THE POWER OF TEACHER LEADERS

Their Roles, Influence, and Impact Instructor's Guide

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Instructor's Guide

Nathan Bond, Editor

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INTRODUCTION

The Power of Teacher Leaders is a book designed to show preservice and inservice teachers various ways they can lead and make a positive impact in their educational settings. This supplementary *Instructor's Guide* is intended to facilitate the growth of these readers into leaders. The text is appropriate for multiple audiences at various points along a teacher's career. For each chapter, the authors have provided an abstract, learning objectives, in-class activities, assignment questions to be answered and discussed during and after the reading of the chapter, and additional resources, such as scholarly articles, books, and websites.

The text allows for maximum flexibility. Facilitators can use all or some of these ready-made materials to fit their individual teaching needs, or they can use them as a starting point for brainstorming other possible activities. Because each chapter is intended to stand alone and be all-inclusive, facilitators can move through the book sequentially or jump around. The following examples offer a few ways that the text can be used:

- For teacher educators working with preservice teachers, the text is ideal for an introductory course that focuses on professionalism and the multiple roles of today's classroom teacher. Professors of these courses could ask their teacher candidates to select a chapter based on personal interest, read it, and then share the findings with classmates.
- Furthermore, the text would work well during the student teaching semester when preservice teachers are immersed in the daily life of a school. Professors who supervise teacher candidates at the end of the teacher preparation program could ask these beginning educators to read selected chapters, share their findings with fellow student teachers and cooperating teachers, and then compare their experiences in the schools with those presented in the text. The

book may inspire student teachers to begin exploring ways they can serve as teacher leaders in their cooperating teacher's school.

- Practicing teachers who have returned to graduate school for advanced training in pedagogy or teacher leadership will find the book to be useful. Professors of these courses could ask students to read the entire book or selected chapters, and then explore more in-depth published research related to the chapter topic. Then graduate students could read published literature related to the topic and write reviews of literature. Still, they could design action research projects or self-study research projects to implement in their own schools.

- Finally, practicing teachers who are participating in self-directed professional development in their schools could make the text a focus of a study club, book club, or professional learning community. Teachers could first read a chapter, discuss it, and then invite a colleague on their campus who already serves in the leadership role described to help them explore the topic further. For example, the teachers could study the chapter on National Board Certification and then ask a colleague who has earned this certification to talk about his or her experiences.

In summary, the multi-purpose text allows facilitators and readers to decide the best ways to use it in their particular setting. What is most important is to study the information carefully, ponder ways to implement it, and use it to unleash the power of teacher leaders in the school environment.

PART I

Becoming a Teacher Leader

1

TEACHERS AT THE FOREFRONT

Learning to Lead

Ann Lieberman

Abstract

This chapter analyzes three different programs that foster teacher leadership: the National Writing Project, the New Teacher Center, and the Teacher Learning and Leadership Program. In each program, the focus is on *how* teachers learn to lead and the *organizational* conditions that support this learning. In part, the growth of the programs in the United States and Canada indicate their impact and success. Working with both novice and experienced teachers, these programs continue to expand and deepen.

Objectives

1. Understand the meaning of organizational conditions
2. Analyze the differences in the leadership programs
3. Identify how teachers learn to lead in each of the three programs

In-class Activities

1. Divide the class into groups, each taking a different program. Discuss how the program creates organizational structures to support teachers who lead.
2. In small groups of four, document the connections between *how* teachers learn to lead and the conditions that support this new learning. What challenges do the teachers face?

Assignments

During reading questions

1. How would you characterize each of the three programs of teacher leadership?
2. What are their differences? Similarities?
3. Which aspects make these programs important to teachers who want to become leaders?

After reading assignment

In small groups, analyze why these programs are successful. How would you characterize them as different from the standard professional development efforts that you know?

Additional Readings and Resources

Lieberman, A., & Miller, L. (in press). Unpacking professional learning communities: Getting from here to there. In A. Lieberman & L. Miller (Eds.), *Handbook of professional communities.* Thousand Oaks, CA: Corwin.

Talbert, J. E. (2010). Professional learning communities at the crossroads: How systems hinder or engender change. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *Second international handbook of educational change* (pp. 555–571). New York, NY: Springer.

2

STEPPING UP

How Teachers' Definitions of Teacher Leadership Change

Robin Haskell McBee

Abstract

This chapter examines the evolution of practicing teachers' notions of teacher leadership based on a graduate program in teacher leadership and the implications of that program for strengthening teaching and learning. Data from a program survey of current and graduated students and pre- and post-program essays on teacher leadership are used to examine shifts in the teachers' perspectives from program entrance to completion and in the years following graduation. After considering the changes—particularly increased confidence, recognition of expertise, reflectivity, and willingness to speak up about issues—implications for the program and other teacher leadership programs are discussed.

Objectives

1. Become familiar with the characteristics of teacher leadership
2. Examine shifts that occur in what teachers indicate as important characteristics of teacher leaders as they work through a 2-year graduate program on teacher leadership, and then consider the relevance or applicability of those shifts to students' contexts
3. Consider ways in which the study's findings about teacher leaders' increased reflectivity, confidence, recognized expertise, and willingness to speak up to connect to students' own daily practices

In-class Activities

1. Brainstorm a list of teaching approaches in which you have some expertise. Compare your list to a partner's list. Identify the areas in which you might have expertise.

2. Part of developing as a teacher leader is identifying the knowledge and skills that you know and understand well and then sharing this expertise with others in increasingly widening spheres of influence (i.e., classroom, peers, school, and district). Reflect on your strengths as a teacher or on a recent success, and write your reflections in a short paragraph. Include the evidence and the impact on your learners. Orally share what you have written with a partner and then with small groups of classmates. Next, identify a group of people in your school with whom you might share this information and plan to do so in the upcoming week. After you have shared with that group, share the experience with classmates. Describe for your classmates who your audience was, how they reacted, and how you felt after having shared with the group.
3. Develop one action that you might take using your recognition as an emerging leader in your school to advocate for a change that would improve the learning experiences of your students.

Assignments

During reading questions

1. A source of data for this chapter was an essay in which practicing teachers defined what teacher leadership meant to them. Define teacher leadership in your own words. What three qualities are the most salient for teacher leaders? Has this definition changed over time? If so, what do you believe has led to that change?
2. What aspect of your teaching expertise can you share with others? Are you currently sharing your expertise? How could you share it further with others in the future?
3. On a scale of 1–5, with 5 being the highest, how would you rate your confidence in sharing your ideas or expertise with peers in the same grade or subject area department? With peers outside your grade or subject area? With peers across your district? How could you increase your confidence to share?
4. The chapter suggests that as teachers develop their leadership expertise, they develop confidence moving through three increasingly wider spheres of influence, the first being classroom, the second being peers, and the third being school and district committees. Where are you on this continuum at this point in time?

After reading assignments

1. Think of someone in your school (not an administrator) you view as a teacher leader. Profile this person, particularly in the role of a teacher leader. Describe the qualities, orientations, behaviors, and actions you have observed this person exhibit.

2.   To extend this activity, conduct an informal interview of the person to further determine his or her views on becoming a teacher leader.

Additional Readings and Resources

Ackerman, R. H., & Mackenzie, S. V. (Eds). (2007). *Uncovering teacher leadership: Essays and voices from the field*. Thousand Oaks, CA: Corwin.

Center for Teaching Quality (CTQ) and its teacher leader network, "Collaboratory": www.teachingquality.org

Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin.

3

TEACHER LEADERS AND THE ART OF SELF-MENTORING

Marsha L. Carr

Abstract

Leadership is a process, not a set of individual skills that is innate or taught. Teachers who are aware of the process still need encouragement or a structured approach to reach their full leadership potential. Self-mentoring™ is the act of guiding teachers as leaders in any environment to assume responsibility for personal expectations and leadership opportunities. A study conducted in a public K–12 North Carolina school involving teachers suggests self-mentoring is a means for participants to build confidence, self-efficacy, a willingness to support others, and the ability to assume leadership roles.

Objectives

1. Summarize self-mentoring to another individual(s)
2. Identify which of the four frames of self-mentoring would be most valuable to reach his or her own personal goals
3. Develop a personal self-mentoring plan
4. Assist another teacher in developing a self-mentoring plan
5. Apply self-mentoring strategies in the classroom as an instructional leader or in the school setting as a teacher leader

In-class Activities

1. Realizing Your Potential
   Compile a list of expectations you have for yourself during the school year. Once you have listed all the expectations you have to improve your teaching/leadership, narrow down the list to one expectation you believe would be most valuable in pursuing your goal.

2. Self–Mentoring Plan
   Design a self-mentoring plan for another teacher who has the expectation to become a strong leader among peers in a school setting.

Assignments

During reading questions

1. What is self-mentoring and how does it apply to teacher leadership?
2. When would a teacher most need self-mentoring?
3. How would you use self-mentoring in your school?

After reading questions

1. What self-mentoring techniques align with improving instructional practice? Improving teacher leadership?
2. What aspect of self-mentoring would be most applicable in your present setting?
3. What are the strengths of self-mentoring in any environment?

Additional Readings and Resources

Carr, M. L. (2011). *The invisible teacher: A self-mentoring sustainability model.* Wilmington: University of North Carolina Wilmington, Watson College of Education.

Carr, M. L. (2012). *The invisible leader: A self-mentoring sustainability model for university faculty.* Wilmington: University of North Carolina Wilmington, Watson College of Education.

Duke, D. L., Carr, M., & Sterrett, W. (2013). *The school improvement planning handbook: Getting focused for turnaround and transition.* Lanham, MD: Rowman & Littlefield.

4

MAXIMIZING TEACHER LEADERSHIP

The Principal as Facilitator

William Sterrett

Abstract

This chapter provides an overview of the role of the principal in helping facilitate and sustain teacher leadership in the school. By considering the principalship in terms of current leadership standards and research, this chapter addresses building a culture of teacher leadership through three key areas of teacher leadership: school culture leadership, collaborative learning leadership, and school management leadership. Practical applications and guiding questions are explored in greater detail.

Objectives

1. Understand the role of the principal
2. Explore practical applications of teacher leadership
3. Reflect on guiding questions regarding the role of the principal in facilitating teacher leadership

In-class Activities

1. Review a school improvement plan (SIP). In considering the goals that are outlined, review the roles of the principal, teacher leaders (such as department chairs or grade-level leaders), and teachers. Consider how the work involved relates to each SIP goal. Is collaboration evident? Is shared leadership evident? How could teachers and principals work collaboratively to better realize sustained improvement?
2. Watch a video clip of an instructional practice or teaching strategy. As a group, discuss what you see in terms of student engagement, learning objective,

teaching strategy, and assessment. Consider ways in which teacher leadership could play a vital role in better understanding effective teaching.

Assignments

During reading questions

1. How would you describe the role of the principal?
2. What are some practical ways principals might involve teachers in the school improvement process?
3. How might principals and teachers work together to improve faculty meetings?
4. Describe several ways in which principals and teachers work together to share best practices (such as teaching strategies) from within the school?

After reading assignment

Conduct a 20-minute interview of a respected educator, such as a teacher, teacher leader, principal, or professor, and try to understand his or her perspective of teacher leadership. Consider the following guiding questions:

1. Is teacher leadership important? If so, why?
2. How can the school principal support teacher leadership?
3. In what ways can a novice teacher seek leadership opportunities?
4. What are some practical examples of teacher leadership that can foster student and staff success?

Additional Readings and Resources

Kachur, D. S., Stout, J. A., & Edwards, C. L. (2013). *Engaging teachers in classroom walk-throughs.* Alexandria, VA: ASCD.

Reeves, D. B. (2008). *Reframing teacher leadership to improve your school.* Alexandria, VA: Association for Supervision and Curriculum Development.

Sterrett, W. (2011). *Insights into action: Successful school leaders share what works.* Alexandria, VA: ASCD. Related resources and an online study guide are available at http://www.ascd.org/Publications/Books/Overview/Insights-into-Action.aspx

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.

PART II
Roles of Teacher Leaders

5

TEACHER LEADERS AS PROFESSIONAL DEVELOPERS

Nathan Bond

Abstract

Six teacher leaders facilitated professional development in their elementary schools by developing and implementing professional learning communities (PLCs). The teachers had learned about teacher leadership and PLCs while completing a master's degree program at a local university. Data from interviews and document analysis showed that the teacher leaders sought administrators' support to develop the PLCs, collaborated with colleagues to refine the PLC vision, emphasized group learning during PLC time, utilized technology and other district resources, built rapport with colleagues before beginning the PLCs, and created opportunities for sharing newly learned information. The teacher leaders' efforts benefited students, colleagues, the school and district, and the teacher leaders themselves.

Objectives

1. Describe the six attributes of a PLC
2. Compare and contrast the ways that these teacher leaders led their PLCs
3. Evaluate the impact of these PLCs on students, colleagues, the school and district, and the teacher leaders themselves

In-class Activities

1. Think about your school and the professional development experiences offered to teachers. Does your school offer PLCs as a form of professional development? Share your insights from these experiences. If your school does not use PLCs, think of a topic that teachers at your school would want to study.

2. What are some ways that teachers at your school serve as leaders? Do the teachers facilitate professional development? If so, what do teachers think about colleagues facilitating the professional development? What are the advantages and disadvantages?
3. The chapter states that teachers participate in many different types of professional development (e.g., PLCs, workshops, peer coaching, action research). What are the advantages and disadvantages of each type?

Assignments

During reading questions

1. What are three reasons why teacher leaders should facilitate professional development at their schools?
2. Explain in your own words the six attributes of a PLC.
3. Compare and contrast the six examples of PLCs led by the teachers in the chapter.
4. What impact did each teacher leader have on her school?
5. What were some of the problems that the teacher leaders encountered while facilitating their PLCs? What would you do to overcome these problems?
6. The students, fellow teachers, the school and district, and the teacher leaders themselves reaped rewards from the PLCs. Which reward do you think was the most important? Explain your answer.

After reading assignment

Survey the teachers in your school, team, or department. What are their professional development needs? Select a topic from the survey and share some ways that you and your colleagues might investigate this topic together in a PLC.

Additional Readings and Resources

Hord, S. M. (2003). Professional learning communities: An overview. In S. M. Hord (Ed.), *Learning together, leading together: Changing schools through professional learning communities* (pp. 5–14). New York, NY: Teachers College Press.

Hord, S. M., & Tobia, E. F. (2012). *Reclaiming our teaching profession: The power of educators learning in community.* New York, NY: Teachers College Press.

Killion, J., & Harrison, C. (2006). *Taking the lead: New roles for teachers and school-based coaches.* Oxford, OH: National Staff Development Council.

Teacher Leadership Exploratory Consortium. (2008). *Teacher leader model standards.* Retrieved from http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf

6

MENTORS AS TEACHER LEADERS IN SCHOOL/UNIVERSITY INDUCTION PROGRAMS

Barbara H. Davis, Carol Gilles, Sheryl McGlamery, Saundra L. Shillingstad, Terri Cearley-Key, Yang Wang, Joanne Smith, and Jenny Stegall

Abstract

This chapter describes a qualitative, multiple case study that focused on how mentoring fosters teacher leadership. Three public school/state university induction programs are represented in the cases. Participants included mentors, novice teachers, and school administrators. The authors collected data from semi-structured interviews, online surveys, and questionnaires. Data were analyzed in two phases. First, research teams from each program analyzed their respective data. Then, the teams met and conducted a cross-case comparison. Findings suggest that mentoring fosters teacher leadership through: (a) building relationships, (b) modeling effective teaching practices, and (c) seeing the bigger picture.

Objectives

1. Describe the critical attributes of teacher leadership
2. Determine how and why teacher leadership has evolved
3. Examine the importance of teacher leadership in schools today
4. Discuss how having a mentor leads to more opportunities for leadership
5. Relate the chapter to their own lives by generating ways they can develop teacher leadership

In-class Activities

1. VIPs (Very Important Points)
   While reading the chapter, students use sticky notes to mark one or two "very important points" they would like to share in a small group (three to five students). In a team (or partner) discussion, each student shares one of his or

her VIPs. As students share their VIPs, they should explain why they selected them. Adapted from *Revisit, Reflect, Retell* (1999) by Lynda Hoyt.

2. Jot Thoughts

   In small groups (three to five), students generate new ideas for ways mentors can help novice teachers develop leadership skills. Using Jot Thoughts (Kagan & Kagan, 2009), students write one idea on a sticky note or small slip of paper. They announce and place the notes (one at a time) in the center of the table. They try to cover the table in the time allotted (2–3 minutes). When time is up, the team organizes the notes into themes/categories. These themes can be shared with the whole class.

Assignments

During reading questions

1. What does the term *teacher leadership* mean to you?
2. How has teacher leadership evolved?
3. Why is teacher leadership an important concept in schools today?
4. How does mentoring foster teacher leadership in experienced and novice teachers?

After reading assignment

Interview two or three mentors to determine their perceptions of how mentoring may or may not have fostered teacher leadership. Compare their responses and write a one-page summary of the findings.

Additional Readings and Resources

Feiman-Nemser, S. (2012). Beyond solo teaching. *Educational Leadership, 69*(8), 10–16.

Hoyt, L. (1999). *Revisit, reflect, retell*. Portsmouth, NH: Heinemann.

Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning* (2nd ed.). San Clemente, CA: Kagan Publishing.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd ed.). Thousand Oaks, CA: Corwin.

Teacher Leadership Exploratory Consortium. (2008). *Teacher leader model standards*. Retrieved from http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf

7

THE SPECIAL EDUCATION TEACHER AS A SERVANT LEADER

Clinton Smith

Abstract

Special education teachers are teacher leaders because they possess the same qualities as servant leaders. It is important to recognize the leadership of special education teachers and the ways they affect the quality of education for students with and without disabilities. This chapter focuses on the role of the special education teacher as it relates to servant leadership. The qualities of a servant leader are discussed and how these qualities intertwine with the role and responsibilities of the special education teacher.

Objectives

1. Define servant leadership
2. Foster a deeper understanding of the concept of servant leadership and how it applies to special education
3. Identify the five characteristics of teachers acting as servant leaders in an educational setting
4. Draw connections between the 10 characteristics of servant leadership and what it means to be a teacher leader

In-class Activities

1. Brainstorming
   The instructor assigns students characteristics of servant leadership. Students partner with a classmate to brainstorm actions that connect servant leadership characteristics to education. What other qualities come to mind when you

think about servant leadership? Afterward, students share how servant leadership can be modeled in the lives of educators.

2. Discussion
    Robert Greenleaf (2002) stated, "The great leader is seen as a servant first" (p. 21). What does this mean to you? Discuss further the following quote by Greenleaf: "The conscious choice brings one to aspire to lead. . . . The best test . . . is this: Do those served grow as persons? Do they, *while being served,* become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" (p. 27). Apply this statement to special education. What is the relationship between this statement and how special educators see their position?

Assignments

During reading questions

1. What is the definition of servant leadership?
2. What are five characteristics of teachers acting as servant leaders in an educational setting?
3. What is the perception of special education teachers by their colleagues? Do you think they see the characteristics of servant leadership in those who teach special education?
4. Teacher leaders cultivate relationships with students, parents, and colleagues. Considering the relationships with teachers that you have experienced in the past, who are the people that have helped nurture leadership qualities in you? What characteristics of servant leadership did they exhibit?
5. How can special and general education teachers work together to ensure the success of students? How can implementing the ten characteristics of servant leadership assist in student success?

After reading assignment

Survey teachers about leadership qualities. What words did they use to describe a leader? Do these words reflect the characteristics of servant leadership?

Additional Readings and Resources

Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness* (25th anniversary ed.). Mahwah, NJ: Paulist Press.
Robert K. Greenleaf Center for Servant Leadership: www.greenleaf.org
Spears, L. C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership, 1*(1), 25–30.
The Spears Center for Servant-Leadership: www.spearscenter.org

8

TEACHER LEADERS IN CURRICULUM REFORM

Integrating the Expressive Arts

Laurie J. DeRosa and Susan Trostle Brand

Abstract

A growing body of research seeks to investigate the effects of learning through the arts. For many years, the arts were recognized as influential in learning; however, the current emphasis on standards-based instruction has diminished the emphasis on the arts as facilitators of learning. Nonetheless, possessing an understanding of the value of the arts in learning is integral to the teacher leader's development. Effective teacher leaders frame models of curriculum that account for multiple ways of knowing, meaning making, and creative and critical thinking. Learning in, about, and through the arts enhances learning and provides keys to student achievement.

Objectives

1. Defend the importance of the arts in teaching and learning
2. Specify research that supports an arts integrated curriculum
3. Identify multiple methods of infusing the arts into a standards-based curriculum
4. Empower teachers to become leaders in creating a rich arts–infused school environment

In-class Activities

1. Create a mind map identifying research, rationales, and methods to develop arts–infused curriculum. A mind map is a graphic organizer that uses key words, color, and pictures to demonstrate understanding of concepts. In small groups, share the creative mind maps. Discuss the differences among the maps and how individual creativity was used to display chapter content.

2. Get to know the national arts organizations. Many resources and abundant information are located at each of the national arts organizations' websites. Become familiar with the resources by reviewing each website and create a "Think Mark," defined by Fountas and Pinnel (2000) as a way of recording thoughts while reading, to identify three important features/resources you found most interesting at each website, and explain why each is important for a teacher leader to know. Write one statement to suggest why someone should become a member of these organizations:

    •   National Art Education Association: www.arteducators.org
    •   National Association for Music Education: nafme.org
    •   National Dance Education Organization: www.ndeo.org
    •   American Alliance for Theatre and Education: www.aate.com

Assignments

During reading questions

1. In what ways have the arts affected your educational experiences?
2. Why are the arts integral to curriculum reform?
3. Do you think you are a creative teacher leader? Explain. Identify a creative teaching strategy.
4. Brainstorm three ideas that assist in teaching with the arts, in the arts, and through the arts. How could a teacher leader inspire others to apply these strategies?
5. What is your area of strength in the arts? What is your challenge area? How do these strength and challenge areas impact your development as a teacher leader affecting curriculum reform?

After reading assignment
   "Meet an Artist": Curriculum Mapping Project
   Work in small groups to create a school calendar that will feature an artist of the month. Identify potential artists by reviewing resources through your local and state cultural arts organization, or by identifying artists you know that live in the community or state. Use a template to collect information about each artist. Collate each of the monthly pages to create a resource book that is used in local schools.

•   What is the month?
•   Who is the featured artist?
•   Where does this artist live?
•   What is this artist's preferred medium?
•   What are some connections between the content areas and the curriculum standards?

- Describe a favorite piece from this artist using arts vocabulary. Why is this piece meaningful?
- How did this artist become interested in the arts? Provide some background information.

Additional Readings and Resources

Arts Education Partnership: www.aep-arts.org

Berghoff, B., Borgmann, C. B., & Parr, N. C. (2005). *Arts together: Steps towards transformative teacher education*. Reston, VA: National Art Education Association.

Fountas, I. C., & Pinnel, G. S. (2000). *Guiding readers and writers (Grades 3–6): Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

The J. Paul Getty Museum: www.getty.edu/museum

International Network of Performing and Visual Arts Schools (Arts Schools Network): http://artsschoolsnetwork.org

Jensen, E. (2001). *Arts with the brain in mind*. Alexandria. VA: Association for Supervision and Curriculum Development.

The Kennedy Center ArtsEdge: http://artsedge.kennedy-center.org

McIntosh, P., & Warren, D. (Eds.). (2013). *Creativity in the classroom: Case studies in using the arts in teaching and learning in higher education*. Chicago, IL: Intellect.

National Endowment for the Arts: www.arts.gov

National Endowment for the Humanities: www.neh.gov

9

TEACHER LEADERS AS SCHOOL REFORMERS

Shawn Christopher Boone

Abstract

A long-standing debate has existed within school reform discussions over whether or not schools should move from principal leadership to teacher leadership. This chapter presents reasons why teacher leadership can be successful. Throughout the chapter, a case story documents the success of a teacher-led school reform model. The theoretical implications and practical applications of six tenets are described, including shared vision, shared leadership, re-culture of staff, effective professional development, evaluation and progress monitoring, and sustainability. This school reform model can serve as an example for all reformers to initiate innovative, sustainable school change.

Objectives

1. Describe why teacher leadership is critical in modern school reform
2. Evaluate teacher-led reform through the scope of theoretical literature
3. Analyze school reform models for effectiveness and efficiency
4. Create a plan for school change or professional learning that uses evaluation to measure effectiveness

In-class Activities

1. Students can create a modified four-block jigsaw to examine four elements. Divide students into groups of six and assign each group a tenet. In the first block, students list the name of their assigned tenet. In the second block, students incorporate relevant literature that supports the tenet. In the third block, students indicate the practical application of the tenet. In the fourth block,

students reflect on the tenet's relevance in their school and how they could incorporate the tenet as a teacher leader. Following each group's completion of the specified tenet, groups present their findings to the entire group.
2. Students can create a KWLQ chart. Before reading the chapter, students complete the K-section and indicate what they know about teacher leadership and school reform. In the W-section, students list what they want to know about teacher leadership or school reform. In the L-section, students indicate what they learned after reading the chapter. In the Q-section, students list questions they have that can be discussed with the entire group.

Assignments

During reading questions

1. What was the impetus for this teacher engagement in school reform?
2. What theoretical implications and practical applications made the case for teacher leadership?
3. What practical applications did you like most and why?

After reading assignment

Pretend that you were a teacher at this school. What is one tenet that you would implement? What is one activity that you would improve? In one or two paragraphs, argue why teachers should implement one activity and improve on another activity.

Additional Readings and Resources

American Federation of Teachers: www.aft.org

The Center for Public School Renewal: www.publicschoolrenewal.org/index.html

Hord, S. M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, TX: Southwest Educational Development Laboratory.

Kelehear, Z., & Davison, G. (2005). Teacher teams step up to leadership. *Journal of Staff Development, 26*(3), 54–59.

King, M. B., & Newmann, F. M. (2001). Building school capacity through professional development: Conceptual and empirical considerations. *International Journal of Educational Management, 15*(2), 86–93.

Muijs, D., & Harris, A. (2003). Teacher leadership: Improvement through empowerment? An overview of the literature. *Educational Management, Administration & Leadership, 31*(4), 437–448.

Murphy, J. (2005). *Connecting teacher leadership and school improvement*. Thousand Oaks, CA: Corwin.

10

FIRST-YEAR TEACHERS

New and Ready to Lead!

Catherine Hagerman Pangan and Angela Lupton

Abstract

Inexperienced. Novice. Green. OR Energetic. Innovative. Unclouded. All these words may be true of new teachers, but the lens or set of words we choose can shape their trajectory of leadership in the profession. Beginning teachers often are viewed through the myopic lens of "just a learner." What happens when we shift and use a different lens? In this chapter, ideas around the role of strong teacher preparation programs in training first-year teacher leaders, a new teacher's capacity to provide healthy disruption toward a culture of relational leadership, specific opportunities for new leaders, and critical supporting factors are explored.

Objectives

1. Explore the strengths that new teachers bring to a school community
2. Identify ways that healthy disruption can move a community toward a culture of relational leadership
3. Cite specific opportunities for new leaders and critical supporting factors for ongoing leadership development

In-class Activities

1. We've All Been New
   Ask students to meet in small groups to identify and discuss times when they have been new to something—professionally or personally. First, each student individually brainstorms five feelings he or she experienced during a particular time. Then each student highlights two of the feelings that were positive, or more "asset based." Individuals next share these strengths-based feelings with

the group and then discuss what was needed in the environment, organization, or event to be able to build on those strengths—even if it didn't happen in the original experience.

2. Moving in a New Direction

    In the same small groups, use large pieces of chart paper to create a Plus/Delta chart. In the Plus column, students list what is already going on in their context/school/setting that is supportive and empowering of new teachers. In the Delta column, students list the potential changes that can be made to help reframe the role of new teachers as leaders and co-learners in the school community. Small groups then share their charts with the larger group.

Assignments

During reading questions

1. Why did the authors use new teacher voices in their chapter? What larger message does that convey, and what does it remind you to do in your own work?

2. Explore the notion of doing something "for" someone versus doing something "with" someone. Identify a time or experience in which someone has done something "for" you, but it may have been more supportive to do it "with" you instead.

3. If you were in an interview with a potential new hire, what experiences would you want to hear about from his or her preparation program that would help you to know whether you were hiring a new teacher leader?

After reading assignment

Time for Action

Develop a plan for new teacher empowerment in your current (or future) school setting. What leadership opportunities are available, and how will you create an environment to support new teacher involvement? How will you balance enculturation with an openness to change? What type of activities can current staff participate in to prepare them for the inclusion of new teacher leaders on their teams? What are the interview questions you will use to ensure you are hiring for both teaching excellence and leadership potential?

Additional Readings and Resources

Brown, B. (2012). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead.* New York, NY: Gotham Books.

Cramer, K. D., & Wasiak, H. (2006). *Change the way you see everything through asset-based thinking.* Philadelphia, PA: Running Press.

Wheatley, M. J. (2009). *Turning to one another: Simple conversations to restore hope to the future* (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers.

11

CLASSROOM TEACHERS AS TEAM PLAYERS

Nancy P. Gallavan

Abstract

Classroom teachers appear to be underprepared for collaborating professionally on teams—a vital first step in developing teacher leadership. With limited prior positive experiences, teachers seem more comfortable working autonomously, tend to encounter interpersonal challenges when assigned to teams, and receive little or no continuing education for improving teamwork participation. Consequently, fewer opportunities are offered to teacher candidates for developing teacher leadership. Building on the components of Trust, Efficacy, Agency, and Mentorship, teacher leadership that begins with TEAMwork helps teachers and candidates discover success, satisfaction, significance, and sustainability applicable to teaching, learning, schooling, and living for themselves and their P–12 students.

Objectives

1. Name and describe the four components of TEAMwork (trust, efficacy, agency, and mentorship)
2. Name and describe four dynamics of teaching, learning, and schooling (success, satisfaction, significance, and sustainability)
3. Understand three goals of educators (increase achievement, model leadership, advance professionalism)
4. Describe the process of reaching consensus
5. Synthesize the concepts of generational perpetuation of practice and the propinquity effect

In-class Activities

1. Before reading the chapter, reflect on your prior experiences as P–12 students or teacher candidates and write one or two paragraphs describing events, interactions, outcomes, discoveries, and extensions. Then form groups to share your reflections. This activity is designed to stimulate your interest for reading the chapter.
2. After reading the chapter, construct the matrix as shown in Table 11.1, form groups, and complete it replicating the process for reaching consensus described in the chapter.

Assignments

During reading questions

1. Why are teaching and learning teamwork and teacher leadership important for teacher candidates?
2. What is the generational perpetuation of practice and how does it influence teachers' practices?
3. What is the propinquity effect and how does it influence learners' interactions?
4. What is efficacy and why is it important for all teachers and students?
5. What is agency and why is it important for all teachers and students?

After reading assignments

1. Interview a teacher to discover for yourself the presence and power of TEAMwork and teacher leadership. Share interview findings with other candidates.
2. As an extension of the interviews and conversations, write three goals to help you pursue TEAMwork and teacher leadership to increase student achievement, model leadership, and advance your professionalism.

Additional Readings and Resources

Education Week Teacher: www.edweek.org/tm/collections/package/teacher-leaders/index.html
Edutopia Teacher Leadership blog: www.edutopia.org/blogs/beat/teacher-leadership
Responsive Classroom: www.responsiveclassroom.org/teacher-leaders
SEDL: www.sedl.org/change/issues/issues44.html
Teacher Leadership Exploratory Consortium. (2008). *Teacher leader model standards.* Retrieved from http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf

12

TEACHER LEADERS INTERNATIONALLY

Edward Owens

Abstract

This chapter examines teacher leadership in four countries to better understand and extrapolate the different experiences and the innovative approaches used to develop teacher leaders. The impact of teacher leaders on their students, schools, communities, and profession is considered. The unique ways that classroom teachers have served as teacher leaders provide an authentic account of lessons and identification of best practices that can serve as examples for other schools to replicate. A key finding from the analysis is that school administrators need to build more collaborative and cooperative arrangements that support teacher leaders.

Objectives

1. Explain and discuss the various roles of teacher leaders
2. Compare and contrast the different approaches used to develop teacher leaders in other countries
3. Analyze ways in which teachers are leading in international countries
4. Evaluate teacher leaders' impact on schools, community, and profession

In-class Activities

1. Search the Internet and locate a school or university in another country that has a teacher leadership program. Investigate the program, and compare and contrast it with a teacher leadership program in the United States.
2. Write a short essay on ways you would encourage teacher leadership as the administrator of a local high school.

Assignments

During reading questions

1.   What is a good definition of teacher leadership?
2.   In which contexts do teacher leaders serve successfully?
3.   What are some factors that influence teacher leaders?
4.   What are some ways in which teacher leaders can be developed?

After reading assignment

Based on information gleaned from the book chapter and research literature, create a teacher leadership model for a local school in your community.

Additional Readings and Resources

Frost, D., & Durant, J. (2002). Teachers as leaders: Exploring the impact of teacher-led development work. *School Leadership and Management, 22*(2), 143–161.

Frost, D., MacBeath, J., Swaffield, S., & Waterhouse, J. (2008, February). The legacy of the carpe vitam leadership for learning project. *inFORM, 8,* 1–8. Retrieved from http://www.educ.cam.ac.uk/centres/lfl/current/inform/InForm_8_Carpe_Vitam_Legacy.pdf

Teacher Leadership, Journal of the HertsCam Network: www.educ.cam.ac.uk/centres/lfl/current/research/teacherleadership.html

13

NATIONAL BOARD CERTIFIED TEACHERS AS LEADERS

Mara Cawein and Patricia H. Phelps

Abstract

National Board Certified Teachers (NBCTs) are experienced professionals who care deeply about their students and are willing to support and lead fellow educators. NBCTs possess a teaching credential that does not ensure leadership, but enhances their leadership potential. One can certainly be a teacher leader without national certification, but the process itself involves considerable risk taking, extensive reflection, and intensive self-improvement, which, in turn, further develop leadership. This chapter examines the leadership practices and beliefs of NBCTs and provides action steps for educators to expand the leadership impact of more teachers.

Objectives

1. Analyze the national board process through the lens of developing teacher leadership
2. Examine the value of self-reflection for professional growth
3. Reflect on opportunities for risk taking in the education profession
4. Analyze the value of administrative involvement in promoting teacher leadership

In-class Activities

1. Explore national board certification through the five core propositions. In groups of three to five participants, use the www.nbpts.org website to share information about national board certification. Provide each small group a copy of the five core propositions. For each proposition, small groups generate

one specific example of what teachers might do to demonstrate leadership in that particular arena.

2. Practice teacher leadership advocacy. Create a scenario (or case study) where a teacher approaches an administrator to describe an initiative that he or she wants to lead. Identify potential barriers and include strategies to overcome these stumbling blocks. The case may be written or performed as a role play. At the end, explain why the teacher was successful (or not).

Assignments

During reading questions

1. In what ways do you most identify with Anna?
2. How do your leadership activities compare to the survey respondents?
3. Does your school environment encourage or discourage teachers to be leaders? Explain.
4. What risks have you recently taken as a teacher (or might you take)?
5. In what ways do you function as an advocate, innovator, and steward for the profession?
6. Using the checklist near the end of the chapter, what actions could you take to build your teacher leadership?

After reading assignment

Interview a respected colleague in your school that you think of as a teacher leader. Reflect on his or her responses in relation to the survey conducted in this chapter.

Additional Readings and Resources

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

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd ed.). Thousand Oaks, CA: Corwin.

National Board Certification: Excellence, leadership, results [Video]. Retrieved from http://www.youtube.com/watch?v=Pc9s6h-vKJo&list=TL8_yv7gy9FB8

National Board for Professional Teaching Standards: www.nbpts.org

Steffy, B. E., Wolfe, M. P., Pasch, S. H., & Enz, B. J. (2000). *Life cycle of the career teacher.* Thousand Oaks, CA: Corwin.

14

COOPERATING TEACHERS AS LEADERS IN THE ACCREDITATION OF EDUCATOR PREPARATION PROGRAMS

Frank B. Murray and Christine Carrino Gorowara

Abstract

An overriding challenge for the accreditor of teacher education programs is to find trustworthy sources to vouch for the graduates' teaching competence. The Teacher Education Accreditation Council (TEAC) has relied on classroom teachers to be a trustworthy source by asking them to vouch independently for the program's graduates, by recruiting them to serve as members of the site visit team and panel that examine the veracity of the program's claims, and by asking them to create their own evidence about the quality of their own teaching. By participating in the accreditation process, classroom teachers are serving as teacher leaders in the field of education.

Objectives

1. Explain how program quality is based on evidence of candidate learning
2. Describe how classroom teachers make important contributions to quality accreditation
3. Relate how classroom teachers have it within their power to offer compelling evidence of their teaching quality
4. Discuss how classroom teachers bring an important perspective to decisions traditionally made by other educational professionals

In-class Activities

1. Make a list of types of evidence that faculty might cite about themselves that would show that their teacher education program is a quality program.

2. Create a list of categories of evidence that teachers might collect and analyze to show their school board or principal that they are successful educators.

Assignments

During reading questions

1. Do ratings and grades suffer from grade inflation?
2. Is there any evidence that teachers can make discriminating judgments about student teachers?
3. Are teachers valued members of accreditation panels and committees?
4. Are classroom teachers' ratings of teacher education students in line with ratings by other professionals?

After reading assignment

Design a performance evaluation system for classroom teachers that would be better than judging teachers only by their students' scores on standardized tests.

Additional Readings and Resources

Council for the Accreditation of Educator Preparation (CAEP): www.caepnet.org

Murray, F. B. (2001). From consensus standards to evidence of claims: Assessment and accreditation in the case of teacher education. In J. L. Ratcliff, E. S. Lubinescu, & M. A. Gaffney (Eds.), *How accreditation influences assessment: New directions for higher education* (No. 113, pp. 49–66). San Francisco, CA: Jossey-Bass.

Murray, F. B. (2012, July/August). Six misconceptions about accreditation in higher education: Lessons from teacher education. *Change,* 52–59.

Teacher Education Accreditation Council (TEAC): www.teac.org

PART III

Influence and Impact of Teachers Who Lead

15

LEADING AS A MORAL IMPERATIVE

Learning from Culturally Responsive and Socially Just Teachers

Sonia Nieto

Abstract

Drawing from Sonia Nieto's most recent book, *Finding Joy in Teaching Students of Diverse Backgrounds: Culturally Responsive and Socially Just Practices in U.S. Classrooms* (Heinemann, 2013), this chapter focuses on one of the key lessons from teachers interviewed for the project: Teaching is a moral endeavor. Although they certainly want their students to shine intellectually, these teachers also recognize that to help students learn to lead consequential lives, they must teach them to understand others who are different from themselves. Teacher leaders also recognize that teaching responsibility for others is an important human value to be nurtured.

Objectives

1. Explore what it means to be a culturally responsive teacher
2. Understand how leadership manifests itself in culturally responsive teachers
3. Imagine what it might take to become a leader in your classroom and beyond

In-class Activities

1. As a whole class, discuss the following question: If being ethical is part of teacher leadership, what are some situations in which you or teachers you know have demonstrated ethical leadership? What can you learn from their actions?

2. In a small group, discuss the following question: What are some characteristics of culturally responsive teachers? List these characteristics and compare your answers with those from other groups.

Assignments

During reading questions

1. How are the teachers described in this chapter similar? How are they different?
2. What are the conditions in each case that support teacher leadership?
3. What can you, as a teacher or prospective teacher, learn from the focal teachers?

After reading question

What are some of the impediments of becoming teacher leaders who are ethical and culturally responsive?

Additional Readings and Resources

Educators for Social Responsibility (ESR): www.esrnational.org
Facing History and Ourselves: www.facing.org
Rethinking Schools: www.rethinkingschools.org
Teaching for Change: www.teachingforchange.org
Teaching Tolerance, A Project of the Southern Poverty Law Center: www.teachingtolerance. org

16

THE ROLE OF INQUIRY IN TEACHER LEADERSHIP

Marilyn Cochran-Smith and Rebecca Stern

Abstract

This chapter focuses on the role of inquiry in teacher leadership. Following an overview of practitioner research and the concept of *inquiry as stance,* this chapter explores the multiple and complex relationships of inquiry and leadership by presenting five mini-cases of practice. The teachers highlighted hold creative visions about the purposes of education and the goals of practitioners, work continuously to deprivatize their practice, and engage in inquiry with the explicit intention of creating greater access to rich learning opportunities and equity in learning outcomes for all students.

Objectives

1. Describe the major tenets of Cochran-Smith and Lytle's *inquiry as stance* framework
2. Analyze the connections between practitioner research conducted using an inquiry stance and teacher leadership
3. Identify multiple ways educators can demonstrate leadership through conducting practitioner research

In-class Activities

1. Text Rendering
   Each student underlines one sentence, one phrase, and one word from the chapter that resonates with him or her. Following the same order each time, students read aloud their sentences, then their phrases, then their words,

without any interruption, commentary, or discussion. Following this activity, students discuss what major ideas and themes resonated with the group and why.

2. Text Analysis
    Students work in five groups. Each group analyzes one mini-case in the chapter through the four key dimensions of inquiry as stance. In what ways did the educator demonstrate the knowledge, practice, communities, and democratic purposes of inquiry as stance? Groups use textual evidence to support their claims, and then share with the whole class.

Assignments

During reading questions

1. What similarities exist between the mini-cases that demonstrate the value of practitioner research and educators taking an inquiry stance?
2. What conditions are necessary in schools for educators to participate in the kind of practitioner research described in this chapter? Why?
3. What connections do you see between practitioner research and inquiry as stance, as described in this chapter, and teacher leadership?
4. Is practitioner research a viable, useful form of leadership for educators to practice in our current educational environment? Why or why not?

After reading assignment

If you were to conduct practitioner research in your current educational setting, what would you investigate? Why? What questions would you ask? In what ways would taking an inquiry stance on your own practice demonstrate your personal leadership and growth?

Additional Reading and Resources

Cochran-Smith, M. (2002). Inquiry and outcomes: Learning to teach in an age of accountability. *Teacher Education and Practice, 15*(4), 12–34.

Cochran-Smith, M., & Donnell, K. (2006). Practitioner inquiry: Blurring the boundaries of research and practice. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.). *Handbook of complementary methods in education research* (pp. 503–518). Mahwah, NJ: Lawrence Erlbaum Associates; Washington, DC: American Educational Research Association.

Practitioner Inquiry book series (Teachers College Press): www.teacherscollegepress.com/ practitioner_inquiry.html

17

MEASURING THE IMPACT OF TEACHER LEADERS

Pamela Scott Williams, Joni M. Lakin, and Lisa A. W. Kensler

Abstract

Many administrators, researchers, and policymakers feel that teacher leadership is critical to supporting instructional improvement in schools. Research on this subject strongly suggests that teacher leadership is a possible avenue for addressing low achievement, but there is limited research directly connecting teacher leadership to student achievement. This chapter begins with a brief summary of the foundational literature in teacher leadership and then describes the development of a new tool for measuring teacher leadership: Teachers' Perception of Teacher Leadership (TPTL). The chapter ends with a discussion of the impact of teacher leadership on student achievement and future research opportunities.

Objectives

1. Analyze the research relating teacher leadership to student achievement
2. Describe a multi-faceted measure of teacher leadership
3. Critically consider the measure of teacher leadership and assess whether it adequately measures teacher leadership
4. Use the TPTL survey to guide reflection of teacher practice as it has been observed and to determine whether teacher leadership is common in particular schools

In-class Activities

1. Teacher Leadership Assessment: A Critical Examination
   Students review the TPTL survey and critically examine the survey questions. Do the questions, as asked, seem to measure teacher leadership? Why or why

not? Students then discuss their answers in groups of three to four, develop a collective argument for their perspective, and present a 5-minute summary to the whole class.

2. Social Pressure to Report Teacher Leadership: Real or Not?
   Students discuss the research finding in the chapter that teachers from the lower-performing schools actually reported the highest levels of teacher leadership across all of the participating schools. What are possible explanations for this finding? What explanation makes the most sense and why? In groups of three to four, discuss and then develop a 5-minute presentation summarizing your perspective.

Assignments

During reading questions

1. To what extent does the research literature support the claim that teacher leadership will improve student achievement?
2. What are the seven domains of teacher leadership?
3. What might be some alternative ways to measure teacher leadership other than teacher completed (self-report) surveys?

After reading assignments

1. Develop plans for how you would measure teacher leadership. Would you use a survey or some other measure? What theoretical framework from the literature or perhaps your own ideas would you use to guide your measure?
2. Write a one-page reaction paper discussing whether teacher leadership *should* cause an improvement in student achievement. Should school systems make an effort to promote teacher leadership in their schools even if there is not strong evidence it will improve achievement? What are some other positive benefits of teacher leadership?
3. Review other resources you find to write an informational article for other teachers or administrators. What are some effective ways to support or promote teacher leadership in K–12 schools?

Additional Readings and Resources

Angelle, P. S. (2010). An organizational perspective of distributed leadership: A portrait of a middle school. *Research in Middle Level Education, 33*(5), 1–16.

Boyd-Dimock, V., & McGree, K. M. (1995). Leading change from the classroom: Teachers as leaders. *Issues about Change, 4*(4). Retrieved from http://www.sedl.org/change/issues/issues44.html

Teacher Leadership Exploratory Consortium. (2008). *Teacher leader model standards.* Retrieved from http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf

Appendix 17.A
QUESTIONNAIRE

Directions: We would like to ask about your perceptions of your school and the role of teachers in your school. Please use the scale provided to indicate the option that best reflects your agreement with the statement.

	None	*Few*	*Some*	*Most*	*All*
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning					
Teachers at my school respond to their own and others' needs as they advance shared goals.					
Teachers at my school talk with other teachers about the curriculum.					
Teachers at my school create an inclusive culture where diverse perspectives are welcomed.					
Teachers at my school share successful instructional strategies.					
Teachers at my school consult with other teachers when addressing student learning challenges.					
Domain II: Accessing and Using Research to Improve Practice and Student Learning					
Teachers at my school use research-based practices.					
Teachers at my school gain new knowledge through reading professional articles.					
Teachers at my school participate in action research to improve student learning.					
Teachers at my school learn about educational research from reading journal articles or books.					
Teachers at my school facilitate analysis of research to improve student learning .					

	None	Few	Some	Most	All
Domain III: Promoting Professional Learning for Continuous Improvement					
Teachers at my school actively support the professional learning of other teachers by coaching and/or mentoring.					
Teachers at my school work together with school administrators to plan professional learning that is linked to school/district improvement goals.					
Teachers at my school engage in professional learning experiences aligned with their needs.					
Teachers at my school direct professional learning activities that correlate with the school's improvement goals.					
Teachers at my school seek support from professionals who have specialized expertise (e.g., special educators, media specialist, reading coach, ESL specialist) to design learning experiences.					
Teachers at my school model effective instructional practices for colleagues.					
Domain IV: Facilitate Improvements in Instruction and Student Learning					
Teachers at my school engage in reflective dialogue to improve teaching.					
Teachers at my school use school-based student test results to identify opportunities to improve instruction and student learning.					
Teachers at my school use instructional strategies that promote diversity and equity in the classroom.					
Teachers at my school observe other teachers' classroom instruction to improve student learning.					
Teachers at my school connect with other educators around the globe to improve teaching and learning.					
Domain V: Promoting the Use of Assessments and Data for School and District Improvement					
Teachers at my school engage colleagues in conversations about student learning data.					
Teachers at my school facilitate collaborative interpretation of data results (e.g., data meetings, data rooms).					
Teachers at my school use assessment data results to promote changes in instructional practices.					
Teachers at my school use a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning.					
Teachers at my school use data to differentiate instruction.					

	None	Few	Some	Most	All
Domain VI: Improving Outreach and Collaboration With Families and Community					
Teachers at my school model and/or teach effective communication and collaboration skills with families.					
Teachers at my school develop a shared understanding among colleagues of the diverse educational needs of families.					
Teachers at my school collaborate with families to develop comprehensive strategies to address the diverse educational needs of students.					
Teachers at my school collaborate with community members to develop comprehensive strategies to address the diverse educational needs of students.					
Teachers at my school work with colleagues to promote ongoing systematic collaboration with families.					
Domain VII: Advocating for Student Learning and the Profession					
Teachers at my school advocate for the profession in contexts outside of the classroom (local, state, or national level).					
Teachers at my school advocate for access to professional resources (e.g., financial support, human, and other material resources).					
Teachers at my school advocate for the rights and needs of students.					
Teachers at my school advocate for teaching and learning processes that meet the needs of all students.					
Teachers at my school share information with colleagues within and/or beyond the district regarding how state policies can impact classroom practices.					
Teachers at my school work in partnership with organizations engaged in researching critical educational issues (e.g., universities, Alabama Education Association [AEA]).					

18

THE IMPACT OF MENTORS AS TEACHER LEADERS IN INDUCTION PROGRAMS

Elizabeth A. Wilkins

Abstract

This chapter focuses on the role and influence of mentors as teacher leaders on the induction of beginning teachers. In 2008, induction standards were created to guide the delivery of programs, including mentor selection, assignment, and professional development. These standards brought attention to the importance of mentoring and, implicitly, the role of mentors as teacher leaders. In the same year, teacher leader standards were developed to delineate leadership roles in schools. Using a statewide study as a backdrop, a crosswalk between these standards shows alignment among mentoring, teacher leadership, and the influence on the school context in which all teachers work.

Objectives

- Identify commonalities between mentoring and teacher leader standards
- Chronicle how mentoring and teacher leadership have emerged over the past three decades
- Discuss how the findings from a statewide study reveal insights about the role and influence of mentors as teacher leaders during beginning teacher induction
- Identify how mentors as teacher leaders create, value, and sustain a community of collaboration

In-class Activities

1. List three to five mentor-as-teacher leader behaviors that most impact beginning teachers, and provide a rationale for your selection. Discuss the similarities and differences in the list you created with others in class.

2. Share authentic examples from your own experience of how mentors as teacher leaders create, value, and sustain a community of collaboration.

Assignments

During reading questions

1. How could mentor selection and professional development be modified to enhance teacher leadership?
2. What teacher leader qualities shared by mentors with beginning teachers are most valued?
3. How could induction program delivery be modified to mitigate barriers and obstacles identified by mentors in their role as teacher leaders?
4. How does the role of the mentor as teacher leader impact beginning teachers' immersion into the professional community/school context?
5. How could state induction standards be revised to better reflect mentors as teacher leaders?

After reading assignment

In writing, reflect on your school or district's induction program for beginning teachers and how mentor selection, recruitment, and professional development could be modified to enhance teacher leadership opportunities or to align with teacher leader standards.

Additional Readings and Resources

Ingersoll, R. M., & Strong, M. (2011). The impact on induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201–233.

Moir, E., Barlin, D., Gless, J., & Miles, J. (2009). *New teacher mentoring: Hopes and promise for improving teacher effectiveness.* Cambridge, MA: Harvard Education Press.

Strong, M. (2009). *Effective teacher induction and mentoring: Assessing the evidence.* New York, NY: Teachers College Press.

Teacher Leadership Exploratory Consortium. (2008). *Teacher leader model standards.* Retrieved from http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf

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.

19

THE IMPACT OF TEACHER LEADERS ON STUDENTS, COLLEAGUES, AND COMMUNITIES

Insights from Administrators

Sue Lutz Weisse and Suzanne M. Zentner

Abstract

Every school has teachers who stand out because of their impact—not just on individual students, but on instructional practices at their grade level, their entire school, and even the whole community. This chapter examines the characteristics of these teacher leaders and the powerful, positive impact they can have on those around them. Principals at all schools should seek out and support teacher leaders as a way to improve instructional practices throughout their professional community.

Objectives

1. Define the term *teacher leader*
2. State the common characteristics of teacher leaders
3. Compare and contrast the effects of a teacher leader on students, colleagues, and communities

In-class Activities

1. Best/Worst Teacher
   Reflect on the teacher in your K–12 schooling that had the biggest impact on you. Would you consider that teacher a teacher leader? Reflect on a teacher that you consider a poor teacher. What characteristics did that teacher display? Were those behaviors in contrast to a teacher leader?
2. Teacher Leaders on a Global Scale
   Think of some teacher leaders of global proportions. For example, could a case be made that Ghandi was a teacher leader in the realm of peaceful

disobedience? Could the same case be made for viewing Dr. King as a teacher leader for civil rights? What characteristics overlap between change agents and teacher leaders, or are they one in the same and the only thing that is different is the scale of change?

Assignments

During reading questions

1. Danielson (2006) defined teacher leaders as having a call to be a positive influence beyond the walls of their classroom, and having optimism, enthusiasm, confidence, and collaboration as integral behaviors that contribute to their success. Describe how you think that looks at the individual student level. How about at the classroom level? At the community level?
2. Many states are mandating a merit pay system for teachers. After reading about the impact a teacher leader can have, do you think this is a good idea? Why or why not?
3. Teacher leaders seem to have an inner drive to do what is best for their learning community. In your opinion, where does the inner drive come from? Why do some teachers have that passion while other teachers appear to view teaching "as a job"? What happens to the idealistic new teacher that can change lives?

After reading assignment

Many states are mandating that teachers be paid on a merit system using some sort of student growth as an indicator of success. Research merit pay for teachers and find some evidence that supports teachers receiving merit pay. Why do you think this idea has caught on in such a strong manner?

Additional Readings and Resources

Measures of Effective Teaching, website devoted to current research on effective teaching: www.metproject.org/index.php

Stronge, J. H. (2013). *Effective teachers = student achievement: What the research says.* New York, NY: Routledge.

Teacher Leader Model Standards, website exploring in depth the various standards for teacher leaders: www.teacherleaderstandards.org

Appendix 19.A

TEACHER LEADER CHARACTERISTICS

Commonalities

Jackson, Burrus, Bassett, and Roberts (2010) surveyed the teacher leader research and identified several commonalities that are pervasive in the studies.

- **Work ethic.** This characteristic is defined as perseverant, resourceful, action oriented, committed, and passionate (York–Barr & Duke, 2004).
- **Teamwork.** A teacher must work with many different stakeholders and build positive relationships. To build such relationships, he or she must be able to engender trust, work well with colleagues, communicate effectively, and resolve conflicts (Danielson, 2006; Killion & Harrison, 2006).
- **Leadership.** Teacher leaders lead by engaging, inspiring, and motivating others to improve and become better through their actions (Bascia, 1996). The trait is strongly interconnected with teamwork.
- **Openness.** Teacher leaders are adaptable, open-minded, and creative. They are open to exploring options to gather the necessary resources to improve the state of education (York–Barr & Duke, 2004). Their relationships are filled with honesty and integrity.
- **Vision.** Teacher leaders have a vision to identify opportunities for improvement or fix problems within the school. They actively seek out opportunities rather than simply waiting for them to appear (Danielson, 2006). They have a calling to positively influence beyond the walls of their classrooms.
- **Positive effect.** Teacher leaders are positive. They are leaders who often succeed with the help of their positive effects of optimism, enthusiasm, confidence, and willingness to collaborate (Danielson, 2006).
- **Risk taking.** This characteristic allows teacher leaders to do whatever is necessary in order for children to learn. They do not mind if they fail or are criticized (Danielson, 2006).

Appendix 19.B

TEACHER LEADER CHARACTERISTICS

Behavioral

Stronge (2007) also developed categories around specific behaviors of teacher leaders and used these behaviors to develop and implement new models for teacher evaluation. His characteristics for teacher leaders are the following:

- **Focused on the individual.** A teacher leader treats children as individuals and exhibits a positive attitude.
- **Effective at managing student behavior.** A teacher leader arranges children in groups rather than rows to facilitate conversations, emphasizes respectful interactions, covers the classroom walls with students' work, and guides students to behave appropriately.
- **Organized and oriented toward instruction.** A teacher leader's lesson plans are developed daily, students know the routine of the classroom, and assessment data are used to drive instruction.
- **Effective at implementing instruction.** A teacher leader allows children's questions to drive the lesson, adjusts the pacing to meet students' needs, effectively involves the whole classroom, and provides quick and specific feedback.
- **Aware of student progress.** A teacher leader guides children to track their own progress, gives multiple assessments to ensure skill mastery, and differentiates assessments for individual students.
- **Professional.** A teacher leader focuses on students, communicates with parents, volunteers to assist others, treats colleagues with respect, and works collaboratively.