

Research Agenda
Schematic and Narrative of
Derrick Robinson, Fall 2017

Primary Strands	Secondary Strands
School Culture and Climate	Systems and Action Theory approach
	Teacher Effectiveness
	Leadership Effectiveness
	Culturally Responsive Classroom Management
Leadership Effectiveness: Contextual Studies	Transformational Leadership
	Culturally Responsive School Leadership
	Site-Based Mediators of Leadership
	Systems and Action Theory approach
	Effective Teacher Leaders
Teacher Effectiveness: Contextual Studies	Culturally Responsive Pedagogy
	Collective Teacher Efficacy
	Teacher Organizational Citizenship Behavior
	Teacher Educator Effectiveness

Primary Strand 1: School Culture and Climate

The focus of school culture and climate encompasses all of the practices, policies, and actors that directly impact successful outcomes of students in a school. I believe that the success of schools is related to the dispositions and practices of the actors within their system. School culture and climate indicators range from achievement and interpersonal data to discipline and turnover data. To support this agenda, I plan to study systems and action theory approaches, teacher and leadership effectiveness, and culturally responsive school management.

Phase 1

Secondary Strand 1: Systems and Action Theory Approach

In the beginning years of this research agenda, I will also study and research the application of systems and action theory approaches to frame school culture and climate. Where action systems identify the actors, conditions, and means within a school situation, Systems theory extends this assessment to examine the interrelatedness of these elements to school culture and climate. My goal is to see how they aligned to each other and make practitioner recommendations to steer systems towards improved and sustained culture and climate.

Secondary Strand 2: Teacher Effectiveness

My focus in primary strand 3, on teacher effectiveness, will be integrated into this strand to examine the relationship between teaching and climate and culture. I believe that teachers who

share a positive efficacy and exhibit citizenship behavior improve their dispositions and beliefs towards their ability and towards the actors in their school, primarily students and leadership.

Secondary Strand 3: Leadership Effectiveness

My focus in primary strand 2, on leader effectiveness, will be integrated into this strand to examine the relationship between leadership and climate and culture. Leaders who adopt a transformational disposition and learn how to build and support capacity within teachers have a great chance of impacting collective teacher efficacy and teacher organizational citizenship behavior. Through increasing the means and easing the conditions of teachers and students, leaders can steer the normative orientation of these actors to improve culture and climate of a school.

Secondary Strand 4: Culturally Responsive Classroom Management

My focus on culturally responsive classroom management integrates culturally responsive pedagogy and culturally responsive school leadership. Since students spend the majority of the school day within classroom, teacher who manage through opportunity and inclusion rather than compliance stand the best chance of impacting school culture. My work will center on the five components of CRCM: a) Recognition, of one's own ethnocentrism and bias; b) Knowledge, of student's cultural background; c) Awareness, of broader social, economic, and political context; d) Ability, skill and willingness to use culturally appropriate management strategies; and e) Commitment, to building caring classroom communities.

Primary Strand 2: Leadership Effectiveness: Contextual Studies

I do not believe that there is a universal *effectiveness* in education. I believe that effectiveness is part of the context of schools and the dispositions of the actors within schools. Therefore, I believe we can contextualize leadership effectiveness for a given school setting. In my studies, I want to focus on what makes a leader effective and how do leaders perceive effectiveness in each setting, urban, suburban, and or rural. To support this agenda, I plan to study Transformational leadership, culturally responsive school leadership, site-based mediators of leadership, systems and action theory approach to schools, and effective teacher leaders.

Phase 1

Secondary Strand 1: Transformational Leadership

In the beginning years of this research agenda, I will pay attention to the concept of transformational leadership. I believe that transformational leadership, as it is articulated in the research, is optimal for studying effective leadership. Since transformational leadership in education is often linked to school reform and turnaround, it speaks to the contextual nature of schools.

Secondary Strand 2: Culturally Responsive School Leadership

In the beginning years of this research agenda, I will devote time to studying the concept of culturally responsive school leadership as a part of leadership effectiveness. Since CRSL is built upon critical self-reflection, teacher development in culturally responsive pedagogy, inclusive school environments, and engaging students and parents in the community context, I believe it aligns positively to a contextual view of effective leadership.

Secondary Strand 3: Site-Based Mediators of Leadership

In the beginning years of this research agenda, I will also look at site-based mediators to leadership impact on student outcomes. The literature in transformational leadership indicates that collective teacher efficacy and teacher organizational Citizenship behavior are significant mediators to a leader's ability to impact student outcomes. As CTE and OCB are contextual to the site, then leadership strategy and its ability to effectively impact student outcomes should also be viewed as contextual.

Secondary Strand 4: Systems and Action Theory approach

In the beginning years of this research agenda, I will also study and research the application of systems and action theory approaches to school leadership. In previous research, I have written on action systems theory extensively. Recently, I've also taken on systems theory as a study. My goal is to see how they aligned to each other and work on an elaborated theoretical approach to school leadership involving both theories.

Phase 2

Secondary Strand 5: Effective Teacher Leaders

Over the next few years, I plan to evolve my focus on leadership effectiveness to include those who prepare/teach leaders to be effective. It's my hope that my studies on preparing scholar practitioners supports investigating the knowledge, skills, and dispositions of professors in educational leadership programs. In this phase, including the teacher leader will promote the discussion of producing contextually effective leaders.

Primary Strand 3: Teacher Effectiveness: Contextual Studies

Where teacher effectiveness is problematic to define as a universal known, I assert that knowledge of the school environment and the knowledge skills and dispositions of its actors can assist with identifying contextual effectiveness attributes of teachers. Simply put, I believe that certain teacher beliefs and actions can be effective in certain environments and ineffective in others. Therefore, much of my research focuses on general contexts of school, such as urban, suburban, and rural, while understanding that these general contexts have deeper contextual descriptions. To support this aspect of my research agenda, I plan to include culturally responsive pedagogy, collective teacher efficacy, teacher organizational Citizenship behavior, and teacher educator effectiveness.

Phase 1

Secondary Strand 1: Culturally Responsive Pedagogy

The earlier stage of my academic development in urban education focused heavily on culturally responsive pedagogy, CRP. As such, I focus heavily of the criteria (academic success, cultural competence, and critical consciousness) and the principles (identity and achievement, equity and excellence, developmental appropriateness, teaching the whole child, and student-teacher relationships) of CRP. The connection of CRP practices to contextual teacher effectiveness is rooted in the understanding of teachers knowing and integrating students' cultural capital into their planning, teaching, and reflection. Therefore, CRP and Teacher effectiveness is contextual to the context of the school and the community.

Secondary Strand 2: Collective Teacher Efficacy

My focus on collective teacher efficacy, CTE, focuses on the impact of the teaching climate and the beliefs that teachers hold about their ability to complete the tasks and exhibit the competence to teach in their school context. Teacher tasks include the collective beliefs about student readiness, home life, student capacity, and motivation to learn. CTE also focuses on perceived competence, or beliefs that teacher collectively hold about their ability to meet the demands of their jobs in a particular school environment. As these beliefs set school climate, they impact the dispositions that promote individual teacher practices.

Secondary Strand 3: Teacher Organizational Citizenship Behavior

My focus on teacher organizational citizenship behavior, Teacher OCB, focuses on the commitment levels of teachers in their school settings. Teacher OCB can be framed as the commitment of teacher beyond their required work duties. In addition to having impact on school climate and leadership effectiveness, Teacher OCB speaks to the willingness of teachers to inconvenience themselves for the improvement of students, their school environment, and their colleagues. I believe that teachers that extend beyond the minimal job duties build networks, relationships, and dispositions that impact their sense of efficacy and effectiveness.

Phase 2

Secondary Strand 4: Teacher Educator Effectiveness

My dissertation work centered on the contextual effectiveness of teacher educators in preparing students to teacher in urban schools. I plan to continue this focus on contextually effective practices and dispositions of teacher educators in general and intersectional contexts. The focus on teacher educators extends the discussion of teacher effectiveness to those who prepare and develop teachers to enter the profession.