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The Empowering Principal: Leadership Behaviors Needed by Effective Principals as Identified by Emerging Leaders and Principals

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This qualitative study was designed to provide insight into effective behaviors and competencies of building principals in which leadership is broadly shared under the concept of empowerment. Principals and teacher leaders responded to five essential questions regarding what works, what does not work, the incentives, and the costs of principal leadership behaviors under empowerment paradigms. Emergent themes of principal behaviors were identified from two perspectives, that of practicing principals and that of emerging teacher leaders. This study provides helpful information to principals who are unsure to how to help emerging teacher leaders to develop as leaders. In addition, this study adds to the body of knowledge on the topic of the organizational value of successful empowerment models in that it provides insight into giving equal attention to both process and outcomes, developing a culture of empowerment, and valuing leadership development as transformational.

While there is little disagreement about the vital role played by teachers in American society, limited attention has been given to providing teachers with the opportunity, training, and support needed to become more autonomous and empowered in assuming their professional responsibilities. Too often teachers experience isolation and a lack of opportunity to collaborate with colleagues in taking on the difficult work of improving student learning. Ingersoll (2001) cited this as a major factor in the alarming "drop out" rate of early career teachers.

Similarly, little attention has been given to the preparation of principals who can lead schools in which leadership is distributed throughout the staff. This study was conducted to identify leadership behaviors needed by principals who are committed to successfully leading schools in which teacher leadership thrives.

Schools have tended to embrace the traditional stratified view of leadership, which assumes that there is a fundamental divide between the service delivery role of teachers and the leadership role of administrators. This, of course, conflicts with theories of leadership going back to McGregor's (1960) distinction between Theory X and Theory Y leadership, Argyris's (1957) emphasis on the importance of growth opportunities in organizations, and Blake and Mouton's (1966) Managerial Grid, which show that the best work in organizations is accomplished when strong commitment and relationships are present. Sarason's (1971) analysis of the relationship between the culture of the school and the change process stressed the need to share leadership and address pervasive barriers to change.

Barth (1990) stressed the importance of shared leadership to "improve schools from within." Others echoed Barth in arguing that the complex process of school improvement will be successful only if it involves everyone throughout the organization (DuFour & Eaker, 1998; Fullan, 2001; Lieberman & Miller, 2001). They recognized that not only will shared leadership enhance the prospects for improving student achievement, but it will also provide important opportunities for individual teachers to experience fulfillment while freeing principals from the sole responsibility for improving student achievement.

Lieberman (2004) observed that ". . . .teacher leaders are in a unique position to make change happen. They are close to the ground and have the knowledge and ability to control the conditions for teaching and learning in schools and classrooms" (p.12).

It is clear from the literature that there is a vast untapped resource of talent and wisdom waiting to be released from the men and women who teach in America's classrooms. Elmore (2006) reaffirmed this vital role of teachers when he cautioned:

> One does not 'control' school improvement processes so much as one guides them and provides direction for them, since most of the knowledge required for improvement must inevitably reside in the people who deliver instruction not in the people who manage them. (p. 58)

As more is learned about the vital role of teacher leaders in transforming public schooling, attention must be given to the preparation of principals who will be able to share leadership with teachers and other professional colleagues. Too often teachers are frustrated when their training as leaders is not acknowledged and they are not given opportunities to exert leadership. This study was designed to explore leadership learning by teacher leaders and principals. It adds to the body of knowledge regarding specific leadership behaviors that are used by practicing and emerging leaders in a variety of settings. The authors believe that important work remains to be done to help principals acquire the skills necessary to foster a collaborative, democratic work environment and better understand leadership learning processes.

It is encouraging that policy makers and elected officials have begun to recognize the value of supporting teacher leadership (Olson, 2007).   However, the importance of principals in growing and supporting teacher leaders cannot be overstated. While this is widely recognized, it is too often not a part the preparation of principals or the expectations established for them in many school districts. As a result, principals are expected to exert a style of leadership which is more in keeping with the early 20th century bureaucratic model than the more democratic collaborative style that has been widely embraced in recent decades.

Moller and Pankake (2006) observed that in today's schools principals are faced with three options: "Do everything themselves or with a few chosen teachers, sit back and let leadership occur in a chaotic manner, or intentionally plan and facilitate the process of collaborative leadership" (p. 8).

Barth (2001) concurred about the deliberate nature of teacher leadership:

> A principal's disposition to share leadership with teachers (or others) appears related to personal security. Many of us have observed that the weaker the principal is personally, the less the principal is likely to share leadership. Stronger, more secure principals are more likely to share leadership. It makes sense. It's as if teachers and principals must learn a new dance together. In order not to step on each other's toes, each must learn some new steps, new rhythms, perhaps new music. (p. 109)

Murphy (2005) further explained the need for fundamental systemic changes when he challenged the educational status quo:

> For many principals, a personal transformation in leadership must accompany the quest to rebuild schooling to cultivate teacher leadership and efforts to nurture the growth of teacher leaders. Likewise, cultivating teacher leadership in a hierarchical and bureaucratic organizational seedbed is problematic, at best. New conceptions of organizations provide the foundations for developing the skills to foster teacher leadership. (p.132)

Embracing this more open style of leadership is critical to the development of teacher leadership. According to Crowther, Kaagen, Ferguson, and Hann (2002), the role of successful principals includes five functions:

1. Visioning
2. Identity generation
3. Alignment of organizational elements
4. Distribution of power and leadership
5. External alliances and networking (p. 50-51)

Reeves (2008) appeared to agree with these five functions but recently wrote that the role of principals is "enormously important" as they serve as talent scouts constantly on the lookout for effective practice by

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teachers which could be replicated throughout the school (p. 71). Reeves (2008) emphasized the importance using in-house experts to share practice and distribute leadership throughout the faculty.

The Setting of the Study

The Galileo Experience

Recognizing the need to facilitate the development of teacher leadership, The Galileo Leadership Consortium was created in the mid 1990s by a group of southeastern Michigan superintendents. These organizational leaders reflected on their common demographics, needs and innovations, and further pondered the potential of new strategies that would better support their efforts to affect school improvement (Childs, 2005).

The Galileo Academy program began in 1997 with approximately 60 teachers representing six school districts, two community colleges, and two regional service agencies. Over the 10 years of its existence, the program has grown to include 11 additional school districts and one additional community college. Approximately 400 teachers have completed the rigorous two-year program.

Administrators from the participating school districts and community colleges reported that The Galileo Academy created a cadre of teacher leaders who are reflective, creative, and committed to working collaboratively to improve student achievement. Furthermore, organizational leaders noted that the Galileo participants have assumed important roles as role models, innovators, and project leaders.

Survey data collected from academy participants clearly supported the opinions and anecdotal observations provided by administrators. Participants in the first two cohorts (1997-1999 and 1999-2001) concluded that they became teacher leaders who are willing to take chances and to go above and beyond expectations in changing traditional practice, generating new ideas, and empowering others. Pre- and post-data generated from the third and fourth cohorts (2001-2003 and 2003-2005) revealed significant recognition by participants that teachers should play an important role in leading opinion, influencing policy, providing feedback and assistance to other teachers, planning and leading school-wide professional development, mentoring new teachers, and playing an active role in school decision-making. According to Colbert (2006), participants in all four cohorts felt that they had grown as teacher leaders.

The Galileo Institute for Teacher Leadership

The success of The Galileo Academy led to the creation of The Galileo Institute for Teacher Leadership at Oakland University in Rochester, Michigan. The institute was formed to focus on development of teacher leadership through graduate programs, conferences, service to school districts, and scholarly research. These programs and services focus on a *bottom-up* delivery model, which asserts that the teacher can be the most important leader in the educational enterprise.

The Institute also recognizes that other leadership roles, including principals, deans, assistant superintendents, curriculum directors, and superintendents, must change for this transformation to become a reality. An important aspect of organizational transformation relates to the development of leaders in these settings. Hence, an understanding of leadership learning development is of interest to The Galileo Institute.

Previous Research

The study is based on extensive work completed in two areas. The first area of prior study has been explained in the Introduction and involved research over 11 years. The study was designed to understand the effectiveness of The Galileo Academy and The Galileo Institute for participants and for district administrators sending emerging teacher leaders to the program. The results of the Galileo research indicated that the program is effective and is meeting its goals of developing teacher leaders as a value-added strategy for improving schools (Colbert, 2006).

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The second area of study involved research conducted by Flumerfelt (2006) and others over seven years regarding leadership learning processes. The results of the leadership learning research indicated that aspiring and practicing leaders engage in a taxonomy of learning behaviors. Further, by understanding those learning processes, leadership development programming can be improved. Concurrent unpublished studies to date indicated construct validity for the taxonomy of leadership learning behaviors under study.

Aim of the Study

The aim of this qualitative study, which took place at a Midwestern university, was to identify emergent themes of those behaviors building principals should engage in to promote empowerment paradigms and the development of emerging teacher leaders. The study presented here was an element of a larger project that had three segments.

The first segment focused on better understanding a critical beginning point, what schema are in use when engaging in leadership learning. This first study identified general leadership learning behaviors which represented three areas of development: knowledge, values, and application, on three planes of involvement: self, small group, and real world, totaling nine behavior areas.

The second segment was to determine the impact of a teacher-leadership graduate degree program, The Galileo Institute, in terms of organizational learning. Using mixed methods, the overall aim of the study was to gain an understanding of fundamental differences in how the teacher-leader graduate students learn and describe their learning versus how practicing administrators learn and describe their learning. The result of the second study identified 30 explicit leadership learning behaviors for both practicing and aspiring leadership and preferred learning ontologies for these two groups.   It was discovered that the 30 leadership learning behaviors tested with high reliability with both groups for desirability and frequency of use. In general, Application Development behaviors were the most popular behaviors with both groups, followed by Values Development behaviors, and then followed by Knowledge Development behaviors. However, practicing leaders indicated a more balanced and sophisticated ontology or learning schema in use than the emerging leaders did. Findings from the first two segments of the study were presented in a paper published in *The International Journal of Knowledge, Culture and Change Management* (Flumerfelt, Maxfield, & Feun, 2007).

The study's third segment, which is the focus of this paper, was to solicit responses from principals and Galileo Leaders to five open-ended questions dealing with administrative leadership and other supports needed by teacher leaders.   It was expected that the responses from the two groups would be valuable in preparing new principals and providing professional development for practicing principals.

Methodology

A survey with 30 closed-ended, five open-ended and five demographic response questions, was designed by the researchers and mailed to approximately 400 practicing administrators in a suburban county and 340 past or present Galileo participants in a three county region (Appendix A). Confidentiality was maintained using double blind procedures where consent forms were mailed separately from surveys. As an incentive for participation, school administrators were offered the opportunity to join the Galileo consortium for survey completion, and several indicated an interest in doing so. It was assumed the Galileo participants would participate out of loyalty to the program and their fondness for the quality of learning experiences they enjoyed. Data were categorized by the two samples as practicing administrators (n = 63) or as teacher leaders (n = 80).

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Data Analysis

Qualitative analysis was based on first codifying the open-ended responses into categories and then sorting them in order to identify emerging themes. This process involved scanning the responses, reading them twice, and then codifying and sorting them. Frequency of concepts and intensity of narration were two criteria used in identifying patterns from the responses.

In addition to the closed-ended survey data regarding leadership learning behaviors sought from principals and Galileo Leaders, both groups were also asked to respond to five open-ended questions. The responses were listed as written by the respondents. They were then reviewed; major themes and concepts were identified. Each of these themes is accompanied by statements from respondents that capture the spirit of the emerging theme.

Results

Each of the five open-ended questions elicited a rich variety of responses from the teachers, all of whom were Galileo Leaders and the principals in the countywide sample. The questions are stated below followed by emerging themes and comments from respondents.

Question 1: What are the most promising initiatives/strategies available to principals to support teacher leadership?
       Emerging theme identified by principals:
Effective principals promote collaboration and shared decision-making through the development of professional learning communities supported by encouraging staff to participate in The Galileo Academy, North Central Association, and Balanced Leadership workshops. One principal described this process as, "Encouragement of staff, leading by example, placing staff in leadership positions and mentoring them." A second principal described two critical elements: "Opportunities for growth. Positive feedback."
       Emerging theme identified by Galileo Leaders:
Galileo leaders felt strongly that principals should provide opportunities to lead, listen carefully to the teacher leader and nurture development of authentic professional learning communities. Many specifically cited the importance of the Galileo Academy. One participant explained how to facilitate this process, "I think when principals really listen to their teachers, know what is going on in their classrooms, look for opportunities for teachers to show leadership, and then ask and encourage that responsibility, teachers will gladly take the risk and challenge of new leadership roles." A second Galileo leader outlined the deeper issues of professional learning communities in regard to this theme saying, "One of the most promising strategies a principal can use to support teacher leadership is to build an infrastructure that systematically provides opportunities, space for teacher leaders to emerge."

 Question 2: What do you see as the best first step for a principal to take to explicitly advance teacher leadership in their setting?
       Emerging theme identified by principals:
Principals felt that it was important to create a climate of trust and confidence in the leadership of others, to promote ownership of vision and goals, and identify potential leaders and get them involved. One principal suggested that empowering principals must "Set the stage for leadership to be shared." She extended the metaphor by further suggesting that one must "Invite a teacher or teachers to view the dance floor from the balcony. That may mean that the building administrator needs to move to the dance floor to appreciate that view as well." Another principal offered, "Developing a positive/trusting relationship in the building is a must before teachers will risk a leadership role. It's the adage-- Go slow to go fast."
       Emerging theme identified by Galileo Leaders:

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Galileo Leaders urged principals to promote collegial dialogue, build trust and a climate where leadership can be shared and provide the opportunity and time to lead as illustrated by these suggestions from one teacher leader: "Identify all the ways teachers can demonstrate leadership within a building. Try to break through the 'scarcity' mentality and show that all should be leaders in various situations." Another teacher leader advised principals to "abdicate responsibility for certain areas requiring leadership and increase teachers' capacity by offering scaffold opportunities for leadership. Letting go and supporting."

Question 3: What are the barriers faced by teachers who attempt to assume leadership roles in their schools?

 Emerging theme identified by principals:

Principals were consistent in citing time, peer pressure, and union issues as the strongest barriers encountered by teachers assuming leadership roles. A practicing principal identified, "A sense of separation from teaching colleagues, perception by their peers of being arrogant or seeming superior, perception by peers as being part of the 'inner circle' of administration, and favoritism" as barriers. Another principal cited, "The union, the 'old guard,' fear of reprisal, and jealousy" as the mitigating barriers to teachers assuming leadership roles.

 Emerging theme identified by Galileo Leaders:

Galileo leaders agreed with principals about the barrier presented by peer pressure but added micro-management by the administrator and lack of opportunities to lead as significant barriers. The teacher leaders took the opportunity to impugn their counterparts: "Peers will put you down – almost sabotage your efforts." Additional comments were equally blunt as one teacher cautioned, "You are a suck up…if you take a leadership role, and you become one of them. Yet another Galileo leader identified the barriers as "rejection and jealousy of peers, lack of knowledge, facts and skills, and lack of support."

Question 4: What incentives would encourage more teachers to assume leadership roles?

 Emerging theme identified by principals:

Principals frequently cited support and encouragement, time, and opportunities to lead as important incentives. One principal suggested, "Provide release time. Build an atmosphere of a cooperative whole staff learning community that supports and encourages." Likewise, the issues of "release time, extra pay, and recognition" were identified by another administrator.

 Emerging theme identified by Galileo Leaders:

Galileo leaders were generally in agreement citing positive reinforcement, time, and support. One Galileo participant focused on leadership as an incentive to aspiring leaders: "Leaders who consider themselves learners. Complete support and encouragement of district leaders. Inspiring leaders who spark teachers to assume these roles." Conversely, another Galileo leader recognized the importance of "Having their values, opinions, and ideas truly valued and listened to. 'Lip service' is toxic. It is not good practice to enlist the opinion, ideas, etc. of teachers but then make a decision without truly considering the given input."

Question 5: List three skills needed by teachers seeking to assume leadership roles in their setting.

 Emerging theme identified by principals:

Principals listed many skills, which often were attitudes and dispositions more than skills. Frequent citations were communication, visioning, teamwork, and courage: "Communication skills (both listening and speaking), a positive disposition (a complainer can't lead in a positive direction), and commitment to student learning at the highest level," were identified by one respondent. Another principal identified "Strong people skills (communication, caring, nurturing), organization skills, and good decision making skills."

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Emerging theme identified by Galileo Leaders:

Galileo Leaders agreed that communication was important but gave more attention to relationship building and persistence and perseverance: One teacher leader clearly identified the "Ability to communicate – not only in words but in relationships. Have a tough skin – be willing to get knocked around and take risks. Own and open a big heart – keep your goal in mind, and remember everything you do is for the kids." Moreover, another teacher leader identified requisite attributes of the emerging teacher leader as being a "Risk taker, listener, and motivator."

Findings

A review of the responses to the open-ended questions revealed the absence of noteworthy differences between the principals and Galileo Leaders who responded to the survey. Both concurred that real teacher leadership was most likely to occur when there is administrative support, a collegial culture in the school, clear expectations, and open communication. Additionally, both principals and Galileo leaders used terms describing skills, attitudes, and dispositions interchangeably. Both groups agreed that attention must be given to the process of leadership and not just the desired outcome.

The descriptors of principal behaviors highlight the value of programs, such as The Galileo Academy, where strategic executive level support of teacher empowerment translates to building operational dynamics. Training and development, mentoring and coaching, and on site leadership experiences are commonly understood and supported as value added activity through all levels of the district. Responses to the first question emphasized the need for programs philosophically aligned with The Galileo Academy in the promotion of teacher empowerment.

The notion that leadership stems from personally-based, rather than organizationally-based power is a critical point of learning from this study. For many practicing principals and emerging teacher leaders, this represents a reconceptualization from traditional leadership paradigms. Question 2 responses identified the need to transition from leadership as a scarce resource to leadership as a common resource through all levels of the school.

Question 3 responses provided insight into the differences between agentic leadership, based on formal position, and communal leadership, based on tasks. Empowerment models challenge the view of management responsibility resting with organizational structure. The emergent theme of Question 3 identifies barriers to empowerment as mental models of agentic leadership closely held by peers and superiors.

Principal behavior that protects rather than distributes power is the emergent theme of Question 4. The message in this theme for principals required the alignment of thinking and doing, congruence between the "talk" and the "walk" of empowerment. The risks of not demonstrating empowerment resulted in toxic outcomes for the school.

Lastly, Question 5 lists a set of competencies that represent transformational, rather than transactional leadership.   While transactional behaviors are needed to operate any school, in terms of empowerment development, transformational actions emerged as a critical theme.

Overall, the comments also endorsed the decision of The Galileo Institute Advisory Board to conduct *Clearing the Way for Teacher Leadership,* a series of regional conferences beginning in August, 2007. Comments about negative peer pressure, union contract restrictions, and administrative insensitivity helped shape the program for the conference and the desire of the planners to include union leaders, superintendents, board members, and policy makers.

Survey results also were important influences as graduate courses at the university program under study were refined and new programs developed. It is clear from the comments of principals and Galileo leaders that aspiring leaders require more opportunities to develop strategies for creating collaborative cultures, inclusive decision making, effective teams, and focused school improvement plans. Moreover, aspiring leaders need to acquire the tools which will allow them to deal with colleagues who are trapped in the *us vs. them* paradigm.

Summary

This study and the previously referenced companion study provide insight into leadership learning, expectations of teacher leaders, and competencies essential to leading schools in which leadership is broadly shared. Teachers and principals alike agree that leadership learning must be authentic, relevant, and contextual. Furthermore, this study provides helpful information to administrators who might be unsure of their role in helping emerging teacher leaders to develop.   It also suggests that in order for teacher leadership initiatives to be effective, there must be a climate of trust and understanding at both the building and district levels.

More specifically, the study enriches the conceptualization of embedded professional development for teacher leaders and the role of the principal in a culture of coaching. The study highlights that principal behaviors do have an impact on teacher leaders; principals can play an important role in the formative process of leadership development. The emergent themes reveal that when principals engage in specific and preferred behaviors, leadership coaching can occur as can empowerment culture promotion. This means that it is possible for principals to contribute to teacher leader development within the context of the daily activities and interactions of a school environment and improve the culture of the school simultaneously. Given the need for school administrators to focus the use of their time and talents, this proposition is quite substantial.

When leadership learning can occur in a natural setting, a work environment, the value of "pull out" professional development programming and formal degree programs can be reanalyzed. This study does challenge the exclusive merit of formal professional development training and traditional formal degree program design. It suggests that training and coaching coupled with formal training as a hybrid design for the promotion of formative leadership learning is a possible effective program design. Professional development training, higher education programs and coursework could provide more meaningful professional growth experiences for teacher leaders using such a hybrid design.

In order to expand the existing research on the importance and impact of teacher leadership, it will be essential to examine the roles of specific educators in the future. Additionally, studies of the roles of superintendents and principals in supporting and sustaining teacher leadership could yield valuable information to inform practice for educators engaged in systemic change through dynamic, collaborative leadership structures. Furthermore, detailed studies of hybrid leadership programming including both formal training and embedded coaching techniques are warranted.

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Oakland University
Galileo Project
Survey of Leadership Learning Behaviors

PLEASE USE NO. 2 PENCIL

RIGHT	WRONG

Please do not xerox this survey.

This survey is being administered to present and past Galileo participants to collect information needed to understand if there are differences in learning behaviors between Galileo participants and non-Galileo district leaders. The information you provide is confidential and only aggregate results with be reported.

Complete the survey by selecting 10 (highest importance) to 1 (lowest importance) for the items indicated based on the amount of importance you place on the behavior indicated.

	10	9	8	7	6	5	4	3	2	1

1. Reading, researching, talking, observing whether leadership theories have personal relevance and/or relate to my prior knowledge.

2. Learning about leadership from a mentor.

3. Comparing my personal leadership understandings with scholarly work, testing theories for validity, supporting evidence, robustness.

4. Taking notes, jornaling, increasing leadership self-talk.

5. Contemplating what is expected of a leader by planning how leadership concepts, decision making processes and strategies can be used.

6. Examining leadership mistakes and considering how I would do it differently.

7. Talking with confidants about my leadership ideas and experiences by seeking support, constructive criticism, alternative ideas, or suggestions for improvement.

8. Seeking to understand what confidants, mentors, or seasoned leaders know about leadership.

9. Discussing potential results of new leadership concepts with family, veteran leaders, peers, or allies.

10. Understanding leadership constructs well enough to influence others and sharing information about leadership in a situation where some may be unfamiliar with constructs or with me.

11. Leading in new directions based on theoretical understandings, research, or documentation.

12. Using new language, new strategies, new ideas to solve problems, mediate conflict, manage change or connect leadership theory to generalized situations.

13. Talking informally,i.e., "hallway talk," about leadership.

14. Considering depth of personal relevance, benefits/values, or risks/costs of leadership.

15. Performing self-directed leadership development activities.

16. Self-reflecting on feelings, values, attitudes motivators, beliefs and aligning actions of leadership.

17. Talking with confidants and noting the benefits of sharing about personal leadership dispositions, considerations, and common solutions to leadership dilemmas.

18. Identifying own leadership disposition strengths and weaknesses.

19. Establishing new boundaries in professional relationships, personal relationships and lifestyle by taking risks to advance leadership goals.

20. Constructing personal meaning of leadership values by expressing own values and quoting other leaders' statements about values.

10	9	8	7	6	5	4	3	2	1

21. Inspiring peers to get involved in leadership.

22. Coming up with original ideas and then sharing those with stakeholders.

23. Discussing leadership with my family.

24. Having confidence in my ability to lead.

25. Leading from experience.

26. Self analyzing, developing self awareness, self evaluating how and when to lead, how to grow/change/improve as a leader and impact a system.

27. Receiving compliments and expressions of confidence in me as a leader by colleagues/administrators, staff, subordinates.

28. Surveying staff, students, parents and asking for an assessment as to how they view my leadership in order to set new goals.

29. Learning to admit when I am wrong and sharing apologies.

30. Motivating myself to pursue greater endeavors when I realize others rely on me.

Complete the questions below by writing your responses.

31. What is/are the most promising initiatives/strategies available to principals to support teacher leadership?

32. What do you see as the best first step for a principal to take to explicitly advance teacher leadership in their setting?

33. What are the barriers faced by teachers who attempt to assume leadership roles in their schools?

34. What incentives would encourage more teachers to assume leadership roles?

35. List three skills needed by teachers seeking to assume leadership roles within their setting.

Complete the information below by selecting the appropriate response.

Gender:
○ Male
○ Female

Years of Service:
○ 0-4
○ 5-9
○ 10-14
○ 15-19
○ 20-more

Job Placement, if School District Employee:
○ Elementary
○ Middle School
○ High School
○ Multi- District Levels
○ College
○ ISD

Job Title
○ Teacher/Faculty
○ Bldg Administrator
○ Other Administrator

Galileo Districts and Colleges
○ Bloomfield Hills School District
○ Dearborn School District
○ Farmington Public Schools
○ Grosse Point Public Schools
○ Livonia Public Schools
○ Northville Public Schools
○ Novi Community School District
○ South Redford School District
○ Southfield Public Schools
○ Walled Lake Consolidated Schools
○ West Bloomfield School District

○ Oakland Schools
○ Wayne RESA

○ Henry Ford Community College
○ Oakland Community College
○ Schoolcraft College