Spring 5-11-2018

Icing the Batter: The MYP Coordinator, Principal Leadership, and School Reform

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ICING THE BATTER: THE MYP COORDINATOR, PRINCIPAL LEADERSHIP,
AND SCHOOL REFORM

by

S. MERCER WATERBURY

Under the Direction of Sheryl Cowart Moss, Ph.D.

ABSTRACT

The purpose of this study was to identify the educational leadership styles of one urban principal as he balanced the needs of a turnaround school with requirements of the International Baccalaureate's Middle Years Programme. Further, this study sought to determine how principal leadership style impacted the role of the Middle Years Programme coordinator during turnaround. One principal and one coordinator contributed data via interviews, practice logs, emails, school newsletters, observations, and field notes. The researcher used constant comparative coding, open coding, and axial coding to analyze the data for emergent leadership themes and their impact. Findings include a determination that turning around a school on a strict timetable is not conducive to MYP programming.

INDEX WORDS: Instructional leadership, distributed leadership, turnaround leadership, International Baccalaureate, Middle Years Programme coordinator

ICING THE BATTER: THE MYP COORDINATOR, PRINCIPAL LEADERSHIP,
AND SCHOOL REFORM

by

S. MERCER WATERBURY

A Dissertation

Presented in Partial Fulfillment of Requirements for the

Degree of

Doctor of Education

in

Leadership

in

Educational Policy Studies

in

the College of Education and Human Development

Georgia State University

Atlanta, GA
2018

DEDICATION

For my husband, the gardener, who always does more than his share.

ACKNOWLEDGMENTS

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Introduction

International Baccalaureate's Middle Years Programme (MYP) provides support for success in the Diploma Programme (DP). In a nurturing environment, MYP not only prepares students academically, but also develops the skills necessary for success in DP, skills such as resilience, organization, and critical thinking (International Baccalaureate Organization, 2014a). In recent decades, the whole-child, critical-inquiry nature of the International Baccalaureate (IB) framework has turned the MYP into a reform model of choice for schools across the United States and the world. Adoption of programs from the IB continuum increased 400% from 2000 to 2010, according to Lee, Hallinger, and Walker (2011). From 2010 to 2014, the number of MYP programs around the world increased from 789 to 1108, a 40% increase (IBO, 2014b). According to Corcoran and Gerry (2010), the need for MYP programs became apparent when students from traditionally underrepresented groups, specifically students of color and students from low socio-economic backgrounds (Bland & Woodworth, 2009), began to enroll in IB's rigorous Diploma Programme but then did not persevere and graduate with an IB diploma. This outreach to enroll underrepresented groups in the DP increased the need for MYP programs, so that students would be better prepared to face the heavy course load and unfamiliar inquiry-based learning associated with DP teaching and learning.

However, despite the growing popularity of MYP, studies have shown that IB schools face unique challenges (Alford, Rollins, Stillisano, & Waxman, 2013; Corcoran & Gerry, 2010; Gerry & Corcoran, 2011; Stillisano, Waxman, Hostrup, & Rollins, 2011). Such challenges include increased teacher workload, increased teacher turnover, lack of teacher capacity, and

resistance to unfamiliar assessment practices. Further, schools cited difficulties in the following: adhering to mandatory testing cycles, fostering vestment in stakeholders, aligning state and district reporting requirements, and managing the cost of teacher training, especially in light of increased staff turnover. Examples of these challenges can be found at Generic Charter School (GCS), a small, K8 public charter school located in the Southeastern Public Schools district. GCS offers two IB programs: Primary Years (grades K-5) and MYP (grades 6-8).

Of all the problems noted above, two have plagued GCS more than the others: teacher turnover and lack of teacher capacity. Additionally, GCS also suffers from significant leadership turnover, having gone through seven school leaders in 10 years. From this struggle with high turnover and low capacity, GCS has developed another problem: student performance that does not 'beat the odds,' a requirement of the school's charter. At the time of this writing, GCS was given three years to improve student performance or close its doors in 2021. Enter John Smith, MYP principal #7, whose tenure began in the fall of 2017.

Whereas strong principal leadership positively impacts teachers' sense of efficacy (Brinson & Steiner, 2007; Goddard & Skrla, 2006; Protheroe, 2008), lack of leadership negatively impacts teachers' sense of efficacy (Lauerman & Konig, 2016; Stein, Macaluso, & Stanulis, 2016). When teachers feel inadequate in their abilities, or they do not develop positive relationships with school leaders, high teacher turnover results (Brown & Wynn, 2009; Gallant & Riley, 2017; Towers & Maguire, 2017). For example, the turnover rate of GCS MYP teachers has been 45% on average since 2014 and GCS has had seven MYP leaders in 10 years. The problems at GCS may be a chicken-or-the-egg dilemma, but the fact remains that Principal Smith, and by extension the IB coordinator, must turnaround the school while continuing to work to meet IB requirements. Per the charter, the school must beat the odds and it must employ IB

programming. Per the district, the school must beat the odds by 2021. Discovering the leadership styles needed to navigate such a complex, high-stakes school context is at the heart of this research.

Given the difficulties inherent in implementing school turnaround, and considering the challenges IB schools face, it is clear that balancing the needs of the two will require strong leadership. As such, this bounded, instrumental case study focuses on identifying the leadership styles of one urban, MYP principal as he focuses on school turnaround, while still meeting the requirements of IB/MYP. Further, this study seeks to determine how that principal's leadership style, in light of the needs of turnaround, impacts the role of IB coordinator.

Guiding Questions

1. What leadership styles emerge when a principal must balance the needs of an IB/MYP school with the necessities of a turnaround school?

2. How does principal leadership style impact the role of the IB/MYP coordinator at a turnaround school?

Background on Case Study Choice

Demographics. Generic Charter School (GCS) is a Title I school, serving 760 students in kindergarten through 8th grade. At the time of this writing, the MYP academy at GCS served 267 6th-8th grade students (also referred to as MYP Years 1-3) in 2017-2018. Demographically, the MYP student body that year consisted of:

- 79% African American, 11% white, 7% mixed race, 3% Latinx, 1% Asian students
- 52% students on free or reduced lunch
- 16% students with disabilities
- 12% gifted students

Entrance. GCS is a public charter school within Southeastern Public Schools (SPS) and as such, acceptance to both the Primary Years Programme (PYP) academy and the MYP academy is determined by lottery. Any student of appropriate age, whose address lies within the boundaries of SPS's district, is eligible to enter the lottery, regardless of any descriptors such as need for special services, poor behavior records, or low test scores. A student who is chosen in the lottery cannot be turned away. Although GCS does not provide transportation for students, students meeting certain criteria can be provided with passes for public transportation.

History. According to its website, GCS was founded in 2006 by a group of community members devoted to bringing more school choice to students living in the Southeastern Public Schools (SPS) district. Three models drive the school: single gender, daily world language instruction, and IB programming. Beginning with just 288 students in kindergarten through 6th grade, GCS was run initially by a for-profit charter management agency. GCS shed the charter management agency in 2012, filing for non-profit status and creating an independent governing board within SPS. Although maintaining a thriving PYP academy, the school did not have a full cohort of middle school students until 2015-16, when it reached its target capacity of four cohorts per grade level (two girls cohorts and two boys cohorts, grades 6-8).

The governance of GCS has shifted as the school has grown. According to internal documents, the board in 2012 removed the leaders hired by the charter agency, putting in place experienced leaders who had been subjected to a rigorous vetting process. The documents state these leadership changes were made to increase the capacity of the teaching staff and to better support them in their work. Further, the board put in place plans aimed at improving leadership, teaching, and student achievement at all levels.

Leadership. Currently GCS has one executive director who oversees both PYP and MYP, and each program has its own leadership team. In addition to one principal for each program, leadership teams include one IB coordinator for the MYP and two for the PYP, along with a school counselor for each program and a special education coordinator who oversees both programs. In 2016-2017, the school expanded its leadership profile, adding an assistant principal to each academy and shifting IB coordinators' duties so that they also serve as instructional coaches. For 2017-2018, additional MYP instructional coaches were added in ELA and math. The current executive director was in his second year at the time of this writing. In 2017-2018, GCS hired a new MYP principal, Mr. John Smith, whose leadership style and work with the IB coordinator are the focus of this study. For a complete breakdown of the GCS organizational chart since its doors opened in 2007, see Appendix A. This chart is helpful in establishing the context for leadership at GCS during the course of this research.

The MYP principal. Principal Smith, whose tenure began in 2017-2018, brought to GCS 10 years of prior experience as a middle school principal. At his previous school he assisted with the IB/MYP authorization process, although he moved to GCS before the school was authorized. As the new MYP leader, Principal Smith was tasked with improving achievement levels across all disciplines and subgroups in MYP, while still adhering to the school's three pillars of single gender, daily world language instruction, and MYP programing. In the years prior to Principal Smith's arrival, GCS had not 'beat the odds' in comparison to district and state achievement levels, a requirement for charter schools in Southeastern Public Schools (SPS). If GCS were a member of the mainstream clusters in SPS, as opposed to being a public charter, the school would have been considered a turnaround school, at risk of takeover by district or state entities. Thus, when GCS applied for charter renewal in 2017, the resulting timeline for improvement was

short: GCS had to outperform the state and district on all metrics by the end of the 2020-2021 school year or close its doors. Such strictures provided a unique opportunity to study the interplay between IB/MYP maintenance and school turnaround as they pertain to the impact of principal leadership style on the role of IB coordinators.

   Teacher turnover. The leadership context into which Principal Smith was placed, where he was charged with turning around an underperforming school or face school closure, is a context in which he also had to work with the IB coordinator to make sure GCS was adhering to the requirements of the International Baccalaureate Organization (IBO). It is important to understand the decade of changes in structure and vision that created the context for Principal Smith's leadership, because the leadership context at GCS is impacted by, and contributes to, the rate of teacher turnover that has plagued the school from the beginning. Table 1 outlines the faculty turnover and new hire rate since 2014, along with the percentage of first year teachers hired and the percentage of teachers hired with no MYP experience. Table 2 denotes significant leadership changes since 2014. (For a complete list of changes since 2007, see Appendix A.)

Table 1

Faculty New Hires & Turnover Rates for GCS MYP, 2014-2018

	School Year			
	2014-15	2015-16	2016-17	2017-18
% Faculty new hires[a]	58%	63%	37%	37%
# New teachers started in August	11	11	7	7
# New teachers started in December	0	1	0	0
% Faculty first year teaching	26%	11%	21%	21%
% Teachers new to IB	58%	53%	37%	32%
% Faculty quit by end of school year	58%	32%	37%	42%(est)[b]
# Teachers quit by December	2	1	0	0
# Teachers quit by end of year	9	5	7	7
% New hires did not return	36%	55%	43%	43%(est)[c]

Note. GCS = Generic Charter School; MYP = Middle Years Programme;
IB = International Baccalaureate Program.

[a]GCS MYP Faculty = 19. [bc]Estimates based on personal conversations, Fall 2017.

Table 2

Significant Leadership Changes, 2014-2018

School Year	Events
2014-2015	Overall School Principal #5 becomes Executive Director #1
	Overall Director of Operations continues in role
	Overall Director of Culture and Discipline starts
	MYP Curriculum Coordinator #1 becomes MYP Principal #6
	MYP IB Coordinator #4 starts
2015-2016	MYP Principal #6 becomes Interim Executive Director #2
	Director of Operations changes title to Director of Support Services
	Director of Culture and Discipline continues in role
	MYP Principal position unfilled
	MYP IB Coordinator #4 serves as de facto leader of MYP
2016-2017	Executive Director #3 starts
	Director of Support Services continues in role
	MYP Principal #6 returns to role
	Director of Culture and Discipline becomes MYP Assistant Principal #1
	MYP IB Coordinator #4 returns to role
2017-2018	Executive Director #3 continues in role
	Director of Support Services continues in role
	MYP Principal #7 starts
	MYP Assistant Principal #1 continues in role
	MYP IB Coordinator #4 becomes IB Coordinator and Instructional Coach

Consider the faculty numbers in a different way. At GCS MYP, there are 19 teacher slots per year: three each in the core content areas of ELA, math, science, social studies, and world language, plus another four slots for elective teachers. (This number does not take into account special services teachers or long-term substitutes who fill in for teachers who leave unexpectedly.) Since 2014, 45 core or elective teachers have been employed in MYP. From 2014 to the time of this writing, only one grade level, Year 2, had a complete team of teachers return, and that does not count elective teachers, where there were four personnel changes in that grade

level during those two years. Furthermore, of those 45 teachers in four years, only one had prior IB experience, and that teacher had not received formal training from IB. Perhaps most telling, only seven teachers of the 45 had made it to the three-year mark or longer at GCS, which equates to slightly more than 15%. Corcoran and Gerry (2012) found that even two years after implementation, a majority of teachers still did not feel competent enough to successfully employ the IB framework. For GCS, that translates to 85% of MYP teachers not having worked in IB long enough to begin feeling effective in delivering the MYP framework.

Guiding Questions

1. What leadership styles emerge when a principal must balance the needs of an IB/MYP school with the necessities of a turnaround school?

2. How does principal leadership style impact the role of the IB/MYP coordinator at a turnaround school?

Definition of Terms

1. British Ordinary Levels (O) exams: According to the International Education Research Foundation (IERF)'s *Index of Secondary Credentials* (2010), students in England, Wales, and Northern Ireland take exit exams upon completion of secondary school. O level exams are required of all students upon the completion of 11 years of school. Students must pass a minimum of five subject areas in order to earn a certificate. For students planning to pursue post-secondary studies, Advanced Subsidiary Levels (AS) and Advanced Levels (A) exams are required, which call for one and two more years of schooling, respectively. In order to be eligible for college admission, students must pass at least two A level exams. These

exams have undergone numerous name changes, merging together in the mid-1980s to become the General Certificate of Secondary Education (GCSE).

2. Criterion-related grading (criterion-related assessment): Criterion-referenced tests and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards, i.e., concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education (Glossary of Education Reform, 2015).

3. Diploma Programme (DP): The Diploma Programme was established in 1968 to provide students with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding (International Baccalaureate Organization, 2015).

4. Inquiry-based learning: The IB framework encourages inquiry-based learning. Sustained inquiry frames the written, taught, and assessed curriculum in IB programs. IB programs feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging, and significant (International Baccalaureate Organization, 2014a).

5. International Baccalaureate (IB): Founded in 1968, the International Baccalaureate is a non-profit educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional and social skills needed to live, learn, and work in a rapidly globalizing world. Schools must be authorized by the IB organization to offer any of the programs (International Baccalaureate Organization, 2017).

6. Middle Years Programme (MYP): The MYP began in 1994 as an initiative of the International Schools Association (ISA). Aspiring to meet the needs of middle level learners in international schools, ISA led the development of a flexible curriculum that promoted the fundamental concepts of intercultural understanding, communication, and holistic learning. Since being introduced as part of the IB continuum, the MYP has retained the spirit of collaboration encouraged by the dedicated educators by whom it was conceived (International Baccalaureate Organization, 2010).

7. Primary Years Programme (PYP): The PYP was established in 1997 for children aged 3 to 12. This inquiry-based program focuses on developing empathy and creating a love of lifelong learning. Students are challenged to become independent learners while delving into local and global issues (International Baccalaureate Organization, 2018).

8. Turnaround school: A turnaround is a "quick, dramatic, sustained change in the performance of an organization" (U.S. Department of Education, 2012, p. 1). Turnaround is a dramatic and comprehensive intervention in a low-performing school that: a) produces significant gains in achievement within two years; and b) readies the school for the longer process of transformation into a high-performance organization (Mass Insight Education & Research Institute, 2010, p. 4).

Literature Review

   Introduction. Several studies point to positive outcomes resulting from IB/MYP implementation (Alford et al., 2013; Bland, & Woodworth, 2009; Corcoran, & Gerry, 2010). Such outcomes include data showing gains in correcting academic gaps in reading and writing (Bland & Woodworth, 2009), which under previous perceptions of an elite IB model were considered barriers to the admittance of underrepresented populations to the Diploma

Programme (Gerry & Corcoran, 2011). Teachers in a case study of traditional schools undergoing implementation (Corcoran & Gerry, 2010) agreed that most students could not only benefit from the IB/MYP framework, but could be successful with support.

The switch to IB is not without its challenges however, especially where school leadership is concerned. To better understand the leadership challenges associated with IB/MYP implementation and maintenance at a traditional urban middle school, i.e. a school serving students who are underrepresented in stereotypical IB environments (Bland & Woodworth, 2009), this review encompasses the history of IB/MYP, differences between the traditional school setting and the IB framework, and findings from case studies of IB implementation experiences. These case studies specifically delineate challenges associated with implementing or maintaining IB programs. Further, a review of change research rounds out the section. Change leadership, whether in relation to the implementation of IB or in relation to leading a turnaround school, is a unifying thread throughout this research.

It should be noted that none of the studies addressed what lies at the heart of the current study: the effects of using IB as a reform model for a failing middle school. If any of the case study schools were failing at the time of IB implementation, it was not specified other than to note that some gains were made. Although the studies did focus on increasing access for underserved populations, none of them noted that IB was being implemented at a school facing closure for poor performance. Furthermore, most of the schools in the case studies implemented IB as a choice program, many of them with an exclusionary application process. Such a process would heavily skew any data collected on student achievement. As noted later in the literature review, due to a dearth of research on stand-alone MYP programs (6th, 7th, and 8th grades), all of the research used to develop the current study dealt with the impact of implementing IB at the

high school level, which covers MYP Years 4 and 5 (9th and 10th grades) and DP Years 1 and 2 (11th and 12th grades).

Background research.

History of MYP. The MYP, launched in 1994, grew out of a need to provide a more philosophically aligned curriculum to support existing Diploma Programmes (DP) (IBO, 2010). According the International Baccalaureate Organization (IBO) (2010), although development of the Primary Years Programme (PYP) had begun in 1966, MYP development was deprioritized due to constraints on time and resources and was not brought to the fore until eight years later, subsequently taking 15 years to fully develop. In 1974, many middle grades international schools were using British O-level high school exit exams as pre-IB preparation for middle school students planning to apply to a Diploma Programme. O-level exams, which were used as high school exit exams in England, Wales and Northern Ireland (Tse & Sahasrabudhe, 2010) were deemed rigorous enough to expose middle school students to IB's external exam regimen. The exams required students to demonstrate mastery in a variety of subjects, display evidence of global studies, and complete an interdisciplinary, inquiry-based research project (Tse & Sahasrabudhe, 2010). Nonetheless, the O-levels did not quite match with students' experiences in the Diploma Programme. Thus, thanks to the tireless work of the International Studies Association, MYP was born to better prepare students for the rigors of DP.

According to the International Studies Association (1982), the MYP was designed for students aged 11 to 16+ years. In the United States, this typically equates to 6th-10th grade. The founders viewed adolescence as a critical time in the development of young minds and fledgling character. They noted in their 1982 conference report that children of this age group are particularly sensitive to their surroundings, prone to testing boundaries and questioning the status

quo, which is why MYP was developed to be distinctly different from PYP and DP. Not only are MYP students exposed to academic rigor; they also learn the importance of character, community, and global citizenship (IBO, 2010).

MYP programs are guided by two main documents: *Programme Standards and Practices* (IBO, 2014c) and *MYP: From Principles into Practice* (IBO, 2014a). The former sets out overarching requirements for IB programs at all levels, centering the work around three standards: philosophy, organization, and curriculum. Curriculum is further broken down to cover collaborative planning, written curriculum, teaching and learning, and assessment. The latter is specific to MYP, dealing comprehensively and specifically with the teaching and learning of middle years students. The program model is represented by an iconic ring diagram (see Appendix B) that demonstrates MYP's emphasis on educating the whole child while still providing rigorous, globally minded learning experiences.

Differences between traditional school and the IB framework. The IB framework differs philosophically from traditional schooling in a number of ways:

- Pedagogy: It is inquiry-based, wherein teachers and students share in the construction of knowledge, as opposed to the teacher having a monopoly on knowing.

- Pedagogy and philosophy: Assessment is used for learning, as opposed to assessment of learning, e.g. criterion-related assessment and formative assessment.

- Philosophy: Behavior is separated from learning outcomes.

- Philosophy: Learning how to learn, how to communicate, and how to self-manage are as important as learning content, if not more so. The IB captures this philosophy through its Approaches to Learning framework (IBO, 2014a).

These differences could represent radical change where traditional teachers are concerned. A principal and IB coordinator would have to engage in strategic vision sharing and persistent sense making if they hoped to implement the philosophical tenets and pedagogical practices of IB with fidelity in a traditional setting. Further, it is these very differences that may pose the greatest challenge to a principal working to improve achievement at a turnaround school. MYP practices are notoriously abstract, whereas the academic needs of a failing school are exceedingly concrete.

 Teachers and students share in the construction of knowledge. The IB educational context delineates nine differences between previously held beliefs about education as compared to modern perspectives (IBO, 2014d) (see Appendix C for more on the IB educational context). One example is the definition of knowledge: Whereas knowledge was once "canonical and beyond critical evaluation of all except ordained experts, authoritarian, [and] disciplinary," it is now considered "not absolute, constructed, democratic, [and] interdisciplinary" (p. 3). Another example is the way inquiry-based learning supersedes the idea that one must memorize established facts in order to be considered educated in the modern world (2014d). The construction of knowledge as defined by IB is in direct conflict with the way achievement levels are measured by state-mandated tests, which puts a principal and IB coordinator in a precarious position.

 Assessment for knowledge. Criterion-related assessment is directly linked with these "recent" [sic; emphasis is IB's] changes in learning because it focuses as much on the process of learning as on the product (IBO, 2014d). If knowledge is not absolute, then finite, rigid assessment practices can no longer be the norm, which means that the points-based grading systems typically employed in traditional school settings can no longer be the norm. Teachers

must assess students in an ongoing, individualized way, adding to students' assessment records as they grow toward mastery, rather than removing points from their averages when they fail. These practices differ significantly from those used in traditional schools and as such they add layers of difficulty to the process of training teachers in the IB/MYP framework. Before teachers can be trained in IB assessment, they first must be convinced as to why a change in assessment practices is even necessary, and then they must be convinced that IB assessment is the way to go. Given that IB assessment requires more than tallying up the number of incorrect answers on a test and generating a percentage, this change in assessment represents a substantial hurdle for IB coordinators and, depending on their leadership style, principals.

Behavior is separated from learning outcomes. Iamarino (2014) and Peters and Buckmiller (2015) note when referencing criterion-related assessment that academic outcomes and behavioral outcomes must be separated if they are to have any merit. Similarly, Swan, Guskey, and Jung (2014) note that criterion-related assessment requires teachers to base grades only on explicit learning criteria made clear to the students prior to the onset of learning those standards. They concluded that when behavioral outcomes such as attitude, attendance, effort, and timeliness are lumped in with academic performance, i.e. traditional grading, a letter grade is basically worthless.

Approaches to Learning. The IB puts forth a social-emotional learning framework known as Approaches to Learning (ATL), which the organization describes as being paramount to the teaching and learning philosophies integral across all IB program models (IBO, 2014a). In the MYP, learning how to learn is as important as content learning, and this philosophy is demonstrated by the emphasis placed on embedding the ATL into academic learning and assessment. Approaches to Learning provides a set of criteria that are separate from the academic

requirements of the program; they are metacognitive and are considered to be both the

foundation of and vehicle for all content learning. They focus on learning how to learn and

consist of five broad, skills-based categories: Social, Communication, Self-management,

Research, and Thinking, each of which is further broken down into specific skills (see Appendix

D for more on Approaches to Learning). This detailed breakdown enables teachers to assess

students' performance on the *soft skills* that allow learning to happen, without blending those

skills into an overall academic grade in the manner of points-based grading.

IB assessment. Of all the challenges facing schools maintaining IB, the assessment piece,

with its reliance on standards-based grading, formative assessment, and separation of behavior

and grades, seems to cause the most anxiety and pushback (Frankin, Buckmiller, & Kruse, 2016;

Sperandio, 2010). Therefore, although the current study deals with the leadership styles

necessary to maintain MYP in the broad sense, a general explanation of IB assessment versus

traditional grading is warranted, along with an examination of criterion-related grading

specifically. Note that standards-based grading and criterion-related grading are used

interchangeably throughout the review.

Overview. MYP teachers must use criterion-related assessment, meaning that students

work toward mastery on predetermined criteria. Each of the eight content areas is divided into

four criteria and students receive 0-8 marks on tasks ascribed to each (see Appendix E). These

criteria-level grades are independent of one another until the end of a semester or school year, at

which point students earn an Overall Level of Achievement score (IBO, 2014a). This score is

derived by applying the four criteria-level scores to the IB grading boundaries scale, in order to

determine a final grade of 1-7 (see Appendix F). Given such unfamiliar terminology and

complex assessment requirements, it is not surprising that, according to Sperandio (2010),

"[MYP] seems to require the greatest pedagogical shift for teachers" (p.143). She writes that for teachers and administrators accustomed to a traditional school setting, the conceptual framework and unfamiliar grading practices of IB/MYP can be challenging, as can explaining the program to parents and other members of the school community.

Criterion-related assessment and formative assessment. Where assessment is concerned, the idea of students obtaining mastery through repetition without penalty is antithetical to traditional grading practices, especially when other factors such as behavior and timeliness are relied upon to motivate student performance. Because MYP separates behavior from academic grades, the use of IB assessment often faces philosophical resistance from stakeholders in terms of the purpose of grading. Criterion-related assessment, coupled with formative assessment and the Approaches to Learning, is an integral component of IB/MYP pedagogy and philosophy (IBO, 2014a). These practices, and the debates associated with them, are not unique to IB, however. Criterion-related grading and formative assessment have been under fire on the national scene in their own context since well before Sadler set forth his theory of formative assessment in 1989.

Nearly 30 years ago, Sadler put a student's opportunity to improve through repetition (formative assessment) at the heart of teacher feedback (Sadler, 1989). In 2015, Peters and Buckmiller conducted a study aimed at identifying the barriers and challenges of implementing a criterion-related assessment grading system; in it they define criterion-related assessment as representing "the assessment, measurement, and/or reporting of what students know and are able to do relative to (a set of) standards" (p. 3). The researchers found criterion-related assessment, which relies on formative assessment, allows teachers' feedback to be clearer and more effective than that associated with traditional letter grades. Scriffiny (2008) also supports the

implementation of criterion-related assessment, proposing seven reasons teachers should move away from points-based grading and toward standard-based grading. Based on her own action research, Scriffiny found that grades are ineffective unless they have meaning beyond points accrued. Further, she found that criterion-related assessment helps teachers adjust instruction, and that it is a foundation for other reforms. Iamarino (2014) reached a similar conclusion, stating criterion-related assessment focuses on the knowledge a student gains, rather than the points a student accrues. Additionally, she noted that such assessment practices provide a clear view of a student's progress, unencumbered by attendance or other non-academic factors.

The case against IB assessment. As noted previously, one of the four main differences between IB and traditional school is that IB/MYP uses assessment not just to find out how much students know (summative assessment) but also in order to grow students' knowledge along the way (formative assessment). Assessment in MYP is a stepping stone, not a stopping point. However, despite growing evidence of the lack of value in omnibus letter grades, traditional schools continue to employ them. In a study on barriers to implementing standards-based grading, Frankin, Buckmiller, and Kruse (2016) found parents to be a major reason why schools have not been quicker to adopt such assessment practices. They found five overarching reasons why parents are resistant: "confidence in the known [and] dislike for the unknown; poor communication leading to disappointment; confusion from lack of clarity; and frustration due to perceived outcomes" (p.1).

Accepting late work without penalty, another part of IB assessment (IBO, 2014a), also was a non-starter for traditional teachers, according to Guskey and Jung (2006). Further, Proulx, Spencer-May, and Westerberg (2012) found that teachers disagreed with the idea of allowing students multiple opportunities to master a learning goal without consequences, another part of

IB assessment. The common reason for disagreeing with multiple attempts and penalty-free late work is that the real world does not work that way. For example, parents in one study on resistance to standards-based grading "were concerned that the redo/retake policy and no penalty for late work in standards-based grading creates a false sense of reality" (Frankin et al., 2016, p. 26). The researchers go on to write about the implementation dip associated with standards-based grading:

> Because SBG [standards-based grading] replaces a process that is the only one most stakeholders have ever known, many interviewees cited a number of changes that elicited unintended initial effects. For example, because SBG de-emphasizes graded, scored homework in favor of formative feedback, parents and students often concluded that homework was no longer important. (p. 28)

Dressel (1976) found another issue stemming from criterion-related assessment: students' timely efficacy. He writes that a student's ability might be less important in terms of achievement than a student's timeliness, persistence and effort. The question of whether high-level performance achieved in two weeks should be scored the same as performance of the same level delivered after eight or 10 weeks becomes an issue where IB grading is concerned. Despite his overall support of standards-based assessment, Dressel notes, "Facility in learning is often more important than the learning itself. Thus, A's reported for two different students under this system may conceal more than they reveal" (p. 284). With IB assessment, however, students are not penalized for behaviors such as timeliness (IBO, 2014a). Under the Approaches to Learning, timeliness is considered a behavioral skill to be taught and improved in its own right, independent of academic performance (IBO, 2014a).

Beyond the philosophical implications of IB assessment, the practical application can be problematic as well. Back in 1976 Dressel described potential drawbacks associated with criterion-related assessment in higher education, citing teacher workload, difficulties in test development, and the potential for security breaches and cheating as problems teachers face when trying to implement criterion-related assessment with fidelity. In a more modern example, Frankin et al. (2016) found that most widely available grading programs are designed for points-based grading and do not provide for criterion-related assessment. Swan et al. (2014) also found that current grade reporting systems are not necessarily set up to facilitate criterion-related assessment. More concerning, however, is their finding that most educators do not possess enough time and/or expertise to create effective criterion-related assessments, let alone grade them.

The case against traditional grading. In a 2005 article, *Washington Post* staff writer Jay Mathews quoted a recently retired English teacher as saying, "Letter grades are convenient, simple and easy to manage, store and transmit…Those are important factors when dealing with masses of students" (para. 5). Such statements are at the heart of why traditional letter grades and percentage scales have held such sway in the American educational landscape. Couple this statement with the deep familiarity most teachers, parents, and students have with traditional grading methods and it is easy to understand why a system that has been in use and largely unchanged since the late 1700s (Durm, 1993; Soh, 2011) is still the most widely practiced grading method today. Despite their pervasive nature and popular use however, the case against traditional grades continues to grow.

In studies enumerating the disadvantages of points-based grading, recurring themes appear: (a) such grades do not actually reflect what a student knows and can do, and (b) they destroy

student motivation for the learning process (Culberstson & Jalongo, 1999; Iamarino, 2014; Scriffiny, 2008). With regard to what traditional grades reflect, Culbertson and Jalongo (1999) write that traditional grades do little to help parents form a clear, helpful understanding of a child's strengths and weaknesses. Soh (2011) deepens this statement by pointing out that the assumption all grades are of equal value, and thus interchangeable, is flawed. Consequently, she writes, a grade point average is at best a vague reflection of a student's ability in individual subjects.

Traditional grading fails not only in its purpose to provide useful summative explanations of student learning; it also fails to grow students' interest in the learning process. Iamarino (2014) found points-based grading to have harmful effects on student motivation. She holds that students have little motivation to improve their work after final grades are determined because all that matters is the final grade, not the process of learning. She finds "replacing cognitive learning goals with the acquisition of points, as an assignment completed chiefly for the purpose of attaining points, is an assignment lost to all broader course objectives" (p. 5).

According to Guskey and Jung (2006), one reason schools cling to traditional grades is because when grades are no longer tied to behaviors such as timeliness, attendance, class participation, and behavior, traditional teachers often feel at a loss for ways to motivate their students. They struggle with what they see as a forfeiture of control (Guskey & Jung, 2006). Similarly, a 2012 study conducted by Proulx et al. found the greatest challenge when implementing criterion-related assessment was moving away from a traditional grading system teachers could use to motivate students, as a way to punish them for undesirable behavior. Teachers in their study viewed assessment as a tool for student control. Likewise, Reeves, Jung, and O'Connor (2017) write, "Many classrooms continue to have policies that wield grades as

punishment for behavioral issues, such as absences, tardiness, inappropriate conduct, and, most often, submitting late work" (p. 44). Similarly, the *New York Times* reported teachers admitting they were grading students on compliance, rather than on mastering the course material (Tyrenov, 2010). In other words, teachers push back against IB assessment in part because they fear loss of control over student behavior and motivation.

Notwithstanding growing research touting the positive effects of assessment methods such as those used in MYP, traditional grading is still the most practiced form of assessment (Soh, 2011; Peters & Buckmiller, 2015). Benefits of criterion-related assessment include an increase in student and teacher engagement, a more accurate picture of student learning, and the potential to narrow the achievement gap between students on opposite ends of the socio-economic spectrum (Frankin et al., 2016; Reeves et al., 2017; Scriffiny, 2008). Still, Peters and Buckmiller (2015) note the tenacity and prevalence of points-based systems. They write that although progressive educational leaders have embraced the [standards-based grading] movement, the paradigm shift is so significant that students, parents, teachers, and some school officials have been slow to follow suit.

Overview of other challenges surrounding IB implementation. In order to examine leadership behavior, it is important to understand the context in which the leadership is being exercised. Principals leading traditional middle schools during IB/MYP implementation or maintenance face a wide array of challenges. The principal and IB coordinator face challenges such as meeting state standards; meeting testing and reporting requirements; dealing with issues of class size; mediating teacher workload, burnout and turnover; covering the cost of training; and overcoming resistance to unfamiliar practices. These challenges are examined from the top

down, beginning with state-level impacts, then moving on to impacts on the district, the school, and finally the teachers.

State and district impacts.

Meeting state standards. As a school works to maintain the IB/MYP framework, teachers and administrators are still accountable for student mastery of the state standards. Although some respondents in other studies reported difficulty in aligning IB to state standards (Siskin & Weinstein, 2008; Stillisano et al., 2011), research shows parallels between IB and Common Core verbiage. For example, Conley, Drummond, de Gonzalez, Seburn, Stout, and Rosenbloom (2011) conducted a study that found a general level of agreement between the Common Core and the comparison standards, which included IB. The Common Core focuses on what is important for high school students to know and be able to do, and the cognitive level at which they need to demonstrate key skills in English language arts and mathematics in order to be ready for college and careers. More importantly, and this falls in line with IB philosophy, the authors go on to write that the *way* students are taught is just as important as *what* they are taught.

Gaining cognitive skills as a higher purpose than memorizing content is a tenet of IB teaching and is mirrored in the development of CCCS:

> The Gates Foundation was instrumental in the development of CCCS, advocating for fewer, clearer, and higher standards because evidence supports the need for students to have certain skills as they move into college, including: academic skills that are basic but also encompass big ideas in the disciplines; cognitive skills, such as problem solving, collaboration, and academic risk taking; academic grit/academic relationships, such as being motivated to do demanding work and being engaged in it. (Phillips & Wong, 2010, p. 38)

This statement parallels IB language, further demonstrating that challenges surrounding IB implementation may not be related to conflict with the Common Core or similar state standards, but rather with the idea of teaching thinking instead of teaching content, which is a somewhat new concept for traditional schools and is addressed elsewhere in this review.

Testing and state reporting. Although Common Core may not present a problem for schools making the switch to IB, research shows testing and state reporting are still major concerns for most schools (Corcoran & Gerry, 2010; Mayer, 2010; Stillisano, Waxman, Hostrup, & Rollins, 2011). All eight high schools in Corcoran and Gerry's 2010 case study faced more problems than just the challenge of preparing disadvantaged MYP students for the Diploma Program. Respondents at all schools noted that the biggest problem they faced was pressure to perform on high-stakes tests. Mayer (2010) found a misalignment between district goals to raise standardized test scores for the lower one-third performing students and the case study school's drive to improve learning outcomes for IB students. She writes, "Supporters of the IB program had great difficulty in demonstrating its academic and motivational benefit to the students and, ultimately, the district, because [IB] attributes were not being captured by the state's standardized tests" (p. 99). Similarly, participants in Stillisano et al.'s 2011 case study found it difficult to balance IB philosophy with state and district requirements. Many stated that district requirements, such as a district-mandated lesson planning form, made it difficult to deliver IB lessons with fidelity to the IB unit planning process. They also cited fears that students would not be prepared for what the state test measured, i.e. specific content knowledge versus critical thinking skills.

District and local administration. Research shows that state testing and district mandates are not the only concern; lack of familiarity with IB on the part of district administrators poses

problems as well (Alford et al., 2013; Culross & Tarver, 2007; Stillisano et al., 2011). For example, in Stillisano et al. (2011) four schools noted challenges with bureaucracy and lack of district support. Respondents reported that most of their difficulties stemmed from administrators unfamiliar with IB, whose main focus was on state test scores and not on the process of learning. Gill (2010) writes principals "need training that helps them lead instruction, not just manage buildings" (p. 26). Although Gill's research was not specific to IB, the statement still holds true for an IB leader, perhaps even more so given the differences between IB and traditional schooling noted earlier in this review.

Class size and other funding impacts. Bland and Woodworth (2009) found more encouraging results in their case study, which focused on improving student outcomes in groups traditionally underrepresented in IB. In their executive summary, the researchers discuss the positive impact districts can have on schools, stating the most successful IB schools are the ones with strong district support, both financially and philosophically. Strong support can mean implementing a radical break from traditional district governance, such as giving hiring control entirely over to the school, increasing funding to an IB school above that of traditional schools, and reducing class sizes. The researchers continue by stating the benefits of having additional support from the state. For example, they note financial incentives for successful IB students, statewide organizations that encourage the development of IB programs, and providing districts with the agency to adjust teacher salaries to support the additional workload associated with IB instruction (Bland & Woodworth, 2009). Similarly, in her study of the district's role in the adoption of IB, Siskin (2008) also found financial support to be integral to successful implementation. In her case study, the district not only embedded IB costs into the baseline of the budget; they also covered the cost of IB exams for students.

Still, not all districts have such strong support structures, and some research shows the larger class sizes mandated by budget constraints can have a negative impact on building the sense of community integral to successful IB programs (Bland & Woodruff, 2009). Teachers in that case study reported that students enjoyed the intimate feeling enabled by smaller class sizes, noting increased rapport between teachers and students. By comparison, class sizes in Southeastern Public Schools have been as high as 37 students per class during the last 10 years (Report No. 11/12-0103). An IB/MYP school that is unable to reduce class size or adjust teacher salaries may struggle may struggle to meet the requirements of their program.

School administration impacts.

Optics and lesson plans. Several studies noted a disconnect between the expectations and the reality of an IB classroom, especially where official school visitors were concerned (Alford et al., 2013; Culross & Tarver, 2007; Stillisano et al., 2011). For example, respondents in the Stillisano, et al. (2011) case study told researchers that when district officials visit their schools, they come with a set of expectations more aligned to what they might see in a traditional setting. If one is expecting rows of children quietly listening to their teacher lecture, an IB classroom may seem somewhat chaotic. Students might be working in various stations, moving from group to group, discussing the topic of the day. To the untrained eye, this can look like the teacher does not have good classroom management skills. Difficulty in understanding and implementing the IB unit planner, which is an extensive document created by IB to cover units at least three weeks long, could be one facet of this problem (Corcoran & Gerry, 2010). The unit planner does not provide for a daily lesson plan, but rather develops an overarching view of the concepts the students will be covering. Visitors often expect to walk into a classroom, take a look at the lesson

plan, and find exactly where the students are. This expectation, however, is antithetical to inquiry-based IB teaching and learning (Stillisano et al., 2011).

Teacher turnover and training costs. The literature cites teacher turnover, the expense of IB training, and the length of time it takes to fully internalize and properly execute the IB framework as major barriers to the implementation and sustainability of MYP programs (Alford et al., 2013; Bland & Woodworth, 2009; IBO, 2010; Park, Caine, & Wimmer, 2014; Sperandio, 2010; Stillisano et al., 2011; Visser, 2010). Corcoran and Gerry (2010) found staff turnover and the inability to maintain cohesion in teachers' professional learning communities to be a concern for several schools. In terms of new teachers, the researchers found in their follow up study (Gerry & Corcoran, 2011) that new teachers, and teachers simply new to IB, felt overwhelmed by the framework's complexity, which often led to increased turnover. Other studies support their findings as well (Alford et al., 2013; Bland & Woodworth, 2009; Stillisano et al., 2011).

Because IB training is expensive, increased turnover impacts training budgets. Stillisano et al. (2011) found that respondents at all schools were concerned about the financial investment required to train IB teachers. Sperandio (2010) also cited concerns regarding the high cost of IB, noting its startup requirements, licensing fees, assessment fees, and the need for ongoing teacher training. Case in point: The statewide IB organization affiliated with Southeastern Public Schools charges $700 or more for each participant in a face-to-face workshop. The International Baccalaureate Organization charges $600 for online workshops. Once teachers move beyond basic IB training (referred to as Category 1), they often must travel in order to participate in Category 2 or Category 3 training, which significantly increases costs. IB training expires every three years, and the IBO requires MYP programs to have at least one teacher per discipline, per

grade level to have current training, in addition to attending updated training when new

documents are released (IBO, 2014c). Administrators also must have current training.

Once a school has trained a teacher and that teacher leaves the investment is lost, which

is one reason why teacher turnover could be an issue for schools considering making the switch

to IB. A principal would have to be vigilant in his/her ongoing application of educational

leadership practices in order to retain teachers. Further complicating the issue, Stillisano et al.

(2011) found hiring teachers with prior IB experience was a problem:

> All eight case study schools identified the recruitment and retention of IB teachers as a
>
> challenge. Identifying position candidates who are experienced IB teachers is extremely
>
> difficult; in fact, an overwhelmingly recurrent comment by teacher respondents was that
>
> they knew nothing about the IB prior to being employed in their current role of teaching
>
> the IB programme. (p. 5)

Where teacher turnover is a problem, distributed instructional leadership could help an IB

coordinator navigate an ongoing implementation process that in a sense starts over each year

with an influx of untrained, traditional teachers who are new to IB. Stillisano et al. (2011) write,

"When new teachers are hired into the programme, they face a steep learning curve in becoming

a competent IB teacher. According to one principal, this took at least 2-3 years" (p. 5). Similarly,

teachers in the Gerry and Corcoran study (2011) reported continuing to feel unprepared to use IB

practices two years after implementation. Such findings lead to concerns about the impact of

teacher efficacy, which is addressed below.

Teacher efficacy. Corcoran and Gerry's respondents (2010) shared feelings often

reflected across similar studies (Culross & Tarver, 2007; Siskin, 2008; Stillisano, et al., 2011).

Like many teachers new to IB, they felt confident about their overall ability to teach, but less

confident about their mastery of specific IB tools and practices. To combat this problem, schools tried a variety of teacher support systems, with varying degrees of success. In a follow up to their initial 2010 study, Gerry and Corcoran (2011) reported mixed results from a school attempting to remedy teachers' concerns about planning and efficacy, listing several reasons: staff turnover, lack of time to do collaborative work, and being too busy to meet with colleagues due to the increased workload associated with IB. Studies reveal that it takes several years for an experienced teacher to begin feeling efficacious with regard to IB, which in turn impacts turnover, another challenge of IB implementation and maintenance (Alford et al., 2013; Bland & Woodworth, 2009; IBO, 2010; Park, Caine, & Wimmer, 2014; Sperandino, 2010; Stillisano et al., 2011; Visser, 2010).

When teachers do not feel competent, they leave the profession more quickly than colleagues with a strong sense of self-efficacy (Protheroe, 2008). Consider then, research on first-year teachers' efficacy in a traditional setting. Lauermann & Konig (2016) found "teachers' general pedagogical knowledge has the potential to function as a protective factor against teacher burnout both directly, as well as indirectly via its positive association with teachers' confidence in their ability to master teaching-related tasks" (p. 18). A first-year teacher in a traditional setting, after 16 or more years of schooling and irrespective of any skills learned in teacher preparation programs, can at least rely on understanding the basics of how school works. Such understanding can provide him/her with the confidence to make it through that most difficult first year and beyond. But when asked not only to learn to be a teacher, but also to learn a completely different way of teaching and assessing such as required by IB/MYP, new teachers face an even greater learning curve than that of their more experienced colleagues. Veteran teachers can spend several years learning IB philosophy and pedagogy because they already have a teaching

foundation. New teachers must spend their first years on the basics of teaching, such as mastering classroom management and learning how to organize their time. Once the foundation is laid, IB can be added to teachers' toolbox.

Teacher impacts.

Increased workload and teacher planning. Teacher workload and the need for more planning time is an age-old complaint, and teachers shifting to IB/MYP feel even more strongly about the associated workload and the necessity of common planning. Corcoran and Gerry (2010) found that teachers who already felt stressed over how to support struggling students or students with special needs often felt overwhelmed by the requirements of IB. According to participants, the demands of the school day left little time for common planning with other MYP teachers, and administrators who did not understand IB often did not honor the teachers' collaborative planning needs. The researchers found that lack of time to plan for high-quality work was a pervasive theme. In their follow up study, Gerry and Corcoran (2011) reported little change in teachers' concerns over the increased workload and the limited amount of time for collaboration. Stillisano et al. (2010) found similar concerns, with some teachers in the study also describing the increased time commitment that comes with IB as overwhelming. In Wolanin and Wade's (2012) study on teacher perceptions of IB, 62% of participants voiced the same concerns. Of those, 88% of MYP respondents agreed or strongly agreed that IB involves a heavier workload than traditional teaching.

All of the studies noted above made recommendations for increased teacher planning time or gave examples of schools already tackling the problem. For example, Wolanin and Wade (2012) suggest schools "focus on ways to lighten teachers' workload as it pertains to MYP tasks, requirements and documentation (i.e., streamline or provide support); as well as explore ways to

provide more time for planning and completing tasks" (p. 35). Stillisano et al. (2010) found that "some schools were able to address the issue of time commitment by being creative with scheduling. At one school, for example, students follow a modified schedule on Fridays and are released early, thereby giving teachers time to plan and collaborate" (p. 6).

 Challenges of IB assessment. Although IB assessment has been addressed earlier in this review from a framework delivery standpoint, the realities of *training* teachers in IB assessment have not been discussed. Whether the focus is on beliefs or execution, it is worth noting again that IB assessment often is a stumbling block for teachers. According to Sperandio (2010), "[MYP] assessment seems to require the greatest pedagogical shift for teachers" (p.143). She writes that for teachers and administrators familiar with a traditional school setting, including traditional assessment, the conceptual framework of IB/MYP can be challenging, as can explaining the program to parents and other members of the school community. Similarly, Hooper and Cowell (2014) describe the implementation of standards-based grading as a significant challenge, due in part to the long history and deep familiarity with traditional grades, but due as well to their ease of use and effectiveness in controlling students' motivation, behavior, and effort. In fact, switching to standards-based grading, with its focus on academic performance rather than timeliness and behavior, can be so foreign to teachers and parents that Earl (2003) describes it as a revolution: "Changing classroom assessment is the beginning of a revolution—a revolution in classroom practices of all kinds" (p. 15). She states that a rethinking is required, that teachers must challenge personal beliefs and learn new ways to assess students for a variety of purposes.

 Successful change depends a great deal on a principal's motivation to adopt and ability to facilitate new ideas within a school (Earley & Evans, 2003). In this case, the change is IB/MYP

implementation or maintenance in general, and IB assessment specifically. Although strong instructional leadership may be at the heart of moving traditional teachers to change, Fullan (2016) states that instructional leadership is only a first step. He holds that, in order to ensure deeper learning such as problem solving and critical thinking skills, in order to "develop and nurture highly motivated and engaged learners," leaders must "mobilize the energy and capacities of teachers" (p. 17). To do that, he continues, the working conditions and morale of teachers must be improved. Simply being an instructional leader is not enough.

        Change leadership. With regard to change theory, Fullan (1993) holds that the educational change process is complex, which is an idea borne out by the well-documented complexities and challenges associated with the implementation and maintenance of the IB framework in a traditional setting (Alford et al., 2013; Bland, & Woodworth, 2009; Corcoran, & Gerry, 2010; Lee et al., 2012). In 2001 Fullan wrote of the necessity of coherence making during the change process, describing coherence as "focusing and prioritizing" (p. 4). But, because change is hard, because change places countless social, emotional, and professional demands on members of an organization, participants in change often experience the opposite of coherence in their professional selves. "With change forces abounding, it is easy to experience overload, fragmentation and incoherence" (Fullan, 1999, p. 27). Teachers dealing with the shift to IB have recounted experiencing all three states. Among the IB challenges already noted in this review, teachers also report suffering from work overload; being pulled in opposing directions by the school, district, and state; and struggling to understand the unfamiliar vocabulary and conceptual nature of the IB framework (Wolanin & Wade, 2012). When writing of change leadership, Fullan (2001) states, "the most powerful coherence is a function of having worked through the ambiguities and complexities of hard-to-solve problems" (p. 13). MYP maintenance is rife with

hard-to-solve problems; such examples of incoherence demonstrate a need for strong leadership to assist teachers in managing the complexities inherent in the program.

In a 2017 interview with *Educational Leadership*, Fullan discusses how leaders can help teachers deal with the experience of change, stating that "loving teachers" (p. 9) and creating intrinsic motivation are the keys to any successful reform. He explains that intrinsic motivation "is about purpose, mastery, capacity, working with others, and having a degree of autonomy," and that the best way a leader can love his/her teachers is to "create the conditions under which they can become successful" (p. 9). Helping teachers to become successful is a way to battle incoherence. He goes on to discuss capacity building, pointing out that teachers need to know *how* to do the right thing, not just that the right thing needs to be done (p. 9).

Where Fullan refers to the conditions necessary for people in organizations to successfully change, what he refers to as climate or culture change, he relies in part on Goleman's six leadership styles (2000) in order to describe a leader who could create the right conditions. Goleman's leadership styles (2011) in turn come from Goleman's (1995) own research on emotional intelligence. For example, Fullan (2001) notes that successful change leaders will be aware of the implementation dip, which is "a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings" (p. 6). In an implementation dip, teachers are experiencing not only the fear of change, but also are struggling with a lack capacity to make the change happen. A combination of Goleman's leadership styles is needed to tackle the implementation dip: authoritative, which is summed up as "come with me"; affiliative, which is summed up as "people come first"; and coaching, summed up as "try this" (Goleman, 2000, p. 82). Fullan's finding connects with Goleman's finding that successful

change leaders manifest a variety of styles as situations arise (Goleman, 2000). Flexibility and adaptability are crucial.

Throughout this review, change has been a constant theme. Although IB assessment seems to be the most challenging change for traditional teachers (Sperandio, 2010), it could take a backseat to the changes required in order to effect school turnaround. With regard to the needs of a turnaround school, the work of Goleman (2000) may provide some insight into the leadership style(s) necessary to shift from change leadership to turnaround leadership. Goleman's six leadership styles, which come from his earlier work on emotional intelligence, are coercive, authoritative, affiliative, democratic, pacesetting and coaching (2000, p. 81-82). According to Goleman's findings, the best leaders move seamlessly from one to another of these styles, instinctively choosing the appropriate style for a given situation. When managing the needs of both an IB school and a turnaround school, such flexibility could prove key. Table 3 lists Goleman's emotional intelligences (1995). Table 4 lists Goleman's leadership styles (2000). Appendix G provides a detailed explanation of which intelligences manifest in each leadership style.

Table 3

Goleman's Emotional Intelligences

- Self-Awareness:

    - Emotional self-awareness;

    - Accurate self-assessment;

    - Self-confidence;

- Self-Management:

    - Self-control;

- Trustworthiness;

- Adaptability;

- Achievement orientation;

- Initiative;

- Social Awareness:

  - Empathy;

  - Organizational awareness;

  - Service orientation;

- Social Skill:

  - Visionary leadership;

  - Influence;

  - Developing others;

  - Communication;

  - Change catalyst;

  - Conflict management;

  - Building bonds;

  - Teamwork and collaboration (1995).

Table 4

Goleman's Leadership Styles

- Coercive:

  - Demands immediate compliance;

- Authoritative:

  - Mobilizes people toward a vision:

- Affiliative:

  - Creates harmony and builds emotional bonds;

- Democratic:

  - Forges consensus through participation;

- Pacesetting:

  - Sets high standards for performance;

- Coaching:

  - Develops people for the future (2000).

When change is not enough. Change leadership as described above can take place over the course of years, allowing time for the implementation dip and subsequent recovery, benefiting from the time to reflect on progress and refine the action plan. Fullan (2002) writes of the Cultural Change Principal, who "must be attuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams" (p. 17). Although change leadership does operate within a school reform context, it often leans toward improving climate and culture incrementally over time as a way to better teacher and student outcomes (Fullan, 2002), rather than requiring immediate and definitive action. As such, distributed leadership plays a large role in changing climate and culture (Leithwood, Day, Sammons, & Hopkins, 2007). Turnaround leadership, on the other hand, is change leadership on steroids with a deadline. To compare, Leithwood and Strauss (2009) found the turnaround principal's work must be narrowly distributed, focused on one person or a small team of people. They write,

> The idea that underperforming schools can and should be 'turned around' inserts a level of
>
> urgency, energy, and hopefulness into a longstanding professional conversation
>
> dominated, until recently, by the much more guarded language of 'school improvement'.

The turnaround concept prods us to confront failure head on and to accept responsibility

for 'making things right' - not at some vague time in the distant future, but soon. (p. 26)

The researchers define three stages of school turnaround: Declining Performance, Crisis

Stabilization, and Improving and Sustaining Performance. As a school moves through the three

phases, the leadership context changes and school leaders can begin to share more responsibility

(Leithwood & Strauss, 2009). In other words, as outcomes improve a principal can move away

from Leithwood and Strauss' conception of the turnaround leader and move toward Fullan's

conception of the change leader, which has room to accommodate distributed leadership.

Identifying turnaround leaders. The need for school turnaround became a national

imperative with the publication of *A Nation at Risk* (National Commission, 1983). According to

Mehta (2015), the report "invoked a crisis so far-reaching in its impact that it still governs the

way we think about public education 30 years later" (p. 20). With the advent of competitive

reform programs like Race to the Top in 2009 (U.S. Department of Education, 2012), the need

not just for turnaround, but for turnaround *leaders* became an imperative as well. In an effort to

identify turnaround leaders, the U.S. Department of Education's Reform Support Network (RSN)

partnered with the University of Virginia to create a set of traits and actions aimed at

differentiating a turnaround principal from a principal capable of general school reform. Such

traits include initiative, persistence, directness, and self-confidence. Actions include breaking

organizational norms, requiring all staff to change, and silencing critics (U.S. Department of

Education, 2012). (See Appendix J for a complete list of the 14 actions and 10 competencies of

turnaround leaders.)

Before turnaround leaders can be identified, there must be a field of principals to choose

from who exemplify the necessary traits. In their study on principal preparation in the face of a

growing need for school turnaround, Duke, Tucker, Salmonowicz, and Levy (2007) write of the Virginia School Turnaround Specialist Program (VSTSP), which was created in collaboration with the University of Virginia. The idea for the program came from former Virginia Governor Mark Warner. Warner's background in private industry convinced him that "the challenge of turning around low-performing organizations… required a special set of skills above and beyond that which organizational leaders typically possess" (p. 3). Graduates of VSTSP earn a Turnaround Specialist credential, the first of its kind in U.S public education according to the authors. This study (and the development of the certification program) highlights the need for turnaround principals to have a specific set of skills that differ from those of the typical school leader, or even the change leader.

As evidenced above by the work of Fullan and his focus on loving teachers in order to create an environment conducive to change, a turnaround leader is not the same as a change leader. The realities of a school in turnaround are less forgiving than those of a school with the luxury to change over time. Actions like driving for change, silencing critics, replacing staff, and requiring all staff to change (U.S. Department of Education, 2012) are very specific and leave little room for interpretation. A turnaround leader must be prepared to make difficult decisions with confidence, with a sense of urgency, and without being hindered by the emotional repercussions.

Gaps in Existing Literature/Contributions

Middle school focus. Existing IB research tends to focus on two types of MYP programs, either comprehensive programs that encompass Years 1 through 5 (grades 6 through 10 in the United States), or on Years 4 and 5 only (grades 9 and 10). This study focuses solely on Years 1 through 3, which equate to the grade levels in a stand-alone American middle school (grades 6

through 8). The needs and culture of a middle school are distinctly different from those of a high school (Anfara & Mertens, 2012) and therefore could pose unique IB leadership challenges that may not be evident in extant IB studies.

Leadership focus. Further, as noted in the literature review, existing IB studies tend to be broad in scope, aiming to discover all of the challenges associated with IB programs (Alford et al, 2013; Mayer, 2010; Siskin, 2008; Stillisano et al., 2011). They often take into account the experiences of all stakeholders: students, parents, teachers, administrators, districts, and states. These challenges have proven to be myriad and well worth further study, yet few researchers purport to discover the leadership skills necessary to address said challenges at the school level. Among the few, Hallinger and Lee (2012) and Lee et al. (2012) suggest that distributed instructional leadership is the key to addressing these challenges, but an extensive search produced little other research specifically related to principal leadership in IB/MYP. Most importantly, however, a comparison between the leadership needs of an IB school and the leadership needs of a turnaround school did not come up at all during the researching of this literature review.

Coordinator focus. Finally, although there exists a great deal of literature regarding principal leadership (Harris, 2002; Harris, 2006; Klar, 2012; Leithwood et al., 2008; Soini, Pietarinen, & Pyhalto, 2016; Spillane, 2015; Spillane, Halverson, & Diamond, 2001), and there is a growing body of literature dealing with the complexities inherent in implementing or maintaining an IB program (Culross & Tarver, 2007; Hallinger & Lee, 2012; Lee et al., 2012; Stillisano, et al., 2010), no literature dealing specifically with how principal leadership behaviors impact the work of the IB coordinator arose, despite an exhaustive search.

The current study investigates how one IB coordinator experiences principal leadership practices as she works to maintain the philosophical and pedagogical shift inherent in the transition to and maintenance of IB/MYP, while also operating under turnaround conditions with a three-year deadline. Because IB has become a reform model of choice not only in Southeastern Public Schools, but across the country as well, and because the fastest growing demographic of IB adopters is lower-performing public schools (IBO, 2014e), this study is intended to be instrumental to potential IB leaders. Many of those leaders may find themselves in a situation similar to that of GCS, where reform is not enough and turnaround is required. By determining the leadership style(s) the GCS principal used to navigate the maintenance of IB/MYP while at the same time turning around an underperforming school, this research may provide direction for potential IB/MYP adopters from both a theoretical and a practical perspective.

Theoretical Framework

The original goal of the study was to determine whether distributed instructional leadership or some other leadership style(s) would prove to be in evidence at Generic Charter School (GCS). Further, the goal of the research was to examine interactions between the principal and the MYP coordinator, in order to determine how principal leadership style impacted the role of the coordinator. As noted previously, Hallinger and Lee (2012) and Lee et al. (2012) found that distributed instructional leadership is the practice of choice for successful IB leaders.

Because instructional leadership and distributed leadership conflate to form the basis for distributed instructional leadership theory (Harris, 2008; Muijs & Harris, 2003) I thought it important to examine the two separately. However, during the course of data collection, the school underwent charter renewal and the district decided that, due to ongoing low performance,

GCS had three years to 'beat the odds' on all measures or close its doors. At that point it became

evident that this case study presented an opportunity to examine not just IB leadership, but IB

leadership in the face of school turnaround. How will the principal balance the two? How will

this balancing act impact the work of the coordinator? Thus, the focus shifted to include

turnaround leadership theory as a third lens for grounding the research. The following is a

discussion of instructional leadership (Hallinger, 2005; Hallinger & Murphy, 1985; Murphy,

1990), distributed leadership (Harris, 2008; Spillane, 2006), and change leadership with a focus

on turnaround leadership (Fullan, 2002; Leithwood, & Strauss, 2009; Reitzug & Hewitt, 2017).

Instructional leadership. Reprising his 1985 work with Murphy on instructional

leadership, Hallinger (2005, 2011) describes the demands of the principal's role as both manager

and leader. Figure 1 shows the three leadership dimensions and 10 leadership functions that

comprise instructional leadership theory. In a school setting, if instructional leadership is

exhibited, a principal would define the school's mission and vision (Dimension 1), manage the

instructional practice (Dimension 2), and develop the school learning climate (Dimension 3).
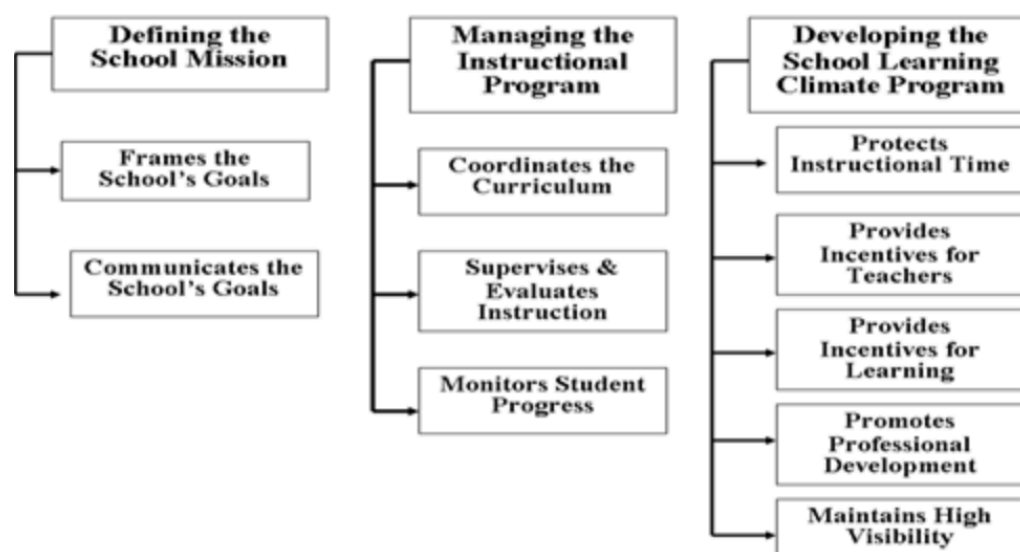
Figure 1. Domains and dimensions of Hallinger and Murphy's Instructional Leadership Framework (1985).

Instructional leadership theory is now over three decades old. Because leading a modern school has become so complex however, researcher after researcher has found that the work of the old school principal, basically a school manager, has been subsumed by the work of the instructional leader (Gronn, 2002; Harris, 2006; Leithwood & Strauss, 2009; Spillane, Halverson, & Diamond, 2001). I posit that the assumption of the presence of instructional leadership has become so pervasive in today's educational landscape that it essentially forms the backdrop of all leadership theories pertaining to how work gets done in a school. As shown in Figure 1, an instructional leader acts: He/she defines, frames, communicates, manages, coordinates, supervises, evaluates, monitors, develops, protects, provides, promotes, and maintains. In a sense, instructional leadership is the air a modern principal breathes: Breathing is an autonomic function that doesn't require conscious thought, and a body cannot live without breathing. Just so, instructional leadership keeps the school alive without the modern principal having to remember to do it: Instructional leadership is an automatic function of the successful principal. It is the other descriptors that get added on, such as in the case of distributed instructional leadership, that define more specifically how the school functions. Just as the breathing body goes out and acts in a given situation, so the principal, filled with instructional leadership, acts in a specific way in the context of his/her school. That 'specific way' could be combined with instructional leadership and described with any number of leadership adjectives: affiliative, authoritative, change, coaching, coercive, democratic, distributed, pacesetting, situational, transformational, or turnaround, to name a few.

Leithwood, Harris, and Hopkins (2008) argue similarly when they write, "Almost all successful leaders draw on the same repertoire of basic leadership practices. The ways in which leaders apply these basic leadership practices, not the practices themselves, demonstrate

responsiveness to, rather than dictation by, the contexts in which they work" (p. 27). Table 5

shows that their description of school leadership mirrors the Hallinger and Murphy (1985)

instructional leadership framework, without specifically naming it as such; they simply place it

under heading of successful school leadership.

Table 5

Leadership Context Drives Leadership Action

- Building vision and setting directions:

  - Building a shared vision;

  - Fostering acceptance of group goals;

  - Demonstrating high performance expectations;

- Understanding and developing people:

  - Providing individualized support and consideration;

  - Fostering intellectual stimulation;

  - Modeling appropriate values and behaviors;

- Redesigning the organization:

  - Building collaborative cultures;

  - Re-culturing the organization;

  - Building productive relations with parents and the community;

  - Connecting the school to its wider environment;

- Managing the teaching and learning program:

  - Staffing the teaching program;

  - Providing teacher support;

  - Monitoring school activity;

- Buffering staff against distractions from their work (2008).

This description of successful school leadership, so similar to Hallinger and Murphy's framework, supports the idea that instructional leadership theory is a pervasive idea assumed as a given when describing other, more specific types of leadership.

Distributed leadership. In his work on distributed leadership, Spillane (2006) defines leadership in general as "activities tied to the core work of an organization that are designed to influence the motivation, knowledge, affect, or practice of organizational members" (p. 280). Further, he notes that leadership comes not from a single person, but rather from being stretched across the interaction of various groups in a given situation. Similarly, Klar (2012) writes that the idea of one charismatic individual being able to successfully lead a school has fallen out of favor. In fact, there is general consensus among researchers that modern schools are too complex for the lone leader to manage every aspect on his/her own (Gronn, 2002; Harris, 2006; Leithwood & Strauss, 2009; Spillane, Halverson, & Diamond, 2001, 2004). Hence, the need for distributed leadership.

In a different vein, Spillane (2015) writes of the importance of considering the qualities not of leaders themselves, but rather of the actions of those leaders, i.e. their administrative practice. Not only is the idea of the charismatic leader passé; so too is the idea that a principal exercising distributive leadership does so without a reciprocal relationship between leaders and followers. In Spillane's view the followers are as important to leadership as the leaders themselves, and at any given time the role of leader and follower can reverse, depending on the context of the leadership activity (2006). Note the arrows in Figure 2, depicting the interconnected nature of leaders, followers, and school context.

Leaders
(Administrators, specialists,
teachers, parents, students)

School
Administrative
Practice

Situation
(tools, routines,
structures, rules)

Followers
(Teachers, administrators,
specialists, students, parents)
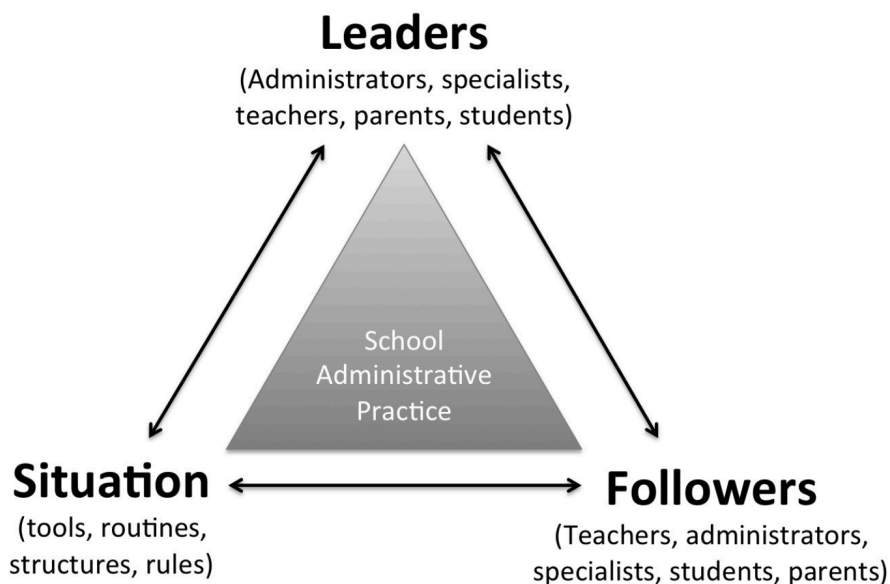
Figure 2. The interrelated nature of leadership, stakeholders, and school context as posited in Spillane's School Administrative Practice (2015).

Goksoy (2015) writes that distributed leadership utilizes the entire staff in order to maximize educational outcomes, especially the academic staff. The leader creates synergy among the staff by "mobilizing shared wisdom and common sense" (p. 110) to realize the goals of the school. In keeping with current theory, he states that schools are complex organizations and school management is a complicated task, which shows that a single person cannot be successful in the execution of instructional leadership. This view of distributed leadership demonstrates the assertion that instructional leadership is so pervasive in modern schooling that it has become the background, i.e. the air that supports more specific leadership theories. From ideas like Goksoy's spring the conflation that partially underpins the theoretical foundation of this study: distributed instructional leadership.

Distributed instructional leadership. Over decades of research, distributed leadership and instructional leadership have been conflated to become distributed instructional leadership.

Lee et al. (2012) refer back to Barth (1990) when they write of the modern school leader. According to the researchers, a principal who tries to lead the school on his/her own cannot sustain strong instructional leadership. Substantial participation from other stakeholders is required. Howard (2016) explains it this way, citing Bolman and Deal's (2013) frames for understanding leadership in the process:

> The role of the principal as an instructional leader is extensive and time consuming. When combining this with other roles – managerial, political, institutional, human resource, and symbolic (Bolman & Deal, 1992) – the job of the principal becomes impossible to accomplish alone. Because of this, many scholars outline a distributed framework for [instructional] leadership. (p. 17)

Leithwood and Jantzi (2005; 2008) take another tack, stating that the work of the successful instructional leader is exhibited indirectly through the teachers' motivation and the positive culture of the school. They write of the importance of teacher self-efficacy, which is enhanced by a leader's own sense of positive self-efficacy. In other words, the leader believes in the collective efficacy of the staff and distributes leadership accordingly, which in turn increases staff motivation and improves the school culture, which in turn increases the leader's belief in his/her own ability to succeed. Uhl-Bien (2006) calls this reciprocity a collective social process. Harris, Leithwood, Day, Simmons, and Hopkins (2007) caution, however, that distributed leadership has become an umbrella term for a variety of similar types of leadership activity. They write, "Links have been made to concepts such as empowerment, democracy and autonomy even though their relationship is not always adequately explained or explored" (p. 338). Still, when viewed in light of the situation at GCS, where the principal must balance the needs of IB/MYP leadership with the needs of school turnaround, and given the permeating nature of instructional

leadership in the complex environment of the modern school, the idea of distributed instructional leadership is applicable as the underpinning of this research.

Educational leadership theory in IB. Research examining educational leadership as it manifests in IB schools is sparse and predominantly comes from Hallinger and Lee (2012) and Lee et al. (2012). Grounded in Hallinger and Murphy's idea of instructional leadership (Hallinger, 2011; Hallinger & Murphy, 1985; Murphy, 1990), both studies found distributed instructional leadership to be a key to successfully managing the complexities associated with the leadership of IB programs. As the literature review in the current study demonstrates, maintaining an IB program is an especially complex endeavor, which means the associated leadership practice must also be equally complex. Therefore, rather than presupposing that the case study principal's practice would reveal just one leadership style, the current research aimed to discover without prejudice any of his leadership behaviors as he balanced the needs of turnaround with the requirements of IB/MYP.

Conclusion

Based on the literature surrounding the challenges of maintaining an IB school, and given the current mandate that GCS become an above average school within three years, the principal at the case study school faced a battle of change on many fronts, from students to teachers to parents, from the district to the state to the International Baccalaureate Organization. A principal in this situation would have to maintain a delicate balance between meeting the needs of IB/MYP and fulfilling the requirements of the school board, the district and the state (Corcoran & Gerry, 2010; Duke, Tucker, Salmonowicz, & Levy, 2010). He/she would have to institutionalize the new mission and vision of a turnaround school, based on data and bent on accountability (Fullan, 1993; Fullan, 2006; Kelley & Dikkers, 2016; Kutash, Nico, Gorin,

Rahmatullah, & Tallant, 2010; Mass Insight, 2010). This principal would have to support an IB

coordinator guiding teachers in the unfamiliar, student-centered ways of MYP (Wade, Wolanin,

& McGaughey, 2015; IBO, 2014a). The coordinator would have to support teachers dealing with

the increased workload and diminished sense of self-efficacy that come with IB/MYP (Alford et

al., 2013; Lauerman & Konig, 2016). The principal and coordinator both would have to mediate

the effects of increased teacher turnover, not to mention the cost of IB training (Bland &

Woodworth, 2009). Research suggests distributed instructional leadership may be the key to

successfully managing such a complex school context (Dolph, 2017; Lee et al., 2012; Reitzug &

Hewitt, 2017; Soini, Pietarinen, & Pyhalto, 2016; Spillane, 2015).

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2 ICING THE BATTER: WHEN A SCHOOL MUST RISE TO THE OCCASION

Overview of Study

For 10 years, Generic Charter School (GCS) has stood on three pillars: International Baccalaureate programming, daily world language instruction, and single-gender classrooms. Research shows that when a school chooses International Baccalaureate (IB) as a programming model, all stakeholders in that community must be prepared for a significant shift in pedagogy and philosophy (Alford, Rollins, Stillisano, & Waxman, 2013; Corcoran & Gerry, 2010; Gerry & Corcoran, 2011; Stillisano, Waxman, Hostrup, & Rollins, 2011). Such studies have revealed a host of challenges including increased teacher workload, conflicts with mandatory testing cycles, resistance to unfamiliar assessment practices, difficulty fostering vestment in stakeholders, misalignment with state and district reporting requirements, and the prohibitive cost of teacher training, especially in light of increased staff turnover. GSC bears out these findings, and a high rate of teacher and leadership turnover during its first 10 years have kept the school in what amounts to a perpetual state of IB/MYP adoption. Unfortunately, teachers new to IB often report suffering over feeling ineffective in the classroom (Alford et al., 2013; Corcoran & Gerry, 2010; Gerry & Corcoran, 2011; Williams, 2013; Stillisano et al., 2011), which exacerbates issues with climate, culture, and student performance. Similarly, inconsistent leadership compounds problems with teacher morale and capacity (Beteille, Kalogrides, & Loeb, 2011).

Lack of consistent leadership, along with the sense of hopelessness that springs from low teacher capacity (Lauerman & Konig, 2016), has left GCS in a precarious position. Now in its 11th year, with an executive director starting his second year, and yet another principal heading the Middle Years Progamme (MYP), these issues at GCS are complicated further by a district mandate to produce above average student achievement by 2021 or close the school. Given the

host of challenges associated with IB/MYP implementation and maintenance noted above, and keeping in mind the difficulties inherent in school turnaround (Leithwood & Strauss, 2009; Mass Insight, 2010; Reitzug & Hewitt, 2017), consistent leadership is key to keeping GCS open. This research sought to discover what type of leadership would best serve the needs of a school in GCS's position. This bounded, instrumental case study focused on identifying the leadership behaviors of one urban middle school principal as he facilitated school turnaround, while at the same time balancing the needs of an IB/MYP school. Further, this study sought to determine how this principal's leadership style(s) impacted the work of the IB/MYP coordinator, especially in light of the turnaround context.

Guiding Questions

1. What leadership styles emerge when a principal must balance the needs of an IB/MYP school with the necessities of a turnaround school?

2. How does principal leadership style impact the role of the IB/MYP coordinator at a turnaround school?

Significance of Study

Lee, Hallinger, and Walker (2012) found the growth of IB around the world increased 400% between 2000 and 2010. Data from the International Baccalaureate Organization (IBO) show exponential growth in IB programs across the United States over the last decade, especially where high minority, Title I schools are concerned (IBO, 2014d). The growth of MYP as a support system for the Diploma Programme (DP) is part of this trend. As noted, the challenges associated with IB implementation and maintenance are well documented (Alford et al., 2013; Corcoran & Gerry, 2010; Gerry & Corcoran, 2011; Stillisano et al., 2011); a principal managing the complexities of maintaining an IB/MYP program must exercise educational leadership to

help his/her community stay the course. In the case of GCS, the principal's work is further complicated by the mandate from his district: Turn the school around by 2021 or close the doors. This research is significant because it combines a study of the leadership styles necessary to maintain an IB/MYP school with a study of the leadership styles necessary to lead a turnaround school, ultimately determining which takes precedence.

Further, little research exists that examines the interplay between the principal's leadership style and the work of the IB coordinator. Gibb (2014) and Robertson (2011) are among the few sources of scholarship in this area, and their work focuses only on the work of the coordinator. The added dimension of turnaround and the MYP coordinator did not arise after an extensive review of the research. Viewed in the context of maintaining IB/MYP while turning around an underperforming middle school, the current study is uniquely positioned to add to the body of research on IB/MYP leadership, the coordinator, and school reform.

Purpose. Hallinger and Lee (2012), and Lee et al. (2012) are among the limited sources of research on IB leadership. They found distributed instructional leadership to be the key to managing the complexities of the IB continuum, which is made up of the Primary Years, Middle Years, Diploma, and Career Programmes (see Appendix B). While distributed instructional leadership is a prevailing theory for successful IB leadership, the current study aimed to delve deeply into the work of an IB/MYP principal's leadership behaviors, ultimately supporting or disputing the work of Hallinger, Lee, and Walker. In the case of GCS, the need for school turnaround also was a factor in principal leadership. The purpose of this study was to examine the principal's educational leadership practices with regard to balancing the necessity of turnaround with the requirements of IB/MYP. Further, the study examined how those

leadership practices impacted the work of the IB coordinator. Through this research, I hope to provide guidance to school leaders considering adopting IB as a reform model.

Methodology

Theoretical framework. The current study is grounded in three theories: instructional (IL), distributive (DL), and turnaround (TL) leadership. These theories ground the research because GCS's new MYP principal thought he was hired to improve an underperforming IB/MYP school, but the results of charter renewal shifted that work into high gear. Rather than the *improvement* of GCS MYP, the new principal's work became the *saving* of GCS MYP. I was interested to learn how the imperative of turnaround would play out with regard to IB/MYP philosophy. Although distributive instructional leadership (DIL) was my initial choice to underpin the work, it became apparent as data collection progressed that a deeper analysis could be had if I divided DIL into its foundational theories, instructional and distributed leadership, and then added turnaround leadership. By examining the principal's leadership practice through three lenses, I was able to draw more nuanced conclusions from the data.

In his work on distributed leadership, Spillane (2006) defines leadership as "activities tied to the core work of an organization that are designed to influence the motivation, knowledge, affect, or practice of organizational members" (p. 280). Goksoy (2015) writes that distributed leadership utilizes the entire staff in order to maximize educational outcomes, especially the academic staff. The leader creates synergy among the staff by "mobilizing shared wisdom and common sense" (p. 110) to realize the goals of the school. He states that schools are complex organizations and school management is a complicated task, which shows that a single person cannot be successful in the execution of instructional leadership. Considering the complexities associated with maintaining an IB school, it is clear that leadership challenges are likely to arise.

Although existing research suggests that distributed instructional leadership is a strong choice for managing the complexities of IB (Hallinger & Lee, 2012; Lee et al., 2012), the goal of this study was to discover what leadership behaviors were in use by the case study principal as he both maintained an IB/MYP program and worked to turnaround an underperforming school. Further, the study examined how those behaviors impacted the work of the IB coordinator in the context of IB/MYP maintenance and school turnaround. Any number of educational leadership styles could have been observed and as such the current study could have served to support, evolve, or challenge the work of Hallinger and Lee (2012) and Lee et al. (2012). Because distributed instructional leadership is a prevailing theory in IB leadership, this study is grounded in, although not limited by, the principles of that leadership framework. This is especially true in light of the turnaround situation GSC faces.

Method. The leadership actions, styles, and beliefs of the case study principal were examined over four months using interviews, intermittent job shadowing (observations with field notes), staff emails, parent communication, weekly newsletters, and practice logs. The interview protocol and practice log were developed using a distributed instructional leadership lens (Brown & Wynn, 2009; Sanzo, Sherman, & Clayton, 2011; Sioni, Pietarinen, & Pyhalto, 2016; Spillane & Zuberi, 2009). Additionally, I created a set of leadership-priority ranking questions that listed in random order the domains and dimensions of instructional leadership (Hallinger & Murphy, 1985, 1987), distributive leadership (Harris, 2008), and turnaround leadership (U.S. Department of Education, 2012). The purpose was to learn if any of the three proved more significant than the others in the principal's leadership practice.

Throughout the data-gathering phase, I engaged in constant comparative coding (Lincoln & Guba, 1985) as part of a grounded theory approach. Constant comparative coding requires a

researcher to collect data, examine it for its own meaning, consider it in light of the research focus, and then consider it again in relation to data already collected. When coding data, the data corpus must be large enough to provide sufficient variability to "construct the core category and its properties and dimensions" (Saldana, 2016, p. 55). I collected three interviews, seven observations with field notes/analytic memos, 15 weekly newsletters, one parent letter, 42 emails, eight leadership practice logs, and one leadership-priority ranking form. The leadership-ranking form contained 40 leadership priorities from which to choose, taken directly from the three theories grounding this research. Additionally, the executive director of the school, Mr. Jones, agreed to an interview regarding (a) his thoughts on Principal Smith as the choice for GCS's seventh MYP principal and (b) his perceptions of Principal Smith's work in the first four months of school. Saldana (2016) notes that grounded theorists vary on the amount of data that constitute a rich study. Strauss and Corbin (1998) weigh in at 10 interviews, while other theorists require upwards of 20 or 30 interviews; Saldana (2016) cites his own 1995 study wherein 15 interviews provided enough data. Given these parameters, the data for the current study were broad and deep enough to provide for in-depth analysis.

Saldana (2016) recommends several coding types to support grounded theory research: "In Vivo, Process, Initial, Focused, Axial, and Theoretical Coding. (In earlier publications, Initial Coding was referred to as 'open' coding, and Theoretical Coding was referred to as 'selective' coding.)" (p. 55). However, because instructional leadership theory and distributive leadership theory are the basis for distributed instructional leadership theory, I chose to examine the component theories separately and in the specific parameters of their domains. Thus, using NVivo software, I first coded all of the data deductively, using instructional leadership theory domains (Hallinger & Murphy, 1985) as the key words. I repeated the process using distributed

leadership theory domains (Harris, 2008). Then, because of GCS's turnaround status, I engaged in deductive coding a third time, using the behaviors of a turnaround principal as defined by the U.S. Department of Education (2012). (See Appendices H, I, and J, respectively, for a list of domains and dimensions for all three theories.) Finally, after looking at the data through three separate lenses, I used axial coding to look for connections between the categories, in order to determine if any new relationships emerged (Charmaz, 2014).

Case study choice. Stake's (1995) definition of case study captures the essence of the purpose of this research. He defines case study as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (p. xi). Within that context, he contends, it is the researcher's job to emphasize nuance, capture events as they occur, and portray individuals and their experiences in rich detail. The case study school, being in the unique position of both needing to maintain the IB/MYP framework and needing to turn the school around, provided extreme particularity and profound complexity. The principal and the IB coordinator (particularity) were forced to employ specific educational leadership skills in order to successfully navigate their situation (complexity). This qualitative case study was set in the context of these challenges, following GCS's seventh and newest MYP principal as he guided the school through its 11th year of IB/MYP and its first year of turnaround (see Appendix A for an explanation of leadership turnover at GCS).

Participant selection/number. School selection was purposeful: The intersection of IB/MYP maintenance and turnaround school status could only be found at the case study school. With only one school leader and one IB coordinator as the focus, the researcher was able to dig deeply into the handling of the challenges facing GCS. This depth was expressly possible in GCS's case, given the researcher's position as MYP coordinator at the school. Note that

positionality and bracketing are addressed in subsequent sections. As an added bonus, the district that houses GCS was in the process of shifting four of its 10 school clusters to full-continuum IB programming, which makes the instrumental nature of this case study especially compelling (for more on the IB continuum, see Appendix B). Of the 10 high-school led clusters in the district, three clusters chose to adopt the IB continuum as their signature program (Primary Years, Middle Years, Career, and Diploma Programmes), which meant that all students from kindergarten to 10th grade would participate in an IB program. Juniors and seniors would choose whether or not to pursue DP or CP in 11th and/or 12th grade. A fourth cluster already offered MYP, DP, and CP Programmes, and needed only to adopt PYP to be complete.

The remaining six clusters in Southeastern Public Schools were excluded from the case because they chose STEM or College and Career as their signature programs, rather than IB. The clusters switching to IB were excluded from the case because the current study focuses on IB/MYP maintenance *and* turnaround leadership, rather than IB/MYP alone. The other IB/MYP charter school in the area was excluded for the same reason: They lacked turnaround status as a moderating factor.

Data collection. This study focuses on Mr. John Smith during the first semester of his first year as IB/MYP principal at GCS. Principal Smith came to GCS from a neighboring county, where he had been a principal for 10 years. Although he had never been principal of an authorized IB school, he did lead his previous school through the IB/MYP evaluation and authorization process before making the move to GCS. Principal Smith was hired at GCS after an extensive search narrowed the field down to three principal candidates. The MYP coordinator participated in the final panel interview for all three candidates, which consisted of representatives from the board, faculty/staff, and parents. It should be noted that of the three

candidates, Principal Smith was the coordinator's choice. During an interview, Executive

Director Jones revealed that it was Principal Smith's intense focus on instructional leadership

that ultimately led to his hiring. Prior to coming to GCS in 2016, Executive Director Jones had

been a principal in the same neighboring county as Principal Smith, although they had never

worked together directly. Executive Director Jones was impressed with the academic results

Principal Smith had achieved at a school with lower socio-economic status and a less than

involved parent community. In fact, Principal Smith's previous school posted greater gains than

GCS in many areas, despite GCS's larger number of well-resourced families and higher parental

involvement. Executive Director Jones said Principal Smith was the only principal at the district

meetings who talked consistently about the importance of classroom observation and being an

instructional leader.

Another important note: When Principal Smith was hired, GCS did not yet know they

were facing closure in three years. Principal Smith took the job knowing there was a great deal of

work to do in terms of student outcomes, which he stated in his panel interview, but he did not

know that a three-year deadline for student improvement was looming. When it was announced

that GCS was in danger of closing, the direction of this research shifted from solely focusing on

IB/MYP leadership styles to examining leadership practice that attempted to balance the needs of

an IB/MYP school and the needs of a turnaround school. Consider Stake (1995) when he writes,

"I choose to use issues… in order to force attention to complexity and contextuality" (p. 16). The

issue at GCS was the need to balance the abstract concepts of IB/MYP philosophy with the

concrete requirements of a turnaround school. Examining how leadership "struggles against

constraints, copes with problems" (Stake, 1995, p. 55) opens up for the researcher a window

based on Stake's idea that the "nature of people and systems becomes more transparent during their struggles" (1995, p. 55).

Data collection took place during the fall semester of the 2017-2018 school year, between August and December. Interviews were conducted with Principal Smith, the seventh MYP principal in 11 years at GCS. Principal Smith's experiences and perceptions were recorded throughout the study using face-to-face interviews (see Appendix K for interview protocol); practice logs (see Appendix L) (Spillane & Zuberi, 2009); field notes from job shadowing; and Principal Smith's staff emails, weekly newsletters, and parent letters. Additionally, I created a leadership-priority ranking form (see Appendix M) taken from the instructional, distributive, and turnaround leadership attributes mentioned previously in this chapter (see Appendices I, H, and J respectively) and designed to tease out Principal Smith's leadership priorities. Interview questions were based on interview protocols from established studies (Brown & Wynn, 2009; Sanzo, Sherman, & Clayton, 2011; Sioni, Pietarinen, & Pyhalto, 2016) dealing with principal leadership. They included questions regarding educational background, leadership style and characteristics, school climate and culture, and the role of the principal with regard to the function of IB/MYP at a turnaround school. Although the study is grounded in distributed, instructional, and turnaround leadership theories, the interview protocol attempted to avoid bias by phrasing questions so as not to lead Principal Smith's answers in any way.

The principal. Principal Smith participated in one semi-structured interview and two follow up interviews, ranging from 10 to 45 minutes each. Interviews took place in private locations at GCS: Principal Smith's office, the GCS conference room, and the coordinator's office. Interviews were recorded via electronic device with Principal Smith's consent. Over the course of three weeks, Principal Smith also completed randomly scheduled reflection logs on his

leadership practice, adapted from Spillane and Zuberi's (2009) work on leadership daily practice logs. The data collected in the logs were used to generate questions for the follow up interviews, in addition to being part of the coded data. Principal Smith allowed me to shadow him at will, which resulted in access to several internal meetings with teachers, students, and other leaders. I gathered field notes from several teacher/principal data talks, several leadership team meetings, a principal/teacher coaching session, and my own principal/MYP coordinator growth meetings.

The coordinator. The coordinator completed a set of interview questions based on the principal interview protocol (Appendix K). In addition, she completed practice logs on the same schedule as the principal. The coordinator also kept field notes during leadership, faculty, and principal/teacher meetings, as well as completing periodic analytic memos on her perceptions of principal leadership throughout the study.

During the research period in 2017, the coordinator's job entailed classroom observation of eight teachers in the science and social studies departments and direct instructional coaching of those teachers. It should be noted that this role refers to general instructional coaching, not coaching necessarily aimed at improving IB practice. Principal Smith's stance was that good teaching is good teaching, and if teachers are engaging students in critical thinking and inquiry-based learning, then the needs of IB are being met. The coordinator also was responsible for training the seven teachers new to GCS in 2017 on the basics of IB/MYP assessment. Educating parents in IB fell under this umbrella as well, but was tabled as it became apparent that GCS had greater instructional needs than understanding the finer workings of IB. Second only to instructional coaching, the main part of the coordinator's job was managing the school-level and district/state-level grade reporting systems, along with ensuring teachers entered grades in a timely fashion and communicated with parents when students fell behind. She also handled

student scheduling and participated in the building of the master schedule. Additionally, she

managed the IB community project, which is a year-long commitment of self-study and

volunteerism for 8th grade students, under the supervision of a faculty advisor (IBO 2014c).

According to Gibb (2014), "the implementation of the MYP, particularly for the first time,

is a large-scale, complex educational change" (p. 6). It stands to reason, then, that the job of the

MYP coordinator is a challenging one. Gibb describes it like this:

> MYP Coordinators have an important role to play; however the lack of formal leadership
>
> training, combined with teaching responsibilities, and an absence of positional authority
>
> presents a concerning image of an MYP coordinator as: a teacher placed at the centre of
>
> the implementation process, perhaps without the tools for success. (p. 6)

This description is not too far off the mark for the coordinator at GCS, with the exception of

teaching responsibilities, which were not required for the 2017-2018 school year. During the

three years prior, the coordinator taught at least one class each year. When the coordinator was

hired in 2014, it was with 16 years' experience as a high school English teacher and some

leadership responsibilities at her previous school. She did not have IB experience or middle

school experience. It was commonplace for new hires at GCS to have no IB/MYP experience;

the faculty and staff referred to it as "building the plane while you're flying it." The coordinator

described expecting to walk into a functioning IB environment, given that GCS had been an

authorized IB/MYP school for several years at that point. However, it soon became evident that

GCS MYP was what she described as a "traditional school with some IB words on the wall."

Nonetheless, the coordinator had positional authority if not credibility, serving for her first two

years as second in command for MYP leadership. In fact, in the coordinator's second year at

GCS, the then-executive director left unexpectedly and the then-MYP principal moved up to

serve as the interim executive director. This move left the coordinator almost completely in control of the MYP for 2015-2016. See Appendix A for a breakdown of leadership changes at GCS.

In 2016-2017, with Executive Director Jones in place and the interim executive director returning to her role as MYP principal, GCS restructured its organizational chart to move some non-traditional roles back toward the traditional. For example, at the start of the coordinator's tenure, GCS did not have assistant principals. For PYP, an instructional coach served in that capacity and in MYP that work fell to the coordinator. Instead of a traditional assistant principal, the school created a position called Director of Culture and Discipline. That leader handled discipline and community outreach for both PYP and MYP. This position morphed back into a traditional assistant principal role in the MYP in 2016, moving the MYP coordinator into a lesser, although still significant leadership role with positional authority. For lack of a better term, she was third in command. With the advent of Principal Smith's tenure in the fall of 2017, the coordinator's role shifted yet again, this time to having a much greater focus on instructional coaching, so much so that the nomenclature for the position even changed from IB coordinator to "coachinator." With this change, and the addition of two more instructional coaches, the coordinator role became a true middle-level manager position, still on the leadership team but with diminished authority and less varied responsibility.

Prior to Principal Smith's tenure, the coordinator had much more flexibility to implement an IB vision. For example, in her second year she oversaw the implementation of Managebac, an electronic lesson planning and assessment program designed specifically for IB schools. She moved the MYP entirely over to the IB grading scale, which assesses students on a scale of 0-8 and 1-7 and does not use percentages, as noted in the literature review. In the summer of 2017,

before it became known that the MYP principal of four years was taking another job, the coordinator was given freedom to begin implementing a curricular vision that would have reorganized the entire middle school learning program, aligning each teacher's units around the MYP Global Contexts. Global Contexts are thematic ideas of identities and relationships, orientation in space and time, personal and cultural expression, scientific and technological innovation, globalization and sustainability, and fairness and development (IBO, 2014c) (see Appendix N). Near the close of 2017, the MYP leadership team began discussing discontinuing Managebac and returning to a traditional, percentage-based scale. All teachers were required to follow the state pacing guides for curriculum, without regard to the Global Contexts, and IB returned to being "some words on the wall." Discussions of what parts of IB/MYP to keep were underway, such as which parts would fit into the new, data-driven, monthly benchmarking culture. The role of the coordinator became tertiary, even quaternary, to that of instructional coach. As Executive Director Jones said in the first faculty meeting of the year, "They don't test for IB on statewide assessments."

Bias. The researcher is employed as the IB/MYP coordinator at GCS. Obviously, there is inherent bias in interpretation of the results. In order to mitigate bias and increase trustworthiness, the researcher triangulated the data collected. Stake (1995) writes, "For data triangulation, we look to see if the phenomenon or case remains the same at other times, in other spaces, or as persons interact differently" (p. 112). Therefore, in an effort "to see if what we are observing and reporting carries the same meaning when found under different circumstances" (Stake, 1995, p. 113), the researcher collected a wide variety of data: interviews, field notes, practice logs, analytic memos, emails, weekly newsletters, parent letters, and a leadership-priority ranking questionnaire. Further, the researcher bracketed findings that provoked strong feelings due the

positionality of the research. Such positionality does not necessarily have to impact the findings

negatively, however. Chereni (2014) writes that being an insider has benefits in terms of being

allowed to observe the "quotidian practices" (p. 5) of participants in the field without the "veil of

otherness" (p. 5) to obscure participants' true reactions and responses.

Most importantly, complete objectivity may not even be warranted, as the researcher

aims for her findings to be instrumental to future school leaders who find themselves facing the

challenges of implementing or maintaining IB at a low performing school. Where objectivity in

qualitative case study is concerned, Guba and Lincoln (1994) posit that the inquiry process is

created through the interaction of the researcher and that which he/she is studying, thus enabling

the researcher to see things "as they *really* are, and as they *really* work" (p. 107). Because the

researcher was embedded in the research context, Guba and Lincoln's description of interaction

as playing a part in deriving research findings is apt. In the context of this study, especially when

considered in light of the researcher's professional connection to the research, interaction may

play a positive role. As use of IB grows across the US, often as a reform model (Bland &

Woodworth, 2009), the experiences of a principal and MYP coordinator working to manage both

the IB framework and the needs of turnaround could indeed be instrumental to future leaders.

Limitations. This study is limited in scope and time. In terms of scope, it focused on the

perceptions and experiences of just one principal and one coordinator at one small charter school.

Although the participant sample size is appropriate for this study, transferability may be difficult

should another researcher choose to branch out from the qualitative and use some quantitative

measure in order to build on the work. That said, the consistent growth of IB across the United

States (IBO, 2014b) should enable another researcher to use this study as the basis for a much

larger study that encompasses multiple schools, where a population size large enough for

quantitative purposes could be obtained. In terms of time, data were collected for just four months. Based on her observations, and the rapidity of institutional change that occurred at GCS from August to December, time is a limitation. The researcher expects the climate and instructional practice at GCS will be significantly different in May 2018 from what they were in December 2017. When the doors could close in three years, a four-month study at the start of the countdown is insufficient to capture the whole picture.

Credibility and trustworthiness. Regarding qualitative research, Stake (2010) holds that a person's perceptions of objects, events, and relationships are constantly reinterpreted based on that person's ever-changing context. He writes, "Qualitative research draws heavily on interpreting by researchers — and also on interpreting by the people they study and by the readers of the research reports" (p. 37). Keeping this view in mind, yet given the inherent bias of a researcher embedded in her own research, trustworthiness may be a concern for this study. Consequently, as noted above, triangulation was employed to ensure trustworthiness of data. Stake (2010) defines triangulation as a strategy for expressing doubt, stating that researchers should assume they are not getting the meaning right and therefore should continuously delve deeper into their topic. By 'delve deeper' he means adding layers of research, in this case interviews, participant practice logs, emails, weekly newsletters, a leadership-priority ranking form, analytical memos, and field notes. Each of these types of data presented a different insight into how Principal Smith's leadership style was promulgated at GCS, as well as how he viewed his role. His conversations with the coordinator regarding her changing role at the school, as well as his growing understanding of the needs of GCS in the face of turnaround were revealed through these various data categories.

In terms of credibility, all of the research tools and all of the first round analysis grew from the work of experts in the field of educational leadership and change. The interview protocol employed for this study was based on the work of several researchers (Brown & Wynn, 2009; Sanzo et al., 2011; Sioni et al., 2016). Coding nodes were drawn from the work of Hallinger and Murphy, (1985); Harris, (2008); and turnaround documents produced by the U.S. Department of Education (2012). Data were coded deductively at the outset, to ensure that analysis was based on existing theory. A prevailing theory in the small amount of extant research on IB leadership holds that distributed instructional leadership is a strategic way to manage the complexities of the IB continuum (Hallinger & Lee, 2012; Lee et al., 2012). Somewhat similarly, Robertson (2011) found distributed leadership to be a productive method of IB leadership, specifically focusing on MYP. Because distributed instructional leadership theory is a conflation of instructional leadership theory and distributed leadership theory, I examined each separately before moving on to axial coding in order to further my own analysis and develop a theory at the intersection of IB/MYP maintenance and the needs of a turnaround school.

Data analysis and organization. Audio data was transcribed by the transcription service Rev (rev.com). After all data were collected, the researcher coded the data using NVivo software. Stake (2010) writes that in addition to meaning derived from work with their participants and from documents collected, qualitative researchers also derive meaning in the context of their own experience. This description is optimal, given that the researcher was embedded within the research context. According to Stake (2010), "the qualitative researcher makes much of his or her interpretations from personal experience with the people studied" (p. 151). He advocates the use of open coding (Creswell, 2013), which allows themes to emerge freely from the transcribed text. Saldana (2016) refers to open coding as initial coding, and recommends its use in grounded

theory research. However, in order to ensure that distributed instructional leadership theory remained at the center of the investigation during the initial coding process, data were first examined deductively, using codes culled from instructional leadership theory (Hallinger & Murphy, 1985) and distributed leadership theory (Harris, 2008). Another round of deductive coding was necessary to make sure that turnaround leadership theory (U.S. Department of Education, 2012) also was considered. After all the initial coding rounds, the data were analyzed again using axial coding (Creswell 2013), in order to develop a dense, explanatory study (Priest, Roberts, & Woods, 2001) with evolved theoretical applications.

Finally, in order to add further rigor to the study, the data were subjected to peer debriefing, as noted earlier. Because of the bias inherent in a researcher studying a field in which she is immersed, Lincoln and Guba's (1985) statement on the necessity of peer debriefing becomes imperative: "Through analytical probing, a debriefer can help uncover taken-for-granted biases, perspectives and assumptions on the researcher's part" (p. 308). Data were examined and analyses were debriefed by a teacher at GCS and by an associate with experience as a research assistant at the University of Oklahoma. Stake (1995) writes, "Whenever multiple investigators compare their data, there is some theory triangulation… to the extent they agree on [the data's] meaning, the interpretation is triangulated" (p. 113). I was especially interested in the interpretation of the GCS teacher. I specifically chose her because she and Principal Smith appear to have very different educational philosophies. Yet, when she took the leadership-priority ranking questionnaire, she and Principal Smith were not that far apart on what they deemed important for the future success of GCS. An interesting finding, when comparing the perceptions of a self-described hippie art teacher and traditional, data-driven principal.

Results

According to research on leadership in IB schools, distributed instructional leadership (DIL) is a practical method for dealing with the complexities of the IB continuum (Hallinger & Lee, 2012; Lee et al., 2012). However, I separated DIL into its individual theories, as it is possible to be an instructional leader without being distributive, just as it is possible to be a distributive leader without being instructional. Moreover, Leithwood and Strauss (2009) found that use of distributive leadership declines when turnaround is in process. By deconstructing DIL into its two foundational theories, I was able to take a more granular look at Principal Smith's practice. Given the focus of this study, which was to learn what leadership behaviors emerge as a principal balances the needs of an IB school with the needs of a turnaround school, it seemed prudent to examine the traits of turnaround leadership in relation to distributive and instructional leadership irrespective of each other, rather than in their composite form. In this way I hoped to add richness to the analysis.

Question 1: What leadership styles emerge when a principal must balance the needs of an IB/MYP school with the necessities of a turnaround school?

In order to answer this guiding question, I examined the leadership traits and actions that ground the current research: instructional leadership (IL) (Hallinger & Murphy, 1985), distributive leadership (DL) (Harris, 2008), and turnaround leadership (TL) (U.S. Department of Education, 2012). I color-coded the theories for easier visual comparison, using green for instructional, blue for distributive, and pink for turnaround (see Appendix O). After uploading all data to NVivo, I conducted a word frequency search in order to examine Principal Smith's 100 most used words. It should be noted that I set the search to group words by root to increase the power of frequency. For example, *talk*, *talks*, *talked*, and *talking* were grouped together, as were

grades, *graded*, and *grading*; *instruction*, *instructional*, and *instructionally*, and so forth. To

derive the top100 words, I ran the query five times, each time considering context and removing

words that were immaterial to the research. Words under four letters also were excluded. Figure

3 is a word cloud depicting the frequency weight of the top 100 words.

Figure 3. Word cloud of top 100 words generated from NVivo, emphasizing word frequency.

In each of the five elimination trials, none of the top 10 words changed, although I

considered removing *please* and *thanks* because I initially thought of them as fluff words, for

example a polite way to end a request. However, each time I examined the words in context, I

found them to be in relation to some leadership action or direction wherein Principal Smith was

employing instructional leadership or navigating turnaround. Table 6 lists the top 10 words in

order of frequency.

Table 6

Top 10 Words From Principal Data Collection

Word	Length	Count	Weighted Percentage[ab]	Similar Words[b]
teachers	8	65	1.56%	teacher, teachers, teachers'
need	4	64	1.54%	need, needed, needs
data	4	59	1.42%	data
please	6	54	1.30%	please
think	5	51	1.22%	think
like	4	47	1.13%	like
see	3	46	1.10%	see, seeing, sees
students	8	46	1.10%	student, students, students'
know	4	40	0.96%	know
thanks	6	37	0.89%	thank, thankful, thanks

Note.
[a]Weighted Percentages were calculated with NVivo word frequency tool. [b]Similar Words are included in the Weighted Percentage calculation for given word.

Taken together, Principal Smith's top 10 words paint an accurate picture of Year 1 Turnaround at GCS. They are quite telling, perhaps even poetic, and they capture Principal Smith's instructional leadership practice nicely:

Principal Smith in Sum: A found poem

Teachers need data;
please, think.
Like/see students.
Know:
Thanks

Using the dimensions of each grounding theory as a code, I examined which of Principal Smith's top 10 words fell into each of the three codes (IL, DL, TL) to determine which, if any, leadership style proved more prevalent than the others. Table 7 is a comparison of the principal's top 10 words. Based on this analysis, it is clear that instructional leadership and turnaround leadership were far more prevalent in Principal Smith's practice than distributive leadership.

Table 7

Principal Smith's Top 10 Words by Leadership Dimension

		Codes		
Word	**Similar Words**	**IL**	**DL**	**TL**
teachers	teacher, teachers, teachers'	X		X
need	need, needed, needs	X		X
data	data	X		X
please	please	X		X
think	think	X	X	X
like	like	X		X
see	see, seeing, sees			X
students	student, students, students'	X		
know	know	X		X
thanks	thank, thankful, thanks	X		X

Note. IL = Instructional leadership. DL = Distributive leadership. TL = Turnaround leadership.

In contrast, consider Principal Smith's top 20 leadership priorities. Table 8 is a list of

leadership dimensions drawn from the leadership-priority ranking questionnaire (Appendix M).

The 40 choices on the original questionnaire represent all dimensions for IL, DL, and TL.

Principal Smith's directions were to rank the statements from most important to least important,

in light of what actions would make GCS most successful. (It should be noted that both Principal

Smith and the two peer reviewers felt that ranking all 40 options was too much, so the directions

were emended to request that Principal Smith rank just his top 20 priorities.) Principal Smith

chose 10 IL statements, seven DL statements, and three TL statements, which suggests that

instructional leadership was his highest priority, especially given that four of his top five choices

came from that theory.

Table 8

Leadership-priority Ranking Questionnaire Results

1.	Maintain safe and orderly building
2.	Promote quality instruction
3.	Grow team members who are willing and able to assume leadership positions when needed
4.	Provide professional development
5.	Monitor student progress
6.	Communicate a positive vision
7.	Supervise and evaluate instruction
8.	Collect and analyze data
9.	Articulate a vision clearly
10.	Create an atmosphere where leadership shifts according to need
11.	Frame goals of the school
12.	Allocate and protect instructional time
13.	Create communities of practice
14.	Foster student involvement
15.	Make sure vision is equally shared among all members and thus exerts a cohesive force
16.	Provide opportunities where the person who has expert authority leads the task or activity
17.	Make action plans based on data
18.	Coordinate curriculum
19.	Incentivize students and teachers
20.	Foster a culture of inquiry

Note. Colors denote the theories from which the statements derive: green for instructional leadership, blue for distributive leadership, and pink for turnaround leadership.

Considered together, Table 7 and Table 8 highlight a discrepancy between the MYP coordinator's view of Principal Smith's leadership practice and the way he views his practice himself. I attribute this discrepancy to Principal Smith's lack of institutional knowledge. This research coincides with Principal Smith's first four months at GCS. He had to learn just how off the mark the school's culture and climate had been prior to his tenure, how constant turnover and laissez-faire leadership had impacted the instructional practice over the years. That dawning understanding required him to adjust not only his expectations of teachers, but also to push even

harder to make things right. For example, in the three years prior to Principal Smith's arrival, teachers were not required to benchmark monthly, participate in semi-monthly data talks with leadership, engage students in examinations of their own data, or formulate action plans to improve student outcomes. All of these became requirements under his leadership. Case in point: In an interview I asked Principal Smith where he thought he could grow as a leader. He said,

> I would like to grow in understanding people more. Because sometimes I think that teachers should come with a baseline, a certain skillset, and then they don't have that. It kind of frustrates me when they don't have that, and when they don't seek to improve intrinsically. I gotta improve on that. I gotta have a better level of patience with that, and just a better understanding.

Related to capacity, which Principal Smith refers to as "baseline" and "a certain skillset," I once observed Principal Smith discussing teacher observations and GCS teachers' resistance to change. He said, "It's really dangerous to tell somebody that they're better than what they actually are." He was referring to the disconnect between teacher evaluation scores and student achievement at GCS in the years prior to his tenure. Teacher ratings were generally good, while student achievement was dropping, directly contributing to the need for school turnaround.

Principal Smith's responses reveal what he thought he was getting into at GCS, and what he came to realize as the reality of his new job. For example, in previous years lesson plans were turned in but not monitored, and classroom observations took place only as required by the state's teacher assessment system, between two and six times per year, depending on teacher proficiency. Under Principal Smith, however, leaders observed classes every day and commented on lesson plans weekly. MYP moved from one to three instructional coaches, and a data coordinator position was created to implement data-driven decision making for the entire school.

All of the positive changes noted in this section began with the hiring of Principal Smith, although some were in the works prior to his hiring. I note these details to show that although Principal Smith views himself as an instructional leader, the severe lack of capacity that left the school languishing in declining performance prior to his arrival made the very fact of his instructional leadership an act of school turnaround. To a person basking on the shore after a refreshing dip in the ocean, swimming may not seem like a particularly noteworthy task. Swimming is just what you do to stay afloat. To a person floundering 100 yards offshore, being taught to swim is life changing. The teachers at GCS were drowning in negative culture, low capacity, and inconsistent accountability, each one like a stone in their pockets. Principal Smith changed GCS so profoundly that what he saw as just good instructional leadership practice was actually turnaround leadership, a life preserver with the power to keep teachers from sinking, and taking the school down with them.

Question 2: How does the principal's leadership style impact the work of the IB/MYP coordinator at a turnaround school?

Let us return to the list of top 10 words in the data:

Principal Smith in Sum: A found poem

Teachers need data;
please, think.
Like/see students.
Know:
Thanks

I noted in the previous section that these words are telling, because they paint a picture of Principal Smith's instructional leadership practice. Poetry aside, what is even more revealing about these words, what gets to the heart of principal leadership and the work of the IB coordinator, is that IB/MYP does not appear in that top 10 list, or even in the top 100 (see

Appendix O for full list). It is worth noting that the word PYP (Primary Years Programme) weighed in at number 84. PYP arose in the data in only two contexts: (a) Principal Smith's desire to align the curriculum between the two academies and, (b) and the need to create time for PYP teachers to share data with MYP teachers. Both contexts fall under IL dimensions: managing the curriculum, allocating planning time, and using data. Using data is a TL dimension as well. As such, PYP is a node that represents Principal Smith's leadership practice as being both instructional and turnaround.

This finding appears to suggest that IB philosophy, albeit PYP rather than MYP, was not sidelined as much as I had initially thought. I began to think perhaps there was a place for the conceptual nature of IB at GCS, even in the face of school turnaround. However, after a deeper look at the way PYP was contextualized in the data, it became clear that the term *elementary school* could have been substituted for PYP with no change in the contexts in Principal Smith's data. In other words, the term PYP did not signify IB philosophy for Principal Smith; rather, PYP merely served as the name of GCS MYP's feeder school. At GCS the concept of IB was divorced from discussions of how to turnaround the school, which suggests that IB may not be the answer for underperforming schools looking for a reform model, especially where deficits are severe.

Rarely were MYP philosophy or pedagogy discussed during the data collection period, other than in interviews where I asked direct questions about the role of IB/MYP at GCS. In response to one such question, Principal Smith said,

> IB is not feasible for a struggling school, based on our scores. IB assessment philosophy
> is not *teaching* them anything [content]. But, good, rigorous teaching is the same no
> matter what you call it… So how can we improve our teaching, our scores, and our IB at

the same time? We need an IB meeting at the end of the year, just a whole day to determine what parts of IB work for us.

Even where IB could have been embedded as a leadership priority, thus enforcing its importance to the faculty, the MYP coordinator's work did not figure into Principal Smith's plans. For example, Principal Smith organized a professional learning day wherein teachers worked first with the new data coordinator to increase rigor through depth of knowledge questioning, and then with an outside trainer to unpack state standards. Both sessions represented capacity-building work for GCS MYP teachers. Yet both sessions also dovetailed very well with the IB/MYP framework and inquiry-based learning, presenting the perfect opportunity to show teachers where the IB work they were already doing coincided with these 'new' practices being implemented under Principal Smith. However, IB was not mentioned in either training, except where the IB coordinator expressly raised her hand and offered a comment. The coordinator later shared her concerns in a debriefing session with Principal Smith:

Coordinator: Yesterday's meeting was a little frustrating for me because I saw the IB connection, [but the training] didn't have it.

Principal Smith: That's incumbent upon us, me, to sit down and talk with you to bring the professional learning person in and talk about IB, so that you and she, or he, can talk about IB, so that you can put those plugs in.

Coordinator: Because we're not really pushing the IB piece right now so much, because teaching inquiry, using [depth of knowledge] is IB, right? [Teachers] can't do everything in IB right now, because it's too much.

Principal Smith: Right.

Coordinator: But even if I could just keep the little [IB] seed growing…

Principal Smith: Right. When I schedule a PL, you and I need t sit down and talk with

the facilitator, so that she, or he, can incorporate those IB components in the presentation.

As this exchange demonstrates, Principal Smith was not anti-IB in a general sense. In fact, he

described himself as an IB champion at his previous school:

I was so excited about [IB] because our kids needed it. Our community needed that,

because the high school in that community is an IB high school, and our kids just weren't

taking advantage of it, because our parents didn't know. So I would have multiple parent

meetings, and I was so, so very happy for that community when we were authorized.

That said, conditions at GCS required that Principal Smith prioritize certain leadership and

academic needs over others, especially in light of the school's three-year turnaround timeframe.

For example, when asked to describe how he viewed the role of the MYP coordinator, Principal

Smith stressed the importance of back-to-basics instructional coaching "in whatever capacity we

ask you to," putting IB support in a position of subordinate importance. He said, "We've just got

other stuff to do [before IB]. There's just so much stuff here that needs to be done." Still, IB's

back-burner status during turnaround does not necessarily mean that Principal Smith saw no

value in the program. He also said in that same interview, "I think, and I'll always say this, I

think the IB framework just supports good teaching and learning. And I think if we follow that

framework, the components, then I think we'll see the results that we need to see." It's telling to

note that during the four months of research, Principal Smith and the coordinator never did sit

down to discuss the role of IB and professional development at GCS.

Because turnaround won the balancing act between the needs of IB/MYP and the

necessities of turnaround, the work of the coordinator at GCS was redirected into general

instructional coaching. Although Principal Smith found merit in IB programming, student

performance revealed that GCS teachers lacked a baseline of instructional capacity; in Principal

Smith's view, increasing that baseline had to take precedence over educating teachers on the

IB/MYP framework. Consequently, Principal Smith's leadership had a remarkable impact on the

work of the coordinator, in that he changed the work entirely to focus instructional coaching

rather than IB/MYP.

Discussion

The findings were very clear: The leadership style(s) of an IB principal at a school facing

turnaround are instructional and turnaround leadership, both taking precedence over distributive

leadership. Rather than supporting or challenging the findings of Lee et al. (2012), which are that

distributive instructional leadership is a best practice for IB schools, this research instead

supports Leithwood and Strauss' (2009) finding that distributed leadership decreases until

student outcomes improve in schools experiencing turnaround. Throughout the analysis, whether

Principal Smith was leading a meeting, coaching a teacher, answering interview questions, or

responding to practice logs, instructional leadership theory permeated his practice. Everything he

did was directed at increasing student outcomes by improving teacher capacity and reshaping

school climate, such as conducting observations, organizing professional development,

maintaining a safe and orderly building, creating time for collaboration, and making decisions

based on data. Each of these five examples directly states a dimension of instructional leadership.

He exhibited all 16 dimensions throughout the four months of data collection (Hallinger &

Murphy, 1985) (see Appendix H).

Given the state of the instructional program at GCS in the fall of 2017, it was almost by

default that Principal Smith also was a turnaround leader. As noted in the literature review,

Leithwood and Strauss (2009) defined three stages of school turnaround: Declining Performance,

Crisis Stabilization, and Improving and Sustaining Performance. GCS had been in the Declining

Performance stage of school turnaround for several years prior to Principal Smith's tenure. By

being an instructional leader where both the practice and the climate were broken, Principal

Smith's work was of necessity and by default a driver of the turnaround process. As a result of

Principal Smith's leadership, GCS slowly began the transition from Declining Performance to

Crisis Stabilization. Although he never identified himself as such, either in interviews or on the

leadership-priority ranking questionnaire, my observations yielded repeated examples of all 14

turnaround leadership dimensions (U.S. Department of Education, 2012). He would not

characterize it this way, but Principal Smith broke [negative] organizational norms by getting

into classrooms every day. He required all staff to change by increasing teacher capacity through

coaching, observations and feedback. He helped the staff to personally feel the problems of the

school by holding teachers accountable for their data through monthly data talks. Whether he

recognized it or not, these are dimensions of school turnaround (see Appendix J). GCS's

turnaround may have been moderated by instructional leadership practice, but it was turnaround

all the same.

GCS had a choice: Change the status quo or close the doors. School leaders opted for

change, but school change is not the same as school turnaround, in part because of the time

constraint involved. A cultural change leader (Fullan, 2002) is not the same as a school

turnaround leader (U.S. Department of Education, 2012). Schools in both situations may have

the same needs, such as re-culturing, relationship building, and the creation and sharing of

knowledge to build cohesion (Fullan, 2002), but for a turnaround school, other exigencies also

must drive the work, however strict they may seem. For example, turnaround leadership calls for

silencing critics and replacing staff. In other words, when time is of the essence, teachers need to

get with the program or get gone. Cultural change takes a gentler approach. Gentle approaches

take time. Now consider trying to maintain a program as challenging as IB/MYP, in light of the

high pressure, fast-paced context of school turnaround. If the findings at GSC are any indication,

IB/MYP and school turnaround are not compatible. If a school has deficits so egregious that

immediate turnaround is warranted, making the switch to IB/MYP as a vehicle for school reform

may be ill advised.

It stands to reason, then, if school turnaround wins the balancing act at an IB school,

principal leadership style will heavily impact the work of the MYP coordinator. This was

certainly the case at GCS. Because traditional methods require concrete numbers to take

precedence over the more conceptual IB/MYP philosophy and pedagogy, the coordinator's work

shifted from implementing the IB framework to general instructional coaching. IB was relegated

to the back burner. A quote from Executive Director Jones supports this conclusion: "[GCS] is

too busy. The school's too busy. There's too many things going on. We're not focused… This is a

school full of accouterments." He was referring to the IB framework and the school's single-

gender focus as being impediments to turnaround. Later in the interview he went on to say,

> GCS just really needs some real back-to-basics right now. We've got IB but it's almost
>
> like we're three years ahead of that. It's almost like the school's gotta catch up to IB…
>
> When I think about the kids that are in sixth grade right now, in three years they'll
>
> graduate. If we had three years of consecutive growth, if we really refined what we did,
>
> and then we added IB onto that new group in sixth grade [three years from now]… how
>
> much better we'd be. 'Cause we'd already know what our standard practice is."

In other words, GCS is icing the batter when it comes to IB/MYP. If existing research is

accurate, and it takes several years before teachers feel confident using the IB framework, it is

obvious that a great deal of capacity-building is required in order for teachers to produce results in MYP. How can a school facing closure spend its precious instructional hours building capacity to improve IB? As Executive Director Jones said, IB is not on the state test; content is on the state test. Implementing the IB framework does not impact the metrics used to determine a school's fate, and therefore it cannot be a focus while a school is in turnaround. IB is icing on the cake of a school already performing well. Until student achievement improves, GCS does not have a cake to ice.

Conclusions

GCS's continuous leader and teacher turnover have left the school without a solid academic foundation or sustainable organizational structure to support anything other than a return to traditional instruction. Such instruction adheres exactly to state pacing guides in order to prepare students for state tests at the end of the year, leaving little room for the inquiry-driven nature of IB/MYP. Quantifiable results must be produced or the school will close its doors in 2021. But until the school can sustain a climate that makes teachers want to stay for more than three years, until the capacity of those teachers can be improved to the point that self-esteem becomes self-efficacy, and until these two requirements can work in tandem to create a school that delivers above average student performance, GCS will always be in a state of turnaround.

Unfortunately for the MYP coordinator, turnaround principal leadership practices leave little room to support the distributed instructional leadership that drives an IB school and enables the coordinator to function in his/her role as described by IB. This is especially true for a school in the initial stages of turnaround. For example, Leithwood and Strauss (2009) write, "Stimulating the move from Declining Performance to Crisis Stabilization required a fairly directive and focused form of leadership" (p. 28). They note that principals and formal teacher

leaders are the main sources of narrowly distributed leadership during these early stages. This statement supports my finding that the work of the IB/MYP coordinator becomes instead the work of an instructional coach when turnaround is in effect. By being narrowly distributed, principal leadership during turnaround removes the broad influence of the coordinator role and redirects that influence in the form of back-to-basics instructional coaching. At GCS Principal Smith worked through the instructional coaches to immediately impact teacher capacity. Due to its conceptual nature, IB/MYP philosophy did not figure into efforts to improve the school's instructional practice.

In other words, the very nature of distributive leadership, and by proxy IB/MYP, is antithetical to the needs of a turnaround school in that it is not *prescriptive*. Rather, the domains of distributed leadership are broad and *descriptive*, offering a 30,000-foot view of what a successful school should look like. For example, the DL framework calls for expert rather than formal authority, for individuals to see themselves as stakeholders, and for leadership to take place in a variety of configurations. But what does that look like? How does a leader do that? What if your teaching staff is short on experts? An instructional leader would maintain high visibility while supervising and evaluating instruction. Under Principal Smith, this happened at GCS. A turnaround leader would require decision makers to share data and solve problems while gaining the support of key influencers. Under Principal Smith, this happened at GCS. A distributive leader would work within shifting leadership roles to share tasks and brainstorm solutions. This happened only minimally at GCS during the course of this research. The time frame for improvement was simply too short.

Hence, instructional turnaround leadership is the theory driving Principal Smith as he guides GCS teachers through the difficult process of building instructional capacity and

improving student achievement in a limited amount of time. Teachers in turnaround need to know specifically what to do and how to do it right now, not to brainstorm ideas for change down the road. There is little room for distributive leadership at a turnaround school because, to coin a trite phrase, too many cooks in the kitchen spoils the soup. Or, as in the case of GCS, the cake.

Suggestions for Further Research

The nature of school turnaround is predicated on the need for immediate improvement in a limited amount of time. Consequently, the abbreviated nature of this study suggests that further research could produce some additional conclusions, especially where the MYP coordinator is concerned. For example, Leithwood and Strauss' finding that distributive leadership increases as a school moves through the phases of turnaround indicates that the role of the 'coachinator' at GCS could revert back to that of IB/MYP coordinator as the school's climate, culture, and student performance improve. A study comparing the coordinator's perception of her role at the end of the 2017-2018 school year, as compared to her role in the fall of that school year, could yield some interesting results. Similarly, a study of the coordinator's perceptions as the three-year turnaround period draws to a close could also prove interesting. Further, the fact that Principal Smith's tenure coincided with the onset of turnaround could have had an impact on the results of the current study. It is possible that Principal Smith would have been a more distributive leader if he were working with teachers he knew better. As such, it would be instrumental to study an IB/MYP school in turnaround whose principal was a veteran of the school context he/she was turning around. If Principal Smith and the MYP coordinator had worked together prior to turnaround, would distributed leadership have played more of a role? Would the coordinator still have become an instructional coach? Finally, GCS has experienced

near constant teacher and leader turnover since opening its doors in 2006, which certainly has affected the school's culture and climate. A study just like the current research, but at an IB/MYP school that has had a more constant roster of teachers and a more stable organizational chart could yield different results wherein IB/MYP is in fact a solid choice for school reform.

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APPENDICES

Appendix A

GCS Administrative Change 2007-2018

Administration

Years: 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

- Prin 1
- Prin 2 → ✕
- Prin 3 → Prin 3
- Prin 4
- Prin 5 → Exec Dir 1 → Exec Dir 1 → MYP Prin 7
- Dir Curr & Inst → Prin 6 → MYP Dir 6 → MYP Prin 6 / Interim Exec Dir 2 → MYP Prin 6
- Dir Ops → Asst Prin 1 → Dir Student Services → Dir Student Services → Dir Student Services → Dir Student Services
- PYP Dir 7 → PYP Prin 7 → PYP Prin 7 → PYP Prin 7
- Dir Cult & Disc → Dir Cult & Disc → MYP Asst Prin 1 → MYP Asst Prin 1
- PYP Asst Prin 2
- PYP Asst Prin 1
- Exec Dir 3 → Exec Dir 3

Non-Administration

Years: 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018

- PYP Inst Coach → PYP Inst Coach → PYP Coach
- K-8 DATA Coord
- PYP/MYP IB Coord 1 → PYP/MYP IB Coord 1 → PYP/MYP IB Coord 1
- PYP IB Coord 3 → PYP IB Coord 3 → PYP Coord 3 → PYP Coord 3 → PYP Coord 3 → *PYP K-12 IB Coord 3 → *PYP K-12 IB Coord 3 → **PYP 3-5 IB Coord 3 → *PYP 3-5 IB Coord 4 → *PYP 3-5 IB Coord 4
- PYP Coord 2 → MYP Coord 2 → MYP Coord 2 → MYP Coord 2 → MYP Coord 3
- PYP Math Inst Coach → MYP Math Inst Coach
- MYP ELA Inst Coach
- MYP IB Coord 4 → MYP IB Coord 4 → **MYP IB Coord 4 → ***MYP IB Coord 4

Footnotes:
- * 2016-2017 Full Title: *PYP IB Coordinator and Instructional Coach 3-5*
- * 2017-2018 Full Title: *PYP IB Coordinator and Instructional Coach 3-5*
- ** 2016-2017 Full Title: *PYP IB Coordinator and Instructional Coach K-2*
- ** 2017-2018 Full Title: *PYP IB Coordinator and Instructional Coach K-2*
- *** 2016-2017 Full Title: *MYP IB Coordinator and Instructional Coach all subjects*
- *** 2017-2018 Full Title: *MYP IB Coordinator and Instructional Coach Science and Social Studies*

Appendix B

The IB Continuum
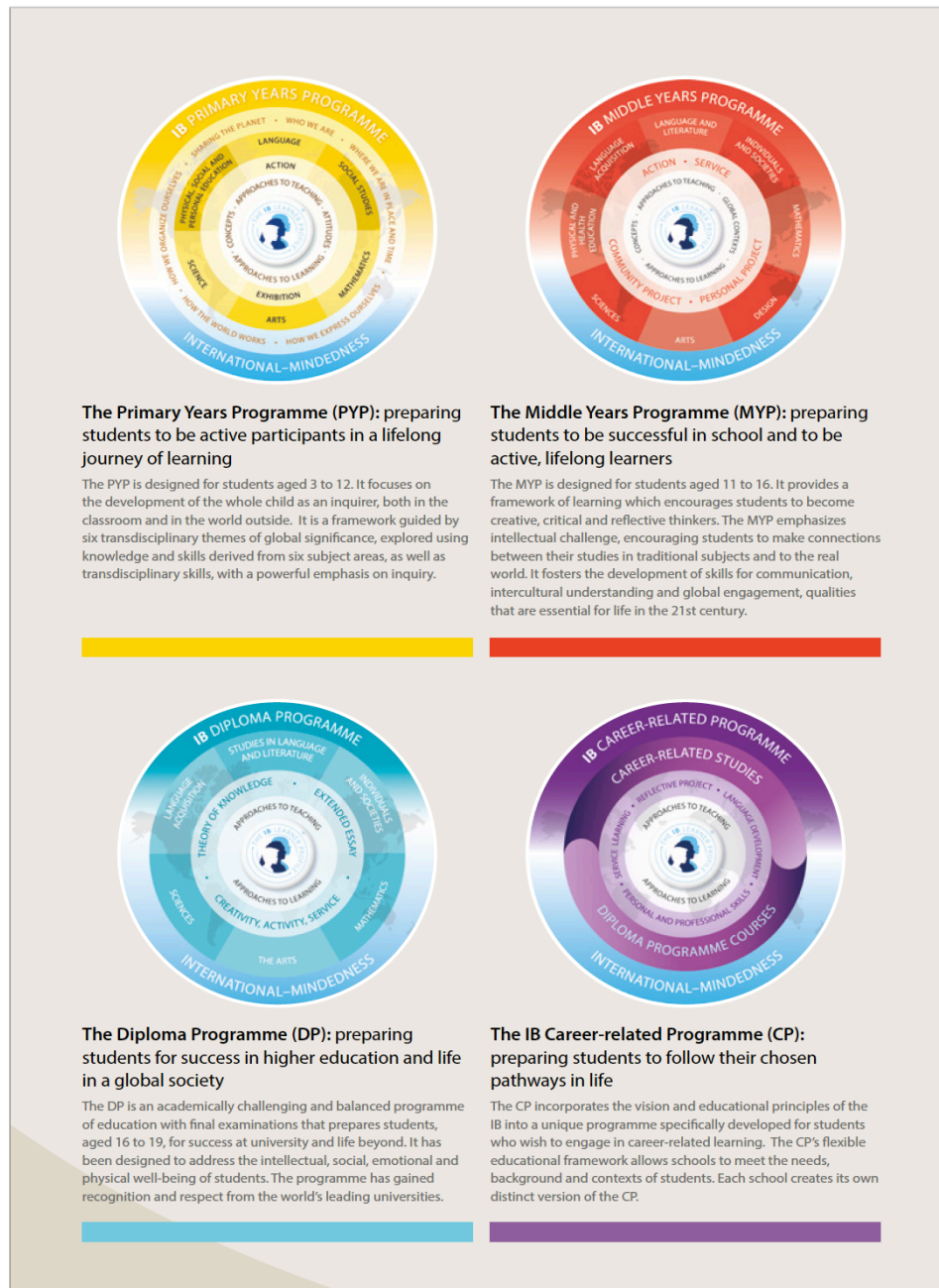
Note. Taken from: International Baccalaureate Organization (2005-2018). *Programmes*. Retrieved from http://www.ibo.org/en/programmes/

Appendix C

IB Educational Context

Previously	Now
Knowledge was: • canonical and beyond critical evaluation of all except ordained experts • authoritarian • disciplinary	Knowledge is: • not absolute • constructed • democratic • interdisciplinary
Educated = knowledge of canons	Educated = ability to inquire/research
Knowledge easily transmitted with lectures, readings and required rote learning	Inquiry/research cycle driven by questioning
Accurate reproduction and correct answers tested	Evidence of understanding from research evaluated against criteria
Knowledge acquisition equated with IQ/intelligence to some extent	IQ questioned Inquiry and asking questions valued
Metaphors for learning included "blank slate", banking, filling up	Metaphors to construct, weave
Learning/education completed	Lifelong learning
Behaviours required from students were passive and controlled by external authority	Students expected to be active, constructive, independent, but collaborative, learners
Part of a bigger modernism paradigm with beliefs in scientism, Newtonian physics, linear thought, clockwork universe, cause and effect…	Postmodern paradigm Deconstruction of grand narratives Critical literacy important

Note. Taken from: International Baccalaureate Organization. (2014a). *Academic honesty in the IB educational context*. Retrieved from http://www.ibo.org/globalassets/digital tookit/brochures/academic-honesty-ib-en.pdf

Appendix D

Approaches to Learning Framework

ATL skill categories	Students develop this skill cluster...	When they...	Control questions:
Thinking skills	Critical thinking	Analyzing and evaluating issues and ideas	How can students think critically?
	Creativity and innovation	The skills of invention – developing things and ideas that never existed before	How can students be creative?
	Transfer	Utilizing skills and knowledge in multiple contexts	How can students transfer skills and knowledge among disciplines and subject groups?
Social skills	Collaborating	Working effectively with others	How can students collaborate?
Communication skills	Communication	Exchanging thoughts, messages and information effectively through interaction	How can students communicate through interaction? How can students demonstrate communication through language?
Self-management skills	Organization	Managing time and tasks effectively	How can students demonstrate organization skills?
	Affective skills	Managing state of mind	How can students manage their own state of mind?
	Reflection	(Re-)considering what has been learned; choosing and using ATL skills	How can students be reflective?
Research skills	Information literacy	Finding, interpreting, judging and creating information	How can students demonstrate information literacy?
	Media literacy	Interacting with media to use and create ideas and information	How can students demonstrate media literacy?

Note. Taken from: Sreenidhi International School (2014). Retrieved from http://www.sis.edu.in/ Pages/Approaches%20to%20Teaching %20and%20Learning.aspx

Appendix E

IB/MYP Assessment Criteria

Subject group	Assessment Criteria for All MYP Subject Groups			
	A	**B**	**C**	**D**
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken, written and visual text	Using language in spoken and written form.
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking creatively
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Note. Taken from: International Baccalaureate Organization. (2014b). *MYP: From principles into practice*. Retrieved from http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source= /ibis/occ/home/ subjectHomeMYP.cfm&filename=myp%2Fm_0_mypxx_guu_1405_3_e.pdf

Appendix F

IB Assessment Rubric

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Note. Taken from: International Baccalaureate Organization. (2014b). *MYP: From principles into practice*.Retrieved from http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source= /ibis/occ/home/ subjectHomeMYP.cfm&filename=myp%2Fm_0_mypxx_guu_1405_3_e.pdf

Appendix G

Goleman's Theories on Emotional Intelligence and Leadership

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results form a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Note. Taken from: Goleman, D. (1995). *Emotional Intelligence.* New York, NY: Bantam. Taken from: Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, *78*(2), 78-90.

Appendix H

Instructional Leadership Framework

Develop school mission
Frame goals
Communicate goals

Manage educational production and function
Promote quality instruction
Supervise and evaluate instruction
Allocate and protect instructional time
Coordinate curriculum
Monitor student progress

Promote academic learning climate
Establish positive expectations and standards
High visibility
Incentivize students and teachers
Provide professional development

Provide supportive work environment
Maintain safe and orderly building
Foster student involvement
Grow staff collaboration and cohesion
Utilize outside resources
Strengthen link between home and school

Note. Taken from: Hallinger, P., & Murphy, J. (1985). Assessing the instructional leadership behavior of principals. Elementary School Journal, 86, 217-248.

Appendix I

Distributive Leadership Theory

Vision is a unifying force
Clearly articulated vision, equally shared among all members, exerts a cohesive force

Expert rather than formal authority
Leadership shifts according to need; leadership generally resides with the person who has expert authority for the task or activity

Collaborative teams formed for specific purposes
Teams have fluid membership, which changes according to the task, roles, and requisite talent.

Communities of practice emerge
Collaborative activities disband, but communities of practice maintain their affiliation long after the task, and often connect with each other to brainstorm about future needs and potential collaborative configurations

Individuals perceive themselves as stakeholders
Individual team members are willing and able to assume leadership positions when needed

Organizational goals are disaggregated
Tasks needed to achieve the mission are broken down into component parts; distributed to teams best able to achieve the tasks

Distributed roles and tasks
Take place in different time zones, places and under widely divergent condition

Inquiry is central to change and development
Inquiry is central to organizational renewal and innovation. The ultimate goal of distributed leadership is knowledge creation and organizational improvement

Note. Harris, A. (2008). Distributed leadership: according to the evidence. *Journal of Educational Administration*, *46*(2), 172-188. https://doi.org/10.1108/09578230810863253

Appendix J

Turnaround Leadership Theory

KEY ACTIONS OF A TURNAROUND PRINCIPAL
Initial Analysis and Problem Solving
Collect and analyze data
Make action plan based on data

Driving for Results
Focus on a few early wins in Year 1
Break organizational norms
Require all staff to change
Make necessary staff replacements
Focus on successful tactics; halt others
Resist touting progress as ultimate success

Influencing Inside and Outside the Organization
Communicate a positive vision
Help staff personally feel problems
Gain support of key influencers
Silence critics with speedy success

Measuring, Reporting and Improving
Measure and report progress frequently
Require decision-makers to share data and solve problem

KEY COMPETENCIES OF A TURNARUOND PRINCIPAL
Driving for Results
Achievement
Initiative and persistence
Monitoring and directness
Planning ahead

Influencing for Results
Impact and influence
Team leadership
Developing others

Problem Solving
Analytical thinking
Conceptual thinking

Showing confidence to lead
Self-confidence
Note. Taken from: U.S. Department of Education. (2012). *Turnaround Leadership: How to identify successful school leaders.* Retrieved from https://rtt.grads360.org/#program

Appendix K

Principal Interview Protocol

1. How do you describe your leadership style? Has it changed since the move to your new school? Has the need to lead IB changed it? If so, how?
2. Describe your strengths as a principal; what are they? Where would you like to grow? Has either of these perceptions changed since the move to becoming an IB principal at your new school?
3. What do you find to be the most rewarding aspect of your job? The most difficult? Has either changed since the move to your new school and IB?
4. Generally speaking, what do you see as the principal's main role? The IB principal? Your new school's principal?
5. Do you lead instruction within your building (school)? If so, how? Has this changed since making the transition to being an IB principal? If so, how or why?
6. Who handles the day-to-day management of the school? Does the IB coordinator play a role in this management? If so, how?
7. Describe your new school's climate and culture. What, if any, is the principal's role in climate and culture?
8. How do you make decisions? Do you empower others to make decisions? If so, how?
9. What is the role of the second-tier leaders in your school, such as the IB coordinator, instructional coaches, or teacher leaders? How do these second-tier leaders impact your work as principal? How do you impact theirs?
10. Describe the principal's role as it relates to teachers. Has your perception of this role changed since moving to an IB school? If so, how?
11. In terms of professional capacity and goals, are individuals within your organization developed? What does that look like? What role, if any, does the principal play?
12. How do you ensure that you have the attention and understanding of your staff regarding the changes being implemented at your new school? Do you work with your staff to understand the implications of IB/state/district policies, both in the school and individual classrooms? How?
13. Given the tight deadlines for your school to improve student achievement at your new school, how do you develop the capacity for change within your staff?
14. Do you have strategic and school improvement plans? How are these plans developed? Has this/have they changed since your arrival at Wesley?
15. How do you perceive your role as a principal with regard to students' learning and development?
16. The IB framework is very conceptual. How does this work with your school's need to improve student achievement in order to meet targets set by your board/district in the short term?
17. The IB framework supports pedagogical and philosophical practices that are antithetical to traditional schooling methods. How does this non-traditional approach align or not align with your leadership style?
18. Are there conflicts between what you need to do to make your school successful right now and what is required of IB?

Appendix L

Practice Log

Name: School:

Job Title:

Date:

Time of day: 8am-11am   11am-2pm   2pm-5pm

Duration of interaction:
0-15 minutes   15-30 minutes   30-45 minutes   45-60 minutes   +60 minutes

Type of stakeholder:
Community member (non parent/guardian)
Parent/Guardian
Student
Teacher (non leadership, i.e. not department chair, coordinator, etc.)
Clerical/Maintenance/Food Service Staff
Leadership staff (coordinator, guidance, assistant principal, etc.)
Central office staff

How many times per week do you have similar interactions with this type of stakeholder?
1   2   3   4   5   6   7   8   9   10   +10

Description of interaction:

Would you characterize this interaction as leadership? Why or why not?

Was the duration of this interaction typical, shorter, or longer?   T   S   L

Would you characterize this interaction as successful, unsuccessful, or neutral? Why?
S   U   N   because:

Is there anything you would do differently if you could rewind this interaction?

Note. Adapted from Spillane, J., & Zuberi, A. (2009). Designing and piloting a leadership daily practice log: Using logs to study the practice of leadership. *Educational Administration Quarterly, 45*(3), 375-423.

Appendix M

Leadership-Priority Ranking Questionnaire

Please order the following statements from most important to least important, in terms of principal leadership at GCS. If you change a number, please do not erase; just strike through.

In order for GCS to be successful, it is most important for me to:

_____Promote quality instruction

_____Establish positive expectations and standards

_____Maintain safe and orderly building

_____Focus on a few early wins in Year One

_____Resist touting progress as ultimate success

_____Create an atmosphere where leadership shifts according to need

_____Grow staff collaboration and cohesion

_____Frame goals of the school

_____Gain support of key influencers

_____Grow team members who are willing and able to assume leadership positions when needed

_____Allocate and protect instructional time

_____Provide professional development

_____Monitor student progress

_____Make necessary staff replacements

_____Break down tasks needed to achieve the mission; facilitate teams best able to achieve the tasks

_____Create communities of practice

_____Articulate a vision clearly

_____Strengthen link between home and school

_____Communicate goals of the school

_____Break organizational norms

_____Measure and report staff progress frequently

_____Build teams that are fluid, change according to task, and have requisite talent for the task at hand

_____Understand that leadership takes place under widely divergent conditions

_____Collect and analyze data

_____Supervise and evaluate instruction

_____Focus on successful tactics; halt others

_____Require decision makers to share data and solve problems

_____Make sure vision is equally shared among all members and thus exerts a cohesive force

_____Foster student involvement

_____Silence critics with speedy success

_____Provide opportunities where the person who has expert authority leads the task or
 activity

_____Utilize outside resources for professional development

_____Make action plans based on data

_____Coordinate curriculum

_____Incentivize students and teachers

_____Communicate a positive vision

_____Help staff personally feel problems of the school

_____Maintain high visibility

_____Foster a culture of inquiry

_____Require all staff to change

Appendix N

IB/MYP Global Contexts

IDENTITIES AND RELATIONSHIPS
Students will explore identity; beliefs and values; personal physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

ORIENTATION IN SPACE AND TIME
Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

PERSONAL AND CULTURAL EXPRESSSION
Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

SCIENTIFIC AND TECHNICAL INNOVATION
Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

GLOBALIZATION AND SUSTAINABILITY
Students will explore the interconnectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.

FAIRNESS AND DEVELOPMENT
Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; equal access to opportunities; peace and conflict resolution.

Note. Taken from: International Baccalaureate Organization. (2014b). *MYP: From principles into practice*. Retrieved from http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=
/ibis/occ/home/subjectHomeMYP.cfm&filename=myp%2Fm_0_mypxx_guu_1405_3_e.pdf

Appendix O

Color Coded Leadership Theories

INSTRUCTIONAL LEADERSHIP
Develop school mission
Frame goals
Communicate goals
Manage educational production and function
Promote quality instruction
Supervise and evaluate instruction
Allocate and protect instructional time
Coordinate curriculum
Monitor student progress
Promote academic learning climate
Establish positive expectations and standards
High visibility
Incentivize students and teachers
Provide professional development
Provide a supportive work environment
Maintain safe and orderly building
Foster student involvement
Grow staff collaboration and cohesion
Utilize outside resources
Strengthen link between home and school
Hallinger & Murphy, 1985
DISTRIBUTIVE LEADERSHIP
Vision is a unifying force
Clearly articulated vision, equally shared among all members, exerts a cohesive force
Expert rather than formal authority
Leadership shifts according to need; leadership generally resides with the person who has expert authority for the task or activity
Collaborative teams formed for specific purposes
Teams have fluid membership, which changes according to the task, roles, and requisite talent.
Communities of practice emerge
Collaborative activities disband, but communities of practice maintain their affiliation long after the task, and often connect with each other to brainstorm about future needs and potential collaborative configurations
Individuals perceive themselves as stakeholders
Individual team members are willing and able to assume leadership positions when needed
Organizational goals are disaggregated
Tasks needed to achieve the mission are broken down into component parts; distributed to teams best able to achieve the tasks

DISTRIBUTIVE LEADERSHIP continued
Distributed roles and tasks
Take place in different time zones, places and under widely divergent condition
Inquiry is central to change and development
Inquiry is central to organizational renewal and innovation. The ultimate goal of distributed leadership is knowledge creation and organizational improvement
Harris, 2008
KEY ACTIONS OF A TURNAROUND PRINCIPAL
Initial Analysis and Problem Solving
Collect and analyze data
Make action plan based on data
Driving for Results
Focus on a few early wins in Year 1
Break organizational norms
Require all staff to change
Make necessary staff replacements
Focus on successful tactics; halt others
Resist touting progress as ultimate success
Influencing Inside and Outside the Organization
Communicate a positive vision
Help staff personally feel problems
Gain support of key influencers
Silence critics with speedy success
Measuring, Reporting and Improving
Measure and report progress frequently
Require decision-makers to share data and solve problem
U.S. Department of Education, 2012

Appendix P

Principal Smith's Top 100 Words

1	teacher, teachers, teachers'	26	understand, understanding	51	tell, telling	76	experience
2	need, needed, needs	27	come, comes, coming	52	coach, coaches, coaching	77	saw
3	data	28	work, worked, working, works	53	behavior	78	wanna
4	please	29	provide, provided, providing	54	principal	79	care, caring
5	think	30	leadership	55	scores, scoring	80	classroom, classrooms
6	like	31	support, supporting, supports	56	ask, asked, asking	81	impact, impacting
7	see, seeing, sees	32	conversation, conversations	57	monitor, monitored, monitoring	82	feedback
8	student, students, students'	33	update, updates	58	focus, focused	83	matter
9	know	34	create, created, creating	59	math	84	pyp
10	thank, thankful, thanks	35	professional, professionalism	60	program	85	results
11	plan, planning, plans	36	job, jobs	61	standards	86	send
12	school, schools, schools'	37	done	62	framework	87	smart
13	time, times	38	gotta	63	help	88	achievement
14	talk, talked, talking, talks	39	lesson, lessons	64	people	89	calendar
15	get, getting	40	level	65	continue, continued, continues, continuous	90	growth
16	instruction, instructional, instructionally	41	feel, feeling, feelings	66	performance, performing	91	home
17	make, makes, making	42	start, started, starting	67	problem, problems	92	information
18	meet, meeting, meetings	43	change, changed	68	face, facing	93	[study] island
19	take, takes, taking	44	way, ways	69	put, putting	94	potential
20	look, looking, looks	45	give, gives, giving	70	'cause, cause	95	Mr. Thomas [assistant principal]
21	want, wanted, wants	46	culture	71	check, checked, checks	96	staff
22	going	47	team	72	lead, leads	97	template
23	grade, grades, grading	48	better	73	agenda	98	tkes
24	leader, leaders	49	part, parts	74	attached	99	together
25	different, differently	50	try, trying	75	capacity	100	accomplished

Note. Top 100 words derived from word frequency search using NVivo software. Words of three or fewer letters excluded.