

Are You Ready for Teacher Leadership?

Tools and Strategies for Putting Your Ideas Into Action



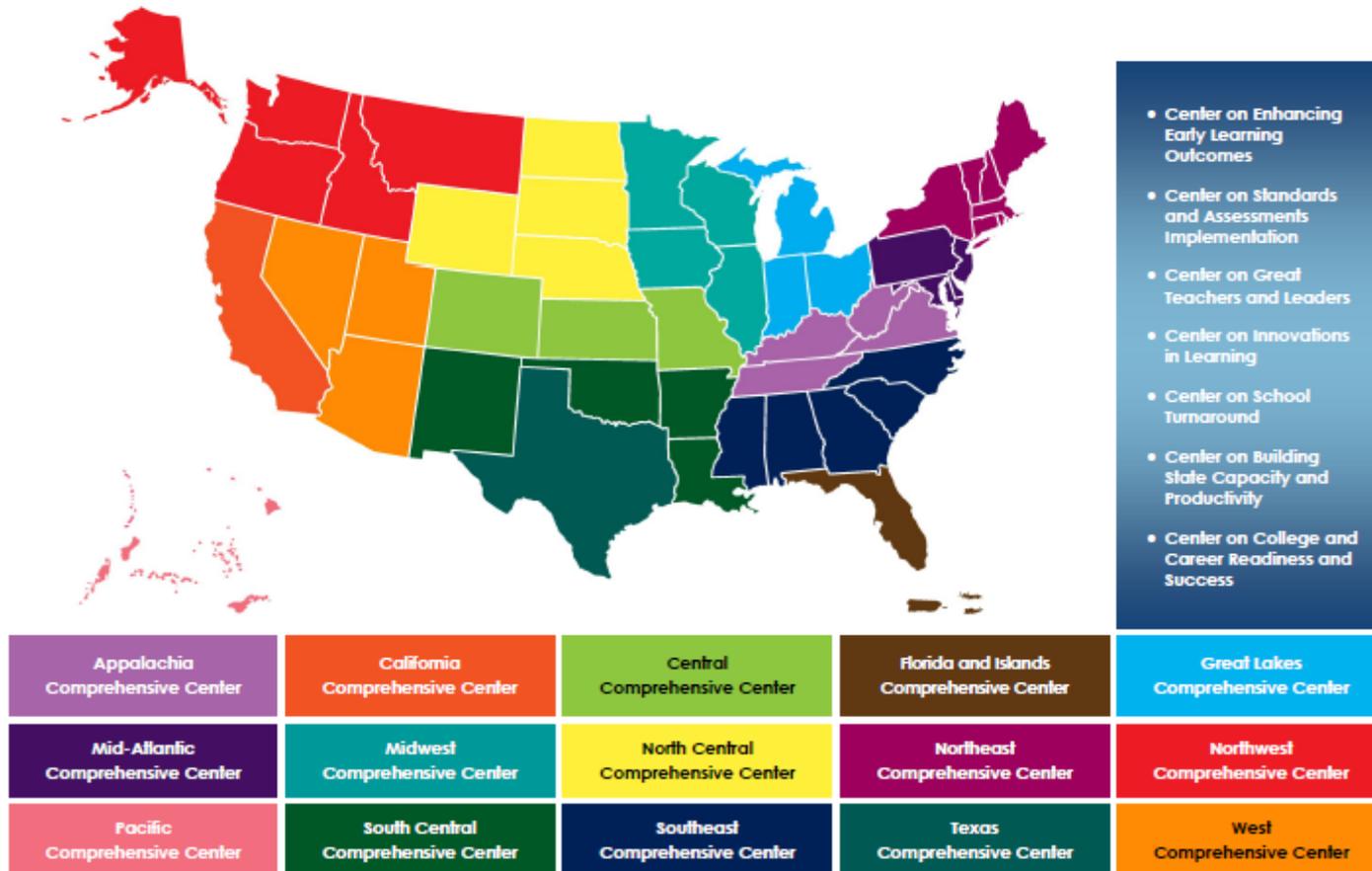
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Comprehensive Centers Program

2012–2017 Award Cycle



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Welcome and Agenda

- Understanding Teacher Leadership Today
- Assessing Readiness for Teacher Leadership
- Hamilton Middle School (Denver Public Schools) :
Teacher Leadership and Collaboration Model
- Maryland: Collaborative for Peer Coaching
- Wisconsin: Every Teacher a Leader Summit

Objectives

- Build shared understanding of teacher leadership:
 - Design and approach
 - Purpose and impacts
 - Research
 - Readiness
- Introduce teacher leadership readiness tools
- Learn from teacher leadership initiatives across the country

Understanding Teacher Leadership Today

Catherine Jacques, GTL Center

Defining Teacher Leadership

Experienced teachers become teacher leaders when they assume responsibilities outside their classroom that contribute to instructional, policy, and organizational leadership.

- Full-time classroom teachers
- Part-time classroom teachers
- Interventionists or other roles with direct instruction of students
- Instructional, data, or planning support roles with direct involvement in lesson planning, assessment, and other areas.

Who Gets to Be a Teacher Leader?

- All teachers as teacher leaders
 - Collaboration on special initiatives or school-level teams
 - Example: Teach to Lead, Wisconsin Every Teacher a Leader
 - Example: Maryland Peer Coaching Model
- Specific teachers in formal teacher leader roles
 - General or content-specific support roles for experienced teachers
 - Example: Denver Teacher Leadership and Collaboration model

Effects of Teacher Leadership

- Policy
- Retention
- Instructional improvement
 - General teaching support: pedagogy, content, routines
 - Content expertise: advanced content knowledge, curriculum and learning resources, assessment
 - Conditions for learning: cultural competency, dealing with kids with trauma, school climate and safety
 - School and district structures: career pathways; science, technology, engineering, and mathematics programs; personalized learning; technology

Why Consider Readiness?

- Teacher leadership often requires communication, coordination, and collaboration with peers and administrators.
- Teacher leaders often need to be ready to
 - Advocate and generate buy-in for their ideas.
 - Build and sustain trusting relationships with all school staff, including administrators.
 - Work closely with adults.
 - Take initiative and think strategically about solutions.
 - Learn about content areas, teaching styles, and students beyond their experiences as a teacher.
 - Understand and translate policy and research for other teachers

Why Consider Readiness?

- School and district leaders implementing teacher leadership often need to be ready to
 - Listen to and work with a wide group of practitioner voices
 - Delegate responsibilities and leadership decisions
 - Be open to new ideas and approaches
 - Be creative and strategic in developing schedules, structures, and salaries
 - Communicate shared interests and build buy-in
 - Promote a growth mindset alongside a culture of trust

Teacher Leadership Resources

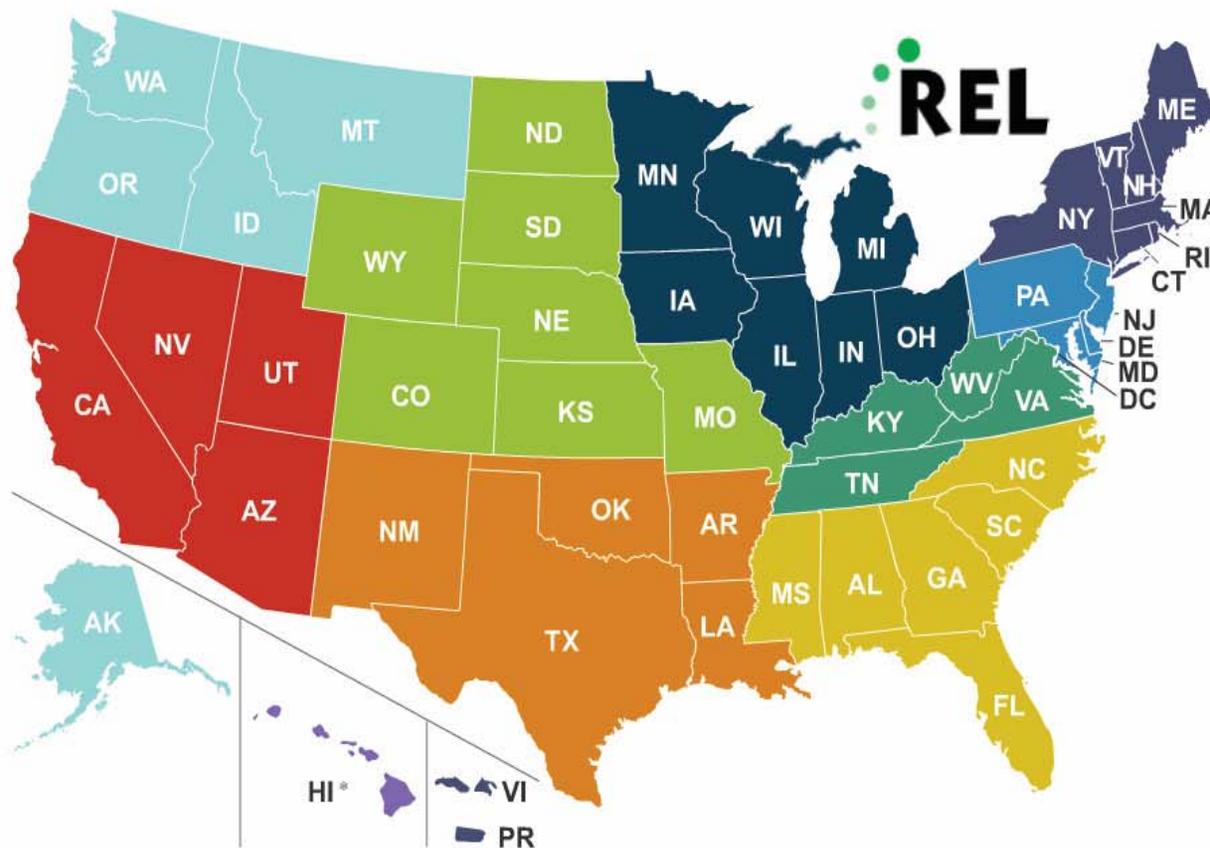
- Good to Great Study Series
<http://www.gtlcenter.org/goodtogreat>
- Teacher Leadership for School Turnaround Professional Learning Module (forthcoming)
- Policy Snapshot
<http://www.gtlcenter.org/products-resources/increasing-teacher-leadership>
- REL Midwest Teacher Leadership Webinar
<http://www.relmidwest.org/events/encouraging-and-practicing-teacher-leadership>

Assessing Readiness for Teacher Leadership



Liz Barkowski

Regional Educational Laboratories



- | | |
|---|---|
| ■ Appalachia | ■ NW |
| ■ Central | ■ Pacific* |
| ■ Mid-Atlantic | ■ SE |
| ■ Midwest | ■ SW |
| ■ NE & Islands | ■ West |

* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

REL Midwest reviewed literature on teacher leadership, and two main findings emerged.

Little empirical research

Existing research focuses on inputs and processes

What do we know about teacher leadership?

What Teacher Leaders Do

Examples include mentoring or coaching, providing professional development, handling administrative tasks, and contributing to the school and community.

Skills and Competencies Needed to Serve in Leadership Roles

Some skills and competencies include strong teaching skills, fostering trust among colleagues, teaching adult learners, and mediating conflict.

Conditions That Influence Teacher Leadership

Influential conditions include school context and culture, roles and relationships, and structures.

The existence of teacher leadership depends on the context within schools.

Factors that **support** teacher leadership

- **Training and support** for teacher leaders
- Support from **administration**
- **School climate, culture, and structures**
- **Clear communication and understanding** related to teacher leader roles and responsibilities

Factors that **inhibit** teacher leadership

- **Lack of time**
 - **Poor relationships** with peers and other school leaders
 - **School climate, culture, and structures**
 - **Personal characteristics**
-

REL Midwest used the existing literature to develop tools to support teacher leadership.



Teacher Self-Assessment Tool

Four Domains

1. Collaboration and Communication
2. Professional Learning and Growth
3. Instructional Leadership
4. School Community and Advocacy

Four Ratings

Not evident, beginning, developing, and advancing

School and District Leader Readiness tool

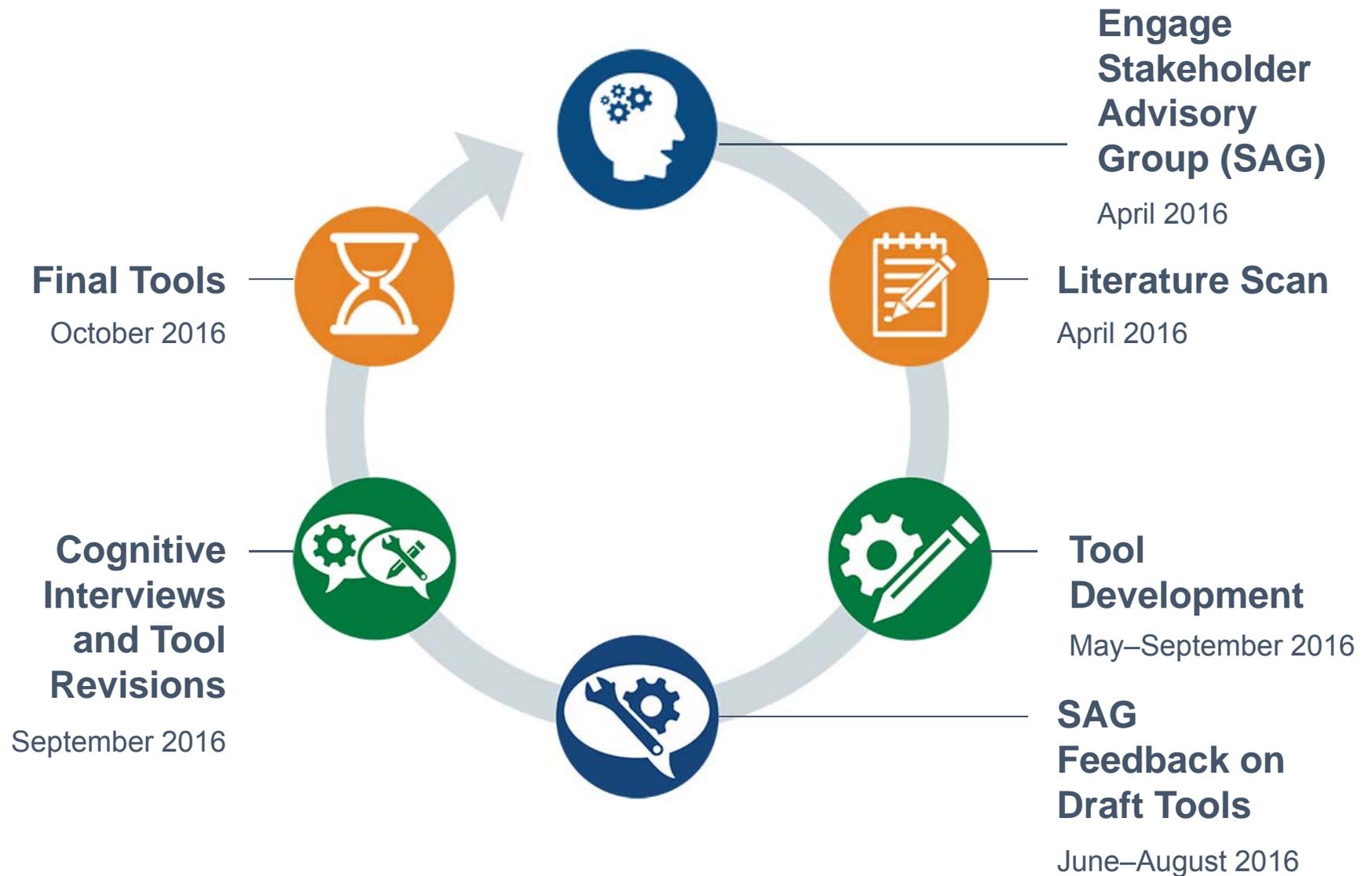
Three Domains

1. Culture and Context
2. Roles and Responsibilities
3. Systems and Structures

Four Ratings

Not evident, beginning, partially in place, and already in place

Tool development process and timeline



Final Tools



1. CULTURE and CONTEXT

- 1.1 Vision for Teacher Leadership
- 1.2 Professional culture of collaborative inquiry
- 1.3 Collaborative, shared leadership

2. ROLES and RESPONSIBILITIES

- 2.1 Vision for teacher leadership roles
- 2.2 Clear goals and expectations
- 2.3 Ongoing support for teachers, teacher leaders, and school leaders

3. SYSTEMS and STRUCTURES

- 3.1 Access to data and technology
- 3.2 Access to materials and resources for collaboration
- 3.3 Recruitment and selection
- 3.4 Recognition and compensation
- 3.5 Time

Final Tools

Teacher Readiness Tool

http://www.gtlcenter.org/sites/default/files/TeacherLeadership_TeacherSelf-Assessment.pdf

School and District Readiness Tool

http://www.gtlcenter.org/sites/default/files/TeacherLeadership_LeaderReadinessTool.pdf

Contact

Liz Barkowski

ebarkowski@air.org

(512) 391-6598

Current Teacher Leadership Initiatives

Teacher Leadership and Collaboration at Hamilton Middle School

Christian Sawyer, Ed.D.

Lesley Meyer

Whitney Bradley



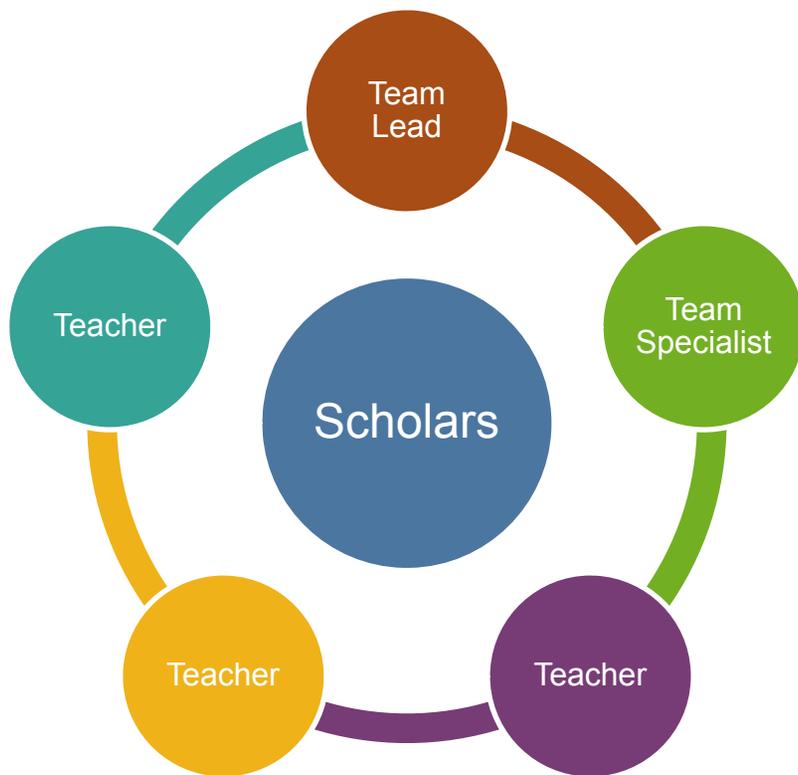
Denver Public Schools

- Dr. Christian Sawyer, Principal of Hamilton Middle School
- Ms. Lesley Meyer, Senior Team Lead for Social Studies at Hamilton Middle School
- Ms. Whitney Bradley, Assistant Principal of Teaching and Learning at Hamilton Middle School

Background on Teacher Leadership

- “Teaching is a team sport” – Dr. Barbara Stengel
 - *How teacher teams are a key answer to advance equity for our students*
- Millennial-era teachers and creating an “opportunity culture”
- Evolution from “coaches” into next generation of teachers *as leaders*
- Denver Public Schools’ core philosophy, grounded in teacher leadership

Our Current Model



❖ **Team Lead Key Functions:**

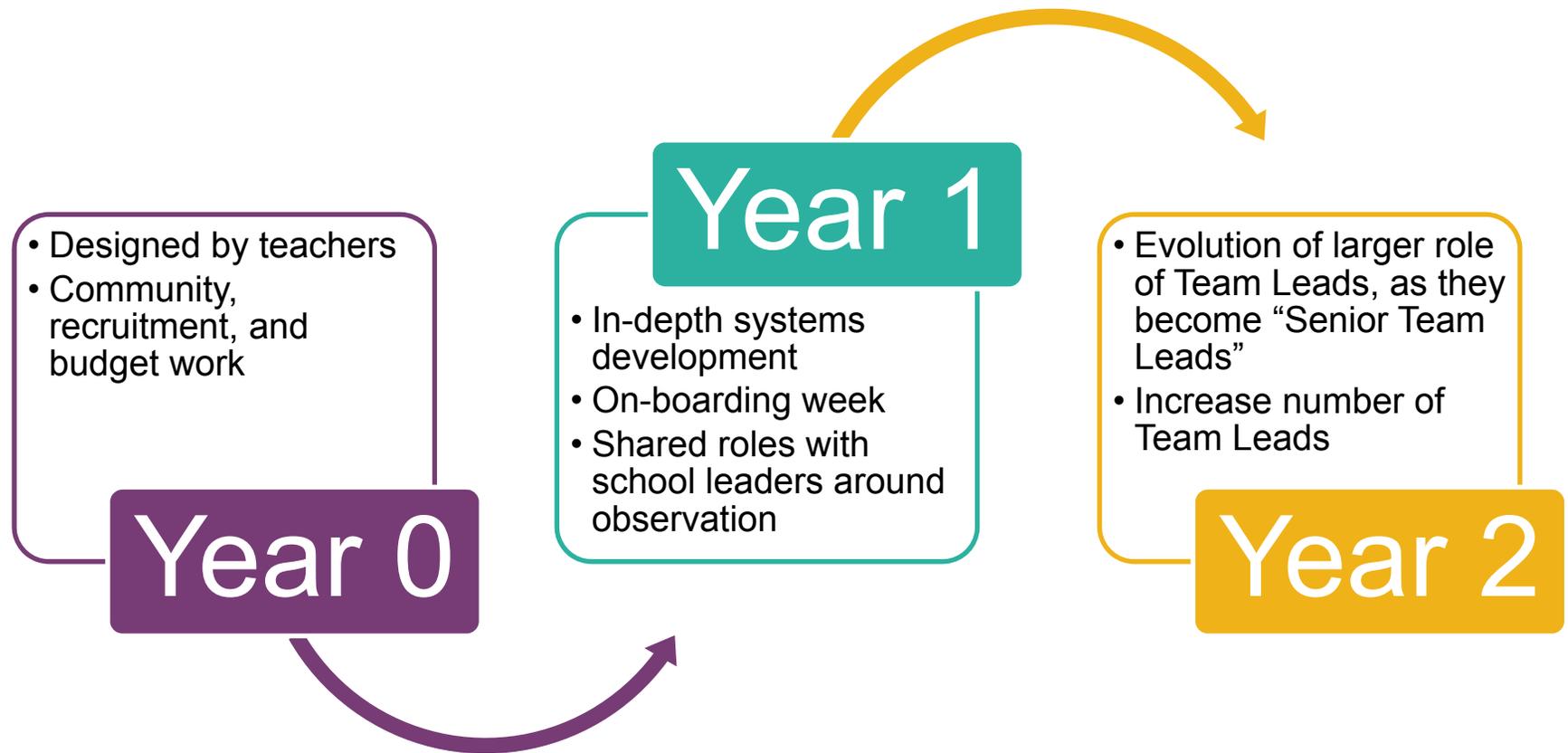
1. Teaching classes!
2. Weekly collaborative planning
3. Weekly Data Teams
4. Weekly Observation and Feedback
5. Professional development

➤ **Team Specialists** are trained by Team lead to support weekly data teams, collab planning, and professional learning.

Key Systems of Support

- **Weekly Instructional Leadership Team**
 - Shout outs!
 - Consultancy Protocol for Team Leads to Share Challenges and Solutions
 - Video analysis of exemplar weekly data team and observation/feedback practices
 - Including Team Specialists for pipeline development
- **Team Lead 1:1s between School Leaders and Team Leads**
 - Touchstones with school leaders and “barrier crushing”
- **Summer Institutes**
- **Co-observation and modeled feedback conferences in 1st year**

Timeline of Implementation



A Teacher Leader's Perspective

Moving from veteran teacher to teacher leader: How I moved into a teacher leader position

- Involved in the planning process at the district level
- Involved in the planning process at the school level
- Fully informed and knew I was ready for the responsibility
- Perception changes
- Being part of administration
- Being part of the teaching staff
- Trainings to prepare for new responsibility
 - District training in the summer
 - calibration and slow release model
 - modeling of data
 - weekly meeting

Evolving from Teacher Leader to School Leader

- **Teacher → Teacher Leader → School Leader**
 - Capacity Building
 - Opportunities to Grow and Fall
 - Support from Administration
 - Strategic Communication, Collaboration, and Celebration

Main Takeaways

- Teacher leadership is of national importance
 - In recruiting, developing, and retention of talent
- Teacher leadership creates a mission-critical “*paradigm shift*” across multiple layers
 - Vital role of “central office” philosophy to align resources and direction
 - Teaching as a team sport
 - The role of the principal
- Conclusion: *Teachers are school leaders*

Contact Information:

Name: Christian Sawyer, Ed.D.

Phone: 720-423-9500

Email: Christian_Sawyer@dpsk12.org

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835

877-322-8700

www.gtlcenter.org

gtlcenter@air.org

▶ *Advancing state efforts to grow, respect, and retain great teachers and leaders for all students*

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Wisconsin Teacher Voice and Leadership Project



Amy Traynor

Instructional Coach at DeLong Middle School

Teacher Leader at the WI Department of Public Instruction

2013 WI Middle School Teacher of the Year

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Journey to the Teacher Voice and Leadership Project

■ **The Challenge:**

- **Minimal Teacher Voice in policy decisions at the local and state level.**
- **Challenges around teacher attraction, recruitment, and retention and teacher autonomy, creativity, and innovation.**
- **Need to create a structure to support, encourage, and inspire teachers to lead.**

Rationale for Teacher Voice and Leadership Project

■ Why Teacher Voice and Leadership?

- **Teacher voice and leadership is a critical support for improving instruction and student learning.**
- **Effective schools and districts have a school climate that supports and encourages teacher voice and leadership.**
- **Behind schools and districts with a strong culture of teacher leadership, there are principals and superintendents who work to support, promote, and grow that culture.**

“When you are in a school where teachers have been empowered to lead, you can just feel it—it's in the DNA of the school.”

—State Superintendent Tony Evers

Rationale for Teacher Voice and Leadership Project

- **Teacher Voice and Leadership positively impacts:**
 - **Attracting, recruiting, and retaining high-quality educators**
 - **School culture and climate**
 - **Educator collaboration**
 - **Teacher autonomy**
 - **Instructional practice**
 - **STUDENT ACHIEVEMENT**

Teacher Voice and Leadership Project

**BE INSPIRED. BE EMPOWERED.
BE THE CHANGE.**

- **Each and every child deserves to have a teacher who has been empowered to lead.**
- **Teachers lead in different ways. Teacher leadership is not defined by role or title—teachers lead at the classroom, school district, and/or state level.**
- **DPI is working to:**
 - **Describe and strategically develop teacher voice and leadership as part of the cultural norms of being a Wisconsin educator.**
 - **Highlight exemplary models of teacher voice and leadership to promote, elevate, and grow teacher voice and leadership statewide.**

Teacher Voice and Leadership

It's a Team Effort

- **Attended National Summit on Teacher Leadership (Feb 2016)**
- **Convened Leadership Team (June 2016)**
- **Attended national Teach to Lead Summit in Minneapolis (July 2016)**
- **Expanded the team to a larger stakeholder group (Nov 2016)**
- **ETAL Summit (Apr 2017)**

Teacher Voice and Leadership Project

- **Two pathways:**

- **Quick win—create a space for WI teachers, with key partner support, to workshop, spotlight, and grow teacher voice and leadership statewide.**



- **Create a Wisconsin Teacher Voice and Leadership Framework.**

Every Teacher a Leader Summit

■ **Summit Planning**

- **Collaboration of multiple stakeholders has allowed us to move at warp speed.**
 - **Support from all 5 educational organizations—State Department of Public Instruction and teacher, principal, superintendent, and school board associations.**
 - **Great support from Powered by Teach to Lead.**
 - **Great support from Midwest Comprehensive Center and the Center on Great Teachers and Leaders.**

WI Teacher Voice and Leadership Framework

- **An opportunity to describe teacher voice and leadership at the state level.**
- **A tool to empower local change.**
- **A tool to support local schools and districts.**
- **Descriptions of each of our goals for teacher voice and leadership and descriptors for that looks like at the classroom, school, district, and state levels.**
- **Aligning the Teacher Voice and Leadership Framework with work that is already taking place, e.g., Charlotte Danielson's Framework for Teaching.**

Main Takeaways

- **It needs to be a collaborative effort.**
- **Don't think too hard!**
 - **Do not overdefine teacher leadership.**
 - **We decided to describe instead of define.**

Contact Information:

Amy Traynor

715-852-5010

atraynor@ecasd.us

<https://dpi.wi.gov/teacher-leader>

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Maryland Collaborative for Peer Coaching

**Angela de Guzman, Professional Learning and
Instructional Assessment Specialist**

Laura Liccione, Professional Learning Specialist

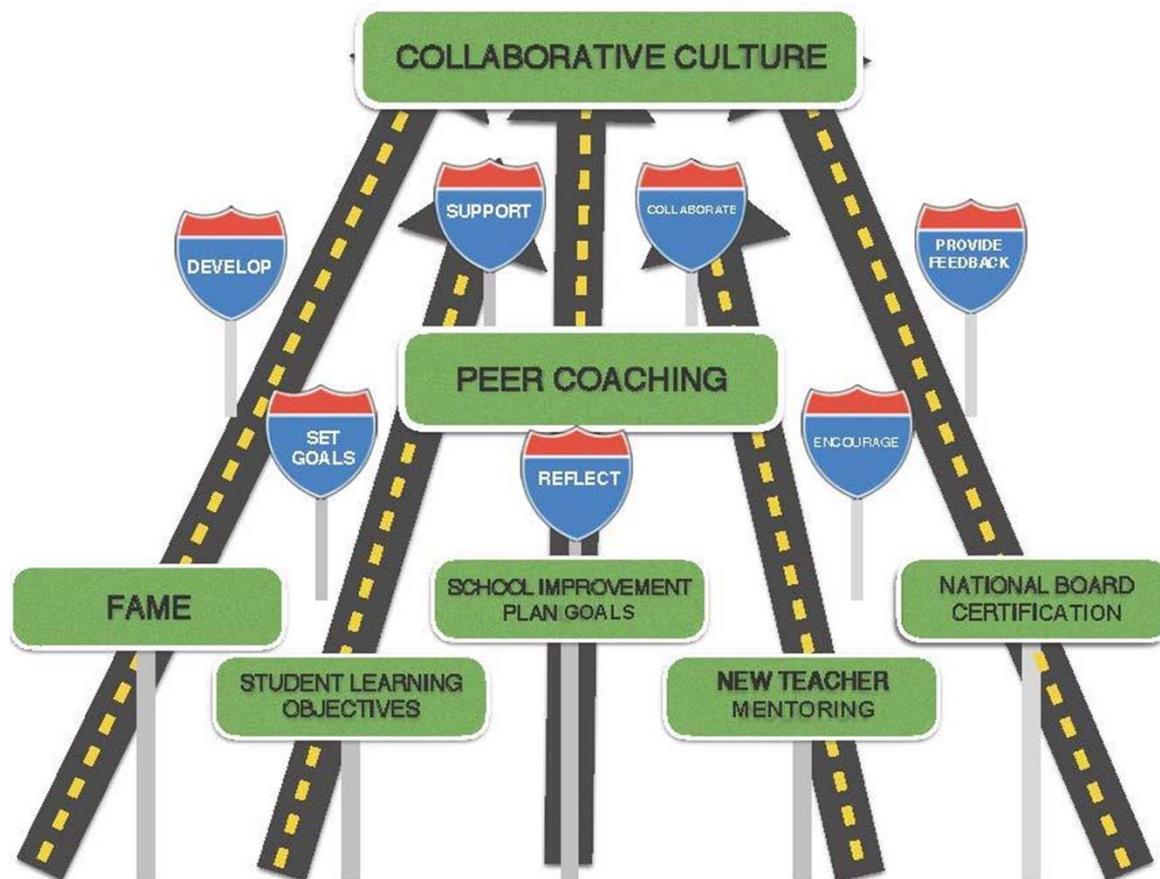


Background on Initiative

- Teach to Lead, CCSSO
- Teachers providing feedback and support around classroom practices, formative assessment, communication with parents, assessment, grading, and cross content.
- Formative Assessment for Maryland Educators (FAME)

If we create a statewide collaborative culture for peer-coaching, then teachers will learn from each other ways to improve 21st century teaching practices, then student learning will improve in the following areas: collaboration, risk-taking, perseverance, and higher order thinking.

Maryland Collaborative Model for Peer Coaching



Schools select one of five pathways

For more information go to:
<https://sites.google.com/site/msdepeercoach/>

Background on Initiative

- Team from Teach to Lead
 - Classroom Teacher
 - Maryland Educators
 - MSDE Staff

- Timeline
 - Pilot program to launch Summer 2016
 - Support, training, and webinar through 2016-2017
 - Summer 2017 Foundation Built

Starting off on the right track...

- Pilot in schools with **positive climate** that are primed for the work.
- Lead Learners, (Facilitator at school level)
 - Non-Evaluative
- Administrators (district and school Leadership)
- Building on FAME

Participant Statistics



| | |
|----------------------------|--|
| School(s) | School-Selected, Data-Informed Pathway |
| 88% 7/8 schools | FAME: Formative Assessment for Maryland Educators (for cohorts who have completed training)  |
| 33% 1/3 schools | New Teacher Support (Year 2-4) |
| 100% 3/3 schools | Student Learning Objective (SLO) |
| 100% 3/3 schools | School Improvement Plan (SIP) |
| 100% 2/2 schools | National Board Certified Teachers (NBCT) (New or Developing) |

16 Schools Across 11 districts (districts are our counties)

- ❑ Schools by Pathway
 - Formative Assessment – 4 Elementary; 3 Middle
 - Teacher Mentoring – 1 High School
 - SLO – 3 Elementary; 1 High School
 - SIP – 2 Middle; 1 High School
 - NBCT – 1 Middle; 1 High School
- ❑ 98 Total Participants
 - Teams vary 3-6 participants; with the Lead Learner in a non-evaluative role

PLC Structures and MSDE Support



Schoology- Learning Management System

- Share tools
- Ask for feedback
- Adjust tools
- Share what worked and what needed adjustments

Webinars

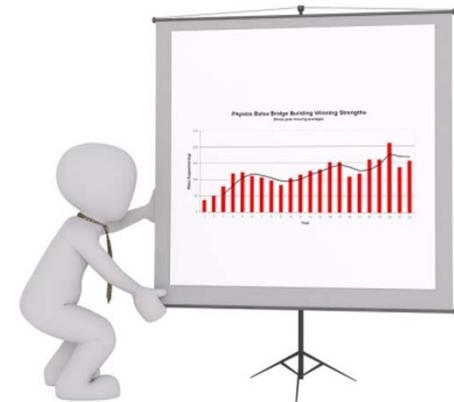
- Celebrate successes of each PLC
- Share latest updates and resources
- Guest Presenters- geared toward PLC feedback of needs
- Overcome challenges- virtual peer coaching

The screenshot shows the Schoology interface for a course titled "Md Collaborative for Peer Coaching: Whole Group". The left sidebar contains navigation options: Updates, Gradebook, Badges, Attendance, Members, and Analytics. Below these is an "Access Code" field with the code "DZB48-634QF" and a "Reset" button. The main content area lists various resources and materials, including "Training Materials", "Peer Coaching Visit Resources", "Webinar: Team Presentation" (with a description and due date), "Learning Forward Resources", "Webinar Resource", and a PDF document titled "Why Peers Have Major Impact on Teacher Growth.pdf".

PLC Structures and MSDE Support

- ❑ **Site Visits**
 - ❑ MSDE staff offer real-time support in **data collection, analysis**, descriptive feedback and overall structure

- ❑ **Resources (requested by a PLC)**
 - ❑ Books- i.e., "*The Power of Positive Deviance...*"
 - ❑ Memberships- *Learning Forward*



Next Steps

- o Continue working with Cohort 1-2
- o Begin application process for **Cohort 3**
- o Celebrate Cohort 1-2 Successes
- o Build training based on Cohort 1-2 best practices
 - Utilize lead teams from Cohort 1-2

Essential Guiding Practices:

Ensuring
Sustainability

Communication and Sharing via a common database of resources



Contact Information

- Angela de Guzman

410-767-0871

angela.deguzman@maryland.gov

- Laura Liccione

410-767-0821

laura.liccione@maryland.gov

<https://sites.google.com/site/msdepeercoach/>

Questions?

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Contact Information:

Catherine Jacques

202-403-6323

cjacques@air.org

1000 Thomas Jefferson Street NW

Washington, DC 20007-3835

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