

Correlation of Performance and Leadership Practices towards a Teacher Leadership Enhancement Program

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INTRODUCTION

A. Background of the Study

Over the last decade, organizations and their leaders have experienced sweeping changes in the workplace, such as rapid technological advancements, increased globalization, shifting organizational structures, and dynamic career patterns according to Kraut & Korman (1999). As the world of work continues to change at a rapid pace, organizations and their leaders must investigate alternative means of developing the knowledge, skills, and abilities needed by leaders to succeed in a dynamic environment as reported by Boyce (2004). Teachers, as employees of an educational organization play a very important role in moulding and developing students into movers of society and men and women who will make a difference in the 21st century.

The pressures on schools to improve and to raise standards of achievement are unlikely to recede in the next few years. However, the real challenge facing most schools is no longer 'how to improve' but more importantly, 'how to sustain improvement'? Even in the cases of the most highly successful interventions or initiatives, there will be an inevitable reduction in momentum and impetus as after time,

they disengage from the school. Consequently, sustainability will depend upon the school's internal capacity to maintain and support developmental work. The performance of teachers ultimately affects the performance of their students, as proven in the studies conducted by Hattie (2003) and Fenster (2006).

This study looks into the relationship of the performance of teachers and the leadership practices that they utilize. The researcher was intrinsically motivated to embark on this study since he is seeking ways to improve how his performance can become better.

The study was conducted in Southville International School and Colleges. Southville is internationally accredited by the Western Association of Schools and Colleges (WASC), the International Baccalaureate Organization (IBO), and the International Organization for Standardization (ISO). Southville has also attained its status as an international school thru Republic Act 9493 or otherwise known as "An Act Recognizing Southville International School and Colleges as an Educational Institution of International Character, Granting Certain Prerogatives to Hasten Its Growth as Such, and for Other Purposes".

The Mission Statement of Southville is that the Southville International School and Colleges community is bound by its commitment to develop and equip learners with

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the 5Cs – Competence, Character, Collaboration, Creativity, Commitment to Achieve – through relevant, innovative, challenging effective curriculum and instruction, updated technological applications and a strong empirical research orientation within an enriched learning and caring environment.

B. Statement of the Problem

This study aimed to find out the relationship between performance and leadership practices of teachers in Southville International School and Colleges. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers in terms of:
 - a. performance
 - b. leadership practices
 - i. modeling the way
 - ii. inspiring a shared vision
 - iii. challenging the process
 - iv. enabling others to act
 - v. encouraging the heart
2. Is there a significant relationship between performance and leadership practices as identified?
3. Based on the findings of the study, what teacher leadership enhancement program may be recommended?

C. Scope and Limitations

The study was conducted in Southville International School and Colleges in the month of March 2009 with forty-eight (48) teachers as the sample population.

The teacher-leadership practices of teachers were identified based on the self-evaluation of the teachers. The researcher has no control over the personal prejudices or level of understanding of the teachers in rating themselves. Generally, the Leadership Practices Inventory (LPI) is a 360-degree leadership assessment. However, in this particular

study, the LPI was utilized as a self-rating instrument, and did not include the rating coming from observers such as co-workers, managers, and direct heads of the respondents.

The performance of the teachers was identified based on the first and second term performance rating of the teachers. The following were the areas and corresponding percentages upon which teachers were rated: first, mandatory work habits/professionalism; second, ACE (affirming, committed/creative, excellent) and 5Cs of success (character, collaboration, creativity, commitment to achieve, competence) – 15 %; third, delivery of goals/work outputs (student achievement, effective planning and updating of lessons, implementation and delivery of plantilla, student evaluation – 70%; fourth, Total Quality Management/Special Project and Research – 15%. The researcher has no control over the various areas and corresponding percentages and unidentified circumstances considered in calculating the performance rating of the teachers. The performance rating used in this study was the average of the first and second term performance rating for academic year 2008-2009. Only the means of the rating of the teachers were given to the researcher, thus the specific aspects that make up the performance rating of the teacher cannot be presented in a thorough manner.

REVIEW OF RELATED LITERATURE AND STUDIES

Teacher Leadership

The benefit of teachers as leaders both in and out of the classroom is readily acknowledged and studied, but much of the literature lacks a clear and consistent definition of teacher leadership, according to York-Barr and Duke (2004) and Greenlee (2007). York-Barr and Duke (2004) states that teacher leadership, when examined in the context of general leadership categories align best with both the instructional and participative categories of leadership. Instructional leadership deals with organizational variables that impact

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teachers, such as school culture, as well as with teachers' behaviours and activities that directly affect the growth of students. Participative leadership, however, focuses on the decision-making processes of a given group or organization, with a potential outcome of enhanced organizational effectiveness.

Leadership as an organizational quality, according to Ogawa and Bosset (1995) includes teachers' participation in instructional, professional, and organizational development, whereby leadership "must affect more than individuals' actions; it must influence the system in which actions occur". Regardless of the context in which teacher leadership is viewed, a common understanding is that leadership does not rest with one person in a hierarchically high-level position with formal power or authority. According to Barth (2001), schools whose teachers take on leadership roles become more democratic than dictatorial.

In lieu of an operational definition of teacher leadership, focus is often placed on descriptions of the activities and roles of teacher leaders. For example, Katzenmeyer and Moller (2001) contend that teacher leaders are those that not only lead within and beyond the classroom, but also contribute to and influence the improved educational practice of teachers within their school. Teacher leaders are also described as those who create and oversee a successful team, equipping others with valuable resources to improve student achievement, according to Gabriel (2005). Other reviews of teacher leadership by York-Barr and Duke (2004) and Greenlee (2007) describe the formal and informal roles of teacher leaders, which include taking part in school-wide decision making, being mentor teachers, facilitating the professional growth of other teachers, and fostering collaborative work arrangements.

Most often teacher leaders are thought of in formal terms, such as those holding positions of authority. As

mentioned earlier, these positions or roles might include chairing a department, being a teacher mentor, or being a staff developer. However, more powerful positions or roles that teachers hold may be informal rather than formal, according to Moller (2005). These informal roles are created whether the principal supports them or not and occur when a teacher feels passionate about something and takes action. York-Barr and Duke (2004) describe informal teacher leadership roles as coaching peers, working in teams, modelling reflective practice and/or communicating a vision for improvement.

Teachers who lead their peers must be respected and regarded as highly qualified professionals by the other teachers they are leading. Hargreaves and Evans (1997) suggest that the quality of teaching and learning is affected by the quality of professional relationships that occur outside of the classroom. When a professional culture of teaching is present, sustainable change and increased learning opportunities are more likely to occur. Ultimately, teacher leaders are those teachers who facilitate change in and out of the classroom, be it formally or informally.

Teacher-Leadership Skills

Charlotte Danielson (2006) outlined the skills of teacher-leaders. There are seven skills identified as skills of a teacher-leader: (1) teacher-leaders use evidence and data in decision making; (2) teacher-leaders recognize opportunities and take initiative; (3) teacher-leaders mobilize people around a common purpose; (4) teacher-leaders marshal resources and take action; (5) teacher-leaders monitor progress and adjust their approach as conditions change; (6) teacher-leaders sustain the commitment of others and anticipate negativity; lastly, (7) teacher-leaders contribute to a learning organization.

Teacher-Leadership Disposition

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Charlotte Danielson (2006) outlined the dispositions of teacher-leaders. Teacher-leadership dispositions define how a teacher-leader handles different situations; these dispositions are where teacher-leadership skills emanate from. There are nine dispositions of a teacher-leader: (1) teacher-leaders have a deep commitment to student learning; (2) teacher-leaders are optimistic and enthusiastic; (3) teacher leaders are open-minded and humble; (4) teacher-leaders are courageous and are willing to take risks; (5) teacher-leaders are confident and decisive; (6) teacher-leaders are tolerant of ambiguity; (7) teacher-leaders are creative and flexible; (8) teacher-leaders persevere; and (9) teacher-leaders are willing to work hard.

Danielson (2006) points out that teachers rise to become teacher-leaders not because of formal promotion, but rather one that is informal. Because of its informal and voluntary nature, teacher-leaders represent the highest level of professionalism. Teacher-leaders do not receive any kind of financial remuneration for their initiatives. They do it out of whole-hearted service for their students.

Missouri Western Teacher Leadership Dispositions

As part of the conceptual model and belief structure, the Western Teacher Education Department has studied the research related to teacher leadership. As a result of three years of study, the department has adopted the following four domains of teacher leadership: self-awareness, self-management, social awareness, and relationship management as dispositions that could/should be demonstrated by teacher leaders. Each domain has a number of dispositions that could/should be demonstrated by teacher leaders.

Self-Awareness

Emotional self-awareness. Teacher leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their school and community performance. Emotionally self-aware teacher leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.

Accurate self-assessment. Teacher leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about themselves. Accurate self-assessment lets a teacher leader know when to ask for help and where to focus in cultivating new teacher leadership strengths.

Self-confidence. Knowing their abilities with accuracy allows teacher leaders to play to their strengths. Self-confident teacher leaders can welcome a difficult assignment. Such teacher leaders often have a sense of presence, a self-assurance that lets them stand out in a group.

Self-Management

Self-control. Teacher leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways.

Transparency. Teacher leaders who are transparent live their values. Transparency—an authentic openness to others about one's feelings, beliefs, and actions—allows integrity.

Adaptability. Teacher leaders who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with the inevitable ambiguities of organizational life.

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Achievement. Teacher leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements—both for themselves and for their students. A hallmark of achievement is in continually learning—and teaching—ways to do better.

Initiative. Teacher leaders who have a sense of efficacy—that they have what it takes to control their own destiny—excel in initiative. Such a teacher leader does not hesitate to cut through red tape, or even bend the rules, when necessary to create better possibilities for the future.

Optimism. A teacher leader who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback. Such teacher leaders see others positively, expecting the best of them.

Social Awareness

Empathy. Teacher leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or a diverse group. Such teacher leaders listen attentively and can grasp the other person's perspective. Empathy makes a teacher leader able to get along well with people of diverse backgrounds or from other cultures.

Organizational awareness. A teacher leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships—Such teacher leaders can understand the political forces at work in a building or district, as well as the guiding values and unspoken rules that operate among teachers and administrators there.

Service. Teacher leaders high in the service competence foster an emotional climate so they keep the relationship with students, colleagues, administrators, and

parents on the right track. Such teacher leaders monitor stakeholders' expectations and satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.

Relationship Management

Inspiration. Teacher leaders who inspire both create resonance and move people with a compelling vision or shared mission. Such teacher leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.

Influence. Indicators of a teacher leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Teacher leaders adept in influence are persuasive and engaging when they address a group and excel as a positive influence on student performance.

Developing others. Teacher leaders who are adept at cultivating students and colleagues show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such teacher leaders can give timely and constructive feedback and are natural mentors or coaches.

Change catalyst. Teacher leaders who can catalyze change are able to recognize the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change.

Conflict management. Teacher leaders who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that

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everyone can endorse- They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.

Teamwork and collaboration. Teacher leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.

Teacher-Leadership Principles and Practice

Teacher leadership is primarily concerned with developing high quality learning and teaching in schools. It has at its core a focus upon improving learning and is a mode of leadership premised upon the principles of professional collaboration, development and growth. Teacher leadership is not a formal role, responsibility or set of tasks, it is more a form of agency where teachers are empowered to lead development work that impacts directly upon the quality of teaching and learning. Teacher leaders lead within and beyond the classroom, they identify with and contribute to a community of teachers and influence others towards improved educational practice.

In contrast to traditional notions of leadership, teacher leadership is characterised by a form of collective leadership in which teachers develop expertise by working collaboratively. So for example, they may be teachers working together on a particular aspect of the Literacy Strategy or teachers who are jointly preparing new materials and resources for a new topic area. There are two key dimensions of teacher leadership firstly, a focus on improved learning outcomes through the development work and secondly, a emphasis upon collaborative professional activity.

Teacher leadership incorporates three main areas of activity:

First, the leadership of other teachers through coaching, mentoring, leading working groups;
Second, the leadership of developmental tasks that are central to improved learning and teaching; and
Third, the leadership of pedagogy through the development and modelling of effective forms of teaching.

Teacher leaders can be curriculum developers, bid writers, leaders of a school improvement team, mentors of new or less experienced staff and action researchers with a strong link to the classroom. The important point is that teacher leaders are, in the first place, expert teachers, who spend at the majority of their time in the classroom but take on leadership roles at times when development and innovation is needed. Their role is primarily one of assisting colleagues to explore and try out new ideas, then offering critical but constructive feedback to ensure improvements in teaching and learning are achieved.

One of the main barriers to teacher leadership concerns the 'top-down' leadership model that still dominates in many schools. The possibility of teacher leadership in any school will be dependent upon whether the head and the senior management team within the school relinquishes power to teachers and the extent to which teachers accept the influence of colleagues who have been designated as leaders in a particular area. In order for teacher leadership to become embedded, heads will therefore need to become 'leaders of leaders' striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school.

To generate and sustain teacher leadership will require:

- Empowerment and encouragement of teachers to become leaders and to provide opportunities for teachers develop their leadership skills;
- Time to be set aside for teachers leadership work, including time for professional development and collaborative work, planning together, building teacher networks, and visiting classrooms;

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- Opportunities for continuous professional development that focuses not just on the development of teachers' skills and knowledge but on aspects specific to their leadership role, such as leading groups and workshops, collaborative work, mentoring, teaching adults and action research.

The Five Practices of Exemplary Leadership

James M. Kouzes and Barry Z. Posner (2003) asked thousands of people, in writing and in interviews, to complete the "Personal-Best Leadership Questionnaire," which they developed to find out what people do day in and day out to mobilize others to want to struggle for shared aspirations. Each person was asked to select a project, program, or significant event that represented a time he or she believed represented his or her own "best practices" leadership experience – the one personally recalled when thinking about a peak leadership performance. Despite the differences in people's individual stories, the Personal-Best Leadership Experiences that they read and listened to revealed similar patterns of action. They found that when leaders are at their personal best, they engage in "The Five Practices of Exemplary Leadership®". They model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

Model the Way

For more than twenty years, they have found in their research that credibility is the foundation of leadership. People will not believe the message unless they believe in the messenger. And what is credibility behaviourally? The most frequent response to this question is "Do what you say you will do" or "DWYSYWD." Embedded in this typical description of credibility are two essentials: say and do. Leaders must stand for something, believe in something, and care about something. They must clarify their values and then express those values in their own style. But good leaders don't force their views on others. Instead, they work tirelessly to build consensus on a set of common principles.

Then they set the example by aligning their personal actions with shared values. When constituents know that leaders have the courage of their convictions, they become willingly engaged in following that example.

Inspire a Shared Vision

Leaders passionately believe that they can make a difference. They envision the future by imagining exciting and ennobling possibilities. But visions seen only by the leader are insufficient to mobilize and energize. Leaders enlist others in their dreams by appealing to shared aspirations. They breathe life into ideal and unique images of the future and get people to see how their own dreams can be realized through a common vision.

Challenge the Process

The work of leaders is change. The status quo is unacceptable to them. Leaders search for opportunities by seizing the initiatives and by looking outward for innovative ways to improve. Leaders also experiment and take risks by constantly generating small wins and learning from experience. Extraordinary things don't get done in huge leaps forward; they get done one step at a time. Leaders demonstrate the courage to continue despite opposition and setbacks.

Enable Others to Act

Leaders know they can't do it alone. Leaders foster collaboration by building trust and facilitating relationships. Leaders promote a sense of reciprocity and a feeling of "We're all in this together." They understand that mutual respect is what sustains extraordinary efforts. Leaders also strengthen others by increasing self-determination and developing competence.

Encourage the Heart

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The climb to the top is arduous and steep. People become exhausted, frustrated, and disenchanted. They're tempted to give up. Leaders encourage the heart of their constituents to carry on. To keep hope and determination alive, leaders recognize contributions by showing appreciation for individual excellence. Genuine acts of caring uplift spirits and strengthen courage. In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate the values and the victories by creating a spirit of community.

Teacher Performance

The factors that contribute to successful teacher performance may be categorized into four areas, according to Stroot et. al. (1998). These four areas include teaching preparation and procedures, classroom management, knowledge of subject or academic preparation, and personal characteristics and professional responsibility.

Teaching Preparation and Procedures

Quality teaching has been defined by Glatthorn and Fox (1996) as "teaching that maximizes learning for all students". For learning to take place, the student must take an active role in the learning process. The teacher must be able to take a back seat and guide the students. Each student has his or her own unique characteristics. Excellent teachers work on these differences rather than work against them. Effective teachers recognize that students learn best when they learn through a method that is interesting and makes sense to them. There is no better way to make this happen inside the classroom than for teachers to prepare engaging activities based on a challenging curriculum. Planning involves looking into the content, mostly expressed as standards, and the processes that the students will have to go through in order for the students to achieve the standards identified.

The elements present in the performance appraisal system of Southville International School and Colleges that fall under this category are the following: submission of requirements, speak English policy, and effective planning, updating of research-based lesson plans.

Classroom Management

According to Porter and Brophy (1998), "Research on teaching has established the key to successful classroom management (and to successful instruction as well) is the teacher's ability to maximize the time that students spend actively engaged in worthwhile academic activities and to minimize the time that they spend waiting for activities to get started." For learning to take place inside the classroom, the teacher must be able to set the tone of the classroom. This has to be done both physically and mentally. For one, the classroom has to be conducive to learning, taking into consideration the size of the classroom, lighting, ventilation, cleanliness, orderliness, among others. On the other hand, the classroom should be mentally stimulating, taking into consideration the tolerable noise level and the like. The teacher above all must be consistent in applying the rules of the school.

In the Southville International School and Colleges Performance Appraisal for Teachers, there was one key element present, Safety of students.

Knowledge of Subject – Academic Preparation

It is expected that a teacher knows the subject matter that he or she is teaching, for very obvious reasons. True to the statement, "one cannot give what one does not have", teachers cannot transfer learning that they themselves do not hold. In terms of content, it is said that teachers should be "ten pages" ahead of their students; true enough, teachers should even be a "book" ahead of their students. In terms of the instructional strategies that teachers use inside the classroom, owing to the varied student characteristics and

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many classroom factors, one instructional strategy may achieve outstanding results for one class but be a complete disaster for another. This is where the continuous learning of a teacher comes in. As a lesson is presented and taught to a class, the teacher takes note of the reactions or learning experiences of the students and makes the necessary changes in the next class. This is continuous learning on the part of the teacher as well. According to Slick (1995), the most skilful and knowledgeable teachers are those that continuously reflect upon, conceptualize, and apply understandings from one classroom experience to the next.

This particular element of teacher performance is reflected in the Southville Performance Appraisal for Teachers under Implementation and Delivery of Plantilla.

Personal Characteristics and Professional Responsibility

According to Porter and Brophy (1988), effective and successful teachers demonstrate their commitment to teaching by accepting responsibility for pupil learning and behaviour. Moreover, positive physical projection, and a genuine interest in teaching and enthusiasm for learning are important characteristics of effective teachers. Acknowledging that educating a child is a cooperative effort between the school and the home is also an indicator of an effective teacher. Adhering to school rules and policies is a part of this element. Teachers are to be models of obeying the rules and regulations set by the school, so that the students will be encouraged to do the same. An effective teacher accepts responsibility for his or her actions inside and outside the classroom. A teacher does not stop becoming a teacher when he or she steps out of the boundaries of the classroom or the school. The responsibility of being a teacher extends to all places and situations that a teacher may be in.

As part of the Southville Performance Appraisal for Teachers, the element of personal characteristics and professional responsibility may be seen in the following:

Adherence to School Policies; Institutional Culture Building and Development; Affirming, Committed/Creative, Excellent Qualities; 5Cs of Success (Competence, Character, Collaboration, Commitment to Achieve, Creativity); Student Achievement (Standardized Tests, Validating Exams, Term Grades); Student Evaluation; Involvement in Total Quality Management/Special Project/Research.

The Skills of Teacher-Leadership for Development

According to Charlotte Danielson (2006), in preparation programs, teachers learn the skills of teaching. Few have the opportunity to acquire the skills needed to exercise leadership in their schools. If teachers are to be leaders, they must have the skills to do so. But what are those skills? The most important teacher leadership skills are described below:

Collaboration Skills - establishing group norms, selecting a leader, and determining roles.

Facilitation Skills - introducing a topic, leading the discussion, keeping the group on track. clarifying, mediating, dealing with negativity, and knowing when to summon outside expertise.

Planning Skills - teachers typically pass through the following steps: brainstorming, determining what would count as evidence, collecting and analyzing relevant data.

Action and Evaluation Skills - setting goals, determining evidence of success, planning actions, maintaining logs of activities.

Studies on Leadership

In a study conducted by Huerta, Watt, and Alkan (2008), a weak but significant positive correlation was observed between these two variables; as the amount of AVID (Advancement Via Individual Determination) professional

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development increased, so too did the level of teacher leadership. The findings from their study also imply that teachers who attend their first Summer Institute (SI) exhibit significant gains in teacher leadership, yet a plateau in teacher leadership gains occurs after the second SI. Statistically significant gains then become evident again after the third SI attended.

Two variables of teaching experience were included in this study. Teaching experience, as defined by the number of years a teacher has been teaching at their current school, exhibited a moderately strong positive correlation with teacher leadership. The other variable of teaching experience, as defined by the number of years of total teaching experience, also exhibited a positive correlation with teacher leadership. The study revealed further that these gains in teacher leadership, in terms of the number of years that the teachers have been teaching at their current school stop becoming statistically significant after six to nine years. Also, depending on their total number of years of teaching experience, regardless of location, it showed that more teaching experience resulted in increased levels of teacher leadership, however these gains in teacher leadership stop becoming statistically significant after ten to thirteen years.

In the study of Huerta, Watt, and Alkan (2008), it was also anticipated that certain demographic variables, such as gender and the level of education of teachers, would be related to teacher leadership. Teachers who have a master's degree exhibited significantly greater levels of teacher leadership than did those teachers who only had a bachelor's degree. Additionally, female teachers exhibited significantly greater levels of teacher leadership than did male teachers.

The findings of the study concluded that AVID professional development, when defined as the number of AVID Summer Institutes attended, is a significant predictor of teacher leadership, even after any overlapping effects from

a teacher's gender, level of education, and teaching experience have been accounted for.

Thomas (2007) in her study reported that the major purpose of her study was to explore the relationships between teacher leadership style, teacher self-evaluations on quality of professional standards, job efficacy, and job satisfaction. Teacher leadership style was conceptualized as having two major dimensions: transformational and transactional as conceptualized by Bernard Bass. Quality of Professional Standards (QPS) was assessed by modifying the items on the New York State Annual Professional Performance Review (APPR), a self-evaluation instrument about content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, student assessment, and reflective practice. Transformational leadership accounted for 32% of the variance in QPS, with Intellectual Stimulation accounting for a significant portion of the variance above and beyond that accounted for by the variables collectively. In addition, relationships between demographic background variables and teacher leadership styles were generally weak and insignificant. However, older and more experienced teachers scored higher on Idealized Influence (Attributed) than younger and less experienced teachers. It was concluded that the more that teachers self-reported classroom behaviours approximated the ideal type of transformational leader who rewarded students contingent on the performance, the greater their self-perceived quality of teaching, job efficacy, and job satisfaction.

The collaboration and collegiality fostered through teacher leadership has been shown to lead to an enhanced capacity for change and improvement at the school and classroom level. A variety of studies have found clear evidence of the positive effect of teacher leadership on teachers' self-efficacy and levels of morale as reported by Little (1995).

Spotanski and Carter (1993) reported that department executive officers in agricultural education rated themselves

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in practicing the following leadership behaviours as such: “challenging the process” (3.73) was practiced “fairly often”; “inspiring a shared vision” (3.72) was practiced “fairly often”; “enabling others to act” (4.37) was practiced “fairly often”; “modelling the way” (3.82) was practiced “fairly often”; and “encouraging the heart” (3.86) was practiced “fairly often”. The mean score identified for each of the five leadership practices evaluated in this study indicated department executive officers in agricultural education use the leadership practices “fairly often” in departmental leadership. Only one leadership practice “enabling others to act” had a mean approaching the “very frequently” range of utilization. For the leadership practice “inspiring a shared vision”, the leadership behaviour “enlists a common vision” received the lowest mean score of all leadership behaviours.

Department executive officers indicated a broad range of job responsibilities beyond administration. Only five department executive officers held a 76%-100% administrative appointment, while eight did not have a specific percentage of their job allocated to administrative duties. The average distribution for department executive officers in agricultural education was forty percent of their job responsibility in teaching, eight percent research, seven percent service, four percent extension, thirty seven percent administration and nearly three percent to other responsibilities.

Spotanski and Carter (1993) claimed that in their study, standard deviations suggested a lack of consistency regarding the utilization of specific leadership practices in departmental leadership. It was also found that department executive officers who had completed a leadership course had a significantly higher level of utilization of the leadership practice “encouraging the heart” than department executive officers who had not completed a course. Department executive officers who had received formal leadership training indicated significantly higher utilization for the leadership practice “encouraging the heart” than those

department executive officers who had not received formal leadership training.

Studies on Performance

Milanowski (2004) conducted a study to find out the relationship between teacher performance evaluation scores and student achievement. Small to moderate positive correlations were found between teacher evaluation scores and student achievement in reading, mathematics, and science. When these correlations were combined across grades within subjects, the results showed that scores from a rigorous teacher evaluation system can be substantially related to student achievement.

Fenster, et. al. (2006) in their study that looked into relating teacher candidate performance to their students’ academic achievement supported the claim made by Hattie (2003) that teacher candidates can be part of the 30% of the variance in student achievement.

Synthesis

In the study conducted by Huerta, Watt, and Alkan (2008), wherein there was a weak but significant positive correlation between the amount of AVID (Advancement Via Individual Determination) professional development and the level of teacher leadership. The variables that is similar in the study of Huerta et. al. and to the current one is that it both deals with teacher leadership. The different variable is that the current study looks into the relationship of teacher leadership and performance while the one of Huerta et. al dealt with AVID professional development. The studies differ in results in the sense that AVID professional development has a positive significant relationship with teacher leadership, whereas performance has a weak and insignificant correlation and has no significant relationship with leadership practices.

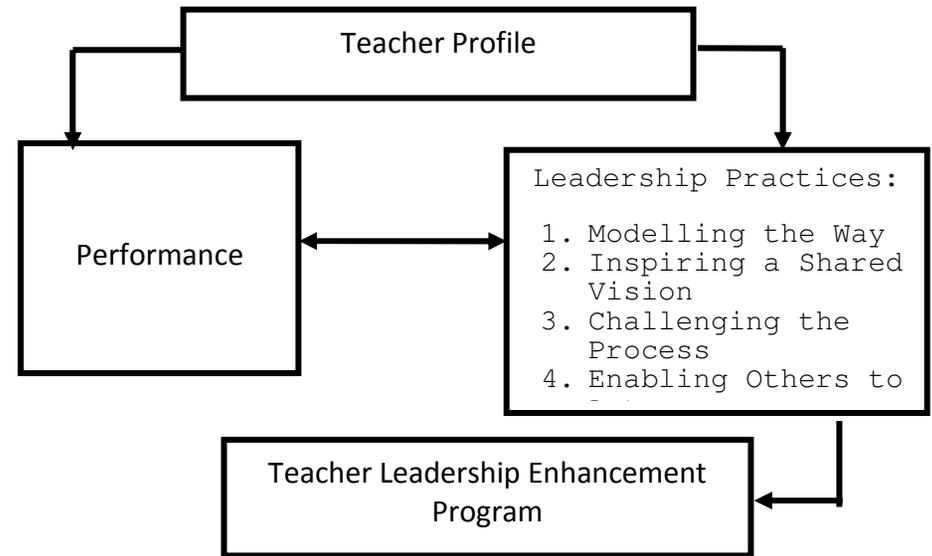
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This study acquiesces with the study of Thomas (2007) in that the demographic variables had a weak and insignificant relationship. On the other hand, this study contradicts that of Little (1995) in the sense that her study found out that there is a clear evidence of the positive effect of teacher leadership on teachers' self-efficacy and levels of morale.

In the studies conducted by Hattie (2003) and Fenster, et. al. (2006) it confirmed the idea that teachers do affect the achievement of students. In fact, the study narrowed it down to thirty percent of student achievement can be attributed to teacher performance. Furthermore, in the studies conducted by Milanowski (2004) and Hattie (2003), it extends the claim of the thirty percent attribution of teacher performance to student achievement by claiming that good teachers increase student achievement and that scores from a rigorous teacher evaluation system can be substantially related to student achievement.

These studies altogether give support to the understanding that effective teachers give substantial influence on student achievement. Teachers who perform better and who are more involved with their students allow for better grades and learning on the part of their students.

Conceptual Framework



Correlation of Performance and Leadership Practices: Towards a Teacher Leadership Enhancement Program.

This particular study delved on two variables: performance and leadership practices. The researcher wanted to find out if there is a significant relationship between the two variables. Leadership practices are taken as one variable although it is characterized into five leadership practices. These five leadership practices are: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The performance of the teachers was based on the first and second term performance rating for academic year 2008-2009. The performance rating was based on the Southville International School and Colleges Performance Appraisal for Basic Education Teachers. The following were the areas and corresponding percentages upon which teachers were rated: first, mandatory work habits/professionalism; second, ACE

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(affirming, committed/creative, excellent) and 5Cs of success (character, collaboration, creativity, commitment to achieve, competence) – 15 %; third, delivery of goals/work outputs (student achievement, effective planning and updating of lessons, implementation and delivery of plantilla, student evaluation – 70%; fourth, Total Quality Management/Special Project and Research – 15 %.The framework shows that these five leadership practices are grouped together since the researcher is not focusing on the differences between these practices but rather at the relationship of these five practices to performance. Since the study yielded that there was no significant relationship between performance and leadership practices, the areas where the teachers needed enhancement in as identified in the leadership practices served as the basis for the teacher leadership enhancement program.

METHODOLOGY

A. Research Design

The researcher made use of the descriptive method of research in this particular study to find out the relationship of performance to leadership practices. The researcher made use of the Leadership Practices Inventory – Self Instrument developed by James M. Kouzes and Barry Z. Posner to find out how frequent the teachers applied the leadership practices; the performance was based on the teachers' ACE Performance appraisal for the second and third term of academic year 2008-2009. This study is a correlational study since it looked into the relationship of performance to leadership practices.

B. Research Locale

This study was conducted at Southville International School and Colleges located at 1281 Tropical Avenue corner Luxembourg St. BF International, Las Piñas City. The other two campuses were situated at 136 Elizalde St. BF Homes,

Parañaque City and Munich St. corner Tropical Avenue, BF Homes International Parañaque City. The researcher chose this locale because the researcher was a teacher at Southville International School and Colleges at the time that the research was conducted; hence, getting the data that was needed was obtained much faster.

C. Samples and Sampling Technique Used

The population in this study included teachers of the basic education department in the primary school, middle school, and upper school division in regular classes and in the International Learning Center. There were a total of sixty five (65) teachers coming from the three different campuses: Luxembourg Campus had forty six (46) teachers, Munich Campus had thirteen (13) teachers, and Elizalde Campus had six (6) teachers.

The researcher used Slovin's formula to identify the sample population from the total population of sixty five (65). Hence, the sample population for this particular study was forty-eight (48) respondents: thirty-four (34) coming from Luxembourg Campus, nine (9) from Munich Campus, and five (5) from Elizalde Campus. The fishbowl technique as a random sampling method was used to identify the forty-eight (48) respondents.

D. Instrumentation

The researcher used the questionnaire developed by James M. Kouzes and Barry Z. Posner entitled "Leadership Practices Inventory-Self Instrument". It is a questionnaire made up of thirty questions that fall under the following leadership practices: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. There were six leadership behaviours under each leadership practice. The researcher ordered the instrument through amazon.com. The research work of Kouzes and Posner began in the early 1980s. Their research involved middle managers in their various roles in business

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and community organizations. The Leadership Practices Inventory (LPI) is one of the most widely used 360-degree leadership assessment instruments available. More than 250,000 leaders have completed the LPI along with more than one million observers. Furthermore, more than 200 academic studies and masters theses have been written using LPI as a research tool. The means of the respondents' leadership practices was interpreted using the scale:

Rang e n	Interpretatio n	Rang e n	Interpretatio n
9.55-10.00	Almost Always	4.55-5.54	Occasionally
8.55-9.54	Very Frequently	3.55-4.54	Once in a While
7.55-8.54	Usually	2.55-3.54	Seldom
6.55-7.54	Fairly Often	1.55-2.54	Rarely
5.55-6.54	Sometimes	1.00-1.54	Almost Never

The instrument made by Kouzes and Posner measures the leadership practices of leaders in general. One reason as to why the results of this study is not thoroughly supported by the results of the vast majority of research done on the topic is that the instrument used was for leaders in general and was not specifically made for teachers. Also, the leadership practices of teachers in general were measured and not that of the leadership practices that they would have inside the classroom. The performance rating however, was based on how the teacher performed both inside and outside the classroom.

The performance of the teachers was identified based on the first and second term performance rating of the teachers for academic year 2008-2009. The performance rating was based on the Southville International School and

Colleges Performance Appraisal for Basic Education Teachers. The following were the areas and corresponding percentages upon which teachers were rated: first, mandatory work habits/professionalism; second, ACE (affirming, committed/creative, excellent) and 5Cs of success (character, collaboration, creativity, commitment to achieve, competence) – 15 %; third, delivery of goals/work outputs (student achievement, effective planning and updating of lessons, implementation and delivery of plantilla, student evaluation – 70%; fourth, Total Quality Management/Special Project and Research – 15 %. The mean of the performance of the respondents was interpreted using the following scale:

Numer ical Rating	Qualita tive Rating	Numer ical Rating	Qualita tive Rating	Numer ical Rating	Qualita tive Rating
5.0	Perfect	4.0-4.3	Above Average	3.3-3.4	Low Average
4.8-4.9	Excellen t	3.7-3.9	High Average	3.0-3.2	Below Average
4.4-4.7	Superior	3.5-3.6	Average	1.0-2.9	Poor/Cr isis

E. Procedures

The researcher fielded out the questionnaire to the respondents after using the fishbowl technique in identifying them. The researcher wrote the names of the respondents on the first part of the questionnaire. The researcher retrieved the questionnaire from the respondents after they have evaluated themselves and proceeded to give the questionnaires to the Human Resource Department (HRD). The HRD personnel wrote the performance rating of the respondents on the second part of the questionnaire. After which, they HRD personnel cut the first part of the questionnaire where the name of the respondent was written to assure the privacy and security of the respondents. After the first part was cut, the questionnaires were then returned to the researcher.

F. Statistical Analysis

The data collected from the questionnaire was processed using Microsoft Excel.

1. The researcher used percentage to get the performance profile of the teachers.
2. The researcher used weighted mean to get the leadership profile of the teachers.
3. The researcher used the Pearson coefficient of correlation to test the correlation between performance and leadership.

RESULTS AND DISCUSSION

1.a What is the profile of the teachers in terms of performance?

**Table 1
Profile of Teachers in Terms of Performance**

Numerical Rating	Percentage Rating	Qualitative Rating	Frequency	Percentage
4.8-4.9	96-99	Excellent	8	16.67 %
4.4-4.7	93-95	Superior	39	81.25 %
4.0-4.3	91-92	Above Average	1	2.08 %

Legend :

Numerical Rating	Qualitative Rating	Numerical Rating	Qualitative Rating
5.0	Perfect	3.5-3.6	Average
4.8-4.9	Excellent	3.3-3.4	Low Average
4.4-4.7	Superior	3.0-3.2	Below Average
4.0-4.3	Above Average	1.0-2.9	Poor/Crisis
3.7-3.9	High Average		

Table 1 shows the profile of teachers in terms of performance. Eight teachers earned a rating of excellent, thirty-nine teachers gained a rating of superior, and one teacher received a rating of above average.

The performance of the teachers was identified based on the first and second term performance rating of the teachers for academic year 2008-2009. The performance rating was based on the Southville International School and Colleges Performance Appraisal for Basic Education Teachers. The following were the areas and corresponding percentages upon which teachers were rated: first, mandatory work habits/professionalism; second, ACE (affirming, committed/creative, excellent) and 5Cs of success (character, collaboration, creativity, commitment to achieve, competence) – 15 %; third, delivery of goals/work outputs (student achievement, effective planning and updating of lessons, implementation and delivery of plantilla, student evaluation – 70%; fourth, Total Quality Management (TQM) /Special Project and Research – 15 %. The researcher cannot discuss the value of each aspect identified above since the researcher was given the mean of the performance rating of the first and second term and not the value of each aspect.

Majority of the teachers achieved a superior performance rating. This is the third highest rating that teachers could get. Considering this data, there is still room for improvement on the performance of the teachers, since they can still improve to make their performance either excellent or even perfect.

In the study conducted by Spotanski and Carter (1993), department executive officers indicated a broad range of job responsibilities beyond administration. Only five department executive officers held a 76%-100% administrative appointment, while eight did not have a specific percentage of their job allocated to administrative duties. The average distribution for department executive officers in agricultural education was forty percent of their

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job responsibility in teaching, eight percent research, seven percent service, four percent extension, thirty seven percent administration and nearly three percent to other responsibilities. This study shows similarity with the present one in the sense that the teachers had varying levels of performance ratings, and the department executive officers also had varying levels of job responsibilities given to them.

1.b.i What is the profile of the teachers in terms of modeling the way?

Table 2
Profile of Teachers in Terms of Modeling the Way

Leadership Behaviour	Mean	Interpretation
Modelling the Way	7.75	Usually
Assures values are adhered to	8.23	Usually
Sets clear goals and milestones	8.23	Usually
Clear on leadership philosophy	7.83	Usually
Practices what is espoused	7.67	Usually
Lets others know beliefs/values	7.46	Fairly Often
Breaks projects into chunks	7.10	Fairly Often

*Leadership behaviours listed are abbreviated versions of the actual leadership behaviour statements used in the Leadership Practices Inventory – Self Instrument by Kouzes and Posner (2003).

Legend:

Range	Interpretation	Range	Interpretation
9.55-10.00	Almost Always	4.55-5.54	Occasionally
8.55-9.54	Very Frequently	3.55-4.54	Once in a While
7.55-8.54	Usually	2.55-3.54	Seldom

6.55-7.54	Fairly Often	1.55-2.54	Rarely
5.55-6.54	Sometimes	1.00-1.54	Almost Never

Table 2 shows the profile of teachers in terms of modeling the way. The leadership behaviour with the highest mean score in terms of modeling the way is “assures values are adhered to”. This suggests that teachers put a very high importance on applying the values that they teach.

The lowest mean scores were reported on the leadership behaviours “lets others know beliefs/values” and “breaks projects into chunks”. A low mean score on “lets others know beliefs/values” suggest that teachers only “fairly often” talk about their beliefs and values to their co-workers. One would think that teachers would be able to do this during their weekly area meeting but this process takes valuable time, and instead on giving too much emphasis on sharing about one’s beliefs and values on a certain concern, teachers would rather keep to themselves their ideas and have the meeting go on unhampered. As for the leadership behaviour “breaks projects into chunks”, a low mean score on this leadership behaviour suggests that teachers only “fairly often” take time to chunk their projects into smaller ones. Looking at the nature of the work of teachers, their work consists of a routine: preparing and implementing the lesson plan, checking test papers, recording the grades, encoding the grades, discussing the grades with students and parents, and then the process repeats itself once more. Considering this, the work of teachers is made up of chunks that depend on the first action being done before the next one may be accomplished. This would translate to the teacher finishing one task completely, without breaking it into smaller chunks, before the teacher can proceed to the next step. Going back to the example earlier, a teacher needs to check all test papers first before the teacher could encode the grades. Taking time

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to chunk checking the test paper would only hamper the process instead of helping speed it up.

Since these two leadership behaviours are rated as “fairly often”, the researcher believes that it is necessary that these leadership behaviours be enhanced. These two leadership practices are included in the teacher leadership enhancement program discussed in specific question number three.

The mean of all the leadership behaviours listed under the leadership practice “modeling the way” is 7.75, which indicates that teachers “usually” model the way in their leadership position. Even if teachers practice this leadership practice “usually” the researcher deems it fit to include this particular leadership practice in the teacher leadership enhancement program since there are two leadership behaviours under this leadership practice that fall under the rating “fairly often”.

Spotanski and Carter (1993) yielded quite a different outcome of their study in the self-rating of leadership behaviours. The leadership behaviour with the highest rating in this present study is “assures values are adhered to”, while in the study of Spotanski and Carter (1993) the highest was “clear on leadership philosophy”. This difference in the most utilized leadership behaviours can be rooted in the difference of the nature of work of the respondents. Teachers rated themselves in how they manifested these leadership behaviours in their leadership position as teachers, whereas the department executive officers rated themselves in their leadership position which is a more definitive leadership position.

Research conducted by Kouzes and Posner (1988) indicates that trust in the leader is essential if other people are going to follow that person over time. Trust is developed through consistency in behaviour. Considering the data, the means suggest that teachers do what they say. Teachers view

themselves as leaders who usually set an example for the values and ideals that they mention. There is still room for improvement on how the teachers view themselves as models of values. Teachers should make sure that what they say and what they do is in harmony all the time. It should also be noted that based on the means of the leadership behaviours, there is a lack of consistency in the utilization of the same.

1.b.ii What is the profile of the teachers in terms of inspiring a shared vision?

Table 3
Profile of Teachers in Terms of Inspiring a Shared Vision

Leadership Behaviour	Mean	Interpretation
Inspiring a Shared Vision	7.30	Fairly Often
Contagiously excited about future	8.27	Usually
Forecasts the future	7.71	Fairly Often
Describes future we can create	7.19	Fairly Often
Communicates positive outlook	6.96	Fairly Often
Shares future dreams	6.94	Fairly Often
Enlists a common vision	6.75	Fairly Often

Table 3 shows the profile of teachers in terms of inspiring a shared vision. The leadership behaviour with the highest mean score in terms of inspiring a shared vision is “contagiously excited about the future”. This suggests that teachers look forward to what is still to happen in the future. Teachers look ahead in anticipation of what is yet to come.

The lowest mean score was reported on the leadership behaviour “enlists a common vision”. This finding implies that teachers only “fairly often” encourage their fellow teachers to share the vision set by the school or the vision that

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they have as a department or even as an individual. Sharing a common vision would entail having similar expectations from each other, and as teachers are unique individuals, going out of their way to encourage a common vision among themselves is not the top priority of teachers.

The mean of all the leadership behaviours listed under the leadership practice “inspiring a shared vision” is 7.30, which indicates that teachers “fairly often” inspire a shared vision in their leadership position. All the other leadership behaviours, namely “forecasts the future”, “describes future we can create”, “communicates positive outlook”, and “shares future dreams” under the leadership practice “inspiring a shared vision” has a rating of “fairly often”. This is deemed as reason enough for this leadership practice and the five leadership behaviours rated “fairly often” be included in the teacher leadership enhancement program.

Spotanski and Carter (1993) yielded a result of the exact opposite for this particular leadership practice since the leadership behaviour that received the highest rating in this current study received the lowest rating in the study of Spotanski and Carter (1993). Again, we can attribute this to the nature of the work of the respondents. The teachers who are “contagiously excited about the future” experiences a certain degree of freedom from the repercussions of wrong decisions that they would make since their decision making affects fewer people and only to a limited extent. The department executive officers on the other hand may not be as contagiously excited about the future since they would be receiving a bigger amount of burden for wrong decisions that they may make in their leadership positions as department executive officers.

According to Charlotte Danielson (2006), teacher-leaders mobilize people around a common purpose. More than recognizing opportunities for improvement, teacher-leaders can motivate people to rally for a certain cause to provide an answer for the problem identified. Kouzes and

Posner (2003) stated that leaders passionately believe that they can make a difference. They envision the future by imagining exciting and ennobling possibilities. But visions seen only by the leader are insufficient to mobilize and energize. Leaders enlist others in their dreams by appealing to shared aspirations. They breathe life into ideal and unique images of the future and get people to see how their own dreams can be realized through a common vision. Data from this study regarding this particular leadership practice shows that it agrees with the assertion of Kouzes and Posner.

1.b.iii What is the profile of the teachers in terms of challenging the process?

Table 4
Profile of Teachers in Terms of Challenging the Process

Leadership Behaviour	Mean	Interpretation
Challenging the Process	7.25	Fairly Often
Asks “What can we learn?”	7.88	Usually
Experiments and takes risks	7.48	Usually
Seeks challenges	7.46	Fairly Often
Challenges the status quo	6.96	Fairly Often
Looks for ways to innovate	6.92	Fairly Often
Stays up-to-date	6.83	Fairly Often

Table 4 shows the profile of teachers in terms of challenging the process. The leadership behaviour with the highest mean score in terms of challenging the process is “asks ‘what can we learn?’”. This implies that teachers are open to any new learning that they may have coming from teaching their students and working with co-teachers and their immediate heads. This is a very good indicator for Southville to have teachers who asks “what can we learn?” since Maxwell (1999) said that for an organization to grow, members of that organization have to remain teachable.

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The lowest mean score was reported on the leadership behaviour “stays up-to-date”. With the amount of work to be done on a daily basis, teachers may not have the time to update themselves regarding the latest trends and issues in education on a regular basis. There are three other leadership behaviours which teachers rated themselves as “fairly often” practicing. These are “seeks challenges”, “challenges the status quo”, and “looks for ways to innovate”. The reason for this low rating for the aforementioned leadership behaviours may actually be similar to the reason stated for the lowest rated leadership behaviour. All of these leadership behaviours, to be manifested optimally would take time, and time is not necessarily what the teachers have a lot of when it comes to ensuring that all the topics to be covered are taught. Hence, these leadership behaviours are included in the teacher leadership enhancement program included in this study.

The mean of all the leadership behaviours listed under the leadership practice “challenging the process” is 7.25, which indicates that teachers “fairly often” challenge the process in their leadership position. Therefore, this leadership practice is included in the teacher leadership enhancement program.

Again, there is an exact opposite in the results of the leadership behaviours presented in this study and that of Spotanski and Carter (1993). The leadership behaviour that was rated the highest under this leadership practice is “asks ‘what can we learn?’” is the lowest rated of the other study. Although no significant differences were found between those departments executive officers who had a longer stay in their position, it shows that as the exact opposite is true for teachers and department executive officers, there is a difference in how they utilize this leadership behaviour.

Kouzes and Posner (2003) mentioned that the work of leaders is change. The status quo is unacceptable to them. Leaders search for opportunities by seizing the initiatives and

by looking outward for innovative ways to improve. Leaders also experiment and take risks by constantly generating small wins and learning from experience. Extraordinary things don’t get done in huge leaps forward; they get done one step at a time. Leaders demonstrate the courage to continue despite opposition and setbacks. Data from this study supports this claim by Kouzes and Posner (2003) since the most utilized leadership behaviour “asks ‘what can we learn?’” demonstrate that the teachers search for opportunities by looking outward for innovative ways to improve.

This finding is further supported by Danielson (2006), in that teacher-leaders recognize opportunities and take initiative. They are quick to recognize areas for improvement. They do not however, stop at recognizing where improvements can be done but rather they initiate the changes to be done themselves; teacher-leaders marshal resources and take action. In providing changes in the educational system, teacher-leaders face the challenge of finding resources to support one’s initiatives. This would mean both human and financial resources to get the project/initiative going. When all is said and planned, teacher-leaders actually get to work. This is a critical characteristic of teacher-leaders: they have the will and energy to put plans into action; teacher-leaders are courageous and are willing to take risks. Improvement requires change to a certain extent, and when there is change, there is going to be resistance on the part of those who have to cope up with the change. Teacher-leaders tactfully and courageously face cynicism and negativity; teacher-leaders are confident and decisive. They are confident of themselves. This confidence does not come from a mere feeling of possibly achieving goals, but comes from success because they put hard work into the effort; teacher-leaders are creative and flexible. They are able to think of creative solutions to problems, and they are able to adjust to changing plans, and yet still stay true to the goal; teacher-leaders persevere. Success in a teacher-leader’s plan comes with

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persistence. Teacher-leaders persevere even in the face of troubles and challenges; teacher-leaders are willing to work hard. They are the ones who initiate changes for the betterment of the school, realizes that without hard work, nothing beneficial can be accomplished. Teacher-leaders work hard despite facing setbacks and challenges.

1.b.iv What is the profile of the teachers in terms of enabling others to act?

Table 5
Profile of Teachers in Terms of Enabling Others to Act

Leadership Behaviour	Mean	Interpretation
Enabling Others to Act	8.29	Usually
Allows others to make decisions	8.94	Very Frequently
Involves others in planning	8.56	Very Frequently
Treats others with respect	8.35	Usually
Creates atmosphere of trust	8.17	Usually
Gets others to own project	7.88	Usually
Develops cooperative relationships	7.85	Usually

Table 5 shows the profile of teachers in terms of enabling others to act. The leadership behaviour with the highest mean score in terms of enabling others to act is “allows others to make decisions”. This implies that teachers trust the management of the school. This is a good indicator of leadership on the part of the school’s management. This shows that the teachers acknowledge the management as good decision makers since they continuously allow the management of the school to make decisions for them. This may be true whether it be about curriculum matters or employee policies.

The lowest mean score was reported on the leadership behaviour “develops cooperative relationships”. Despite being the lowest rated score, teachers still practice this leadership behaviour “usually”. Since this is the lowest rated leadership behaviour, and yet it is still considered relatively higher compared to the other lowest rated leadership behaviours under the other leadership practices, and the mean of all the leadership behaviours listed under the leadership practice “enabling others to act” is 8.29, which indicates that teachers “usually” enable others to act in their leadership position, the researcher deems it unnecessary to include any and all of the leadership behaviours under the leadership practice in the teacher leadership enhancement program.

According to Charlotte Danielson (2006), teacher-leaders are tolerant of ambiguity. Teacher-leaders can tolerate uncertainty to a certain level. Projects to be done do not always come fully planned, but rather, it is carefully built little by little as time goes by and the plan takes effect; teacher-leaders monitor progress and adjust their approach as conditions change. They are aware of the fact that there is a possibility that things will not come out the way that they have planned or foreseen. For teacher-leaders, no project is ever finished, everything is subject to revision and improvement. This assertion made by Danielson concurs with the data in this study. The leadership behaviour under the leadership practice “enables others to act” with the highest mean is “allows others to make decisions”. When teachers allow others to make decisions “very frequently”, it is an indicator that they can tolerate uncertainty to a certain level since when others make decisions, the teacher is not sure of the outcome and yet allows them to make certain decisions.

Kouzes and Posner (2006) said that leaders know they can’t do it alone. Leaders foster collaboration by building trust and facilitating relationships. Leaders promote a sense of reciprocity and a feeling of “We’re all in this together.”

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They understand that mutual respect is what sustains extraordinary efforts. Leaders also strengthen others by increasing self-determination and developing competence. This goes along with the second highest leadership behaviour practiced by teachers under the leadership practice “enables others to act” which is “involves others in planning”.

1.b.v What is the profile of the teachers in terms of encouraging the heart?

Table 6
Profile of Teachers in Terms of Encouraging the Heart

Leadership Behaviour	Mean	Interpretation
Encouraging the Heart	8.18	Usually
Celebrates milestones	8.50	Usually
Tells others about group's work	8.31	Usually
Recognizes others' contributions	8.25	Usually
Celebrates accomplishments	8.19	Usually
Publicly recognize commitment to shared values	8.10	Usually
Gives praise for a job well done	7.71	Usually

Table 6 shows the profile of teachers in terms of encouraging the heart. The leadership behaviour with the highest mean score in terms of encouraging the heart is “celebrates milestones”. This shows that teachers are proud of their accomplishments and that they celebrate achievements, perhaps both great and small. This shows that as a leader, they make others feel good about themselves. Maxwell (1999) puts it this way: for a person to become an effective leader, the kind that others want to follow, he needs to make his followers feel good about themselves.

The lowest mean score was reported on the leadership behaviour “gives praise for a job well done”. Despite being the lowest, this particular leadership behaviour is still rated relatively higher compared to the other lowest leadership behaviour under other leadership practices since it is still rated as being done “usually”. Teachers are especially careful to give praise for accomplishments, whether of others or one's own since they may be misinterpreted and come across as boastful and may receive the chastisement of their co-teachers or even their superiors. Nevertheless, this leadership behaviour is still practiced “usually” by teachers and is not deemed necessary to be included in the teacher leadership enhancement program.

The mean of all the leadership behaviours listed under the leadership practice “encouraging the heart” is 8.18, which indicates that teachers “usually” encourage the heart in their leadership position. Hence, this leadership practice is not to be included in the teacher leadership enhancement program since all of the leadership behaviours under it were practiced “usually” by the teachers.

Data from this particular leadership practice indicates that teachers utilize the leadership practice “encourages the heart” “usually” in their leadership position. It is good to note that since all the leadership behaviours included under “encouraging the heart” have a mean between 7.5 and 8.5 there is consistency in the application of this leadership practice.

Kouzes and Posner (2003) shared that the climb to the top is arduous and steep. People become exhausted, frustrated, and disenchanted. They're tempted to give up. Leaders encourage the heart of their constituents to carry on. To keep hope and determination alive, leaders recognize contributions by showing appreciation for individual excellence. Genuine acts of caring uplift spirits and strengthen courage. In every winning team, the members need to share in the rewards of their efforts, so leaders

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celebrate the values and the victories by creating a spirit of community. This statement of Kouzes and Posner fall in with the result of the most utilized leadership behaviour under the leadership practice “encourages the heart” which is “celebrates milestones”. Teachers use this behaviour usually to fight frustration and disenchantment.

According to Charlotte Danielson (2006), teacher-leaders sustain the commitment of others and anticipate negativity. When teacher-leaders get the support of colleagues to join in an effort for improvement, it is not enough that they start working; they still have to commit themselves until the goal is reached. Teacher-leaders are able to sustain the commitment of others by listening to them, and carefully considering their options. Of course, negativity is anticipated or even expected when something new is being tried. Teacher-leaders can overcome these negative ideas coming from others or from within themselves. Lastly, teacher-leaders contribute to a learning organization. They find themselves contributing to the collective wisdom of the organization; they do this by sharing the results of their project to the school. This claim of Danielson agrees with the second most utilized leadership behaviour “tells others about group’s work”. When teachers tell other people of the achievement of their group, it shows that they are proud of their work as a team or group. This in turn would make the others feel that what they have accomplished is relevant and would spur them to continue working.

Table 7 shows the summary profile of the leadership practices of teachers. The leadership practice with the highest mean score is “enabling others to act”. This shows that teachers have a very strong sense of trust in the management of the school. On the other hand, it also shows that the teachers are secure of themselves as leaders in that they allow others to make certain decisions for them. This is one of the indispensable qualities of a leader as discussed by Maxwell (1999). He said that a leader cannot be a good leader if that leader constantly needs the assurance and confirmation of those under or around him.

The lowest mean score was reported on the leadership practice “challenging the process”. Teachers may not have the free hand in making major adjustments in the curriculum or employee policies, hence “challenging the process” to make the same better is rated the lowest of all the leadership practices. Spotski and Carter (1993) mentioned that with department executive officers, “challenging the process” was rated second to the lowest, with only a 0.01 difference from the least frequently utilized leadership practice. Similarly, the department executive officers rated themselves as practicing this particular leadership practice “fairly often” as well. This goes to show that this particular leadership practice is not so frequently utilized not only by teachers in their leadership position but by department executive officers as well who have a more definitive role as a leader.

Table 7
Summary Table of Leadership Practices of Teachers

Leadership Practice	Mean	Interpretation
Leadership Practices	7.76	Usually
Enabling Others to Act	8.29	Usually
Encouraging the Heart	8.18	Usually
Modelling the Way	7.75	Usually
Inspiring a Shared Vision	7.30	Fairly Often
Challenging the Process	7.25	Fairly Often

Three out of the five leadership practices in this study indicated that teachers enable others to act, encourage the heart, and model the way “usually” in their leadership position. All leadership behaviours under the leadership practices “enabling others to act” and “encouraging the heart” received a self-rating from the teachers of either “usually” or “very frequently”. However, under the leadership practice “modeling the way”, there were two leadership behaviours which teachers rated themselves as “fairly often” practicing

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those leadership behaviours. Hence, even if the leadership practice “modeling the way” received a mean of “usually”, this particular leadership practice will still be included in the teacher leadership enhancement program.

Meanwhile, two out of the five leadership practices in this study indicated that teachers inspire a shared vision and challenge the process “fairly often” in their leadership position. Under the leadership practice “inspiring a shared vision”, only one leadership behaviour received a self-rating of “usually” and all the other five leadership behaviours received a self-rating from the teachers of “fairly often”. As for the leadership practice “challenging the process”, two leadership behaviours received a self-rating of “usually” and four leadership behaviours received a self-rating of “fairly often”. Hence these leadership practices and the leadership behaviours that were received a self-rating of “fairly often” will serve as the basis for the teacher leadership enhancement program.

Looking at tables two through six, eleven out of the thirty leadership behaviours received a self-rating of “fairly often” and nineteen out of the thirty leadership behaviours received a self-rating of “usually”. Teachers view themselves as practicing majority of these leadership behaviours “usually” which is the third highest rating based on the interpretation scale. This calls for a teacher leadership program that aims to enhance the existing relatively high self-rating of the teachers hence a teacher leadership enhancement program is discussed to answer specific question number three.

Spotanski and Carter (1993) claimed that in their study, standard deviations suggested a lack of consistency regarding the utilization of specific leadership practices in departmental leadership. The same can be said of this present study. There is no consistency in the utilization of the leadership practices. Hence, the teacher leadership enhancement program that aims to enhance the leadership

behaviours that were rated “fairly often” and bring the level to “usually” or even higher is critical to answer this problem of inconsistency in the utilization of the leadership practices.

Data regarding leadership behaviours provided insight which teachers can use to improve their overall leadership effectiveness. For the leadership practice “inspiring a shared vision”, the leadership behaviour “enlists a common vision” received the lowest mean score of all behaviours, even compared to all of the other leadership behaviours in this study. As a group, this finding indicated that teachers do not view themselves as practicing this leadership behaviour very often. Teachers should review individual leadership behaviours to identify which need to be improved. Teachers should seek out further feedback and information regarding benefits and methods of developing specific leadership behaviours.

Means for each of the five leadership practices evaluated in this study had a total mean of 7.76 which indicated that teachers used the leadership practices “usually” in their leadership positions. The leadership practice “enabling others to act” received the highest mean score (8.29) while the leadership practice “challenging the process” had the lowest mean score (7.25). The leadership behaviour “allows others to make decisions” had the highest mean score (8.94), whereas the leadership behaviour “enlists a common visions” had the lowest mean score (6.75). It should be noted that there is a notable gap (a difference of 2.19) between the lowest and highest rated leadership behaviour. This indicates that there is a lack of consistency in the application of the leadership behaviours included in this study by the teachers.

2.i Is there a significant relationship between performance and modeling the way?

Table 8
Relationship Between Performance and Modeling the Way

Performance and:	Computed r	t-value	Tabular value	Conclusion
Modeling the Way	0.09	0.61	2.5706	Accept Ho

Table 8 shows the relationship between performance and modeling the way. Data from this study indicates that there is a negligible positive correlation between performance and the leadership practice “modeling the way”. In a further analysis of the Pearson r coefficient of correlation, it was found that there is no significant relationship between performance and the leadership practice “modeling the way”. Thus the null hypothesis that there is no significant relationship between performance and modeling the way is accepted. This means that as the performance of the teacher goes higher, they do not utilize the leadership practice “modeling the way” more often, and as the performance of the teacher goes lower, they do not utilize the leadership practice “modeling the way” less often. This indicates that a teacher who exhibits credibility and integrity more often is not a good indicator that the teacher performs well.

This finding differs from the assertion made by Porter and Brophy (1988) that effective and successful teachers demonstrate their commitment to teaching by accepting responsibility for pupil learning and behaviour. Adhering to school rules and policies is a part of this element. Teachers are to be models of obeying the rules and regulations set by the school, so that the students will be encouraged to do the same. An effective teacher accepts responsibility for his or her actions inside and outside the classroom. A teacher does not stop becoming a teacher when he or she steps out of the boundaries of the classroom or the school. The responsibility

of being a teacher extends to all places and situations that a teacher may be in. This statement of Porter and Brophy contends that good teachers should be models of what is right whether inside or outside the classroom. There should also be consistency in what the teacher says and what the teacher does; an extension of this is that there should be consistency in the behaviour of the teacher inside and outside the classroom.

In a study conducted by Huerta, Watt, and Alkan (2008), a weak but significant positive correlation was observed between these two variables; as the amount of AVID (Advancement Via Individual Determination) professional development increased, so too did the level of teacher leadership. This study does not agree with that of the present one since the present study claims that there is a negligible positive correlation between performance and the leadership practice “modeling the way”. In the study of Huerta, Watt, and Alkan (2008), the aspects of the Advancement Via Individual Determination Summer Institute may be parallel to that of the teacher leadership aspects used in their study. This present study concurs that the aspects of the performance of the teachers do not match that of the leadership practices as put forward by Kouzes and Posner (2003).

2.ii Is there a significant relationship between performance and inspiring a shared vision?

Table 9
Relationship Between Performance and Inspiring a Shared Vision

Performance and:	Computed r	t-value	Tabular value	Conclusion
Inspiring a Shared Vision	0.10	0.22	2.5706	Accept Ho

Table 9 shows the relationship between performance and inspiring a shared vision. Data from this study indicates that there is a negligible positive correlation between performance and the leadership practice “inspiring a shared vision”. In a further analysis of the Pearson r coefficient of correlation, it was found that there is no significant relationship between performance and the leadership practice “inspiring a shared vision”. Thus the null hypothesis that there is no significant relationship between performance and inspiring a shared vision is accepted. This means that as the performance of the teacher goes higher, they do not utilize the leadership practice “inspiring a shared vision” more often, and as the performance of the teacher goes lower, they do not utilize the leadership practice “inspiring a shared vision” less often. This indicates that teachers who inspire others more often is not a good indicator that the teacher performs well.

This finding is at odds with the contention that quality teaching is “teaching that maximizes learning for all students” as defined by Glatthorn and Fox (1996). For learning to take place, the student must take an active role in the learning process. The teacher must be able to take a back seat and guide the students. Each student has his or her own unique characteristics. Excellent teachers work on these differences rather than work against them. Effective teachers recognize that students learn best when they learn through a method that is interesting and makes sense to them. There is no better way to make this happen inside the classroom than for teachers to prepare engaging activities based on a challenging curriculum. Planning involves looking into the content, mostly expressed as standards, and the processes that the students will have to go through in order for the students to achieve the standards identified. Inspiring others to follow someone requires a clear statement and understanding of expectations. In this case, a teacher who does not clearly state his expectations, and does not make his students

understand what they are doing for what purpose, should be considered as performing “below standards”.

Thomas (2007) in her study reported that the major purpose of her study was to explore the relationships between teacher leadership style, teacher self-evaluations on quality of professional standards, job efficacy, and job satisfaction. Relationships between demographic background variables and teacher leadership styles were generally weak and insignificant.

This present study concurs with the results of the work of Thomas (2007). This present study claims that there is a negligible positive correlation between performance and the leadership practice “inspiring a shared vision”.

2.iii Is there a significant relationship between performance and challenging the process?

Table 10
Relationship Between Performance and Challenging the Process

Performance and:	Computed r	t-value	Tabular value	Conclusion
Challenging the Process	-0.06	-0.41	2.5706	Accept Ho

Table 10 shows the relationship between performance and challenging the process. Data from this study indicates that there is a negligible negative correlation between performance and the leadership practice “challenging the process”. In a further analysis of the Pearson r coefficient of correlation, it was found that there is no significant relationship between performance and the leadership practice “challenging the process”. Thus the null hypothesis

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that there is no significant relationship between performance and challenging the process is accepted. This means that as the performance of the teacher goes higher, they do not utilize the leadership practice “challenging the process” less often, and as the performance of the teacher goes lower, they do not utilize the leadership practice “challenging the process” more often. This indicates that a teacher who is innovative and determined more often is not a good indicator that the teacher performs well.

This finding disagrees with the statement of Slick (1995) that the most skilful and knowledgeable teachers are those that continuously reflect upon, conceptualize, and apply understandings from one classroom experience to the next. It is expected that a teacher knows the subject matter that he or she is teaching, for very obvious reasons. True to the statement, “one cannot give what one does not have”, teachers cannot transfer learning that they themselves do not hold. In terms of content, it is said that teachers should be “ten pages” ahead of their students; true enough, teachers should even be a “book” ahead of their students. In terms of the instructional strategies that teachers use inside the classroom, owing to the varied student characteristics and many classroom factors, one instructional strategy may achieve outstanding results for one class but be a complete disaster for another. This is where the continuous learning of a teacher comes in. As a lesson is presented and taught to a class, the teacher takes note of the reactions or learning experiences of the students and makes the necessary changes in the next class. This is continuous learning on the part of the teacher as well. Finding ways on how to improve a process in the academic world may be translated to a teacher finding ways on how to improve the achievement level of his students. A teacher who performs well should adhere to the idea of continuous improvement or the spirit of “kaizen”.

2.iv Is there a significant relationship between performance and enabling others to act?

Table 11
Relationship Between Performance and Enabling others to Act

Performance and:	Computed r	t-value	Tabular value	Conclusion
Enabling Others to Act	-0.03	-0.06	2.5706	Accept Ho

Table 11 shows the relationship between performance and challenging the process. Data from this study indicates that there is a negligible negative correlation between performance and the leadership practice “enabling others to act”. In a further analysis of the Pearson r coefficient of correlation, it was found that there is no significant relationship between performance and the leadership practice “enabling others to act”. Thus the null hypothesis that there is no significant relationship between performance and enabling others to act is accepted. This means that as the performance of the teacher goes higher, they do not utilize the leadership practice “enabling others to act” less often, and as the performance of the teacher goes lower, they do not utilize the leadership practice “enabling others to act” more often. This indicates that a teacher who builds good relationships more often is not a good indicator that the teacher performs well.

This finding is in conflict with the assertion of Porter and Brophy (1998) “Research on teaching has established the key to successful classroom management (and to successful instruction as well) is the teacher’s ability to maximize the time that students spend actively engaged in worthwhile academic activities and to minimize the time that they spend waiting for activities to get started.” For learning to take place inside the classroom, the teacher must be able to set the tone of the classroom. This has to be done both physically and mentally. For one, the classroom has to be conducive to

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learning, taking into consideration the size of the classroom, lighting, ventilation, cleanliness, orderliness, among others. On the other hand, the classroom should be mentally stimulating, taking into consideration the tolerable noise level and the like. The teacher above all must be consistent in applying the rules of the school. The leadership behaviours listed under the leadership practice “enables others to act” is of the same mind to that of the rudiments of effective classroom management, as pointed out by Porter and Brophy (1998). Hence, as an effective classroom manager, the teacher who performs well ought to utilize the leadership behaviours under the leadership practice “enables others to act” more frequently.

2.v Is there a significant relationship between performance and encouraging the heart?

Table 12
Relationship Between Performance and Encouraging the Heart

Performance and:	Computed r	t-value	Tabular value	Conclusion
Encouraging the Heart	0.06	0.41	2.5706	Accept Ho

Table 12 shows the relationship between performance and encouraging the heart. Data from this study indicates that there is a negligible positive correlation between performance and the leadership practice “encouraging the heart”. In a further analysis of the Pearson r coefficient of correlation, it was found that there is no significant relationship between performance and the leadership practice “encouraging the heart”. Thus the null hypothesis that there is no significant relationship between performance and encouraging the heart is accepted. This means that as the performance of the teacher goes higher, they do not utilize

the leadership practice “encouraging the heart” more often, and as the performance of the teacher goes lower, they do not utilize the leadership practice “encouraging the heart” less often. This indicates that a teacher who encourages others more often is not a good indicator that the teacher performs well.

According to Spotanski and Carter (1993), department executive officers who had completed a leadership course had a significantly higher level of utilization of the leadership practice “encouraging the heart” than department executive officers who had not completed a course. Department executive officers who had received formal leadership training indicated significantly higher utilization for the leadership practice “encouraging the heart” than those department executive officers who had not received formal leadership training. This suggests that the leadership course and formal leadership training allowed for a more frequent utilization of this leadership practice. This present study claims that there is a negligible positive correlation between performance and the leadership practice “encouraging the heart”. The instrument used in measuring the leadership practices is a generic one. It is not tailor fit to that of measuring the specific leadership practices of teachers. Also, since department executive officers have a more definitive leadership role than that of teachers, this may also have caused in the result of having a higher level of utilization of the leadership practice “encouraging the heart” than department executive officers who had not completed a course. The leadership courses and formal leadership training are aimed at improving their leadership skills. The instrument used to measure the leadership practices utilized by teachers looks into the teachers’ leadership position in the level of his colleagues which is not as definitive as that of a department executive officer in his or her level as a superior to his or her subordinates.

This finding goes against quality teaching as defined by Glatthorn and Fox (1996): “teaching that maximizes

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learning for all students”. For learning to take place, the student must take an active role in the learning process. The teacher must be able to take a back seat and guide the students. Each student has his or her own unique characteristics. Excellent teachers work on these differences rather than work against them. Effective teachers recognize that students learn best when they learn through a method that is interesting and makes sense to them. Encouraging students is one way for teachers to maximize learning for all students. Quality teachers therefore should “encourage the heart” of their student more frequently.

Table 13
Summary Table of Relationship Between Performance and Leadership Practices

Performance and:	Computed r	t-value	Tabular value	Conclusion	Interpretation
Leadership Practices	0.04	0.27	2.5706	Accept H₀	No significant relationship
Inspiring a Shared Vision	0.10	0.22	2.5706	Accept H ₀	No significant relationship
Modelling the Way	0.09	0.61	2.5706	Accept H ₀	No significant relationship
Encouraging the Heart	0.06	0.41	2.5706	Accept H ₀	No significant relationship
Enabling Others to	-0.03	-	2.5706	Accept	No significant

Act		0.06	6	H ₀	relationship
Challenging the Process	-0.06	-0.41	2.5706	Accept H ₀	No significant relationship

Table 13 shows the summary of relationships between performance and the five leadership practices. Data from this study indicates that there is a negligible positive correlation between performance and leadership practices. In a further analysis of the Pearson r coefficient of correlation, it was found that there is no significant relationship between performance and leadership practice. Thus the null hypothesis that there is no significant relationship between performance and leadership practices is accepted. This means that as the performance of the teacher goes higher, they do not utilize the leadership practices more often, and as the performance of the teacher goes lower, they do not utilize the leadership practices less often. Teachers who perform well do not utilize leadership practices more often. This finding indicates that frequently using leadership practices is not a good indicator that a teacher performs well. On the other hand, if teachers were to be promoted to a higher position and become a leader, their performance as a teacher is not a good indicator of how much they frequently utilize leadership practices.

Thomas (2007) reported that in relationships between demographic background variables which included Quality of Professional Standards (QPS) assessed by modifying the items on the New York State Annual Professional Performance Review (APPR), a self-evaluation instrument about content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, student assessment, and reflective practice and teacher leadership styles were

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generally weak and insignificant. This study is of the same mind as that of the results of the study of Thomas (2007).

However, as discussed earlier in the previous leadership practices, all of the findings of this study disagrees with majority of the assertions made by researchers and specialists in the field of education. This may be attributed to the reason that the elements of the performance criteria of the school do not match that of the leadership practices identified. A more in-depth analysis into the two components may help to bring light on this seeming disparity.

In looking at the Pearson coefficient of correlation result, it can be seen that three out of the five leadership practices have a positive insignificant correlation and two out of the five leadership practices have a negative insignificant correlation. For the three leadership practices namely; inspiring others to act, modeling the way, and encouraging the heart, since these have a positive albeit insignificant correlation, it is nonetheless positive and worth considering as the basis of a teacher leadership development program. As for the other two leadership practices, namely enabling others to act and challenging the process, it is recommended that these two leadership practices be tested using a Cronbach alpha reliability program to determine their reliability as components of the five leadership practices of exemplary leadership.

3. Based on the findings of the study, what teacher leadership enhancement program may be recommended?

This teacher leadership enhancement program is the set program of activities and discussions based on the identified areas of leadership that the respondents in this particular study needed enhancing. These are under “modeling the way”: lets others know beliefs/values and breaks projects into chunks; under “inspiring a shared vision”: forecasts the future, describes future we can create, communicates positive outlook, shares future dreams, and

enlists a common vision; under “challenging the process”: seeks challenges, challenges the status quo, looks for ways to innovate, and stays up-to-date. These leadership behaviours were practiced “fairly often” by the teachers and it is upon this low rating that the researcher deemed it to anchor this enhancement program. It is an enhancement program since the teachers rated themselves relatively high in the frequency of practicing the other leadership behaviours. Majority of the leadership behaviours were still practiced “usually” or “very frequently”, hence it is the aim of the researcher to develop a program to enhance the existing leadership practices of the teachers.

Eleven out of the thirty leadership behaviours received a self-rating of “fairly often” and nineteen out of the thirty leadership behaviours received a self-rating of “usually”. Teachers view themselves as practicing majority of these leadership behaviours “usually” which is the third highest rating based on the interpretation scale. This call for a teacher leadership program that aims to enhance the existing relatively high self-rating of the teachers hence a teacher leadership enhancement program is discussed to answer specific question number three.

Teacher Leadership Enhancement Program

Units: Modeling the Way and Inspiring a Shared Vision

Performance Indicators:

At the end of the sessions, the participants will be able to:

1. Let others know their beliefs/values.
2. Break projects into chunks.
3. Forecasts the future.
4. Describe the future we can create.
5. Communicate a positive outlook.
6. Share future dreams.

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7. Enlist a common vision.

Desired Results: Participants learn how to model the way and inspire a shared vision.

Acceptable Evidence:

Participants can explain the importance of modeling the way and inspiring a shared vision.

Grading Rubric:

5 – (Sophisticated) An unusually thorough, elegant, and/or inventive account (model, theory, explanation): fully supported, verified, justified; deep and broad: goes well beyond the information given.

4 – (In-depth) An atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.

3 – (Developed) An account that reflects some in-depth and personalized ideas; the participant is making the work his/her own, going beyond the given – there is supported theory here, but insufficient or inadequate evidence and argument.

2 – (Intuitive) An incomplete account but with apt and interesting ideas; extends and deepens some of what was learned; some ‘reading between the lines’; account has limited support/argument/data and/or sweeping generalizations. There is a theory with limited testing and evidence.

1 – (Naïve) A superficial account; more descriptive than analytical or creative; a fragmentary or sketchy account of facts/ideas; and/or glib generalizations; a black-and-white account; less a theory than an unexamined hunch or borrowed idea.

0 – (No answer) No attempt to explain was made.

Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.
3. Ice-Breaker Activity: (*Counting in Threes*) Participants stand in a circle. They take it in turns to count out loud around the circle. Every time a number is reached that is a multiple of three or contains the digit 3 (3, 6, 9, 12, 13, 15 etc) that person must clap instead of saying the number out loud. If someone makes a mistake, they drop out of the circle and the next person starts from number 1 again.
4. Introduction: The Facilitator will flash in the screen the performance indicators. The Facilitator will discuss the aforementioned parts thoroughly. Questions from the participants may be entertained.
5. Discussion: Facilitator will present the Desired Result for the day to the participants. Facilitator will discuss the importance of modelling the way and inspiring a shared. This presentation will be taken from Charlotte Danielson’s presentation on the importance of facilitation skills from her book *Teacher Leadership That Strengthens Professional Practice* pages 134-140. After which, the Facilitator will discuss the grading rubric which will be used at the end of the session. This will be flashed to the participants via the screen. Questions from the participants may be entertained.
6. Learning Activity: (*Film Showing of The Negotiator*)

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7. Processing: The Facilitator will distribute “The Negotiator” Guide Questions. Participants will answer the following questions:

- (1) What were the problems resolved by the negotiator?
 - (2) What skills did he show during the negotiation?
 - (3) Describe the values and character of the negotiator.
 - (4) What important insight have you gained from watching the movie?
 - (5) Relate the story to real life. Can you think of everyday situations wherein you may be required to use your facilitation skills to deescalate a volatile situation?
8. Wrap-Up: The Facilitator will highlight the importance of having good facilitation skills for a teacher-leader:
9. Journal Entry: Why is it important for a teacher-leader to have good facilitation skills? Grading Rubric is presented in the Acceptable Evidence portion.

Acceptable Evidence:

Participants can apply the transformative techniques in real-life situations.

Grading Rubric:

- 5 – (Masterful) Fluent, flexible, efficient; able to use knowledge and skill and adjust understandings well in diverse and difficult contexts.
- 4 – (Skilled) Competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.
- 3 – (Able) Limited but growing ability to be adaptive and innovative in the use of knowledge and skill.

2 – (Apprentice) Relies on a limited repertoire of routines, able to perform well in a few familiar or simple contexts. Limited use of judgment and responsiveness to feedback/situation.

1 – (Novice) Can perform only with coaching and/or relies on highly scripted, singular “plug in” (algorithmic and mechanical) skills, procedures or approaches.

0 – (No application) No attempt to apply the established norms in real-life situations was made.

Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of Workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.
3. Opening Activity: (*Mirrors*) Participants will be asked to get a pair. One person will be the actor, the other is the mirror. The mirror does whatever the actor does, mirroring their actions. After two minutes, the participants will change roles.
4. Focusing Activity: Why is it important for a teacher-leader to have good facilitations skills? Participants will share their answers to the group.
5. Group Activity: (*Teaching vs. Facilitating*) Participants will be divided into four groups. Each group will get one set of phrases and one cartolina board and masking tape. The phrases are characteristics of either school teaching or facilitation. These phrases will be mixed together. The task of each group I to be able to correctly identify if the characteristic refers to school teaching or to facilitation.

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The following phrases will be printed on sheets of bond paper:

School Teaching

- starts from their own knowledge
- follows a pre-set curriculum
- presents new information from the front
- information flows in just one direction
- brings extensive knowledge of the subject
- is concerned with students understanding the right answer
- works for the community and may come from outside the community
- has a formal relationship with the students

Facilitation

- starts from the knowledge of the group
- addresses issues identified by the group or their community and adapts new ideas to the needs and culture of the group
- uses practical, participatory methods, eg: group discussion and activities in which all members of the group participate
- information flows in many different directions – a genuine exchange of ideas
- draws out and builds on the knowledge of the group, and knows where to find further information on the subject
- encourages and values different views
- works with the community and may come from within the community
- is considered as an equal, and has relationships based on trust, respect and a desire to serve

The groups will be given five minutes to arrange the phrases under their respective column. After five minutes, they will be made to post their work in front.

6. Processing/Discussion: The Facilitator will present the correct set of answers using the white screen and discuss the difference between teaching and facilitating. The participants will now check their answers as the facilitator discusses the answers. The participants may have different opinions regarding the answer. The Facilitator will encourage participants to give their opinion regarding the classification of certain phrases. The resolution whether a certain phrase is classified under teaching or facilitating or both, rests on the decision of the entire group. The Brazilian educator, Paolo Freire, believed that education should be liberating. Rather than giving learners answers, education should aim to increase the learner's awareness so that they are able to identify problems and their causes, and find solutions to them. A facilitator's role is to help a group through this process by asking questions that encourage new ways of thinking about and analyzing their situation. The facilitator does not know all the answers. Their role is to help the group think critically about their own needs and interests, and to make decisions for themselves. There should be a balance between offering ideas to guide the group and patiently listening and questioning. The facilitator's role is also to encourage each member of the group to contribute to the best of their ability. Everyone has valuable knowledge and a valuable contribution to make. But people can be reluctant to share their knowledge. They may lack the confidence or may not consider what they know to be important. Sometimes people do not want to share their knowledge because it gives them a certain amount of power and advantage over others. However, when we do share our knowledge, everyone benefits. The person sharing it does not lose it after giving it away, and the person receiving it has received something new which

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they in turn can pass on to others. The facilitator's role is to build trust and respect between the members of the group and to encourage dialogue and learning, from which the whole group will benefit.

7. Writing Activity: Participants will be asked to bring out their journals. The following quotes will be flashed in the white screen:

(1) Facilitation is the art, not of putting ideas into people's heads, but of drawing ideas out.

(2) A facilitator is best when people barely know that he or she exists.

(3) A good facilitator is one who talks little. When the work is done, the aim is fulfilled, they will all say, "We did this ourselves."-Lao Tzu

Participants will write the quotations in their journals and give a brief explanation of the quote. They may indicate their level of agreeability with the statement. The Facilitator may ask one or two participants per quote to share their views with the group.

8. Discussion: The Facilitator will discuss the characteristics and skills of a good facilitator: A good facilitator has certain personal characteristics and skills that encourage group members to participate in a discussion or activity.

Characteristics of a good facilitator (A good facilitator should be:)

- humble
- generous
- patient
- understanding
- accepting
- inclusive
- an encourager
- an enabler
- affirming of everyone's knowledge

- sensitive to the needs of others
- willing to learn from mistakes
- dynamic, a motivator
- a good listener
- good at summarizing others' ideas
- confident
- a good communicator

Skills of a good facilitator (A good facilitator should :)

- be well prepared whilst remaining flexible
- think and act creatively
- deal with sensitive issues and manage people's feelings
- encourage humour and respect
- negotiate with and influence others
- keep to time without being driven by it

The Facilitator will emphasize that facilitation is about getting a balance between these different characteristics – for example, between being a good listener and a good communicator, between being patient and dynamic. Although certain skills and techniques can be learnt and applied, the most important thing is the facilitator's ability to relate to individual group members in a way that makes them feel valued and encouraged. This will affect the way the whole group works together and what it will achieve. Explain that good facilitation is not easy. It is like conducting a music band. Though the music is written down already, it is the conductor's job to build the right atmosphere, to help each individual to be their most creative and to blend everyone together to form an exciting and productive team. A facilitator is like a conductor. Great music emerges when everyone is communicating together. Good communication, just like good music, is more about listening than talking. If everyone plays all the time, there is nothing but an unpleasant noise. It is the conductor's job to help each player to listen to others, to keep quiet until it is the right

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time for them to play. A good facilitator is interested not only in whether an objective is achieved but how. The process is just as important as the product. The process of building local knowledge and skills is vital if the group is to gain the confidence and ability to initiate and sustain positive change. Ask participants to think of situations where people were not consulted about an issue that directly affected them. This could be a development project where the organization involved did not consult the community about what changes it wanted to make. As a result, the project did not lead to lasting change because the community did not want to remain involved. What difference does it make if people's ideas and experience are taken into account in future planning and activities? Emphasize that even if this process takes time, it leads to better relationships and more sustainable change. A well-facilitated discussion process is essential.

9. Re-focusing Activity: The Facilitator will post this question on the board: "How would you define the word 'transformation' in the light of facilitation?" Several participants will be called to share their answer. The Facilitator will discuss the answer: The idea of "transformation" implies that facilitators bring an agenda to situations of conflict. What is that agenda and how is it promoted? I believe the aim should be to use conflict as a moment, or more precisely, a series of moments of rich opportunity to contribute to human development. Facilitators, a term I use to refer to peacemakers working in group and inter-group settings, meet this agenda with responses that fall into two broad categories:
- by assisting empowerment, that is, supporting the persons involved in conflict to more fully achieve their own potential as human beings; and
 - by fostering "right relationships", that is, relationships characterized by recognition of the other, fairness, respect, mutuality and accountability.

In very simple terms, they encourage parties to pay attention to the needs of both the self and the other. As Baruch Bush and Folger (1994), I believe that transformation takes place when people are able both to empower the self and build right relationships with others.

10. Discussion: (Facilitation Skills for Inter-personal Transformation) Facilitator will discuss the facilitations skills needed for interpersonal transformation. The Facilitator will show the following slides one at a time:

(1) Paraphrasing

(2) Summarizing

(3) Listening for and Summarizing Commonalities

(4) Reframing Conflict

Facilitator will ask certain participants to read a specific part of the slide. The Facilitator will ask the participants what they noticed about what the facilitator said in the example. After eliciting the answers from the participants, the Facilitator will give more inputs. After the first facilitation skill has been thoroughly discussed, the Facilitator will proceed to the next skill and repeat the process above until such time that all four facilitation skills have been discussed. The Facilitator will discuss the following:

Paraphrasing

Paraphrasing is a powerful tool in facilitation work for a number of reasons:

- it communicates understanding to others;
- a good paraphrase often brings further, more reflective responses from others, as in the example – it moves the conversation to deeper levels;
- it slows down the conversation between the parties and creates a buffer between their statements;

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- it can be used to ‚launder‘ vicious or insulting statements so they are less inflammatory to the other party, if present, while retaining the essential points that were made.

Guidelines for paraphrasing include:

(1) to paraphrase is to repeat back in your own words what you understand someone else to be

saying: this means keeping the focus of the paraphrase on the speaker and not on you, the listener.

For example, a facilitator can say:

- „You feel that...“
- „The way you see it is...“
- „If I understand you correctly, you’re saying that...“

Do not say:

- „I know exactly how you feel. I’ve been in situations like that myself.“
- „You know, my sister had something like that happen to her a couple weeks ago. She...“

(2) a paraphrase should be shorter than the speaker’s own statement.

(3) a paraphrase mirrors the meaning of the speaker’s words, but does not merely parrot or repeat the exact words of the speaker: for example, the speaker might say: „I resented it deeply when I found out that they had gone behind my back to the director. Why didn’t they just come and talk with me, and give me a chance to sort things out with them?“ An effective paraphrase would be:

“You were quite hurt that they didn’t come directly to you to resolve things. “

(4) a paraphrase does not judge or evaluate; it only describes empathetically. Use, for example, phrases such as:

- „So your understanding is that...“
- „The way you see it then...“
- „You were very unhappy when he...“
- „So when he walked out of the meeting you thought he was merely trying to manipulate you.“
- „If I understand you correctly, your perspective is that...“

Don’t say:

- „That doesn’t sound like a very constructive attitude to me.“

(5) a small percentage of people seem to prefer not to be paraphrased: observe carefully the reaction of those you are paraphrasing and adjust your use accordingly.

Summarizing

Paraphrasing is a moment-by-moment skill that restates what the listener has just understood an individual to say. A summary is similar to a paraphrase, but it condenses the content of several comments that may have been made over the course of many minutes. Facilitators can use it to review all the key points that have been made by one party about their views, thus communicating the sense that they understand the entire situation being presented by that person. Facilitators can also summarise comments of all speakers every few minutes as a way of keeping the discussion focused.

Listening for and Summarizing Commonalities

In fact, the facilitator above accomplished more than summarizing in her final moves. She heard and highlighted areas of commonality, a skill that can be particularly transformative in its impact. In the example, the commonality lay in agreeing on a common problem. In other situations, the commonalities may be small concessions that are mentioned in the midst of a heated argument. Facilitators should be alert for these and

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retrieve them as a way of improving the atmosphere. Had the facilitator not become involved in this way, a significant point of consensus probably would have passed unnoticed, because the director of Organization B was shifting the discussion back towards previous criticisms he had made about the management of Organization A. Fortunately, the facilitator was alert and utilized this point of agreement well. Half an hour later, after the directors had finished working out the details for a monthly meeting of field workers from both organizations, the atmosphere had improved, and it was easier to tackle the more complicated issues separating the organizations.

Reframing Conflict

A critical question is how parties understand or frame the conflict, the other party, and the issues separating them. If, for example, one or both parties understand opponents as unprincipled killers determined to destroy them, they will frame the conflict as a battle for survival requiring warlike responses. If they view the conflict as a battle for disputed land, they will haggle over every square centimeter of territory. If the parties frame the conflict differently, the possibilities for fresh and cooperative responses increase. Thus, facilitators commonly seek to reframe the conflict in ways that assist a resolution. Also in the previous illustration about organizational conflict the facilitator listened carefully to comments by the opposing sides, and reframed part of the discussion in terms of a specific goal shared by both parties. In both examples, it should be apparent that reframing does not mean a facilitator instructs the parties as to what the real issues are. Rather, the facilitator works with things identified by the parties, and asks questions that direct their attention to dimensions not previously noticed or explored. By inviting a fresh look at the needs or goals of all parties, their underlying interests and intentions, reframing seeks to assist parties in seeing problems in

perspectives that suggest new possibilities for joint resolution.

11. Group Activity: (Transformative Techniques for Sustained Dialogue) Participants will be asked to form four groups. Each group will be given a particular technique to be discussed within the group. The transformative techniques are:
 - (1) The Samoan Circle
 - (2) Conflict Spectrum
 - (3) Interviews
 - (4) Interviews with Listening Chair
12. Evaluation Activity/Discussion: The participants will apply the transformative technique assigned to them in a real-life situation that they will identify. The Facilitator will use the grading rubric in the Acceptable Evidence column to give the rating of the group's performance. The Facilitator will discuss the unique characteristics of each of the four transformational technique after it has been presented and discussed by the group.

Samoan Circle

The "Samoan Circle" is essentially an "open fishbowl" with an added rule of no communication except among those sitting in the fishbowl, it is effective in enabling a large number of people to discuss a controversial issue without unleashing severe polarization. As a rule the situation most hazardous to constructive group talk is one with large numbers of people shouting opinions from all corners of a room. Speakers in such circumstances will rise, lob inflammatory insults at others, and then sit down, withdrawing into a sea of anonymity and safety among their fellow supporters. Rhetoric and anger often escalate rapidly in such settings. The Samoan Circle blocks these dynamics. Each speaker must come forward and sit in a place of engagement that is guided by the facilitator. If provocative statements are made, the

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facilitator can follow up with techniques that defuse them, asking clarifying questions, using paraphrasing skills, drawing out underlying concerns, and so on. Whereas unfettered group discussion seems to bring out the worst in speakers, the Samoan Circle seems to bring out the best. Reflecting now on this technique that I found effective long before I sought to view it from a transformative perspective, I recognize that it contains strong elements of both requirements.

Empowerment is a central component, not only for each group represented, but also for each individual present. All groups are encouraged to fully express their respective views through their representatives, while individuals can also express their personal views by joining the semicircle. Furthermore, recognition of the other, and the relationship-building that comes with it, are also central to the Samoan Circle. Because this method tends to bring out the best in participants, the quality of engagement is usually high; participants often seem to hear each other in new ways and thus gain important new insights about their opponents' views. However, even when new insights are few, a deeper form of recognition and relationship building takes place implicitly. Participating in a structured engagement such as this is, in effect, participating in a joint ritual, a social engagement governed by a commonly accepted set of procedures with multiple layers of meaning. The procedures are minimal, of course, and the layers of meaning may be superficial and short-lived. But the result is potentially transformative: for a set period of time opponents engage each other face to face on shared terrain, jointly created by their choice to restrain their most destructive impulses and communicate with each other.

Conflict Spectrum

The conflict spectrum is a tool for initially opening the discussion in organizational or community conflicts. It

gives people a chance to get a sense of where others stand on the issues, and enables participants to gather information about other views and how many people hold them. Because it requires every individual to openly indicate their views, it should only be used where there is sufficient safety for people to let their opinions be known. Even people who in previous discussions have spoken in aggressive and insulting ways are often able to speak in constructive tones to one another when positioned within a conflict spectrum. Explaining „why I am standing on this spot within the spectrum“, individuals seem to express themselves more positively than when they explain „why my opponent is wrong“. From the perspective of transformation, both empowerment and recognition of the other are strongly present here: the spectrum empowers by offering physical space as an aid to speakers, giving them a concrete, spatial frame of reference within which to locate themselves. It also creates an implicit sense of connection to the other: even those who stand at the opposite end of the spectrum stand in a continuum with the self. Also, like the Samoan Circle, cooperation with one's opponent in a joint activity dedicated to elucidating the views of all in a positive and constructive way, creates a temporary ritual of common purpose.

Interviews

Interviewing people in the presence of their opponents is another simple tool that can have transformative impact in settings of group conflict. The tone should be that of a friendly, informal conversation with an attentive facilitator using a lot of paraphrasing. The interview as a facilitation tool creates an atmosphere of deep engagement without the tension that often accompanies direct exchanges between the parties. If supported with the listening skills described above, an interview nurtures trust between the facilitator and the parties, and enables parties to express nuances they rarely voice in

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antagonistic exchanges. Instead of a hostile opponent, those interviewed face a supportive facilitator who actively seeks to draw them out, thereby empowering them. The interview can be used in separate sessions with the parties to lay the foundation for an engagement with other parties later. It can also be used with the Samoan Circle as a way of assisting each speaker to go deeper, or in the context of ongoing negotiations to gain insights into the perspectives of those involved in an impasse. Only when conducted in joint sessions with opposing parties does the interview become immediately transformative, for here it simultaneously fosters both empowerment of the self and recognition of the other. The support of a skilled facilitator empowers parties to express themselves with a coherency and depth not achieved when they merely restate old demands to opponents. Furthermore, addressing a supportive listener reduces bombast so that opponents are sometimes more able to truly hear and recognize the needs of the other than in direct exchanges.

Interviews with Listening Chair

Adding a “listening chair” to interviews can have a powerful impact. This technique requires selective usage. At first it may seem clumsy and artificial, and it demands a lot of the listener. It works only when trust is high between the facilitator and the parties, when the parties are deeply motivated to address their differences, and when the individuals involved have the flexibility to engage opponents in ways they have never experienced before. However, in the occasional circumstances when all these criteria are met, the listening chair is more powerful than any other technique I know for transforming the quality of interaction between parties. This is so because it incorporates an intensive form of empowerment – supportive interviewing – with an intensive form of recognition – paraphrasing of an opponent.

13. Wrap-Up: The Facilitator will wrap up the session by asking the following questions:
 - (1) Differentiate between teaching and facilitating.
 - (2) What is the role of a facilitator?
 - (3) Identify skills and characteristics of a good facilitator.
 - (4) How would you define transformation in the light of facilitation?
 - (5) Identify one facilitation skill for interpersonal transformation and discuss briefly.
 - (6) Which transformational technique for substantial dialogue do you like the most? Why?

15. Journal Entry: Participants will answer the question: In what real-life situation would you be able to apply what you have learned in today’s session? Cite at least three situations.

Acceptable Evidence:

Participants will be able to apply the guidelines in being a facilitator.

Grading Rubric:

- 5 – (Masterful) Fluent, flexible, efficient; able to use knowledge and skill and adjust understandings well in diverse and difficult contexts.
- 4 – (Skilled) Competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.
- 3 – (Able) Limited but growing ability to be adaptive and innovative in the use of knowledge and skill.
- 2 – (Apprentice) Relies on a limited repertoire of routines, able to perform well in a few familiar or simple contexts. Limited use of judgment and responsiveness to feedback/situation.

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1 – (Novice) Can perform only with coaching and/or relies on highly scripted, singular “plug in” (algorithmic and mechanical) skills, procedures or approaches.

0 – (No application) No attempt to apply the established norms in real-life situations was made.

Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)

2. Outlining of Workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.

3. Opening Activity: (Carousel) Facilitator will stick up eight pieces of blank manila paper in different places around the room. On each piece of paper, the Facilitator will write one different word that relates to the preceding session:

- (1) Paraphrasing
- (2) Summarizing
- (3) Listening for and Summarizing Commonalities
- (4) Reframing Conflict
- (5) Samoan Circle
- (6) Conflict Spectrum
- (7) Interviews
- (8) Listening Chair.

Facilitator will divide participants into eight groups, and give each group a marker. Each group will stand in front of a piece of manila and write down five things that come to mind when they think of the word written there. After one minute, Facilitator will ask the groups to move to another piece of manila paper and do the same, adding five different ideas to the list started by the previous group. The process will repeat until all eight groups have written on all five pieces of manila paper. Facilitator will

ask one person to read out each complete list, so the ideas can be shared with all the participants.

4. Pre-Reading Activity: (Word Splash) The Facilitator will discuss the mechanics of the activity with the participants:

(1) Facilitator will post the following words on the board:

- (a) Suspension
- (b) Assumption
- (c) Listening
- (d) Inquiry
- (e) Advocacy
- (f) Reflection
- (g) Debate
- (h) Dialogue

(2) Facilitator will ask participants to choose three words to use in sentences.

(3) Facilitator will ask participants to read their sentences.

(4) Participants will explore word relationships; they will arrange words according to their understanding of the concept.

(5) Participants will read the text silently and compare what they have with the text.

(6) Participants will take note of new understandings.

(7) Participants will work in groups to revise their work based on what they read and form three sentences to express their new understandings.

5. During Reading Activity: Facilitator will then distribute the reading selection “How to Facilitate Group Discussions”. Participants will be asked to read the selection and answer the worksheets after they have read the selection. Facilitator will distribute the during-reading work sheets (see attachments). Each participant should get 3 copies of the Frayer Model Worksheet and 1 copy of the Venn Diagram Worksheet.

6. Post-Reading Activity: (Save the Last Word For Me) Participants will be asked to group themselves into 4

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members each group. In their journals, the participants will write the following questions:

(1) Do you agree that, if a conflict is already present, even if meetings may not make things better, they rarely make things worse?

(2) Do you agree that it is better to have no ground rules at all than have ground rules but allow people to ignore them?

(3) Can a facilitator really balance inquiry and advocacy? How?

(4) Is a dialogue always better than a debate? Participants will write their answers to the questions in their journals. After which, participants will discuss the questions and their answers. The last member will make his or her stand on the issue. Since there are four questions, and there are four members in a group, each member will have the chance to be the last member.

7. Processing/Discussion: Facilitator will discuss the following words and the aspects of the Frayer Model for each word:

- (a) Suspension
- (b) Assumption
- (c) Listening
- (d) Inquiry
- (e) Advocacy
- (f) Reflection

Facilitator will call on participants to give their answers. After discussing the Principles of Genuine Dialogue, the Facilitator will discuss the key differences between dialogues and debates, and discuss similarities between the two as well.

8. Learning Activity: (*Facilitating a Discussion*) Participants will group themselves into seven members for each group. Each group will be a discussion group. Each member of the group will get a chance to be the facilitator. One session will last for fourteen minutes that gives two

minutes of speech time for each participant. Participants should bear in mind the lessons that have been discussed such as the skills and characteristics of a good facilitator, the facilitation skills for transformative facilitation, and the transformative techniques for sustained dialogue, among others. Each participant should make use of the lessons learned and discussed in the sessions. Each participant will rate the other members, including himself. For the issues to be discussed, each discussion group should come up with one very interesting question or issue which may be within the school, country, or the world. Each session will last for 14 minutes, after which the next facilitator should take charge for the next issue to be discussed. In their 1/4 sheet of pad paper, participants will write the names of everyone in the group, including himself and will rate all the members of the group. The rubric to be used will be flashed on the screen. The rubric to be used may be found at the Acceptable Evidence portion.

9. Wrap-up: The Facilitator will highlight the importance of the principles of genuine dialogue and the key differences between dialogues and debates.

10. Journal Entry: Participants will answer the following question: I have learned that it is easy to be a facilitator because_____. I have learned that it is difficult to be a facilitator because _____.

Acceptable Evidence:

Participants will create a coat-of-arms to symbolize themselves as a facilitator.

Grading Rubric:

5 – (Insightful) A powerful and illuminating interpretation and/or analysis of the importance/meaning/significance;

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tells a rich and insightful story; provides a revealing history or context.

4 – (Revealing) A nuanced interpretation and/or analysis of the importance/meaning/significance; tells an insightful story; provides a helpful history or context.

3 – (Perceptive) A helpful interpretation and/or analysis of the importance/meaning/significance; tells a clear and instructive story; provides a revealing history or context.

2 – (Interpreted) A plausible interpretation and/or analysis of the importance/meaning/significance, makes sense with a story; provides a telling story or context.

1 – (Literal) A simplistic or superficial reading; mechanical translation; a decoding with little or no interpretation; no sense of wider importance or significance; a re-statement of what was taught or read.

Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of Workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.
3. Energizer: (*Ranking*) Five people will be asked to leave the room. The remaining participants choose something on which to rank themselves. (1) their height (2) their hair length (3) the month in which they have a birthday (4) age (5) length of stay in SISC. The participants line up according to the ranking system they have secretly chosen and ask the person outside to come back into the room. This person then has to guess how the participants have been ranked.
4. Focusing Activity: (*Quiz Bee*) Participants will be grouped into five groups. Each group will be given a marker and 15 pieces of scrap paper. The Facilitator will be asking questions about what has been discussed since Day 1. The participants will write their answers on the scrap paper. The following questions will be asked:
 - (1) It is a form of intense listening, wherein it can be used to launder vicious or insulting statements so they are less inflammatory. -- **Paraphrasing**
 - (2) It is a commitment to notice and to temporarily suspend our reactions, opinions, beliefs, and assumptions. -- **Suspension**
 - (3) It condenses the content of several comments that may have been made. -- **Summarizing**
 - (4) These are our beliefs about how the world works and what is true for us. – **Assumptions**
 - (5) It may also be called an “open fishbowl”. – **Samoan Circle**
 - (6) This should be done with a willingness to be influenced. -- **Listening**
 - (7) It involves physically staying on one side of a discussion. – **Conflict Spectrum**
 - (8) It involves asking others what underlies their opinions. -- **Inquire**
 - (9) It involves putting an idea in a certain context. – Reframing **Conflict**
 - (10) A way of expressing one’s ideas wherein it is designed to exploit the weaknesses of the opponent. -- **Debate**
 - (11) It involves asking questions to a person in the presence of opponents. -- **Interviews**
 - (12) It is the act of sharing our thoughts and feelings in relation to others. -- **Advocacy**
 - (13) It embraces differences while highlighting commonalities. -- **Dialogue**
 - (14) It requires a listener paraphrasing everything that an interviewee is saying. – **Listening Chair**

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(15) It is a thoughtful contemplation in the search for meaning. -- **Reflection**

5. Pair Work: Participants will pair up and will reflect on the following questions: (1) Is it harder to be a “facilitator” than a “teacher”? (2) Why can facilitation be difficult? Participants will brainstorm and will write their answers on the board. After about three minutes, Facilitator will ask the participants who wrote their answers on the board to read and elaborate their answers.

6. Discussion: (*Taking Control, Empowering Others, Handling Difficult Questions*) Facilitator will discuss the following:

Taking control

Say that one of the greatest difficulties facilitators can face is the temptation to take control of a discussion or change process. This is often out of a genuine desire to help the group move forwards. If we are used to a top-down teaching style, and have not had the chance to observe good facilitators at work, it can be very difficult to change our approach to sharing ideas.

Empowering Others

One way to encourage the group to take responsibility for their own learning and progress is by asking the group to write some ground rules for participation so that each person feels free to share their ideas. Such rules might include not interrupting, respecting different views and agreeing on a maximum number of points that each person can make to any one discussion. If the group writes them, they will have shared ownership and a shared responsibility to ensure that they are respected. The group could also write their own learning objectives, and measure their progress against them over time.

Dealing with Difficult questions

Explain that dealing with people’s questions can be difficult. Facilitators may often feel that they need to have all the answers. They may lack confidence in their own ability to deal with questions on a particular subject. It is essential that they are familiar with the content of the Guide as a whole, not just the double page being presented. They should read for understanding, and check that they are clear on the meaning of the concepts and language used. They should consider which ideas might need further explanation when they are discussing them with the group. It is very helpful for them to know where to go to find more information, eg: other publications, government or NGO offices, radio programs, and so on.

Facilitators can also draw on the wisdom and knowledge of other members of the community, outside of the immediate group, who may specialize in the topic being discussed.

7. Learning Activity/Discussion: (*Role Play/Managing Conflict, Handling Difficult People, Working with Shy People*) Participants will be asked to group themselves into three groups. Each group will present one of the following: (1) Show what happens when there is conflict between members of a group. (2) Show what happens when one or two people dominate a group. (3) Show what the problems that are caused by people being too shy to participate. The facilitator will emphasize the problems that arose from each situation. The Facilitator will say that there are ways to overcome these problems. Facilitator will discuss the following:

Managing conflict

Sometimes people will have strong and conflicting ideas on a subject. Poor relationships within the group will also affect the way the group works together as a whole. A facilitator needs to be sensitive to possible differences and tensions and encourage people to work through these, keeping their common goals and interests in mind.

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If the conflict is not related to the topic being discussed, a good facilitator needs to ask people to put this to one side.

Handling dominant people

Sometimes there is one person who dominates the discussion, confident that they have all the right answers. A good facilitator needs to make sure that others have the opportunity to speak. They could invite them by name, or split the group into smaller groups, or introduce a quota system, in which each person is given three stones or bits of paper, and they have to give one up every time they speak. When they have no more, they cannot speak again!

Working with shy people

Sometimes people may be very shy or afraid to express their views in a group. A facilitator can either put people into smaller groups or ask people to discuss questions first in pairs. They can also use other practical activities such as mapping, ranking, seasonal calendars, timelines to help people express their views. The most effective way of encouraging people who are shy is to refer back to and use their ideas, so they know they are important and of value.

Facilitator will now ask the groups to present the problems that were presented in the earlier skit and they will now apply the points discussed. The new skit will now show how to handle the situations. Also, to highlight how to do it properly, before showing how it is done correctly, the participants should also show a situation wherein a situation is not handled properly, afterwards, they may present how to handle the situation correctly. After the presentations, the Facilitator will highlight the correct implementation of the points discussed.

8. Discussion: (*Tips for Good Facilitation*) Facilitator will discuss the tips for good facilitation:

BE PREPARED. When good facilitators are at work, it looks as though they do it effortlessly and without preparation. Don't believe it! The best facilitators have done the necessary research, planned the discussions and practiced. Be clear about the aims of the discussion. Think about how the topic will be introduced (e.g.: with role-play or a poster). Are there other questions that could be asked to check the group has understood the material, and to help them apply it to their situation? How can people's ideas be recorded as the topic is discussed, and who will do this? How can people apply what they have learnt during the discussion?

BE FLEXIBLE. Facilitators need to be prepared to change their plans if necessary. The needs and interests of the group members should guide the discussion so it is relevant.

BE ENERGETIC. If facilitators want others to be energetic, they have to be enthusiastic and excited themselves.

ENCOURAGE HUMOUR. Group members may come from many different walks of life. The group may be less effective if the atmosphere is formal. It is important to create a unified group in which members enjoy each other's company and value each other's contribution. Humor can help to create a relaxed and productive environment.

BE CLEAR. If the facilitator is confused, then the group will also be confused and will quickly lose interest. A facilitator needs to clearly communicate a task or a possible way forward, and needs to check that individual group members have understood.

THINK POSITIVE. A facilitator's expectations will influence the group's view of themselves and the rate at which they learn and work together. He or she should

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aim to bring out the best in everyone, to help them fulfill their potential.

EMBRACE YOUR OWN MISTAKES AND LIMITATIONS. Thinking positively does not mean always being right. Facilitators will make mistakes. If these mistakes are acknowledged, they can be turned into valuable learning opportunities.

BE SENSITIVE. A facilitator needs to keep a constant lookout for people's moods and feelings. They need to watch how people behave with each other, their verbal and non-verbal communication. It may be necessary to talk with an individual group member in private, perhaps to find out how they are feeling, or perhaps to tactfully comment if they have not respected another group member.

USE A VARIETY OF TECHNIQUES, METHODS AND ACTIVITIES. Each person has a different learning style. Variety keeps everyone involved and reinforces learning.

9. Evaluation/Journal Entry: (*Coat of Arms*) Participants will create a coat-of-arms to represent themselves as facilitators. The coat of arms should include symbols that represent them as good facilitators. An explanation should accompany the coat-of-arms. The coat-of-arms and the explanation should be made in their journals. Facilitator will inform the participants that the grading rubric to be used for this activity is the one in the Acceptable Evidence portion. Facilitator will now ask the participants to get the materials for the coat-of-arms making in front.
10. Processing: (*Round Robin*) Participants will be grouped into five members each. Each participant in turn shares with his or her teammates.

11. Wrap-Up: Facilitator will give a run through of the points presented earlier. Facilitator will elicit the answers from the participants before showing the slides.

Acceptable Evidence:

Participants will evaluate one's self and others' facilitation skills.

Grading Rubric:

5 – (Wise) Deeply aware of the boundaries of their own and others' understanding; able to recognize own prejudices and projections; has integrity – able and willing to act on what they understand.

4 – (Circumspect) Aware of one's ignorance and that of others; aware of one's prejudices.

3 – (Thoughtful) Generally aware of what they do and do not understand; aware of how prejudice and projection occur without awareness.

2 – (Unreflective) Generally unaware of their specific ignorance; generally unaware of how prejudgments color understanding.

1 – (Innocent) Completely unaware of the bounds of the role of projection and prejudice in opinions and attempts to understand.

0 – (No Reflection) No attempt to reflect was shown.

Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of Workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written

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on manila paper and will be placed in front throughout the entire session.

3. Opening Activity: (Columns) Participants will categorize performance indicators to the correct standard/profile of a quality facilitator. The performance indicators will be distributed to the participants. Each participant should have at least one performance indicator.
4. Discussion: (Profile of a Quality Facilitator) Facilitator will discuss the profile of a quality facilitator, as the Facilitator discusses each standard, the Facilitator will check whether the performance indicators in each column is appropriate. The Facilitator should transfer incorrectly categorized performance indicators before proceeding to the discussion of each standard/profile.
5. Group Activity: (Profile of a Quality Facilitator) Facilitator will ask the participants to group themselves into six groups. Each group will be assigned to one profile of a quality facilitator:
 - (1) Preparing
 - (2) Assessing audience needs
 - (3) Setup
 - (4) Facilitating experience
 - (5) Closure
 - (6) Follow-upFor each performance indicator under each category, participants will give a concrete example (from events in real life) being done or that should be done with any school activity (academic, co-curricular, extra-curricular activities). Participants will write their answers on strips of Manila paper. Groups will select a leader to present to the other groups their output.
6. Discussion Activity: (Black or White?) Participants will be given a black art paper. During the presentation of the output, the Facilitator will ask the audience if they agree

or disagree with the example given by the group. Participants will raise the black part of the art paper if they disagree, and raise the white part of the art paper if they agree. The Facilitator will call on one person who agrees, and if there is, one person who disagrees. The Facilitator will ask those two participants to elaborate their answer. The reporter will acknowledge the points given, and will decide whether or not to change the example of the group. Processing of the answers should be handled by the Facilitator.

7. Pre-Reading Activity: (Story Impressions) The following words will be posted on the board:
 - (1) Change Agent
 - (2) Coach
 - (3) Director
 - (4) Manager
 - (5) RangerParticipants will write a paragraph using the words listed on the board in sentences in the order they are presented. Selected participants will read their paragraphs. When the Facilitator gives out the reading selection, the participants should take note of any misconception that they have.
8. During Reading Activity: (Concept Definition Mapping) Participants will be given the Concept Definition Mapping Work Sheet. They will answer the work sheet as they read the selection.
9. Post-Reading Activity: (Facilitation Rubric) The five levels of facilitator performance are ranger, manager, director, coach, and change agent. A ranger does little preparation when pursuing the goal and attempts to meet crises as they arise. A manager prepares carefully to present information needed to attain the goal to the participants, but does little to assess whether or not the information is being well utilized. A director engages others to achieve

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the goal by setting up a sequence of milestones and making sure the participants meet these milestones. The focus is not on individual or team growth, but bringing the project to a successful conclusion through active participation. A coach focuses on the growth of each participant as the goal is attained, while a change agent (quality facilitator) melds the individuals into effective teams, changing the system on the way to the goal, and making sure that team members become interdependent (Johnson, Johnson, & Smith, 1991) and individually accountable for team success. The Facilitator will show the slide of each level of facilitation rubric.

10. Self/Peer Evaluation: Participants will evaluate themselves and their group members as to the level of being a good facilitator. To use the rubric, a facilitator looks at the paragraph attached to each level and tries to find the set of behaviors that best define his or her approach. Even though facilitators will possess some of the qualities from higher levels, they should place themselves at the level whose description best describes their strengths. With the help of a mentor, facilitators should identify the specific steps needed to achieve the next level, modifying their behavior so that it conforms to the higher levels of the rubric as quickly as possible. Each level has behaviors pertaining to the six areas from the profile of a quality facilitator. The participants will write the names of their group mates in a sheet of paper and will indicate the appropriate level in the facilitation rubric. They will place the rating inside the envelope of the participant.
11. Journal Entry: (Action Planning) Participants will receive their envelopes. They are going to compare the level that they have rated themselves and the level that others have rated himself or herself. In their journal, the participants will reckon the findings, whether it is similar or not. Participants will be informed that this part will be graded

by the Facilitator using the grading rubric in the Acceptable Evidence Portion.

12. Wrap-Up: Facilitator will give a run-through of the points discussed in the session.

Unit: Challenging the Process

Performance Indicators:

At the end of the sessions, the participants will be able to:

1. Seek challenges.
2. Challenge the status quo.
3. Look for ways to innovate.
4. Stay up-to-date.
5. Explain why planning is important.
6. Discuss the steps in planning.
7. Accomplish a Productivity Quality Team (PQT)/Continuous Improvement Team (CIT) Project

Desired Results:

Participants understand why planning is important.
Participants will discuss the steps in planning.

Acceptable Evidence:

Participants can explain the importance of planning.

Grading Rubric:

5 – (Sophisticated) An unusually thorough, elegant, and/or inventive account (model, theory, explanation): fully supported, verified, justified; deep and broad: goes well beyond the information given.

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4 – (In-depth) An atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.

3 – (Developed) An account that reflects some in-depth and personalized ideas; the participant is making the work his/her own, going beyond the given – there is supported theory here, but insufficient or inadequate evidence and argument.

2 – (Intuitive) An incomplete account but with apt and interesting ideas; extends and deepens some of what was learned; some ‘reading between the lines’; account has limited support/argument/data and/or sweeping generalizations. There is a theory with limited testing and evidence.

1 – (Naïve) A superficial account; more descriptive than analytical or creative; a fragmentary or sketchy account of facts/ideas; and/or glib generalizations; a black-and-white account; less a theory than an unexamined hunch or borrowed idea.

0 – (No answer) No attempt to explain was made.

Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.
3. Energizer: (*Bring Me*) Participants will be made to bring several unique objects:
 - (1) two hundred peso bill
 - (2) Nokia 5110

- (3) credit card bill
- (4) unused cellphone card
- (5) yellow handkerchief

4. Group Activity: (*The Shelter*) Participants will be grouped into four teams. The Facilitator will distribute “The Shelter” handouts, manila paper, and markers.
5. Processing: Participants will post their works on the wall. The Facilitator will process the activity by asking the following questions:
 - (1) What standard/s did you use in coming up with a decision?
 - (2) Was it difficult to arrive at a decision?
 - (3) How did you group come up with your final list?
 - (4) How did you plan?
6. Pre-reading Activity: (*Ready-Set-Go-Whoa!*) Facilitator will discuss the following:
 - (1) Facilitator will ask the participants to make four columns in their journals, writing the words READY, SET, GO, WHOA on top of the columns.
 - (2) Participants will brainstorm what they know (or what they think they know about Planning, they will write it down in the column “READY”.
 - (3) Participants will predict what they will learn in the column “SET”.
 - (4) Participants will read a copy of the book of Charlotte Danielson’s *Teacher-Leadership that Strengthens Professional Practice* pages 137-142.
 - (5) Participants will record new learning in the column “GO”.
 - (6) Participants will check their initial knowledge against their new learning and determine the accuracy of their initial knowledge against the new learning to determine the accuracy of their initial knowledge and to correct possible misconceptions.

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(7) Participants will write down any questions they still have in the column “WHOA!”

7. During Reading Activity: Participants will fill up “GO” column.
8. Post Reading Activity: Participants will fill up the WHOA column.
9. Discussion/Processing: Participants and Facilitator will discuss the steps in planning as outlined by Charlotte Danielson.
10. Wrap-Up: Facilitator will give a run-through of the steps in planning.
11. Journal Entry: Why is planning important? Grading rubric is presented in the acceptable evidence portion.

Desired Results:

Participants will apply the planning skills they have learned to come up with a PQT/CIT Project.

Acceptable Evidence:

Participants can apply the planning skills in coming up with a PQT/CIT Project.

Grading Rubric:

- 5 – (Masterful) Fluent, flexible, efficient; able to use knowledge and skill and adjust understandings well in diverse and difficult contexts.
- 4 – (Skilled) Competent in using knowledge and skill and adapting understandings in a variety of appropriate and demanding contexts.

3 – (Able) Limited but growing ability to be adaptive and innovative in the use of knowledge and skill.

2 – (Apprentice) Relies on a limited repertoire of routines, able to perform well in a few familiar or simple contexts. Limited use of judgment and responsiveness to feedback/situation.

1 – (Novice) Can perform only with coaching and/or relies on highly scripted, singular “plug in” (algorithmic and mechanical) skills, procedures or approaches.

0 – (No application) No attempt to apply the established norms in real-life situations was made.

Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.
3. Energizer: (*Human Diorama*) Participants will make a human diorama of the following scenes:
 - (1) cafeteria
 - (2) movie house
 - (3) classroom
 - (4) EDSA Revolution
 - (5) church
4. Outlining of the PQT/CIT Project: Facilitator will outline and discuss the parts that the groups have to work on for the day.

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5. Group Activity: (PQT Project) Participants will be grouped into their respective departments. They will brainstorm and fill up the following parts of the PQT/CIT Project:
 - (A) How the Problem was Identified
 - (B) How the Problem was Prioritized
 - (C) How the Problem was Further Refined and PinpointedFacilitator will distribute manila papers and markers.
6. Reporting of Groups: Groups will report their work and other groups will critic the work of others facilitated by the Facilitator.
7. Processing: Facilitator will highlight how the steps in planning as outlined by Charlotte Danielson was used in the groups.
8. Wrap-Up: Facilitator will discuss the achievements of the groups.
9. Journal Entry: Using the grading rubric in the Acceptable Evidence portion, rate your group as to how well you have applied the steps in planning as outlined by Charlotte Danielson. Support your answer with at least three pieces of evidence.

Desired Results:

Participants will apply the planning skills they have learned to come up with a PQT/CIT Project.

Acceptable Evidence:

Participants can apply the planning skills in coming up with a PQT/CIT Project.

Grading Rubric:

- 5 – (Masterful) Fluent, flexible, efficient; able to use knowledge and skill and adjust understandings well in diverse and difficult contexts.
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 - (1) cafeteria
 - (2) movie house
 - (3) classroom

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- (4) EDSA Revolution
- (5) church

4. Outlining of the PQT/CIT Project: Facilitator will outline and discuss the parts that the groups have to work on for the day.
5. Group Activity: (PQT Project) Participants will be grouped into their respective departments. They will brainstorm and fill up the following parts of the PQT/CIT Project:
 - (C) Supporting Data/Facts (Based on measurable indicators/criteria
 - (D) How the Problem was Analyzed
6. Reporting of Groups: Groups will report their work and other groups will critic the work of others facilitated by the Facilitator.
7. Processing: Facilitator will highlight how the steps in planning as outlined by Charlotte Danielson were used in the groups.
8. Wrap-Up: Facilitator will discuss the achievements of the groups.
9. Journal Entry: Using the grading rubric in the Acceptable Evidence portion, rate your group as to how well you have applied the steps in planning as outlined by Charlotte Danielson. Support your answer with at least three pieces of evidence.

Desired Results:

Participants will apply the planning skills they have learned to come up with a PQT/CIT Project.

Acceptable Evidence:

Participants can apply the planning skills in coming up with a PQT/CIT Project.

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Learning Experiences:

1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.
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 - (1) cafeteria
 - (2) movie house

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- (3) classroom
- (4) EDSA Revolution
- (5) church

4. Outlining of the PQT/CIT Project: Facilitator will outline and discuss the parts that the groups have to work on for the day.
5. Group Activity: (PQT Project) Participants will be grouped into their respective departments. They will brainstorm and fill up the following parts of the PQT/CIT Project:
 - (F) Solution Formulation
 - (F.1) Goal Statement
 - (F.2) Action Plan/Strategy/Intervention
 - (G) Implementation Details
6. Reporting of Groups: Groups will report their work and other groups will critic the work of others facilitated by the Facilitator.
7. Processing: Facilitator will highlight how the steps in planning as outlined by Charlotte Danielson was used in the groups.
8. Wrap-Up: Facilitator will discuss the achievements of the groups.
9. Journal Entry: Using the grading rubric in the Acceptable Evidence portion, rate your group as to how well you have applied the steps in planning as outlined by Charlotte Danielson. Support your answer with at least three pieces of evidence.

Desired Results:

Participants will apply the planning skills they have learned to come up with a PQT/CIT Project.

Acceptable Evidence:

Participants can apply the planning skills in coming up with a PQT/CIT Project.

Grading Rubric:

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Learning Experiences:

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 - (1) cafeteria
 - (2) movie house

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- (3) classroom
 - (4) EDSA Revolution
 - (5) church
4. Outlining of the PQT/CIT Project: Facilitator will outline and discuss the parts that the groups have to work on for the day.
 5. Group Activity: (PQT Project) Participants will be grouped into their respective departments. They will brainstorm and fill up the following parts of the PQT/CIT Project:
 - (A) How the Problem was Identified
 - (B) How the Problem was Prioritized
 - (C) How the Problem was Further Refined and PinpointedFacilitator will distribute manila papers and markers.
 - (D) Supporting Data/Facts (Based on measurable indicators/criteria
 - (E) How the Problem was Analyzed
 - (F) Solution Formulation
 - (F.1) Goal Statement
 - (F.2) Action Plan/Strategy/Intervention
 - (G) Implementation Details
 6. Reporting of Groups: Groups will report their work and other groups will critic the work of others facilitated by the Facilitator.
 7. Processing: Facilitator will highlight how the steps in planning as outlined by Charlotte Danielson was used in the groups.
 8. Wrap-Up: Facilitator will discuss the achievements of the groups.
 9. Journal Entry: Using the grading rubric in the Acceptable Evidence portion, rate your group as to how well you have applied the steps in planning as outlined by Charlotte

Danielson. Support your answer with at least three pieces of evidence.

Acceptable Evidence:

Participants can explain the importance of evaluating.

Grading Rubric:

5 – (Sophisticated) An unusually thorough, elegant, and/or inventive account (model, theory, explanation): fully supported, verified, justified; deep and broad: goes well beyond the information given.

4 – (In-depth) An atypical and revealing account, going beyond what is obvious or what was explicitly taught; makes subtle connections; well supported by argument and evidence; novel thinking displayed.

3 – (Developed) An account that reflects some in-depth and personalized ideas; the participant is making the work his/her own, going beyond the given – there is supported theory here, but insufficient or inadequate evidence and argument.

2 – (Intuitive) An incomplete account but with apt and interesting ideas; extends and deepens some of what was learned; some ‘reading between the lines’; account has limited support/argument/data and/or sweeping generalizations. There is a theory with limited testing and evidence.

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0 – (No answer) No attempt to explain was made.

Learning Experiences:

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1. Routines: (Attendance, Materials, Physical Arrangement, Posting of Workplan, etc.)
2. Outlining of workplan: Facilitator will read the workplan out loud to the participants. The workplan will be written on manila paper and will be placed in front throughout the entire session.
3. Energizer: (*Simon Says*) Participants will follow what the Facilitator will say after saying “Simon Says!”
4. Pre-reading Activity: (*KWL CHart*) Participants will write down what they know in the Know column, what they want to learn in the Want to Know column and what they have learned in the Learn column. Participants will read a copy of the book of Charlotte Danielson’s *Teacher-Leadership that Strengthens Professional Practice* pages 142-144.
5. During Reading Activity: Participants will fill up “LEARN”
6. Post Reading Activity: Participants will make a summary of what they have read. Participants will write down questions that they have.
7. Group Activity: Participants will be asked to go back to their PQT/CIT Project groups. They will come up with standards upon which their PQT Project will be evaluated on.
8. Discussion/Processing: Participants and Facilitator will discuss the steps in evaluating as outlined by Charlotte Danielson. PQT/CIT Groups will also present their evaluation standards.
9. Wrap-Up: Facilitator will give a run-through of the steps in planning.

10. Journal Entry: Why is evaluating important? Grading rubric is presented in the acceptable evidence portion.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The following were the findings:

1. Majority of the teachers achieved a superior performance rating. Considering this data, there is still room for improvement on the performance of the teachers.
2. The lowest mean scores under the leadership practice “modeling the way” were reported on the leadership behaviours “lets others know beliefs/values” and “breaks projects into chunks”. Since these two leadership behaviours are rated as “fairly often”, the researcher believes that it is necessary that these leadership behaviours be enhanced.
3. The lowest mean score under the leadership practice “inspiring a shared vision” was reported on the leadership behaviour “enlists a common vision”. The mean of all the leadership behaviours listed under the leadership practice “inspiring a shared vision” is 7.30, which indicates that teachers “fairly often” inspire a shared vision in their leadership position. All the other leadership behaviours, namely “forecasts the future”, “describes future we can create”, “communicates positive outlook”, and “shares future dreams” under the leadership practice “inspiring a shared vision” has a rating of “fairly often”. This is deemed as reason enough for this leadership practice and the five leadership behaviours rated “fairly often”

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be included in the teacher leadership enhancement program.

4. The lowest mean score under the leadership practice “challenging the process” was reported on the leadership behaviour “stays up-to-date”. There are three other leadership behaviours which teachers rated themselves as “fairly often” practicing. These are “seeks challenges”, “challenges the status quo”, and “looks for ways to innovate”. The mean of all the leadership behaviours listed under the leadership practice “challenging the process” is 7.25, which indicates that teachers “fairly often” challenge the process in their leadership position. Therefore, this leadership practice and the leadership behaviours aforementioned are included in the teacher leadership enhancement program.
5. The lowest mean score under the leadership practice “enabling others to act” was reported on the leadership behaviour “develops cooperative relationships”. Despite being the lowest rated score, teachers still practice this leadership behaviour “usually”. Since this is the lowest rated leadership behaviour, and yet it is still considered relatively higher compared to the other lowest rated leadership behaviours under the other leadership practices, and the mean of all the leadership behaviours listed under the leadership practice “enabling others to act” is 8.29, which indicates that teachers “usually” enable others to act in their leadership position, the researcher deems it unnecessary to include any and all of the leadership behaviours under the leadership practice in the teacher leadership enhancement program.
6. The lowest mean score under the leadership practice “encouraging the heart” was reported on the leadership behaviour “gives praise for a job well done”.

Despite being the lowest, this particular leadership behaviour is still rated relatively higher compared to the other lowest leadership behaviour under other leadership practices since it is still rated as being done “usually”. Nevertheless, this leadership behaviour is still practiced “usually” by teachers and is not deemed necessary to be included in the teacher leadership enhancement program.

7. There is no significant relationship between performance and modeling the way. This indicates that a teacher who exhibits credibility and integrity more often is not a good indicator that the teacher performs well.
8. There is no significant relationship between performance and inspiring a shared vision. This indicates that teachers who inspire others more often is not a good indicator that the teacher performs well.
9. There is no significant relationship between performance and challenging the process. This indicates that a teacher who is innovative and determined more often is not a good indicator that the teacher performs well.
10. There is no significant relationship between performance and enabling others to act. This indicates that a teacher who builds good relationships more often is not a good indicator that the teacher performs well.
11. There is no significant relationship between performance and encouraging the heart. This indicates that a teacher who encourages others more often is not a good indicator that the teacher performs well.

Conclusions

Three out of the five leadership practices in this study indicated that teachers enable others to act, encourage the heart, and model the way “usually” in their leadership position. All leadership behaviours under the leadership practices “enabling others to act” and “encouraging the heart” received a self-rating from the teachers of either “usually” or “very frequently”. However, under the leadership practice “modeling the way”, there were two leadership behaviours which teachers rated themselves as “fairly often” practicing those leadership behaviours. Hence, even if the leadership practice “modeling the way” received a mean of “usually”, this particular leadership practice will still be included in the teacher leadership enhancement program. Meanwhile, two out of the five leadership practices in this study indicated that teachers inspire a shared vision and challenge the process “fairly often” in their leadership position. Under the leadership practice “inspiring a shared vision”, only one leadership behaviour received a self-rating of “usually” and all the other five leadership behaviours received a self-rating from the teachers of “fairly often”. As for the leadership practice “challenging the process”, two leadership behaviours received a self-rating of “usually” and four leadership behaviours received a self-rating of “fairly often”. Hence these leadership practices and the leadership behaviours that were received a self-rating of “fairly often” will serve as the basis for the teacher leadership enhancement program.

There is no significant relationship between performance and leadership practices. As the performance of the teacher goes higher, they do not utilize the leadership practices more often, and as the performance of the teacher goes lower, they do not utilize the leadership practices less often. Teachers who perform well do not utilize leadership practices more often. This finding indicates that frequently using leadership practices is not a good indicator that a teacher performs well. On the other hand, if teachers were to be promoted to a higher position and become a leader, their

performance as a teacher is not a good indicator of how much they frequently utilize leadership practices.

Recommendations

Based on the findings of this study the following are recommended:

1. That the proposed teacher leadership enhancement program suggested in this study be implemented.
2. A study that involves looking into the relationship of teacher leadership and student academic achievement of performance be made. There is a lack in the body of research available that looks into the relationship of the two variables.
3. Other variables such as tenure, number of years spent in teaching, gender, salary, teacher efficacy, among others be studied as to how these relate to teacher-leadership.
4. A study that looks into the significant difference of the utilization of leadership practices when teachers are grouped by their level of performance or other demographic variables be made.
5. The criteria and the corresponding rating system of the performance evaluation of Southville International School and Colleges be evaluated in the light of the findings of this study.
6. That a Cronbach alpha reliability program be used to determine the reliability of the LPI Self-Instrument focusing on the two leadership aspects: enables others to act and challenges the process.

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