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Foundations,
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THE EFFECTS OF TEACHER COLLABORATION ON DISTRIBUTED
LEADERSHIP PRACTICE (190 pp.)

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The purpose of this study was to examine the application of formalized collaborative structures as a vehicle for distributed leadership practice. This study sought to understand if distributed leadership was inherent within organizations employing formal collaboration structures. Additionally, this study sought to understand if distributed leadership was able to develop within a traditionally organized, hierarchical school.

This study employed a single case study to analyze the shared experience of teacher perceptions of leadership (both self and peer) within formalized collaborative structures. Additionally, participant responses gave rise to the consideration of teacher leadership within informal collaborative structures.

Participant responses overwhelmingly noted the emergence of leadership within both formal and informal collaborative structures and considered the personal and organizational factors that both encouraged and limited distributed leadership. The implications of this study suggest connections with the viability of distributed leadership practice and professional networks. Additionally, there should be consideration for the role of teachers in propagating democratic values in educational organization.