

Key Issue:

Enhancing Teacher Leadership

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

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Scenario: A Shortsighted Vision

Betsy Henry is an experienced science teacher in a low-performing high school in a mid-sized Southern town. During the course of her career, she has taught all grade levels and most science classes in the high school. For the last few years, she has been teaching ninth grade, which is the entry point into the high school. She has some concerns about the ninth-grade program and does not think it effectively meets the needs of the students. Henry would like to make it more learner-centered and to encourage the ninth-grade teachers to include more hands-on, active, real-world instructional strategies that would engage their students.

Henry's high school is in the Coffee County school district. Many of the families in the area work in low-skilled jobs in nearby tobacco-processing plants. The Coffee County school district administration wants to better prepare students for future educational and employment opportunities and is trying to improve student learning through a districtwide focus on instructional leadership. The superintendent introduced Henry's principal to the concept of teacher leadership and asked him to identify a group of qualified teachers in his school to serve as leaders for improving instruction in an effort to improve student achievement. The principal then appointed Henry as lead teacher of the ninth-grade academic team. Within her new position, she would have release time to work with teachers and a small stipend for additional duties. Henry had no desire either for a title or for serving in an administrative capacity; however, she accepted because she viewed this new position as a way to implement her vision for a learner-centered instructional program across disciplines that would benefit ninth-grade students. Unfortunately, all did not go as planned. As soon as Henry began to make changes, she encountered the following obstacles:

- **Colleagues.** Her colleagues were not willing to work with her on the learner-centered project. They resented her new title and position as well as the benefits that came with her new responsibilities. In addition, they did not want to make changes and said they would just do what was required by the principal. They excluded her from team camaraderie, and she felt isolated from the collegiality she had enjoyed when she was an equal member of the team.
- **Principal.** The principal was not available for support. It seemed impossible to schedule a time with him to discuss plans and to report progress, and he was not willing to secure the resources she needed for staff training. When Henry created a new block schedule for ninth graders, which was more appropriate for the new hands-on teaching strategies, she encountered a glitch, and the principal showed his displeasure by taking the scheduling responsibility away from her.
- **Time and place.** Henry was always pressed for time, even though she was released from a weekly study-hall duty. She was afraid that her own teaching was suffering because of the time she was spending on implementing the new program. In addition, she had trouble scheduling a common time for the ninth-grade team to meet since everyone had a different planning period. Further, the members of the ninth-grade team were scattered all over the school in their subject department wings, so it was hard for her to have informal discussions in passing or to visit classrooms to observe and give feedback on instructional practices.

Henry is frustrated but determined to make her idea for learner-centered teaching work! Her principal also wants to improve instruction in his school. How can Henry and her principal learn together? What skills does Henry need to lead instructional improvement? How can Henry's principal support her as she strives to be an effective teacher leader?

Benefits

“Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement” (Childs-Bowen, Moller, & Scrivner, 2000, p. 28).

Enhancing teacher leadership can help schools and districts reach the following goals:

- **Improve teacher quality.** Teacher expertise is at “the foundation for increasing teacher quality and advancements in teaching and learning;” this expertise becomes more widely available “when accomplished teachers model instructional practices, encourage sharing of best practices, mentor new teachers, and collaborate with teaching colleagues” (York-Barr, & Duke, 2004). Teacher leaders’ expertise about teaching and learning is needed to lead instructional improvement and increase teacher quality.

One way a principal can improve teacher quality is to support staff development needs. Teacher leaders can help principals support professional development by identifying teacher development needs, offering professional learning experience, developing and delivering opportunities, and evaluating the outcomes of staff development.

- **Improve student learning.** The improvement of student learning requires every leader in the school to focus on that outcome. For example, instructional teacher leadership positions have been created to increase students’ academic achievement by first improving teachers’ instruction. Further, teachers who model learning for students can help to create a community of learners. Teacher leadership leads to teacher growth and learning, and when teachers learn, their students learn. Effective and efficient collaborative decision-making processes need to be in place to tap and infuse this expertise across the faculty.
- **Ensure that education reform efforts work.** The influence of teacher leadership is important to education reform. Teacher leaders can help “guide fellow teachers as well as the school at large toward higher standards of achievement and individual responsibility for school reform” (Childs-Bowen et al., 2000). With the addition of the No Child Left Behind Act, the emphasis on educational improvement at all grade levels has provided “further incentive for teachers to be involved in teacher leadership” (Birky, Shelton, & Headley, 2006). In order to implement curricular and instructional reforms at the classroom level, a commitment from the teachers who lead at that level is essential. Reform possibilities reside in the hands of teachers; they are on the front lines and know the classroom issues, the culture of the school, and the types of support they need to do their jobs.
- **Recruit, retain, motivate, and reward accomplished teachers.** One major reason for the new interest in teacher leadership is the desire to recruit, retain, motivate, and reward accomplished teachers. “Acknowledging their expertise and contributions and providing opportunities for growth and influence can support these objectives” (York-Barr & Duke, 2004). Teachers want to work in schools that are designed for them to be successful and in which they have influence on key decisions that affect instruction and student success. For example, Hirsch (2006) found in his study of teacher recruitment and retention in

Alabama that “empowerment and leadership opportunities were important factors in whether teachers said they [would] work in certain schools.”

In addition, the opportunity to influence teaching and learning for adults and children through greater involvement in school leadership offers appeal to many accomplished teachers. Teachers find opportunities for continuous learning as they expand the ways in which they contribute throughout their careers. “Teachers who lead help to shape their own schools and, thereby, their own destinies as educators” (Barth, 2001).

- **Provide opportunities for professional growth.** A clear effect of teacher leadership is the growth and learning for the teachers themselves. When teachers actively pursue leadership opportunities, their lives are enriched and energized, and their knowledge and skills in teaching increase dramatically, leading to increased confidence and a stronger commitment to teaching. Professional growth also occurs as the result of collaboration with peers, assisting other teachers, working with administrators, and being exposed to new ideas. In fact, studies show that leading and learning are interrelated, that “teacher leaders grow in their understandings of instructional, professional, and organizational practice as they lead” (York-Barr & Duke, 2004).
- **Extend principal capacity.** Teacher leadership provides the additional person power needed to run the organizational operations of the school, which are too complex for principals to run alone. Indeed, teacher leaders are a source of reliable, useful, and professional help for the principal. “When teachers lead, principals extend their own capacity” (Barth, 2001).

In addition, instructional teacher leadership can reduce the principal’s workload. Teacher leaders are able to assume some of the principal’s many responsibilities, including those of instructional leader.

- **Create a more democratic school environment.** When teacher leaders take on important schoolwide responsibilities and are centrally involved in school decision making, they are able to transform their school into a democracy. Students benefit from observing and experiencing democratic, participatory forms of government. They also benefit from higher teacher morale because their teachers are involved in democratic decision making and school leadership.

Tips

To encourage teacher leadership, be sure to do the following:

- Value and respect the role and work of teacher leaders.
- Embrace change and allow data-driven, research-based risk taking.
- Provide affirmation for teachers' leadership tasks.
- Promote and facilitate collaboration.
- Provide technical support for teacher leaders.
- Empower teachers in their leadership tasks.
- Involve faculty in decision making.

And be careful *not to do* the following:

- Withhold, control, or limit power from teachers who are involved in decision making appropriate to their experience, knowledge, and expertise.
- Devalue the work and efforts made by teacher leaders.
- Place teachers in isolated rather than in collaborative situations.
- Focus on micromanaging the details instead of providing the big picture and supporting the larger goal.

Strategy 1: Recognize the Importance of Teacher Leaders

In developing high-performing schools, recognize the importance of teacher leaders.

Resource 1: Educational Improvement through Teacher Leadership

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.

Recognition of teacher leadership comes from new understandings about organizational development and leadership that suggest “active involvement of individuals at all levels and within all domains of an organization is necessary if change is to take hold.” Educational improvement at the level of instruction “necessarily involves leadership by teachers in classrooms and with peers.” In addition, teacher leadership has expanded to include roles ranging “from assisting with the management of schools to evaluating educational initiatives and facilitating professional learning communities.” With this expansion, the hope for teacher leadership today is continuous improvement of teaching and learning in all schools resulting in increased achievement for every student.

Resource 2: Promoting Leadership in Teaching by Teachers

Hinchey, P. (1997). Teacher leadership: Introduction. *The Clearing House*, 70(5), 233.

Two ideas that can redefine teaching are as follows:

- “Teachers need to assume leadership positions if efforts to improve education are to succeed.”
- “Teachers must assume leadership if teaching is ever to be accepted as a profession” (p. 233).

This article is an introduction to a special section of *The Clearing House* on teacher leadership and its “transformative potential” to improve education.

Resource 3: Teacher Leaders’ Influence Beyond the Classroom

Danielson, C. (2007, September). The many faces of leadership. *Educational Leadership*, 65(1). Retrieved November 1, 2007, from <http://tinyurl.com/2q8edz>

School improvement depends on the active involvement of teacher leaders at the classroom level and beyond. In every school, teacher leaders can find numerous opportunities to extend their influence beyond their own classrooms to the department or teaching team, across the school, and beyond the school to the district.

Resource 4: Engaging Teacher Leaders in School—Level Decisions: Who Controls Teachers' Work in America's Schools

Ingersoll, R. M. (2003). *Who controls teachers' work? Power and accountability in America's Schools*. Cambridge, MA: Harvard University Press. Retrieved November 1, 2007, from <http://www.hup.harvard.edu/catalog/INGWHO.html>

The author explores the role of teachers in the decision-making process in schools.

Strategy 2: Identify and Create Opportunities

Identify and create opportunities for teachers to assume leadership roles in schools.

Resource 5: Teacher Leadership Practices

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.

Research reveals that teacher leadership is practiced in a variety of ways. Sometimes teachers serve in formal leadership positions and, at other times, leadership is demonstrated in informal ways. This piece discusses the ways in which teacher leadership has evolved over time; the levels of leadership work for teacher leaders; and specific domains of teacher leadership practice.

Resource 6: Ten Roles for Teacher Leaders

Harrison, C., & Killion, J. (September, 2007). Ten roles for teacher leaders. *Educational Leadership*, 65(1). Retrieved 9/25/07 from <http://tinyurl.com/2I9xzn>

This resource describes 10 roles that teacher leaders can assume to help support school and student success.

Resource 7: Teacher Leadership Opportunities

Barth, R. S. (2001). Teacher leader. *Phi Delta Kappan*, 82(6), 443–449.

This article identifies 10 areas where teacher leadership is essential to the health of a school. These areas affect “a teacher’s ability to work with students” and are among the domains in which teacher leadership is most needed and least seen.”

Resource 8: Opportunities for Teachers to Lead

Childs-Bowen, D., Moller, G., & Scrivner, J. (2000, May). Principals: Leaders of leaders. *National Association of Secondary School Principals (NAESP) Bulletin*, 84(616), 27–34.

This article describes the areas in which principals can create opportunities for teachers to lead.

Resource 9: New Approaches to Teacher Leadership

Smylie, M., Conley, S., & Marks, H. M. (2002). Exploring new approaches to teacher leadership for school improvement. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp.162–188). Chicago: University of Chicago Press.

This article presents three new approaches to teacher leadership that appear to be more effective than formal leadership roles in promoting school improvement:

- Teacher research as leadership; teacher inquiry in collaborative contexts can create new opportunities for teachers to learn and to lead efforts to improve their schools.
- New models of distributive leadership; these models indicate that teachers can and do perform important leadership tasks inside and outside formal positions of authority.
- Leadership of teams; self-managed teams promote teacher collaboration; improve teaching and learning, and address problems of school organization.

Resource 10: State Projects to Strengthen Leadership in Schools

State Action for Education Leadership Project. (2002, Winter). *Leading the Way* [Newsletter]. Retrieved November 1, 2007, from http://www.nasbe.org/Research_Projects/saelp.pdf

The State Action for Education Leadership Project (SAELP) is a partnership that assists state decision makers in strengthening school leadership. Connecticut's efforts to support education leadership include "increasing opportunities for teachers to take on leadership responsibilities within schools" (p. 3). Rhode Island has as a leadership goal "to provide opportunities for shared leadership between teachers and principals to build capacity, thereby creating potential succession programs" (p. 6).

Resource 11: Strengthening Teacher Leadership

Zehr M. A. (2001, April). Teacher leadership should be strengthened, report says. *Education Week*, 20(32), 5.

Schools should be reorganized to give teachers "richer opportunities to be leaders." For example, if teachers were involved in educational policy matters, states would not have the problem of "having standardized tests that are not aligned with academic standards." As this article points out, seeking input from teachers in developing and implementing test standards and accountability measures would alleviate the alignment problem.

Resource 12: Teacher Leadership Development on School-based Teams

Brown, C. L. (2001). *Teachers Academy: A qualitative study of teacher leadership development on school-based teams*. Unpublished doctoral dissertation, University of Pittsburgh.

This study analyzed the development of the Teachers Academy, a locally initiated network of secondary schools, and its impact on teacher leadership within individual schools. The researcher, using a case study approach, observed, described, and analyzed nine Teachers Academy teams within one school district.

Resource 13: Teacher Leadership Roles

Boyd, V., & McGree, K. (1995). Leading change from the classroom: Teachers as leaders. *Issues...About Change*, 4(4). Retrieved November 1, 2007, from <http://www.sedl.org/change/issues/issues44.html>

Traditional teacher leadership roles include team leaders, department chairs, association leaders, and curriculum developers. Today, there is a movement to increase teacher professional development to expand teacher leadership roles; this movement is based on the understanding that “teachers, because they have daily contacts with learners, are in the best position to make critical decisions about curriculum and instruction” and are better able “to implement changes in a comprehensive and continuous manner.” Further, the advocates for expanded teacher leadership roles are also motivated by the need to attract and retain qualified teachers.

Resource 14: The Role of Teacher Leaders in Shaping School Policies and Programs

Danielson, C. (2006). *Chapter 5: Schoolwide policies and programs*. In C. Danielson, *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved November 1, 2007, from <http://www.ascd.org/portal/site/ascd/template.chapter/menuitem.5d91564f4fe4548cdeb3ffdb62108a0c/?chapterMgmtId=0c11876d39b29010VgnVCM1000003d01a8c0RCRD>

Teacher leaders can play a pivotal role in shaping school structures, policies, and programs to maximize student learning. These schoolwide policies and programs fall into the following major categories:

- School organization and structure
- Student policies
- Student programs and activities
- Staff programs

This resource provides examples of how both emerging and established teacher leaders can work in specific areas of school organization and structure, student policies, student programs, and staff programs.

Resource 15: Formal and Informal Tasks of Teacher Leaders

Gabriel, J. G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

This hands-on resource is a guide that covers “formal and informal tasks that teacher leaders at every grade level are expected to know but rarely do.”

Strategy 3: Establish Professional Development Programs

Establish professional development programs that involve faculty members as leaders.

Resource 16: Teacher-Led Professional Development

Beasley, W., & Butler, J. (2002). Teacher leadership in science education reform: Learning from Australian-led best practice in the Philippines. *Australian Science Teachers Journal*, 48(4), 36-41.

This article outlines a successful, large-scale, international teacher-led professional development initiative. The Australian-led project has resulted in cadres of teacher leaders in district schools in the Philippines providing continuous in-school professional development of science teachers. This project was based on acknowledged outstanding practice in professional development and provides “a model for Australian education authorities interested in systemic, long-term sustainable professional development of science teachers.”

Resource 17: Teacher Leadership in Mathematics Education Reform

Center for Development of Teaching, Education Development Center. (2008). *Teacher leadership in math education reform*. Newton, MA: Author. Retrieved November 1, 2007, from http://www2.edc.org/CDT/cdt/cdt_teachlead.html

Teacher leaders play an important role in a number of professional development projects of the Center for the Development of Teaching. Many teacher development projects have teacher leadership components that allow teachers participating in the project to take on leadership roles. In addition, some projects have been used in other settings to build teacher leadership. For example:

- The Developing Mathematical Ideas (DMI) Leadership Institutes—Teacher leaders attend the DMI in the summer at Mount Holyoke College and learn how to further the mathematics agenda at their own schools..
- The Developing Mathematical Ideas (DMI) Network—Through summer institutes, an electronic network, and an apprenticeship program, selected teacher leaders learn to offer DMI seminars at various sites across the country.

Resource 18: Resources for Teacher Leaders in Math and Science Reform

Center for Science Education, Education Development Center. (2006). *Resources for teacher leadership*. Newton, MA: Author. Retrieved November 1, 2007, from <http://cse.edc.org/products/teacherleadership/default.asp>

This site provides a compilation of resources for secondary school teachers who plan to assume leadership roles in math and science reform. The resources are intended to support teachers in the following leadership activities: making presentations, writing for publications, reaching out to

the community, mentoring and coaching, providing professional development, and supporting preservice education.

Resource 19: Houston Teachers Institute

Yale National Initiative. (2007). *In Houston, teachers take the lead* . New Haven, CT: Yale University. Retrieved November 1, 2007, from <http://teachers.yale.edu/story/index.php?skin=m&page=000>

Cooke, P. D. (2001, Fall). Generating teacher leadership. *On Common Ground*, 9, 1–5. Retrieved November 1, 2007, from http://education.vermont.gov/new/pdfdoc/pgm_assessment/summit/research_resources/generating_teacher_leadership.pdf

“Houston Teachers Institute is a partnership between the Houston Independent School District and the University of Houston. The Institute replicates, as closely as possible, the 20-year-old model developed by Yale University and the New Haven, Connecticut public schools. In that model, fifteen-week academic seminars are offered by university professors to public school teachers each fall. Through this annual set of seminars the Institute builds relationships between University faculty and school teachers in order to strengthen teachers and teaching in the city’s public schools. To carry out its program, the Institute relies heavily on the participation of a small group of teachers, each of whom acts as the official representative of the Institute to his or her school, and the school’s representative to the Institute. The Institute’s teacher-leaders guide their colleagues into the Institute program and help orient and support them once they become involved as Fellows. Because of the Institute’s emphasis on teacher leadership, this program is a place where teachers are trained and encouraged to be leaders in their schools” (Cooke, 2001, p. 1).

Resource 20: NTC Mentor Professional Development

The New Teacher Center. (n.d.). *Teacher induction: Mentor professional development offering*. Santa Cruz: University of California. Retrieved November 1, 2007, from http://www.newteachercenter.org/ti_mentor_pro_development.php

The New Teacher Center offers mentor training to experienced teachers who will then provide mentoring and coaching to beginning teachers at their own schools.

Strategy 4: Identify Barriers

Identify barriers to the development of teacher leaders and find ways to remove them.

Resource 21: Impediments to Teacher Leadership

Barth, R. S. (2001). Teacher leader. *Phi Delta Kappan*, 82(6), 443–449.

Impediments standing in the way of teacher leadership include the following:

- **Full plate.** With so many additional responsibilities, the opportunity for school leadership can be seen as an add-on.
- **Time.** Teachers sometimes do not have time for leadership activities and if they do have time they expect to be paid for it.
- **Colleagues.** Teacher leaders may receive disapproval from fellow teachers and administrators in the form of passive and active resistance that thwart teacher initiatives toward school leadership.
- **Standardized tests.** Teachers are focused on tests and raising student scores rather than taking on leadership responsibilities.

Resource 22: Knocking Down Barriers to Leadership Success

Johnson, S. M., & Donaldson, M. L. (2007, September). Overcoming the obstacles of leadership. *Educational Leadership*, 65(1). <http://tinyurl.com/3cxra5>

“Teacher leaders need support to overcome stubborn barriers created by the norms of school culture—autonomy, egalitarianism, and deference to seniority.” This source includes strategies that second-stage teachers can use to overcome obstacles they may encounter as they move into teacher leadership roles.

Resource 23: Challenges to Teacher Leadership

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.

Long-standing norms of the teaching profession can significantly challenge the prospects of teacher leadership. For example, collegiality among teachers does not always extend to teacher leaders because the hierarchical nature of the relationship violates the professional norms of equality and independence. Similarly, a prevailing norm in the teaching profession is egalitarianism, which fosters the view that “teachers who step up to leadership roles are stepping out of line.” Thus, one problem with formal teacher leadership roles is that they create hierarchies within the teaching ranks and cause conflict among teaching colleagues. Some teacher-leadership-friendly cultures exist, but they are not widespread. “There is much to be learned about re-culturing schools so that more adaptive norms for collective learning, continuous improvement, and teacher leadership take hold.”

Resource 24: Strategies for Overcoming Obstacles to Teacher Leadership

Boyd, V., & McGree, K. (1995). Leading change from the classroom: Teachers as leaders. *Issues...About Change*, 4(4). Retrieved November 1, 2007, from <http://www.sedl.org/change/issues/issues44.html>

A research study of the work of teacher leaders found that to be effective with their colleagues, lead teachers had to learn a variety of leadership skills while on the job. The study also found that “restructuring school communities to incorporate leadership positions for teachers will require teacher leaders to take certain actions.”

Strategy 5: Improve Development Programs

To improve teacher leadership, improve teacher leadership development programs.

Resource 25: Teacher Leadership Development at Johns Hopkins

Johns Hopkins University, School of Education. (n.d.). *Academic departments: The Department of Teacher Development and Leadership*. Columbia, MD: Author. Retrieved November 1, 2007, from <http://education.jhu.edu/departments/>

An important feature of the Johns Hopkins Department of Teacher Development and Leadership is the professional development partnership between the College of Education and local school districts. “Teacher Leadership” is an important concept in the Department of Teacher Development and Leadership; in fact, it permeates the entire scope and sequence of programs that prepare new teachers and administrators as well as programs designed to provide experienced teachers with ongoing professional development. The preservice program as well as the masters program for experienced teachers emphasizes the idea that leadership in schools is the responsibility of all members of the school community.

Resource 26: The University of Washington College of Education, Master of Education in Instructional Leadership (MIL)

University of Washington, College of Education. (2007). *Master of Education in Instructional Leadership*. Seattle: University of Washington. Retrieved November 1, 2007, from <http://www.milead.washington.edu/mil/>

“The University of Washington College of Education is pleased to offer the Master of Education in Instructional Leadership (MIL), a unique degree program to prepare teachers who hold or aspire to leadership positions in their schools....The MIL program addresses the challenges common to all teacher leaders, while providing an understanding of the variations in emerging leadership roles within the school setting.”

Resource 27: Center for Teacher Leadership Development at Virginia Commonwealth University

Virginia Commonwealth University, School of Education. (n.d.). *Center for Teacher Leadership* [Website]. Retrieved November 1, 2007, from <http://www.ctl.vcu.edu/>

As the website explains, the Center for Teacher Leadership (CTL) works with accomplished teachers throughout Virginia to achieve the following:

- Promote the concept of teachers as leaders of change.
- Develop more effective teacher leaders through access to information and high-quality training to share the knowledge, experience, and insight of teachers with policymakers and others.

Resource 28: Teacher Leadership Programs at the Bank Street Leadership Preparation Institute

Bank Street Graduate School of Education. (n.d.). *The Leadership Preparation Institute: The Bilingual/ESL Teacher Leadership Academy* New York: Author. Retrieved November 1, 2007, from <http://www.bankstreet.edu/lpi/betla.html>

Bank Street Graduate School of Education. (n.d.). *The Leadership Preparation Institute: Distinguished Teacher Leader Program*. New York: Author. Retrieved November 1, 2007, from <http://www.bankstreet.edu/lpi/teacherleader.html>

Substrategy 5.1: Enhance Qualifications and Development of Teacher Leaders Through Relevant Training

Resource 29: Teacher Leadership Development in Douglas County, Colorado

Douglas County School District. (n.d.). Douglas County School District. [Website]. Castle Rock, CO: Author. Retrieved November 1, 2007, from <http://www.dcsdk12.org/portal/page/portal/DCSD>

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.

Unlike university-based degree programs, Colorado's Douglas County School District teacher leadership development efforts are district-based. As part of this teacher leadership initiative, building resource teachers (BRTs) are placed in each school. To make this happen, resources were shifted from supporting centrally assigned content specialists to supporting site-based generalists. The BRTs are well-qualified teacher leaders; each has at least five years of successful teaching in the district, 54 quarter hours of graduate work, and experience in supporting adult learners. One reason for the success of the BRT program is that the BRTs have clearly defined teacher leader roles, including mentor, coach, consultant, liaison with the district, and resource to teachers, principals, parents, and paraprofessionals.

Resource 30: BEST Teacher Leadership Academy (BTLA) Update

Connecticut State Department of Education. (2007, Spring). *BEST Teacher Leadership Academy. (BTLA) Update*. Retrieved November 1, 2007, from <https://www.ctbest.org/Resources/BTLAUpdateSpring2007.pdf>

Connecticut's BEST Program (Beginning Educator Support and Training Program) provides new teachers with an induction support team made up of veteran teachers. This program is an example of school systems designating teachers in formal roles of teacher leader or mentor, thereby placing teachers at the center of instructional improvement. This site describes additional leadership training for experienced BEST program mentors.

The BEST Program is offering the BEST Teacher Leadership Academy (BETLA) to a cohort of K–8 teachers who have served as BEST program mentors and portfolio scorers. The academy is a two-year opportunity (2007–09) to become part of a learning community exploring the dimensions of teacher leadership. “In year one, participants will be guided in conducting a classroom based action research project (Teacher Inquiry Project) in an area of student learning chosen by the individual. In year two, participants will develop a leadership project at the school or district-level or may continue with their classroom-based project.” In addition, BETLA activities will include seminars that explore “the roles of teachers as leaders in schools and the importance of shared leadership and the engagement of teacher leaders in school improvement initiatives.”

Resource 31: Evaluation of St. Charles Teacher Leader Institute

Bauer, S. C., Haydel, J., & Cody, C. (2003, November). *Cultivating teacher leadership for school improvement*. Paper presented at Annual Meeting of the Mid-South Educational Research Association, Biloxi, MS. (ERIC Document Reproduction Service No. 482519). Retrieved November, 1, 2007, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/8f/15.pdf

The state of Louisiana recently amended its certification structure to include a new category, Teacher Leader, and commissioned several pilot projects to design, implement, and evaluate a teacher leader curriculum leading to eligibility for this certificate. This paper is an evaluation of one of these pilots, the St. Charles Teacher Leadership Institute (TLI), a partnership program between St. Charles Parish Public Schools, local leaders in business and industry, and the College of Education and Human Development at the University of New Orleans.

Resource 32: Austin Independent School District Teacher Leadership Development Program

Austin Independent School District. (2007). *Teacher Leadership Development Program*. Austin, TX: Author. Retrieved November 1, 2007, from http://www.austinisd.org/teachers/teacher_leadership/

The Austin Independent School District Teacher Leadership Development Program provides an example of professional development provided by a school district for teacher leaders.

Resource 33: Teacher Leaders Learning to Analyze School Data

Henning, J. E. (2006). Teacher leaders at work: Analyzing standardized achievement data to improve instruction. *Education*, 126(4), 729–737.

This study describes “how 24 elementary and middle school teacher leaders analyzed standardized achievement test scores, utilizing four different approaches: comparing to the norm, analyzing trends, correlating data, and disaggregating data.” These analyses were conducted “to effect positive change in student learning and as part of graduate coursework in a Teacher

Leadership Program at the University of Northern Iowa.” Learning how to use student achievement data to improve instruction is important for teacher leaders interested in new, practical approaches to improving student learning.

Resource 34: Developing Teacher Leaders

WestEd. (2003). Leadership development: Enhancing the role of teachers. *R&D Alert*, 4(3), 1–8. Retrieved November 1, 2007, from http://www.wested.org/online_pubs/rd-02-03.pdf

Two WestEd projects seek to enhance the role of teachers in leading educational reform: WestEd’s Instructional Leadership Initiative (ILI) and WestEd’s Leadership Curriculum for Mathematics Professional Development (Mathematics Renaissance). Using these projects as examples, this article explains the importance of teacher leadership to educational reform.

Resource 35: Teacher Leadership Project

Brown, C. J., & Rojan, A. (2003, November). *Teacher leadership project: Final evaluation report*. Seattle, WA: Bill and Melinda Gates Foundation. Retrieved November 1, 2007, from <http://www.gatesfoundation.org/nr/downloads/ed/researchevaluation/TLP2003Final.pdf>

This report is an evaluation of the Teacher Leadership Project (TLP), funded by the Gates Foundation to provide leadership and technology training as well as computer equipment to teachers in Washington State. The TLP was designed to assist teachers in their efforts to integrate technology into the school curriculum. “The program also strived to encourage and facilitate teachers in their efforts to provide technology expertise and leadership in and beyond their schools and districts” (p. i). An initial cohort of 27 teachers developed the program in 1997 for other teachers. Between 1998 and 2003, an additional 3,387 teachers across the state of Washington were awarded TLP grants.

The findings of this study suggest that this program was an effective model of professional development. The participants valued the program being based on “teachers teaching teachers,” as the instructors had actually been in the classroom. In addition, the teachers responded that the following elements were all positive aspects of the TLP: in-depth, hands-on training; leadership development; access to technology; a focus on curriculum; on-the-job training; collaboration; and reflection. The report concluded that the TLP was a remarkably effective training program.

Resource 36: The Maine School Leadership Network

Donaldson, G. A., Jr., Bowe, L. M., MacKenzie, S. V., & Marnik, G. F. (2004, March). Learning from leadership work: Maine pioneers a school leadership network. *Phi Delta Kappan*, 85(7), 539.

Principals and teacher leaders in Maine have the opportunity to participate in a two-year leadership training program, the Maine School Leadership Network (MSLN). Maine’s teacher and administrator associations, business leaders, and university system joined together to create the Maine School Leadership Network. This program “combines individual coaching, reflection

on practice, and a ‘community of learners’ network to support the efforts of principals and teacher leaders to develop effective and sustainable leadership for Maine’s schools.”

Resource 37: School Leadership Team Development

WestEd. (2007). *School Leadership Team Development* [Website]. Retrieved November 1, 2007, from <https://www.wested.org/cs/we/view/serv/37>

WestEd offers a workshop series for multiple school leadership teams from the same district. Team members develop skills for building and maintaining collaborative working groups among teachers, administrators, parents, community members, and others; participants learn how to support standards based teaching and learning; and participants learn how to apply leadership practices to specific content areas.

Substrategy 5.2: Provide Teachers With Quality Professional Development Opportunities

Professional development is an important strategy for building teacher quality through teacher leadership. Principals should increase their knowledge of quality professional development by building their knowledge base of professional development standards and adult learning principles.

Resource 38: U.S. Department of Education Model Professional Development Awards Program

National Staff Development Council. (2007). *U.S. Department of Education Model Professional Development Awards* [Website]. Retrieved November 1, 2007, from <http://www.nsdcc.org/library/basics/usdoe.cfm>

This site is a good resource for programs recognized by the U.S. Department of Education Model Professional Development Awards Program. The National Staff Development Council (NSDC) site provides examples of how schools have achieved quality professional development linked to improved student learning. NSDC has published several articles about the winners, including profiles of each winning school or district from 1997–2000. This site contains links to articles about the winners.

Hassel, E. (1999). *Professional development: Learning from the best—A toolkit for schools and districts based on the National Awards Program for Model Professional Development*. Oak Brook, IL: North Central Regional Educational Laboratory. Retrieved November 1, 2007, from <http://www.learningpt.org/pdfs/pd/lftb.pdf>

This comprehensive toolkit is based on the experiences of award-winning sites of the U.S. Department of Education’s National Awards Program for Model Professional Development. It provides schools and districts with a step-by-step guide to implementing strong, sustainable professional development that drives achievement to students’ learning goals.

Killian, J. (1999). *Islands of hope in a sea of dreams: A research report on the eight schools that received the National Award for Model Professional Development*. San Francisco: WestEd. Retrieved November 1, 2007, from <http://www.wested.org/wested/pubs/online/PDAwards/PDAwardReportDraft1299.pdf>

This report summarizes a study of the eight award-winning schools recognized by the National Awards Program for Model Professional Development in the years 1996 and 1998. “The study aims to describe how teachers learn in these schools, how their learning is supported, and the characteristics of the school that allow these teachers to excel.”

Resource 39: National Staff Development Council Standards

National Staff Development Council. (2007). *About the standards*. Oxford, OH: Author. Retrieved November 1, 2007, from <http://www.nsd.org/standards/about/index.cfm>

This site is the source for the National Staff Development Council’s revised Standards for Staff Development. The importance of teacher leadership is included as part of the leadership standard. The standard states: Staff development that improves the learning of all students “requires skillful school and district leaders who guide continuous instructional improvement.”

Resource 40: Learning Community as Professional Development

Caine, G., & Caine, R. N. (2000, May). The learning community as a foundation for developing teacher leaders. *National Association of Secondary School Principals (NAESP) Bulletin*, 84(616), 7–14.

This article describes a small-group process that can be used in professional development to develop teacher leadership. The theory is that the development of leadership is more powerful when school staff members work together to foster collective learning. The authors of the article have used “a small-group process for many years as their primary instrument for self-directed, continuous professional development.” The results have convinced them of “the need to strengthen the learning community of adults in the school as part of a general approach to professional development. As this happens, not only do people become more proficient as teachers and as leaders, but [also] the school becomes a place that supports good teaching and effective leadership.”

Strategy 6: Build Professional Learning Communities

Resource 41: Learning-Centered Leadership

Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. (2007, August). Learning-centered leadership: A conceptual foundation. Nashville, TN: Learning Sciences Institute, Vanderbilt University. Retrieved November 1, 2007, from <http://www.wallacefoundation.org/wallace/learning.pdf>

This article describes strategies used by learning-centered leaders, including building professional learning communities. For example, learning-centered leaders of effective schools “actively promote the formation of a learning organization, the development of staff cohesion and support, and the growth of communities of professional practice” (Berman, 1984; Little, 1982; Newmann, 1997 as cited in Murphy, Elliott, Goldring & Porter, 2007, p. 18)

Resource 42: Attributes of School Professional Learning Communities

Childs-Bowen, D., Moller, G., & Scrivner, J. (2000, May). Principals: Leaders of leaders. *National Association of Secondary School Principals (NAASP) Bulletin*, 84(616), 27–34.

In addition to a congenial atmosphere and sense of camaraderie, professional learning communities are characterized by open communication, trust and support, and continuous inquiry and improvement of work. Building professional learning communities is important because they create opportunities for teachers to take on leadership roles and narrow the gap between principals and teachers.

Strategy 7: Support Teacher Leaders

To support teacher leaders, schools should practice the following:

- Provide access to human and financial resources.
- Promote better understanding of teacher leadership roles.
- Help teacher leaders maintain balance and avoid overload.

Resource 43: The Principal's Influence on Teacher Leadership

Barth, R. S. (2001). Teacher leader. *Phi Delta Kappan*, 82(6), 443–449.

The principal has a disproportionate influence on teacher leadership. Even though some principals find it risky to share leadership, many do find ways to inspire a culture of teacher leadership within their schools. This piece offers actions for how principals can support and influence the success of teacher leaders.

Strategy 8: Promote Principal Support

To enhance instructional teacher leadership, promote principal support in the following ways:

- Build principals' knowledge of teacher leadership
- Foster principal-teacher leader interaction

Resource 44: Facilitating Principals' Support for Teacher Leadership

Mangin, M. M. (2007, August). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 43, 3.

Teacher leaders need support from principals. The evidence from this study of the conditions that lead elementary principals to support the work of teacher leaders suggests that “districts can influence principals' level of support for teacher leaders by increasing communication about the role.” The research findings suggest that through better communication, districts can build knowledge of teacher leadership and foster principal-teacher leader interaction as a way to promote support of teacher leaders.

Resource 45: Principal Support of Teacher Leaders

Pankake, A., & Moller, G. (2007). What the teacher leader needs from the principal. *Journal of Staff Development*, 28(1).

This resource offers eight strategies for how principals can encourage and support teacher leaders and school-based coaches.

Strategy 9: Encourage the Development of Teacher Leaders

Create a climate that encourages the development of teacher leaders. The first step is to reculture the schools.

Resource 46: Supportive School Culture

Anthes, K. (2005). *What's happening in school and district leadership?* (Leadership Initiative Report). Denver, CO: Education Commission of the States. Retrieved November 1, 2007, from <http://www.ecs.org/clearinghouse/59/36/5936.pdf>

MetLife. (n.d.). *Metlife survey of the American teacher*. New York: Author. Retrieved November 1, 2007, from <http://www.metlife.com/Applications/Corporate/WPS/CDA/PageGenerator/0,4773,P2315,00.html>

One way to address underlying problems in a school culture in which teachers do not perceive their principals as good listeners is to create a decision-making team that includes teachers in the school leadership process.

The *MetLife Survey of the American Teacher: An Examination of School Leadership* and other research on effective leadership indicate the need for leaders to create a culture that does the following:

- Engages teacher in meaningful ways.
- Engages the community and parents in meaningful ways.
- Focuses and aligns school improvement strategies that create a culture of learning for every member of the school community—students, parents, teachers, and principals.

Resource 47: Cultural Conditions That Facilitate Teacher Leadership

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.

Research has found that the following school cultural conditions facilitate teacher leadership:

- Schoolwide focus on learning, inquiry, and reflective practice.
- Encouragement for taking initiative.
- Expectation for teamwork and for sharing responsibility, decision making, and leadership.
- Teacher leaders viewed and valued as positive examples for teaching profession.
- Strong teacher communities that foster professionalism. (p. 270)

Strategy 10: Encourage Positive Faculty Relationships

Create working conditions that encourage positive relationships among faculty members, particularly between teachers and teacher leaders.

Resource 48: Roles and Relationships that Support Teacher Leadership

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.

Research suggests that the following roles and relationships support teacher leadership:

- Colleagues recognize and respect teacher leaders as teachers with subject area expertise.
- High trust and positive working conditions prevail among peers and administrators.
- Assignment of teacher leadership work is central to the teaching and learning process, as opposed to administrative or management tasks.
- Recognition of ambiguity and difficulty in teacher leadership roles.
- Principal support for teacher leadership through formal structures, informal behaviors, coaching, and feedback.
- Clarity about teacher leader and administrator leadership domains, including common ground.
- Attention to interpersonal aspects of the relationship between teacher leader and principal. (pp. 270–271)

Resource 49: Teacher Working Conditions Matter

Emerick, S., Hirsch, E., & Berry, B. (2005, October). Conditions for learning. *ASCD Infobrief*. Retrieved November 1, 2007, from <http://shop.ascd.org/productdisplay.cfm?categoryid=mag&productid=105131>

This resource details the findings of a survey of teacher working conditions in North Carolina and South Carolina.

Strategy 11: Recognize Teacher Leaders

Recognize teacher leaders for their contributions and accomplishments.

Resource 52: Principal Recognition of Teacher Innovation and Expertise

Childs-Bowen, D., Moller, G., & Scrivner, J. (2000, May). Principals: Leaders of leaders. *National Association of Secondary School Principals (NASSP) Bulletin*, 84(616), 27–34.

Recognition of teacher innovation and expertise is important for the development of teacher leadership. The principal is in “the best position to recognize those teachers who break new ground in quality instruction and leadership, while encouraging others to join the movement.” Genuine praise is a simple but powerful strategy that is more important than money. Effective leaders use rituals, ceremonies, and stories. Opportunities for teacher recognition and celebrating student success are critical to creating a culture for teacher leadership.

Resource 53: Verbal Support, Appreciation, and Thanks

Birky, V. D., Shelton, M., & Headley, S. (2006, June). An administrator’s challenge: Encouraging teachers to be leaders. *National Association of Secondary School Principals (NASSP) Bulletin*, 90(2), 87–101.

A research study by Birky (2000) found that “more than any other factor, appreciation for their work was the main motivating force behind the encouragement teacher leaders received.” The teachers in the study gave the following examples of verbal support, including “expression of appreciation,” “recognition for work done,” “saying thank you for how well the job is going,” and “lots of kudos.”

Strategy 12: Utilize External Professional Teacher Networks

Encourage teachers to participate in external professional teacher networks. Pairing talented teachers who have the skills and opportunities to lead with other teachers in similar situations offers limitless capacity for success.

Resource 54: National Writing Project

National Writing Project. (2007). *National Writing Project* [Website]. Berkeley, CA: University of California. Retrieved November 1, 2007, from <http://www.nwp.org/cs/public/print/doc/about.csp>

The National Writing Project (NWP) is a professional development network that “serves teachers of writing at all grade levels, primary through university, and in all subjects.” NWP’s mission is to improve student achievement by improving the teaching of writing. “The nearly 200 local sites that make up the NWP network are hosted by local universities and colleges.” Sites work in partnership with area school districts to offer educators high-quality professional development programs. NWP sites share a national program model; these sites develop a leadership cadre of local teachers, “teacher-consultants,” through summer institutes; in addition, they design and deliver customized inservice programs for local schools, districts, and universities. NWP, through its model of developing teacher leaders, enhances the professionalism of teaching.

Resource 55: National Board for Professional Teaching Standards

National Board for Professional Teaching Standards. (n.d.). *Teachers: How can teachers get involved?* Arlington, VA: Author. Retrieved November 1, 2007, from http://www.nbpts.org/get_involved/teachers

This site offers ways in which teachers can become involved in the National Board for Professional Teaching Standards (NBPTS).

Resource 56: Teacher Leaders Network (TLN)

Teacher Leaders Network. (n.d.). *Why TLN?* [Website]. Retrieved November 1, 2007, from http://www.teacherleaders.org/about_tln/whytln.htm

The mission of TLN is to promote the powerful potential of teacher leadership and to improve student learning by advancing the teaching profession. The TLN site is a good resource for teacher leadership research, community, and support.

Strategy 13: Recruit Qualified and Effective Teacher Leaders

Resource 57: Establishing High-Quality Teacher Preparation

National Council for Accreditation of Teacher Education. (2007, May). *National Council for Accreditation of Teacher Education (NCATE)* [Website]. Retrieved November 1, 2007, from <http://www.ncate.org/public/aboutNCATE.asp>

The National Council for Accreditation of Teacher Education (NCATE) is an independent accrediting body responsible for accreditation in teacher education. One goal of NCATE is to ensure high-quality teaching throughout a teacher's career. NCATE has designed a three-phase continuum of teacher preparation and development. NCATE works with state officials, ETS, and leaders of NBPTS, to align standards and assessments throughout each phase of the continuum.

Resource 58: Teacher Advancement Program: Professional Growth and Career Advancement

National Institute for Excellence in Teaching. (n.d.). *What is the Teacher Advancement Program (TAP)TM?*. Santa Monica, CA: Milken Family Foundation. Retrieved November 1, 2007, from <http://www.talentedteachers.org/tap.taf?page=whatistap>

The Teacher Advancement Program (TAP) is “a bold new strategy to attract, retain, develop and motivate talented people to the teaching profession.” TAP envisions multiple career paths on which teachers can progress along a continuum of increasingly demanding requirements to become leaders, decision makers, and mentors.

Resource 59: *The Effectiveness of the Teacher Advancement Program*

Solmon, L. C., White, J. T., Cohen, C., & Woo, D. (2007). *The effectiveness of the Teacher Advancement Program (TAP)*. Santa Monica, CA: National Institute for Excellence in Teaching. Retrieved November 1, 2007, from http://www.talentedteachers.org/pubs/effective_tap07_full.pdf

As stated previously, TAP provides multiple career paths for teachers. This key element of TAP “enables teachers to advance while staying in the classroom and also provides opportunities for shared instructional leadership—the principal cannot do it alone.” This paper presents an analysis of the impact of TAP teachers and schools on student achievement in six states.

Strategy 14: Include Information About Teacher Leadership

In principal preparation programs, be sure to include information about teacher leadership.

- Explain the purpose of teacher leadership.
- Explain the principal's relationship to the role of teacher leader.

Resource 60: Facilitating Support for Teacher Leadership Through Principal Preparation Programs

Mangin, M. M. (2007, August). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 43(3).

This research study found that high levels of teacher leadership knowledge and interaction with teacher-leaders can promote principals' support for teacher leadership. Principal preparation programs can increase principals' knowledge through a focus on teacher leadership, its purpose, and the principal's relationship to the role.

Resource 61: Distributed Leadership Model for Preparation Programs

Georgia's Leadership Institute for School Improvement. (2007). GLISI Distributed School Leadership Framework: *The 8 roles of school leaders*TM. Atlanta, GA: Author. Retrieved November 1, 2007, from http://www.galeaders.org/site/news/newitems/news_06162005_001.htm

Leadership preparation programs need a model that supports a flexible distributed leadership approach that makes leadership for school improvement readily adaptable to preparation curriculum. For example, distributed leadership embedded throughout the eight roles of leadership (as identified by GLISI) constitutes a performance-based model that encourages leaders at all levels in schools to work together to improve student learning.

Resource 62: The Development of Principals Who Support Teacher Leadership

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.

More consideration of the intentional development of principals who effectively support teacher leadership is needed. Prospective administrators should be prepared for “collaboration and interactive leadership, dynamic leadership, and career-long professional development.” The role of principal needs to be redefined “from instructional leader to developer of a community of leaders within the school.”

Strategy 15: Distribute Leadership Tasks

Rather than assigning all responsibilities to one person, distribute leadership tasks among a number of people, including teachers and other members of school organizations.

Resource 63: Distributed Leadership

Institute for Educational Leadership. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Author.

In this article, there is a discussion of “distributed leadership” as a type of leadership approach for improving school quality and student performance. In this approach, the leadership functions needed in a school “are shared by multiple members of the school community.” Distributed leadership involves more people in leadership roles in the school system, generates new ideas, and creates a strong team approach to running a school organization. Furthermore, “distributed leadership can have the important effect of enhancing teacher engagement and involvement in decision making.

Resource 64: Team Leadership

Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. (2007, August). Learning-centered leadership: A conceptual foundation. Nashville, TN: Learning Sciences Institute. Retrieved November 1, 2007, from <http://www.wallacefoundation.org/wallace/learning.pdf>

This article on learning-centered leadership discusses the importance of team leadership for enhancing organizational performance. Distributing leadership more generally can help a school organization reach new heights.

Resource 65: Distributed Leadership in High Schools

Copland, M. A., & Boatright, E. (2006). *Leadership for transforming high schools*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved November 1, 2007, from <http://www.wallacefoundation.org/wallace/6LeadershipforTransformingHighSchools.pdf>

The distribution of leadership is the key to transforming high schools. A network of shared and distributed practice in which leadership is “stretched over people in different roles” (p. 13) leads to a dynamic interaction between multiple leaders and their situational contexts. With distributed leadership, decisions about who leads and who follows are “dictated by the task or problem situation, not necessarily by where one sits in the hierarchy” (p. 13). Conceptions of distributed leadership involve “recognizing expertise rather than formal position as the basis of leadership authority in groups” (p. 14). Instead of “centering on the principal, the expert knowledge and skills necessary to exercise leadership for the improvement of teaching and learning reside within the professional community... with which teaching staff identify” (p. 14).

Resource 66: *Building A New Structure for School Leadership*

Elmore, R. F. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute. Retrieved November 1, 2007, from <http://www.shankerinstitute.org/Downloads/building.pdf>

In this article, Elmore describes the importance of developing a model of distributed leadership for large-scale improvement of instructional practice and performance. He sets forth five principles that serve as the foundation for a model of distributed leadership focused on large-scale improvement, and he presents a table defining leadership roles and functions at the policy, professional, system, school, and practice level.

Resource 67: Distributing and Redesigning Leadership Roles

Portin, B. S., Alejano, C. R., Knapp, M. S., & Marzolf, E. (2006, October). *Redefining roles, responsibilities, and authority of school leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved November 1, 2007, from <http://www.wallacefoundation.org/wallace/3RedefiningRolesResponsibilities.pdf>

New strategies to redefine school leadership roles include distributing and redesigning leadership roles. One example is to develop new models of leadership that are based on distributing leadership practice across the school organization and redesigning formal leadership roles.

Resource 68: Georgia's Distributed Leadership Framework

Georgia's Leadership Institute for School Improvement. (2007). *The 8 roles of school leadership*TM. [Website]. Atlanta, GA: Author. Retrieved November 1, 2007, from http://www.galeaders.org/site/news/newitems/news_06162005_001.htm

Professional Association of Georgia Educators. (2006, September). *Distributed leadership: An evolving view of school leadership* (Issue Brief). Atlanta: GA. Retrieved November 1, 2007, from http://www.galeaders.org/site/documents/Distributed_Leadership_PAGE_art.pdf

From 2002 to 2006, Georgia's Leadership Institute for School Improvement (GLISI) "identified and documented eight key roles which principals must lead or must tap teams of teachers to lead. These roles and their related job tasks begin to define the new work of leadership for school improvement" (p. 2). Distributed leadership, as defined by GLISI, is an opportunity for leaders at every level of the school to contribute their unique value and exercise their leadership at the appropriate time to improve student achievement and organizational effectiveness in their school. Participating in distributed leadership allows leadership potential to be developed and recognized. With a variety of options, teachers can choose to remain in the classroom and specialize in the teaching craft or to be trained in one or more of the eight distributed leadership roles, in which they have different responsibilities that contribute to the overall effectiveness of the school.

Strategy 16: Enhance the Professionalism of Teaching and Teachers

Resource 69: Professionalizing Teaching

National Commission on Teaching and America's Future. (2007). NCTAF [Website]. Retrieved November 1, 2007, from <http://www.nctaf.org/>

The National Commission on Teaching and America's Future (NCTAF) is focused on encouraging and rewarding career-long development. This site has resources to implement the following NCATF strategies:

- Create strong learning communities.
- Assure quality teacher preparation.
- Support professionally rewarding careers.

Resource 70: Fulfilling the Dream of Teaching: A Professionally Rewarding Career

National Commission on Teaching and America's Future. (2003). *No dream denied: A pledge to America's children*. Washington, DC: Author. Retrieved November 1, 2007, from http://www.nctaf.org/documents/no-dream-denied_full-report.pdf

This report discusses efforts to retain, develop, support, and reward teachers in order to make the dream of having highly qualified teachers in every classroom come true.

Resource 71: Investing in Quality Teaching

National Commission on Teaching and America's Future. (1997). *Doing what matters most: Investing in quality teaching*. Kutztown, PA: Author. Retrieved November 1, 2007, from <http://www.nctaf.org/documents/DoingWhatMattersMost.pdf>

This report covers the progress made in implementing strategies for improving teaching standards and teacher professional development as recommended in the earlier report by NCTAF, *What Matters Most: Teaching for America's Future*.

Resource 72: State-License Endorsements Recognize Teacher Leaders

Olson, L. (2007, May 9) Leadership by teachers gains notice. *Education Week*, 26(36).

“A handful of U.S. states are beginning to certify teacher leaders to formally recognize their unique roles. Although some states see the optional certification as a path to school or district leadership roles, about 10 times as many educators are more interested in the teacher-leadership endorsement than principal certification.”

Resource 73: Professional Teaching Standards

National Board for Professional Teaching Standards. (2007). *Every child deserves a great teacher*. Arlington, VA: Author. Retrieved November 1, 2007, from <http://www.nbpts.org/>

The National Board for Professional Teaching Standards (NBPTS) was created in 1987 after the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession released *A Nation Prepared: Teachers for the 21st Century*. After this release, NBPTS issued its first policy statement: *What Teachers Should Know and Be Able to Do*, which set forth the NBPTS vision for accomplished teaching. The Five Core Propositions, which are found on this website, "form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs)." These propositions, with an emphasis on modeling, collaboration, learning communities, leadership, instructional policy, curriculum development, staff development, and evaluation of school progress, describe not only accomplished teachers but also effective teacher leaders.

Resource 74: Professional Recognition for NBPTS Certification

Institute for Educational Leadership. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Author.

As pointed out in one section of this source on teacher leadership, NBPTS certification is considered important professional recognition. The nationally applicable NBPTS qualifications and procedures for teacher certification are rigorous yet sensible. Those who successfully complete the certification process are widely recognized as having all the attributes of top-flight teachers. In fact, the 55, 000 who have completed this process (since 1987) "achieve almost instant recognition, usually tangible rewards such as increased pay and advisory roles, and inevitably become role models for their colleagues."

Resource 75: Teachers Network Leadership Institute

Teachers Network Leadership Institute. (n.d.). Teachers Network Leadership Institute [Website]. Retrieved November 1, 2007, from <http://www.teachersnetwork.org/tnli/index.htm>

The "Teachers Network Leadership Institute (TNLI) was established to improve student achievement by bringing the teachers' voice [*sic*] to education policymaking. TNLI is comprised of hundreds of teachers from 14 nationwide affiliates. Through action research, TNLI teachers seek to bring their experience and expertise to current debates on education policy."

Resource 76: The Holmes Partnership-Teachers Network Leadership Institute

The Holmes Partnership. (n.d.). *The Holmes Partnership-Teachers Network Leadership Institute* [Website]. Retrieved November 1, 2007, from <http://www.holmespartnership.org/teacher.html>

The Holmes Partnership-Teachers Network Leadership Institute (HP-TNLI) was formed to support teacher leadership at the K–12 level.

“The purpose of HP-TNLI is to:

1. Promote teacher leadership in schools that work in partnership with colleges and universities for the improvement of teacher education and student learning.
2. Encourage the continuing education of teacher leaders in schools, with particular attention to graduate programs and professional development that are based on the propositions of the National Board for Professional Teaching Standards.
3. Recognize the contributions of teachers who are clinical practitioners in these schools.”

Resource 77: Leadership Standards Support Collaborative Leadership

Council of Chief State School Officers. (1996). *Interstate School Leaders Licensure Consortium Standards for School Leaders*. Washington, DC: Author. Retrieved November 1, 2007, from <http://www.ccsso.org/content/pdfs/isllcstd.pdf>.

The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders support a collaborative approach to school leadership, an important endorsement for teacher leadership and teacher professionalization.

Resource 78: Redefining Leadership Roles

Portin, B. S., Alejano, C. R., Knapp, M. S., & Marzolf, E. (2006, October). *Redefining roles, responsibilities, and authority of school leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved November 1, 2007, from <http://www.wallacefoundation.org/wallace/3RedefiningRolesResponsibilities.pdf>

Recent attention to the structure, timing, and content of leadership preparation and to alternate ways in which leaders can be recruited and inducted into the work of leading schools has led to considering ways that “teacher leadership can be more formally cultivated and even defined, as in the movement to identify national standards for teacher leaders, similar to the National Board for Professional Standards certification for teachers” (p.22).

Strategy 17: Promote Union Support of Teachers as Leaders

Resource 79: Chicago Teachers Union Nurturing Teacher Leadership Program

Chicago Teachers Union Quest Center. (n.d.). *Nurturing Teacher Leadership (NTL)–National Board Certification Support*. Chicago, IL: Author. Retrieved November 1, 2007, from http://www.ctunet.com/quest_center/nurturing_teacher_leadership/

Nurturing Teacher Leadership (NTL) is one of the Chicago Teachers Union Quest Center's projects and is supported, in part, by grants from the Chicago Public Education Fund, Gear Up, and the Oppenheimer Family Foundation. The focus of this program is to provide professional development and candidate support in completing the National Board for Professional Teaching Standards (NBPTS) certification. The Center maintains an ongoing program to recruit candidates for NTL.

Resource 80: National Board Certification of Teachers

National Education Association. (2006). *National board certification of teachers* [Website]. Retrieved November 1, 2007, from <http://www.nea.org/nationalboard/index.html>

The National Education Association considers National Board Certification “a valuable professional development option for experienced teachers” and supports and promotes this national board certification process as part of its “long-standing efforts to enhance standards for—as well as perceptions of—the teaching profession.” For example, NEA assists in recruiting and supporting National Board candidates and provides workshops for potential candidates to help them understand the requirements. In addition, NEA sponsors a series of summits for National Board Certified Teachers in different states to generate recommendations from these accomplished teachers for supporting and staffing high-needs schools. The ideas are then synthesized by the Center for Teacher Quality and shared with state policymakers.

Resource 81: NEA Resources for Teacher Leaders

National Education Association (2006). *National Education Association* [Website]. Retrieved November 1, 2007, from <http://www.nea.org/>

The NEA website offers numerous resources on teacher leadership and teacher professionalism.

Resource 82: AFT: Resources on Teacher Leadership

American Federation of Teachers (n.d.). *American Federation of Teachers* [Website]. Retrieved November 1, 2007, from <http://www.aft.org>

The AFT website contains rich resources on teacher leadership.

Resource 83: Changing Teacher Union Leadership Roles

Johnson, S. M. Donaldson, M. L., Munger, M. S., Papay, J. P. & Qazilbash, E., K., (2007). *Leading the local: Teachers union presidents speak on change, challenges*. Washington, DC: Education Sector. Retrieved November 1, 2007, from http://www.educationsector.org/usr_doc/UnionLeaders.pdf

This report focuses on the changing roles of leaders of local teachers unions in working with school administrators, representing the needs of new and retiring teachers, negotiating contracts.

Real-Life Example:

Teacher Leadership Drives the Success of The Houston Teacher's Institute

“The Houston Teachers Institute (HTI) [a partnership between the University of Houston (UH) and the Houston Independent School District (HISD)] helps teachers in Houston’s public schools by offering seminars taught by university faculty on subjects the teachers themselves request” (Houston Teachers Institute, 2007). HTI staff seek to support teachers and to foster “a love of learning among seminar participants, believing that the best teachers are those who are passionate about their subjects” (Houston Teachers Institute, 2007). In addition, through these seminars, “the Institute builds relationships between university faculty and school teachers in order to strengthen teachers and teaching in Houston’s public schools” (Cooke, 2001, p. 25).

In order to carry out this program, HTI relies heavily on Teacher Representatives (TRs), a small group of teachers who represent the Institute to their schools and their schools to the Institute (Cooke, 2001). This year (2007–08) teachers from 23 HISD campuses (Houston Teachers Initiative, 2007) serve as TRs, who not only recruit applicants for the program but also help identify teachers to serve as future TRs. The TRs play a leading role in the success of this program by reaching out to colleagues throughout the school district, helping shape each year’s seminar topics, and recruiting applicants (Houston Teachers Initiative, 2007). From this group, the program director selects the seminar coordinators. The coordinators then help select teachers to become Fellows or participants in the program and ensure that the seminars run smoothly and effectively. The TRs and coordinators provide leadership for HTI (Cooke, 2001).

Teacher leadership is fundamental to the success of the HTI program and plays an important role throughout the year, as evidenced by the following timeline:

1. “At the beginning of each school year, the teacher representatives canvass their colleagues about their professional needs and interests for the coming year’s seminars. This [process] ensures that teachers throughout the district have an effective voice in shaping a program of curricular and staff development in which they will have an opportunity to take part” (Yale National Initiative, 2007).
2. “Drawing on their colleague’s suggestions, the representatives come together to set the topics for the year’s seminar program to be led by [UH] faculty members” (Yale National Initiative, 2007). The faculty members work with the teacher participants as “colleagues and collaborators” (Cooke, 2001, p. 27). A key feature of HTI is that it provides the opportunity for each participant to work closely and extensively with a UH faculty member in a field related to the teacher’s own interests.
3. “The representatives then invite their teacher-colleagues to apply to become Fellows [because, as Addis states,] ‘Teachers listen more carefully when a fellow teacher talks to them’” (Yale National Initiative, 2007).
4. Some of the teacher representatives also serve as seminar coordinators, which includes a commitment to being on the admissions committee and attending meetings once a week from January through May—in addition to attending their own seminars as Fellows (Yale National Initiative, 2007).

5. When the seminars end in May, all the Fellows, including the representatives and coordinators, produce their required curriculum units to take back to their schools. The units are a “completely scripted story of how the Fellow will teach a particular topic” (Houston Teachers Institute, 2007). Teachers who have already participated help first-time participants to write their units and “a deep rapport develops among fellows” (Yale National Initiative, 2007).

“When Daniel Addis, an English teacher at Houston’s Jack Yates High School, began his first [HTI] seminar in 1999, he ‘expected the program to be like one of the innumerable inconspicuous workshops [he] had attended for the past twenty years, one that would [introduce] teaching strategies that would be ineffective with [his] students. [He] was wrong.’ Now attending his fifth seminar, Addis has found these experiences so valuable that he has taken on a leadership role in bringing the benefits of the Institute to other teachers.” (Yale National Initiative, 2007)

“Addis, who has taught at his predominantly African-American high school for 22 years, now serves as a teacher representative, part of a team of teachers who assists HTI Director Paul Cooke in the overall leadership of [HTI], and he is also a seminar coordinator, one of the Fellows attending each seminar that is responsible for its smooth operation. [Addis] says, ‘...my work with the Institute has made me much more of a leader....’” (Yale National Initiative, 2007).

Addis and “teachers all over Houston” say that having teachers so directly involved in HTI leadership has “made the programs offered more effective and responsive to the real needs of teachers and their students” (Yale National Initiative, 2007). The HTI director, Paul Cooke, believes that teacher leaders involved in HTI “truly make a difference” (Cooke, 2001, p. 27).

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Additional Resources

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