Self Perceptions of Leadership Potential: A Study of Teacher-Leaders Educated to Be School Library Media Specialists Who Lead

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SELF PERCEPTIONS OF LEADERSHIP POTENTIAL: A STUDY OF
TEACHER-LEADERS EDUCATED TO BE SCHOOL LIBRARY MEDIA
SPECIALISTS WHO LEAD

By

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My husband, children, and mother for their unwavering patience, love, and encouragement during this process. Thank you for believing in me. I give honor to God for giving me the strength to complete this task.
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ABSTRACT

The purpose of this study was to determine the factors that impacted the level of self-perceived transformational leadership potential in pre-service school library media specialists who participated in a master’s degree program in library and information studies focusing on leadership development. The participants of the study were a cohort of 30 teacher-leaders from 6 counties within the state of Florida. A mixed-methods concurrent triangulation research design was implemented by using pre-existing data, the Leadership Practices Inventory (LPI), and a survey designed by the researcher. The qualitative data were coded into themes, while the quantitative data were analyzed using four statistical methods: Chi-square test, T-test, Spearman correlation coefficient, and the Pearson correlation coefficient.

The findings indicated that the participants’ leadership training facilitated the development of their self-perceived transformational leadership behaviors to a significantly higher level than the established national norms for the LPI in two areas - Modeling the Way and Enabling Others to Act. In addition, the assessment of leadership potential given during the program selection process had a positive correlation with the LPI subscale for Enabling Others to Act. Moreover, the social context of each participant’s circumstances had an impact on their self-perceived transformational leadership potential when considering the participants’ satisfaction with the support they received from their mentors, the amount of time they spent with their mentors, whether they selected or were assigned a mentor, their Graduate Record Exam scores, and the poverty level within their schools.
CHAPTER 1
INTRODUCTION

In consideration of recent, current, and past efforts to increase the leadership behaviors of media specialists, this chapter has been written to help the reader understand the leadership role of media specialists. The chapter will further describe a study conducted to research the self-perceived leadership potential of pre-service media specialists. This description includes the theoretical framework, a statement of the problem, significance, assumptions, limitations, research questions, definitions, and a summary.

Introduction

Historically, professional school library media guidelines have advocated leadership as a defining role of the school library media specialist (American Association of School Librarians, 1988; American Association of School Librarians & Association for Educational Communications and Technology, 1998). The most recent guidelines, *Empowering Learners: Guidelines for School Library Media Programs* (American Association of School Librarians, 2009), explicitly states, “The school library program is built by professionals who model leadership and best practices for the school community” (p. 45). Furthermore, for the first time, the guidelines devote an entire chapter to leadership, “Empowering Learning Through Leadership,” and prescribe specific leadership responsibilities in the following areas: leadership in a global society, building relationships, modeling leadership, and planning for the future. Nevertheless, even though this prescription for leadership exists on the national stage, school library media specialist leadership has been historically slow to manifest itself at the building level (McCracken, 2001) or through library education (Vansickle, 2002). This study employs both quantitative and qualitative methods to examine the self-perceived leadership potential of pre-service school library media specialists who took part in a recently conceived graduate education leadership program, Project LEAD.

Project LEAD is similar to several university teacher education programs in various subject areas that have aligned themselves with the National Board for Professional Teaching Standards to promote excellence and leadership (National Board for Professional Teaching Standards, 2008a). Developed in 2005, in the graduate school library media program at the Florida State University School of Library and Information Studies, Project LEAD’s goal is to address the critical shortages and need for highly trained school library media specialists who exhibit leadership skills (Everhart & Dresang, 2007). Project LEAD is the only school library media program in the nation to focus on the Library Media National
Board Certificate. In 2006, thirty teacher-leaders from throughout Florida were chosen to participate as a cohort in this newly-developed leadership curriculum as part of their master’s degree.

In accord with the definition of transformational leadership (Bass & Bass, 2008; Burns, 2003), the Project LEAD program endeavored to teach its students to be transformational leaders. The National Board Standards, embedded into the curriculum, note that a school library media specialist has the opportunity to be such a leader within a school (American Association of School Librarians, 2007, 2009; National Board of Professional Teaching Standards, 2008b). As such, students were taught many skills that would allow them to model outstanding leadership practices, to encourage change through collaboration, create a shared vision and mission, use technology to enhance their school communities, and teach information literacy skills that are critical to success in the 21st century.

The question arose as to what extent the Project LEAD students regarded themselves as transformational leaders as they completed their program? Naturally, the month before the program ended was the opportune time to conduct a study to measure the self-perceived transformational leadership potential of the Project LEAD students because they were about to graduate. The students were enthusiastic about their new careers. The skills they learned were still an intricate part of their mindset. This is when the data gathering of the potential graduates took place.

The Leadership Practices Inventory (LPI), aligned with the theoretical framework of transformational leadership (Abu-Tineh, Khasawneh & A-Omari 2008; Brown & Posner, 2001; Fields & Herold, 1997; Harris, 1996; Hautala, 2005; Ridgway, 2001), is a reliable and validated instrument that can be used to successfully measure transformational leadership potential. The LPI measures five dimensions of leadership: having the ability to challenge the process within an organization, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner, 2007). These areas align to the types of leadership school library media specialists are encouraged to practice and the areas emphasized in the Project LEAD program. Adding to its suitability, the LPI has been employed in education (Leech & Fulton, 2008; Posner & Kouzes, 1993; Veigas, Brun, & Hausafus, 1998) and to evaluate the effectiveness of leadership training programs (Joseph, 2009; Suwandee; 2009). The inventory has also been accepted as an instrument that will help to analyze the differences and similarities of the leadership behaviors according to social contexts, such as ethnicity (Posner & Kouzes, 1994) and years of experience (Hillman, 2006).

Employing the LPI with the Project LEAD students offered an abundant opportunity for research beyond the impact of their leadership educational program. They did not enter the two-and-a-half year
program with identical backgrounds and experiences. They were a multicultural group that included people of Caucasian, Hispanic, and African American descent. The ages of the Project LEAD students ranged from the twenties to the sixties. For this reason, some of the Project LEAD students had more experience than others. Furthermore, they all taught in a variety of settings reflecting varying demographics and degrees of mentor support available.

**Statement of the Problem**

Although behavior, characteristics, and perceptions related to leadership have been deliberated, there is no research that examines leadership potential in regard to leadership dimensions for aspiring school library media specialists. This presented a void in the understanding of the leadership skills, potential, and roles of school library media specialists. The dilemma is that this void needs to be filled with research in order for school library media specialists to assume the leadership roles recommended by professional associations and to make positive impacts on their schools.

By examining individuals within a leadership program, the program itself can also be studied. It is not enough just to develop new programs. Research must investigate such programs and the leadership behaviors of participants (Everhart & Dresang, 2007). It is important because “research documenting the behaviors of effective media specialists is still in its infancy” (Dickinson, 2006, p. 170).

This study was created to determine the self-perceived leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a leadership training program by examining their self-perceptions of their transformational leadership behaviors. This research was also designed to study the impact of an assortment of variables such as age, experience, school grades, mentor relationships, the type of community the participants were employed in, and prior degree levels on the dimensions of leadership behaviors. The study approached the research problem by using the LPI and a survey to determine the impact of socio-contextual variables. Although not the original intent of the study, a secondary gain by studying individuals within the program was that the entire program was evaluated.

**Significance of the Study**

A study focused on the self-perceived leadership potential of pre-service school library media specialists who were teacher-leaders is important from several perspectives including school library media researchers, school library media specialists, and school library media educators.
Research

This study goes beyond the current research that typically approaches school library media specialist leadership in terms of student achievement or active involvement in professional communities (Baumbach, 2003; McCracken, 2001). To the knowledge of the researcher, after an extensive literature search, there were no studies about school library media specialists or pre-service school library media specialists addressing leadership potential and behaviors with correlating factors such as demographics, personal backgrounds, the existence of a mentor, or the social context of their schools.

In addition, it is widely known that many teachers become school library media specialists (Everhart, 2002, p. 44). However, there have not been studies that investigated the leadership potential of pre-service school library media specialists who were teachers in regards to their leadership potential as school library media specialists. Therefore, a greater understanding of their previous experience in relation to their self-perceived leadership potential was needed.

This study extends the current research regarding what can be considered as the leadership characteristics of successful school library media specialists by studying dimensions of leadership. These dimensions can be used as indicators of leadership aptitude and potential in school library media specialists and pre-service school library media specialists. This information could be used to screen and counsel students who are interested in school library media and also be incorporated into library education.

Anecdotal accounts and practitioner literature have provided numerous speculations and perceptions of the leadership role of school library media specialists (Dickinson, 2006; Frost, 2005; Hartzell, 2002; Lankford, 2006; Moreillon & Misakian, 2007; Smith, 2009; Wilson & Lyders 2001). However there is a lack of research that could assist school administrators, school library media specialists, and school library media educators in understanding the function of the leadership role of school library media specialists. This study has the potential to uncover important factors that might impede or assist the implementation of leadership roles.

From a methodological perspective, this was the first time the LPI was used with school library media specialists. Using the LPI with this new population strengthens the research about the leadership potential and behaviors of school library media specialists in general. It also could inspire future scientific studies using quantitative data on school library media specialists.
Practice

There is potential for numerous benefits from this study. School library media specialists could benefit by gaining insight into how to appropriately mentor pre-service school library media specialists. This study also shares skills that can be used to practice transformational leadership behaviors in schools. Moreover, they can learn new perspectives about what can impede or promote their own leadership efforts.

In addition, school administrators may profit from this research by utilizing the results to understand the expanded role of what school library media specialists are capable of doing within schools. Thereupon, the results may make it feasible to create a model for a site-based management system using school library media specialists to mentor teachers in transformational leadership practices. It has already been shown that standardized test scores in students’ reading may increase in schools with school library media specialists who practice transformational leadership (Lance & Loertscher, 2003; Lance, Rodney, & Russell, 2007).

Library Education

Studies on the impact of leadership programs for school library media specialists do not exist. Project LEAD is the first program of its kind (Everhart & Dresang, 2007). Those who are planning similar programs may be able to employ information from these findings at various stages of the implementation of their programs. The results may also be useful to those planning leadership programs for other types of librarians.

Curriculum revisions for school library media specialist education programs may also be seen from the results of this study. School library media educators may actualize programs that aid teachers who want to transition to successful school library media specialists. Equally, studying leadership behaviors could advance the academic community’s knowledge of how to establish a consistent leadership training curriculum to prepare school library media specialists.

School library media educators may be able to collaborate with school districts to design workshops for practicing school library media specialists focused on practices to augment their leadership roles and increase student achievement.

Assumptions

1. The major assumption for this study was that study participants would answer the questions truthfully.
2. It was also assumed that the participants were answering the surveys without considering their potential leadership behavior but their current behaviors.
3. The assumption has been made that all of the study participants want to be leaders.

**Limitations**

1. The study was limited to a cohort of Project LEAD students.
2. The pre-service school library media specialists selected for this study were already teacher-leaders.
3. The size of the cohort limited the study to 30 participants.

**Research Questions**

The purpose of this study was to determine the factors that impact the level of self-perceived transformational leadership potential in pre-service school library media specialists who participated in a master’s degree program in library and information studies focusing on leadership. The investigation of the problem was implemented by using the LPI and a survey with demographic questions, questions about the participants’ mentors, and the participants’ perceptions of what they learned during the program. The following research questions and hypotheses guided the investigation.

RQ 1: To what extent does leadership education facilitate the development of self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders?

H$_0$: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will not differ from the norms.

H$_1$: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will differ from the norms.

RQ 2: To what extent does the assessment of leadership potential at the beginning of the master’s in library and information studies degree program focusing on leadership correlate to the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders?

H$_0$: The self-perceived transformational leadership potential will not be correlated with the scores on the assessment of leadership potential.

H$_1$: The self-perceived transformational leadership potential will be correlated with the scores on the assessment of leadership potential.

RQ 3: To what extent does the social context of each participant’s circumstances impact the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership?
H₀: The social context of each participant’s circumstances will not have an impact on the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.

H₁: The social context of each participant’s circumstances will have an impact on the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.

Definitions

Several terms will be referred to throughout the discussion of this study. The following definitions have been provided below to help readers understand the terms and the context of their use within this study.

Demographics—age, gender, ethnicity, level of education, teaching experience, school community setting (i.e. rural, urban, suburban) and the poverty level and grade within the participant’s individual schools and school districts.

Poverty level—percentage (%) of free and reduced lunch students.

Grade—The Florida Department of Education school grades are awarded according to a point system. Student scores are classified into five levels of achievement on the FCAT. One is the lowest level and five is the highest. A school can earn “…one point for each percent of students who score high on the FCAT and/or make annual learning gains” (Florida Department of Education, 2008, ¶ 1). The following is a definition of each grade provided by the Florida Department of Education (2008, ¶ 2).

- **A** - given when schools earn 525 points or more, meet adequate progress of lowest students in reading and math, and test at least 95% of eligible students
- **B** - given when schools earn 495 points or more, meet adequate progress of lowest students in reading and math within two years, and test at least 90% of eligible students
- **C** - given when schools earn 435 points or more, meet adequate progress of lowest students in reading and math within two years, and test at least 90% of eligible students
- **D** - given when schools earn 395 points or more and test at least 90% of eligible students
- **F** - given when schools reach fewer than 395 points or test less than 90% of eligible students
Social context - the combination of the participant’s perception of support from the school district, the participant’s perception of support from the school in which he/she was teaching in, and the participant’s perceived support from a mentor.

Mentor - an individual with advanced experience in a particular field and knowledge of a specific organization that provides career-oriented guidance and social support to a less experienced employee (Goethals, Sorenson, & Burns, 2004, p. 992).

Leadership Practices - the five competency areas of transformational leadership identified by Posner and Kouzes (2009) are:

- **Modeling the Way** - “Leaders establish principles concerning the way people (constituents, peers, colleagues, and customers alike) should be treated and the way goals should be pursued” (Kouzes & Posner, 2009, ¶ 3). Leaders establish principles as well as follow them.

- **Inspiring a Shared Vision** - “Leaders passionately believe that they can make a difference. They envision the future, creating an ideal and unique image of what the organization can become. Through their magnetism and quiet persuasion, leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future” (Kouzes & Posner, 2009, ¶ 4).

- **Challenging the Process** - “Leaders search for opportunities to change the status quo. They look for innovative ways to improve the organization. In doing so, they experiment and take risks. And because leaders know that risk-taking involves mistakes and failures, they accept the inevitable disappointments as learning opportunities” (Kouzes & Posner, 2009, ¶ 5).

- **Enabling Others to Act** - “Leaders foster collaboration and build spirited teams. They actively involve others. Leaders understand that mutual respect is what sustains extraordinary efforts; they strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful” (Kouzes & Posner, 2009, ¶ 6).

- **Encouraging the Heart** - “Accomplishing extraordinary things in organizations is hard work. To keep hope and determination alive, leaders recognize contributions that individuals make. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments. They make people feel like heroes” (Kouzes & Posner, 2009, ¶ 7).

**Summary**

In this chapter readers were presented with a synopsis of the importance of the leadership role of school library media specialists. Moreover, an overview of the background of a study to research
the self-perceived leadership practices of pre-service media specialists was introduced. This overview presented the theoretical framework, a statement of the problem, the significance if the study, assumptions, limitations, research questions, and definitions.

Through the use of demographics, the LPI, and a survey designed by the researcher, this study attempted to better understand the self-perceived leadership potential of pre-service school library media specialists and how their educational experience could have been tailored to foster leadership roles. By analyzing the research problem through a systematic examination of multiple variables effecting leadership potential, the researcher will offer a new approach to decrease the void that exists between the theory expressed in standards and literature for school library media specialists and how they practice their skills.

Chapter 2 will expand upon the synopsis presented in this chapter. A review of literature will further substantiate the need for school library media specialists to be leaders. In addition to the discussion of leadership roles for school library media specialists, the review of literature will also describe the numerous variables that have the potential to impact leadership behaviors.
CHAPTER 2
REVIEW OF LITERATURE

The purpose of this study was to determine the variables that impact the level of self-perceived transformational leadership behaviors in pre-service school library media specialists. The researcher sought to better understand how to determine the leadership potential of pre-service school library media specialists and to discover ways in which educational experiences can foster improved performance in their leadership roles. By analyzing the research problem through a systematic examination of multiple variables affecting the leadership potential of pre-service school library media specialists, who have completed a leadership training degree program, the researcher attempted to integrate leadership theory and professional expectations reflected in school library media guidelines and school library media education.

In this chapter, a review of literature related to this study will be presented. The literature is organized into the following broad topics: Theoretical Framework; Factors Affecting Leadership Development; and Leadership and the School Library Media Specialist.

Theoretical Framework

A leader can be defined as one who inspires others to make a change (Wilson & Lyders, 2001). School library media specialists have not been traditionally regarded as leaders by teachers (McCracken, 2001), principals (Edwards, 1989), or even media specialists themselves (Ishizuka, Minkel, & Lifer, 2002; McCracken, 2001) due to larger organizational dimensions and traditions in schools. Still, a substantial body of research affirms that school library media specialists have a significant leadership role to play within schools and that when school library media specialists exhibit leadership behaviors, they impact student success (School Libraries Work, 2008).

Leadership can be defined many ways. For the purposes of this study, leadership is defined as the ability to create changes within an organization that benefit everyone within the organization (Kouzes and Posner, 2007). Such leadership can be expressed in many ways and can be tailored to the particular personality of the leader, composition of the group to be led, or challenges the organization faces.

While leadership is important for established, stable organizations, it is often most needed when organizations experience turbulence. Organizational challenges require particular approaches to leadership that help members work together through times of change and remain committed to the organization’s core mission and purpose. Schools are often in the midst of change brought upon by a
myriad of local, state, and national forces. Transformational leadership is an especially useful form of leadership for schools because it is rooted in organizational change.

**Transformational Leadership**

Transformational leadership is a leadership approach that builds upon the concept that leaders may bring about or guide change within an organization by engaging in unselfish behavior (Bass & Bass, 2008; Burns, 2003; Posner & Kouzes, 1994). Transformational leaders look beyond their personal needs and strive to achieve goals that are important to an organization as a whole. The end result of change guided by transformational leadership is an organization with members who are empowered, share a vision, and deliberately labor to achieve a common goal (Posner & Kouzes, 1994).

Northouse (2004) credits James Downtown (1973) with coining the phrase “transformational leadership.” However, Burns (1978) was the first to propose an articulated theory of transformational leadership and to thoroughly analyze qualities of such leaders. Transformational leadership has been accepted by scholars as a way to reconstruct organizations facing significant alterations in mission, structure, or accomplishment (Abu-Tineh, Khasawneh & A-Omari 2008; Brown & Posner, 2001; Fields & Herold, 1997; Harris, 1996; Hautala, 2005; Howell & Avolio 1993; Koehler & Pankowski, 1997; Marriner-Tomey, 1993; Ridgway, 2001).

According to Bass (1990), transformational leaders lead by motivating followers and appealing to their inner values. Though the leader and the follower may begin with separate goals, ultimately their purposes become fused (Burns, 1995). These leaders work with their followers to achieve significant goals while using a vision to morally encourage them to become leaders themselves. Subsequently, such leadership creates a metamorphosis within an organization. In addition, they empower their followers by inspiring them. Participatory leadership is a method commonly used by transformational leaders to enable their followers to engage in the transfiguration of their organization in a cooperative manner. In doing so, transformational leaders improve the conduct within their organizations. The leader and the followers learn from the process and change themselves into more effective people (Bass & Riggio, 2006; Burns, 1995; Kouzes & Posner, 2007).

Transformational leadership “assists a group of people to move from one stage of development to a higher one and in doing so [to] address and fulfill better a higher human need” (Couto, 1995, p. 102). This is because of the deep interest transformational leaders take in the well-being of their followers and the lasting effects of their leadership efforts (Bass, 1990; Burns, 2003). These exceptional leaders exhibit the willingness to take risks, the ability to create a shared vision, collaborate with
followers and other leaders, model exceptional practices, and encourage the people around them (Bass & Bass, 2008; Burns, 2003; Posner & Kouzes, 1994). These skills can be applied to a variety of settings, whether the leader works with one person, an organization, or an entire culture (Northouse, 2004). Generally speaking, transformational leaders are able to challenge their followers and motivate them to achieve levels of success they originally did not think were possible (Bass & Bass, 2008).

**Transformational leadership in schools.**

Transformational leadership can be applied to schools – the setting relevant to this study. Sheppard (2003) theorized that without sharing the leadership role, changes within a school will likely be short-lived due to competing priorities that can change the leadership focus. Transformational leadership is useful because it is a process for creating change within an organization. When seen as a process, this type of leadership becomes a behavior instead of a role and the need for formal distinctions between leaders and followers is less necessary (Uhl-Bien, 2003). In fact, anyone can be a leader at any given time within an organization as long as he or she is inspiring others to create change. Because dramatic reforms are often called for in educational environments, transformational leadership is well suited for schools. Being an adequate leader may not be enough. Instead, using transformational leadership to encourage stakeholders to embrace a new vision may facilitate change.

This approach to leadership eliminates the need for principals, the formal leaders of the organization, to accept the entire weight of a school reform and distributes some of the leadership roles to others to share the vision for the change. Often, school leaders must bring about change within an institutional culture that does not lend itself to accelerated restructuring efforts (Cohen, 2003). Leadership becomes transformational within schools when the leaders identify with the behaviors of the teachers they are leading (Sheppard, 1996). These connections encourage teachers within schools to feel understood and to be more involved, creative, and committed. Commitment is a key factor in inspiring change within schools because the commitment of teachers makes it possible for reform efforts to be sustained even when a principal is replaced. An administrator with transformational leadership practices can establish commitment because the administrator shares the leadership role with others involved.

Students also benefit from commitment to shared visions. They benefit because of the high rate of job satisfaction that decreases turnover (Griffith, 2004). Where transformational leadership exists, “there is likely better communication among staff, greater mutual trust and understanding, greater cooperation and collaboration, and more active engagement of staff” (Griffin, 2004, p. 350). The link
between transformational leadership and these factors has been noted in both educational settings (Leithwood & Jantzi, 1999) and business management settings (Koys, 2001).

The stability created by transformational leadership in schools has an indirect positive effect on student achievement and progress. Thus, higher levels of transformational leadership within schools have been linked to lower levels of achievement gaps between minority and non-minority students (Griffith, 2004). Also, research not directly related to studies in transformational leadership show that students, especially those that are socio-economically disadvantaged, benefit from environments that make students and teachers feel as if they are part of a community (Battistich, Solomon, Kim, Watson & Schaps, 1995; Burns, 1995; Griffith, 2004; Kouzes & Posner, 2007). Consequently, the existence of transformational leadership within educational environments can serve as an additional method of evaluating school effectiveness in conjunction with student achievement (Griffith, 2004).

Training in transformational leadership components and assessment of strengths has been suggested for school leaders (Greenlee, 2004). School library media specialists in particular can benefit from this training. They have the advantage of being able to work with one student, a parent, a class, a teacher, an entire school, or a community. The fact that media specialists are not always perceived to be leaders (Edwards, 1989; Ishizuka, Minkel, & Lifer, 2002; McCracken, 2001) makes the practice of transformational leadership an efficient way to influence change within schools because it has the potential of empowering media specialists to create change movements without officially being identified as leaders.

**Leadership Practices Inventory.**

The Leadership Practices Inventory (LPI) has been shown to be valid and reliable instrument for measuring transformational leadership (Abu-Tineh et al., 2008; Brown & Posner, 2001; Fields & Herold, 1997; Harris, 1996; Hautala, 2005; Ridgway, 2001). The LPI assesses transformational leadership by focusing on the five dimensions of transformational leadership. These dimensions are taking risks, enabling others, encouraging others, being a role model, and inspiring others.

The LPI has been used to evaluate leadership practices in a variety of contexts. For example, Joseph (2009) used the LPI to evaluate a principal preparation program. The LPI was used by Koh (2008) to compare the management skills of pre-service teachers to their leadership skills. Suwandee (2009) evaluated the leadership behaviors of executives who participated in a leadership program. Laflin (2009) assessed the extent to which students participating in a graduate teacher program perceived themselves to be practicing effective leadership behaviors. And, Moniz (2008) studied the correlation
between exemplary leadership behaviors and the relationship that protégés participating in a mentoring program had with their mentors.

Factors Affecting Leadership Development

Many variables have the potential to influence leadership development. Organizational culture, the availability of mentoring, the debate between learned versus innate leadership traits, experience, educational level, age, race, and gender reflect the circumstances that create unique social contexts for individuals. These variables are often externally constructed and outside an individual’s control. Nonetheless, research has demonstrated that they can play a pivotal role in the performance of any kind of leadership.

Organizational Culture

Environmental influences, situational factors, or organizational climate can have an effect on a leader’s performance (Fiedler, 2001). As Northouse (2004) said, “Environmental influences represent factors in a leader’s situation that lie outside the leader’s competencies, characteristics, and experiences” (p. 48). Environmental influences or factors include the existence of micromanagement, competency of subordinates, group members’ ability to problem solve, communication, the availability of resources, and existing technology within an organization (Fiedler, 2001; Northouse, 2004).

These environmental influences are a direct reflection of an organization’s culture. Schein (2004, p. 17) defined the culture of an organization as “a pattern of shared basic assumptions that was learned by a group as it solved its problem of external adaptation and internal integration, that has worked well enough to be considered valid.” Typically, each new person who works within an organization is indoctrinated into the organizational culture. To be considered a valid member, they must adapt to the cultural norms.

To understand an organization, one must understand the culture that creates the organization’s backbone (Conner, 2006; Dale, 2007; Schein, 2004; Williams, 2007). A leader can create change within an organization only by manipulating or modifying the existing culture. To change a culture, the leader must alter the beliefs, behaviors, and assumptions of the people within the organization (Conner, 2006). Leadership and organizational culture are inseparable. According to Schein:

When one brings culture to the level of the organization and even down to groups within the organization, one can see clearly how culture is created, embedded, evolved, and ultimately manipulated, and, at the same time, how culture constrains, stabilizes, and provides structure and meaning to group members. These dynamic processes of culture creation and management are
the essence of leadership and make one realize that leadership and culture are two sides of the same coin. (2004, p. 1)

Respectively, the culture within an organization can prohibit leaders from utilizing all of the resources available within the organization (Fiedler, 2001). Failure to acknowledge the magnitude of cultural influence on an organization can ruin leadership attempts (Conner, 2006; Schein, 2004). It may even lead to termination (Williams, 2007).

Organizational culture can also influence self-efficacy. For example, Leithwood and Jantzi (2008) discuss the effect of culture on schools in terms of self-efficacy. Self-efficacy is the assumption that one can accomplish a particular goal (McCormick, 2001). Self-efficacy, in turn, affects one’s belief in one’s own leadership skills. The culture in which one works can have a direct effect on one’s belief in one’s ability to become a leader (Leithwood & Jantzi, 2008).

The Availability of Mentoring

A mentor is defined as “…an individual with advanced experience in a particular field and knowledge of a specific organization who provides career-oriented guidance and social support to a less experienced employee” (Goethals, Sorenson, & Burns, 2004, p. 992). Kram (1985) identified two basic roles for mentors: psychological encouragement and career stabilization. Within these roles, mentors act as models, make their protégés feel accepted, and provide counseling and training opportunities. There has been a call for the use of mentors to support career development in education, private industry, and business settings (Kay, Hagan, & Parker, 2009). Accordingly, it is often common practice within organizations for mentors to be assigned to new recruits as a form of professional development (Noe, 1988).

Mentoring is considered an important tool in the development of leaders. The actions of mentors have been linked to transformational leadership behaviors because of the roles mentors play within organizations (Daresh, 2004; Scandura & Williams, 2004). Mentoring and practicing transformational leadership can be considered as two distinct activities. Still, transformational leadership focuses on the performance of an organization; and, similarly, the primary purpose of mentoring is to develop the skills of an individual to improve organizations (Northouse, 2004). Therefore, mentoring and transformational leadership are considered to be complementary (Scandura & Williams, 2004).

Daresh (2003) identified five benefits of participating in mentoring programs in an educational setting. First, participating in a mentoring program helps protégés feel certain of their specialized skills. Protégés participating in such programs tend not to feel overwhelmed with the need to adapt to
new settings while honing these skills. Secondly, mentors help protégés connect theory with practice. Mentors serve as guides to novices in need of ways to connect readings with real-life situations. Third, mentors help protégés develop communication skills by indoctrinating them in topics relevant to both the mentor and mentee. A collegial relationship begins to develop, curtailing the effects of workplace isolation. The fourth benefit is that mentoring provides the opportunity for novices to learn how their mentors and others with experience handle various situations. As a final point, mentoring makes people feel like they belong because an experienced individual has shown concern for their professional well-being. In summation, the presence of a mentor makes individuals feel more in control of their careers (Scandura & Williams, 2004).

Whether formal or informal, mentors can have a tremendous impact on protégés (Dale, 2007; Kay et al.; Ragins, Cotton, & Miller, 2000). The key to mentoring relationships is not whether they are formally sanctioned by an organization or informally initiated by the mentor and protégé. Instead, the key is the effectiveness of the relationship (Ragins et al., 2000). This is evidenced by the fact that individuals with informal mentors have reported positive job attitudes when compared to those without mentors (Koberg, Boss, Chappell, & Ringer, 1994; Mobley, Jaret, Marsh, & Lim, 1994; Ragins et al.; Scandura, 1997).

Furthermore, having a mentor can frame the future perceptions a leader has about leadership development (McAlearney, 2005). When a leader has been exposed to a formal leadership program he or she is more accepting of the need for mentoring opportunities. For example, leaders who have been mentored are more likely to believe that organizational resources should be allocated for external program attendance, and that minorities should be targeted for leadership development.

Examining leaders exposed to informal mentoring revealed additional positive correlations (McAlearney, 2005). These leaders felt that minorities and women should have development opportunities and felt that such opportunities should be of real importance. These leaders also felt their organizations should develop internal leadership programs.

The lack of mentoring has been known to have devastating effects. Those who do not have mentors are prone to feel isolated. They are unable to benefit from the knowledge that there is someone to support their efforts. Baugh, Lankau, and Scandura (1996) noted when individuals without mentors are compared to individuals with mentors; those without mentors express a lower expectation for the success of their careers. They are less likely to feel that they will be able to advance in their organization or be able to seek employment elsewhere (Baugh et al., 1996). Part of their inability to advance is
associated with the difficulty of building a network of relationships without a mentor (Lankau & Scandura, 2002).

On the other hand, providing a mentor can be counterproductive (Daresh, 2004; Kay & Paul, 2006; Ragins et al.). A mentor who is incapable of satisfying the needs of a protégé can have a negative effect. One study mentioned, "The attitudes of those in dissatisfying or marginally satisfying relationships were equivalent to those of non-mentored individuals. In some cases non-mentored individuals expressed more positive attitudes than protégés in dissatisfying relationships” (Ragins et al. p. 1190).

Another negative effect of providing a mentor occurs when a protégé becomes overwhelmingly dependent on the mentor (Daresh, 2004). In these instances, the protégé is unable to independently develop solutions for problems. This situation ceases to be a case of mentoring and an example of dependence.

Moreover, having a particular mentor can serve as a form of isolation for protégés if the mentor is not widely accepted or has an adversary. There may be other people with a considerable amount of power whom the protégé is unable to interact with because of the relationship he or she has with the mentor. This serves to narrow the protégé’s exposure, access to information, and the ability to network (Kay & Paul, 2006; Madsen, 1999). Such situations can result in a lack of career development for the protégé.

**The Debate Between Learned Versus Innate Leadership Traits**

There is an ongoing debate about whether leadership is learned or innate. There are those who argue that some people are predisposed to be leaders. In describing transformational leadership, Burns (1995) provided several examples of leaders who seemed to innately possess these qualities. These leaders included Gandhi, Martin Luther King Jr., and Joan of Arc. Yet, there is little research to explain the phenomenon. On the contrary, there is ample research documenting the belief that leadership skills can be learned.

Many researchers have determined that leadership skills can be learned (Bass, 1990; Copeland & Chance, 1996; Feidler, 2001 Kouzes & Posner, 2007). Bennis and Nanus explain:

Learning is the essential fuel for the leader, the source of high-octane energy that keeps up the momentum by continually sparking new understanding, new ideas and new challenges. It is absolutely indispensable under today’s conditions of rapid change and complexity. Very simply, those who do not learn do not long survive as leaders. (2003, p. 176)
Research supports learning as an important component of leadership. It has been found that the ability to learn (Brown & Posner, 2001), as well as possessing skillful learning strategies (Trautmann, Maher, & Motley, 2007), is highly correlated to leadership behaviors. Respondents who showed high performance on a learning inventory also demonstrated a remarkable number of transformational leadership behaviors (Brown & Posner, 2001).

In response to the evidence showing that leadership can be learned, leadership programs have been developed to provide feedback to participants regarding their leadership behavior. Leaders can learn traits that include:

…having mutual respect and trust, being genuinely interested and caring about others, being good communicators and listeners, being able to hire good people, being able to allow others to perform tasks, being actively engaged in community activities and programs, and being good financial managers of district funds. (Copeland & Chance, 1996, p. 24)

The ability to learn from previous experience is considered to be an indicator of transformational leadership or exceptional leadership (Brown & Posner, 2001; Trautmann et al., 2007). It is an indicator of transformational leadership because transformational leaders are people who evolve with the situation present within their organization. They are able to learn from the present conditions to make changes that benefit the entire organization. Thus, transformational leaders are agents of change who benefit from their ability to challenge their own preconceived conceptions of their environment (Kouzes & Posner, 2001; Trautmann et al.).

Experience

Research has implied that leadership is developed from one's experiences (Bridges & Hallinger, 1995; Herron & Major, 2004; McGough, 2003). The leadership style of school administrators has been found to stem from childhood experiences and professional development (McGough, 2003). Some scholars have proposed the use of experience-based leadership development. This form of leadership development combines methods such as formal training, e-learning, coaching, and knowledge sharing (Thomas & Cheese, 2005). Experience-based leadership has been determined to be a good way to teach leadership skills because it avoids bombarding leaders with an excessive amount of course work. Instead, experience-based learning can be customized to leaders’ specific environments or their current career level. Taking this approach teaches leaders to search their own experiences in order to learn leadership strategies.
According to some reports, there are instances when experience does not make a difference in terms of leadership behavior. For example, when two groups with varying degrees of experience were analyzed based on their performance using the LPI, the researcher concluded that the groups showed no significant difference in their scores on the self-administered LPI (Miracle, 2006). Still, most research offers contrary evidence.

Experience has been shown to be a component of a leader’s ability to lead (Madsen, 1999). The relevance of the leader’s experience has been identified as the most important factor in their success (Kennedy, 1990). Having experiences to learn from is seen as a vital component of assuming leadership positions (Madsen, 1999). Leaders concur that learning from work and life experiences helps them more than their classes or graduate programs (Kouzes & Posner, 2007; Thomas & Cheese, 2005). Leaders participating in a study “… credited the latter with helping them become more competent technically, but they concluded that formal programs do little to help people learn fundamental lessons or how to extract wisdom from experience” (Thomas & Cheese 2005, p. 24).

However, according to Fiedler (2001) experience alone cannot be relied upon to determine a leader’s ability to perform in an organization. This is because experience can sometimes have a negative effect on leadership development. Fiedler (2001) asserts there are two reasons why this conclusion can be made. First, experience has a tendency to conflict with intelligence (Fiedler, 2001). Individuals who are intelligent have the natural ability to think of new and innovative ways to handle complex situations. On the contrary, individuals with experience tend to rely on their past experience when complex problems, similar to those they have conquered, arise again. Rational thinking typically directs leaders to rely on proven methods instead of considering more effective ways to solve problems (Fiedler, 2001). Second, there are times when leaders who have been identified as exceptional may have experienced very little failure. As such, failure is an anomaly to them. Therefore, when they experience it, they may become defensive and fail to see the learning opportunity that has been presented. This is because they blame others for their failure and fall short of identifying their own behaviors that have caused their misfortune (Argyris, 1991).

**Education Level**

There is conflicting evidence concerning the influence that one’s level of education has on leadership behaviors. In particular, one study using the LPI revealed that levels of education do not make a difference on leadership behaviors (Kouzes & Posner, 2002). For the Kouzes and Posner study, a wide range of professions in numerous nonprofit, public, and business settings were surveyed during the
research. Rutledge (2007) found that the leadership behaviors of leaders with varying degrees of education were similar.

Other studies demonstrate that there is a significant positive relationship between leadership practices and levels of education (Barbuto, Fritz, Matkin & Marx, 2007; Laflin, 2009). Individuals with graduate degrees are more likely to exhibit leadership behaviors than individuals with bachelors’ degrees (Laflin, 2009). Furthermore, individuals with advanced degree levels were more likely to show individualized consideration to others (Barbuto et al., 2007). Equally important, they consider themselves to be more transformational than transactional in their leadership style (Barbuto et al.).

Moreover, there are times when education is a key factor in one’s ability to lead. For example, in a study of post-slavery African American female leaders, Lucy Craft Laney, Mary McLeod Bethune, Nannie Helen Burroughs, and Charlotte Hawkins Brown, it was found that their educational skills directly attributed to their ability to attain leadership positions (McCluskey, 1997). According to Cynthia Neverdon-Morton, each woman improved the race by “form[ing] clubs, found[ing] institutions, bec[oming] teachers, and creat[ing] innovative educational programs of many types” (as quoted by McCluskey, 1997, p. 405). Accordingly, education was the catalyst for their empowerment.

Age

Age not only affects a person’s style of leadership, it is also thought of as an important factor in a person’s ability to lead. For example, in a study on transformational leadership, it was found that subordinates were more likely to have positive perceptions of a leader when the leader was older (Kearney, 2008). In fact, age is perceived to be an indicator of competence (Kearney & Gerbert, 2009). Still, the effects of transformational leadership counteract the negative effects of young age on perception (Kearney & Gerbert, 2009). The collaboration component of transformational leadership actually helps young leaders to be accepted within organizations.

Much research on the relationship between age and leadership confirms the conventional expectations of leadership, concluding that age does indeed make a difference in leadership style (Arsenault, 2004; Barbuto et al.; Huusko, 2006; Oshagbemi, 2004). The conclusions of these studies suggest that each generation leads differently because “each generation has created their own culture, traditions, and mentors through their attitudes, preferences, and dispositions” (Arsenault, 2004). These differences are based on the memorable events and situations permeating the adolescence and early adulthood of each generation. As a result, members of each generation identify with their own favorite leaders. These leaders reflect each generation’s dominant leadership styles and dominant attitudes.
pertaining to leadership. These dominant styles and attitudes often directly reflect on how an individual leads.

In support of this conclusion, Huusko (2006, p. 94) noted that the decade a person enters the workforce influences how they perceive leadership duties. According to Huusko (2006), the following assumptions can be made regarding each generation’s viewpoint of leadership.

1960: Supervising close to subordinates
1970: Motivating
1980: Encouraging, working out and maintaining a good atmosphere
1990: Supporting and managing teams
2000: Coaching with new control systems (Huusko, 2006, p. 94).

While it was found that younger and older managers both engage in directing and delegating behaviors on similar levels, they differed in their consultative and participative leadership styles (Oshagbemi, 2004). The older people are, the more likely followers are to consider them as transformational leaders (Barbuto et al., 2007). This is because older managers are more likely to encourage their employees to participate in the leadership processes. They are also more likely to consult their employees regarding their decisions. These findings highlight the point that the age of both followers and leaders must be considered as a diversity issue for organizations (Arsenault, 2004).

Race

The results of research on race and ethnicity and its effects on leadership vary. Some scholars report that there is little evidence to suggest race plays a difference in leadership practices (Posner & Kouzes, 1993). When examining the results of the LPI according to race, it was found that Caucasians and Non-Caucasians (African Americans, Hispanics, and Asian Americans) did not display statistically significant differences in their leadership practices (Posner & Kouzes, 1993). The groups reported basically the same results for leadership behaviors of challenging the process, enabling others to act, and encouraging others. When compared to Caucasians in the study, Non-Caucasian respondents did report more instances of inspiring and modeling (Posner & Kouzes, 1993).

Gender

The viewpoint that gender affects leadership behavior has also been debated widely. Some scholars have concluded that gender does not make a difference in leadership styles (Barbuto et al.; Blackwell, 2004). For example, in one study of leadership behavior it was found that there is no
difference in the self-perceived leadership behaviors of males and females (Barbuto et al.; Blackwell, 2004).

Furthermore, researchers have noted that the leadership styles of men and women are more alike than different (Posner & Kouzes, 1994). In one study of leadership behaviors males and females scored almost the same in regards to taking risks, inspiring others to share a vision, enabling others to act within organizations, and modeling leadership behaviors (Posner & Kouzes, 1994). The only slight difference between the genders was that men ranked modeling second, while women ranked it first. Women exhibit stronger interpersonal transformational leadership behaviors (Posner & Kouzes, 1994). In contrast to men, women have reported being more comfortable with encouraging others within organizations by recognizing their contributions and celebrating their accomplishments (Posner & Kouzes, 1993, 1994; Zagorsek, Jaklic, & Stough, 2004).

However, there is also a large body of research that strongly supports the idea that the leadership practices of women are different from men. Women have been found to be highly transformational (Thomas, 2000) and to practice a highly interactive leadership style, often concentrating on sharing their leadership power and information (Rosener, 1990). Therefore, it is no coincidence that women exhibit fewer transactional leadership behaviors than men (Druskat, 1994). This is because women are more interested in channeling the self-interest of employees into mutual concerns that meet the needs of their organizations (Rosener, 1990). They typically motivate subordinates through the use of charisma, interpersonal relationships, and a strong work ethic.

Women may decide to share their leadership role because they believe that a leader’s influence is dependent on a subordinate’s conceptualization of them. This conceptualization in turn serves to regulate a subordinate’s current actions, thoughts, and behaviors (Scott & Brown, 2006). Therefore, if a subordinate does not subconsciously feel that the leadership behavior of a supervisor accommodates their perception of gender role, the supervisor may not be viewed favorably. This in turn affects how the prospective leader behaves. For example, it has been argued that working in typical male-dominated settings requires women to submit to traditions and assumptions (Druskat, 1994). This conformity suppresses female values and leadership strengths and suggests that the context women work in has a direct effect on the leadership style they exhibit. One study found that women in female-dominated environments, where they were able to “control the resources, formulate their own rules, create their own norms, and control their own interests,” were extremely transformational in their practices (Druskat, 1994, p. 114). This further supports the findings that the ability of women to assume leadership positions
is highly restricted by societal ideologies and leads to the conclusion that leadership behaviors in women are controlled by the balance of power in their working environment (Hare-Mustin & Marecek, 1988).

Leadership and the School Library Media Specialist

Leadership Defined by School Library Media Specialist Professional Guidelines

Professional guidelines delineate leadership roles for school library media specialists based on research findings and practices in the field. The first time leadership roles for school library media specialists were clearly described was when *Information Power* (American Association of School Librarians & Association for Educational Communications and Technology, 1998), the national guidelines for library media programs, was released. The authors of *Information Power* noted that strong school library media specialists collaborated, promoted technology, and advocated for their school library programs (American Association of School Librarians & Association for Educational Communications and Technology, 1998).

A recent revision of the guidelines, *Empowering Learners: Guidelines for School Library Media Programs* (American Association of School Librarians, 2009), indicate how school library media specialists can best impact student learning. These standards explicitly importune school library media specialists to be leaders: “The school library program is built by professionals who model leadership and best practices for the school community” (American Association of School Librarians, 2009, p. 45). *Empowering Learners* notes that school library media specialists are expected to be visible and active leaders within their school communities (American Association of School Librarians, 2009). Fulfilling this role includes, but is not limited to, activities such as becoming early adopters of educational and technology tools, being an integral part of school committees, collaborating with and training school faculty, sharing expertise with families, and using research to inform daily practices. Accomplishing the leadership role is imperative, because “As interactive technology has come to permeate every aspect of daily life; leading businesses and organizations have changed the way they work in order to thrive… SLMSs must lead this revolution to make room for new models of teaching, learning, and organization to prepare learners” (American Association of School Librarians, 2009, p. 46).

In response to the aforementioned standards, the need for leadership knowledge, skills, and behaviors has not gone unrecognized by the school library professional community. Various institutions have created structures to support leadership development. *School Library Journal* has sponsored an annual Leadership Summit since 2005. Similarly, the American Library Association’s (ALA) Emerging Leaders Program is a “leadership development program which enables newer librarians from across the
country to participate in problem-solving work groups, network with peers, gain an inside look into
ALA structure, and have an opportunity to serve the profession in a leadership capacity” (American
Library Association, 2009, ¶ 1). The Institute of Library and Museum Services (IMLS), a major source
of federal funding for libraries and museums, also provides support for school library media specialist
leadership development. Several grant programs can, and have been, used to develop and sustain the
growth of leadership skills in school library media specialists through master’s and doctoral programs
and research (Institute of Museum and Library Services, 2009).

There has also been a leadership focus in practitioner literature (e.g., Dickinson, 2006; Frost,
2005; Hartzell, 2002; Lankford, 2006; Moreillon, & Misakian, 2007; Smith, 2009; Wilson & Lyders
2001) further evidenced by the appearance of leadership monographs: No School Library Left Behind:
Leadership, School Improvement, and the Media Specialist (Harvey, 2008), Enhancing Teaching and
Learning: A Leadership Guide for School Library Media Specialists (Donham, 2008), Case Studies in
Educational Technology and Library Leadership (Baule, 2005), Leadership and the School Librarian:
Essays from Leaders in the Field (Lankford, 2006), and Leadership for Excellence: Insights of National
School Library Media Program of the Year Award Winners (Carr, 2008).

Despite the research and professional practice evidence available to support the leadership role
of school library media specialists and the emphasis placed on leadership within the guidelines, there is
still a tenuous connection between research, professional practice, and library science education. For
example, before 2007 there were no library education programs that included coursework that
specifically focused on assisting school library media specialists with actualizing the leadership role.

To fill the void between research and professional practice, Everhart and Dresang (2007)
conducted research to investigate the needs of school library media specialists who attempted and
completed the National Board Certification process – often viewed as a leadership development
mechanism. The certification candidates that participated in their study indicated that they could have
benefited greatly from coursework that gave them access to leadership models and mentors. Hence, the
research findings reflected the need to connect professional practice, school library media guidelines,
and school library media education.

Everhart and Dresang (2007) further concluded that universities need to develop more courses
that place emphasis on the leadership role of school library media specialists. Based upon their findings,
they created the Project LEAD (Leaders Educated to Make a Difference) program at the Florida State
University College of Information. Project LEAD’s curriculum is based on the tenets of the National
Board Certification process. It is currently the only program in the country that addresses leadership skills in school library media specialists through a research-based curriculum.

The development of programs such as Project LEAD is important for school library media specialists because the outcomes of school library media specialist leadership are compelling. Over the past two decades, numerous studies have validated the effectiveness of school library media specialist leadership at a range of school levels and locations (School Libraries Work, 2008). Many of these studies have correlated student achievement in reading to the presence of school library media specialists engaging in leadership activities:

- In Alaska, students with full-time school library media specialists as active participants in their school faculties were twice as likely to score on or above average on reading achievement tests (Lance, Rodney, Hamilton-Pennell, Rodney, Petersen, & Sitter, 1999).
- In Colorado, elementary students who attended schools with school library media specialists who collaborated more with teachers were 21% more likely to have higher reading scores on their achievement tests than those who attended schools with less collaborative school library media specialists (Lance, Rodney, & Hamilton-Pennell, 2000).
- In Florida, strong library media programs with professionally trained full-time school library media specialists who collaborated with teachers and advocated for the school library were positively related student achievement in all academic areas as measured by Florida Comprehensive Assessment Test (Baumbach, 2003).
- The 11th grade American College Test scores were higher in Illinois when school library media specialists collaborated with teachers in a variety of activities (Lance, Rodney, & Hamilton-Pennell, 2005).
- Students in Indiana schools performed better on standardized reading tests when school library media specialists helped design instruction and collaborated with teachers (Lance, Rodney, & Russell, 2007).
- In Texas, there were positive associations between assessment performance and school library media specialist interaction with teachers and students at all school levels (Smith, 2001).

It is clear from the longitudinal research that has been conducted in various states and settings that when school library media specialists take on leadership roles, they contribute to the school environment that creates better learning opportunities for children.
Summary

The review of literature cites research that clearly makes a case for the importance of school library media specialists in leadership roles (School Libraries Work, 2008). However, it remains apparent, that even a decade after the release of Information Power and the recent publication of Standards for the 21st Century Learner, school library media specialists are still finding it difficult to fulfill empowering roles within schools. These roles cannot be realized unless teachers, principals, and school library media specialists embrace a team approach. A team approach, which is reflected in transformational leadership, offers an opportunity for all educators to assume leadership roles and impact student achievement (Uhl-Bien, 2003).

While transformational leadership may be an avenue for school library media specialists to demonstrate leadership, there were no studies located that addressed the development or enhancement of transformational leadership skills through degree programs for school library media specialists. Moreover, research (Barbuto et al.; van Engen & Willemsen, 2004) suggests there is also a link between leadership development and social context and this related area has not been studied with school library media specialists. These are voids both in current research and between research, professional practice, and school library media guidelines.

In response, this study aimed to determine at an early stage if a graduate leadership program for pre-service school library media specialists, Project LEAD, was successful in teaching leadership skills by assessing the transformational leadership potential of the Project LEAD students. This study also sought to further explore influencing socio-contextual variables identified in the literature on this leadership development. A mixed method design, incorporating the LPI and open-ended questions, was appropriate for this study because of the need to facilitate the understanding of the participants’ perceptions of the leadership skills they learned and of the impact of their social context on their transformational leadership potential. These components were necessary for fostering an understanding of the academic program’s significance in developing their self-perceived transformational leadership skills.

The next chapter will explain the methods used to examine the research problem. Major components of this chapter include an overview of the population, the research design, and applicable procedures. Limitations and ethical considerations are also discussed.
CHAPTER 3
METHODOLOGY AND PROCEDURES

Chapters one and two provided the background and significance of the proposed study. This chapter explains the methods used in carrying out the study. The methodology includes a description of the population, an overview of the research design, a description of the data collection methods, and an explanation of the techniques used to analyze the data. Readers will also be provided with a summary of the study limitations, ethical considerations, and research questions.

Research Design

The research reported here uses a mixed method design. A mixed method design is defined as research that uses “qualitative and quantitative data collection and analysis techniques in either parallel or sequential phases” (Teddlie & Tashakkori, 2003, p. 11). According to Creswell and Plano Clark (2007), merging qualitative and quantitative methods provides a more comprehensive understanding of research.

For example, quantitative research is weak in providing the context in which study participants answer questions, providing a platform for respondents to explain their answers, and accounting for the personal biases or interpretations of researchers. Similarly, the limitations of qualitative research include possible bias resulting from interaction with the respondents and difficulty in generalizing results from small groups to large groups. Consequently, mixed method research is a favorable way to counterbalance the weaknesses of each design (Creswell & Plano Clark, 2007).

A mixed method design was chosen for this study since the sample size was small and the participants were chosen because they were all leaders. There was a concern that the statistical analysis might not be able to make distinctions between the participants. Therefore, qualitative data was collected to provide an understanding of the similarities and differences within the population. A closed-ended quantitative survey would not have provided this specific information.

The specific mixed method design employed for this study was concurrent triangulation. The purpose of using this type of methodology was to “compare both forms of data to search for congruent findings” (Creswell & Plano Clark, 2007, p. 172). Figure 1 depicts the research process. The qualitative and quantitative data were simultaneously collected using surveys with open-ended and closed-ended questions. Next, both forms of data were analyzed separately. Finally, the results were combined during the interpretation phase of the study. Emphasis was placed on the quantitative findings. The themes in the qualitative results were used to substantiate the findings of the statistical results.
Population

There were thirty students in the Project LEAD program. These students were selected from six Florida counties that entered into a partnership with the Florida State University College of Information, to fulfill a grant from the Institute of Museum and Library Services (IMLS). As specified in the IMLS grant, the Project LEAD students were subjected to a rigorous selection process.

The first step in the application process was a recommendation from a principal in the form of a rubric (Appendix A) and the completion of leadership questions (Appendix B). The rubric was designed for an assessor to evaluate the strength of a teacher’s teaching capabilities (Danielson, 1996; Danielson, 2007). The categories on the rubric reflected the teacher-leadership domains pertaining to the classroom environment, lesson planning and preparation, and professional responsibilities. This initial process enabled the school districts and grant co-investigators to screen out teachers who were not considered to be leaders.

Next, the prospective students who were able to secure principal recommendations were invited to complete an application consisting of questions regarding their previous degrees, use of technology,
reasons for applying to the program, their beliefs about teaching reading, and collaboration with school library media specialists. In addition to the application, each prospective student was required to submit transcripts, GRE scores and complete the Florida State University Graduate Admissions Application and the Florida State University College of Information admissions application.

Students who were unable to meet the Florida State University graduate school admission requirements and the Florida State University College Information graduate program admission requirements were excused from the Project LEAD application process. The remaining students were designated as finalists. These finalists completed an essay on the leadership role of school library media specialists (Appendix C).

The Project LEAD directors assessed the leadership potential of each finalist by combining several scores. In some instances, the Project LEAD directors were assisted by library media supervisors in the school districts. These scores included: a score for the rubric completed by their principals, their grade point averages, and their answers on the application questions and the leadership essays. Points were also given to achieve a diverse group according to gender, race, age, ethnicity, and subject taught. The total of the possible points was one hundred. The final selection of Project LEAD students was made from the students with the highest scores. (Table 1 includes the total possible points for each category.)

Table 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Rubric</td>
<td>42</td>
</tr>
<tr>
<td>GPA</td>
<td>20</td>
</tr>
<tr>
<td>Diversity</td>
<td>8</td>
</tr>
<tr>
<td>Leadership Questions Score</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
School Districts’ Demographics

The population was drawn from 6 out of 67 public school districts in Florida. These districts are county-wide. Florida annually assigns each of its school districts and individual schools within the districts a letter grade. The purpose of the grades is to increase accountability within schools and provide public knowledge of the quality of education within each public school. Grades are calculated by a formula largely dependent on student scores on the Florida Comprehensive Assessment Test (FCAT). This test is administered once a year to students in grades 3-12 (Florida Department of Education, 2008).

“School grades utilize a point system. Schools are awarded one point for each percent of students who score high on the FCAT and/or make annual learning gains” (Florida Department of Education, 2008, ¶ 1). Scores for all students in the state of Florida can be tracked between the third and twelfth grades making it possible to measure learning gains throughout their academic careers.

The Florida Department of Education assigns five grades. These grades are A, B, C, D, and F (Florida Department of Education, 2008). An A is given to districts and schools with 535 or more points. B is given to districts and schools with at least 495 points. A grade of C is assigned to districts and schools with at least 435 points. Schools and districts with at least 395 points are given a D. A grade of F is awarded when schools and districts have fewer than 395 points or test less than 90% of the students eligible to take the Florida Comprehensive Assessment Test. Moreover, the grades B and C are assigned when a district or school’s students have met adequate yearly progress within the last two years. An A is only assigned if a school or district’s students have made adequate progress within the current year.

Florida participates in the National School Lunch Program. The program was established in 1946 to provide free and reduced lunch to children in school who are economically disadvantaged (Florida Department of Education, 2007). Eligibility for the program is dependent upon one’s household income, size, and the current federal poverty guidelines. Accordingly, the number of students eligible to participate in the program is a direct reflection of the poverty level in a given area of the country (Florida Department of Education, 2007).

The Florida school districts that had teachers participating in the Project LEAD program were Broward, Pinellas, Polk, Leon, Santa Rosa, and Gadsden counties. Table 2 presents the demographics relevant to this study for those counties.
### Table 2

<table>
<thead>
<tr>
<th>District</th>
<th>Grade</th>
<th>% Free/Reduced Lunch</th>
<th>Number of Schools</th>
<th>Number of Students</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward</td>
<td>A</td>
<td>44.4</td>
<td>296</td>
<td>262,811</td>
<td>South Florida</td>
</tr>
<tr>
<td>Pinellas</td>
<td>B</td>
<td>40.8</td>
<td>175</td>
<td>107,882</td>
<td>West Florida</td>
</tr>
<tr>
<td>Polk</td>
<td>B</td>
<td>50.4</td>
<td>153</td>
<td>92,809</td>
<td>Central Florida</td>
</tr>
<tr>
<td>Leon</td>
<td>A</td>
<td>32.5</td>
<td>61</td>
<td>32,404</td>
<td>North Florida</td>
</tr>
<tr>
<td>Santa Rosa</td>
<td>A</td>
<td>30.5</td>
<td>41</td>
<td>25,393</td>
<td>Northwest Florida</td>
</tr>
<tr>
<td>Gadsden</td>
<td>C</td>
<td>71.1</td>
<td>26</td>
<td>6,648</td>
<td>North Florida</td>
</tr>
</tbody>
</table>

**LPI and Project LEAD Survey Instruments**

Two paper-based surveys were used to collect the majority of the data for this study. “Surveys allow researchers to assess a wider variety of behaviors and other phenomena than can be studied in a typical naturalistic observation study” (Marczyk, DeMatteo, & Festinger, 2005, p. 154). The survey collection method was chosen because the participants of this study are distance learners who are not centrally located on the Florida State University campus.

In addition to allowing for the collection of data at a distance, Gray, Williamson, Karp, and Dalphin (2007) describe other benefits of survey research. The survey research method is considered to be a cost effective method for the systematic collection of information. The rigid nature in which survey answers are collected can produce uniform and reliable results. With meticulous planning, results from a relatively small sample can be generalized for a larger population.

**Leadership Practices Inventory**

The primary survey tool for this study was the *Leadership Practices Inventory* (LPI) devised by Posner and Kouzes (1988). Posner and Kouzes developed the LPI (Appendix F) by interviewing 1,200 managers about their best leadership practices. The inventory is considered to be a "developmental, diagnostic instrument, useful for assuring individuals’ leadership actions and behaviors (practices) and subsequently enhancing their leadership capabilities” (Posner & Kouzes, 1994, p. 964). It is a general inventory of leadership behaviors which exemplify transformational leadership. As such, it has been
used in many fields, including education (Leech & Fulton, 2008; Posner & Kouzes, 1993; Viegas, Brun, & Hausafus, 1998).

The LPI characterizes transformational leadership behaviors on a 10-point Likert scale. Respondents choose their level of participation in transformational leadership activities in five categories. The categories are *Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way*, and *Encouraging the Heart*. *Challenging the Process* refers to the leader’s risk-taking behaviors. The statements about *Modeling the Way* make reference to how the leader displays their preferred methods of treating the individuals in their organizations. The *Encouraging the Heart* statements assess how a leader celebrates accomplishments of an organization and the contributions its members make. Statements about *Inspiring a Shared Vision* examine the leader’s ability to encourage organization members to pursue a unified vision for the organization’s future. Lastly, the *Enabling Others to Act* statements establish the leader’s inclination to promote collaboration and make others feel empowered.

The internal reliability coefficients for the LPI range between .75 and .90 (Kouzes & Posner, 2002; Posner & Kouzes, 1988, 1993). The test-retest reliability averages .94 (Kouzes & Posner, 2002; Posner & Kouzes, 1988, 1993). Moreover, Abu-Tineh, Khasawneh, and A-Omari (2008) assert, “Results from the LPI have shown high face validity and predictive validity, meaning that the results not only make sense to people but also predict whether a leader’s performance is high, moderate, or low” (p.653).

Upon recognizing the benefits of using the inventory, the researcher requested permission from Kouzes Posner International by completing the research request form (Appendix D) on the Leadership Challenge website (www.leadershipchallenge.com). Permission was granted by Dr. Barry Posner, who created the inventory with Dr. James M. Kouzes. A copy of the letter is included in Appendix E.

**The Project LEAD Survey**

The researcher created a survey to collect information about each study participant’s relationship with their mentor, Project LEAD experience, and demographic data. Previous studies (Alger, 2008; Hoy, Tarter, & Witkoskie, 1992; Huerta, Watt, & Alkan; Oshagbemi, 2004) indicated that the divergent circumstances of each participant’s demographics and the availability of district support could have played a role in their self-perceived transformational leadership behaviors. The group was multicultural and multigenerational. Their years of work experience and subjects taught varied. They also taught in all school levels with varying poverty levels. Under these circumstances, some of the school districts offered more support in the form of mentors and resources than others.
The Project LEAD survey (Appendix G) was divided into three areas. The first section of the survey entitled, “About You” captured responses for each of the variables listed below.

1. Age
2. Gender
3. Current teaching assignment
4. Level of education
5. Ethnicity
6. Teaching experience
7. Grade point average
8. Satisfaction with school district support
9. Satisfaction with school support
10. School levels

The second part of the survey was entitled, “About Your Mentor,” collected the following information:

1. If the mentor was assigned by the school district
2. If the mentor was chosen by student
3. Typical contact hours with the mentor
4. The type of contact with the mentor
5. Location of the mentor
6. If the media specialist had National Board Certification
7. If the mentor was a media specialist
8. Satisfaction with the mentor
9. Additional information the respondents wanted to share about their mentors

The third part of the survey, “About Your Project LEAD Experience,” sought to ascertain what transformational leadership skills the Project LEAD students learned during the program. Consisting of 16 questions, fifteen of the questions focused on the specific leadership dimensions identified by Posner and Kouzes (1988). The last question was a general question about the students’ perception of what was gained overall by participating in the Project LEAD. The questions are displayed in Table 3:
Table 3

Open-ended Leadership Skill Questions

<table>
<thead>
<tr>
<th>Model the Way</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to demonstrate to others how to achieve goals? If so, please describe them.</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to be a mentor to other teachers? If so, please describe them.</td>
<td>Have you learned any techniques and strategies during Project LEAD that have helped you to model high ethical standards? If so, please describe them.</td>
</tr>
<tr>
<td>Challenging the Process</td>
<td>Have you taken more risks within your school because of Project LEAD? If so, please describe them.</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to discover innovative ways to improve your school? If so, please describe them.</td>
<td>Have you learned any special techniques and strategies during Project LEAD that have helped you to share future trends that will influence how work gets done at your school? If so, please describe them.</td>
</tr>
<tr>
<td>Enabling Others to Act</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to work in team environment? If so, please describe them.</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to empower the people around you? If so, please describe them.</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to promote diversity? If so, please describe them.</td>
</tr>
<tr>
<td>Encouraging the Heart</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you create harmonious environments within your school? If so, please describe them.</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you acknowledge the accomplishments of others? If so, please describe them.</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to celebrate working with your peers? If so, please describe them.</td>
</tr>
<tr>
<td>Inspiring a Shared Vision</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to share future possibilities for your school? If so, please describe them.</td>
<td>Have you learned any new techniques and strategies during Project LEAD that have helped you to shape the culture within your school? If so, please describe them.</td>
<td>Have you learned any special techniques and strategies during the Project LEAD program that have helped you to promote your school community’s shared vision of teaching and learning that supports academic achievement? If so, please describe them.</td>
</tr>
<tr>
<td>Overall Gain</td>
<td>What do you feel you have gained from your experience with Project LEAD?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Data Collection Procedures

IRB Approval

This study involved human subjects. Florida State University is an institution that receives federal funding. The university must comply with the standards prescribed by the United States Office of Human Subjects Research. Therefore, permission was requested and received from the Institutional Review Board at Florida State University to complete the study (Appendix H).

The privacy of the participants was considered because the answers on the surveys could have directly impacted the participants’ careers. The names of the participants were coded with a number. Then they were referred to according to their number to ensure confidentiality. The names of the participants will not be published in association with this study.

Pretesting

The Project LEAD survey instrument developed by the researcher was pretested with a small group of graduate students in the College of Information at Florida State University after approval from the University Institutional Review Board. The function of the pretest was to test the usability of the survey instrument.

The researcher was informed that the directions for returning the surveys were unclear. The directions were revised to indicate to the respondents that the survey should be returned in the self addressed and stamped envelope provided by the researcher. The question requesting the age of the participants was reworded to say, “What is your age?” instead of “How old are you?” Originally the Likert scale included in the survey omitted the option for participants to offer “neutral” as an answer. This option was added. Hence, comments on the survey instrument were used to improve its design thus giving the instrument face validity.

Pre-existing Data

Pre-existing data was used for part of this study: Project LEAD assessment scores, GRE scores for the participants, the 2008-2009 Florida school grades, and the poverty levels for each school. The Project LEAD assessment data was obtained from the Project LEAD director. School grades and poverty levels were obtained by using the Florida Department of Education (2009) online accountability reports available through public access online (http://schoolgrades.fldoe.org/default.asp).

Survey Administration

The surveys were self-administered. An initial email, sent a month before the survey was mailed, introduced participants to the topic of the study. The text of the email was derived from the letter of
invitation in Appendix I. A second email was sent a week before the survey to remind the participants that they would be receiving the survey in the mail.

The survey was subsequently sent through the mail using first class postage. The envelope with the surveys included an additional letter of invitation, the survey instruments, and a consent form (Appendix J). A self-addressed return envelope with postage attached was included in the envelope with the surveys. The instructions requested that the survey be mailed back to the sender.

Data Analysis

Qualitative Data Analysis

The responses to the open-ended questions in the Project LEAD survey instrument were the source of the qualitative data. As suggested by Glazier and Powell (1992), the researcher implemented a repetitive cycle of coding and recoding to pinpoint themes within the participants’ responses. The following steps identified by Glazier and Powell (1992) were used to complete the qualitative data analysis.

1. Recording - The participants’ responses were typed into a word processor file.
2. Storage - The typed responses were uploaded into the qualitative analysis software Nvivo. Then the responses were saved in an Nvivo file format.
3. Concept formation and topology construction - The text was read and patterns in the responses were identified. These patterns became general themes that were labeled using the Nvivo program.
4. Classification - Categories describing subsets of the themes were separated and coded. Each of the participants’ responses were reviewed and placed into applicable categories.
5. Query/Retrieval - Segments of text that represented specific themes were grouped together. They were also reviewed for thematic overlap. The overlapping categories were placed into broader themes.
6. Summarization - The frequencies of each theme and subtheme occurrence were counted.

During the analysis the data was checked for reliability by using two methods delineated by Creswell (2003). First, the transcribed responses were checked for errors. Next, a portion of the data was recoded to be sure the coding scheme was consistent.

According to Creswell (2003), validity can be obtained in qualitative research in several ways. Themes were triangulated by “converging several sources of data or perspectives from participants …” (Creswell, 2003, p. 191). Member checking was also done by asking a member of the Project LEAD
cohort to examine the proposed final themes and respective quotes. The cohort member assessed the validity of the selected themes, the descriptions of the themes, and the quotes selected to represent the themes.

**Quantitative Data Analysis**

Each respondent’s survey data from the close-ended questions was entered into the statistical program SPSS. Parametric and nonparametric statistical tests were performed to analyze the responses. Parametric tests are preferred when compared to nonparametric tests because they are considered to be more powerful. Ergo, they are more accurate in detecting relationships between variables (Vaughan, 2001).

Parametric tests are generally used for interval or ratio data while nonparametric tests are typically used for nominal and ordinal data. Regardless of the type of data obtained, parametric tests require data to be normally distributed (Vaughan, 2001). On the contrary, nonparametric may be used when data does not meet this standard. Vaughan (2001, p. 139) explains, “The word nonparametric means that there are no requirements on parameters such as standard deviation. Nonparametric tests are also referred to as distribution free tests because they do not require that the data be normally distributed.”

There were instances when the data collected for this study did not meet the requirements for parametric tests. For example, when answering the survey, the respondents could have selected urban, suburban, or rural community types. These types of communities are categories and, therefore, regarded as ordinal data. The appropriate statistical test for such data is chi-square, “an inferential statistical test that is used to examine relationships between two variables with nominal or ordinal data” (Vaughan, 2001).

In another instance, the scores on the Project LEAD assessment were considered to be ratio data. However, the scores were not normally distributed. As a result the parametric Pearson correlation coefficient that is typically used to test relationships could not be used. Instead, the Spearman correlation coefficient, the nonparametric equivalent was chosen. A complete list of variables for each research question and the statistical tests used in this study are listed in Table 4.
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Test</th>
<th>Variable Tested</th>
<th>Scale Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1</td>
<td>One Sample t- Test</td>
<td>LPI Score</td>
<td>All</td>
</tr>
<tr>
<td>RQ2</td>
<td>Spearman Correlation Coefficient</td>
<td>Project LEAD Assessment Score</td>
<td>All</td>
</tr>
<tr>
<td>RQ 3</td>
<td>Spearman Correlation Coefficient</td>
<td>Poverty</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GPA</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>District Support</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Support</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Support</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Satisfaction</td>
<td>EOA, ISV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age</td>
<td>EOA, ISV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience</td>
<td>EOA, ISV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Grades</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRE</td>
<td>EOA, ISV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Contact Hours</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td>Pearson Correlation Coefficient</td>
<td>Age</td>
<td>LPI Total, MTW, ETH, CTP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience</td>
<td>LPI Total, MTW, ETH, CTP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRE</td>
<td>LPI Total, MTW, ETH, CTP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Satisfaction</td>
<td>LPI Total, MTW, ETH, CTP</td>
</tr>
<tr>
<td></td>
<td>Chi-square Test</td>
<td>School Levels</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Types</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Assignment</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Contact Type</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Location</td>
<td>All</td>
</tr>
</tbody>
</table>

Note. MTW = Model the Way. ETH = Encouraging the Heart. CTP = Challenging the Process. EOA = Enabling Others to Act. ISV = Inspiring a Shared Vision.
Research question 1

RQ 1: To what extent does leadership education facilitate the development of self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders?

$H_0$: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will not differ from the norms.

$H_1$: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will differ from the norms.

The data used to analyze Research Question 1 was obtained from a preexisting data set and the LPI survey. First, the national norms for the LPI (Kouzes & Posner, 2003) were obtained from the Leadership Challenge website (www.leadershipchallenge.com). Next, each participant’s score on the LPI subscales was calculated. The participants’ scores on each individual subscale were averaged together to obtain a mean score for the entire population.

A one sample t-test was selected to analyze the hypothesis for Research Question 1. The one sample test is used to determine if there is a significant difference between the means of two independent samples (Vaughan, 2001). The statistical significance level used was $p < .05$. If the statistical significance level was met, the null hypothesis ($H_0$) was rejected.

Research question 2

RQ 2: To what extent does the assessment of leadership potential at the beginning of the master’s in library and information studies degree program focusing on leadership correlate to the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders?

$H_0$: The self-perceived transformational leadership potential will not be correlated with the scores on the assessment of leadership potential.

$H_1$: The self-perceived transformational leadership potential will be correlated with the scores on the assessment of leadership potential.

Data collected from the participants and pre-existing data set were used to determine if there was a correlation between the Project LEAD assessment score and the LPI total score and the Project LEAD assessment score and the LPI subscales. The Project LEAD assessment score was obtained from the Project LEAD director. Next, the Spearman correlation coefficient test was conducted to determine if the Project LEAD assessment scores were related to the LPI total scores and subscale scores. The
statistical significance level used was p < .05. If the statistical significance level was met, the null hypothesis \( (H_0) \) was rejected.

**Research question 3**

RQ 3: To what extent does the social context of each participant’s circumstances impact the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership?

\[ H_0: \text{The social context of each participant’s circumstances will not have an impact on the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.} \]

\[ H_1: \text{The social context of each participant’s circumstances will have an impact on the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.} \]

Statistical analysis of Research Question 3 was completed by testing the relationship between the LPI and several variables. A variety of statistical tests were used. The following sections describe the tests used to analyze each variable.

**Poverty levels.**

Pre-existing data and the LPI survey were used to determine the impact of poverty levels in each participants’ school on the self-perceived transformational leadership scores of the respondents. For this study, the poverty level was defined as the percentage of students eligible for free and reduced lunch. This information was obtained from the Florida Department of Education School Accountability Reports available publically online at (http://schoolgrades.fldoe.org/default.asp).

Next, the Spearman correlation coefficient test was applied to determine if the poverty levels within the participants’ schools were related to the LPI total scores and subscale scores. The statistical significance level used was p < .05. If the statistical significance level was met, the null hypothesis \( (H_0) \) was rejected.

**GPA, district support, school support, mentor support, and mentor contact hours.**

The data collected from the survey instruments was used to test the previously mentioned variables. The Spearman correlation coefficient test was individually employed for each variable to
examine the relationship between each variable and the LPI and each variable and the LPI subscales. The statistical significance level used was $p < .05$. If the statistical significance level was met, the null hypothesis ($H_0$) was rejected.

**Graduate Record Exam (GRE).**

Data collected from the LPI survey and pre-existing data were used to determine if there was a correlation between the participants’ GRE scores and the LPI total score and the participants’ GRE scores and the LPI subscales. The participants’ GRE scores were obtained from the Project LEAD director.

The Pearson correlation coefficient test was used to determine if the participants’ GRE scores were related to the LPI total scores and subscales for *Encouraging the Heart*, *Modeling the Way*, and *Challenging the Process*. A Spearman correlation coefficient was computed to assess the relationship between the respondents’ GRE scores and the LPI subscales for *Inspiring a Shared Vision* and *Enabling Others to Act*. The statistical significance level used was $p < .05$. If the statistical significance level was met, the null hypothesis ($H_0$) was rejected.

**School grades.**

Data collected from the LPI survey and pre-existing data were used to ascertain if there was a correlation between the state assigned grades for the schools the participants were employed in and the LPI total score and the state assigned grades for the schools the participants were employed in and the LPI subscale scores. The grades of the school were obtained from the Florida Department of Education School Accountability Reports publically available online at (http://schoolgrades.fldoe.org/default.asp).

Next, the Spearman correlation coefficient test was used to determine if the school grades were related to the LPI total scores and subscale scores. The statistical significance level used was $p < .05$. If the statistical significance level was met, the null hypothesis was rejected.

**Mentor satisfaction, experience, and age.**

The data collected for the previously mentioned variables was obtained from the responses on the Project LEAD survey. Next, the Spearman correlation coefficient test was used to assess the relationship between each individual variable and the subscales for *Enabling Others to Act* and *Inspiring a Shared Vision*. The Pearson coefficient correlation was used to evaluate the relationship between each individual variable and the LPI total scores and the individual variables and the LPI subscales for *Challenging the Process*, *Encouraging the Heart*, and *Modeling the Way*. The statistical significance level used was $p < .05$. If the statistical significance level was met, the null hypothesis was rejected.
School levels, community types, mentor assignments, mentor contact type, and mentor location.

The data collected for the previously mentioned variables was obtained from the participants’ responses on the Project LEAD survey and the LPI. The Chi-square test of independence was used to assess the relationship between each individual variable and the LPI and each of the LPI subscales. The statistical significance level used was $p < .05$. If the statistical significance level was met, the null hypothesis was rejected.

Summary

Qualitative and quantitative data from thirty pre-service media specialists in six Florida counties who participated in the Project LEAD program at the Florida State University College of Information were collected and analyzed in the SPSS program for Windows and Nvivo. Four statistical analyses (Pearson correlation coefficient, Spearman correlation coefficient, One sample t-test, and Chi-Square) were selected to discover the relationships among the variables. Qualitative data was analyzed to reveal recurring themes and to offer insight into the quantitative outcomes of the study. The next chapter offers the analysis and interpretation of the data collected during the study.
CHAPTER 4
DATA ANALYSIS

This study assessed the level of self-perceived transformational leadership potential of thirty pre-service school library media specialists who participated in the Project LEAD leadership program. In particular, their transformational leadership development and the variables that affected this development were studied. Data was collected using the *Leadership Practices Inventory* (LPI) and a survey with both closed and open-ended questions. The data was subsequently analyzed to test the research questions and hypotheses that were formulated to address the problem of a void in the research which needs to be filled in order for school library media specialists to assume the leadership roles recommended by professional associations and to make positive impacts on their schools.

The research questions and hypotheses developed were:

RQ 1: To what extent does leadership education facilitate the development of self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders?

H₀: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will not differ from the norms.

H₁: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will differ from the norms.

RQ 2: To what extent does the assessment of leadership potential at the beginning of the master’s in library and information studies degree program focusing on leadership correlate to the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders?

H₀: The self-perceived transformational leadership potential will not be correlated with the scores on the assessment of leadership potential.

H₁: The self-perceived transformational leadership potential will be correlated with the scores on the assessment of leadership potential.

RQ 3: To what extent does the social context of each participant’s circumstances impact the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership?

H₀: The social context of each participant’s circumstances will not have an impact on the self-
perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.

H₁: The social context of each participant’s circumstances will have an impact on the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.

The remainder of this chapter presents each hypothesis and the related results in detail.

The Population

Thirty respondents participated in the study. This represents a 100% response rate for the entire population of Project LEAD students. As indicated in Table 5, the average participant was 40.50 (SD = 9.66) years of age. The participants’ average length of teaching experience in years was 12.90 (SD = 7.49).

Table 5

<table>
<thead>
<tr>
<th>Age and Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Experience</td>
</tr>
</tbody>
</table>

The participants were divided into rural, suburban, and urban settings according to their responses on the survey. As shown in Table 6, six (20%) reported working in a rural setting, 12 (40%) students were employed in a suburban environment, and 11 (37.6%) said they worked in an urban community. Community type was not reported by one student (3.3%).

The population was multicultural. The majority of the students, 24 (80%) described themselves as Caucasian. The other six (20%) viewed themselves as being nonwhite. There was also an unequal number of males and females as 28 (93.3%) were females.

Figure 1 is a visual presentation of the subjects the respondents taught. For statistical analysis,
reading, language arts, and English were grouped as one category. This was necessary because there were not enough cases in each subject area to test them alone. Since the subject areas are closely related and cover similar subject matter, they were combined into one large group. As such, eleven (36.7%) of the respondents reported teaching an English language related subject such as reading, language arts, or English. There was one (3.3%) math teacher. There were two (6.7%) geography or social studies teachers. Three (10%) taught in an exceptional education area. The remaining thirteen (43.4%) taught all subjects in a regular education elementary classroom.

![Subjects Taught](image)

**Figure 2. School Subjects Taught by the Project LEAD Students**

Information about the participants’ overall school grades were collected. Only one (3.3%) respondent worked in a school with a score of F. Another small group of two (6.7%) respondents were employed in schools assigned a score of D. Five (16.7%) were employed in schools with the score of C. Three (10%) worked in schools assigned a B. A large number of students, 18 (60%) worked in schools awarded an A. The school grade was not available for one individual (3.3%).

The educational levels of the Project LEAD students prior to their admission to the program varied. According to their responses, 24 (80%) entered the program with a bachelor’s degree. Six (20%) respondents acknowledged already possessing master’s degrees in education.
In summary, the typical Project LEAD student was a Caucasian female who was slightly older than 40 years of age. They typically had a bachelor’s degree and worked in a school in an urban setting. On average, they had nearly 13 years of experience. The schools in which they worked usually were assigned a grade of A from the state of Florida.

**Research Question 1**

**Quantitative Analysis for Research Question 1**

RQ 1: To what extent does leadership education facilitate the development of self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders?

- **H$_0$**: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will not differ from the norms.
- **H$_1$**: The self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders will differ from the norms.

The one sample t-test was used to determine if there were significant differences between the
means of the self-perceived leadership practices of the national sample means reported by Kouzes and Posner (2003) and the study population. The alpha level of p < .05 was used. The national sample’s means were used as the test values.

Overall, as shown in Table 7, the Project LEAD students had scores that were in effect the same as the national norm in three areas of the LPI subscales. These areas were *Inspiring a Shared Vision*, *Challenging the Process*, and *Encouraging the Heart*. There was a significant difference between the national population and the study population in the LPI subscales for *Modeling the Way* $t(47.01) = 3.865$, $p = 0.001$ (two-tailed) and *Enabling Others to Act* $t(49.39) = 2.610$, $p = 0.014$ (two-tailed). It was determined that the Project LEAD students scored significantly higher on the subscales for *Modeling the Way* and *Enabling Others to Act* because the alpha level of $p < .05$ was met.

Table 7

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Test Value</th>
<th>Population Means</th>
<th>$t$</th>
<th>$df$</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling</td>
<td>47.01</td>
<td>50.30</td>
<td>3.865</td>
<td>29</td>
<td>0.001*</td>
</tr>
<tr>
<td>Inspiring</td>
<td>44.34</td>
<td>44.13</td>
<td>-0.129</td>
<td>29</td>
<td>0.899</td>
</tr>
<tr>
<td>Challenging</td>
<td>46.11</td>
<td>46.83</td>
<td>0.611</td>
<td>29</td>
<td>0.546</td>
</tr>
<tr>
<td>Enabling</td>
<td>49.39</td>
<td>51.76</td>
<td>2.610</td>
<td>29</td>
<td>0.014*</td>
</tr>
<tr>
<td>Encouraging</td>
<td>47.05</td>
<td>49.26</td>
<td>1.740</td>
<td>29</td>
<td>0.092</td>
</tr>
</tbody>
</table>

Note. * significant at $p < .05$.

**Qualitative Analysis for Research Question 1**

**Qualitative analysis of the Challenging the Process subscale.**

Three questions were included to assess the skills taught in the Project LEAD program that coincided with the transformational leadership behavior *Challenging the Process*. The three questions were:

- *Have you taken more risks within your school because of Project LEAD?* If so, please describe them.
- *Have you learned any new techniques and strategies during Project LEAD that have helped you*
to discover innovative ways to improve your school? Is so, please describe them.

- Have you learned any special techniques and strategies during Project LEAD that have helped you to share future trends that will influence how work gets done at your school? If so, please describe them.

A great number of the participants, 26 (86.7%) reported learning skills related to *Challenging the Process*. Their responses are in Table 8. The responses were categorized into seven major themes. These themes were skills related to using technology, sharing knowledge, seeking new perspectives, volunteering, collaborating, networking, and using research.

Table 8

<table>
<thead>
<tr>
<th>Skills Associated with Challenging the Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
</tr>
<tr>
<td>Using technology</td>
</tr>
<tr>
<td>Sharing knowledge</td>
</tr>
<tr>
<td>Seeking new perspectives</td>
</tr>
<tr>
<td>Volunteering</td>
</tr>
<tr>
<td>Collaborating</td>
</tr>
<tr>
<td>Networking</td>
</tr>
<tr>
<td>Using research</td>
</tr>
</tbody>
</table>

**Qualitative analysis of the Inspiring a Shared Vision subscale.**

Three questions were posed to inquire about the skills learned during the Project LEAD program related to the transformational leadership skill of *Inspiring a Shared Vision*. The three questions were:

- *Have you learned any new techniques and strategies during Project LEAD that have helped you to share future possibilities for your school? If so, please describe them.*
- *Have you learned any new techniques and strategies during Project LEAD that have helped you to shape the culture within your school? If so, please describe them.*
- *Have you learned any special techniques and strategies during the Project LEAD program that*
have helped you to promote your school community’s shared vision of teaching and learning that supports academic achievement? If so, please describe them.

The results from the 26 (86.7%) students who acknowledged learning skills during the Project LEAD program to help them inspire a shared vision are presented in Table 9. These skills were divided into eight themes reflecting skills pertaining to technology, sharing knowledge, modeling behaviors, using research to support decisions, involving stakeholders, collaborating, and promoting diversity.

Table 9
Skills Related to Inspiring a Shared Vision

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Using technology</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Modeling</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Involving stakeholders</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Sharing knowledge</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Using research</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Promoting diversity</td>
<td>4</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Qualitative analysis of the Encouraging the Heart subscale.

Three open-ended questions attempted to gauge the skills the participants learned relevant to the transformational leadership skill of Encouraging the Heart. The questions were:

- Have you learned any new techniques and strategies during Project LEAD that have helped you acknowledge the accomplishments of others? If so, please describe them.
- Have you learned any new techniques and strategies during Project LEAD that have helped you to celebrate working with your peers? If so, please describe them.
- Have you learned any new techniques and strategies during Project LEAD that have helped you create harmonious environments within your school? If so, please describe them.

Skills for Encouraging the Heart were identified by 28 (93.3%) of the respondents. The
frequencies of these skills were divided into six themes. These themes are represented in Table 10. They are recognizing and celebrating, collaborating, using technology, building relationships, and modeling behaviors.

Table 10
Skills Related to Encouraging the Heart

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing and celebrating</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Collaborating</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Using technology</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Building relationships</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Modeling</td>
<td>9</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Qualitative analysis of Modeling the Way subscale.

Open-ended questions were also used to assess the skills the study participants learned that correspond with the transformational leadership behavior Modeling the Way. The questions were:

- Have you learned any new techniques and strategies during Project LEAD that have helped you to demonstrate to others how to achieve goals? If so, please describe them.
- Have you learned any new techniques and strategies during Project LEAD that have helped you to be a mentor to other teachers? If so, please describe them.
- Have you learned any techniques and strategies during Project LEAD that have helped you to model high ethical standards? If so, please describe them.

Again, a majority 29 (96.7%) of the students felt they learned skills complementary to this behavior. Table 11 includes the seven major themes emerging from the answers to these questions. These themes were collaborating, promoting diversity, modeling behaviors, sharing knowledge, self educating, using technology, mentoring, and using research.
Table 11
Skills Related to Modeling the Way

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>Promoting diversity</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Modeling</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Sharing information</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Using technology</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Mentoring</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Using research</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Self educating</td>
<td>3</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Qualitative analysis of Enabling Others to Act subscale.

The attainment of skills during the Project LEAD program correlating with the transformational leadership behavior *Enabling Others to Act* was queried with three open-ended questions. The questions were:

- *Have you learned any new techniques and strategies during Project LEAD that have helped you to work in team environment? If so, please describe them.*
- *Have you learned any new techniques and strategies during Project LEAD that have helped you to empower the people around you? If so, please describe them.*
- *Have you learned any new techniques and strategies during Project LEAD that have helped you to promote diversity? If so, please describe them.*
Skills correlated to Enabling Other to Act were described by 29 (96.7%) of the study participants. The eight major skill themes identified are in Table 12. The themes were promoting diversity, collaborating, sharing information, mentoring, leading, seeking new perspectives, building relationships, and risk-taking.

Table 12
Skills Related to Enabling Others to Act

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promoting diversity</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Collaborating</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Sharing information</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Mentoring</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Leading</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Seeking new perspectives</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Building relationships</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Risk-taking</td>
<td>1</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Qualitative analysis of the overall impact of Project LEAD.

The final open-ended question included in the survey was designed to gather the respondents’ comprehensive impression of what they presumed they attained from Project LEAD program. The question was:

- What do you feel you have gained from your experience with Project LEAD?

Twenty-nine (96.7%) of the respondents shared their insights. Ten major themes, depicted in Table 13, emerged: school library media specialist skills, a cohort of friends, collaboration skills, technology skills, confidence, networking skills, leadership skills, teaching skills, a sense of accomplishment, and seeking new perspectives.
Table 13

Overall Perceptions of What the Project LEAD Students Gained from the Program

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Library Media Specialist Skills</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Cohort of friends</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>Collaborating</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Using technology</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Confidence</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Networking</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Leading</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Teaching</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Sense of accomplishment</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Seeking new perspectives</td>
<td>2</td>
<td>6.7</td>
</tr>
</tbody>
</table>

Combined qualitative results for the skills learned during Project LEAD.

The participants described several skills they learned during the Project LEAD program. The frequencies of these skills related to the individual dimensions of leadership they reported appear in the previous section. Figure 3 is a graphical representation of all of the benefits of participating in Project LEAD reported by the students. For example, risk-taking skills was only cited one time making it the benefit mentioned the least. Furthermore, several of the benefits overlapped more than one leadership dimension and this is illustrated in Table 14. The last column of Table 14 is entitled overall benefits. This column includes what the students listed as the overall benefits of participating in Project LEAD.
Figure 3. Benefits of Project LEAD, * = skills, and ** = benefits.
### Table 14
Matrix of Relationships between Skills Learned and Overall Gains

<table>
<thead>
<tr>
<th></th>
<th>Challenging</th>
<th>Enabling</th>
<th>Inspiring</th>
<th>Encouraging</th>
<th>Modeling</th>
<th>Overall Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Using technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sharing knowledge</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Research</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promoting diversity</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Seeking new perspectives</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building relationships</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteering</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk-taking</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involving stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Recognizing &amp; celebrating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Self educating</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>SLMS skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Cohort of friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sense of Accomplishments</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Promoting the Big Picture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Research question 1 summary.**

The alternative hypothesis for Research Question 1 is accepted for two reasons. First, the students did develop leadership skills that were significantly higher than the national norm in the LPI
subscales for *Modeling the Way* \( t(47.01) = 3.865, p = 0.001 \) (two-tailed) and *Enabling Others to Act* \( t(49.39) = 2.610, p = 0.014 \) (two-tailed). This conclusion was made because the alpha level was set at \( p < .05 \) and was met. Second, the qualitative analysis of the skills learned during Project LEAD support this finding. The students reported developing skills in each of the LPI subscale areas. Leadership training did facilitate the development of self-perceived transformational leadership behaviors in pre-service school library media specialists who were teacher-leaders.

**Research Question 2**

**Quantitative Analysis of Research Question 2**

RQ 2: To what extent does the assessment of leadership potential at the beginning of the master’s in library and information studies degree program focusing on leadership correlate to the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders?

- \( H_0 \): The self-perceived transformational leadership potential will not be correlated with the scores on the assessment of leadership potential.
- \( H_1 \): The self-perceived transformational leadership potential will be correlated with the scores on the assessment of leadership potential.

A Spearman correlation coefficient was computed to assess the relationship between the respondents’ Project LEAD assessment scores and the LPI total score in addition to the Project LEAD assessment scores and each individual LPI subscale. Table 15 summarizes the results. A correlation was found between the Project LEAD assessment scores and the subscale for *Enabling Others to Act*, \( r_s = .446, n = 28, p = .017 \). This determination was made because the significance level was set at \( p < .05 \) and was met. A correlation was not found between the LPI total scores and the Project LEAD assessment scores or the Project LEAD assessment scores and the remaining subscales.
Table 15

Assessment Score Correlations with the LPI

<table>
<thead>
<tr>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.213</td>
<td>.095</td>
<td>.309</td>
<td>.446</td>
<td>.108</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.276</td>
<td>.631</td>
<td>.109</td>
<td>.017*</td>
<td>.583</td>
</tr>
</tbody>
</table>

N=28

Note. * significant at p < .05.

Research Question 3

Quantitative Analysis for Research Question 3

RQ 3: To what extent does the social context of each participant’s circumstances impact the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership?

H₀: The social context of each participant’s circumstances will not have an impact on the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.

H₁: The social context of each participant’s circumstances will have an impact on the self-perceived transformational leadership potential of pre-service school library media specialists who were teacher-leaders and participated in a master’s in library and information studies degree program focusing on leadership.

Poverty and the LPI.

A Spearman correlation coefficient was computed to determine the relationship between poverty levels within the participants’ schools and the LPI total score in addition to the poverty levels within the participants’ schools and each individual LPI subscale. Table 16 summarizes the results. A significant correlation was found between poverty levels within the participants’ schools and the subscale for Challenging the Process, \( r_s = .387, n = 29, p = .038 \). This was determined because the significance level was set at \( p < .05 \) and was met. The respondents’ scores on the LPI subscale for Challenging the Process
decreased as the poverty level in their schools increased. There was no correlation between poverty levels within the participants’ schools and the other LPI subscales or the total LPI Scores because the significance level was set at $p < .05$ and was not met.

Table 16

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.706</td>
<td>0.340</td>
<td>0.038*</td>
<td>0.050</td>
<td>0.414</td>
<td>0.172</td>
</tr>
<tr>
<td>N=29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. *significant at $p < .05$.

**Grade point average and the LPI.**

A Spearman correlation coefficient was computed to evaluate the relationship between the respondents’ grade point averages and the LPI total score in addition to the respondents’ grade point averages and each individual LPI subscale. These statistics are reported in Table 17. There was no significant correlation between the respondents’ grade point averages and the LPI total scores. There was no significant correlation between the respondents’ grade point averages and any of the LPI subscales. These conclusions were made because the significance level was set at $p < .05$ and was not met for the LPI total scores or any of the LPI subscales.

Table 17

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.611</td>
<td>0.314</td>
<td>0.429</td>
<td>0.870</td>
<td>0.104</td>
<td>0.382</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**District support and the LPI.**

A Spearman correlation coefficient was computed to determine the relationship between the respondents’ perceptions of district support and the LPI total score in addition to the respondents’ perceptions of district support and each individual LPI subscale. As depicted in Table 18, there was no significant correlation between the respondents’ perception of district support and the LPI total score. There was no significant correlation between the respondents’ perception of district support and the any of the LPI subscales. These conclusions were made because the significance level was set at p < .05 and was not met for the LPI total scores or any of the LPI subscales.

**Table 18**

<table>
<thead>
<tr>
<th>District Support Correlations with the LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling</td>
</tr>
<tr>
<td>Correlation Coefficient</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N=30</td>
</tr>
</tbody>
</table>

**School support the LPI.**

A Spearman correlation coefficient was computed to evaluate the relationship between the respondents’ perception of school support and the LPI total score in addition to the respondents’ perception of school support and each individual LPI subscale. As noted in Table 19, there was no significant correlation between the respondents’ perception of school support and the LPI total score. There was also no significant correlation between the respondents’ perception of school support and any of the LPI subscales. These conclusions were made because the significance level was set at p < .05 and was not met for the LPI total scores or any of the LPI subscales. Table 19 summarizes the results.
Table 19

School Support Correlations with the LPI

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>-.011</td>
<td>-.108</td>
<td>.159</td>
<td>.058</td>
<td>-.034</td>
<td>.019</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.956</td>
<td>.571</td>
<td>.401</td>
<td>.760</td>
<td>.860</td>
<td>.922</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Age and the LPI.**

A Pearson correlation coefficient was computed to assess the relationship between the respondents’ age, the LPI total score, and the respondents’ age and the LPI subscales for *Modeling the Way*, *Challenging the Process*, and *Encouraging the Heart*. A Spearman correlation coefficient was computed to assess the relationship between the respondents’ age and the LPI subscales for *Inspiring a Shared Vision* and *Enabling Others to Act*. Table 20 contains the results of these tests. There was no significant correlation between the respondents’ age and the LPI total score. There was no significant correlation between the respondents’ age and any of the subscales. These conclusions were made because the significance level was set at $p < .05$ and was not met for the LPI total scores or any of the LPI subscales.

Table 20

Age Correlations with the LPI

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.187</td>
<td>.210</td>
<td>.204</td>
<td>-.059</td>
<td>.164</td>
<td>.220</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.322</td>
<td>.265</td>
<td>.280</td>
<td>.757</td>
<td>.388</td>
<td>.242</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Experience and the LPI.**

A Pearson correlation coefficient was computed to assess the relationship between the respondents’ years of experience, the LPI total score, and the respondents’ years of experience and the
LPI subscales for *Encouraging the Heart, Modeling the Way*, and *Challenging the Process*. A Spearman correlation coefficient was computed to assess the relationship between the respondents’ years of experience and the LPI subscales for *Inspiring a Shared Vision* and *Enabling Others to Act*. Table 21 summarizes the results of the correlation tests. There was no significant correlation between the respondents’ years of experience and the LPI total score. No significant correlation between the respondents’ years of experience and the LPI subscales. These conclusions were made because the significance level was set at $p < .05$ and was not met for the LPI total scores or any of the LPI subscales.

Table 21

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.082</td>
<td>.198</td>
<td>.157</td>
<td>-.180</td>
<td>.054</td>
<td>.112</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.667</td>
<td>.293</td>
<td>.409</td>
<td>.341</td>
<td>.777</td>
<td>.555</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School grades and the LPI.**

A Spearman correlation coefficient was computed to assess the respondents’ school grades and the LPI total score and the respondents’ school grades and the LPI subscales. Table 22 represents the results of the correlation tests. There was no significant correlation between respondents’ school grades and the LPI total score. There was no significant correlation between respondents’ perception of school support and any of the LPI subscales. These conclusions were made because the significance level was set at $p < .05$ and was not met for the LPI total scores or any of the LPI subscales.
Table 22

School Grade Correlations with the LPI

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.052</td>
<td>.129</td>
<td>.209</td>
<td>.230</td>
<td>.151</td>
<td>.113</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.787</td>
<td>.506</td>
<td>.277</td>
<td>.230</td>
<td>.436</td>
<td>.377</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GRE scores and the LPI.**

A Pearson correlation coefficient was computed to assess the relationship between the respondents’ GRE scores and the LPI total score and the respondents’ GRE scores and the LPI subscales for Encouraging the Heart, Modeling the Way, and Challenging the Process. A Spearman correlation coefficient was computed to assess the relationship between the respondents’ GRE scores and the LPI subscales for Inspiring a Shared Vision and Enabling Others to Act. Table 23 illustrates the results. There were negative correlations between the respondents’ GRE scores and the LPI total score, $r = .383$, $n = 30$, $p = .036$ and the LPI subscale for Encouraging the Heart, $r = .490$, $n = 30$, $p = .006$. The respondents’ scores on both LPI subscales increased as their GRE scores decreased. These conclusions were made because the significance level was set at $p < .05$ and was met.

Table 23

GRE Score Correlations with the LPI

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>-.329</td>
<td>-.353</td>
<td>-.261</td>
<td>-.201</td>
<td>-.490</td>
<td>-.383</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.076</td>
<td>.055</td>
<td>.164</td>
<td>.287</td>
<td>.006*</td>
<td>.036*</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. * significant at $p < .05$.

**School levels and the LPI.**

A chi-square test of independence was performed to assess the relationship between the grade
levels of the schools the respondents taught in and the LPI total scores and the relationship between the grade levels of the schools the respondents taught in and the LPI subscales. The relationship between the grade level of the schools the respondents taught in and the LPI subscale for *Enabling Others to Act* could not be assessed because the minimum expected count for that cell was 4.77. A minimum expected count of 5 is needed to complete the chi-square test. The alpha level was set at $p < .05$ for the remaining tests.

The results are reported in Table 24. The relationship between the total LPI score and the grade levels of the schools the respondents taught in was not significant. There was no significant relationship between the grade levels of school the respondents taught and the LPI subscales. These conclusions were made because the significance level was set at $p < .05$ and was not met for the LPI total scores or any of the LPI subscales.

<table>
<thead>
<tr>
<th>Relationship between School Levels and the LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square Value</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>LPI Total</td>
</tr>
<tr>
<td>Modeling</td>
</tr>
<tr>
<td>Inspiring</td>
</tr>
<tr>
<td>Challenging</td>
</tr>
<tr>
<td>Encouraging</td>
</tr>
</tbody>
</table>

**Community types and the LPI.**

A chi-square test of independence was performed to assess the relationship between the type of community (rural, suburban, or urban) the respondents taught in and the LPI total scores and the relationship between the type of community respondents taught in and the LPI subscales. One respondent was removed because the respondent did not answer the question about the type of community they taught in. The alpha level was $p < .05$.

The relationship between the total LPI score and the type of community the respondents taught in was not significant. Further, a significant relationship was not found between the type of community the respondents taught and the LPI subscales. These conclusions were made because the significance level was set at $p < .05$ for the chi-square test of independence and was not met for the LPI total scores.
or any of the LPI subscales. The results for the test are delineated in Table 25.

Table 25

<table>
<thead>
<tr>
<th>Relationship between the Community Types and the LPI</th>
<th>Chi-Square Value</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPI Total</td>
<td>0.358</td>
<td>1</td>
<td>.550</td>
</tr>
<tr>
<td>Modeling</td>
<td>0.221</td>
<td>1</td>
<td>.638</td>
</tr>
<tr>
<td>Inspiring</td>
<td>0.829</td>
<td>1</td>
<td>.362</td>
</tr>
<tr>
<td>Challenging</td>
<td>0.024</td>
<td>1</td>
<td>.876</td>
</tr>
<tr>
<td>Enabling</td>
<td>1.510</td>
<td>1</td>
<td>.219</td>
</tr>
<tr>
<td>Encouraging</td>
<td>0.024</td>
<td>1</td>
<td>0.876</td>
</tr>
</tbody>
</table>

**Mentors.**

**Mentor characteristics.**

All of the respondents reported having mentors. Each respondent was given the opportunity to describe the average amount of time they spent with their mentor during a typical week. In response, nine (30%) stated they did not have any contact with their mentors. Another 10 (33.3%) reported spending less than an hour with their mentors. Nine (30%) spent between one and two contact hours. One student (3.3%) reported spending between three and four hours. Lastly, one (3.3%) reported spending more than four hours a week with their mentor.

The participants were asked what type of contact was typically used to interact with their mentors. They reported having contact with their mentors in three ways - by phone, by email, and in person. Twelve (40%) reported they were typically mentored in person. Email was the most popular mode of communication with 16 (53.3%) selecting it. One student (3.3%) remarked that they were mentored equally by email and in person. Another (3.3%) reported they were mentored equally in person and by phone. The cumulative results of the mentor variables are included in Table 26.

The typical Project LEAD mentor was assigned to their Project LEAD student and worked outside of the school the Project LEAD student was employed in. They usually had National Board
Certification and communicated with their assigned student via email less than one hour per week. Most of the students they helped were satisfied with the support they gave them throughout the degree program.

Table 26

Mentor Characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Location</td>
<td>10 Within school</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>20 Outside of school</td>
<td>66.7</td>
</tr>
<tr>
<td>National Board Certification:</td>
<td>24 Yes</td>
<td>80.0</td>
</tr>
<tr>
<td></td>
<td>6 No</td>
<td>20.0</td>
</tr>
<tr>
<td>Mentor Selection:</td>
<td>8 Chosen</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>18 Assigned</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>4 Chosen and assigned</td>
<td>13.3</td>
</tr>
<tr>
<td>Satisfied with support:</td>
<td>12 Strongly agree</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>9 Agree</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>4 Neutral</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>1 Disagree</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>4 Strongly disagree</td>
<td>13.3</td>
</tr>
<tr>
<td>Type of Communication:</td>
<td>16 Email</td>
<td>53.3</td>
</tr>
<tr>
<td></td>
<td>12 In person</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>1 Email and in person</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>1 In person and phone</td>
<td>3.3</td>
</tr>
<tr>
<td>N=30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mentor satisfaction and the LPI.*

A Spearman correlation coefficient was computed to assess the relationship between the respondents’ satisfaction with their mentor support and the LPI total score in addition to the respondents’ satisfaction with their mentor support and each individual LPI subscale. A significant correlation did not exist between the respondents’ satisfaction with their mentor support and the LPI total score. Significant correlations were not found between the respondents’ satisfaction with their mentor support and the subscales for *Challenging the Process, Enabling Others to Act, Inspiring a*
Shared Vision, and Modeling the Way. A correlation was found between the respondents’ satisfaction with their mentor support and the subscale for Encouraging the Heart, \( r_s = .431, n = 30, p = .018 \). These conclusions were made because the significance level was set at \( p < .05 \) and was not met for the Challenging the Process, Enabling Others to Act, Inspiring a Shared Vision, and Modeling the Way LPI subscales. The respondents’ score on the LPI subscales increased as their satisfaction with their mentors increased. Table 27 provides the Spearman correlation coefficients.

Table 27

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.228</td>
<td>.193</td>
<td>.014</td>
<td>.183</td>
<td>.431</td>
<td>.247</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.226</td>
<td>.308</td>
<td>.943</td>
<td>.332</td>
<td>.018*</td>
<td>.189</td>
</tr>
</tbody>
</table>

Note. * significant at \( p < .05 \).

Mentor Contact Hours and the LPI.

A Spearman correlation coefficient was computed to appraise the association between the respondents’ contact hours with their mentors and the LPI total score and the respondents’ contact hours and the LPI subscales. As represented in Table 28, there were correlations between the respondents’ contact hours with their mentors and the LPI total score, \( r_s = .442, n=30, p=.014 \). There were also correlations between the respondents’ contact hours with their mentors and the LPI subscales for Encouraging the Heart, \( r_s = .492, n=30, p=.006 \), Enabling Others to Act, \( r_s = .426, n=30, p=.019 \), and Modeling the Way, \( r_s = .508, n=30, p=.004 \). The respondents’ scores on the two LPI subscales and the total LPI score increased as their time with their mentors increased. There was no significant correlation between the respondents’ contact hours with their mentors and the subscales for Inspiring a Shared Vision and Challenging the Process. These conclusions were made because the significance level was set at \( p < .05 \) and was met for the LPI total scores and all of the LPI scales except the subscales for Inspiring a Shared Vision and Challenging the Process.
Table 28

Mentor Contact Hour Correlations with the LPI

<table>
<thead>
<tr>
<th></th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.508</td>
<td>.295</td>
<td>.342</td>
<td>.426</td>
<td>.492</td>
<td>.442</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.004*</td>
<td>.114</td>
<td>.064</td>
<td>.019*</td>
<td>.006*</td>
<td>.014*</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

Note. * significant at p < .05.

**Mentor assignment and the LPI.**

A chi-square test of independence was done to assess the relationship between the selection or assignment of mentors and the LPI total scores and the relationship between the selection or assignment of mentors and the LPI subscales. The alpha level was p < .05. Tables 29 and 30 exemplify the results.

There was a significant relationship between the LPI subscale for *Enabling Others to Act* and the selection and assignment of mentors. Respondents who selected their mentors scored higher on the *Enabling Others to Act* LPI subscale, $\chi^2 (1, N=30) =5.792$, p = .016. The relationship between the total LPI score and the selection or assignment of mentors was not significant. Furthermore, there was no relationship between the selection or assignment of mentors and the remaining subscales. These conclusions were made because the significance level was set at p < .05 and was only met by the *Enabling Others to Act* LPI subscale.
Table 29

Relationship between Mentor Assignment and the LPI

<table>
<thead>
<tr>
<th></th>
<th>Chi-Square Value</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPI Total</td>
<td>2.222</td>
<td>1</td>
<td>.136</td>
</tr>
<tr>
<td>Modeling</td>
<td>1.094</td>
<td>1</td>
<td>.296</td>
</tr>
<tr>
<td>Inspiring</td>
<td>0.000</td>
<td>1</td>
<td>1.000</td>
</tr>
<tr>
<td>Challenging</td>
<td>3.772</td>
<td>1</td>
<td>.052</td>
</tr>
<tr>
<td>Enabling</td>
<td>5.792</td>
<td>1</td>
<td>.016*</td>
</tr>
<tr>
<td>Encouraging</td>
<td>0.000</td>
<td>1</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Note. * significant at p < .05.

Table 30

Crosstab for Mentor Assignment

<table>
<thead>
<tr>
<th></th>
<th>High Score</th>
<th>Low Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Count</td>
<td>11.0</td>
<td>7.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Expected Count</td>
<td>9.6</td>
<td>8.4</td>
<td>18.0</td>
</tr>
<tr>
<td>Chosen Count</td>
<td>5.0</td>
<td>7.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Expected Count</td>
<td>6.4</td>
<td>5.6</td>
<td>12.0</td>
</tr>
<tr>
<td>Total Count</td>
<td>16.0</td>
<td>14.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Expected Count</td>
<td>16.0</td>
<td>14.0</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Type of mentor contact and the LPI.

A chi-square test of independence was completed to examine the relationship between the type
of contact the respondents had with their mentors and the LPI total scores and the relationship between the type of contact the respondents had with their mentors and the LPI subscales. Two respondents were removed because they selected two types of contact thus making them errors. The chi-square test for the LPI subscale for Enabling Others to Act could not be assessed because the minimum expected count for that cell was 4.71. A minimum expected count of 5 is needed to complete the chi-square test. The alpha level was p < .05. Table 31 includes the results of the chi-square test.

The relationship between the total LPI score and the type of contact the respondents had with their mentors was not significant. There was no significant relationship between type of contact the respondents had with their mentors and the LPI subscales. These conclusions were made because the significance level was set at p < .05 and was not met.

Table 31

<table>
<thead>
<tr>
<th>Relationship between the Type of Mentor Contact and the LPI</th>
<th>Chi-Square Value</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LPI Total</td>
<td>0.583</td>
<td>1</td>
<td>.445</td>
</tr>
<tr>
<td>Modeling</td>
<td>0.438</td>
<td>1</td>
<td>.508</td>
</tr>
<tr>
<td>Inspiring</td>
<td>0.583</td>
<td>1</td>
<td>.445</td>
</tr>
<tr>
<td>Challenging</td>
<td>0.778</td>
<td>1</td>
<td>.378</td>
</tr>
<tr>
<td>Encouraging</td>
<td>1.448</td>
<td>1</td>
<td>.229</td>
</tr>
</tbody>
</table>

Mentor location and the LPI.

A chi-square test of independence was performed to determine the relationship between the location of each respondent’s mentor locations, the LPI total scores, and the relationship between the location of each respondent’s mentor and the LPI subscales. The chi-square test of independence for the LPI subscales for Modeling the Way, Challenging the Process, and Enabling Others to Act could not be assessed because they had a minimum expected count of less than 5. A minimum expected count of 5 is needed to complete the chi-square test.

Table 32 shows the relationship between the total LPI score and the location of each
respondent’s mentor was not significant. There was no significant relationship between the location of each respondent’s mentor location the LPI subscales for *Inspiring a Shared Vision* and *Encouraging the Heart*. These conclusions were made because the significance level was set at $p < .05$ and was not met.

Table 32

<table>
<thead>
<tr>
<th>Relationship between the Mentor Locations and the LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square Value</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>LPI Total</td>
</tr>
<tr>
<td>Inspiring</td>
</tr>
<tr>
<td>Encouraging</td>
</tr>
</tbody>
</table>

*Mentor qualitative analysis.*

Study respondents were offered the opportunity to share additional insights regarding their experience with their mentors. The respondents were given one open-ended question. Several of the respondents, 23 (76.7%) offered comments. The question was:

> *If you had a mentor, is there anything else you would like to share about your experience with your mentor?*

When the respondents answered the question, they tended to either reflect on the benefits they experienced from having a mentor or the barriers they coped with while trying to communicate with their mentors. These responses were categorized as two major themes with subthemes. These themes were entitled barriers to mentorship and mentorship enablers. The results are expressed in Table 33.
Table 33
Themes in the Qualitative Responses About Mentors

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Barriers</strong></td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Mentor left</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Mentor unwilling to help</td>
<td>6</td>
<td>13.3</td>
</tr>
<tr>
<td>Time and distance</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Difficult to contact</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Lack of guidance for the mentor</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total Enablers</strong></td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Offered suggestions</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Always available</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Offered encouragement</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>In building</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Frequent interaction</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Initiated contact</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Had connections</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Technological abilities</td>
<td>1</td>
<td>3.3</td>
</tr>
</tbody>
</table>

**Research question 3 summary.**

The null hypothesis was rejected for Research Question 3. Social context did have an impact on the self-perceived transformational leadership potential when the respondents’ GRE scores, poverty levels within the schools they taught, satisfaction with their mentors’ support, selection of their mentors, and the amount of time the respondents spent with their mentors were considered. These conclusions were made because the significance level for research question 3 statistical tests were set at $p < .05$ and met for those variables. Conclusions about the respondents’ mentors were supported by the qualitative analysis of responses about mentors. The significant relationships among the social variables when compared to the LPI and the LPI subscales are displayed in Table 34.
Table 34  
Matrix of the Data for Statistically Significant Social Contexts

<table>
<thead>
<tr>
<th>Variable</th>
<th>Modeling</th>
<th>Inspiring</th>
<th>Challenging</th>
<th>Enabling</th>
<th>Encouraging</th>
<th>Total LPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>.038*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Mentor Support</td>
<td></td>
<td></td>
<td>.018*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRE</td>
<td>.006*</td>
<td>.036*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Contact Hours</td>
<td>.019*</td>
<td>.006*</td>
<td>.014*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Levels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Selection</td>
<td></td>
<td></td>
<td></td>
<td>.016*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Mentor Contact</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Location</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. * significant at p < .05.

Variables Excluded from Statistical Analysis

After collecting the data, the researcher found the distributions of some variables precluded them from inclusion in the statistical analysis. These variables were gender, ethnicity, the subjects the respondents taught, and their counties. Table 35 summarizes the frequencies in these categories.
Table 35

Distributions of Variables Excluded from the Analysis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender:</td>
<td>2 Males&lt;br&gt;28 Females</td>
</tr>
<tr>
<td>Counties:</td>
<td>7 Broward&lt;br&gt;7 Pinellas&lt;br&gt;6 Leon&lt;br&gt;5 Polk&lt;br&gt;3 Gadsden&lt;br&gt;2 Santa Rosa</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>24 Caucasian&lt;br&gt;6 Not Caucasian</td>
</tr>
<tr>
<td>Subject taught</td>
<td>13 Elementary Education&lt;br&gt;11 Reading, Language Arts, or English&lt;br&gt;3 Exceptional Education&lt;br&gt;2 Geography or Social Studies&lt;br&gt;1 Math</td>
</tr>
</tbody>
</table>

Summary

Leadership training did facilitate the development of the self-perceived transformational leadership behaviors of the Project LEAD participants to a significantly higher level than established norms on the Leadership Practices Inventory in two areas - Modeling the Way and Enabling Others to Act. These findings are further supported by qualitative responses to open-ended questions. Modeling the Way and Enabling Others to Act ranked the highest and were followed by Encouraging the Heart, Challenging the Process, and Inspiring a Shared Vision.

The assessment of leadership potential by the program directors at the beginning of the Project LEAD program did not correlate to the self-perceived transformational leadership potential of preservice media specialists who were teacher–leaders. There was not a significant correlation between the Project LEAD assessment and the total score on the LPI. However, it was found that the Project LEAD Assessment did have a positive correlation with the subscale for Enabling Others to Act.

Social context had an impact on the self-perceived transformational leadership potential of preservice media specialists who were teacher-leaders in several areas. There were significant relationships...
between social context variables and subscales on the Leadership Practice Inventory with poverty levels within the participants’ schools, mentor satisfaction, GRE Scores, mentor contact hours, and mentor selection.

The final chapter, Chapter 5, utilizes the results of the data analysis to formulate a better understanding of the research questions posed. In the sections, Conclusions, Suggestions, Recommendations and Implications, and Suggestions for Further Research, the results are related to the theory of transformational leadership, related literature, and the professional practice that guided this research.
CHAPTER 5
SUMMARY AND CONCLUSIONS

Chapter 4 analyzed the data collected for this study. This chapter is designed to formulate conclusions based on the data analysis. It contains a summary of the study, limitations, conclusions, and the implications of these conclusions. The chapter concludes with suggestions for future research.

Summary

Project LEAD, like many other teacher training programs aligned to the National Board for Professional Teaching Standards guidelines, was designed to advance teaching quality and leadership (Everhart & Dresang, 2007). This study was conducted to determine to what extent did the pre-service school library media specialists who participated in the Project LEAD leadership development degree program consider themselves to be transformational leaders and what factors impacted this self-perceived transformational leadership potential. The Leadership Practices Inventory (LPI) was used as the primary data collection instrument. The questions on the LPI are divided into five transformational leadership behaviors. These behaviors are Modeling the Way, Challenging the Process, Encouraging the Heart, Enabling Others to Act, and Inspiring a Shared Vision. A supplemental questionnaire, containing closed and open-ended questions, collected student perceptions of what was learned during the program, demographics and information about each student’s social context. This information was enriched by pre-existing data about each respondent’s school grade level and poverty level located on the Florida Department of Education website.

The entire population of thirty Project LEAD students, representing six Florida school districts, participated in the study. The subjects were multicultural and varied in their ages, experience, the subjects they taught, and the grade levels they taught.

The qualitative data collected from the open-ended questions were grouped into themes using the software Nvivo. The t-test was used to examine the difference between the study population’s means and the national population survey by Kouzes and Posner (2003) for Research Question 1. Research Question 2 was answered by using the Spearman rank correlation coefficient to determine the relationship between the Project LEAD assessment, the LPI, and the LPI subscales. The chi-square test, Spearman rank correlation, and Pearson moment correlation coefficient were employed to determine the relationship between the LPI, LPI subscales, and social context variables in Research Question 3.
Limitations

This study used a limited sample size of thirty. Although it could be considered small, it was the entire population of this unique group of teacher-leaders who were being educated to become media specialist leaders. The admissions process, which resulted in the development of the assessment of leadership potential score, was also unique. Although the results may not be generalizable to the overall population of school library media students, they make an important initial contribution to the study of leadership in this environment.

The validity of the study relied upon the honesty of the participants. It was assumed that they thoughtfully considered each item on the survey before they chose an answer. The study is also limited due to the fact that there are no pre-test scores on the LPI to make comparisons.

Conclusions

Conclusions Based on First Significant Finding

The first significant finding of this study is that there were significant differences between the mean scores of the self-perceived leadership practices of the study population and the national population. The study population scored significantly higher on two LPI subscales. These subscales were Modeling the Way and Enabling Others to Act. The qualitative analysis further revealed that the participants learned skills in each of the five leadership dimensions identified by Kouzes and Posner (2007).

This result substantiates that the leadership curriculum developed for the study participants was a factor in the development of their leadership skills. This finding supports previous research indicating leadership skills can be learned (Copeland & Chance, 1996; Feidler, 2001 Kouzes & Posner, 2007). The skills imparted during Project LEAD classes reflected roles typically expected of school library media specialists such as promoting reading, collection development, providing reference and search assistance, assisting with technology, and collaborating with teachers (Alexander et al., 2003; Edwards, 1989; McCracken, 2001). However, other skills, which might be considered more radical for media specialists, were also integrated throughout their coursework – advocating for school libraries, building partnerships that exceed school boundaries, and serving as exemplary role models whose desire for lifelong learning is an inspiration to their school communities.

These courses served as a vehicle for transformational leadership training because they taught the students to alter the cultures in their school by going beyond the norms of what is expected of school library media specialists. By definition, transformational leadership may be practiced by any individual
Collaborating.

Collaboration was the skill reported the most by the participants. Participants cited learning collaborative skills in all five of the leadership domains. The cohort environment of the program and the course assignments required extended cooperation to coordinate working in teams due to the fact that the program was in a distance learning format. The participants often worked with and met with people within their counties. However, they soon found that their varying schedules made it difficult to have frequent face-to-face meetings. Under these circumstances, they learned to fine tune their collaborative working skills. A respondent reminisced, “Project LEAD has required me to work with many people I did not know. I have learned to work with many personalities and how important it is to keep the purpose of the group or end goal the focus.”

As they completed their courses, their school work began to permeate their daily lives. Consequently, some of them began to do more than just create lesson plans with other teachers. Instead, several of the Project LEAD students began to vigorously advocate for collaborative development of new mission and vision statements and endeavors that reflected the needs of their entire school communities.

Loertscher’s (2000) taxonomy has ten levels of involvement in the school community for school library media specialists. In first level, the school library media specialist is completely bypassed and has no involvement within the school. In level six, school library media specialists receive advance notice of materials that teachers want to borrow from the school library media center. In the tenth level of the taxonomy school library media specialists are fully integrated into the school environment because they are planning activities with teachers and helping to structure what is taught within the school.
If the Project LEAD students were school library media specialists, based on their responses, they would have been functioning on the tenth level of the taxonomy if they were working in. There were several comments offered by the participants that illustrate this point. For example, a participant shared, “I was already a leader at my school but now I see the bigger picture -- not just the view from my own department. This is invaluable in high schools as there is little coordinated crossover -- the library is perfect to get that moving.” Another participant added, “I have learned that advocating and pushing the importance of reading and the role of the media center. I can show others how to achieve goals.” This point was further validated by the statement, “I have been able to lead discussions with other teachers about the ever changing role of the media specialist … moving beyond one who is viewed as just checking out books and into the role of teaching and collaborating with teachers to increase academic achievement.”

**Using technology.**

The development of new technology skills was highly recognized among the respondents. During the degree program they were introduced to a multitude of Web 2.0 applications. It appeared that applying these applications was a part of their risk-taking behavior because extensively using technology to enhance their teaching skills was something they were not accustomed to doing. A respondent noted, “One of the things I saw missing at my school was integrating technology into instruction. Project LEAD classes taught me how to use technology and encouraged me to share the technology integration with my school staff and administration.”

Their technology skills became a tool for engaging students, volunteering for new projects, and improving the resources available to students, faculty, and staff. The respondents noted that their new skills helped them to strengthen interactive lessons for students. Social networking sites such as Facebook and Twitter became popular amid the Project LEAD cohort. Their new technology skills complemented their information sharing techniques as they began creating blogs, podcasts, listservs, websites, and wikis. The sites were used as a way to network with their school communities, friends, and other professionals, indicative of the respondents’ advanced usage of their technology skills in a leadership capacity.

**Sharing knowledge.**

Sharing knowledge was closely related to collaboration. According to the respondents, Project LEAD taught them how to share knowledge. This might be construed as ironic because they were all teachers -- people who share knowledge by virtue of their professions. Still, even though they were
knowledgeable teacher-leaders, they were not quite sure if what they wanted to share was worth sharing with their peers.

Project LEAD served as a type of specialized training that emphasized the power of lifelong learning and empowering others through sharing. A participant wrote, “I open my mouth more because I feel more qualified and that my opinion has more credibility.” Participants revealed that sharing knowledge increased their professional opportunities and helped them to empower others.

**Promoting diversity.**

The participants cited learning skills for promoting diversity. The meaning of diversity changed for many of the participants. “I have learned that diversity is not just about race and gender but about feelings and culture. I have embraced that even if you are the same race and gender you are still diverse. This realization has been productive in problem solving and collaboration,” noted one subject.

Similar comments suggest that the participants began to give more consideration to their diverse school populations. Their awareness was reflected in their teaching practices and collection development activities. One student acknowledged that they have begun “gathering information from professional organizations, exploring research, sharing information, and coming together as a group to discuss and then choose what works best for the school population/communities.” Another attested to using academic data to understand their school’s population. The respondent wrote, “I have begun viewing, searching, and understanding academic scores of the school. I break these scores/data down to change, implement, and create new ways to reach students so that all students can be successful.”

**Modeling behaviors.**

The participants specified that Project LEAD taught modeling skills by helping them to consider the needs of others. A student wrote, “Helping and being a resource to other teachers is what I learned to do.” Another student explained one of the ways they made themselves available to help other teachers. The student wrote, “I have learned how to locate information quickly and where to search when I cannot easily find what I need. Other teachers ask me to help them locate information.”

The respondents learned technology skills that have helped them to be role models within their schools. A participant reported that Project LEAD taught students about, “exhibiting leadership traits that encourage teachers to take risks with technology, showing enthusiasm when implementing changes in the curriculum that involved using new technologies.” Another stated, “I have become increasingly confident with technology and feel I can lead other teachers in using multimedia applications.”
The students also wrote about engaging in teamwork as a way to be a model. They referred to the need to establish common goals, missions, and visions by making others aware of their visions and working as a team to develop goals, missions, and visions. Students noted they have learned to focus on setting small goals when it is necessary to complete large tasks. One student reflected on the skills learned by saying, “Our strategic plan assignment was very helpful in learning to set goals -- all the ‘little’ steps you have to take in order to reach the big goal.”

Furthermore, participants wrote statements such as, “Learning copyright laws and best practices about being a media specialist and teacher help me model high ethical standards.” Another agreed with this comment by stating, “Project LEAD classes emphasized that I know the rules and regulations and educate my coworkers on the importance of being helpful and following them at all times. I will model this in my new job.”

Recognizing and celebrating accomplishments.

According to the respondents, working as a cohort has shown them how to recognize and celebrate the accomplishments of others. A Project LEAD student remarked, “Project LEAD cultivated/created an attitude to take advantage of those opportunities to celebrate working with my peers.” The celebration of others’ accomplishments became an intricate part of the Project LEAD culture. A student wrote, “It’s important to recognize the achievements of others. At every team meeting we begin with ‘glows’. Everyone shares something they feel proud of completing. At first many people didn’t have much to say, but it caught on and the glows set the tone of meetings.”

This attitude has been carried on in their places of work. Students have made similar remarks such as, “I have learned to tell people around me when they have done a good job. I strive to be complimentary in all situations for a job well done.” This point is further illustrated by another remark. “Through sharing and collegial connections let others step forward to share their ideas and experience information sharing in various ways. Then give credit where it is due.”

School library media specialist skills.

School library media skills are the obvious outcome of completing a leadership program for school library media specialists. The Project LEAD students were excited about the skills they mastered to become school library media specialists. One respondent said, “I have gained the confidence and skills needed to run a successful school media center.” While another remarked, “I am a confident information professional! I have the skills and access to all the tools and resources I need to be successful as a 21st Century school media specialist.”
Seeking new perspectives.

School environments frequently change as new populations move into communities, new legislation is passed, and varying personalities are accommodated. Yet with all of these changes, it can be difficult for teachers to adapt their teaching styles. “I’ve gained a new me. New perspectives, more confidence, team-building, prioritizing, and how to use new technologies,” shared one respondent.

Many responses like that one revealed that a key component of Project LEAD was teaching the students to seek new perspectives. They reported learning to find new perspectives in a variety of venues such as electronic newsletters, wikis, blogs, professional organizations, reading journals, and by communicating with other professionals.

Mentoring.

Each of the Project LEAD students confirmed having a mentor at some point during the program. Yet, the experiences they had with their mentors were further enhanced by the skills attained during the program for mentoring others. One participant communicated, “I’ve always been part of the beginner teacher program. Project LEAD reminded me we are mentors as part of a larger duty career, profession, organization.” As a result, the cohort environment educated the participants about the need to be available to help others.

Networking.

Various types of networking activities were integrated in the Project LEAD program. The Project LEAD students were introduced to experts in the school library media field, subscribed to professional literature, joined professional organizations, and volunteered during conferences. The relationships they formed as a cohort also created a form of networking. It can be concluded that they benefited tremendously from the experience of learning how to network with others: “I have created a list of resources, contacts, ideas, and professional organizations that will be a guiding hand as I venture into my new profession as a media specialist.”

Leading.

Leadership development for school library media specialists was the overall goal of the Project LEAD program. The respondents reported acquiring tactics that allowed them to feel comfortable with being placed in leadership roles. They made statements such as, “I have increased my leadership and collaboration skills which have increased my comfort in those leadership roles I play within my position.” Participating in the program made them feel confident that they could create positive impacts
on their schools because of the leadership skills they learned. They felt one of the most important parts of practicing their new leadership skills was partaking in collaborative relationships.

Using research.

Developing library research skills was a natural part of the Project LEAD program since molding teacher-leaders into school library media specialists who lead was the focus of the program. However, in addition to these skills, the Project LEAD students learned to locate and interpret research reports in order to stay current of new trends in education. A respondent commented, “I have learned how to look for research that will influence how things get done.”

Building relationships.

Respondents believed they developed strategies for building relationships during Project LEAD. The collaboration inherent in their cohort taught them how to create friendly, harmonious working environments. In fact, when asked what they felt they gained from the Project LEAD program, several of the participants conveyed they gained a cohort of friends. A participant advised, “Work while others play. Keep your eye on the prize. Most of all -- the cohort is essential to never giving up! Surround yourself with positive people also going for same goal.”

The cohort was a central element to many of the respondents’ success in the program because of the positive cohesive environment it provided. Taking part in the cohort encouraged the Project LEAD students to stay focused on their goals. Furthermore, the cohort afforded each participant with an instant network of innovative professionals to interact with after they completed the program.

Involving stakeholders.

Involving stakeholders was a central element of Project LEAD. For example, the students were challenged to produce a needs assessment that considered the needs of their entire school community. They learned that it was imperative to involve stakeholders in their decision making as well as to actualize programs that were specific to stakeholders’ needs. A study participant wrote Project LEAD taught them “to advocate for the media center and involve the community.” She continued on by saying, “Project Lead has helped me share future possibilities for my school.”

Volunteering.

Being a part of the Project LEAD program obliged the students to volunteer at one state and one national conference, embrace new ideas, and to attempt new reforms. Their hands-on experiences gave them the essential techniques they needed to be effective volunteers. As a result, some of the participants began to volunteer their services within their school communities. One example, such as this one,
depicts their efforts, “I think I am more likely now to volunteer for new challenges. For example, I volunteered to do the school website.”

**Promoting the big picture.**

A small number of respondents addressed promoting the big picture as a skill they learned. The understanding that school reform cannot be accomplished by working alone was communicated by the responses. “Today I took the third grade team to lunch. We drafted new vision and mission statements and four or five behaviors that demonstrate this vision and mission. It’s been emailed to our principal,” said one participant. The statement reveals that the respondent understood that all components of the school’s structure must work together for the benefit of the community.

**Self educating.**

A few of the Project LEAD students mentioned learning skills to help them educate themselves about important topics before making decisions and assisting others. One response was particularly informing. “I am even more conscious than I was before about the research of reasons to do things—more conscious of helping them see how it impacts learning- like creating data and analyzing the data we have.”

The coursework accentuated the importance of supporting intellectual freedom, making informed decisions, and protecting intellectual property. Above all, participants completed the program with a sense of the power in educating oneself about the needs of the populations they were serving -- whether this be through formal learning, research in scholar materials, interactions with other professionals, or building relationships with their communities.

**Risk-taking.**

Though risk-taking is an element of the transformational leadership behavior *Challenging the Process* (Kouzes and Posner, 2007) it was only directly mentioned by one Project LEAD student who commented, “Must take risks and trust. Let people know you trust them. Mean it! Back them up no matter what.” This is surprising because it can be inferred that risk-taking as a transformational leadership skill was taught throughout the Project LEAD program. The students were encouraged to surpass the normal standards of what is commonly expected of school library media specialists to create vital connections for school community stakeholders. For example, the participants were given activities requiring them to examine their leadership skills as a collaborator, a partner with students’ families and their communities, and a professional who seeks knowledge and then shares it with their students. During the program special attention was paid to the application of electronic resources and meeting the
needs of students from diverse cultural backgrounds. Furthermore, the Project LEAD students learned how to design, maintain, and assess their own school library media curriculums by assessing the library media program that was offered within their schools.

Perhaps only one participant directly mentioned risk-taking because of the culture within schools. Today teachers are working in environments that stress accountability and stability. For example, the Florida Comprehensive Assessment Test (FCAT) is administered to students in grades three through twelve. Much of the school year is spent learning standards in preparation for the test. This test is used to determine if students have made adequate yearly progress and their scores are perceived to be a direct reflection of each educator’s ability to teach. Therefore, it can be implied that classroom teachers would be less inclined to take-risks and depart from proven methods of teaching students.

While classroom teachers may be less inclined to take risks, school library media specialists have more flexibility. They are typically not responsible for a subject area that is directly tested on the FCAT. Instead, they are indirectly responsible by supporting subject areas. For this reason, it might be projected that the Project LEAD students will probably begin taking more risks after they become school library media specialists. Nevertheless, since risk-taking is at the heart of transformational leadership, this skill needs to be directly taught and reinforced.

The Project LEAD students learned many skills during the program. Still, if the skills they reported learning are examined closely, they can be divided into skills that are typically practiced by school library media specialists and skills that school library media specialists are not typically observed in practice. For example, the skills reported the most were collaborating, using technology, sharing knowledge, and promoting diversity. These are all courses of action that are reinforced in library schools’ curricula, throughout the professional literature, and most recently, in the new library media guidelines (American Association of School Librarians, 2009; American Association of School Librarians & Association for Educational Communications and Technology, 1998; Everhart & Dresang, 2007). Conversely, media specialists are usually not thought of as role models, not typically taught how to celebrate and recognize success, or to actively seek new perspectives. It is also less frequent that the school library media specialist literature and professional practice intentionally emphasizes the importance of involving stakeholders, building relationships, and taking risks to the degree these skills were taught during Project LEAD. It may be that it will take some time for the participants to assimilate the more ground-breaking concepts and roles incorporated in the Project LEAD curriculum. Experiential learning theory and research indicate that individuals often gravitate towards learning concepts that are
familiar to them (Kolb & Boyatzis, 2000; Shapiro, 2004). In the case of the Project LEAD students who were teachers, these concepts are enabling others and being role models. Hence, it might be natural that there is a significant finding in this area.

**Conclusions Based on Second Significant Finding**

The second significant finding of this study is that although the assessment of leadership potential at the beginning of the program did correlate to the self-perceived transformational leadership potential as measured on the LPI, there was a relationship with the LPI subscale for *Enabling Others to Act*. There are at least two conclusions that can be deduced from this finding. First, the Project LEAD directors did an excellent job of choosing participants that were teacher-leaders. Their assessments scores when compared to their LPI scores depicted the homogeneity of the group that was chosen.

Next, the positive relationship with the *Enabling Others to Act* subscale provides evidence that the teachers who participated in Project LEAD were actually leaders. According to York-Barr and Duke (2004, p. 264), “Teacher leadership reflects teacher agency through establishing relationships, breaking down barriers, and marshalling resources throughout the organization in an effort to improve students’ educational experiences and outcomes.” Crowther, Ferguson, and Hann (2008) further assert that teacher-leaders advance the quality of life within their communities by creating ties between their schools and communities. Hence, the purpose of the teaching profession is to provide students with the tools that enable them to be successful in the future. Therefore, it is logical, that the Project LEAD assessment designed to find teacher-leaders had a high correlation with the *Enabling Others to Act* subscale.

When considering the reliability of the Project LEAD assessment, given the high scores of the participants on the LPI and the positive relationship the assessment had with the *Enabling Others to Act* LPI subscale, one can assume the assessment achieved its purpose. The Project LEAD directors were able to pinpoint a process appropriate for identifying candidates with strong leadership potential. As previously discussed, the group as a whole performed well on the LPI.

**Conclusions Based on Third Significant Finding**

The third significant finding uncovered significant relationships between the participants’ self-perceived transformational leadership potential and the following social contextual variables: school poverty, GRE scores, mentor contact hours, mentor selection, and satisfaction with the mentors. Age, grade point averages, district support, school support, experience, school grades, school levels,
community types, the type of contact the mentors had with the Project LEAD students, and the location of the mentors did not show a significant relationship with the LPI.

**Poverty.**

Participants who worked in schools with higher poverty levels performed just as well on the total LPI as the rest of the students. However, there was a difference in one of the LPI subscales -- school poverty levels had a negative correlation with the LPI subscale for Challenging the Process. Even though school poverty levels only affected the Challenging the Process subscale, this was a fascinating finding. It actually indicated that teachers in higher poverty level schools felt they were less likely to take risks to find new ways to solve problems. Perhaps they are less likely to take risks because of the school communities they work in. High poverty schools naturally have less funding and their populations need stability. Immense changes must be carefully planned.

**GRE Scores.**

GRE scores were negatively correlated to the participants’ total LPI scores and the Encouraging the Heart subscale. This was surprising because the GRE test is used as an admission criterion for graduate school (Educational Testing Service, 2004). This implies that the GRE is an indicator of one’s ability to learn. Since the Project LEAD program taught students to be leaders, it was expected that students with higher GRE scores would actually have higher scores on the LPI. After all, it has been stated that people who are intelligent have an inherent ability to find new and inventive methods of solving problems (Fiedler, 2001).

The results of this study actually suggest that it is harder for people with high GRE scores to learn how to lead. Perhaps this occurred because the people with high GRE scores in Project LEAD already were confident that they were leaders and already have their own ideas of what leadership means thereby hindering their ability to be receptive to new ideas for leadership development. Also, it could be that those with higher GRE scores are more analytical and theoretical in their leadership approaches, whereas those with low scores may be more people oriented.

**Mentor variables.**

The significant relationships between the LPI scores and the variables satisfaction with mentor support, mentor contact hours, and mentor selection support research citing the value of having good relationships with mentors (Daresh, 2004; Kram, 1985; Scandura & Williams, 2004). More specifically, the amount of time the participants spent with their mentors was positively correlated to their total LPI scores and the LPI subscales for Enabling Others to Act and Encouraging the Heart. The participants’
satisfaction with their mentor was positively correlated to the LPI subscale for *Encouraging the Heart*. Moreover, there was a relationship between mentor selection and the LPI subscale for *Enabling Others to Act*. Those who chose their mentors had higher scores on the subscale.

In particular, the mentors empowered their mentees by offering suggestions for completing assignments and understanding scenarios relevant to being a school library media specialist. The combination of the program assignments and the guiding hand of a mentor helped these individuals get a better understanding of what is expected of a school library media specialist. One participant wrote, “My mentor was outstanding. She always had time to help, share experiences, provide leadership, etc.” The participant’s statement illuminates why a majority of the participants were satisfied with the support they received from their mentors.

Twelve study participants found difficulty in working with mentors for several reasons. The qualitative responses revealed that these people did not spend as much time with their mentors. As indicated by the quantitative analysis, they also were less satisfied with their mentors’ support because they were not able to develop relationships with them. Apparently, when the participants were able to choose a mentor they liked, they were able to develop better relationships with their mentor. Overall, people who spent more time with their mentors had significantly better scores on the LPI. This finding further verifies Scandura and Williams' (2004) assertion that there is a link between mentoring and transformational leadership.

It can be concluded that mentors are an important aspect of school library media education that should be incorporated into degree programs. Furthermore, mentors can be considered an important component of any training program. The participants of this study who had mentors that guided them praised their mentors for being there to support them. Students who perceived their mentors to be inadequate were still able to complete the program. The qualitative responses made it clear that they had to compensate for what they perceived to be their mentors’ inadequacies. In these cases, they turned to the teaching assistants, professors, and cohorts to help them. This suggests that when a mentor is not available, it is helpful to have a cohort for online students to consult.

Apparently it did not matter to the participants where the mentor was located or how the mentor stayed in contact with the participant as illustrated in this comment, “She was extremely helpful and encouraging -- always available. Her school was 10 minutes from my school and I saw her in person several times as well as via email and phone calls.” Instead, the participants appreciated mentors who were easy to contact and provided with the help they needed.
**Satisfaction with support.**

There were other factors that did not have a significant relationship with the LPI. For example, the satisfaction with support from the school district and support within the schools did not have a significant relationship with the LPI. Neither did grade point averages, school grades, school levels, or community types. Perhaps under normal circumstances when students are trying to complete a degree program on their own, these factors would have hindered the participants’ LPI scores.

There were situations when the students did not feel supported and concluded that their administrators were not willing to accept change. There were also occurrences when the students felt overwhelmed with completing their coursework, maintaining healthy relationships, and continuing to work. In fact, there were at least two students who withdrew from the program for these reasons. Yet the rest continued to persevere to the end. They cited having support from their cohort, their professors, teaching assistants, and their mentors as a reason why they were able to continue. This extensive support system helped them to sustain their progress until they completed their program. Furthermore, their completion of the program serves as further evidence of the leadership skills the participants said they developed such as building relationships, collaborating, and sharing knowledge. All of these skills helped them to complete the program.

Self-efficacy or the belief that one can accomplish a particular goal (McCormick, 2001) seems to have played a significant role in what the students believed they were able to accomplish. Contrary to research that infers that negative cultures within schools can deter leadership development (Leithwood & Jantzi, 2008), the results of this study indicate support structures and self-efficacy can counteract these negative effects. The study participants had great willpower and a strong belief in their ability to complete the program. Their confidence seems to have manifested itself in their self-perceived leadership potential. It can be assumed that factors that normally hinder others are mere hurdles for people who deem themselves to be true leaders.

**Age.**

The findings of this study were contrary to other studies in regards to the effects of age on leadership. Age is seen as an indicator of competence (Kearney & Gerbert, 2009). It has also been determined that people from different generations have different leadership styles (Arsenault, 2004). However, each person included in this study, despite their age, was a part of Project LEAD because their administrator found them to be competent. Moreover, this group was quite similar in their leadership skills despite the different generations represented among them. Perhaps if this group had not
participated in a rigorous selection process that actually was able to pinpoint exceptional leadership potential, there might have been a relationship between age and the LPI. Again, the results for this factor attest to the success of the selection process.

**Experience.**

The findings of this study concur with Miracle’s (2001) research using the LPI. According to the quantitative responses, years of experience were not a factor in the participants’ leadership practices. Instead, the qualitative responses show the type of experiences the Project LEAD students had made a dramatic difference in their leadership practices. This supports the findings of previous studies that suggest providing experiences beyond formal classroom settings can develop leadership skills (Thomas & Cheese, 2005). During Project LEAD, specially designed experiences took the form of hands-on assignments in library media centers, interacting with mentors, volunteering at conferences, networking with highly acclaimed school library media leaders, and interacting as a team within their cohort.

**Suggestions, Recommendations, and Implications**

The conclusions drawn from this study have yielded suggestions regarding professional development for teachers, the education of school library media specialists, and the design of distance learning programs. Several recommendations are also offered concerning mentoring and relationships between institutions of higher education and school district partners. Lastly, there are implications regarding self-efficacy and its role in transformational leadership development. These suggestions, implications, and recommendations are provided in the sections below.

**The LPI and School Library Media Specialists**

This study confirms that leadership skills can be taught. A statement by one participant says it succinctly, “I feel that I learned what a leader is, what they do, and how to use that knowledge when I become a media specialist.” By their own admission, the transformational leadership skills that were taught to the pre-service media specialists who participated in Project LEAD made a substantial difference in their schools even while they were still enrolled in the program. This implies that in the future school library media specialist programs can be tailored to pinpoint specific transformational leadership skills that may need to be addressed by individual students. This can be done by assessing transformational leadership skills with the LPI before programs start, periodically throughout the program, and at the end. Pre-service school library media specialists can be provided counseling based on their strengths and weaknesses.
The Project LEAD Assessment

The Project LEAD assessment was proven to be a viable tool for choosing teacher-leaders with exceptional potential of being school library media specialists who practice transformational leadership behaviors. This is important because positions in school library media centers are often seen as easy positions for classroom teachers to gravitate to before they retire (Everhart, 2002). Numerous studies have documented the positive impact of school library media specialists who are leaders (School Libraries Work, 2008). Therefore, the individuals who assume these positions should be dedicated to providing leadership and optimal programming to their school communities.

Perhaps in the future, the Project LEAD assessment can be combined with the LPI during the admission process of school library media programs to identify teacher-leaders who are truly interested in being proactive school library media specialists. If the leadership assessment is combined with the LPI during the admissions process, it may be used to assess the strengths and weaknesses of teacher-leaders to personalize their educational experiences to assist them with their leadership development needs.

Partnering with School Districts

Overall, the LPI scores, along with the qualitative responses, indicated that the Project LEAD program had a favorable outcome. The success of the program implies that partnerships between higher education institutions and school districts are a way to promote school reform. Still it must be recognized that the responses of the participants signified that some school districts put in more effort to ensure the success of the program than others.

Verbal and written contracts with school districts are not enough to ensure that the districts offer continued support and monitor the mentors they provide. There needs to be specifications about how school districts will provide support. Furthermore, there is a need for consistent planned contact with district officials on a frequent basis if programs such as Project LEAD and school districts are expected to fully benefit from collaborating with school districts.

Skill Reinforcement

While it is encouraging that some of the students mentioned skills that were atypical for school library media specialists, the frequencies of the reported skills reveal an important detail about the order of the program’s coursework and the information retention rate of the students. Simply stated, the students mentioned skills taught in the last two semesters of their program the most.
For example, Leadership in Technology and the internship was taken by the respondents in the last semester of the program. Both classes emphasized technology and collaboration. The internship had a needs assessment and collection development module that called attention to diversity in schools.

Leadership in Reading and Information Leadership also taught elements of collection development and highlighted diversity. However, Leadership in Reading was taught in the spring of 2008 and Information Leadership was taken in the spring of 2007. Information Leadership was actually the students’ first course. These classes stressed the nontraditional roles for school library media specialists such as volunteering, risk-taking, involving stakeholders, and promoting the big picture.

The frequencies of the skills reported by the students make it clear that skills should be reinforced periodically throughout degree programs so that students remember them. It is true that the Project LEAD students intermittently attended conferences and summer workshops to strengthen their knowledge of nontraditional school library media specialist roles. Despite this effort, many of them did not acknowledge the skills they learned for implementing these nontraditional roles. The lack of acknowledgement indicates that frequent mini-assessments, podcasts, or module slideshows might help students retain the information throughout their degree programs.

Mentors

Participants’ responses concerning their mentors yielded rich information. First, mentors need to be trained. Even though a majority of the mentors were National Board certified, being a mentor is not a natural skill for everyone. The participants indicated that some of the mentors needed a guide to help them with questions the pre-service media specialists had. An example of such a response was, “I wish we had more planned activities with our mentors. If they had more guidance as to what was expected of them, I think it would have been beneficial.”

In the future, there should be workshops for mentors, just as there were workshops for the students. It might actually be helpful to invite the mentors to the workshops the students are required to take. This will help them to build their relationships. If face-to-face workshops are not feasible, providing online interaction with software such as Elluminate is an option. During the workshops, mentors should be informed of the classes the students are taking and what is expected of them during the semester. A copy of the assignments and the syllabi might also be discussed.

In cases like Project LEAD when coursework is offered at a distance, it would be advantageous to create an online community for mentors. The Project LEAD students mentioned that they often communicated with the other students online. This was a support strategy that appeared to be extremely
important to them. The students also mentioned that their mentors did not always have an answer to help them.

Perhaps the mentors need some type of online forum such as a wiki or discussion board to communicate with each other that is monitored by a program director. Promoting such a forum would have at least four benefits. First, the mentors could seek help for their students from other mentors. Second, the mentors will be able to create their own network within the cohort thus expanding its connectivity. Next, the project directors can get a feeling for the types of workshops and guidance the mentors need. Finally, the mentors will benefit from learning new ideas themselves.

The participants’ responses also pointed out that spending time with mentors is beneficial. Yet some of the mentors barely helped their students. In fact, when one student wrote about their mentor they said, “Mine withdrew from being my mentor at the beginning of my ‘internship’ without talking to me first.” There might have been some type of remediation between the student and the mentor if there had been a tracking system.

This leads to another consideration. Mentors who are interested in helping new school library media specialists should be recruited. Though it is valuable to have a mentor who works within the school with the pre-service school library media specialist, a good mentor does not actually have to be within a drivable distance. Most of the mentoring provided to the Project LEAD students was via email.

What a mentor does need to be is someone who cares about the progress of the student and their well-being. It is conceivable that choosing mentors who were only within the participants’ school districts was a mistake when the mentors were not interested in helping. Instead, technology makes it possible to match mentees with a vast selection of suitable mentors from around the world. In the future, this should be considered as an option.

Finally, mentors should be screened. Some of them simply were not interested in helping their mentees for the right reasons. For example a respondent commented, “My mentor was not interested in doing anything after hours or without compensation.” In other scenarios, some of the mentors had too many responsibilities to help their students. In other cases, the mentors were not able to help because their skills were not up to date.

Mentoring should be thought of a long-time commitment when students are in school for programs such as Project LEAD. Mentors need to be recruited for these types of programs. It is necessary for them to understand that a reasonable effort should be made to help students throughout the learning process. If a mentor knows in advance that they cannot or are unwilling to commit to continued
support, they should not be considered as a primary support system for a student. The results of this study show a lack of commitment by a mentor does have a negative impact on the mentee.

**The Power of Professional Development for Teachers**

Some respondents’ comments attested to the fact that professional development truly can make a difference in the leadership behaviors of teachers and school reform. Sometimes all teachers need is a boost of confidence. Prior to Project LEAD, some participants were reluctant to share their opinions with their coworkers and administrators. A telling statement made by a respondent was, “I feel I have gained confidence, knowledge of subject matter, knowledge of awards, technology (best practices), and most of all a support system from all of the other leaders in the cohort.”

The findings of this study show more of how an emphasis needs to be placed on professional development in school districts that make teachers aware of their potential. It is true that teachers often received professional development throughout the year. While this type of professional development is helpful, this study demonstrates that sustained professional development, offered in a supportive environment, can make the difference between timid teachers and confident teachers who enjoy working in collaborative environments. This professional development does not have to be face-to-face.

**Cohorts for Distance Learning**

Findings from this study have implications for cohorts in distance education. Namely, some of the students mentioned that working and meeting specifically with the people in their county was extremely helpful to them when completing assignments. The meetings became an additional support network. During these meetings the participants developed a morale that enabled them to complete the program when they felt overwhelmed.

Moreover, when asked what they felt they gained from the Project LEAD program, several of the participants said that they gained a cohort of friends. The cohort was central to numerous respondents’ success in the program because of the positive cohesive environment it provided. A respondent wrote, “Trust -- extremely high within our cohort- not just county-wise but program-wise. I feel comfortable online with teamwork now- never thought possible before. But coming together in person a few times solidified the relationship.” This statement reveals that taking part in the cohort encouraged the Project LEAD students to stay focused on their goals. Furthermore, the cohort afforded each participant with an instant network of innovative professionals to interact with after they completed the program.
Self-Efficacy

The impact of the social context of school environments and school districts on the leadership behavior of educators has also been examined in terms of efficacy. Efficacy, or the belief that one has the ability to achieve, is closely related to confidence in leadership skills (McCormick, 2001). The Project LEAD students believed they could be leaders. They all applied for the program and were accepted because they believed they were leaders.

They did not allow the situations within their environments to hinder them from their goals. A few students did leave the program for reasons such as having other academic interests and not being able to cope with the coursework. It is true that those who stayed did have to endure a rigorous schedule. Yet their determination can be attributed to their desire to succeed and is evidence of their leadership potential.

Instead of giving up, the individuals who remained in the program adjusted by learning to collaborate and communicate with their cohort, instructors, and teaching assistants. The fact that they all had relatively the same total LPI score also shows that despite the circumstances they were in, such as not having a supportive mentor or teaching in a school with fewer resources, they continued to develop their leadership skills and finish the program.

While there were differences in individual subscales, this study demonstrates that one can be a leader if they believe in their own capabilities. Once again, transformational leadership is an option for people who want to make changes within their organizations without having to be appointed leaders. Transformational leadership allows people to lead from any position as long as they desire to collaboratively orchestrate changes in beliefs, assumptions, and behaviors that benefit entire organizations.

The AASL Guidelines

Project LEAD provided a needed link between theory, practice, and the AASL guidelines. The results of the qualitative and quantitative responses show that the students did indeed learn the AASL guidelines and how to implement the theory that serves as their basis. This implies that there should be a consistent curriculum that is taught by school library media programs to teach pre-service school library media specialists to implement the guidelines. The Project LEAD curriculum can serve as a preliminary model because the curriculum has been shown to be effective in producing school reform through school library media leaders.
Suggestions for Future Research

This study explored how leadership education and social context can have an impact on the self-perceived transformational leadership behaviors of pre-service school library media specialists. The objective of this research was to advance the current research regarding the leadership role of school library media specialists, to investigate how to facilitate the development of this role, and to determine how social factors can impact this development. Hence, the significant addition this study makes is that it provides evidence that transformational leadership training, collaboration between school districts and school library educators, enthusiastic mentors, and the consideration of social contexts are viable components of school library media education.

The results of this study have yielded the following recommendations for future research. First, McCracken (2001) noted that school library media specialists often do not perceive themselves to be leaders. They encounter difficulty when trying to fulfill the duties that are prescribed in Information Power (American Association of School Librarians & Association for Educational Communications and Technology, 1998). A useful study would be to examine the perceptions of school library media specialists based on the recent set of guidelines Empowering Learners: Guidelines for School Library Media Programs (American Association of School Librarians, 2009). Do school library media specialists with high self-perceived transformational leadership skills feel they are able to implement the new AASL standards?

A noteworthy finding of this study was that mentors do make a significant impact on the leadership behaviors of pre-service school library media specialists. One of the aspects of the study was that it was limited to the perceptions of the pre-service school library media specialists. Therefore, data was not gathered on the experience of the mentors that were assigned to them. A follow up study should be conducted to provide feedback about the needs of the mentors and how they feel the program can be improved. It would also be interesting to further investigate the risk-taking behaviors of the mentors to see if this is an appropriate venue for modeling risk-taking. In this way, the mentors would be exhibiting the Modeling the Way behavior for risk-taking.

Likewise, it would be advantageous to interview the mentors about the methods they used to assist the students. Then the methods of the mentors who were perceived to be supportive by the Project LEAD students can be compared to those who were considered to be unsupportive. This information can be used to create a preliminary profile of best practices for mentoring new and pre-service school library media specialists.
The researcher was not able to report on the possible differences among the self-perceived transformational leadership behaviors of the participants who represented various school districts. This variable was not included in the study because there were two school districts with fewer than five participants. Nonetheless, the culture of school districts on the leadership development of school library media specialists is important to understand because it is possible for the condition of a school district to alter an educator’s belief that they can perform in a leadership capacity (Leithwood & Jantzi, 2008). A glimpse of this was seen when participants in higher poverty schools performed lower on the Challenging the Process subscale. Studying such trends can help school library media educators prepare students for barriers within their school districts.

Research has revealed that a vast number of school library media specialists migrate to the field after being classroom teachers (Everhart, 2002). However, to the knowledge of the researcher, there are very few studies that address the impact this can have on the leadership practices of a school library media specialist. For example, Baumbach (2003) brought to the forefront that there are instances when school library media specialists are only required to take a certification test to become a school library media specialist if they are a teacher with a certificate in another subject area. Baumbach (2003) determined that not having specific training as a school library media specialist makes a difference in school library media programming. Specifically, highly trained school library media specialists offer better programming within their schools.

This difference leads to another direction for further research. Is there a relationship between the subject area a school library media specialist teaches before they become a school library media specialist and their leadership behaviors? This was an area this study was not able to address because there were not enough participants in some of the subject areas. Yet the topic is worth exploring at a time when budget cuts are making it easier for classroom teachers to accept school library media specialist positions.

Traditionally, librarianship is dominated by Caucasian females (Lance, 2005). There were no results regarding gender and ethnicity reported in this study because most of the Project LEAD fellows were Caucasian females. The group was diverse, but there was not enough diversity for accurate statistical analysis. Consequently, an obvious consideration for another study would be to study the impact of gender and ethnicity on the transformational leadership practices of school library media specialists.
There are some scholars that contend females are more transformational in their leadership behaviors than men (Thomas, 2000), while others have determined that males and females are essentially the same in their leadership behaviors (Posner & Kouzes, 1994). Studies are still inconclusive on the effects of ethnicity on leadership behaviors (Cox, 2004). Therefore, it would be interesting to know if these factors do make a difference in leadership behaviors.

To the researcher’s knowledge, this study was the first time the LPI was used with pre-service school library media specialists. This study focused on the self-perceived transformational leadership behaviors of the participants. There is an observer component of the LPI that should be applied for the participants after they assume school library media positions to determine if others perceive them as transformational leaders. It would also be beneficial to know if they continue to view themselves as transformational leaders after they become school library media specialists. This longitudinal study could serve as an evaluation of the implementation of the skills learned from the Project LEAD curriculum.

The results of the LPI scores from the participants indicated that they were transformational leaders. However, the scores of the participants were close. Another possible study would be to use other leadership instruments with the participants to determine if their scores appear to be different with different instruments. It is possible that other instruments might test different leadership behaviors that reveal additional similarities and differences in the participants.

The Project LEAD curriculum was offered simultaneously to the cohort of students who participated in this study and students who independently enrolled in the program. These students have been taught the same leadership curriculum. However, they have not participated in summer workshops, were not assigned mentors, did not have district support coordinated by the program directors, or complete their studies with a cohort. Another study would be to compare the transformational leadership behaviors of the independently enrolled students and the cohort. It would be beneficial to know if the independently enrolled students report learning the same skills and have LPI scores comparable to the cohort of grant-funded students.

Finally, studying transformational leadership in school library media specialists has great potential. Further research needs to be done to determine the characteristics of school library media specialists with exceptional transformational leadership practices. This could be a method by which school library media educators can bridge the gap between the leadership guidelines, what is taught, and what is practiced.
Summary

In conclusion, the population for this study was quite small, yet the findings from their experience were significant. The process used to identify the candidates for the Project LEAD program and to provide leadership training for the program participants was revolutionary in that it has never been attempted for school library media specialists before. As such, the program was not without its vulnerabilities. However, what this study found was that the project directors were successful in identifying candidates with great leadership potential. They were also successful in providing them with an education that enhanced their leadership skills and taught them how to connect the theory behind the AASL standards with professional practice.

As such, the process used to develop and carry out this program can serve as a model for others who would like to create general teacher leadership programs or leadership programs for school library media specialists. This study substantiates that cohorts are a viable way to create a spirit of collaboration, improve the success rate of online students, and provide an excellent environment for teaching leadership skills. In this case, these findings can be considered applicable for those who would like to use cohorts or develop partnerships with companies or school districts as a means of educating leaders or online students.
## APPENDIX A

### PRINCIPAL RUBRIC

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<th>COMPONENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1e: Designing Coherent Instruction</td>
<td>Learning activities are not suitable for students, materials and resources do not support goals, instructional groups do not support goals and lesson unit is chaotic or not defined.</td>
<td>Some of the activities are suitable for students, some of the materials support goals, instructional groups are not consistently suitable to goals, and unit is not uniformly structured.</td>
<td>Most of the activities are suitable to students, materials support goals, instructional groups are varied and unit is clearly defined and organized.</td>
<td>Learning activities are highly relevant, materials support instructional goals, instructional groups are varied and appropriate with evidence of student choice, and unit is structured and aligned.</td>
</tr>
<tr>
<td>1f: Assessing Student Learning</td>
<td>Content and methods of assessment are not related to instructional goals, proposed approach contains no clear standards and results are only minimally used in planning.</td>
<td>Some instructional goals are assessed, but standards are not clear, not communicated to students nor individualized.</td>
<td>Most instructional goals are formally assessed, standards are clear and assessment results are used to plan for individuals and groups of students.</td>
<td>Approach agrees with all instructional goals, standards are clear and understood by students, students know how they are meeting standards and take part in planning.</td>
</tr>
</tbody>
</table>

### Domain 2: The Classroom Environment

<p>| 2a: Creating an Environment of Respect and Support | Interaction with some participants is negative or inappropriate; student interactions are characterized by conflict, sarcasm, or put-downs and teacher does not intervene. | Teacher-student interactions are appropriate, but may reflect inconsistencies, favoritism, or disregard for student cultures; students are not encouraged to demonstrate positive behavior. | Teacher-student interactions are friendly, considerate and respectful; are appropriate to developmental and cultural norms; students are encouraged to be polite and respectful. | Teacher demonstrates genuine consideration and respect for individual students; students demonstrate respect for one another due to teacher modeling and encouragement. |
| 2b: Establishing a Culture for Learning | Teacher conveys negative attitude for content. Teacher does not insist on quality; goals, activities, interactions and the environment convey only modest expectations for achievement. | Teacher communicates importance of work with conviction and shows little insistence on quality; goals, activities, interactions, and environment convey inconsistent expectations. | Teacher communicates importance of work with conviction, showing insistence on quality; students demonstrate pride in high quality work; goals, activities, interactions, and environment convey high expectations for achievement. | Teacher conveys genuine enthusiasm for the subject and its value; teacher insists on quality; students and teacher establish high expectations for learning. |</p>
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<tr>
<th>COMPONENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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</thead>
<tbody>
<tr>
<td>3b: Using Questioning and</td>
<td>Teacher’s questions are inappropriate to content, no teacher-student</td>
<td>Teacher’s questions are limited to single response; teacher-student</td>
<td>Teacher’s questions are literal and critical with adequate time for</td>
<td>Teacher’s questions are multi-level with adequate time for response; students formulate</td>
</tr>
<tr>
<td>Discussion Techniques</td>
<td>communication is evident; no student participates in lesson.</td>
<td>communication is limited; teacher engages students but with limited</td>
<td>response; students facilitate questions; communication is interactive;</td>
<td>questions; communication is evident.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>success.</td>
<td>self-directed learning is evident.</td>
<td></td>
</tr>
<tr>
<td>3c: Engaging Students in</td>
<td>Presentation of content is inappropriate, unclear and/or uses poor examples;</td>
<td>Presentation of content is inconsistent; some assignments are</td>
<td>Presentation of content is appropriate; students are actively engaged and</td>
<td>Presentation of content is appropriate; students are actively engaged and initiate</td>
</tr>
<tr>
<td>Learning</td>
<td>assignments are inappropriate; groups are disruptive and inappropriate;</td>
<td>assignments are appropriate and engaging; some groups are on task;</td>
<td>initiate activities; students facilitate inter-group discussion; materials</td>
<td>initiate activities; students facilitate inter-group discussion; materials and resources</td>
</tr>
<tr>
<td></td>
<td>materials and resources are unsuitable; lesson lacks structure or the pacing</td>
<td>materials and resources are unsuitable; lesson lacks structure or the</td>
<td>and resources are suitable and creatively used by students; structure is</td>
<td>and resources are suitable and creatively used by students; structure is well-paced, highly</td>
</tr>
<tr>
<td></td>
<td>is too slow and/ or rushed.</td>
<td>pacing is inconsistent.</td>
<td>well-paced, highly coherent, allows for reflection and</td>
<td>coherent, allows for reflection and disclosure.</td>
</tr>
<tr>
<td>3d: Providing Feedback to Students</td>
<td>Feedback is not provided, is of poor quality, or not provided in a timely</td>
<td>Feedback is inconsistent and varies in quality; timeliness is</td>
<td>Feedback is appropriate of high quality and provided in a timely manner.</td>
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<tr>
<td></td>
<td>manner.</td>
<td>inconsistent.</td>
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<tr>
<td>3e: Demonstrating Flexibility and</td>
<td>Teacher adheres rigidly to an instruction plan, ignores students’ questions</td>
<td>Teacher attempts to adjust lessons and accommodate students’ questions</td>
<td>Teacher smoothly makes minor adjustment to lesson, as appropriate, and</td>
<td>Teacher makes major adjustment to lesson and enhances learning by building on a spontaneous event,</td>
</tr>
<tr>
<td>Responsiveness</td>
<td>or interests; when a student has difficulty, the teacher gives up or blames</td>
<td>or interests with limited results; teacher has limited repertoire of</td>
<td>accommodates students' questions or interests; teacher seeks effective</td>
<td>as appropriate; teacher seeks effective adaptations appropriate for students who need help, has</td>
</tr>
<tr>
<td></td>
<td>the student or environment for lack of success.</td>
<td>instructional strategies.</td>
<td>adaptations appropriate for students who need help, has extensive</td>
<td>extensive repertoire of strategies, and seeks additional resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>repertoire of strategies, and seeks additional resources.</td>
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</table>
## Domain 4: Professional Responsibilities

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<tr>
<th>COMPONENT</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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<tbody>
<tr>
<td>4a: Reflecting on Teaching</td>
<td>Teacher does not know or misjudges if training/consultation was effective or achieved goals; has no suggestions for improvement.</td>
<td>Teacher has generally accurate impression of lesson's effectiveness and goal attainment and makes general suggestions for improvement.</td>
<td>Makes accurate assessment of lesson's effectiveness and goal attainment and can cite examples to support judgment; makes a few specific suggestions for improvement.</td>
<td>Makes accurate assessment of lesson's effectiveness and goal attainment and can cite specific examples and their relative strengths based on extensive background.</td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td>Teacher has no system or systems in disarray.</td>
<td>Teacher's systems are rudimentary, partially effective, or are adequate but require monitoring to avoid error.</td>
<td>Systems are fully effective.</td>
<td>Systems are fully effective and students are given the opportunity to maintain their own records to monitor their educational progress.</td>
</tr>
<tr>
<td>4c: Communicating with Families</td>
<td>Teacher provides little information, does not respond or responds insensitively to parent concerns, and/or makes no or inappropriate attempts to inform families in the instructional program.</td>
<td>Communicates but offers little information, adheres to required procedures, shows minimal response to parent concerns, and makes modest and inconsistent attempts to inform families of the program.</td>
<td>Provides frequent information, communicates students' progress regularly, is available to respond to parent concerns, and frequently informs families of the program.</td>
<td>Provides frequent information, handles concerns with sensitivity, and frequently informs families of the program; students participate in preparing materials and contribute ideas to encourage family participation.</td>
</tr>
<tr>
<td>4d: Contributing to the School and District</td>
<td>Teacher's relationships with colleagues are negative or self-serving; teacher avoids involvement in school and district events and projects.</td>
<td>Relationships with colleagues are cordial; participates in school events and projects when specifically asked.</td>
<td>Support and cooperation characterize relationships with colleagues; volunteers to participate in school and district events and projects, making a contribution.</td>
<td>In supportive and cooperative, and volunteers to participate in school and district events and projects and assumes a leadership role in school life, and in a major school or district project, if opportunity arises.</td>
</tr>
<tr>
<td>4e: Growing and Developing Professionally</td>
<td>Teacher engages in no professional development activities and makes no effort to share knowledge or to assume professional responsibilities.</td>
<td>Participates in professional activities to a limited extent and finds limited ways to contribute to the profession.</td>
<td>Seeks out opportunities for professional development and participates actively in assisting other educators.</td>
<td>Seeks out opportunities for development and initiates activities to contribute to the profession.</td>
</tr>
</tbody>
</table>
APPENDIX B

LEADERSHIP QUESTIONS

Questions:

1. Why are you interested in making a career change to become a media specialist?

2. Describe how you use technology in your classroom.

3. Every teacher is a teacher of reading. Respond to this statement.

4. Describe three instructional projects in which you have collaborated with the media specialist in your school.

5. Give three examples when you have demonstrated leadership as a teacher.

What was your undergraduate GPA?
From what institution?
What was your graduate GPA (if you have a graduate degree):
From what institution?
Have you taken the Graduate Record Exam (GRE)?
If yes, what were your scores on Math? Verbal?

(The above will have to be verified with official transcripts, reports, etc., but this will help us with the initial screening.)

Please sign below. Your signature will indicate that your responses above are accurate to the best of your knowledge.
APPENDIX C
LEADERSHIP ROLE OF THE MEDIA SPECIALIST ESSAY QUESTION

Please write an essay on leadership of no less than 500 words and no more than 1000 words.

Be sure that your name, your position, your mailing address, your email address, and your daytime phone number are at the TOP of your application.

Before you begin writing, read:

The Five Core Propositions of the National Board for Professional Teaching Standards
http://www.nbpts.org/the_standards/the_five_core_proposition

and

The Library Media Standards Overview as listed below (taken from the Standards on the National Board for Professional Teaching Standards – Library Media)

The requirements for National Board Certification in the field of Library Media are organized into the following 10 standards. The standards have been ordered to facilitate understanding, not to assign priorities. Each standard describes an important facet of the art and science of teaching; they often occur concurrently because of the seamless quality of accomplished practice.

What Library Media Specialists KNOW

I. Knowledge of Learners
Accomplished library media specialists have knowledge of learning styles and of human growth and development.

II. Knowledge of Teaching and Learning
Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.

III. Knowledge of Library and Information Studies
Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.

What Library Media Specialists DO

IV. Integrating Instruction
Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.

V. Leading Innovation Through the Library Media Program
Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

VI. Administering the Library Media Program
Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.

**How Library Media Specialists GROW as Professionals**

VII. Reflective Practice
Accomplished library media specialists engage in reflective practice to increase their effectiveness.

VIII. Professional Growth
Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.

IX. Ethics, Equity, and Diversity
Accomplished library media specialists uphold professional ethics and promote equity and diversity.

X. Leadership, Advocacy, and Community Partnerships
Accomplished library media specialists advocate for the library media program, involving the greater community.

The complete standards (which you do not have to read) can be found at:
http://www.nbpts.org/the_standards/standards_by_cert

Your Leadership essay must incorporate but does not have to be limited to the following: State your definition of leadership (Your definition can be original or based on another source. If your definition is based on another source, that source must be acknowledged. Then you must state why you chose to use the source.)

1. Based on your definition of leadership and on the Five Core Principles and Overview of the Library Media Standards, articulate your vision for your future as a library media specialist leader. Be as specific as possible. Again you may refer to existing documents. If you refer to existing documents, you must acknowledge them.

2. Give an analysis of your strengths and weaknesses in relation to achieving the vision you've articulated. Describe them generally and also give specific examples.

3. Include a statement about how you believe the FSU Project LEAD program will help you enhance your strengths and overcome your weaknesses in order to achieve your vision.
APPENDIX D
LPI RESEARCH REQUEST FORM

If you are interested in using The Leadership Challenge or The Leadership Practices Inventory for your research, please fill out the form below. This form will be sent via email. Please make sure to fill out ALL fields in the form below.

Please Note: Receiving permission does NOT include free copies of the LPI or Leadership Challenge packages, books, surveys, or instruments.

You may also print, fill out, and fax the Research Request Form PDF document to Pfeiffer Editorial at 415-433-1711.

Information About You

First Name: 

Last Name: 

Gender: Select Your Gender 

Street Address: 

City: 

State: 

Zip Code: 

Country or Region: United States 

Phone: 

Fax: 

Email: 

Use the pull-down menu to indicate your current professional/educational status and then complete the corresponding fields.

Choose all that apply.

Select A Status 

Major/Position: 

Name of Institution/Company: 

Page 105
APPENDIX E
LEADERSHIP PRACTICES INVENTORY PERMISSION

KOUZES POSNER INTERNATIONAL
15419 Banyan Lane
Monte Sereno, California 95030
FAX: (408) 354-9170

April 3, 2009

Ms. Daniella Smith
College of Information, FSU
008 Louis Shores Building
142 Collegiate Loop – P.O. Box 3062100
Tallahassee, Florida 32306-2100

Dear Daniella:

Thank you for your request to use the Leadership Practices inventory (LPI) in your dissertation. We are willing to allow you to reproduce the instrument in written form, as outlined in your letter, at no charge, with the following understandings:

(1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
(2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement is included on all copies of the instrument: "Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.");
(3) That one (1) electronic copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data be sent promptly to our attention; and,
(4) That you agree to allow us to include an abstract of your study and any other published papers utilizing the LPI on our various websites.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Best wishes for every success with your research project.

Barry Z. Posner, Ph.D.
Managing Partner

I understand and agree to abide by these conditions:

(Signed) __________________________ Date: 4/17/2009
APPENDIX F
LEADERSHIP PRACTICES INVENTORY (LPI)

On the next two pages are thirty statements describing various leadership behaviors. Please read each carefully. Then look at the rating scale and decide how frequently you engage in the behavior described.

Here’s the rating scale that you’ll be using:

1= Almost Never       6= Sometimes
2= Rarely            7= Fairly Often
3= Seldom           8= Usually
4= Once in a while  9= Very Frequently
5= Occasionally      10= Almost Always

In selecting each response, please be realistic about the extent to which you actually engage in the behavior. Do not answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you typically behave—on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank to the left of the statement. Do not leave any blank incomplete. Please remember that all statements are applicable. If you feel that any statement does not apply to you, in all likelihood it is because you don’t frequently engage in the behavior. In this case, assign a rating of 3 or lower. When you have responded to all thirty statements, return this survey according to the instructions provided.

Important Further Instructions

After completing this survey:

**ENCLOSE AND SEAL** all completed material (the demographics survey, the Participant Letter of Consent, and the Leadership Practices Inventory) in the envelope provided by the researcher. Mail the self addressed sealed envelope.

Once again thank you very much for your participant in this research project.

Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission
To what extent do you typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the black to the left of the statement.

1. I seek out challenging opportunities that test my own skills and abilities.
2. I talk about future trends that will influence how our work gets done.
3. I develop cooperative relationships among the people I work with.
4. I set the personal example of what I expect from others.
5. I praise people for a job well done.
6. I challenge people to try out new and innovative approaches to their work.
7. I describe a compelling image of what our future could be like.
8. I actively listen to diverse points of view.
9. I spend time and energy on making certain that the people I work with adhere to the principles and standards that we have agreed on.
10. I make it a point to let people know about my confidence in their abilities.
11. I search outside the formal boundaries of my organization for innovative ways to improve what we do.
12. I appeal to others to share an exciting dream of the future.
13. I treat others with dignity and respect.
14. I follow through on the promises and commitments that I make.
15. I make sure that people are creatively rewarded for their contributions to the success of projects.

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<table>
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<tr>
<th></th>
<th>Almost</th>
<th>Rarely</th>
<th>Seldom</th>
<th>Once in a while</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Fairly Often</th>
<th>Usually</th>
<th>Very Frequently</th>
<th>Almost</th>
<th>Always</th>
</tr>
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<tbody>
<tr>
<td>16</td>
<td>I ask “What can we learn?” when things do not go as expected.</td>
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<td>17</td>
<td>I show others how their long-term interests can be realized by enlisting in a common vision.</td>
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<td>18</td>
<td>I support the decisions that people make on their own.</td>
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<td>19</td>
<td>I am clear about my philosophy of leadership.</td>
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<td>20</td>
<td>I publicly recognize people who exemplify commitment to shared values.</td>
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<td>21</td>
<td>I experiment and take risks even when there is a chance of failure.</td>
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<td>22</td>
<td>I am contagiously enthusiastic and positive about future possibilities.</td>
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<td>23</td>
<td>I give people a great deal of freedom and choice in deciding how to do their work.</td>
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<td>24</td>
<td>I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the project and programs that we work on.</td>
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<td>25</td>
<td>I find ways to celebrate accomplishments.</td>
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<td>26</td>
<td>I take the initiative to overcome obstacles even when outcomes are uncertain.</td>
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<td>27</td>
<td>I speak with genuine conviction about the higher meaning and purpose of work.</td>
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<td>28</td>
<td>I ensure that people grow in their jobs by learning new skills and developing themselves.</td>
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<tr>
<td>29</td>
<td>I make progress towards goals one step at a time.</td>
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<tr>
<td>30</td>
<td>I give the members of the team lots of appreciation and support for their contributions.</td>
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</table>
APPENDIX G
PROJECT LEAD SURVEY

About You
Your County:______________________________
School Name:_____________________________

1. Your Ethnicity:
   ______ Hispanic or Latino
   ______ American Indian or Alaska Native
   ______ Asian
   ______ Native Hawaiian or Other Pacific Islander
   ______ White
   ______ African American
   ______ Other

2. What is your gender?
   _____ male   _____ female

3. What is your age? ____________

4. What is your current teaching assignment? _______________________________

5. What is your GPA in Project LEAD?_______

6. What is the highest degree you completed before beginning the Master of Science degree in Library and Information Studies?
   ______ Bachelors   ______ Masters   _______ Specialist

7. Which type of community best describes your school community?
   ______ Rural   _______ Urban   _______ Suburban

8. How many years of paid K-12 Public Education Teaching Experience (including the 2008-2009 school year) do you have?
   ______ years

9. My school district provided support to me while I completed the degree program.

To what extent do you agree with the statement? Choose the number that best applies to the statement and circle the number.

   4  3  0  2  1
Strongly Agree  Agree  Neither Agree or Disagree  Disagree  Strongly Disagree

10. I feel the climate of my current school encourages teacher leadership.

To what extent do you agree with the statement? Choose the number that best applies to the statement and circle the number.

   4  3  0  2  1
Strongly Agree  Agree  Neither Agree or Disagree  Disagree  Strongly Disagree
About Your Mentor

11. My school district assigned a mentor to help me complete the degree program.
   _____ Yes _____ No

12. I chose my own mentor to support me while I completed the degree program.
   _____ Yes _____ No

13. How much contact did you have with your mentor in a typical week?
   a. 0 hours
   b. Less than an hour
   c. 1-2 hours
   d. 3-4 hours
   e. More than 4 hours
   f. No mentor (NA)

11. The majority of the contact I had with my mentor was:
   ______ phone
   ______ email
   ______ in person
   ______ online chat/ instant messenger

12. My mentor:
   Check all that apply.
   ______ worked within my school.
   ______ was a media specialist.
   ______ had national board certification.

13. I was satisfied with the help I received from my mentor.
   To what extent do you agree with the statement? Choose the number that best applies to the statement and circle the number.

   4   3   0   2   1
   Strongly Agree  Agree  Neither Agree or Disagree  Disagree  Strongly Disagree

14. If you had a mentor, is there anything else you would like to share about your experience with your mentor?

________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
________________________________________________________________________________________________________________
About Your Project LEAD Experience

1. Have you learned any new techniques and strategies during Project LEAD that have helped you to demonstrate to others how to achieve goals? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. Have you learned any new techniques and strategies during Project LEAD that have helped you to be a mentor to other teachers? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. Have you learned any techniques and strategies during Project LEAD that have helped you to model high ethical standards? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. Have you taken more risks within your school because of Project LEAD? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

5. Have you learned any new techniques and strategies during Project LEAD that have helped you to discover innovative ways to improve your school? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

6. Have you learned any special techniques and strategies during Project LEAD that have helped you to share future trends that will influence how work gets done at your school? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

7. Have you learned any new techniques and strategies during Project LEAD that have helped you to work in team environment? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

8. Have you learned any new techniques and strategies during Project LEAD that have helped you to empower the people around you? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
9. Have you learned any new techniques and strategies during Project LEAD that have helped you to promote diversity? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

10. Have you learned any new techniques and strategies during Project LEAD that have helped you acknowledge the accomplishments of others? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

11. Have you learned any new techniques and strategies during Project LEAD that have helped you to celebrate working with your peers? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

12. Have you learned any new techniques and strategies during Project LEAD that have helped you create harmonious environments within your school? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

13. Have you learned any new techniques and strategies during Project LEAD that have helped you to share future possibilities for your school? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

14. Have you learned any new techniques and strategies during Project LEAD that have helped you to shape the culture within your school? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

15. Have you learned any special techniques and strategies during the Project LEAD program that have helped you to promote your school community’s shared vision of teaching and learning that supports academic achievement? If so, please describe them.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
16. What do you feel you have gained from your experience with Project LEAD?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Thank you for taking the time to complete this survey. The input you have provided is valuable and greatly appreciated.

Please place this completed survey in the self-addressed stamped envelope provided and mail it.
Use of Human Subjects in Research - Approval Memorandum

To: dlis17 @fsu.edu
Co: irt@ci.fsu.edu

Office of the Vice President For Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8573 - FAX (850) 644-4392

APPREVAL MEMORANDUM (for change in research protocol)

Date: 6/24/2009

To: Daniella Smith

Address:
Dept.: COLLEGE OF INFORMATION

From: Thomas L. Jacobson, Chair

Re: Use of Human Subjects in Research (Approval for Change in Protocol)

This form that you submitted to this office in regard to the requested change/amendment to your research protocol for the above-referenced project has been reviewed and approved.

Please be reminded that if the project has not been completed by 5/31/2010, you must request renewed approval for continuation of the project.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Co: Nancy Everhart, Advisor
HSC No. 2009.2929

2009.2929-Revisedconsentform.pdf
40K
APPENDIX I

LETTER OF INVITATION

Dear Student,

Thank you for choosing to participate in the survey! I am a doctoral candidate under the direction of Professor Nancy Everhart in the College of Information at Florida State University. I am conducting a research study to understand the leadership behaviors of pre-service media specialists who have participated in Project LEAD degree program at the Florida State University College of Information.

Your participation will involve completing two surveys and mailing them back to the researcher in a self addressed envelope provided by the researcher. The whole activity should last a maximum of 45 minutes. Your participation in this research project is COMPLETELY VOLUNTARY. You may choose not to participate in the study or to withdraw from the study at any time WITHOUT penalty.

You will not receive any type of monetary compensation for participating in the study. Although there may be no direct benefit to you, the possible benefit of your participation is a greater understanding of how to develop a leadership curriculum for school library media students. Therefore, this study could possibly improve the education of school library media specialists.

Please be assured that all of your responses will be KEPT CONFIDENTIAL to the extent provided by law. The results of the research study may be published, but your name will not be used. In addition, your name will not be attached to any of the responses reported in aggregate form with that of other participants. The data will be kept in a secure database for 2 years and will be accessible only to myself and Dr. Everhart.

If you have any questions about this survey or your rights as a research subject, you may contact me, Daniella Smith at 850-645-8694 or dlxx@garnet.acns.fsu.edu, Dr. Nancy Everhart using everhxx@ci.fsu.edu, or The Office of Research Human Subjects Committee at 850-644-8673.

A copy of this information has been included for you to keep for your records.

Statement of Consent:
I have read the above information. I have asked questions and have received answers. I consent to participate in the study and will now complete the surveys.

________________  _________________  
Signature                                          Date

________________  _________________
Signature of Investigator                    Date
APPENDIX J
CONSENT FORM

Consent Form

Dear Student,

Thank you for choosing to participate in the survey! I am a doctoral candidate under the direction of Professor Nancy Everhart in the College of Information at Florida State University. I am conducting a research study to understand the leadership behaviors of pre-service media specialists who have participated in Project LEAD degree program at the Florida State University College of Information.

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If you have any questions about this survey or your rights as a research subject, you may contact me, Daniella Smith at 850-644-8673 or dls7@fsu.edu, Dr. Nancy Everhart using ever@fsu.edu, or The Office of Research Human Subjects Committee at 850-644-8673.

A copy of this information has been included for you to keep for your records.

Statement of Consent:

I have read the above information, I have asked questions and have received answers. I consent to participate in the study and will now complete the surveys.

______________________________  ______________________________
Signature                      Date

______________________________  ______________________________
Signature of Investigator       Date

REFERENCES


Sheppard, B. (2003). If to do in schools were as easy as to know what were good to do. *Education Canada, 43*, 16-19, 31.


BIOGRAPHICAL SKETCH

Daniella Smith is currently the Research Program Coordinator for the PALM (Partnerships Advancing Library Media) Center at The Florida State University. During her time at The Florida State University, she has also had the distinct honor of working along with Dr. Nancy Everhart and Dr. Eliza Dresang as the graduate assistant and mentor for the Project LEAD program. Accordingly, her research interests are the leadership role of school library media specialists and the information seeking behavior of youth.

Daniella is a proud veteran of the United States Army, an experienced school library media specialist, public librarian, and classroom teacher. She believes in the importance of the leadership role of school library media specialists. As a result, she serves as a committee member for the Sunshine State Young Readers Award committee and the region one chairperson for the Florida Association for Media in Education Jim Harbin Student Media Festival committee.

Daniella has received a variety of awards. She was the recipient of the Project LEAD doctoral fellowship, was a 2009 University Presidential Inaugural Scholar, was honored as a 2008 Florida State University Outstanding Teaching Assistant, and has been listed in Who’s Who Among Teachers. Daniella holds a M.L.I.S. and Specialist degree in Information Studies from The Florida State University. Her BS, also obtained from The Florida State University is a dual degree in Political Science and Social Science.