

Public Abstract

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Title: LEADERSHIP INFLUENCE ON TEACHER SUPPORT TEAMS IN HIGH POVERTY ELEMENTARY SCHOOLS

The overall purpose of this study was to establish a connection between the role of distributed leadership and the impact of TSTs on elementary students of high poverty. To achieve this, information was gathered from high poverty elementary schools in the Sunnyside Public School District. The study examined key respondents' perceptions on the leadership within the TST. A mixed method of gathering both qualitative and quantitative data was chosen as the most appropriate approach to collect the data. Descriptive analyses were performed to support the research questions and sub-parts to the research questions. Findings of this study displayed both favorable and less favorable confidence in the leadership of the TST coordinator and the TST itself. The concerns of the TST coordinator and the TST itself were focused on time being wasted, weak leadership, and teachers who were frustrated with the results of the TST process.