

Research report on leadership: Ordinarily a dissertation as a research report is presented in 5 chapters.

CHAPTER I

Statement of the problem to be studied. Explain why this research is important. What is it we need to know and why do we need to know it? End the chapter with a statement of the central question(s) to be addressed by this research. In general context of the problem is that school reform policy, more specifically Race to the Top[RTT], has now shifted the focus of school leadership to teacher performance and its relation to student achievement. The 60-40 split clearly requires the principal to consider test performance and to spend more time observing classrooms. But more than that, as Richard Elmore noted about all reform efforts, the central question concerns the shift of authority involved, in this case in the use of the rubrics. The researcher asks: what authority relationship does RTT establish between the principal and the teachers? Each of the RTT rubrics has its own perspective on authority; some favor more collaboration than others. The problem to be studied is the competing notions of authority in selected professional readings and in the rubrics for evaluation.

CHAPTER II

Chapter two presents the conceptual framework that you will use to collect and interpret data: to define the way you “see” the problem. A review of the central literature that helps the reader know what the school leadership problem means in the practical and scholarly world. You will trace the intellectual connections between your study and other work. In this case, you will start with an analysis by Hoyle, who discusses the competing perspectives on leadership. He calls for a micropolitical/educational perspective by referring to “constructing an image of the school” and “an image of where it is heading.” Hoyle’s view is a political, community-oriented view of leadership and it runs counter to the more popular small-group interactive view. In a somewhat similar vein, Sergiovanni talks about the need to find a substitute for leadership, by which he means finding a collegial or collaborative substitute for formal authority. This presentation suggests that you will look at views of leadership as being reflective either of “formal authority” or of a community-collegial nature. These competing views of leadership historically reflect the research of Frederic W. Taylor’s scientific management by formulaic inspection and Roethlisberger’s work known as the Hawthorne studies that focused on informal dynamics within the group.

Researchers generally try to express that framework as a model, presented both as text and as a visual. If the model is a dynamic one, then the visual model is usually composed of bins/boxes with lines connecting them. The bins/boxes are the major concepts or sets of information and the lines represent the relationships among the concepts. See the Wehlage model. If the model is a more static one presenting an analytic framework that is not dynamic or descriptive of a process, the visual is most often a chart, similar to the Pfeffer chart given below. In either case, the visual is an intellectual map for the report.

The resource Wehlage presents as a visual the central intellectual dynamic model of their study of successful dropout prevention programs. The Pfeffer model is an analytic framework in which the rows of the chart represent the concepts that are used for analyzing the two forms of organizational governance presented as the columns of the chart. Your chapter II will develop a similar chart, listing the concepts [the rows in the chart] that you will use for analyzing the rubric for evaluation principals. Your concepts will come from your glossaries of the sources read.

In your case, for chapter II you will have a conceptual framework presented as a blank chart, indicating the type of analysis you will conduct with the sources included in your study. The rows of the chart are the concepts you will use for analysis of the sources.

CHAPTER III

Design of the study: how you will collect and interpret the data. You will need to explain why this particular approach to the data collection is the best one to answer the research question posed in chapter I. Be specific about how you will go about addressing that question: what will you do? In this particular case you will engage in “close reading” and develop a set of concepts for the analysis of an evaluation rubric.

CHAPTER IV

Presentation of the findings. Your central question at the end of chapter I and the framework of concepts in chapter II indicated that you would analyze one evaluation rubric and interpret their stance regarding the anticipated authority relation between the principal and the teacher(s). You need to present the results of the analysis of the rubric and the interpretation you arrive at in terms of the conceptual framework [the rows of your matrix].

CHAPTER V

Conclusion and interpretation. What does this all mean? How do you personally assess the predominant values of the rubric? What new problems does your analysis of the rubric reveal? How useful was your analytic framework? Did you need other concepts to explain the rubric? What further research could be useful?

Each member of the team writes a separate chapter V and the team submits one text: one version of chapters I-IV and an attached set of individual chapter V's.