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Emotional intelligence and teacher leaders

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EMOTIONAL INTELLIGENCE AND TEACHER LEADERS

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A Research Project

Presented to the Faculty of

The George L. Graziadio

School of Business and Management

Pepperdine University

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

in

Organization Development

_____

by

Emily Isensee

April 2017

This research project, completed by

EMILY ISENSEE

under the guidance of the Faculty Committee and approved by its members, has been

submitted to and accepted by the faculty of The George L. Graziadio School of Business

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MASTER OF SCIENCE
IN ORGANIZTION DEVELOPMENT

Date: April 2017

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Abstract

The purpose of this study was to understand principals' perceptions and perceived attributes of strong teacher leaders, determine how these attributes link to emotional intelligence and learn how these attributes are developed. In this study, emotional intelligence will be defined as "the abilities to recognize and regulate emotions in ourselves and in others" (Goleman, 2001, p.14). This study summarizes data collected through semi-structured interviews with 11 school principals and assistant principals from a variety of schools, school districts and across multiple states. Overall, this study lead to three main discoveries: 1) top perceived attributes of teacher leaders are closely connected to EI skills 2) teacher leader development strategies that best support EI are comprehensive, job-embedded, sustained over time, peer-focused, goal-focused, differentiated for teacher's needs and leverage a variety of practices and tools, and 3) teacher leaders with high EI have a positive impact on their schools.

Keywords: Emotional Intelligence, Teacher leaders, Leadership Development, Professional Development, Relationship-Building

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Chapter 1: Introduction and Purpose

The U.S. education system is often under attack for the poor quality of education, ineffective teachers, low graduation rates, and a host of other issues. Multiple reform efforts, coming from federal, state and local governments as well as private organizations, have led to little improvement in education. Key to improving education are highly competent teachers, since they are widely acknowledged as the most important school-related factor influencing student achievement (Markow & Pieters, 2011). All teachers need to be leaders in their classrooms and schools to increase student achievement and school performance. Teachers recognize this and are asking for leadership development opportunities to increase their skills and competence. These opportunities look different in each school district, ranging from nothing to robust programs reserved for only the best teachers. A study by the Bill and Melinda Gates Foundation and the Boston Consulting group found that $18 billion is spent annually on professional development and a typical teacher spends 89 hours per year on professional learning activities. However, this report also found that by many measures, including the views of the principals and teachers involved, current professional development efforts are not effective.

Emotional Intelligence (EI) focused on self-awareness, self-management, social awareness, and relationship management is one model widely used for leadership development in the business world (Goleman, 2004). Leveraging their EI, great leaders have developed effective ways to understand and interpret their own emotions as well as those of others. These leaders are able to positively influence the emotions of those around them, bringing out everyone's best version of themselves (Goleman, 2013).

Teachers could significantly benefit from the opportunity to develop their EI. When teachers are able to recognize how they feel throughout the day, they are better able to express themselves inside and outside of the classroom (Ciarrochi, 2013). By understanding how they and those around them express their emotions, they are better able to regulate their own emotions, empathize with their students, provide counsel to their peers, and lead other teachers.

Emotional Intelligence and Educators

Research has shown the benefit EI development has for school teachers and administrators (e.g., Brackett & Katulak, 2007; Goleman, 2013). For example, the Emotionally Intelligent Teacher Program, used by schools across the US, helps teachers "enhance their ability to apply EI skills" to their work (Brackett & Katulak, 2007, p. 2). Other studies show that schools with leaders who display strong EI skills perform better. For instance, in a study done in the U.K., 69% of headmasters of high performing schools displayed four or more emotion-linked leadership attributes, while two-thirds of the headmasters at low performing schools displayed only one to two similar leadership attributes (Goleman, 2013). While evidence shows that emotionally intelligent school leaders are successful, research is limited on how EI training can be used specifically for the leadership development of teachers. Questions that need to be researched are:

- What are the top attributes of teacher leaders and how are these connected to EI skills?
- How could EI be leveraged to help teachers develop leadership skills?
- What impact could more teachers with higher EI have on their students, peers, and schools?

Research Purpose

The purpose of this study is to understand principals' perceptions and perceived attributes of strong teacher leaders, determine how these attributes link to EI and learn how these attributes are developed. In this study, EI will be defined as "the abilities to recognize and regulate emotions in ourselves and in others" (Goleman, 2001, p. 14).

Importance of Study

As school administrators understand the impact of leadership development programs incorporating EI, they will be more likely to implement them in their school systems. As teachers learn more about EI, they will better be able to use the EI skills that they already possess.

Teachers face a variety of challenges in their daily work life. In their classroom they balance teaching to a prescribed curriculum, handling behavior issues, and creating a positive learning environment. At the same time, they are dealing with school budget cuts which lead to teacher and staff layoffs, as well as, reductions in programs and services. Additionally, professional development opportunities are limited or ineffective and time for collaboration with fellow teachers is minimal. All of these conditions means teaching is a very stressful profession, with job satisfaction low and high burn out (Brackett & Katulak, 2007; Markow & Pieters, 2011). EI provides skills for teachers to assess, manage, and express their emotions through these factors and better manage the stress that comes with their profession.

Thesis Outline

Chapter 1 provided an introductory look at teacher professional development and teacher leadership and EI. It also described the need for and the importance of this study,

and outlined the purpose of the study. Chapter 2 provides a review on existing literature and research on teacher professional development, teacher leadership, EI, and best practices for developing EI. Chapter 3 outlines the methodology used to gather data from school administrators, defines the sample, and explains how the data will be analyzed. Chapter 4 describes the findings of the study and presents key themes. Chapter 5 summarizes conclusions of the study and provides insights and recommendations for developing EI skills in teacher leaders.

Chapter 2: Review of Relevant Research

The purpose of this study is to understand principals' perceptions and perceived attributes of strong teacher leaders, determine how these attributes link to EI and learn how these attributes are developed. This chapter shares existence of the problem, examines how teacher development is currently happening, defines teacher leadership, considers applicable theoretical frameworks of EI, reviews the research on effective ways to develop and improve one's EI, and explores how these EI interventions can build teachers' leadership capacity and improve student performance.

Existence and Importance of the Problem

Research suggests current teacher professional development efforts are not improving teacher effectiveness or student success (e.g., TNTP, 2015; Boston Consulting Group, 2014). In 2015, the New Teacher Project (TNTP) conducted a study of three large school districts with over 10,000 teachers and 500 school leaders. TNTP (2015) discovered that school districts are making large investments in teacher development in time (19 school days a year) and money (almost $18,000 per teacher per year), yet the data shows teacher performance has not improved substantially from year to year. The study also found that school districts are not helping teachers understand how to improve or that they have a need to improve. Teachers continue to get satisfactory ratings, while student outcomes are not meeting the expectations. Performance improvements were seen in teachers' first few years in the classroom, but then leveled off after an average of five years of teaching, showing that teachers often plateau before they master core instructional skills (TNTP, 2015).

TNTP (2015) found no clear patterns among the development experiences of the teachers who did improve. Improvement was an individualized process which varied from teacher to teacher. One factor that did show a slight relationship to teacher growth was the consistency of the teacher's perception of their own teaching effectiveness with their formal evaluation ratings, that is, they had an accurate self-awareness. Additionally, the teachers in the study appeared to have elevated self-perceptions. 83% of the teachers gave their classroom instruction a four or five on a five point scale and only 47% agreed that they have any weaknesses in their instruction (TNTP, 2015). This could imply that a teacher's self-awareness plays a part in their ability to improve their instructional skills. Also, the majority of teachers did not feel the development opportunities offered to them helped them build new skills or improve their instruction. Finally, the types of development which they did find helpful, such as follow-up support and observing excellent teachers, are only offered infrequently (TNTP, 2015).

A study funded by the Bill and Melinda Gates Foundation and executed by the Boston Consulting Group surveyed over 1,300 teachers, professional development leaders, education agencies, and principals (Boston Consulting Group, 2014). The study found that teachers want professional development that is relevant, interactive, sustained over time, delivered by someone who understands the teacher experience, and treats teachers like professionals. The teachers recognized the value of collaboration to improve their skills, but many are not experiencing strong, well-structured collaboration models. If the environment is right, these collaborative programs have the potential to build trust in schools, increasing teaching effectiveness. Studies show that coaching also improves

teachers' competence, but must be offered consistently for them to implement new instructional skills (Boston Consulting Group, 2014).

In both TNTP (2015) and Boston Consulting Group (2014) research, teachers report limited choice in their existing professional development activities, yet when they do have options, they are much more satisfied with the learning experience. Teachers in both reports also indicated that the development opportunities provided are not customized to the content they teach or the skills they want to develop. They also find little continuity between each professional development experience. Research is starting to emerge on professional development design elements that seem to be effective such as coaching, continuous feedback, collaboration, and personalized methods, however, it is unclear which models are most effective under what conditions (Boston Consulting Group, 2014; TNTP, 2015). Overall this data shows that teacher development is often lacking and opportunities for improvement exist, beginning with the design elements that are proving to be most effective.

While work still needs to be done to determine the best overall models for teacher professional development, trends are emerging in the literature on effective design. A review done on 111 teacher professional development articles published in *Teaching and Teacher Education* between 2000 and 2011 examined trends in the personal processes involved in the various formats used for teacher learning and models of teacher professional learning. The underlying theme in all the studies was "a recognition that teacher learning and development is a complex process that brings together a host of different elements… but also, that at the center of the process, teachers continue to be both the subject and objects of learning and development" (Avalos, 2011, p. 17). The

review found that longer interventions were more effective than shorter ones and that a combination of tools and reflective experiences create a better learning experience. Avalos (2011) also discovered that the casual conversations teachers are having with each other could be leveraged in powerful ways as a strategy for co-learning. The approach "starts with informal exchanges in school cultures that facilitate the process, continues in networking and interchanges among schools and situations and is strengthened in formalized experiences such as courses and workshops that introduce peer coaching or support collaboration and joint projects" (Avalos, 2011, p. 17).

Other problems surrounding teacher professional development are teacher burnout and educators leaving the profession. Stress, working conditions, and low pay are the top three reasons teachers cite for leaving the field (Darling-Hammond, 2001). These factors seem to affect new teachers the most, with nearly 30% of teachers leaving within their first five years, with even higher rates in disadvantaged districts (Darling-Hammond, 2001). A survey done by MetLife in 2011 of 1,001 U.S. K-12 public school teachers, reported these issues are becoming more dire. The study found teachers' job satisfaction decreased by 15 points since the same survey had been completed two years earlier. It also found a large increase in the number of teachers indicating they are likely to leave teaching for another occupation (Markow & Pieters, 2011). On a positive side, the data showed that teachers with high job satisfaction reported having more professional development and time to collaborate with other teachers. This indicates that enriched professional development programs for teachers have the potential to increase overall teacher job satisfaction.

The studies about teacher professional development programs referenced above show that some designs seem to be working well, but also many opportunities for improving these programs exist as well. Since the focus of this research study is professional development specifically for teacher leaders, the following sections will define teacher leadership and explore which professional development strategies are most helpful for them.

Teacher Leader Development

Teachers emerge as leaders in their classrooms and among their peers in many ways. Accomplished teachers are often promoted to school administrator jobs or tapped for other district-wide leadership roles. Teachers who are recognized for excellence in the classroom consider themselves teacher leaders and believe others see them as leaders as well. They engage in leadership roles that include conducting professional development opportunities for colleagues, developing curriculum, serving as department chairs or team leaders, and mentoring new teachers. However, they are often not provided with training or skill-building to help them be successful in these leadership roles. They are usually expected to have the necessary skills or to develop them on the job (Dozier, 2007).

Teachers can step into leadership roles at their schools in many small ways, ranging from choosing textbooks and instructional materials, to shaping curriculum, to setting standards for student behavior, to selecting new teachers or administrators. Former principal and teacher Roland Barth believes "if schools are going to become places in which all children are learning, all teachers must lead" (Barth, 2001, p. 445). Based on his research with over 100 teacher leaders in the Rhode Island Sizer Fellowship Program, Barth (2001) believes all teachers have leadership capacity which is waiting to

be unlocked and put to use to improve their schools. When teachers take on leadership roles within their schools, they, their students and their principals all benefit. One study found that in more democratic schools, where teachers took leadership roles in selecting text-books, designing curriculum, and choosing their colleagues, student achievement rates were higher than in schools which were less democratic in governance and decision making (Barth, 2001). When teachers take on leadership roles at their schools, they can shape the future of that school, helping to create their own destiny as an educator. Leadership roles give teachers more variety in their daily schedules and keeps them better engaged which ultimately helps with retention (Barth, 2001). Principals benefit by enlisting teachers to help with the leadership responsibilities of running a school which, in turn provides the principal greater capacity to support the teachers and students.

Part of teacher leadership is acknowledging that all teachers have leadership potential and in order for schools to be successful, all teachers must lead. Brown (2012) defines a leader as, "anyone who holds her- or himself accountable for finding potential in people and processes" (p. 185). According to this definition, successful teacher leaders will look for the potential in their students and the processes that govern their school.

Barth (2001) found three elements which help teacher leaders succeed: having a goal, being persistent, and enjoying the incremental changes along the way. EI skills can help build these three elements necessary for teacher leader success. Strong support from the principal is also key to cultivate and develop teacher leaders. Principals should expect leadership from their teachers, relinquish control and power, empower and build trust with teachers, plus protect teacher leaders when they put themselves at risk. They should also give credit for success, yet share responsibility for failure (Barth, 2001). A study

conducted on 123 teachers in three secondary schools in Kent, England found that emotion-regulation ability, one of the four dimensions of EI in the Mayer/Salovey model, positively impacts job satisfaction and personal accomplishment. This impact was even higher when principal support was also present (Brackett & Katulak, 2007).

The most successful programs for retaining teachers past the five-year mark are induction programs that assign new teachers an expert colleague as a mentor. Teachers who begin their career with this type of support have attrition rates two-thirds lower than their new colleagues who are not in such programs. In addition, new teachers who are mentored become competent faster than teachers who are left to learn from trial and error (Darling-Hammond, 2001)

The above research shows the impact teacher leaders can have on their schools, elements that make teacher leaders successful and the importance of principal support and mentoring in developing teacher leaders. EI is a particularly important set of skills for teacher leaders and, as mentioned above, these skills align with elements that make teacher leaders successful. The next section will explore the role EI skills play in leadership and the impact EI employees can have on an organization.

Emotional Intelligence and Leadership

Goleman (2004) argues that "emotional intelligence is the sine qua non of leadership" (p. 82). Goleman (2004) continues, "without it a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he [or she] still won't make a great leader" (p. 82). Goleman (2011) presents four domains of EI needed to achieve emotional mastery in leadership roles:

1. *Self-awareness: deeply understanding one's emotions, strengths and limitations, as well as one's values and motives. Associated competencies include: emotional self-awareness, self-assessment, and self-confidence.*

2. *Self-management: the self-regulation of internal states of mind, emotions and impulses, that is, emotional self-control. Associated competencies include: self-control, transparency, adaptability, achievement, initiative, and optimism.*

3. *Social awareness: Empathy and an awareness of other people's feelings in the moment. Associated competencies include: empathy, organizational awareness, and service orientation.*

4. *Relationship management: Leveraging the first three domains to show up authentically, and skillfully responding to other people's emotions to move people in the right direction. Associated competencies include: inspirational leadership, influence, developing others, change catalyst, team player and collaboration.*

(p. 51)

Mayer, Salovey, and Caruson (2004) define EI as "the capacity to reason about emotions, and of emotions to enhance thinking. It includes the ability to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (p. 197). Mayer and colleagues (2004) have also developed an EI four-branch model that is focused on the abilities which an emotional intelligent person possesses. The four branches are:

1. *Perception of emotion: the ability to perceive emotion in oneself and others.*
2. *Use of emotion to facilitate thinking: the ability to leverage emotions to focus attention, communicate feeling, or engage in other cognitive processes (i.e. reasoning, problem solving, and decision making).*
3. *Understanding of emotions: the ability to understand the causes of emotions, appreciate emotional patterns over time, and analyze how feelings combine, progress and change.*
4. *Management of emotions: The ability to be open to feelings and use them effectively to promote personal understanding and growth.*
   (p. 199)

Goleman's (2011) four domains of EI are inter-related and cumulative, so are the facets of Mayer and colleagues (2004) model. Proficiency in one skill influences mastery

in other areas, and proficiency in the first three abilities culminates in proficiency in the fourth.

In an analysis of psychology-developed leadership competency models of 188 companies, Goleman (2004) grouped competencies into three categories: technical skills, cognitive ability (or IQ), and EI. Goleman (2004) observed that, "emotional intelligence proved to be twice as important as the other [competencies] for jobs at all levels" (p. 84). In the same study Goleman (2004) found that when high performing leaders were compared to average ones, "nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities" (p.84).

A study of 60 managers at a large pulp and paper company found that emotional intelligence is associated with transformational leadership, specifically idealized influence, inspirational motivation and individualized consideration (Barling, Slater, & Kelloway, 2000). Emotional intelligent leaders who know and can manage their emotions are better role models, which, in turn, inspires trust and respect in their followers. Leaders with high EI know how much they can raise their followers' expectations, a key component of inspirational motivation. Leaders with good empathetic and relationship management skills understand their employees' needs and interact accordingly, exhibiting the transformational leadership concept of individualized consideration. Overall, the study found that employees see supervisors with higher EI as better leaders, once again suggesting the important role that EI plays in effective leadership.

EI also fosters servant leadership, which focuses on the needs and development of others (Barbuto, Gottfredson, & Searle, 2014). A study of the servant leadership and EI of 75 civic leaders found that "a leader's ability to monitor the feelings, beliefs, and

internal states of self and others plays an important role in the leader's efforts to lead with a servant leader ideology" (Barbuto, Gottfredson, & Searle, 2014, p. 321).

School Leaders and Emotional Intelligence in the Classroom

Classrooms all over the U.S. are starting to integrate Emotional Intelligence using the term "Social-Emotional Learning" (SEL) (Goleman, 2001). The research shows students' social-emotional competence is key to success in school and in life (Elias, O'Brien, & Weissberg, 2006). Teacher and student proficiency in EI influences effective communication, management of stress, maintenance of a positive school environment, as well as academic and workplace success (Brackett & Katulak, 2007). Integrating SEL into a school or district takes strong leadership and significant commitment from both the school or district administrator. Since teachers' jobs require them to be in tune with their own emotions, along with those of students, parents, colleagues and school administrators every educator would benefit from becoming aware of their EI strengths and shortcomings as well as developing their EI skills. School leaders can foster teachers' EI by providing support and accountability structures for this (Elias et al., 2006). When individual teachers' EI and the collective EI of the school improves, relationships between the adults and students in the school will also improve (Elias et al., 2006). For successful integration of SEL into a school or district, "leadership must be distributed, and ideally each staff member will see that the mantle of leadership touches everyone who is entrusted with the care of the students" (Elias et al., 2006, p. 13). This once again supports the concept that all teachers are leaders and EI can help these teachers develop their leadership skills. It also shows that teachers stepping into leadership roles within their schools is essential to fully integrate SEL into a school.

Teachers who struggle regulating their own emotions tend to have students who experience more negative emotions in the classroom (i.e., sadness, shame, and guilt) (Sutton & Wheatley, 2003). With better EI skills teachers can address this problem by creating a more stable, supportive, and productive learning environment (Brackett & Katulak, 2007). This suggests that not only is EI beneficial for developing leadership skills in teachers, but also in developing classroom management skills.

The *Emotionally Intelligent Teacher Workshop* is one program that provides teachers with the support to create a safe, satisfying, caring and productive school environment. Focusing on leadership and professional development for teachers and school leaders, the workshop helps participants improve relationships with students and colleagues, as well as provide coping mechanisms to deal with the stress teachers face on a daily basis (Brackett & Katulak, 2007). The day long workshop has three objectives: (1) provide in-depth information about EI skills, (2) create a knowledge base of how EI skills play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and overall quality of life, and (3) teach innovative strategies and practical tools for teachers to increase their own EI skills and integrate them into their classrooms (Brackett & Katulak, 2007). The workshop activities and strategies are based on Mayer and Salovey's work, and are designed to help educators develop one of the four EI abilities in their model. One of the tools provided is the EI Blueprint, a four-question process based on scientific theory that helps teachers effectively handle emotional experiences before or after they occur. The questions correspond to the four EI skills in Mayer and Salovey's model, beginning with perception of the emotion and ending with management of the emotion. They are: "How

may/was each person feel/feeling?," "What may/were you and the other person think/thinking about as a result of these feelings?," "What may cause/caused each person to feel the way he/she does/did?," and "What may/did you and the other person do to manage these feelings?" (Brackett & Katulak, 2007). This activity, as well as the others presented in the workshop, are simple exercises, that when practiced regularly, have potential to foster lifelong skills that are essential for professional and personal success. Like the Blueprint tool, many of the workshop activities have participants reflect back on how they and others around them were feelings during past events. Often these reflections are written down at first. After practiced repeatedly through writing, the activities then become mental ones that can be used as needed (Brackett & Katulak, 2007). As a result of this workshop, school administrators report an improvement in the way they conduct meetings with their staff, peers and parents. They attribute this to a better understanding of how emotions affect interpersonal relationships, as well to the meeting planning tools taught in the workshop. Teachers report being able to pay attention to their emotional biases and the emotional states of their students when lesson planning or reacting to student behavior (Brackett & Katulak, 2007).

Management in the education sector is both a science and an art. The school leaders and principals have to balance the drive for results with fostering relationships, since the human side of their work is so important. The school leader does this effectively by being adaptive, flexible, cooperative, moderate and self-conscious - essentially by leading with EI. This was demonstrated through a study conducted by the Athens University of Economics. To determine the key leadership and EI qualities that primary school principals possess, the university surveyed 301 educators and 36 principals from

Athens. Their questionnaire measured EI according to the "Emotional Quotient-Inventory" and assessed the leadership role of principals (Brinia, Zimianiti, & Panagiotopoulos, 2014). The study found that EI is linked to leadership factors. The majority of the principals were rated high on key factors related to intrapersonal skills linked to EI. For example, 80.1% of teacher respondents stated that "the principal feels confidence in most situations," 80.4% agreed that principals could communicate to others their anger with them, 87.2% agreed that "the principal likes helping people," and 77.2% agreed that the principals are clear with what they want to achieve in their lives. Respondents also stated that principals had strong EI on an interpersonal level. For example, 83.6% of respondents agreed that "the principals attentively listen to the ideas of their teachers, even when they disagree" and 51.3% agree that "it is easy for the principal to make friends," (Brinia et al., 2014). Ultimately the study found "the absences of such an emotional foundation will not allow the principal to adopt innovation, to activate his or her colleagues, to manage and develop the team nor to incorporate the teachers within the culture and the objectives of the school," (Brinia et al., 2014, p.40). While this study specifically looked at the school leader or principal, many EI skills can be beneficial to the teacher leader in the same way they are essential to the principal's success.

The Benefits of Emotional Intelligence

As mentioned earlier, the research indicates a current problem area for the education profession is low teacher job satisfaction (Markow & Pieters, 2011). A study done on 187 food service workers, found a strong correlation between high EI and high job satisfaction (Sy, Tram, & O'Hara, 2006). Employees with high EI are better able to

appraise and regulate their own emotions than employees with low EI. They also may be more aware of the factors that trigger positive and negative emotions for themselves, and in turn take appropriate action to mediate those triggers or navigate the emotions. For example, employees with high EI are better able to identity frustration and stress and then regulate those emotions to reduce the stress. These employees often are more resilient because they are able to discover the cause of the stress and develop strategies to deal with its negative consequences (Sy, Tram, & O'Hara, 2006). Another study of 44 analysts in a Fortune 400 company found similar links between high EI and job performance, job satisfaction, mood, and stress tolerance (Lopes, Grewal, Kadis, Gall, & Salovey, 2006).This study also found links between high employee EI and interpersonal facilitation as ranked by colleagues. Lopes and colleagues (2006) believe that EI contributes to high job performance and satisfaction because EI skills help people to regulate their emotions to cope effectively with stress, perform well under pressure and adjust to organizational change.

Developing Emotional Intelligence

While researchers debate whether emotional intelligence is genetic or developed, studies and practice show that EI can be improved (Cherniss, Goleman, Emmerling, Cowan, & Adler, 1998). Even though EI increases with age, some mature people need help to enhance their EI (Goleman, 2004). Many traditional training programs do not improve EI because they focus on cognitive learning as opposed to emotional learning (Cherniss et al., 1998). Cognitive learning, which involves fitting new data and insights into existing frameworks, focuses purely on the neocortex where cognitive abilities are based (Cherniss et al., 1998). EI emerges from neurotransmitters in the brain's limbic

system, which governs feelings, impulses, and drivers. Emotional learning requires retuning the limbic circuit through training that helps people break habits and then establish new ones. This involves a long learning process that can be difficult for the learner and involves significant practice (Cherniss et al., 1998; Goleman, 2004). After surveying the available EI research, Cherniss and Adler (2000) developed an optimal process for developing EI, which is summarized in Figure 1.

Figure 1 shows four phases that make up the process: secure organizational support; prepare for change; train and develop; and encourage, maintain, and evaluate. The first phase secures leadership buy-in and develops an approach that meets the needs of the organization. This phase, which is more focused on the organization than the individual, sets the organization up for a shift in employee behavior which is essential for success. The next three phases focus on the individual and motivation is key in each of these. Since developing one's EI requires the hard work of change, the preparation phase is critical for creating the motivation for change. Motivation continues to be important in the training phase and is enhanced by a strong relationship between the trainer and the learner. The encourage and maintenance phase is particularly challenging for learners since old habits will be reinforced when they return to their normal work environments. The tasks of the encourage and maintenance phase help create an organizational environment that supports the new learning. The evaluation task leads to the continuous improvement of the training program as effective components are used again and less-effective ones are improved (Cherniss & Adler, 2000)

Figure 1

The Optimal Process for Promoting Emotional Intelligence in Work Organizations

Secure Organizational Support	Prepare for Change	Train & Develop	Encourage, Maintain, Evaluate

Move when the timing is right

Find a powerful sponsor

Link to business need

Emotionally intelligent leadership

Self-managed development team

Use research

Maintain quality

Infuse throughout organization

Assess organization needs

Assess individuals and deliver results with care

Set clear, meaningful, manageable goals

Make learning self-directed

Adjust expectations

Foster positive relationship between trainer and learner

Use models

Rely on experiential methods

Lots of practice and feedback

Inoculate against setbacks

Build in support

Create an encouraging environment

Conduct on-going evaluation research

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One study looking at EI development followed two groups of fully-employed business students (Groves, McEnrue, & Shen, 2008). It found that the group that participated in an 11-week intensive EI training program had statistically significant EI gains in pre/post EI assessment. The second group, which took an undergraduate management course that did not address EI or emotion-related topics, did not show any significant pre-/post-test difference in their EI assessment. The EI training program was designed around the four dimensions of Mayer and Salovey's model. Groves and colleagues (2008) chose this model because it focuses on EI skills and abilities as opposed to personalities type, personal characteristics, or competencies, which are harder to change. The training program was individualized to focus on the goals participants set for themselves and emphasized behavior change. It included five self-assessments (including tools and surveys to gauge both current EI ability and readiness to engage in EI development), creation of a self-development plan, peer coaching, interviews, ongoing feedback from classmates and coworkers, readings on EI models, interim progress reports, meetings with the instructor, weekly journaling, and a post-training EI assessment (Groves, McEnrue, & Shen, 2008). The EI Self-Description Inventory (EISDI), based on Mayer and Salovey's model, was used for the study's pre-/post assessment of EI abilities. Groves and colleagues (2008) designed and tested this inventory specifically to evaluate leadership development application and organizational phenomena. Even though this study did not look at the maintenance of EI skills past the 11 weeks, many students used their skills on the job in their self-development plans.

McKee (2015) emphasized that EI cannot be developed unless a person is invested in changing their behaviors. However, getting a person to this place of

investment cannot be required or incentivized. Individuals need to find a deep and personal vision of their own future, then realize that their current ways of operating might need adjustment to realize this future (McKee, 2015). People take the first step towards this by reflecting on what's important in life and hopefully coming up with a vision of powerful and positive relationships with family, friends and coworkers. Once this vision is established, individuals need to gather feedback from trusted family, friends and colleagues on the current state of their EI. This can be done in a variety of ways, from informal conversations to formal 360-degree feedback instruments. After the current state and desired future are established, a gap analysis is done and a plan is made to close the gap (McKee, 2015).

These methods of developing EI can be applied to teacher leaders. The Emotionally Intelligent Teacher Workshop provides tools and structures to take participants through all phases of the model illustrated in Figure 1. The first phase of securing organization support happens when a principal or teacher identify the need for EI skills and the principal approves this development opportunity. The prepare for change phase is when teachers and administrators opt in by signing up for the workshop. Ideally, the staff would choose to attend this workshop because they want to improve their EI. The workshop itself is the train and develop phase. In the workshop, participants learn about the four EI abilities and have the opportunity to try these out through various exercises. The encourage and maintain phase happens when the participants take the strategies and activities they have learned back to their classrooms and schools and use them there. The evaluation portion of the final phase takes place through the questionnaire all participants are asked to complete after the workshop.

Summary of Themes and Implications for Developing EI in Teacher Leaders

The research shows two major problems in the education profession right now: 1) Many of the professional development activities for teachers are not effective and 2) Teacher stress, burn out, job dissatisfaction are at an all-time high, causing more and more educators to leave the profession (e.g., TNTP, 2015; Boston Consulting Group, 2014; Sy et al., 2006; Lopes et al., 2006). To counter these issues, a growing body of research shows high levels of EI correlate with less stress, job satisfaction and reduced burnout. Additionally, researchers, adult learning experts, and experienced educators are developing and testing an increasing number of programs to help professionals improve their EI.

Existing research provides insights into the study questions for a limited population. There appears to be some trends when it comes to developing EI. Effective EI development efforts are individualized, continuous and consistent, and supportive (eg., Groves et al., 2008; Boston Consulting Group, 2014, Cherniss et. al., 1998). Small positive behavior changes along the way need to be recognized and rewarded. The most common first step in the EI development process is data gathering and goal creation (eg., Barth, 2001; McKeee, 201; Groves et al., 2008). Data collection happens in a variety of ways: an informal gathering of feedback from friends, family, and colleagues; a formal 360 feedback assessment; an EI self-assessment, such as the EQ-I; or an EI behavior assessment such the MSCEIT. Once data is collected, the most effective programs have individuals use it to create a goal or vision for success based on this data and the shifts they want to make. This goal leads to an action plan with exercises to intentionally build EI skills. A myriad of activities can be used for this. Most EI development programs

include learning about EI through reading or workshops, reflecting on what is learned, receiving coaching, collecting regular feedback, and practicing new EI skills. This process takes place over several weeks and months and benefits from support by family, peers or supervisors. Many formal EI training programs end with a post-assessment to measure improvement in EI skills. However, the process of developing one's EI is a continuous practice.

Teachers with high EI are better able to manage their emotions and the emotions of those around them (eg., Sy et al., 2006; Barling et al., 2000). As a result, they have improved relationships with their students, colleagues, parents and principals; are able to create a more positive and supportive learning environment; and promote academic success in the classroom and school.

While there is general agreement that EI is linked with successful leadership in all industries, most studies in the education sector are focused on principals (eg., Brinia et al., 2014; Barth, 2001). Significantly less research examines EI as a leadership development tool for teachers. While workshops such as *The Emotionally Intelligent Teacher* are used with teachers across the US, an opportunity remains to learn more about how programs that teach EI also contribute to improved teacher leadership capacity. This research addresses that gap and focuses on how schools and districts across the U.S foster teachers' EI skills and develop their leadership capacity. In the next chapter, the researcher outlines the methodology used to gather data from school administrators about current teacher leader development efforts, defines the interviewee sample, and explains how the data will be analyzed.

Chapter 3: Research Design

Research Methodology

The purpose of this study was to understand principals' perceptions and perceived attributes of strong teacher leaders, determine how these attributes link to EI and learn how these attributes are developed. Specifically, the researcher was interested in understanding how many of these attributes can be linked to EI skills, what methods have been most effective in boosting these teacher leader attributes, and what impact strong teacher leaders have on those they interact with on a daily basis. This chapter supports the study's purpose by outlining the research methodology, which includes research design, sampling methodology, data measurement and the data analysis procedure. This study was designed to further explore the research questions: What are the top attributes of teacher leaders? How are these attributes connected to EI skills? How is EI leveraged to help teachers develop leadership skills? What is the impact of teacher leaders' EI skills on students, peers and schools?

Research Design

Part of the research design was driven by analyzing the literature and to come up with emerging themes related to teacher leaders, EI training methods and teacher leader professional development. The researcher also investigated these topics through professional networks and connections in the education space. This study collected qualitative data by interviewing principals and assistant principals who are supporting EI development in their schools. The interviews were semi-structured with a core set of questions (see Table 1 below), that allowed flexibility for follow up questions and exploring the topics that principals and assistant principals wanted to discuss. The

researcher used the data collected to demonstrate how the perceived attributes of strong teacher leaders are directly related to EI skills, as well as to show trends of the impact these teacher leaders have on their schools, students, and peers. Additionally, the data showed how EI is effectively used in leadership development for teachers. The researcher's design was approved by an Institutional Review Board, and all training required by the Institutional Review Board was completed prior to conducting field research.

Sampling Methodology

The researcher conducted interviews with principals and assistant principals who supervise teachers from a variety of schools, school districts, and across multiple states. The researcher used convenience sampling (Maxwell, 2012) where participants were selected based on productive relationships the researcher had established through professional connections in the education field. The researcher interviewed eleven principals and assistant principals who had been identified as fostering strong teacher leaders and EI development among the teachers at their school. Through this sampling methodology, the researcher collected qualitative data from the administrator (principals/assistant principals) perspective on the development of strong teacher leaders and the impact they have on their schools.

These principals and assistant principals came from a variety of schools, districts and states. Six of these interviewees were principals or heads of schools, four were assistant principals, and one was a school district director of professional development and former principal. Theses participants live in six different states. Eight of them work at public schools, two work at private schools, and one works at a charter school.

Figure 2
Interviewee Population and Type of School
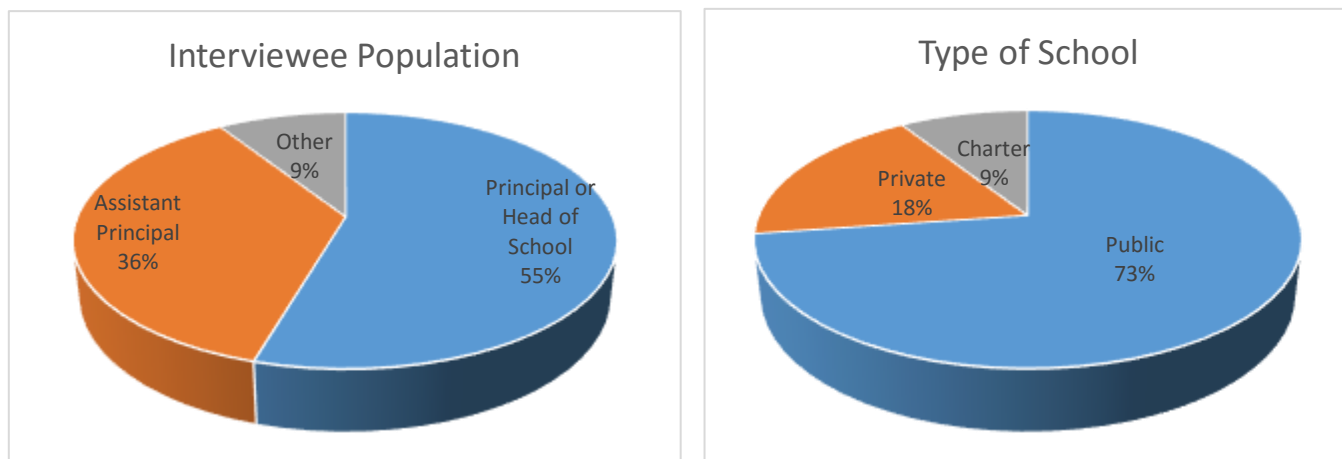
Data Collection

In an effort to collect qualitative data, the researcher used a variety of questions in the initial interviews. Since these were semi-structured interviews, at times questions were re-ordered and new ones added during the interview. The questions were designed to understand how those who supervise teachers perceived great teacher leadership and what the key attributes were. The questions also explored current teacher leader professional development programs and how EI is included in these programs. Additionally, the questions were designed to understand the barriers and challenges to teacher success and the best ways to help overcome these. The interview questions are listed in Table 1.

Table 1

Interview Questions

Starting Interview Questions

1. Tell me a little bit about yourself (what's your background? What are you doing now? How long have you been an educator? What grade levels? Etc.)
2. What are your greatest challenges leading teachers?
3. What are your greatest challenges developing leaders on your teaching staff?
    a. *Follow up questions if needed*
4. What behaviors and attributes of a teacher make you say "That's going to be a great leader?"
    a. How do you support and continue to develop and nurture these skills?
    b. How do these behaviors/attributes show up with parents? Colleagues? Administrators? Students?
5. What behaviors get in the way of teachers emerging as strong teacher leaders?
    a. Share a story or an example where you saw a teacher who was really struggling turn around. What was involved in that process?
    b. *Follow up questions if needed*
6. Describe the current professional development your school provides to teachers (when do you fit this in? How is it structured? What type of financial investment fo you make in teacher PD?)
    a. What percentage of PD is focused on curriculum competencies vs. EI content or soft skills?
7. If you were to give a thumb nail sketch of a teacher leader, what would that be?

Data Analysis Procedures

The researcher conducted a content analysis of the research participants'

responses. This process involved reviewing the data, generating categories and themes,

coding the responses, and creating diagrams to show the common themes. A second

coder reviewed the researcher's coding system to verify the content analysis. Key

perceptions and perceived attributes of teacher leaders, best practices around teacher

leader development and the impacts teacher leaders have on their schools were

summarized and can be found in Chapter 4.

Chapter 4: Data Analysis and Research Findings

This chapter summarizes the content analysis of the qualitative data collected through the interviews. Interview questions were designed to examine principal and assistant principal's perceived attributes of top teacher leaders as well as their perceptions of the challenges and barriers teacher leaders face in professional development. While no questions were asked directly about EI, the intention was to see how often principals and assistant principals referenced attributes related to EI. Three key themes emerged as part of a content analysis of the 11 interviews conducted: 1) common attributes of teacher leaders, 2) barriers that impede teacher success and 3) development strategies. The below tables and content outline the key themes in each of these three areas.

Attributes of Teacher Leaders Key Themes

Each interviewee brought a diverse set of perspectives, views and opinions about the top attributes of teacher leaders, however, several clear themes emerged among the interviews. The overarching themes include: child-centeredness; continuous self-improvement; relationship building with students' families; relationship building with colleagues; perceived attitude; focus on school mission, vision, and values; and influence on colleagues. Table 2 outlines these key attributes with illustrative quotes.

Child centeredness. One of the most referenced attributes of a great teacher leader was child-centeredness. Principals and assistant principals seem to see this as the critical component for their best teacher leaders, as reflected in their statements that came up in every one of the 11 interviews. One interviewee explained:

Table 2

Attributes of Teacher Leaders Key Themes

Attributes	Elements of the Attribute	Example	Frequency of Mention
Child-centeredness	Passion, kindness, service-focused, intentional, relational, communicative	"They've got the heart for the kids. They care for the kids. They're making decisions based on what's best for kids even though it might be uncomfortable for them. It's always in the best interest of our kids."	100%
Continuous self-improvement	Growth mindset, open minded, curious, reflective, introspective, self-awareness	"True master teachers intuitively don't ever think they're done growing"	100%
Relationship building with students' families	Community-focus, kind, communicative, connected, relational, authentic, trust-building	"Teacher leaders are deeply connected with parents in a real way. They know them. They know them well. They know what's going on, not just in the child's life, but the parent's life."	100%
Relationship building with colleagues	Connected, adaptive, communicative, collaborative, teamwork, trust-building, self-control	"the first things that a leader has to do and keep at the forefront of everything they do is building relationships with each and every teacher."	100%
Perceived Attitude	Optimistic, hopeful, positive, confident, driven, passionate, empathetic	"A teacher that is always looking outside of the box, and jumps in, that has that positivity, that has hope. A person… always [pushing] for more, those people are the leaders…it's the characteristics in their personality."	90.91%
Focus on school mission, vision and values	Service-focused, passionate, aligned, sense of self	"Aligning well with the mission of the organization you're serving is crucial because if you don't believe in what they believe in that rub will show itself continually throughout your practice."	72.73%

Table 2 (Continued)

Attributes	Elements of the Attribute	Example	Frequency of Mention
Influence on Colleagues	Influence, respect, adaptable, self-awareness, communication, facilitation, leadership, reflection	"There are leaders on our teaching staff who are teacher leaders because they have a really strong voice on the team. They're respected by their peers."	45.45%

"They have to have passion for being child-centered, doing what's best for the kids. When you're doing what's best for kids, sometimes you have to do things that are selfless and maybe not necessarily easy. You have to put the kids at the forefront of everything that you do."

Another interviewee had a similar opinion, emphasizing the importance of being able to communicate well with the students:

"I want to make sure that I have the best individual in there who is going to make sure that they know their kids…continue to get to know them throughout the year, have that great contact with them, communicate with them."

One interviewee explained she believed focusing on the children was more important than being charismatic or having a dynamic personality:

"A teacher leader can be dynamic. They could be charismatic, but if they don't have any results behind that, they're not a teacher leader. They haven't yet figured out how to translate that passionate energy into kids learning. A teacher leader doesn't leave any kids behind."

Another interviewee acknowledged that teacher leaders cannot possibly be good at everything the job requires, but "…what you can be good at is loving kids and putting learning at the center of the work that you do."

A few participants explained how they keep themselves and their teachers child centered. One interviewee shared:

"…one of the best pieces of advice a professor ever gave me was that if every day you do your job and you go home and you can say, 'The decisions I make, were they in the best interest of the student, of the

children?' If you can honestly answer that yes, then you should be able to sleep that evening."

Also common were comments about the importance of tying every decision that is made in a school back to the students:

"…they're making instructional and assessment decisions based on what's best for kids. I think that paramount for any leader in any position, it should always be about the kids. When we're having staff meetings or smaller group discussions, when I hear it come back to the very essence of why we're all here, that to me is someone who gets it."

Another underlying theme was a need for the teachers to be able to develop relationships with the child, to meet them where they are and provide the best learning environment. For example, one interviewee shared:

"every kid doesn't have to end in the same place, but they have to all end up further down the path than when they showed up…[Teachers need to have the attitude that] I'm here to serve your spirit and your learning, and I'm worried about that first. If that means I have to stay outside of the office hours, I'm going to do that. If it means I'm willing to eat at my desk with you…and have a conversation that helps further your learning, I'm going to do that. I do what it takes to make you have the best learning environment."

As these statements show being child-centered is an essential attribute that teacher leaders possess and that administrators look for in emerging teacher leaders.

Continuous self-improvement. A second common attribute of teacher leaders was an individual focus on learning. All 11 interviewees mentioned this trait in their stories and sharing about great teacher leaders, using such descriptors as a growth-mindset, open mindedness, and curiosity. Other related comments were about being reflective, self-aware and a desiring to continue to develop one's self. According to the principals and assistant principals, teacher leaders who continuously worked on self-improvement, inspired a passion for learning in their students. For example, one interviewee explained: "Because it doesn't matter where you are, if you're not a learner

and you don't enjoy learning, how are you going to communicate that to others?" Another

shared a story of a teacher who:

> "...had not deliberately and intentionally paid attention to the importance of their own learning and their own changing, and how they have to model it, because you can't give kids what you don't already have. This person was not realizing that they were expecting growth and learning in kids, but not demonstrating it for kids in their own practices."

Several other interviewees emphasized the importance of continuous self-

improvement to take risks and be more innovative. One principal explained: "…to

evolve, to grow, to change, to meet the needs of students, requires teachers to take great

risks and learn new things." Another stated:

> "It's really a growth mindset. If somebody sees that we don't have to do things the way that we've always done them, then we can be thinking about options, we can blow the doors off. We don't do this in education, but look at other industries, and other venues, and other places where things are happening that are innovative and exciting, and we need to say, how do we apply that to our work."

Reflection and self-awareness were also mentioned as elements of a learning

mindset focused on self-development. One principal explained that is what he looked for

when searching for strong teacher leaders:

> "I begin to look at what have they done to do self-development? Are they constantly reflecting or refining their practice? Reflection, I think, is a key indicator of a teacher who's going to be successful or a great teacher leader, are they constantly in that reflective state?"

As these interview excerpts demonstrate, administrators placed great emphasis on

teacher leaders being focused on continuous self-improvement.

Relationship building with students' families. Another key attribute of teacher

leaders was relationship building with students' families. This included building trust

with parents, supporting the student by being in tune with the family, expressing

empathy, exhibiting strong communication skills and having tough conversations with

parents. In all 11 interviews, participants shared the importance of teachers building

relationships with families through care, kindness, communication, connection, and authenticity. One interviewee outlined how relationship building with parents should come first:

> *"*They [parents] have to know that you care about them. From the minute you walk in [to the classroom], you're asking about their children, who they are, what they like. You're getting to know the parents as people, what their family stories are that are important to them, the history of the community. You have to do your homework and I think you have to go in building relationships before you do anything else because they're not going to eye anything you're showing unless they know you care about them.*"*

One principal referenced the work of Rick Ackerly, a speaker, educator and author, when explaining the importance of the teacher/parent relationship in supporting the student. The principal stated:

> *"Ackerly s*ays all students need a rational advocate, and an irrational advocate. Parents are the irrational advocate. They think their kids can do no wrong. Teachers are the rational advocate. They love the kids, and they see their flaws, and the partnership that the teacher and the parent builds is about slowly developing a rapport and a relationship that allows them to tell the truth about those things so that we're seeing all sides of the student.*"*

Another principal explained how strong teacher leaders have the needed relational and communication skills to form a partnership with parents:

> "…the ones that are able to have really positive conversations with parents, even about a not so great issue. They're the ones who are able to say that the child is having difficulties in their class, or there's a behavior concern. They're the ones that are able to bring the parents in as part of a team. A parent might come at them with some criticism and they're able to take it. They're able to explain things and to really communicate well that they have the child's best interests in mind."

As the above quotes show, teacher leaders have the skills and knowledge needed to build relationships with families.

Relationship building with colleagues. Besides building relationships with families, strong teacher leaders also built strong relationships with their colleagues. All

11 interviewees discussed how these relationships led to a variety of positive impacts

among teachers such as teamwork, collaboration, communication, and trust. One

administrator explained:

> "…the first things that a leader has to do and keep at the forefront of
> everything they do is building relationships with each and every teacher.
> That is challenging. You have people who take more of your time than
> others and you cannot forget that every teacher, every person in that
> building, teacher, paraprofessional, cafeteria person, custodian, they all
> matter."

Another principal explained how good relationships with a teacher's colleagues

sets a great teacher leader apart from a great teacher:

> "What's most important if you're talking about teachers, they have to have
> the respect of their colleagues, and sometimes really strong teachers don't
> always have that for one reason, whether it's jealousy or maybe they've
> rubbed people the wrong way."

. Ten of the 11 interviewees talked about the importance of teacher leaders having

strong communication skills, an important element for building strong peer relationships.

For example, one principal shared:

> "In a meeting, they are the ones that, even if they have something more
> critical to add, do it in a respectful way. They know how to communicate
> appropriately, they're approachable. It doesn't just mean being Susie
> Sunshine all the time, but if they disagree with something they're able to
> express it in a way that doesn't create tension, but moves you along toward
> looking for a solution."

Another principal explained that teacher leadership:

> "…has to show up in the way we communicate with each other, there's an
> expectation for graciousness, for kindness, for collegiality, and
> collaboration. For a flow of ideas, for a way to have hard conversations if
> things do come up, and they do.… there should be [relationships and
> structure] in place, so when that push comes, it isn't about that person
> being a leader or not, we are right back to how do we share ideas, and how
> do we share direction of where we want to go."

As the excerpts above show, principals and assistant principals view the

commitment to and skills for building strong relationships as an essential attribute for

successful teacher leaders.

Perceived Attitude. Ten of the 11 principals and assistant principals discussed the attitudes and resulting behaviors they perceived in their top teacher leaders. These attitudes included optimism, positivity, hope, passion, drive, confidence, and empathy. One principal referred to these attitudes as "the fire in our belly." Another principal referred to them as "non-cognitive skills," which are "building things like empathy, and wit, and all that other kind of stuff." An assistant principal described a teacher with a passionate attitude as "fabulous, confident, knew what she was doing, did not need a lot of guidance from me, a real self-starter kind of person." Confidence came up in several other interviews as an important attitude teacher leaders possessed that is a helpful component in classroom management. One principal explained the need to support your leaders so "that they can begin to build self-confidence. With confidence, comes competence or the other way around, with competence, comes confidence."

Interviewees also talked about how these attitudes showed up in teachers' interactions with colleagues, students and colleagues and their impact. One principal commented, "If a teacher is confident in what they're doing and what they know, but they are humble and vulnerable with parents, then they've really integrated that parent into the classroom… teacher leaders are deeply connected with parents in a real way." Another principal explained how these attitudes are important in the way teachers interacted with their students, stating:

> "That's where it comes back to positivity, energy, passion, hopefulness. They believe in the potential of every child. I think then as a teacher leader…you need to believe in the potential, the greatness of the people that you work with and serve. If you don't, you will not grow them."

These attitudes are also linked to continuous self-development. One principal explained how these attitudes motivated teachers to find the time for self-development

work, explaining, "If somebody is passionate, and energetic, they'll find the time. You make the time. When you go home, and you are like, I have to read about what that person is saying, it's because you're intrinsically motivated. 'I want to know.'" As the above quotes show, this perceived attitude of teacher leaders being passionate, confident, driven, empathetic, optimistic, and positive was another key attribute of top teacher leaders.

Focus on school mission, vision and values. An attribute of teacher leaders that surfaced in eight of the 11 interviews was alignment with the school's mission, vision and values. One principal explained, "Aligning well with the mission of the organization you're serving is crucial because if you don't believe in what they believe in that rub will show itself continually throughout your practice." Another principal explained that when teacher leaders aligned themselves with the mission, they upheld the best interest of the school in their decision-making, even though the results weren't always positive: "As they're making decisions, as long as they're making decisions that align to those values and beliefs that we said were part of that vision, then any decision's the right one. Even if it doesn't work." One principal went so far to explain that she did not accept the importance of creating a school mission and vision until she had gone through the process and seen the impact it had on her school:

> "I was always skeptical about [creating a mission and vision], because I would always joke about it being fluff stuff. But after going through that process with my leadership teams and then with the whole staff, I couldn't imagine not having those things there to really guide our work, because that also helps us in determining what's a priority and what isn't. Is this really something that we should be doing? …[Deciding if we] are we getting too far away from our mission when we do this?"

Administrators clearly believe that a large part of their role is to lead the teachers and staff in living out the school mission, vision and values. However, they also relied on strong teacher leaders to help them with that effort.

Influence on Colleagues. In five of the 11 interviews, administrators referenced the teacher's ability to influence their colleagues, an attribute that builds on the attribute of relationship building with colleagues. Teachers who are able to leverage their relationships to influence their colleagues are likely to be more successful teacher leaders. Interviewees shared that great teacher leaders had the respect of their peers. One principal explained:

> "A teacher leader is somebody who is currently in the trenches as a teacher and is able to have a broader impact on their colleagues. It could be in so many different ways, whether they're the person that you bring teachers to go and observe, or they're the people who are leading meetings…you're able to use their strengths to help improve others and move others along in the process."

An assistant principal shared how having teacher leaders lead staff presentations is more valuable to their colleagues:

> "I always look towards my teachers who are doing a stellar job…that I know have an area of interest or strength and I get them to work with me. We do things as a team, together, because when teachers see their colleagues up there presenting, and how they utilize this particular skill or concept or strategy or technology in their classroom, it holds more weight for them."

When teachers have the skills to influence their peers, they can be successful leaders and help other teachers improve in their roles.

Barriers that Get in the Way of Teacher Leaders

Besides identifying teacher leader attributes through the research, the data analysis identified a long list of barriers that get in the way of teachers being effective leaders. Not surprisingly, many of these barriers were a lack of the top seven common

attributes and fell into two areas: 1) fear and insecurities and 2) lack of relationship

building skills. Table 3 outlines these barriers.

Lack of relationship building skills. Challenges with relationship building was a barrier

that emerged in eight of the 11 interviews. Administrators shared that teachers often

struggled with relational skills exhibiting poor communication with colleagues, difficulty

establishing trust with peers, and not wanting to provide any leadership for fear of what

their peers may think. An assistant principal shared the impact that this lack of

communication can have on a school:

> "I see if they're not communicating with their team, then that's going to
> cause me problems in school. If they're not communicating with kids and
> working with them, then I'm going to be getting all these parent phone
> calls, and all these student concerns and complaints and everything."

Table 3

Barriers to Effective Teacher Leadership Key Themes

Barriers	Elements of this Barrier	Examples	Frequency of Mention
Lack of relationship building skills	Lack of communication, fear what others might think, individualistic approach	"Are you focused on being the center of attention because I'm a leader now? Or are you focused on other people and making their lives better? If you do not have that servant spirit in you, that's the wrong reason to do things."	90.91%
Fear & Insecurities	Fear of change, lack of confidence, self-doubt, unaware of potential, lack of self-awareness, fear of failure & risk taking	"Self-doubt. People really don't know that they have some sort of a gift to share. They don't think what they are doing is anything special, or anything unique."	81.82%

Another principal discussed what happens when teachers are afraid of what their colleagues think of them:

> "I think the biggest challenge is their fear of how [taking on a leadership role] is going to be received by their colleagues. Convincing them that, that risk is okay to take, when they are worried about the change it will have in their relationship with their colleagues."

One Assistant principal shared a story of a new teacher arriving and "…trying to do some things but she didn't have the relationships with the teachers to have their trust." The interviewee went on to explain the teacher didn't achieve success until she was able to form those relationships.

Fear & Insecurities. Besides affecting their relationship skills, fears and insecurities were listed by nine out of 11 interviews as posing other challenges for teacher leaders. These ranged from fear of taking risks and fear of change to self-doubt, lack of confidence, lack of self-awareness and an inability to see one's potential to contribute. One principal explained that one of the main challenges that teachers face "…is self-doubt. People really don't know that they have some sort of a gift to share. They don't think what they are doing is anything special, or anything unique." Another principal described why fear was a major challenge for teachers:

> "The reason I say fear is, what it really means to evolve, to grow, to change, to meet the needs of students, requires teachers to take great risks and learn new things…teachers get in their own way when they think every kid should be easy, every kid should be intelligent in the way they define intelligence, and when they hit stumbling blocks they get frustrated and don't know what to do."

Five of the 11 interviewees observed that teachers do not always see their leadership potential, as evidenced by this assistant principal's comment: "I see that many teachers don't see themselves as leaders. That's a mind shift for them. They see leader as a positional title, instead of the leader they can be contextually in their environment with

students and with their peers." While administrators mentioned a wide range of barriers and challenges in the interviews, as the above comments show, the most common ones were lack of relationship building skills, fear and insecurities.

Teacher Leader Development Strategies

The below table shows themes extracted from the interviews related to the professional development strategies used in schools and how the top attributes of strong teacher leaders are nourished and developed.

Table 4

Teacher Leader Development Strategies

Theme	Message	Example	Frequency of Mention
Administrator Recognition, Encouragement & Empowerment	Administrators creating an environment of support and empowerment, where teachers are encouraged to achieve their goals and reach their full potential.	"As an administrator leader, you need to believe in the potential, the greatness of the people that you work with and serve. If you don't, you will not grow them. That's true if you're a teacher leader working with colleagues…You've got to believe that everyone has that kind of potential, just like a teacher leader does in their classroom. You got to walk that talk."	100%
Collaborative & Peer-focused	Development that occurs through collaboration with colleagues.	We do things as a team, together, because when teachers see their colleagues up there presenting, and how they utilize this particular skill or concept or strategy or technology in their classroom, it holds more weight for them.	100%

Table 4 (Continued)

Theme	Message	Example	Frequency of Mention
Coaching & Mentoring	One-on-one time with an administrator, instructional coach, or experienced teacher working on a specific development area or goal.	"Everybody needs a coach. That's kind of our philosophy. They're modeling for them. They're giving them feedback. They'll stay and watch them teach. They'll arrange for them to go out and see other teachers. Then they'll have time to debrief and reflect with those people that they're watching."	90.91%
Differentiated support & development	Meeting teachers where they are at by providing different types of support and development based on their goals and needs.	"A lot of times in schools, we talk about differentiating for kids, but the teachers have needs too. We differentiate our staff development according to teachers' needs and we try our very best to get the teachers what they need."	90.91%
Job embedded opportunities	Provide opportunities for teacher development within their current job responsibilities or provide time during the school day.	"I would say first and foremost, job embed. As much as you can do with the teachers in their time, in their classroom, in their environment, not pulling them off and giving them these one shot experiences."	81.82%

Administrator Recognition, Encouragement & Empowerment. One theme mentioned in all eleven interviews regarding teacher leader development is the need for administrator recognition, support, encouragement and empowerment. This included acknowledging teachers when they do a good job, being aware of teacher's goals, helping teachers realize their potential, nudging teachers into leadership roles or new opportunities, backing up teachers in their decisions, and asking the right questions to

help teachers solve problems. Several administrators saw this as the core of their job; one

principal stated, "My job, I think, is mostly to help people realize their gifts, and help

them unwrap those gifts and realize that the world needs them, and that starts with our

school." Another explained, "I pay homage to someone who took care of me. My job is

to help you be the best version of you that you want to be in your job." Administrators

talked about various ways they showed their support and helped their teacher leaders

reach their potential. One assistant principal emphasized the importance of simple

recognition:

> "You've got to recognize it. You've got to name it. You've got to follow-up with that person. Let them know what you saw, and the positive impact that it had, and to encourage them to keep going, to keep doing that... That's what makes people feel better. That's what builds them up, gives them the confidence to become even better."

Another principal identified the importance of presenting teachers with

opportunities:

> [What] "I've learned is that I have to be a lot more specific in bringing opportunities to them. I can't just put it out there, 'Is anybody interested in this or that?' I need to have a clear match for them like, 'You'd be a great collaborative team leader,' and approach them with something specific to do."

One principal emphasized the value of helping teacher leaders advance

professionally:

> "I'm trying to have conversations to see what is that next step for those people and trying to help them reach those goals. Even though it could be to the detriment of me later on down the road, I know it's the right thing to do. I know I'm getting the most out of people that way, because they see I'm trying to support them the best I can."

While the way principals and assistant principals recognized, supported, and

empowered their teacher leaders varied, all agreed that administrator support was

essential to developing and nourishing teacher leaders.

Collaborative and Peer-Focused. A second theme that emerged from all the interviews was that professional development needed to be collaborative and peer-focused, which overlaps with other themes in the data. Every administrator talked about professional development time that was dedicated solely to colleague collaboration. One administrator explained:

> "…it's also important to give them opportunities to come together, whether it's digitally through social media and that kind of support, back channel discussions, and articles, and course type things. …then they also have opportunities to come together as a group."

An assistant principal emphasized the importance of allowing teachers to manage their collaboration time: "…giving people time for whatever they, as a department or as a team, want to work on. Just validating that, they can self-manage. We don't have to oversee everything." Professional learning communities (PLC) also came up as a common type of collaborative development. One principal explained:

> "Teaching the PLC process…they live authentically by someone who's facilitating, so I work with the facilitators…how do they as a teacher model that for their peers and how do they lead that conversation, that reflective dialogue among their peers."

In some cases, the collaboration time may be used to adjust to a new structure: "The professional learning community process… is new learning for all of us, myself included, so this first month and a half, has just been getting teachers used to the process of what that collaboration looks like." While topics vary, collaborative and peer-focused development is a common strategy used for professional development.

Coaching and mentoring. Coaching and mentoring is a development strategy mentioned in ten of the 11 interviews. Some interviewees talked about the importance of coaching to help struggling teachers while others referenced coaching as a way to support

and develop strong teacher leaders. Often times coaching was part of the school structure;

other times it happened informally. One assistant principal explained:

> "I coach seven people, and some of them need more support than others, and they get more support than others. I've also reached the point in my career where certain teachers needing more support doesn't mean that I am going to not develop my stronger teachers too."

Several administrators talked about using coaching to help teachers achieve their

potential. For example:

> "He needed a good coach to really be honest and have some of those critical conversations with him about what they were seeing. I really saw that he put the work in and asked for a lot of feedback. If you're investing the time to get better and you've got people coaching you along the way, then you can."

Another principal talked about using coaching to help teachers overcome

challenges they face:

> "I try to put myself in the coach mindset and at that point, come to a deeper understanding about why they think the way they think and why they feel the way they feel and then help them work through their own barrier to being a part of where we're going and what we're doing."

Some principals support their emerging teacher leaders by providing them

opportunities to practice in coaching on the job: "We start to get teacher leaders who

teach and also coach another teacher because we're moving them in that direction in the

skills they want to develop and are interested in." As the above statements show coaching

in one form or another is an important development strategy.

Differentiated Support and Development. Ten of the 11 interviewees talked

about the value of differentiating the support that is provided to teachers rather than

offering the same professional development workshops to everyone. One principal noted:

> "I fortunately have been able to be a part of communities and organizations that now use not a one-size-fits-all model, and be able to identify what different teachers need and provide the right support…making sure that everybody is getting what they want and

getting the support they need. If you get stronger here, we're going to do more of this."

Another principal talked about the different needs of her staff:

> "When I see teachers who have the potential to lead, then I'm trying to coach them up… I've got eight teachers who I don't have to do anything to promote them as teacher leaders…Sometimes it's helping them temper it. Then I've got about 12 teachers who have the potential, they just don't realize it from within. That's where the coaching comes through, and I'm identifying [how] every person is different."

One principal explained that to differentiate you have to start by taking teachers through a goal writing process:

> "I've developed a goal setting and observation feedback loop that I use with my leadership team…That has built a process for evaluating how people set goals, how goals are aligned with the organization and their personal growth, so that we have enough visibility about what matters to teachers that we can continue to put those opportunities in front of them."

Even though it took different forms in different settings, administrators valued differentiated learning for the development of their teachers,

Job Embedded Opportunities. Although a wide range of professional development structures emerged from the data, nine of the 11 interviewees discussed embedding development offerings into workdays and meetings. In some instances, this involved carving out time in staff meetings for teachers to apply new learnings. In other cases it involved creating opportunities for development within teachers' daily work schedule, such as allowing them to facilitate meetings or integrate more reflection time into their day. One assistant principal explained:

> "When we do professional development, we make sure that 30 to 50% of that time that's allotted for it is actual work time, like, 'Here's some new ideas. Now start prepping for it. Now start planning it. Work in your team.'" Another principal explained how they, "had embedded in the schedule, once a week early release, where teachers had an hour and fifteen minutes of time to collaborate, every week."

Four interviewees had budgets for full or part day substitute teachers, allowing teachers time outside of the classroom to collaborate and learn with others across grade

levels and subjects. Three administrators helped teachers develop presentation or facilitation skills by having them present at staff meetings or facilitate grade level meetings. One principal shared how he brought learning into every meeting, by ending meetings with the questions, "What are you taking away from this meeting that you didn't have when you walked in this room? What learning took place?" Several administrators mentioned that many times learning comes from the daily experience of teaching, especially for new teachers. For example, one principal reflected on working with a new teacher: "In working with her, and … in thinking about how she grew, a lot of it was learning what to address and … what kinds of experiences do they just need to learn the hard way by making a mistake in order to figure out what to do better the next time." As the above excerpts show, embedding development opportunities for teacher leaders in their daily work schedule is an efficient and effective form of supporting teachers in developing leadership skills.

Summary

This chapter outlined the three groups of themes that emerged from the content analysis of the interview data. The first group of themes covered attributes of teacher leaders, answering the question of "What are the top attributes of teacher leaders?" The second group of themes focused on barriers that get in the way of success. The third group of themes looked at teacher leader development strategies, examining the question of "How is EI leveraged to help teachers develop leadership skills?" In the final chapter, questions of "How are these attributes connected to EI skills?" and "What's the impact of teacher leaders EI skills on students, peers, and schools?" will be addressed. The final chapter will also explore whether the research findings refute or support the data

discussed in the literature review, outline implications for practice in the field,

hypothesize about the impact that EI development strategies could have on professional

development, summarize limitations and propose recommendations for areas of future

study.

Chapter 5: Summary, Conclusions, Limitations, Recommendations

This study identified top attributes of teacher leaders, how they are connected to EI skills, professional development strategies for teacher leaders, and the impact those attributes have on students, colleagues, and schools. This study addressed the following research questions: (1) What are the top attributes of teacher leaders? (2) How are these attributes connected to EI skills? (3) How is EI leveraged to help teachers develop leadership skills? and (4) What is the impact of teacher leaders' EI skills on students, peers and schools? This chapter concludes the research study by identifying whether the data collected supports or refutes the data discussed in the literature review, sharing implications for practice in the field, highlighting recommendations for further research and explaining limitations of the study.

Conclusions

The findings that the principal investigator uncovered during her research reinforced many of the themes from the literature reviewed earlier in this study. As Table 5 shows, all seven of the attributes of teacher leaders' key themes map directly to Goleman's (2004) four domains of EI. All attributes connect to multiple EI competencies and they all connect to both personal and social EI domains.

Continuous Self-Improvement. Not only are the attributes connected to Goleman's (2004) domains, they also link to other themes. The Emotionally Intelligent Teacher Workshop emphasizes the importance of both reflection and paying attention to emotions in developing EI skills (Brackett & Katulak, 2007). Likewise, the interview research found reflection to be important in continuous self-improvement. Interviewees mentioned paying attention to emotion as they discussed the attributes of relationship

Table 5

Goleman's Four Domains of Emotional Intelligence with overlay of Attributes of

Teacher Leaders Key Themes

Personal EI Competence	
Self-Awareness	**Self-Management**
Emotional self-awareness • Continuous self-improvement (self-awareness, curious)	**Self-control** • Child-centered (intentional, service-focused) • Relationship building with colleagues (self-control,
Self-assessment • Influence on colleagues (self-awareness, reflection) • Continuous self-improvement (reflective, introspective) • Focus on school mission, vision and values (sense of self)	**Transparency** • Relationship building with families (communicative, authentic)
Self-confidence • Perceived attitude (positive, optimistic, confident)	**Adaptability** • Continuous self-improvement (open minded, growth mindset) • Relationship building with colleagues (adaptive)
	Achievement driven • Perceived attitude (driven, passionate) • Focus on school mission, vision and values (passionate)
	Initiative • Continuous self-improvement (driven)
	Optimism • Perceived attitude (positive, hopeful, optimistic)

Table 5 (Continued)

Social EI Competence	
Social-Awareness	**Relationship Management**
Empathy • Perceived attitude (empathetic) • Relationship building with families (kind, connected, authentic) • Relationship building with colleagues (connected)	**Inspirational leadership** • Influence on colleagues (leadership, facilitation, communication) • Perceived attitude (optimistic, hopeful, positive, confident, passionate)
Organizational awareness • Influence on colleagues (leadership, reflection) • Focus on school mission, vision and values (service-focused, aligned)	**Influence** • Child-centeredness (kindness, intentional, relational) • Influence on colleagues (influence, respect, facilitation, communication)
Service orientation • Influence on colleagues (leadership, adaptable, facilitation) • Child-centeredness (service-focused, intentional) • Focus on school mission, vision and values (service-focused) • Relationship building with families (community-focused, connected, relationship, trust-building) • Relationship building with colleagues (connected, adaptive, collaborative, teamwork, trust-building)	**Developing others** • Child-centeredness (service-focused, relational) • Influence on colleagues (influence, facilitation, leadership, adaptable) **Change Catalyst** • Continuous self-improvement (growth mindset, curious, reflective) • Influence on colleagues (influence, leadership) **Teamwork and collaboration** • Relationship building with colleagues (connected, collaborative, teamwork, trust-building) • Relationship building with families (connected, relational, trust-building)

Goleman's domains and competencies in bolded text.
Attributes of Teacher Leaders Key Themes in simple text.

building and child-centeredness. McKee (2015) explained how people can only develop EI if they are interested in changing their behaviors and aligning this change with their values. Only after they have worked through this first step can they assess their current EI skills, get feedback and make a development plan (McKeee, 2015). This aligns with the theme of continuous self-improvement – in order to develop EI skills as a teacher leader, a teacher must first be committed to their self-growth. McKee's (2015) emphasis on values alignment is supported by the research theme of focus on school mission, vision and values. Behavior change needs to be aligned not only with one's personal values, but also with the values and mission of the school.

Relationship Building and Influence on Colleagues. Themes around relationship building and influence on colleagues were prevalent in both the literature review and the research. Barling, Slater, and Kelloway's (2000) found that emotionally intelligent leaders who know and can manage their emotions are better role models who are trusted and respected by their followers. This is in direct alignment with the influencing skills that strong teacher leaders described in the interviews appear to possess. This study was one of several that validated the research finding of the importance of relationship-building skills for teacher leaders. It found that leaders with good empathetic and relationship management skills understand the needs of those they lead and then interact with these colleagues accordingly (Barling et al., 2000). The literature review also explored an SEL study that showed when teachers' EI and the collective EI of the school improved, the relationship between adults and students in the school improved as well (Elias et al., 2006). A study by the Athens University of Economics found school leaders' EI skills affect the relationships they form with

colleagues. It found school leaders' level of confidence, as well as their communication, interpersonal and listening skills, directly correlated with their ability to "adopt innovation, to activate his or her colleagues, to manage and develop the team" (Brinia et al., 2014, p. 40). Since high EI leads to improved relationships and relationship building is a top perceived attribute of teacher leaders, the case is built for EI skill building to be an important part of teacher leader professional development.

Teacher Leadership Development Strategies. Overall, the development strategies explored in the literature review align with those found in the research. As mentioned in the first chapter, the Boston Consulting Group and TNTP studies observed that teacher professional development is a large investment of money and time ($18 billion a years and 19 days a year), yet much of what is currently happening is not deemed effective. The Boston Consulting Group (2014) found that teachers want professional development that is relevant, interactive, and sustained over time. They prefer it be delivered by those who understand teachers' experience and treat them like professionals. The interviewees in the research listed many of these same components as the study described as effective professional development. Specifically, they mentioned five strategies: administrator recognition, encouragement and empowerment; collaborative and peer-focused; coaching and mentoring; differentiated support and development; and job embedded opportunities.

Administrator Recognition Encouragement and Empowerment. All 11 interviewees and several studies in the literature review stressed the importance of administer recognition, encouragement and empowerment in teacher leader development. Barth (2001) found that all teachers have leadership capacity that is waiting to be

unlocked. They write that strong support from administrators is key to cultivating and developing this potential (Barth, 2001). Cherniss and Adlers' (2000) Process for Promoting EI in Work Organizations (Figure 1) includes several steps that are dependent on supportive leaders. For example, Cherniss and Adlers' (2000) process recommendations include having a "powerful sponsor" and "emotionally intelligent leadership," as well as creating "an encouraging environment" (Cherniss & Adler, 2000 p. 64). This is in direct alignment with interviewees' emphasis on teacher success being linked to school administrators seeing and cultivating the potential of their teachers as well as creating a supportive environment for growth.

Collaborative and Peer Focused Development. Another important finding that supported the literature review was the importance of collaborative and peer focused development. The interviews made it clear that activities done as a team, allowing teachers to learn from and with each other, was a valuable professional development technique. These types of activities allow teacher leaders to cultivate their skills and include presenting or facilitating learning sessions, observing and coaching fellow teachers, or sharing best practices. They also promote relationship building with colleagues, which was identified as a top attribute of teacher leaders. The MetLife study emphasized the value of this type of development by showing that high job satisfaction correlates with time to collaborate with other teachers (Markow & Pieters, 2011). The TNTP study found that one of a few development activities that teachers reported being valuable to their growth was observing excellent teachers, a form of peer-focused development. Again, this emphasizes the value of collaborative development strategies (TNTP, 2015). The literature review and the research suggest more schools should use

collaborative professional development opportunities in their regular offerings to counter the low job satisfaction among teacher that was found in the literature.

Coaching and Mentoring. Teacher coaching and mentoring was a third strategy for professional development found in the literature review and supported by the research. It was mentioned by almost every interviewee as a way to help both struggling teachers and to develop strong teacher leaders. Coaching is especially valuable in developing EI skills. A coach can help teachers identify the EI areas they need to work on and then provide regular feedback as they develop these EI skills. While coaching is valuable for developing a variety of skills, it is especially helpful to teachers working on continuous self-improvement. The study done by the Boston Consulting Group (2014) found that coaching was one of a few strategies that directly improved teaching practice. When discussing coaching practices, interviewees implied that it almost always included some sort of reflective practice. This aligns with Avalos (2011), who found reflective experiences to be a part of effective teacher development programs. Darling-Hammond (2001) emphasized the importance of mentoring programs for new teachers. These types of induction programs not only provide support to new teachers, but also provide a leadership development opportunity to teachers aspiring to build their teacher leaders skills. As an effective development strategy, coaching also has the ability to help teacher leaders improve their self-awareness, self-management, social-awareness, and relationship management, therefore, improving overall EI skills.

Goal Setting and Differentiated Development. Goal setting and differentiated development was another theme present in the literature review and supported by the research. Both the TNTP (2015) and the Boston Consulting Group (2014) studies showed

that when teachers can choose their professional development based on self-identified needs, its impact is higher. Helping teachers choose the best development options often starts with setting development goals, which Barth (2001) found to be one of the three elements of successful professional development programs for teacher leaders. Almost half of the interviewees had goal setting processes for their teachers to support their leadership development. Once teachers have a goal in place, administrators are able to provide differentiated development opportunities to help achieve the goals. These opportunities ranged from regular coaching to giving the teacher a formal leadership role. Groves, McEnrue, and Shen (2008) found EI development worked well when students set their own goals and their development program was individualized to focus on these goals. Using a variety of development techniques such as peer coaching and ongoing feedback, the program was individualized to the needs of each participant (Groves, McEnrue, & Shen, 2008). Overall, both the literature and the research show that individualized and differentiated development is effective for developing teacher leaders, especially in concert with the other strategies already mentioned, such as coaching, mentoring, collaboration, and administrator support.

Implications for Practice

Since every school is different because of factors such as location, district policies, funding, and teachers professional development needs, no one approach works for developing teacher leaders' EI skills. This is likely why the research showed the importance of differentiated learning for teachers and for schools. This means school administrators need to work with their teacher leaders to determine the best professional development approach that fits their school's mission, vision, culture, values and policies.

However, the following sections summarize three key strategies administrators should consider when creating professional development programs for teacher leaders and possible implications if these strategies are not followed.

Comprehensive, Job-embedded, Long-Term Programs. When it comes to lasting change and meaningful growth, learning has to be reinforced over time and in multiple ways. This means that professional development methods which are relevant, comprehensive, are at least partially job-embedded, and are sustained over time will be more impactful than one-off knowledge-based workshops. Long-term, job embedded programs can incorporate the three elements that Barth (2001) found led to teacher leaders' success: having a goal, being persistent and enjoying the incremental changes along the way. Long-term, job embedded programs allow teacher leaders to set a goal, persist towards this goal and celebrate incremental progress along the way. Meaningful EI skill and leadership development require dedication and behavior change as well as time to integrate and practice new ways of working. While one time workshops can be valuable for knowledge sharing, they do not have the same lasting impact and behavior change that long-term comprehensive programs will.

Systems that Support Differentiated Development. Professional development programs should be designed to offer differentiated support, meeting teachers where they are and moving them towards their specific goals. This type of individualized development starts with collecting data about the teacher leader's current behavior and aspirations, then using it to create goals and a development plan to achieve these goals. Methods for goal achievement may include reflective practices, coaching, mentoring, feedback, observations, and support from colleagues and administrators. School

administrators' play an important part in differentiated development by providing feedback, encouragement, support, empowerment and accountability. The administrator also provides opportunities to teacher leaders that align with their goals. When teacher leaders participate in development that is differentiated to meet their needs, they feel empowered and take more ownership of their development. On the other hand, the alternative one-size-fits-all model of professional development can lead to teachers disengaging and wasting time on learning that does impact their performance.

Structured Peer Learning & Collaboration. Peer learning and collaboration among teachers can be powerful. Programs that incorporate these strategies not only create better relationships between colleagues, but also provide meaningful development that does not require outside resources. Peer learning groups, such as professional learning communities (PLCs), allow teachers to practice and develop leadership skills among their peers. These groups provide opportunity for reflective dialogues, practicing of facilitation and collaboration skills, as well as time to share best practices about classroom management and lesson planning. Peer learning promotes individual growth and learning as well as team growth and learning. Without structured peer learning and collaboration time, grade-level teams or subject teams may begin to feel disjointed or duplicate work. Relationships among teammates may also be put in jeopardy.

Recommendations and Limitations

This study began exploring teacher leader EI skills and the best ways to develop these skills. However, in the process, areas for continued research emerged. The literature review explored both Goleman's (2004) and Mayer and Salovey's models of EI. For the purpose of this study, the researcher used Goleman's (2004) model to show connections

between teacher leader attributes and EI skills. Future research could explore these two models to determine if one is more beneficial to use when designing EI development programs. Another interesting research angle would be to determine if the EI model used for a development program changes the impact of the program or if program design and implementation are more important than the specific EI model when it comes to program impact.

One of the themes that emerged from the research is that administrator support and encouragement does have an impact on teacher leader development. With this knowledge, further research could be conducted to explore the impact of the principal/teacher relationship on EI development through interviews with both principals and teacher leaders. Research into this topic would look at what makes an effective principal, what makes a ready and receptive teacher leader, and what relationship dynamics contribute to the most effective development of EI skills.

As briefly mentioned in Chapter 2, Social Emotional Learning (SEL) curriculum is becoming more prominent in the field of education. As this happens and more teachers are expected to teach SEL curriculum, it will become even more important to provide EI skill development to teachers. This will ensure they are not just following a curriculum to teach these skills to their students, but rather they are able to live out and model those skills for their students. Further research could be done to develop a program that both helps teachers and principals develop their own EI skills while providing them with the skills and resources to teach these skills to their students.

There were two primary limitations of this research design. First, the sampling methodology was biased as it was solely based on the researcher's network and

professional connections. However, even with this bias the sampling was rather diverse with interviewees from six different states and representation from public, charter and private schools. While in some ways beneficial, this diversity is also linked to the second limitation. Having participants from a variety of states, districts and schools all with different professional development services, funding and policies in place, may have resulted in these differing circumstances coming across in the data.

Conclusion

It is clear that EI skills are important for teacher leader success. Exactly how these show up and how they are developed is varied, but the research shows that teacher leaders who have high EI have a positive impact on the schools they work at.

Overall, this study lead to three main discoveries: 1) top perceived attributes of teacher leaders are closely connected to EI skills 2) teacher leader development strategies that best support EI are comprehensive, job-embedded, sustained over time, peer-focused, goal-focused, differentiated for teacher's needs and leverage a variety of practices and tools, and 3) teacher leaders with high EI have a positive impact on their schools, which includes better relationships with peers, students and families, enriched school community, and teachers that feel supported by their peers.

Based on these discoveries, it is the researcher's belief that all schools should be intentional about supporting their teacher leaders' development by providing opportunities to grow their EI skills.

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