of educational
leaders as well. As outlined in the NBPTS, accomplished
teachers daw won research and their own experiences to
improve their teaching and they too learn from their
mistakes (Shakowski, 1999). Lemlech (1995) also listed the
employing of multiple perspectives to study and solve
problems as another role of the educational leaders.

In Wilson's (1993) study of the characteristics of
teacher leadership, teacher leaders were also identified as
seekers of challenges and growth. Those teachers in the
study who were identified by their peers as leaders were
reported to go out of their way to find innovative,
exciting, and challenging programs, both for the benefit of
their students as well as themselves (Wilson, 1993).

Inspiring a Shared Vision

Kouzes and Posner (1987) described a leader's job as
the creator of vision.

This dream or vision is the force that invents the future. Some might call this a purpose, mission, or goal. It is the desire to make things happen, to implement change, or to create something that has never been created before. (Kouzes & Posner, 1987, p. 9)

In order for change to occur, however, the vision must be shared. Visions only seen by leaders have not been sufficient enough to facilitate change. Kouzes and Posner identified this ability of enabling others to share the dreams of the leader as inspiring a shared vision. By showing how all will be served by a common purpose, leaders got others to buy into their dreams. The researchers also discovered that leaders must be enthusiastic about their vision if they are to excite others. In their study of leaders' "personal best" (p. 2), Kouzes and Posner found that person after person recorded that they were extremely enthusiastic about their projects. "The leader's own belief in and enthusiasm for the vision are the spark that ignites the flame of inspiration" (Kouzes & Posner, 1987, p. 10).

The National Board of Professional Teaching Standards described accomplished teachers as member of learning communities (Shapiro, 1995). National Board Certified

teachers have demonstrated that they strongly belief in continuous improvement of school-wide curriculum, instruction, and teaching practices and work with their colleagues to make this happen. With parents, they have worked to improve student growth with the vision that all students can learn. National Board Certified teachers also have documented how they share their vision with others and inspire students, parents, and fellow teachers to work with them to make it a reality (Shakowski, 1999).

In comparison, during her study of teachers regarded by their peers as leaders, Wilson (1993) reported that these teachers were characterized as gregarious and made themselves available to other teachers as a resource or an advocate. They were committed to idealistic personal goals but were tentative about school-wide goals. Even though the teacher leaders in this study wanted schools to be communities with more resources for instruction and greater influence and control for teachers, Wilson did not find that these ideas were expressed persuasively enough to inspire a shared vision (Wilson, 1993).

Enabling Others to Act

Kouzes and Posner (1987) discovered that leaders do not achieve success by themselves. Outstanding leaders enlisted the support and assistance of all those that it takes to make the project work. They encouraged collaboration, worked to build teams, and helped others become empowered. They "enabled others to act." Kouzes and Posner (1987) reported that in 91% of the cases they analyzed, leaders were quick to point out that teamwork and collaboration were essential in the "personal best" (p. 2) leadership experiences. They also indicated that the process of "enabling others to act" was perceived as the most significant of all the five leadership practices studied. Kouzes and Posner concluded that the effect of enabling others to act made them feel strong, capable, and committed and that they were more likely to use their energies to produce extraordinary results.

In comparison, National Board Certified teachers have documented how they reach beyond the classroom to work creatively and collaboratively with colleagues, parents, and the community (Shakowski, 1999). The National Board standards also included the need for collaboration of master

teachers with peers and other school processionals to shape the professional culture of the school and to strengthen their school's programs and education in general (Acheson & Gall, 1997). Accomplished teachers have modified their teaching methods and classroom environments to meet students' needs, and they have tried new approaches when others have failed. They have also demonstrated that they know when to enlist the help of students, colleagues, and classroom volunteers to assist them when needed (Shakowski, 1999).

Wilson (1993) concluded from her study of teacher leaders that they often feel like family: informal, reassuringly, dependable, and supportive of colleagues. These teachers pursued unique opportunities, but continued to be nurturing and cooperative with others. She described those she interviewed as risk-oriented, collaborative, and enabling others to act (Wilson, 1993).

Modeling the Way

In their study of leadership, Kouzes and Posner (1983) reported that leaders must have detailed plans, steer projects along the course, measure performance, and take corrective action. In order to have directed this course of

action, the leader must have "modeled the way" (Kouzes, 1987, p. 11). These researchers, in their study of leaders' personal best experiences, quoted Irwin Federman, president and chief executive officer of Monolithic Memories as saying "Your job gives you authority. Your behavior earns you respect" (p. 11). Ninety-five percent of the leaders surveyed in this study reported that they modeled the way through planning and leading by example (Kouzes, 1987).

Kouzes and Posner (1987) also reported that leaders must be clear about their vision and their beliefs and their behavior must be consistent with their stated beliefs if they are to retain the respect of those they lead. Participants in the leadership study felt that being a role model involved acting in a way that is consistent with their beliefs, being persistent in pursuit of their visions, and always being vigilant about the little things that make a big difference. They all felt that leaders must model the way (Kouzes, 1987).

National Board Certified teachers have been leaders and role models for their students. They have demonstrated that they know the subjects they teach and how to teach those subjects to students (Shakowski, 1999). They have also

demonstrated that they keep up with emerging theories and debates in their field. These teachers have been credited wit the ability to assess student progress and teach students how to assess their own progress. They have created an environment that encourages risk-taking, inquiry, persistence, and collaboration and fosters democratic values (Shapiro, 1995). Their enthusiasm for continued learning has provided a compelling model for the students they teach (Shakowski, 1999).

Leadership, according to Wilson (1993), is the process of bringing forth the best from one's self and others. In her study of teacher leaders, Wilson found them to be strong models for their students but did not find them ready to lead colleagues. Even though in the eyes of their colleagues leadership skill with students has qualified some teachers as leaders in their schools, teacher leaders have not always understood that they inspire and influence their peers as well. They have often failed to understand that role modeling is a powerful form of leading (Wilson, 1999). "Perhaps if they could understand how they could play a leadership role just by 'modeling the way' these teacher

leaders could invigorate their schools" (Wilson, 1999, p.
25).

Encouraging the Heart

The road to success has sometimes been long and hard.
People have become tired, frustrated, and disenchanted. It
has been easy to give up. "Leaders 'must encourage the
heart' of their followers if they are to keep trying"
(Kouzes, 1987, p. 12). Kouzes and Posner (1987) found in
their study of leadership many examples of individual
recognition and group celebration. Thank you notes, cards,
and letters of recognition have all been signs of
encouragement to keep on winning. Leaders have also
encouraged themselves through love of their work, their
customers, or their products (Kouzes, 1987).

Teachers seeking National Board Certification have also
demonstrated how they foster students' self-esteem, civic
responsibility, and respect for one another. They have
exhibited a belief that all students can learn. In order to
give students the opportunity to succeed, they have
recognized the differences among students and adjusted their
practice accordingly (Shakowski, 1999). National Board
Certified teachers have recognized the teachable moment and

have know how to seize it (Shapiro, 1995). They have celebrated learning.

In comparison, teacher leaders have recognized the ways in which their fellow colleagues as well as their students lead. Through recognition, the status of teaching has been heightened. Writing notes recognizing accomplishments, bragging about their colleagues in the community, and verbally exchanging sincere praise are strategies that teacher leaders have used to celebrate the jobs of teaching (Katzenmeyer, 1996). By serving as coaches and cheerleaders, they have "encouraged the heart" (Wilson, 1993, p. 26).

Summary

There were many similarities between the National Board Certification expectations and the descriptions of the characteristics expected in effective educational leadership. In a comparison of Kouzes' and Posner's (1987) studies of what leaders considered their "personal best" (p. 2) experiences, the standards that National Board Certification candidates exhibited in their teaching practices and collaboration with peers, and the qualities that identified teachers as leaders in their field, many similarities were found. These individuals have challenged

themselves to find new and innovative approaches to achieve

their goals, take risks, and learn from their own mistakes.

Leaders in education, business, and industry have set goals

and facilitated change. By "sharing the vision" they have

made things happen. National Board Certified teachers have

documented their ability to share their vision with others

in order to inspire students, parents, and fellow teachers

to work with them in order to make the vision a reality.

Outstanding leaders have also encouraged collaboration and

teamwork. In comparison, National Board Certified teachers

and teachers' leaders have demonstrated their ability to

work with colleagues, parents, and community members to

strengthen education for their students. Leaders in the

business world, teacher leaders, and Nationally Board

Certified teachers have all served as role models to others.

They have modeled the way for others to follow and celebrate

success when it occurs.

An identification of teacher leaders through the

National Board Certification process could be an effective

way of establishing a pool of teachers who have the

qualities necessary for successful school leadership. These

teacher leaders could assume roles in decision making,

teacher evaluation, professional development, and site-based management. Through the use of these teachers in key positions, effective and lasting educational change could take place.

METHODOLOGY

<u>Participants</u>

The participants in this study included 100 teachers from across the state of Mississippi who have successfully completed the certification process through the National Board for Professional Teaching Standards. Also included in this study were 100 teachers from across the state of Mississippi who are not certified by the National Board for Professional Teaching Standards and have not been through the certification process. This study was based on the self-perception of teachers from both groups of their leadership behaviors as measured by the Leadership Practice Inventory.

<u>Sampling Procedures</u>

The participants for this study were obtained from two randomly generated lists. The first list consisted of 100 teachers who have successfully completed the National Board certification process. These teachers were randomly selected from the list of 321 National Board certified teachers

within the state of Mississippi who had received

certification between 1995 and 1999. The second list of

participants consisted of 100 teachers from across the state

of Mississippi who are not certified by the National Board.

This random list was generated from names of teachers

obtained from the Office of Management Information Services

at the Mississippi Department of Education, and from names

collected from web sites of schools across the state of

Mississippi.

Data Collection

A copy of the Leadership Practices Inventory with an

accompanying cover letter explaining the process was mailed

to all participants within the two selected groups with a

self-addressed stamped envelope included. The participants

completed the inventory and returned it in the stamped

envelope. Copies of the Leadership Practices Inventory were

individually numbered and coded for each of the two groups

so that they could be separated when they were returned.

Cards were sent to participants to remind them to return the

inventories.

Instrumentation

The Leadership Practices Inventory (Kouzes & Posner,
1997) was used to determine the self-perceived leadership
behaviors of the participants. The instrument contains 30
items to which the participant will respond on a 1-10 point
scale, as to what degree they engage in the behavior
described. Factor analysis used to determine the extent to
which the Leadership Practices Inventory measured common or
different content areas revealed that the Leadership
Practices Inventory contained five factors (Kouzes & Posner,
1997). The instrument measured five areas of leadership
behavior which included Challenging the Process, Inspiring a
Shared Vision, Enabling Others to Act, Modeling the Way, and
Encouraging the Heart. Kouzes and Posner (1997) reported
that the internal reliability coefficients of the LPI scales
are generally above .80 and that over periods as short as
one or 2 days and as long as 3 to 4 weeks, scores on the LPI
show significant test-retest reliability at levels greater
than .90 correlation. Earnest (1995) reported that internal
liabilities for the LPI ranged from .57 to .80 for the five
leadership practices (Earnest, 1995). Berumen (1992) also
reported an internal reliability (standardized Cronbach

alphas) for the five leadership scales ranged from .81 to
.89 (Berumen, 1992). In a study conducted by Fields and
Herold (1997) reliabilities of the scores on the five LPI
scales in the sample ranged from .82 to .92, which is also
similar to the reliabilities reported previously (Fields &
Herold, 1997).

<u>Data Analysis</u>

The data were analyzed with a multivariate analysis of
variance (MANOVA) to determine if there were significant
differences in the perceived leadership behaviors of
Mississippi teachers who have achieved National Board
Certification and those who have not. Results of scores on
each of the five Leadership Practices Inventory scales and
the total scores were analyzed. A criterion of .05 was used
for reporting statistical significance.

<div align="center">ANALYSIS OF DATA</div>

<u>Description of Respondents</u>

On or about September 5, 2000, a packet containing a
cover letter explaining the survey and requesting pertinent
demographic information, a consent document for research
participants, and the Leadership Practices Inventory
instrument was sent to 200 randomly selected teachers from

across the state of Mississippi. One hundred of these teachers were National Board Certified and 100 were not National Board Certified. Of the 200 survey forms sent, 86, or 43%, were returned. Three of the respondents did not complete the forms and they were not used in the final analyses. The analyses performed were based on 83 respondents, or 41.5% of the random sample. Forty-three of these respondents were National Board Certified teachers and represent 43% of the 100 National Board Certified teachers included in the random sample. Forty were not National Board Certified teachers and represent 40% of the 100 non-National Board Certified teachers included in the random sample.

The demographic data of the 83 respondents showed that 92.8& were female and 7.2% were male. The age ranges were as follows: 10.8% were in the age range of 21-31, 18.1% were 32-41, 43.4% were 42-51, and 27.7% were 52-61. The data on the level of educational degrees listed 42.2% with a bachelor's degree as the highest degree held, 47.0% a master's degree, 8.4% a specialist's degree, and 2.4% a doctorate. The ethnicity of the 83 respondents was 92.8% Caucasian, 4% African American, 1.2% Asian or Pacific Islander, and 1.2% Native American. The demographics

concerning the total years of teaching experience included
4.8% as having taught for 1-2 years, 9.6% for 3-5 years,
13.2% for 6-10 years, 30.1% for 11-20 years, 33.7% for 21-30
years, and 8.4% for over 30 years. More information on the
demographic data is presented in Appendix 1.

Appendices 2 through 7 present a cross tabulation of
the two factors of the independent variable of certification
type and the demographic variables. In Appendix 2 the data
on the gender of the respondents are displayed. Of the 43
National Board Certified respondents, 97.6% were female and
3.4% were male. Of the 40 respondents who were not National
Board Certified, 87.5% were female and 12.5% were male.

Appendix 3 presents the age range of the National Board
Certified teachers and the non-National Board Certified
teachers. Both groups contained higher numbers in the age
range between 42-51 with 48.8% of the National Board
Certified teachers falling in this age range and 37.5% of
the non-National Board Certified teachers falling in this
range as well. This is reflective of the overall group of
respondents.

Appendix 4 presents the educational background of each
of the certification types. A higher percentage of the

National Board Certified teachers (53.5%) held a master's degree while a higher percentage of the non-National Board Certified teachers (60%) listed a bachelor's degree as the highest degree held.

Appendix 5 displays the number of years of teaching of both certification types. Of the National Board Certified teachers responding, none had taught less than 6 years. More teachers in this group (44.1%) listed 21-30 years as the number of years taught. In the noncertified group, 11-20 years was listed most often (30%).

Appendix 6 presents information on the grade levels taught by the respondents. More of the respondents in both certification groups, National Board Certified teachers (65%) and non-National Board teachers (72%), taught in grades K-6 than in grades 7-12.

Appendix 7 displays the ethnicity of each group. Of the National Board Certified respondents, 100% of the respondents were Caucasian. Of the non-National Board Certified teachers, 10% were African American, 2.5% were Asian or Pacific Islander, 2.5% were Native American, and 85% were Caucasian.

Appendix 8 presents information on the subjects taught by the respondents. In the National Board Certified group, the largest group of respondents (39.5%) indicated that they were self contained and taught all subjects. In the non-National Board Certified group, the largest number of respondents (57.5%) were also teachers who taught in a self-contained classroom. Multivariate analysis of the demographic data did not reveal any significant interaction between the dependent variables and the demographic variables.

Tabulation of Scores on the Dependent Variables

The total scores on each of the five dependent variables were based on the respondents' answers to sets of questions within the 30 total questions on the Leadership Practices Inventory. Respondents answered the questions using the following 10-point scale: 1 = *Almost Never*, 2 = *Rarely*, 3 = *Seldom*, 4 = *Once in a While*, 5 = *Occasionally*, 6 = *Sometimes*, 7 = *Fairly Often*, 8 = *Usually*, 9 = *Very Frequently*, 10 = *Almost Always*. These scores were tabulated for each respondent in each of the five areas of leadership behaviors using the scoring software for the Leadership Practices Inventory. The reliability of this instrument was

tested and revealed an internal reliability (standardized
Cronbach alphas) of .81. Appendixs 9 through 13 present a
sample tabulation for each of the five leader behaviors of
the Leadership Practices Inventory. Appendix 9 displays the
questions related to the leader behavior of Challenging the
Process. Appendix 10 displays the questions related to the
leader behavior of Inspiring a Shared Vision, Appendix 11
displays the questions relating to the leader behavior of
Enabling Others to Act, Appendix 12 displays the questions
relating to the leader behavior of Modeling the Way, and
Appendix 13 displays the questions relating to the leader
behavior of Encouraging the Heart. Results of the tabulation
of the total score for each behavior for the National Board
Certified respondents and the non-National Board Certified
respondents were then analyzed.

Descriptive Data

Appendix 14 presents descriptive data for the teachers
in both the National Board Certified group and the non-
National Board Certified group in all five categories of
leadership behavior on the Leadership Practices Inventory.
These data indicate that the mean for the National Board
Certified group was higher in all five categories:

Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Multivariate tests indicated that the main effect of the certification factors was significant at level .05.

Tests of Hypotheses

Hypothesis 1

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Challenging the Process on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 1, $F(1, 82)$ = 44.343), p = .000. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Challenging the Process of those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

Hypothesis 2

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of

the perceived leader behavior Inspiring a Shared Vision on

the Leadership Practices Inventory than Mississippi teachers

who have not achieved National Board Certification.

The use of the multiple analysis of variance technique

resulted in the acceptance of Hypothesis 2, $F(1, 82) =$

17.654, $p = .000$. Therefore, these data indicated that there

was a significant difference between the higher group mean

score on the dependent variable Inspiring a Shared Vision of

those teachers who were National Board Certified and the

group mean score of those teachers who were not National

Board Certified.

Hypothesis 3

Mississippi teachers who have achieved National Board

Certification will score higher on the dependent variable of

the perceived leader behavior Enabling Others to Act on the

Leadership Practices Inventory than Mississippi teachers who

have not achieved National Board Certification.

The use of the multiple analysis of variance technique

resulted in the acceptance of Hypothesis 3, $F(1, 82) =$

15.832, $p = .000$. Therefore, these data indicated that there

was a significant difference between the higher group mean

score on the dependent variable Enabling Others to Act of

those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

Hypothesis 4

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Modeling the Way on the Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 4, $F(1, 82) = 8.054$, $p = .006$. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Modeling the Way of those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

Hypothesis 5

Mississippi teachers who have achieved National Board Certification will score higher on the dependent variable of the perceived leader behavior Encouraging the Heart on the

Leadership Practices Inventory than Mississippi teachers who have not achieved National Board Certification.

The use of the multiple analysis of variance technique resulted in the acceptance of Hypothesis 5, $F(1, 82) = 11.685$, $p = .001$. Therefore, these data indicated that there was a significant difference between the higher group mean score on the dependent variable Encouraging the Heart of those teachers who were National Board Certified and the group mean score of those teachers who were not National Board Certified.

CONCLUSIONS

The general purpose of this study was to determine if there were differences in the leadership behaviors of teachers as measured by the Leadership Practices Inventory in the dimensions of Challenging the Process, inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart who have successfully completed the National Board Certification process and those who have not. If differences were found, then perhaps the successful completion of the National Board Certification process can serve to identify teachers who can be given leadership roles

within the educational profession while they are still
functioning as master teachers within the classroom.

Discussion

The findings of this study on the leadership behaviors
of National Board Certified teachers are consistent with
Wilson's research (1993) on the characteristics of teacher
leaders. In her study, teachers who were identified by their
peers as leaders were reported to go out of their way to
find innovative and challenging programs and exhibited the
leadership characteristic of Challenging the Process as
described by Kouzes and Posner (1987). In the current study,
National Board Certified teachers scored higher on this
leader behavior than noncertified teachers. Their responses
on the Leadership Practices Inventory indicated that they
seek challenging opportunities, challenge people to try new
approaches and experiments, and take risks. By recognizing
these capabilities in National Board certified teachers and
supporting and encouraging their innovative approaches to
curriculum and instruction, administrators could utilize
these teachers to implement positive change within their
schools.

National Board Certified teachers also scored higher on the leader behavior of Inspiring a Shared Vision as described by Kouzes and Posner (1987). Through their scores on the Leadership Practices Inventory they demonstrated that they were enthusiastic, positive about the future, speak with conviction about the meaning of work, and show others how their interests can be realized. National Board Certified teachers, through the certification process, have demonstrated an enthusiasm for teaching and an ability to reflect on their teaching practices. They are usually respected as professionals and their opinions valued by their peers. Kouzes and Posner (1987) also described leaders as being enthusiastic about their projects and possessing the ability to excite others. By using National Board Certified teachers in roles as mentors, presenters, and speakers, their enthusiasm could serve as a spark to ignite this same enthusiasm in others.

In the leader behavior of Enabling Others to Act, the National Board Certified teachers scored higher than the non-National Board Certified teachers. Their responses on the Leadership Practice Inventory described their abilities to develop cooperative relationships, treat people with

respect, support other people's decision, and listen to
diverse points of view. Kouzes and Posner (1987) concluded
that the effect of enabling others to act makes them feel
strong, capable, and committed and they are more likely to
use their strategies to produce extraordinary results.
Wilson (1993) reported from her study of teacher leaders
that they feel supportive of colleagues and cooperative with
others. She described the teacher leaders that she
interviewed as risk-oriented, collaborative, and enabling
others to act. National Board Certified teachers must also
document, during the certification process, that they work
creatively and collaboratively with colleagues, parents, and
the community. They work with peers and other professionals
as a collaborator, a learner, and a leader. These qualities
represent their strength in enabling others to act. National
Board Certified teachers could use this leadership behavior
in the roles of peer evaluator, committee and department
chairperson, and lead teacher.

National Board Certified teachers can serve as role
models to other educational professionals. These teachers
have demonstrated that they kept up to date on emerging
educational theories, and they provide a compelling model

for the students they teach. They scored higher on the
leader behavior of Modeling the Way during the current study
than teachers who are not National Board Certified. Their
scores on the Leadership Practices Inventory reflected their
abilities to set examples of what is expected, make progress
toward goals, and follow through on promises and
commitments. These teachers could be used effectively as
role models within their schools through positions as peer
coaches, guides for student teachers, and mentors to other
teachers going through the National Board Certified process.

Kouzes and Posner (1987) concluded that leaders must
encourage the heart of their followers if they are to keep
trying. National Board Certified teachers scored higher on
the leader behavior of Encouraging the Heart than those
teachers who are not National Board Certified. On the
Leadership Practices Inventory they indicated that they give
team members appreciation and support, express confidence in
people's abilities, and find ways to celebrate
accomplishments. These teachers, through the National Board
Certification process, have demonstrated that they foster
students' self esteem and respect for one another. In
Wilson's study (1993) of teacher leaders, she reported that

teacher leaders recognize the ways in which fellow colleagues as well as their students lead. As National Board Certified teachers serve in the capacity of coaches, mentors, consultants, trainers, and team leaders, they will celebrate the joys and accomplishments of teaching and help to encourage the hearts of students and teachers.

Mississippi is facing a shortage of qualified teachers and administrators. Teachers who possess leadership qualities could be used in part-time administrative roles while still functioning in the classroom as master teachers. By releasing National Board Certified teachers one or 2 days a week to assume leadership roles of curriculum coordination, peer coaching, supervision of student teachers, peer evaluation, and other organizational duties, administrators could receive the assistance they need and these highly successful teachers could remain in the classroom to successfully instruct students and serve as role models to their colleagues.

Conclusions

There were statistically significant differences between the National Board Certified teachers and those teachers who were not National Board Certified on the self

perception of their leader behaviors. The National Board

Certified group scored themselves higher in all five

dimensions of leader behavior on the Leadership Practices

Inventory. There were greater differences in the dimensions

of Challenging the Process and Inspiring a Shared Vision. In

statistical tests conducted on the demographic variables of

gender, educational experience, age, years of teaching

experience, ethnicity, grade level, and subject taught, no

significant differences were found to indicate that these

factors influenced self-perceived leader behavior.

As part of the process of completing the National Board

Certification process, teachers must demonstrate their

professionalism through their role as a collaborator, a

learner, and a leader. Teachers who have successfully

attained National Board Certification may inherently possess

these qualities. Another possibility is that perhaps the

rigorous process that teachers complete in order to gain

National Board Certification instills in them a sense of

accomplishment that elevates their self perception and their

leader behaviors.

Teachers could be identified as potential leaders

through the successful completion of the National board

Certification process. These teachers could be given

additional roles within their educational setting that would

allow them to function as leaders while remaining in the

classroom. By using this potential pool of leaders in part-

time leadership capacities, administrative duties could be

more evenly distributed within the school setting without

pulling master teachers from the classroom for full-time

administrative positions.

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Appendix 1

Demographic Data of Teachers

Independent Demographic Variables	N	Percent of Total	Central Tendency	
Gender			Mode	Female
Male	6	7.2%		
Female	77	92.8%		
Age:			Median	42-51
21-31	9	10.8%		
32-41	15	18.1%		
42-51	36	43.4%		
52-61	23	27.7%		
Educational Background			Mode	Master's
Bachelor's	35	42.2%		
Master's	39	47.0%		
Specialist's	7	8.4%		
Doctorate	2	2.4%		
Total Years Teaching Experience			Median	11-20
1-2 years	4	4.8%		
3-5 years	8	9.6%		
6-10 years	11	13.3%		
11-20 years	25	30.1%		
21-30 years	28	33.7%		
Over 30 years	7	8.4%		

Independent Demographic Variables	$\underline{N}$	Percent of Total	Central Tendency	
Ethnic Background			Mode	Caucasian
Native American	1	1.2%		
Asian or Pacific Islander	1	1.2%		
African American	4	4.8%		
Caucasian	77	92.8%		
Grade Level			Mode	K-6
K-6	59	71.1%		
7-12	24	24.0%		
Subject Taught			Mode	Self-Contained
Self-Contained	40	48.2%		
Math	8	9.6%		
Language Arts	8	9.6%		
Social Studies	4	4.85		
Science	7	8.4%		
Art	1	1.2%		
Music	3	3.6%		
P.E.	3	3.6%		
Speech	2	2.4%		
Other	7	8.4%		
Total Number of Respondents	83			

Appendix 2

<u>Cross Tabulation of Gender</u>

| | Gender | | |
	Female	Male	Total
Certification			
NB Certified	42	1	43
Non-NB Certified	35	5	40
Total	77	6	83

Appendix 3

Cross Tabulation of Age Range

	Age 21-31	Age 32-41	Age 42-51	Age 52-61	Total
Age Range					
Certification					
NB Certified	3	4	21	15	43
Non-NB Certified	6	11	15	8	40
Total	9	15	36	23	83

Appendix 4

<u>Cross Tabulation of Educational Background</u>

	Degree				
	Bachelor's	Master's	Specialist	Doctorate	Total
Certification					
NB Certified	11	23	7	2	43
Non-NB Certified	24	16			40
Total	53	39	7	2	83

Appendix 5

Cross Tabulation of Years of Teaching

	Years of Teaching						
	1-2 yrs.	3-5 yrs.	6-10 yrs.	11-20 yrs.	21-30 yrs.	Over 30 yrs.	Total
Certification							
NB Certified			7	13	19	4	43
Non-NB Certified	4	8	4	12	9	3	40
Total	4	8	11	25	8	7	83

Appendix 6

Cross Tabulation of Grade Level Taught

	Grade Level		
	K-6	7-12	Total
Certification			
NB Certified	28	15	43
Non-NB Certified	31	9	40
Total	59	24	83

Appendix 7

Cross Tabulation of Ethnic Background

	Ethnic Background				
	Native American	Asian or Pacific Islander	African American	Caucasian	Total
Certification					
NB Certified				43	43
Non-NB Certified	1	1	4	34	40
Total	1	1	4	77	83

Appendix 8

Cross Tabulation of Subject Taught

		Subjects Taught									
Certification	Self-Contained	Math	Language Arts	Social Studies	Science	Art	Music	P.E.	Speech	Other	Total
NB Certified	17	6	6	3	3	1		1		6	43
Non-NB Certified	23	2	2	1	4	1	3	2	2	1	40
Total	40	8	8	4	7		3	3	2	7	83

Appendix 9

Sample Scoring Guide for Leadership Practices Inventory

Challenging the Process (Profile for Subject 35)

Leadership Behavior	Self Rating
1. Seeks challenging opportunities	10
6. Challenges people to try new approaches	10
11. Looks outside organization for ways to improve	10
21. Experiments and takes risks	10
26. Takes initiative to overcome obstacles	9
16. Asks "What can we learn?"	8
Cumulative Ratings:	57

```
|--------|--------|--------|--------|-----------|--------|-------|--------|--------|----------|
Almost  Rarely  Seldom   Once    Occasionally  Sometimes  Fairly  Usually  Very    Almost
Never                  in a While                         Often           Frequently Always
```

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Appendix 10

Sample Scoring Guide for Leadership Practices Inventory

Inspiring a Shared Vision (Profile for Subject 35)

Leadership Behavior	Self Rating
22. Is enthusiastic and positive about future	10
27. Speaks with conviction about meaning of work	10
17. Shows others how their interests can be realized	9
2. Talks about future trends	7
7. Describes compelling image of future	7
12. Appeals to others to share dream of future	7
Cumulative Ratings:	50

```
|--------|--------|---------|---------|-----------|---------|--------|---------|----------|
Almost  Rarely  Seldom   Once    Occasionally Sometimes Fairly  Usually    Very    Almost
Never                   in a While                      Often            Frequently Always
```

Appendix 11

<u>Sample Scoring Guide for Leadership Practices Inventory</u>

<u>Enabling Others to Act (Profile for Subject 35)</u>

Leadership Behavior	Self Rating
3. Develops cooperative relationships	10
23. Lets people choose how to do their work	10
28. Ensures that people grow in their jobs	10
13. Treats people with dignity and respect	9
18. Supports other people's decisions	9
8. Listens to diverse points of view	8
Cumulative Ratings:	56

```
|--------|--------|--------|--------|----------|--------|--------|--------|-----------|
Almost Rarely  Seldom   Once   Occasionally Sometimes Fairly  Usually   Very    Almost
Never                in a While                       Often          Frequently Always
```

Appendix 12

Sample Scoring Guide for Leadership Practices Inventory

Modeling the Way (Profile for Subject 35)

Leadership Behavior	Self Rating
4. Sets example of what is expected	10
19. Is clear about his/her philosophy of leadership	10
29. Makes progress toward goals one step at a time	10
14. Follows through on promises and commitments	9
24. Ensures that goals, plans, milestones are set	9
9. Ensures that people adhere to agreed-on standards	8
Cumulative Ratings:	56

```
|--------|--------|--------|--------|-----------|--------|--------|--------|-----------|
Almost  Rarely  Seldom  Once   Occasionally Sometimes Fairly Usually  Very     Almost
Never                   in a While                    Often          Frequently Always
```

Appendix 13

Sample Scoring Guide for Leadership Practices Inventory

Encouraging the Heart (Profile for Subject 35)

Leadership Behavior	Self Rating
5. Praises people for a job well done	10
15. Creatively rewards people for their contributions	10
20. Recognizes people for commitment to shared values	10
25. Finds ways to celebrate accomplishments	10
30. Gives team members appreciation and support	10
10. Expresses confidence in people's abilities	9
Cumulative Ratings:	59

```
|--------|--------|---------|---------|------------|---------|--------|---------|----------|
Almost Rarely  Seldom   Once    Occasionally  Sometimes Fairly  Usually    Very    Almost
Never                 in a While                           Often            Frequently Always
```

Appendix 14

Descriptive Data for National Board Certified Teachers and

Non-National Board Certified Teachers

Leadership Behaviors	National Board Certified Teachers			Non-National Board Certified Teachers		
	Mean	SD	N	Mean	SD	N
Challenging the Process	52.35	4.09	43	42.70	8.50	40
Inspiring a Shared Vision	48.07	7.10	43	40.92	8.38	40
Enabling Others to Act	52.51	3.74	43	48.40	5.56	40
Modeling the Way	52.44	4.85	43	49.18	5.63	40
Encouraging the Heart	52.49	6.43	43	47.02	8.09	40

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