

Appendix A¹

Sample Collective Leadership Survey Items by Condition

All responses are based on a 5-point scale (Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

Shared vision and strategy:

Collective leadership is the work of teachers and administrators toward shared goals. To what extent do you agree or disagree with the following statement? "There is a shared vision, between teachers and administrators, of the goals for my school."

Supportive administration:

The principal is comfortable expanding the power of teachers.

Resources:

There are adequate financial resources to support our school's goals.

There are adequate human resources to support our school's goals.

Work design:

There is adequate time available for leadership work.

There are regular opportunities for teachers to observe each other's teaching.

Supportive norms and working relationships:

I have good working relationships with teachers in my school.

I have good working relationships with administrators in my school.

Shared influence:

I have a great deal of influence on teachers in my school.

Administrators in my school.

Orientation toward improvement:

At my school, risk-taking informed by reflection is encouraged.

¹ Appendices for Eckert, J., & Morgan, G. (2023). Collective leadership: A catalyst for school improvement. *Education Policy Analysis Archives*, 31(80). <https://doi.org/10.14507/epaa.31.7603>

Appendix B

Focus Group Protocol

“Your participation is completely voluntary. If you are willing to participate and include your email address on the sign in sheet, we will send you a \$50 Amazon gift card. Our goal is to better understand what has made STEM education successful at your school. With your permission, I will be recording this to ensure the accuracy of your comments. Our findings from your school and four others will become the basis of a report from the National Network of State Teachers of the Year. Thanks for taking the time to talk to us.”

Conditions:

- 1) How have you designed teachers’ and administrators’ work to advance shared STEM goals?
- 2) How are you developing capacity of teachers and administrators to lead STEM learning?
- 3) What autonomy do teachers have to lead STEM learning?

Barriers:

- 4) What barriers have teachers and/or administrators had to overcome to develop exemplary STEM learning?
 - a. Time?
 - b. Work structures (e.g., PLCs, co-teaching, peer observation, hybrid roles)?
 - c. Curriculum?
 - d. District disconnects?
 - e. Attitudes/politics?

Collective Leadership – defined as the work of teachers and administrators toward shared goals (probe on attitudes toward collective leadership where possible):

- 5) On a scale of 0-10 – how much of the exemplary STEM work has been led by teachers (10 being total control, 0 being no control)?
- 6) On a scale of 0-10 – how much of the exemplary STEM work has been led by administrators (10 being total control, 0 being no control)?
- 7) What are effective ways that teachers and administrators have led together? How has that improved student outcomes?
- 8) What else should we know about your school as it relates to STEM?