

## Transformational and Transformative Leadership in a Research-Informed Leadership Preparation Program

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### Abstract:

This article describes IMPACT V, a grant-funded preparation partnership among a community of institutions, and then considers whether such a partnership is a viable way to cultivate transformational and transformative sensibilities in building leaders. Methods included content analysis of baseline and summative student artifacts. Findings suggest that the program promoted elements of transformational leadership, as well as transformative leadership focused on liberation, democracy, equity, and justice. The program promoted school change and cultivated leadership and personal growth but suffered from unevenness in the program partnerships. Implications for leadership preparation are considered.

**Keywords:** leadership preparation | transformational leadership | transformative leadership

### Article:

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The challenge of leadership programs is to “prepare leaders for schools as they are while simultaneously preparing them for schools as they might be” (Reitzug, 2010, p. 320). In other words, leadership preparation programs must cultivate leaders who can navigate schools as they are to improve their effectiveness while also fundamentally rethinking and reworking education toward what it might be—socially just, equitable, and democratic. The former—efforts to reform and improve schools by making them more effective—is embodied in the concept of *transformational leadership* (e.g., Leithwood & Sun, 2012), while the latter—efforts to problematize how we do school and to effect profound, equitable change—is embodied in the concept of *transformative leadership* (e.g., Shields, 2010, 2011). These two approaches to leadership, while not antithetical to one another, can be in tension with each other. For example, accountability pressures associated with standardized test proficiency might inform a transformational leadership decision to provide a remedial, web-based, reading/language arts program designed to allow for instructional differentiation and data-driven decision making. A transformative leadership approach, quite differently, might critique such efforts as reinforcing deficit orientations and hegemonic influences that continue to marginalize and segregate students of color and students from generational poverty.

Recently, leadership preparation programs have increasingly attended to developing transformational (Borden, Preskill, & DeMoss, 2012; Orr, 2006) and transformative (social justice) leaders (Boske, 2011; Jacobson & Cypres, 2012; Jean-Marie, Normore, & Brooks, 2009; Marshall & Oliva, 2006; Orr, 2006). Yet—especially in the case of social justice efforts—programs fall short of these aspirations (Jean-Marie et al., 2009; Murphy, Moorman, & McCarthy, 2008). Although much is now known about what constitutes effective leadership and exemplary preparation programs, there are gaps in the scholarship: (a) Most empirical research on leadership preparation focuses on principal preparation, and little exists on preparation for the superintendency (Preis, Grogan, Sherman, & Beaty, 2007); (b) little empirical scholarship exists on preparing transformative leaders (Shields, 2011); and (c) no peer-reviewed research examines changes in leaders’ transformational and transformative sensibilities from onset to completion of a preparation program. This study begins to address these gaps.

This article describes IMPACT V, a grant-funded partnership among a community of institutions that involved a number of research-informed components designed to cultivate transformational and transformative sensibilities in educational leaders. Specifically, the research question considers the following:

1. **Research Question:** To what extent and in what ways are the discourses of transformational and transformative leadership evident in baseline and summative student artifacts?

Our interests in this question are more than those of detached researchers, as we were also involved in designing and implementing IMPACT V. In approaching our study, we did so with a critical lens of deeply examining our own practice (Acker-Hocevar, 2014).

## **Relevant Literature**

### *Importance of Leadership*

The school leader's role is second only to the teacher's in impact on student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004), and the "influence of district level leadership is even more expansive" (Young, 2011, p. 135). A report by National Policy Board for Educational Administration (NPBEA) (2002) states, "Every educational reform report of the last decade concludes that the United States cannot have excellent schools without excellent leaders. A key leverage point for meeting major challenges facing the nation's schools, therefore, is effective leadership" (p. 2). Educational leadership is seen as a lever for school improvement and increased student achievement, and improving leadership preparation is therefore an important reform strategy (Tucker, Young, & Koschoreck, 2012).

### *Contemporary Leadership Preparation*

The last 15 years have seen strong advances in research on leadership preparation, both in terms of the nature of exemplary programs and the knowledge, skills, and dispositions needed by leaders. Darling-Hammond, LaPointe, Meyerson, Orr, and Cohen (2007) identified the following common features of exemplary leadership programs: research-based content, curricular coherence, field-based internships, problem-based learning, cohort structures, mentoring or coaching, and collaboration between universities and districts. In reviewing the extant literature, Brooks, Havard, Tatum, and Patrick (2010) declared that exceptional and innovative programs use problem-based learning, cohort models, field experiences, cutting-edge technology, and collaborative partnerships. Recent advances in leadership preparation include focus on organizing principles, thoughtful student selection, focus on school improvement, use of active learning strategies, and the expansion and deepening of internship and other field experiences (Orr, 2006). In addition, there has been increasing attention to developing transformational (Borden et al., 2012; Orr, 2006) and social justice (transformative) leadership (Bogotch, Beachum, Blount, Brooks, & English, 2008; Boske, 2011; Jacobson & Cypres, 2012; Jean-Marie et al., 2009; Marshall & Oliva, 2006; Orr, 2006). Even so, there remains a substantive gap between preparation program commitments to social justice and their actual practices (Jean-Marie et al., 2009; Murphy et al., 2008).

### *Transformational and Transformative Leadership*

In his germinal work, *Leadership*, James McGregor Burns (1978) articulated two conceptions of leadership: transactional leadership and "transforming" or transformational leadership. Transactional leadership involves "reciprocity, flexibility . . . adaptability is the rule" (p. 258). A transactional leader's "relationships are dominated by quick calculations of cost-benefits" (p. 258). Transactional leadership involves the temporary engagement of people for the purpose of bargaining and exchange, without an enduring purpose that binds them (Burns, 1998).

*Transformational leadership.* Transforming leadership, as articulated by Burns, involved a moral purpose larger than the self, a focus on reform, and social change. The transforming leader engages with others "in such a way that leaders and followers raise one another to higher levels of motivation and morality," where leaders "throw themselves into a relationship with followers who will feel 'elevated'" (Burns, 1998, p. 134) as a result. Since Burns first articulated his notion of transforming leadership, much attention has been given to interrogating the concept and has led to the distinction between transformational leadership and transformative leadership (Shields,

2013). The notion of transforming leadership orientated toward social change has been “toned down”; the focus of the transformational leader is on “increasing the commitment and effort of organizational members toward the achievement of organizational goals” (Leithwood & Sun, 2012, p. 388), which in turn increases members’ capacities and results in greater productivity (Leithwood & Jantzi, 2006). In this conception, “power is attributed by organizational members to whomever is able to inspire their commitments to collective aspirations” (p. 204). Transformational leadership involves three dimensions: setting directions, developing people, and redesigning the organization. There are various models of transformational leadership (Robinson, Hohepa, & Lloyd, 2009; Sun & Leithwood, 2012); our study intentionally uses that articulated by Sun and Leithwood (2012), which includes the elements in Table 1. While transformational leadership involves values, it ultimately focuses on “transforming organizations from current dysfunctions toward greater efficiency and effectiveness . . . to greater productivity and, therefore, a more competitive edge in a market environment” (Starratt, 2011, p. 132). Transformational leadership, in other words, involves reforming or improving the status quo while ultimately maintaining it and reproducing it.

**Table 1.** Operationalization of Transformational and Transformative Leadership.

| Transformational leadership (Sun & Leithwood, 2012, pp. 428-429)  | Transformative leadership (Shields, 2010, p. 562)  |
|---|--|
| (a) Developing a shared vision and building goal consensus; (b) holding high performance expectations; (c) providing individualized support; (d) providing intellectual stimulation; (e) modeling valued behaviors, beliefs, and values; (f) strengthening school culture; (g) building structures to enable collaboration; (h) engaging parents and the wider community; (i) focusing on instructional development; (j) using contingent rewards; and (k) managing by exception. | (a) Combination of both critique and promise; (b) attempts to effect both deep and equitable changes; (c) deconstruction and reconstruction of the knowledge frameworks that generate inequity; (d) acknowledgment of power and privilege; (e) emphasis on both individual achievement and the public good; (f) a focus on liberation, democracy, equity, and justice; and (g) evidence of moral courage and activism. |

Leithwood and colleagues have conducted perhaps the most influential research on the effects of transformational leadership. Using a large-scale data set, Leithwood and Jantzi (2006) found that while teacher perceptual data suggested that little transformational leadership was occurring, transformational leadership accounted for about 25% to 35% of variation in changes in teachers’ classroom practices and also had a significant impact on work setting, teacher capacity, and teacher motivation. Leithwood and Mascall (2008) found that collective or distributive leadership explained about 20% of variation in student achievement, reinforcing the notion that leadership does not reside in one person but rather across an organization. In addition, Leithwood and colleagues have conducted four of the five reviews of transformational research (Sun & Leithwood, 2012). In their meta-analytic review of 79 unpublished studies, Leithwood and Sun (2012) found that transformational leadership practices have modest but significant and positive effects on student achievement, and some elements of transformational leadership—building collaborative structures and providing individualized support—are most influential for student achievement (Sun & Leithwood, 2012). Chin (2007), in a review of 28 unpublished studies from the United States and Taiwan, found that transformational leadership has a significant and positive effect on teacher job satisfaction, teacher perceptions of school effectiveness, and student achievement. Nonetheless, Robinson et al. (2009) found that the impact of pedagogical

or instructional leadership is almost 4 times that of transformational leadership, although aspects of instructional leadership are incorporated into transformational leadership in the element of *improving the instructional program* (Sun & Leithwood, 2012).

*Transformative leadership.* Transformative leadership is distinctly different from transactional and transformational leadership. The transformational leader is reform-minded but not a revolutionary, whereas the transformative leader interrogates and seeks to disrupt that which is taken for granted. “Transformational leadership focuses on improving organizational qualities, dimensions, and effectiveness; and transformative educational leadership begins by challenging inappropriate uses of power and privilege that create or perpetuate inequity and injustice” (Shields, 2010, p. 564). In other words, transformational leaders make schools as they are better, whereas transformative leaders focus on schools as they might be.

Transformative leadership involves critique and disruption of the status quo. It is a “critical approach to leadership grounded in Freire’s (1970) fourfold call for critical awareness or *conscientization*, followed by critical reflection, critical analysis, and finally for activism or critical action against the injustices of which one has become aware” (Shields, 2013, p. 11).

Transformative leadership “begins with questions of justice and democracy; it critiques inequitable practices and offers the promise not only of greater individual achievement but of a better life lived in common with others” (Shields, 2010, p. 559). It involves “moral purpose, intellectual and social development, and a focus on social justice” (Shields, 2013, p. 14). Transformative leaders courageously call attention to and disrupt systemic and structural inequities that oppress marginalized and disenfranchised groups (Boske, 2011). Elements of transformative leadership are included in Table 1.

While there is a large body of conceptual scholarship on transformative and social justice leadership (e.g., Cambron-McCabe & McCarthy, 2005; Jean-Marie et al., 2009; Shields, 2011), there is little empirical research on social justice leadership and even less on leadership preparation for social justice. Shields (2010) analyzed the practices and discourse of two intentionally selected principals for elements of transformative leadership, finding their practices uneven. Moller (2011) analyzed the stories of two principals committed to working for social justice in their schools but whose efforts toward social justice were “often more implicit than straightforward” (p. 285) and were most clearly articulated in their commitment to the welfare of all students. Theoharris and Ranieri (2011) analyzed four qualitative studies to identify ways in which transformative school leaders address issues differently than other leaders, particularly regarding how students with disabilities are served. They identified four leader orientations: the helpless orientation, the bully orientation, the misguided orientation, and the advocate (transformative) orientation. Boske (2011), based on her study of a leadership for social justice course, developed the Catalytic Framework for Social Justice and Equity-Oriented School Leadership that reflects a continuum of transformations: transformative learning, reflection on lived experiences, ways of knowing, ways of responding, and being a catalyst, which can involve bridge building, “interrupting hegemonic practices and inspiring others to engage in such work” (p. 373), and creating alliances to further social justice work.

This study on IMPACT V builds on existing scholarship and extends it by (a) focusing on a superintendent licensure program designed to cultivate transformational and transformative leadership, (b) providing insight on changes in students' transformational and transformative sensibilities from the beginning of their program to the end of their program, and (c) extending the limited empirical literature on social justice preparation programming.

## **IMPACT V**

IMPACT V, a grant-funded partnership among the North Carolina Department of Instruction (DPI), four Institutes of Higher Education (IHEs), and 11 Local Education Agencies (LEAs) throughout the state provided a 2-year program to leverage technology as a catalyst for school change and to build leadership capacity to lead for change. Eleven schools participated in the program, all of which were designated by DPI as highly affected middle and high schools: Schools qualifying for federal Title 1 resources based on free and reduced lunch count; serving populations situated in Tier 1 or 2 economically disadvantaged communities as identified by the State Department of Commerce; and facing complex challenges, including high teacher turnover rates, inability to hire highly qualified staff or employ instructional technology or curriculum support personnel, changing demographics, large concentrations of English Language Learners, and—in some cases—physical remoteness in rural counties (Hewitt, Mullen, Davis, & Lashley, 2012).

### *IMPACT Model and Team*

North Carolina's IMPACT is an instructional model that flexibly blends school library media and technology to involve entire school staff in collaborative planning to create a student-centered, engaging learning culture to affect student achievement. All four iterations of the program prior to IMPACT V (which involved other sets of schools) focused mainly on the media specialists, teachers, and technology instructional staff with little active participation from the principal and district-level technology administrator. IMPACT V was an attempt to bring the principals/assistant principals (APs) to the table to be 21st-century teaching, learning, and leading administrators. The principals/APs were to be the de facto leader of the IMPACT V school team, comprised of four core curricular area teacher leaders, one media specialist, and the district-level media/technology director. As part of the grant, the core curricular teachers participated in a fully online Masters of Instructional Technology program at a sister university in North Carolina. This IHE collaboratively delivered the online program with two additional universities in the state. The media specialist and district technology director were additional supports for the team.

### *IMPACT V Leadership Development*

One component of the project involved building leaders from the 11 participating schools across the state earning their educational specialist (EdS) degree through a low-residency program that incorporated graduate coursework—delivered online and during bimonthly, intensive weekend experiences; executive leadership coaching; and enrichment activities, including leadership development institutes. The program's components and their orientation toward cultivating transformational and transformative leaders are represented in Table 2.

**Table 2. Key Features of IMPACT V Leadership Preparation Aligned to Transformational and Transformative Leadership.**

|                      | Research-informed features  | Transformational orientation   | Transformative orientation  |
|----------------------|---|--|---|
| Mission/ commitments | Department mission and commitment statements as guide for program development (Orr, 2006).  | "... prepare thoughtful and effective leaders" (University of North Carolina Greensboro Department of Educational Leadership and Cultural Foundations, nd, p. 1).  | Emphasis on "questions of moral concern, the cultural context of education, social justice, and a reconstructive vision for excellent and equitable schooling" and "development of a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation" (University of North Carolina Greensboro Department of Educational Leadership and Cultural Foundations, nd, p. 1).   |
| Structure            | Partnership approach (Brooks, Havard, Tatum, & Patrick, 2010; Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007).<br>Cohort-based program (Brooks et al., 2010; Darling-Hammond et al., 2007; Preis, Grogan, Sherman, & Beaty, 2007).<br>School-based core team focused on action plan (Brooks et al., 2010; Darling-Hammond et al., 2007; Young, 2011).<br><br>Low-residency approach: Online coursework and weekend intensives each academic semester (Brooks et al., 2010; Korach & Agans, 2011; Young, 2011). | Partnership involved field-based learning (Korach & Agans, 2011) focused on school change.<br><br>Action planning involved examining data, establishing outcome and intermediate goals, planning and implementing professional development, and building structures to enable collaboration. | Cohorts provide safe space (Preis et al., 2007) for engaging in critical conversations (Korach & Agans, 2011).<br><br>Action plan required concrete attention to issues of equity (in examination of and response to data).<br><br>Distance technology can be a "gender, race, and disability equalizer" (Preis et al., 2007, p. 12). Online discussions provide the space for critical conversations in which all voices participate more equitably (Korach & Agans, 2011) in difficult, uncomfortable conversations about power, privilege, and marginalization (Boske, 2011); "distance technology fosters leadership styles that are less traditional and more transformative and relational" (Preis et al., 2007, p. 12).<br><br>Social justice content, pedagogy—including critical reflection and rational discourse (Brown, 2004), and products—including sociocultural analysis project and application to own practice (Brown, 2004). |
| Coursework           | Foundations and cultural studies coursework (e.g., <i>Critical Perspectives in Education, Leadership, and Culture</i> [PELCC]) focused on issues of power and marginalization, race, gender, disability, heteronormativity, class, etc. (Darling-Hammond et al., 2007; Jean-Marie, Normore, & Brooks, 2009; Orr, 2006)  |  |   |

(continued)

**Table 2. (continued)**

|                       | Research-informed features   | Transformational orientation   | Transformative orientation  |
|-----------------------|--|--|---|
| Enrichment activities | <p>Coursework on practice of administration/ leadership, curriculum/instruction, based on McInyre's (2007) concept of practice as purposeful reading, writing, thinking and acting that pursues important social goods and provides a structure and meaning to life and involves critical self-analysis (Darling-Hammond et al., 2007; Orr, 2006).</p> <p>Leadership development institutes (12 day-long institutes; bimonthly for 2 years) with focus on assessing, reflecting on, and cultivating leadership strengths (Orr, 2006; Young, 2011).</p> <p>On-site, executive leadership coaching (Darling-Hammond et al., 2007; Lochmiller, 2014; monthly during Year 1; bimonthly during Year 2); coaching involved leadership development goal-setting, problem-solving, self-assessment, and reflection.</p> <p>National (2) and state (2) professional conferences (1 of each per year).</p> <p>Professional development offerings (quarterly day-long seminars required by the Department of Public Instruction).</p> | <p>Coursework addressed concepts such as vision-setting, building consensus, supervision, strengthening culture, instructional development, engaging parents and community, developing trusting professional relationships, etc.</p> <p>Assessments provided students with opportunity to identify strengths (e.g., vision-setting) and areas for needed growth (e.g., instructional development).</p> <p>Coaching was differentiated by leader and addressed issues of need (Lochmiller, 2014), which involved areas such as building goal consensus, modeling valued behaviors, building collaboration structures, etc.</p> <p>Conferences such as the International Society for Technology in Education (ISTE) provided learning on innovations and best practices in instructional technology, leading for technology, etc.</p> <p>These seminars were related to instructional development and modeling valued behaviors related to technology leadership.</p> <p>Internship involved series of differentiated projects (e.g., on establishing a shared vision- and goal-setting, planning and implementing professional development, instructional leadership, supervision, etc.</p> | <p>Pursuit of social goods and critical self-analysis; infused social justice content (e.g., cases from Shapiro and Stefkovich (2010), readings (e.g., L. Delpit, G. Ladson-Billings, C. Lugg, etc.), language, applications, and questions into all coursework (e.g., How do instructional decisions regarding grouping/tracking promote hegemony?).</p> <p>Critical self-analysis is prerequisite for developing transformative leadership sensibilities (Boske, 2011).</p> <p>Coaching addressed tensions that arose between transformational and transformative approaches—balancing, for example, accountability pressures with an equity-orientation.</p> |
| Internship experience | <p>Yearlong internship (Darling-Hammond et al., 2007; Orr, 2006) with on-site support supervised by senior district-level mentor and university faculty. Individual internship leadership plan collaboratively created based on standards, individual leadership assessment data, and district needs.</p>  | <p>Internship projects were designed with a social justice focus to challenge leaders' expectations and assumptions (Orr, 2006). Interns were expected to demonstrate leadership for equity and social justice in their actions and projects (Brown, 2004).</p>  |   |

(continued)

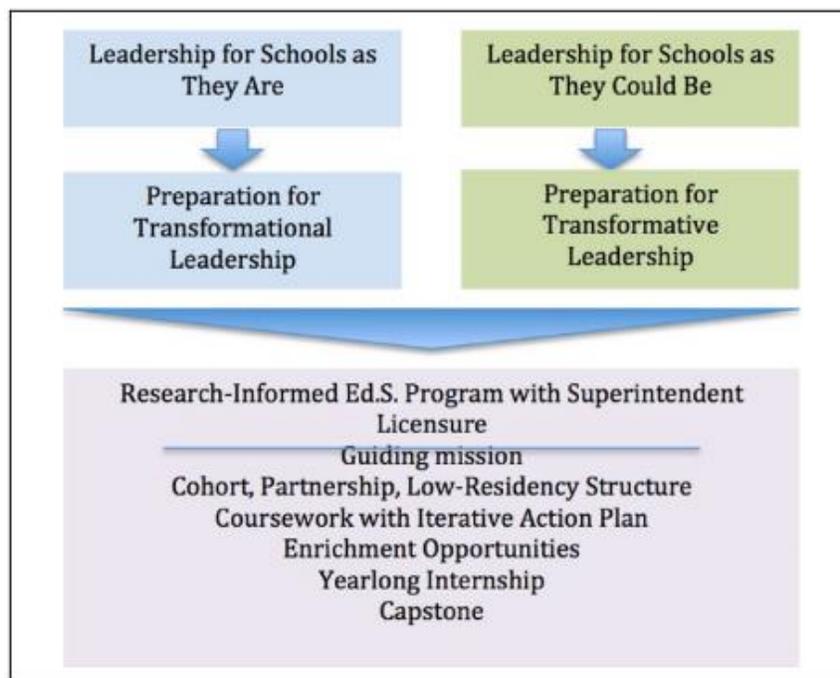
**Table 2. (continued)**

|          | Research-informed features   | Transformational orientation   | Transformative orientation   |
|----------|--|--|--|
| Capstone | <p>Systematic inquiry project (Borden, Preskill, &amp; DeMoss, 2012; Korach &amp; Agans, 2011).</p> <p>District-level service learning project (Borden et al., 2012).</p> <p>Electronic portfolio (tied to state standards for school leaders, Educational Leadership Constituent Council (ELCC) district-level standards; Interstate School Leaders Licensure Consortium (ISLLC) Leadership Standards; Orr, 2006).</p> <p>Reflective narrative essay (prompts focused on areas of growth and development, beliefs, remaining questions, etc.).</p> <p>Oral defense to minimum of two faculty members.</p> | <p>Focused on a problem of practice.</p> <p>Focused on a problem of practice.</p> <p>Included artifacts demonstrating leader accomplishment regarding skills and dispositions such as vision, school culture, collaborating with families and communities, etc.</p> <p>Students were at liberty to focus on what they wished in the essay; often essays reflected elements of transformational leadership.</p> <p>Faculty raised questions regarding topics such as vision-setting, cultivating collective leadership, leading for strategic and systematic change, etc.</p> | <p>Involved requirement to examine data for ethical and equity issues.</p> <p>Students were at liberty to focus on what they wished in the essay; often essays reflected elements of transformative leadership.</p> <p>Faculty raised questions regarding ways in which social justice has influenced leaders' practice.</p> |

The principals/APs participated in leadership development institutes where they analyzed their own leadership styles, strengths, and growth areas. The institutes occurred every other month, were led by two of our graduate-level faculty members, and involved principals/APs developing a professional growth plan to lead their school’s IMPACT change initiative. In addition, executive leadership coaches supported the principals by meeting on-site with them monthly during Year 1 and bimonthly during Year 2. Coaches were charged with helping principals reflect, problem-solve, and assess progress on their personal professional goals as well as the school’s IMPACT V improvement action plan (Hewitt et al., 2012). The conceptual framework that undergirds these program elements and that serves as the analytic framework for this study is described in the next section.

### Conceptual Framework

Figure 1 illustrates the conceptual framework that guides this study. The challenge of leadership preparation is to prepare leaders for the current realities of schools as well as for radically reworking schools for social justice (Reitzug, 2010). In other words, leadership preparation must “train to the profession” and “transform the profession” (Borden et al., 2012, p. 142). Preparing leaders for the current realities of schools requires cultivating transformational leaders, whereas radically reworking schools requires cultivating transformative leaders. Though recognizing the potential tensions between these efforts, this conceptual framework posits the possibility of a research-informed preparation program that cultivates leaders who embody transformational and transformative sensibilities. The research design uses the operationalization of transformational and transformation leadership (Table 1) as an analytic tool for examining baseline and summative student artifacts to speak to the appropriateness of this conceptual framework.



**Figure 1.** Conceptual framework: Leadership preparation for transformational and transformative leadership.

## Method

### *Research Question*

Given the importance of preparing students to be both transformational and transformative leaders, the research question that guides this study is “To what extent and in what ways are the discourses of transformational and transformative leadership evident in baseline and summative student artifacts?” Comparing baseline and summative student artifacts allows us to examine to what degree students already evidenced the discourses of transformational and transformative leadership on entering the program and to what degree these discourses may have developed over the course of the partnership-based IMPACT V program.

### *Data Sources*

This study involves the discursive analysis of baseline and summative student data sets. Eleven students completed the program and consented to have their materials analyzed for this study. All 11 were school-level administrators during the program; 9 were principals, and 2 were APs. They ranged in age from mid-30s to late 40s; 6 of the 11 were women; and 1 was a student of color.

The baseline data set is comprised of students’ personal statements included in their application materials to the EdS program. Students’ personal statements ranged in length from one page double-spaced (outlier) to eight pages, with a median length of six pages and a mean length of five and a half pages.

The summative data set is comprised of students’ capstone Analytic and Reflective Narratives, which were written during the last semester of the 2-year program. Students’ reflective essays ranged in length (not including cover page and references) from 9 pages double-spaced to 16 pages, with a median length of 11 pages and a mean length of 11.3 pages.

### *Analysis*

A primary set of analytical codes was derived a priori (Schwandt, 2001) from the conceptual framework of transformational and transformative leadership and then applied through a direct approach to content analysis (Lichtman, 2013). A secondary set of codes emerged during the coding process. The secondary set included several additional codes for transformational leadership as well as other codes that were external to the conceptual framework. Each set of codes is described in the following paragraphs.

*A priori codes.* Eleven characteristics of transformational leadership from Sun and Leithwood (2012) served as initial codes (see Table 1). The following three additional transformational codes emerged during coding and were identified by two of the research team members (Hewitt and Davis): (12) leading for strategic and systematic change, (13) promoting student-centeredness, and (14) emphasizing respectful relationships. Seven elements of transformative leadership, from Shields (2010), served as initial codes (see Table 1).

*Analysis as iterative and fluid.* While the analysis began with the aforementioned a priori codes, the analysis process itself was iterative and fluid (Glesne, 1999). The following six codes were also developed during the analysis process and transcend the conceptual framework of transformational and transformative leadership: (a) technology growth, (b) pedagogical and instructional learning, (c) leadership and personal growth, (d) cohort, (e) ideal versus actual, and (f) IMPACT V discourse.

*Coding process.* To establish consistency and to identify the first set of additional (emergent) codes, the first step of the coding process involved all three members of the research team coding a summative student artifact together. Most of the secondary codes were identified during this step. The second step involved Hewitt and Davis independently coding the remaining artifacts. Hewitt coded the artifacts by student (baseline and then summative artifacts for Student A, then Student B, etc.) to identify intra- and interstudent patterns and potential growth). Davis coded artifacts by data set (baseline artifacts coded first; summative artifacts coded second) to identify intra- and interdata set patterns and trends. The third step involved comparing Hewitt's and Davis' codings. Any discrepancies in coding were discussed and resolved by amending initial codes based on consensus of the researchers. Memoing (Yin, 2011) occurred throughout Steps 1 to 3. The fourth step involved the research team discussing the memos; identifying patterns and trends, as well as that which was liminal or silenced; and identifying key findings, which are discussed in the following section. See the appendix for matrices that illustrate codings.

### *Methodological Considerations*

There are three key methodological considerations that warrant discussion. First, student artifacts are—to some degree—constrained by their format (written documents) and the prompts used to guide their creation. While the prompts were fairly open-ended for both the baseline and summative artifacts, the prompts themselves and the format prescribed (personal statement for the baseline artifacts and reflective essay for the summative artifacts) most likely constrained responses in some way. Specifically, for example, one of the optional baseline artifact prompts was, “How should education contribute to democratic values, attitudes and behavior? How can educational leaders contribute to that process?” Arguably, this prompt, to which only one student responded, lent itself to discussions that might be more transformative in nature. Conversely, elements of the prompts for the summative reflective essays (e.g., “a brief summary of the student's most significant learning experiences”) perhaps lent themselves to discussions that were more likely to be coded as “leadership and personal growth.” In addition, baseline artifacts were substantially shorter than summative artifacts. As such, any findings that claim differences from baseline to summative must be mindful of the ways in which the prompts themselves could confine or influence responses in some directions more than others.

Second, each of the researchers involved in this project was also involved in the program. All three taught courses in the program, and Davis also provided leadership institutes for all 11 students and leadership coaching for 4 of the students. As such, positionality (Maher & Tetreault, 1993) was reflexively considered throughout the project, as we worked to “stay open to the participant's experience” (Lichtman, 2013). In addition, to reduce distortion due to power dynamics between participants and researchers, we waited until after the cohort had graduated to obtain leaders' consent to use their artifacts for this analysis. In addition, as qualitative

researchers and as key players in IMPACT V, we make no claims to objectivity. Rather, we are rigorously candid in our methods and analytical artifacts to establish trustworthiness (Choudhuri, Glauser, & Peregoy, 2004).

Third, this analysis is of the discourses students used in baseline and summative artifacts and does not reflect, necessarily, students' leadership practices/actions. Thus, there may be space between, for example, a student's discourse of transformative leadership and her leadership practice/actions, which may be less transformative (or more so) than her discourse. Related, in both the baseline and summative artifacts, students may have written discursively in a way they believed their professors would wish them to. That said, given students' candid critiques of the IMPACT V program, there is some evidence that students were not unduly self-censoring.

## **Findings and Discussion**

The research question that guided this study is "To what extent and in what ways are the discourses of transformational and transformative leadership evident in baseline and summative student artifacts?" Findings are organized below by leadership type and additional themes.

### *Findings by Leadership Type*

*Transformational leadership.* In summative artifacts, there were four elements of transformational leadership that appeared most commonly: developing a shared vision and building goal consensus, building structures to enable collaboration, leading for strategic and systematic change, and modeling valued behaviors, beliefs, and values. We discuss each in the following paragraphs.

*Developing a shared vision and building goal consensus.* The IMPACT V grant application required a goal/action plan for change that could be catalyzed by leveraging technology. During the 2-year IMPACT V program, students had to lead the process of revising their original goal/action plans and implementing them. Successive iterations of the goal plans were developed more collaboratively and were more clearly tied to evidence for judging implementation and impact of their plans (Chow, Hewitt, & Downs, 2013). Because action/goal planning was an integral part of the IMPACT V program, it is perhaps unsurprising that this element of transformational leadership appeared prominently in students' summative artifacts. Indeed, every student's summative artifact included discourse on visioning/goal consensus, and there were a total of 33 codings of this element of transformational leadership across students, while only three students mentioned developing a shared vision and/or building goal consensus in baseline artifacts. As Student 3 explained, this element of transformational leadership was a major growth area for her as an AP:

True leadership results from a strong vision and the ability to build and work with a team that shares that vision. It was the experience I had with developing and leading my IMPACT team that I learned the most about what type of leader I am. (p. 2)

The project of developing and refining a goal/action plan over time is not typical of our department's EdS program and was woven into our coursework as a function of IMPACT V. In

addition, IMPACT V included the expectation that our students would lead their team (comprised of four core teachers, media specialists, and district technology directors). Thus, it was the framework of the IMPACT V program that provided a rich opportunity for students to grow as transformational leaders who value and lead vision-setting and consensual goal development.

There is a tension, however, in several students' summative artifacts around collaboration, building consensus, and securing buy-in. Leithwood and Sun (2012) describe the component *developing a shared vision and building goal consensus* of transformational leadership:

Leaders enacting this practice identify, develop, and articulate a shared vision or broad purpose for their schools that is appealing and inspiring to staff. They also build consensus among staff about the importance of common purpose and more specific goals. . . . (p. 400)

While this component may seem straightforward, it was not unproblematic in student artifacts. For example, Student 4 wrote, "A few things I have learned about leading change are the crucial need for buy-in, the need to develop a shared vision, and the power of clearly communicating that vision" (pp. 4-5). In this brief example, the student not only mentioned the need to develop a *shared* vision but also mentions *buy-in*. This raises important questions: What is the role of buy-in if a vision is shared? Are building consensus and securing buy-in one and the same? Are they mutually exclusive? How is the buy-in secured? For example, if the buy-in is secured through bargaining and negotiation or through an exchange of benefits, it arguably reflects transactional leadership. If, however, "buy-in" is a process of articulating a shared (consensually developed) vision and making a compelling ethical claim for goals related to that vision, it is an act of transformational leadership. Another student wrote,

As a leader, my vision becomes the vision for the school which will guide and direct decisions, priorities, activities and outcomes. It must be clearly articulated and alive in my school, observable in the work of the faculty and supported by the stakeholders. (Student 9, p. 9)

In this segment, it is clear that the student recognizes the profound and pervasive role that vision has in setting direction and informing priorities and serving as a filter for myriad decisions. What is problematic is her use of the phrase "my vision becomes the vision for the school." This segment implies that a leader must come ready with a vision for the school and then rally others around it, as opposed to a leader who facilitates the cultivation of a shared vision among stakeholders. This paradox appears in other students' writing as well.

While attention to shared vision/building goal consensus was pervasive in students' summative artifacts, there are lingering questions about the degree to which vision and goals are collaboratively and consensually established. This is particularly intriguing given that *building structures* to enable collaboration was the element of transformational leadership appearing most frequently in students' summative artifacts, as described in the following section.

*Building structures to enable collaboration.* Leithwood and Sun (2012) describe this element of transformational leadership: “Leaders ensure that staff participate in decisions about programs and instruction, establish working conditions that facilitate staff collaboration for planning and professional growth, and distribute leadership broadly among staff” (p. 401). Thus, this element involves distributive and inclusive leadership as well as conditions and structures that support collaborative planning and learning. While only three students articulated commitments related to this component in their baseline artifacts, nine students did so in their summative artifacts. Indeed, this component was the most frequently coded element of transformational leadership in the summative artifacts. A number of students argued the importance of authentic professional learning communities (PLCs) for collaborative planning and learning:

Professional development and PLCs are important to integrate into the school year so that teachers will grow and be engaged in carrying out positive changes in the school . . . In a collaborative school culture teachers feel supported by talking, observing, critiquing and planning with colleagues which requires continuous improvement. (Student 8, p. 8)

As a function of her participation in IMPACT V, Student 8 introduced PLCs to her high school, and the development of mature PLCs (Hord, 1997) is now a long-term goal for her school.

In addition, a number of students asserted the importance of distributive leadership, and Student 5 articulated distributive leadership as a way to capitalize on expertise:

I do embrace the benefits and tenants of distributive leadership. It is my goal as a school administrator to set up a process where those who have the appropriate knowledge are empowered to make decisions for all stakeholders. I have found that many teachers simply want to be told what to do and they will generally comply. I need a much more dynamic environment. I am by no means an expert on most issues, and I know many colleagues in my building have a larger knowledge base in areas in which I have less experience. I must rely on them for proper decision-making. (p. 6)

In addition to empowering teachers to leverage their expertise, Student 5 also argued the importance of having a diverse leadership team that honors and not squelches difference: “When I am organizing a team, I need to ensure that there are members whose strengths run contrary to mine. We must work to complement each other and relish the opportunities to discuss our differences” (p. 11). This discourse on valuing diverse perspectives was not common in student artifacts and represents a departure from discourse on buy-in.

Student 6 recognized that not all stakeholders embrace distributive leadership and admitted,

I want to be the change agent but real change does not happen top down. Unfortunately, some still think that if I do not make the decisions then they are not going to get on board, which brings me back to lack of leadership. This will continue [to be an area of emphasis] until everyone realizes that leadership comes from everyone. (pp. 9-10).

While this student recognized that real change is not unidirectional from the top-down and that “leadership comes from everyone,” because the prevailing approach to leadership had been top-

down for so long, this cultural change is slow to take root in this high school. Nonetheless, the student is committed to seeing the change become ingrained in the school culture.

*Leading for strategic and systematic change.* Given the nature of the IMPACT V grant, which focused on building leadership capacity to leverage technology as a catalyst for substantive school change, it is not surprising that change leadership was a common strain in summative artifacts. While there was little attention to change in the baseline artifacts (three students mentioned it briefly and one articulated it more substantially), in summative artifacts, eight students discussed leading for strategic and systematic change (total of 31 codings). Student 2 recognized,

The fear of change often keeps an organization stagnant. One particular professional development session examined our ability to embrace change. On the change agent spectrum, I was closer to the change agent end. But when I realized that there were members of my team that were much more cautious, it changed my approach. A headlong sprint into major changes may cause unease or outright resistance among those naturally uncomfortable with change in general. (p. 8)

This student recognized that change leadership involves being sensitive to and addressing people's and organizations' capacity for change. Student 1 wrote,

A great deal of our coaching and coursework has also focused on implementing change in a systemic manner. I have learned a great deal about how to implement change effectively. Our IMPACT V Action Plan brought a great deal of change to our school. (p. 3)

Both students in these examples articulated how their internal learning informed their external practice in leading for change.

Indeed, school change was a major theme in summative data:

The IMPACT grant at Pine Grove High School [pseudonym] has created an ongoing learning environment where we are questioning best practices, exploring new practices, and seeking new opportunities. It has increased the amount of collaboration that teachers do weekly with their colleagues. Pine Grove has started PLCs and requires teachers to meet bi-weekly to collaborate and discuss best practices. The teachers that have been involved in the grant and have worked on their masters have grown as professionals. I see them acting as lead teachers in their departments and throughout the school. I have observed them taking risks and utilizing new resources to engage their learners. (Student 8, pp. 2-3)

For this student, major changes focused around instruction and collaboration, as well as leadership growth of the four core teachers. Another participating high school became a Bring Your Own Device (BYOD) school that provided school-purchased devices to students who otherwise did not have access to an Internet-enabled device. Another principal wrote that "my team has helped me grow as a leader, and I have seen them grow as a team and within their own

leadership development” (Student 5, p. 4). Another has hope for substantive and enduring change in her school: “The road to full implementation will be difficult; however, having seen my team and my school grow over the past two years I do feel confident that it will occur” (Student 3, p. 10). Thus, growth extended beyond the building leader involved in the EdS program and was more pervasive throughout schools. The nature of the IMPACT V program—specifically the leadership coaching and integration of goal/action planning into coursework—exhorted students to embody their learning, to walk the walk and not just talk the talk. This notion of leading by example is reflected in the transformational leadership element of modeling, discussed in the next section.

*Modeling valued behaviors, beliefs, and values.* The importance of modeling appears in eight students’ (17 codings) summative artifacts, while appearing in four students’ baseline artifacts (6 codings). A theme in students’ discussions of modeling was not only the importance of modeling to build trust and credibility in them as leader but also in the initiative to use technology to catalyze change, as with Student 9, a high school AP:

This [course] work allowed me to model the use of technology for my staff which was instrumental in gaining buy-in from them and for them to see the ease and utility of the tools that they were being asked to use in their classrooms. (p. 7)

This AP’s use of technology promoted confidence in teachers’ ability to use the technology to foster engagement and learning in their classrooms. Furthermore, it gave her credibility as a technology leader in teachers’ eyes.

Student 5 believed that the modeling done by EdS faculty best taught him the importance of modeling as a leader:

They have modeled the phrase, “walking the walk”. . . We were promised at our first meeting with University of North Carolina Greensboro (UNCG) representatives that we would be challenged, supported, and provided the necessary resources to complete the process. In every situation, the UNCG faculty provided all of this support, found answers to our questions, and advocated for the cohort members . . . (p. 8)

In this respect, modeling was part of the informal curriculum of the EdS program, and the nature of the grant partnership provided the context for UNCG faculty to model leadership.

*Transformative leadership: Growth and limitations.* In their baseline artifacts, 7 of the 11 students had codes (35 total codings) for transformative leadership, and 3 of those students (Students 1, 7, and 9)—all 3 of whom are women—accounted for 30 (85.7%) of the codings. In both baseline and summative artifacts, the only student in the cohort who identified as a racial minority (African American woman) was also the student whose baseline and summative artifacts most strongly reflected a transformative discourse. We speculate that students’ positionalities in groups traditionally marginalized within educational leadership—and society in general—may have informed their initial discourses of transformative leadership. In summative artifacts, all but one student evidenced elements of transformative leadership (59 total codings), and these were more evenly spread among students. In addition, of the 4 students with the most

transformative codings, 1 is an African American woman, 1 is a White woman, and 2 are White men. This suggests that the IMPACT V program—to some extent—may have helped to cultivate discourses of transformative leadership across most students.

At the same time, there are a few examples in students' summative artifacts of failure to grasp the real meaning of transformative leadership. Consider this segment from Student 3's summative artifact:

If we as educational institutions teach our students to care about themselves, their families, their communities and their country, then social progress will present itself . . . I believe the purpose of education is to mold students into being productive members of the community. Our role as educators is to act as mentors for life outside the schoolhouse doors. (pp. 4-5)

In this excerpt, there is a sense that education is about “molding” students into productive “members of the community”—members who comply and are productive workers, members who do not challenge the status quo or fight against what is inequitable and unjust. By caring about themselves and those around them, “social progress” will (naturally and simply) transpire. There is no sense, though, that social progress entails critiquing inequity, challenging knowledge frameworks that reproduce inequity, and questioning power and privilege. There is no sense that “productive” citizens might actually be rabble-rousers who trouble that which is normal, that which is taken for granted. Rather, the implication is that “mentoring” students entails teaching them to do their share to contribute to maintaining the (capitalistic, consumeristic) status quo. This is an example of student discourse that departs from the transformative perspective. Yet this same student, in other places in her summative artifact, used discourse consistent with transformative leadership, particularly reflecting equity and the balance between individual achievement and the public good. Such inconsistencies in discourse suggest that the student's commitment to transformative discourses is underdeveloped or in conflict with her commitment to other, dominant educational discourses.

In other places, students provided a compelling critique of dominant trends in education using discourses of transformative leadership. Student 6 provided a critique of the neoliberal agenda and emphasized that dismantling public education would “further separate our communities” and exacerbate inequities. This emphasis on equity and social justice was the most common type of transformative discourse reflected in summative artifacts, as described in the next section.

*Focus on liberation, democracy, equity, and justice.* The largest number of transformative leadership codes (28 of 59 total) in summative artifacts reflected the *focus on liberation, democracy, equity, and justice* component, as in this example by Student 5 who identified social justice as one of his guiding principles as a leader:

I believe that there is a necessity to consider social justice in almost every part of my job description. I must consider these issues in student placement, in grading, in discipline, and even in determining the best bell schedule. I need to ensure that all students have the same opportunity to maximize their potential. I believe that these considerations should be made at the individual level. We should avoid blanket determination of need based on

demographics, test scores, or addresses. This is when social justice can go awry . . . My understanding of the full effect of this principle has been greatly enhanced by the faculty of UNCG. (p. 7)

Important here is the notion that attention to issues of equity and social justice pervades almost every part of leadership and myriad considerations within schools. Second, this student struggled with the tension between treating people as individuals who are not defined by demographics and addresses and recognizing systematic bias that often occurs as a function of demographics and addresses. Third, the student attributed his growth in the area of social justice to EdS faculty members, as opposed to other elements of the grant program, such as leadership coaching. This is a pattern in summative artifacts: Students often cite coursework, faculty, and even specific readings (e.g., *Stuck in the Shallow End* by Jane Margolis) as promoting their commitment to social justice and equity. This is perhaps unsurprising, given our department's mission/commitments (see Table 2).

At the same time, this raises several considerations: (a) To what degree is it problematic that emphasis on liberty, democracy, social justice, and equity is not shared among all components of the grant program, and what—if anything—should be done in future partnerships to share emphasis on transformative commitments? (b) Why is it that other elements of transformative leadership, such as *deconstruction and reconstruction of the knowledge frameworks that generate inequity*, are much less evident in student discourse, and what can we as a faculty do about this? (c) To what degree is it problematic that students are mostly situated within a transformational discourse and are less situated within a transformative discourse?

### **Additional Themes**

While the research question for this study focused on evidence of student discourses of transformational and transformative leadership, there were other compelling themes in the data related to the grant's approach to leadership preparation, including the intensive leadership and personal growth that students experienced, the power of the cohort experience, and unevenness in the IMPACT V partnership.

*Leadership and personal growth.* The most intense and effusive sections of students' summative artifacts were often related to leadership and personal growth, as in this example:

I certainly did not think I was signing up for a life-changing experience. Yet, somehow that is exactly what I got . . . an experience that has changed my life forever. For two years I have been on a journey of reflection, self-discovery, and growth. Through my journey there have been many experiences which have made a tremendous impression on me and have allowed my growth to be both personal and professional. (Student 4, p. 2)

While our department's typical EdS program includes a course that involves a number of assessments used to promote deep reflection on one's beliefs about and approaches to leadership, the IMPACT V program included additional leadership development activities and assessments, including a 360 degree assessment in the first and last semesters of the 2-year program to cultivate student reflection and introspection throughout the program. Students frequently cited

these activities and assessments as important catalysts for their growth. In addition, a number of students cited the leadership coaching that they received as critical to their leadership growth:

The coaching experience that I had through this process was immensely valuable . . . It began with our first coaching session. As we spoke, Dr. D. commented, “I can tell you are a very reflective soul.” (A. D., personal communication, September 20, 2011). This one comment set the tone for our coaching and made me feel comfortable in baring my “reflective soul.” The focus of my conversations with Dr. C. seemed to focus on my current assignment within my county. He spoke often of all of the initiatives and other factors that affected my performance, contentment, and ultimate happiness. The one statement he made that will continue to guide me is the following: “The more fatigued you become, the more you assume that people can read your mind” (L. C., personal communication, September 24, 2012). This single statement made me make choices this past year that probably led to my successful completion of this degree. (Student 5, p. 3)

Leadership coaching, which is not a typical feature of our EdS program, involved a coach or a pair of coaches visiting each student monthly during Year 1 and bimonthly during Year 2 at his or her school and engaging in differentiated support and guidance, based on the student’s leadership assessments and resulting growth plan. While not every student’s coaching experience was especially impactful or—in one case—even particularly positive, a major theme of students’ summative artifacts is the power of strong coaching.

*Power of the cohort experience.* Students raved about the cohesiveness of their cohort and the importance of the enduring professional relationships the cohort experience germinated:

My experience with this particular cohort taught me a great deal about the power of a cohort. Members of this cohort affected each other on two fronts. Not only were we going through a full load of graduate coursework together, but we were also each implementing some version of the IMPACT V grant. This allowed us to know each other as more than just students. We were true compatriots with a common purpose . . . I have learned that several people with a common expectation and experience can push each other well beyond what they would have been capable of alone. (Student 5, p. 2)

Important in this example is the notion that the shared common charge of leading a major change initiative for IMPACT V not only cohered students but also positioned the cohort to stretch members to achieve more than they could have independently. Our department has at times used the cohort model, usually confined to a cohort from a specific nearby school district. The IMPACT V experience demonstrated that cohesive, compelling cohorts that include students from across the state and from diverse settings can be cultivated in a program that involves mostly distance learning. That said, it is clear from summative artifacts that face-to-face experiences were important in developing a strong cohort.

*Unevenness in the IMPACT V partnership.* While it is clear that students’ experiences in IMPACT V transcended those of a more traditional leadership preparation experience, the partnership itself was uneven. Students tended to laud their coursework, leadership development

sessions, coaching, and some conferences/workshops, but their perspectives about the state's role in the partnership were much more ambivalent:

The professional development offered by the Department of Public Instruction varied in its usefulness. Their meetings seemed to be out of sequence and not very well planned. It is no secret that communication was a problem from the beginning. Multiple times we would do something one way only to have the requirements changed three or four times. When the administrative cohort was asked how things were going it was very apparent that the Department of Public Instruction did not appreciate our honest and candid feedback. (Student 4, pp. 10-11)

The sentiments described here, with regard to programming and communication, were echoed across a number of students. Thus, there is a paradox of the program not being possible without the funding and initiation provided by DPI, while its role in the grant was also problematic. This raises important questions about the roles of partners and the unequal balance of power among partners in partnership approaches to leadership preparation.

## **Conclusions and Implications**

Jean-Marie et al. (2009) argue that social justice issues are both incredibly important and often marginalized within leadership preparation programs. As such, findings that suggest IMPACT V has encouraged not only transformational but also transformative sensibilities in building leaders are noteworthy. A strength of the program was its cohort model, an approach well supported by extant research (e.g., Preis et al., 2007). Importantly, IMPACT V exhorted building leaders to enact their learning, particularly through the integration of action planning/implementation and leadership coaching. While coaching or mentoring is lauded in the literature (e.g., Crews & Weakley, 1995; Kiltz, Danzig, & Szecsy, 2004), this was a new component of our EdS program.

Leadership preparation programs have come under attack for a variety of reasons (English, Papa, Mullen, & Creighton, 2012), and—in some instances—these attacks have resulted in innovations in the field (Myran, Sanzo, & Clayton, 2011). The focus on whole-school, substantive change and the cultivation of leadership capacity of core teacher leaders were important components of the program—components that extended well beyond typical leadership preparation programs. Another innovation is the partnership model for leadership preparation, a model that is increasingly common and varies from setting to setting (e.g., Brooks et al., 2010; Kaimal, Barber, Schulman, & Reed, 2012). IMPACT V connected IHEs, local districts, and DPI. It was the role of DPI as initiator—and funder—of IMPACT V that made these innovations feasible, even as its role as a partner in the program was uneven and—at times—problematic.

Although IMPACT V has ended, its influence lingers. The IMPACT V curriculum was an adaptation of the EdS program that was already in place at UNCG. However, the online delivery model, enrichment professional development, and coaching facets were additions to Department's repertoire. Because of the IMPACT V experiment, our department has transformed its program into a low-residency EdS experience in which students participate in online instruction, come to campus for regular face-to-face enrichment activities, and participate in an internship that has more coaching functions embedded in it than was previously the case. These

decisions are a response to the crossroads at which leadership preparation finds itself—competing in a rapidly changing market (Hackmann & McCarthy, 2011).

While much of the emphasis on transformative leadership came from coursework, as opposed to other elements of IMPACT V, action planning and coaching provided the impetus to put course learning into practice. While some students' transformative discourse is underdeveloped or conflicts with other, dominant discourses they espouse, IMPACT V helped students—especially White, male students—cultivate transformative sensibilities. The shift to transformative leadership requires that the student first understand what she wants schooling to be in moral, social, and educational terms and then the student undertaking actions that bring that vision to life by troubling, disrupting, and questioning existing school norms, conditions, and outcomes. In addition, transformative action requires that the student not only lead the critique, but also be central to creating new ways of working that replace outmoded, unfair, and unjust practices in schools. Through IMPACT V, department faculty have learned that coaching—that is, one-to-one, practice-based relationships between students and faculty—is critical to the student's capability to enact that vision in part by becoming a critic of her own school/district, a notion that is both counterintuitive and employment-threatening.

To engender transformative notions of leadership, education, and change, leadership preparation programs need to require assignments, outcomes, and artifacts that challenge existing school regularities, and faculty need to consider it their role to run interference for students as they work on those assignments in concert with their schools/districts. Engendering transformative leadership also requires that we further develop partnerships with school districts. At UNCG, this means strengthening the service learning activities that are required in classes and adopting the principles of community engagement that have become part of UNCG's identity. Universities have a reputation of being isolates in their communities. If leadership preparation programs are to be transformative partners with school districts, the importance of community engagement will have to be recognized as the mark of a vibrant and involved university. This challenge increases when a program serves students across the state.

Incumbent on leadership preparation programs in this second decade of the 21st century is the education of students to become transformative leaders who question existing school regularities, take action to address important moral, social, and educational problems and viewpoints, and speak out about their practice and the place of schools in the social fabric. Through IMPACT V, students learned about transforming their schools and began to become transformative leaders by experiencing their preparation in practice. The students' comments in the baseline and summative artifacts indicate their growth as leaders and their interests in leading transformatively. Although it is obvious the student-leaders believe they grew personally and professionally from their participation in IMPACT V, the jury is still out on whether they will be able to sustain their transformative leanings and what effect their leadership will have on student learning and their schools'/districts' culture. It is our hope that these findings can be used to inform leadership preparation practices at a crossroads in moving forward as we work ever toward eliminating inequities and preparing leaders for the “schools they enter as well as for the schools we hope they leave behind” (Reitzug, 2010, p. 321).

# Appendix

## Baseline artifact codings

| Transformational        | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Student 8 | Student 9 | Student 10 | Student 11 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
| 1. vision/goal          |           |           |           |           |           |           | ••••      | •         |           | ••••       |            |
| 2. high perform exp     |           |           |           |           |           |           |           |           |           |            |            |
| 3. ind support          |           |           |           |           |           |           | •         |           |           |            | •          |
| 4. intellectual stim    |           |           |           |           |           |           | ••        |           |           |            |            |
| 5. model                |           |           | •         |           |           | •         |           | •         |           | ••         |            |
| 6. culture              | ••        |           |           |           |           |           | •         | •         | ••••      |            | •          |
| 7. struct/collab        |           |           | •         |           |           |           |           |           |           | •          |            |
| 8. par/comm             | •         |           |           | ••        |           | •         |           |           | •         |            | •          |
| 9. instru dev           |           |           | •         |           |           |           | ••••      |           | •         |            | ••         |
| 10. contng reward       |           |           |           |           |           |           |           |           |           |            |            |
| 11. man by except       |           |           |           |           |           |           | •         |           |           |            |            |
| 12. change              |           |           | •         | •         | ••        |           | •         |           |           |            |            |
| 13. stud cent           | ••••      |           | ••        | ••        | •         |           | ••        |           | •         |            | ••         |
| 14. relationships       | ••        |           |           | •         | •         | •         | •         |           | ••••      |            |            |
| 15. lead cap/dis lead   |           |           |           | •         |           |           |           |           |           | •          |            |
| Transformative          | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Student 8 | Student 9 | Student 10 | Student 11 |
| 1. critique/promise     |           |           |           |           |           |           | •         |           |           |            |            |
| 2. deep/equit ch        |           |           |           |           |           |           |           |           |           |            |            |
| 3. knowledge fr         |           |           |           |           | •         |           |           |           |           |            |            |
| 4. power/priv           |           |           |           |           |           |           | ••••      |           |           |            |            |
| 5. ind ach/pub good     | ••••      |           |           |           |           |           | •         |           |           |            |            |
| 6. lib, dem, equ, just  | ••••••    |           |           | •         | •         | ••        | ••••••••  |           | ••••••••  |            |            |
| 7. moral cour/act       |           |           |           | •         |           |           |           |           |           |            |            |
| leadership/pers growth  |           |           |           |           | ••••      |           |           |           |           |            |            |
| technology growth       |           |           |           |           |           |           |           |           |           |            |            |
| Cohort                  |           |           |           |           |           |           |           |           |           |            |            |
| pedagogical/instr learn | •         |           |           | •         | •         | ••••••    | •         |           |           | •          |            |
| ideal v. actual         |           |           |           | •         |           |           |           |           |           |            |            |
| IMPACT V                |           |           |           |           |           |           |           |           |           |            |            |

(continued)

## Appendix (continued)

Summative artifact codings

| Transformational        | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Student 8 | Student 9 | Student 10 | Student 11 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
| 1. vision/goal          | ••••      | ••        | ••••••••  | •         | ••        | •         | ••••      | ••••••••  | ••••      | ••••       | ••••       |
| 2. high perform exp     |           |           |           | •         |           |           |           |           |           |            |            |
| 3. ind support          |           |           | ••        |           |           |           |           | •         |           |            |            |
| 4. intellectual stim    |           |           | •         | •         | ••        | •         | ••        | ••        | •         | ••         | ••••       |
| 5. model                | ••        | •         | ••        | •         | ••••      |           | •         | ••••      | ••••      |            | •          |
| 6. culture              | ••••••    | •         | ••••••    | •         | •         | •         | ••••••    | ••••••••  | ••••••    |            |            |
| 7. struct/collab        |           | •         | •         | •         | •         | •         | ••        | ••••      | ••        |            |            |
| 8. pair/comm            |           |           | •         | •         | •         | •         | ••        | •         | ••        |            |            |
| 9. instru dev           |           | ••••      | •         | ••••      | •         | •         | ••        | ••••      | •         |            | ••••       |
| 10. contng reward       |           |           |           | •         |           |           |           |           |           |            |            |
| 11. man by except       |           |           | ••        |           |           |           |           |           |           |            |            |
| 12. change              | •••       | ••••••••  | ••••••    | ••••      | ••        | ••••      |           | ••••••    | ••••••    | •          |            |
| 13. stud cent           |           |           | ••        | ••••      | •         | ••••      | ••        | ••••      | •         |            | ••••       |
| 14. relationships       | ••••      | •         | ••        | ••        | ••        | ••••      | •         | ••••      | •         |            |            |
| 15. lead cap/dis lead   |           |           | ••        |           | ••        | •         |           | ••••••••  |           |            |            |
| Transformative          | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 | Student 7 | Student 8 | Student 9 | Student 10 | Student 11 |
| 1. critique/promise     |           |           |           |           |           | •         | •         |           |           | •••        | •          |
| 2. deep/equit ch        |           |           | •         |           |           |           | •••       |           |           | ••         |            |
| 3. knowledge fr         |           |           |           |           |           | •         | •••       |           |           | •          |            |
| 4. power/priv           |           |           |           | ••        |           | •         | •         |           |           |            | •          |
| 5. ind ach/pub good     |           |           | ••        |           |           |           |           |           | •         |            | •          |
| 6. lib, dem, equ, just  |           | •         |           | ••••••    | ••        | •         | ••••••    |           | ••••      | ••••••     | ••••       |
| 7. moral cour/act       |           |           |           |           |           |           |           |           |           |            |            |
| leadership/pers growth  | ••••••••  | ••••••••  | ••••••••  | ••••••••  | ••••••••  | ••••••••  | ••••••    | ••••••••  | ••••••••  | ••••••     | ••••••     |
| technology growth       | ••        | ••••      |           |           |           | ••••      | ••        |           |           |            | ••         |
| Cohort                  | ••        | ••        | ••        | •         | •         |           | ••        | ••        | ••        | ••         | ••         |
| pedagogical/instr learn | •••       | •         |           | ••        | •         | ••••      | •         | ••        | •         | ••         | ••         |
| ideal v. actual         | ••        |           |           | ••        | ••••      | ••••••    |           |           | •         | •          | ••         |
| IMPACT V                | •         | ••••••    | ••••••    | ••••      | •         | ••        |           | ••        | ••        | ••••••••   | ••         |

Note. • = code reflecting short discussion of or tangential reference to concept (i.e., one to several sentences related to the concept). •• = substantive discussion of the concept (i.e.,

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