

Transformational Leadership and SEL: An Annotated Bibliography

Renato Estacio

Alverno College

EDD802

Annotated Bibliography

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3),19-31.
[https://doi.org/10.1016/0090-2616\(90\)90061-S](https://doi.org/10.1016/0090-2616(90)90061-S).

This article describes what it means to be a transformational leader. The author compares it to the term transactional leader and provides examples that highlight the differences. The goal of the article was to show the importance of transformational leadership by giving examples.

This relates to my dissertation in that it will be used to define transformational leadership.

Boaler, J. (2002). *Experiencing school mathematics: Traditional and reform approaches to teaching and their impact on student learning* (Revised and Expanded edition). Taylor & Francis Group.

The book draws conclusions on how different approaches can have an impact on the views of mathematics, equity in mathematics, and how classroom environments have an impact.

The author describes his study as taking place between two schools with approximately 300 students over a 3-year period. Using interviews of students of both schools, the author is able to study gender, abilities of the teachers, and study these components in terms of traditional and non-traditional (or reformed) teaching.

This book will be used as part of my document because it is related to mathematics and urban classroom settings.

CASEL. (2022). Fundamentals of SEL. <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>. Accessed 8 November 2022

The fundamentals of CASEL page shows the various aspects of the social and emotional learning framework. This website has an interactive portion where the wedges of the wheel can be clicked and information related to the topic is available. This website has been used as a starting point in understanding social and emotional learning (SEL) for my document. Using the interactive wheel, I have created a chart that highlights the descriptions of each of the five components of SEL.

This website will be used for definitions related to SEL, as well as to find current research on SEL.

Cohen, E. G. & Lotan, R. A. (2014). *Designing groupwork: Strategies for the heterogeneous classroom* (3rd ed.). Teachers College Press.

The book has easy-to-use guides for groupwork, which helps support social engagement in the classroom. The strategies found in the book are supported by research found in theses, dissertations, and journal articles. The book discusses the various needs of groupwork, from various cognitive abilities, assigning roles, letting go of teacher reins (delegating authority) to tools for evaluation.

The emphasis in the early chapters of the book show the need for the teacher to work on relationship-building skills, cooperation among students, and how teachers can build those skills, which, in turn, can come into play with social and emotional learning, as well as transformational leadership.

This can be used as a resource for practical application, as well as used as a reference for additional research related to the relationship between teacher and student.

Curely, P. (2012, April 9). *Relationship skills in the classroom*. The social emotional teacher.

<https://www.thesocialemotionalteacher.com/relationship-skills-in-the-classroom/>

This blog is written and maintained by a teacher who focuses on social and emotional leadership in the classroom. The topic of relationships is important to social and emotional learning, and those who are studying the topic of relationships between students and teachers in the classroom. The author writes on several topics that could benefit the social and emotional teacher.

This will be used in the dissertation because of its emphasis on relationships.

Downton, J.V. (1973). *Rebel leadership: Commitment and charisma in a revolutionary process*. Free Press.

In this dissertation turned book, the author was the first to coin the term transformational leadership and discusses leader-follower relationships. After

receiving this book (it has been ordered), additional information will be available for annotation.

I plan to use this book because it is a seminal work on transformational leadership and its discussion on relationships.

Espinoza, R. (2011). *Pivotal moments: How educators can put all students on the path to college*. Harvard Education Press.

The author mentions that students who are from low-income background and have overcome difficulties to be successful have had at least one adult assist them with how to get to college. In addition, she discusses methods to achieve success with the pivotal moments and how they can change the outcome of student academic success.

I have ordered this book and plan to use it for my dissertation because it seems to cover relationships between teachers and students, as well as discusses success of minority students.

Fiorella, L. (2015). Effects of observing the instructor draw diagrams on learning from multimedia messages. Doctoral dissertation. University of California, Santa Barbara.
<https://alexandria.ucsb.edu/lib/ark:/48907/f37d2sbv>

The researcher was guided by the question of whether seeing diagrams drawn were beneficial to student learning. Students were tested for prior knowledge before the experiment. For the test, there were three versions: control version, a point version,

and a draw version (Citation). Interestingly, the study mentions student motivation (“unique motivational benefits”) due to the presence of the teacher. The study suggests additional suggestions for future study, such as eye movement and physicality as a distraction or not. The findings show that there may be a benefit to students to watch a teacher draw if the students have low prior knowledge of material. The document is extremely clear and easy to read. The author wrote in text that is academic in style but with few technically difficult words to understand.

The relevance to my dissertation is seen in the idea of student feelings of social partnership being suggested as a future study, which essentially relates to whether there is a relationship between students and the instructor.

Gutstein, E., Lipman, P., Hernandez, P., & de los Reyes, R. (1997). Culturally relevant mathematics teaching in a Mexican American context. *Journal for Research in Mathematics Education*, 28(6), 709-737. <https://doi.org/10.2307/749639>

The authors want to bring insight on the issue of how to use cultural awareness to improve upon teaching for Mexican American students. They also want to help students on how to approach what they need to know and the tools they need to use. One major area of study was the culturally relevant portion of education, and the second area was the connectedness (relationship) to the students, which is relevant to my document.

The study included ethnographic methods which included classroom observations, as well as reflections of and conversations with the teachers who were selected on their beliefs of the students. Some findings show that oneness with the students assists the relationship between student and teacher, allowing both to work toward a common goal, and that culturally relevant teaching may be present but it has not been well studied.

This document can be used to study relationships and methods for my dissertation.

Howard, T. C., & Howard, J. R. (2021). "Radical care" to let black boys thrive: By listening to black male students, realizing how they perceive school, and valuing their cultural wealth, educators can help them thrive. *Educational Leadership*, 78(6), 22-29.

The authors state disparate academic outcomes for this group of learners (compared with students in other demographics) remain. The authors want us to ask the question, "What's wrong with schools," which is an equity-based question.

The authors look at how we need to have deep convictions on creating a curriculum that is suited for Black boys, as curricula and classrooms are centered around White, female culture that are not taking into consideration the needs of other students.

This relates to my dissertation because it takes into account student perceptions.

Louie, N. L. (2015). *Learning to redefine "good at math": Tensions and possibilities in equity-*

oriented mathematics teachers' everyday practice. University of California, Berkeley.

The key chapter being referenced for my research will be chapter three. The author of this dissertation is looking to see “how teachers’ collaborative conversations afford and constrain teachers’ opportunities to learn” (Louie, N. L., 2015). The author uses conversational norms and framing analysis to understand what is going on in the classroom and in conversations in teacher learning groups. The researcher used observations to understand dynamics among the teachers. Briefly, the researcher found that learning communities may not support innovation and non-dominant meaning. The dissertation contains many unfamiliar terms and phrases that make it difficult to understand on an initial read. The reader would need to have background in the area being discussed.

It is important to my document because teacher-student relationships can be studied in terms of how teachers and students converse with each other. The qualitative method of observation and analysis may be a part of my methods as well.

Matthews, J. S., Banerjee, M., & Lauermann, F. (2014). Academic identity formation and motivation among ethnic minority adolescents: The role of the "self" between internal and external perceptions of identity. *Child Development*, 85(6), 2355-2373.

<http://www.jstor.org.ac.ezproxy.switchinc.org/stable/24696732>

The authors seek to understand the relationship between value and belonging with respect to two aspects of social and emotional learning (though they do not mention this explicitly) which include self-regulated learning and self-efficacy.

For their methods, the authors surveyed 600 African American and Latino students in an urban setting in New York City. Using survey questions that have been deemed tested for validity, they measured value, belonging, academic self-efficacy, and self-regulated learning.

The researchers found significant positive correlations as follows: value and belonging, self-efficacy and self-regulation; furthermore, students with who had self-efficacy placed greater value in school and felt like they belonged.

This may be an important study for me to use as a reference for my document, as I may be able to use similar scales for academic self-efficacy and self-regulated learning.

Pringle, B. E., Lyons, J. E., & Booker, K. C. (2010). Perceptions of teacher expectations by African American high school students. *The Journal of Negro Education*, 79(1), 33-40.

The authors set out to study the expectations that teachers have of African American but from the perspective of the students themselves. Forty-eight students were interviewed in a qualitative study using 15 questions, and the researchers used field notes to understand the results. The findings, although using a small sample which the authors do indicate, show that teachers have lower expectations of African American students.

The importance of this research to my research is seen in how interviews and student perspectives are used.

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research, 81*(4), 493-529.

The authors looked to find the relationships between teachers and students in terms how the teachers and students engaged. They looked for the following: positive and negative aspects of the teacher student relationships and engagement; and positive and negative aspects of the teacher student relationships and achievement.

The researchers used studies and coded the findings of the study. Findings show positive correlations for achievement and engagement, though achievement not as strong. However, the findings were consistent with what they anticipated.

This research provides a confirmation on teacher-student relationships which is the focus of my dissertation.

Strategic Analysis and Program Research. (2022). Demographics of International District High School. Retrieved from: <https://public.tableau.com/app/profile/aps.sapr/viz/EnrollmentandDemographicInformation/Overall>. Accessed 10 November 2022.

The Strategic Analysis and Program Research website is maintained by the department that conducts research for Albuquerque Public Schools. The information

aggregates data related to demographics, attendance rates, percent of students who are English language learners, and percentage of students on free and reduced lunch for the entire school district. Furthermore, the data has drill down capabilities to show school-level data.

This website is being used for my document to show the demographics of the school proposed for study. It can be used, too, to show how the school compares to others in the district.

Transformational leadership in education. (2019, December 5). American University Online.

<https://soeonline.american.edu/blog/transformational-leadership-in-education>

This goal of this blog is to define transformational leadership in education. In addition, the blog contains other important topics to education that can be used and provides links to these topics. In the blog itself, several scenarios of what transformational leadership is and its importance are included.

The blog can be used in my document because it has new information and contains links to additional, useful topics.

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.

<http://www.jstor.org.ac.ezproxy.switchinc.org/stable/3516026>

The authors completed a comprehensive review of literature and summarize their findings. They hope to provide a framework suitable for future teacher training. They discuss what teacher leaders do, who they are, the lack of training for leadership, and a lack of studies focusing on the effect of teacher leadership with students.

The findings show a need for continued research in the area of teacher leadership and student relationships. The review shows the need for more studies that are quantitative and less qualitative. The authors state that the case studies and techniques used to study the leadership of teachers are limited. In addition, the studies focus on non-teachers so there is a lack of studies on teacher leadership. The next step would be to find the next review of literature that accomplishes a similar goal.

The review of the literature is an historical look at teacher leadership and useful for my document to provide a summary look at what may be needed for future teacher training.