A SYSTEMIC APPROACH TO ELEVATING TEACHER LEADERSHIP
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Who’s Who?

Select one descriptor that best defines your current role. Stand if you are a....

- Teacher Leader (e.g., coach, classroom teacher, curriculum facilitator)
- Building administrator
- Central office administrator
- State Education Agency Staff
- Professional Association Staff
- Consultant
- Other
Let’s Get Acquainted

- At your tables, introduce yourselves, your districts and your roles.
- Move to the corner that best represents your knowledge of and experience with teacher leadership.
- Talk about why you chose this group. What makes you curious about this topic? What questions do you have?
- Write questions you have on the chart in your corner.

On your way back to your seats find four St. Louis Partners
<table>
<thead>
<tr>
<th>Arch Partner</th>
<th>Riverboat Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Arch Partner Image]</td>
<td>![Riverboat Partner Image]</td>
</tr>
<tr>
<td>Clydesdale Partner</td>
<td>Cardinal Partner</td>
</tr>
<tr>
<td>![Clydesdale Partner Image]</td>
<td>![Cardinal Partner Image]</td>
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</tbody>
</table>

Find FOUR Partners
Outcomes

Overarching Outcome: Advance teacher leadership to ensure excellence with equity in schools and school systems.

At the conclusion of this session you will be able to
❖ Define teacher leadership purpose, roles, and responsibilities
❖ Identify the conditions and supportive structures for successful leadership
❖ Cultivate the knowledge, skills, dispositions, and practices for teacher leadership
❖ Use evidence to assess the impact of teacher leaders’ work
Agenda

• Who’s Who
• Outcomes/Agenda
• Definition, Purpose, Role and Responsibilities of Teacher Leadership
• Explore the Benefits of Teacher Leadership
• Knowledge, Skills, Dispositions for Teacher Leadership
• Assessment of the Impact of Teacher Leadership
• Final Word
Working Agreements

• Stay engaged.

• Practice forming new habits of mind.

• Hold experiences and revelations of others with care.

• Challenge the limits of your potential.

• Messy thinking is okay.

With your Riverboat partner discuss: What do these agreements ask of you and of us as a group?
Four Components of A System of Teacher Leadership

Component #1:
Define teacher leadership purpose, roles and responsibilities
Definition of Teacher Leadership

1. Claim a section on the edge of the placemat and individually write your definition of teacher leadership in that space. Include ideas about the value of teacher leadership.

2. Share your definitions with each other.

3. After hearing all the definitions, decide what you believe are the most important parts of the definition and write them in the center of the mat.
Teacher Leadership

“A powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level, and create a dynamic teaching profession for the 21st century”

(Teacher Leadership Exploratory Commission, 2008, p. 3)
Compare

How does the definition of teacher leadership we shared square with the definition you wrote?
Why Teacher Leadership? Why Now?

• Individually, read *The Time Is Ripe (Again)*
• Highlight 3 - 4 items that have particular meaning for you.
• In turn - share one of your items - but do not comment on it. FIRST TURN
• Group members comment in round-robin order about the item (with no cross-talk).
• The initial person who names the item then shares his/her thinking about the item and gets - THE LAST TURN.
Thinking

At your table, chart your ideas…

What do you see as the purposes and desired outcomes for teacher leadership in your school or school system?
When Teachers Lead...

When they lead they:

• Take responsibility for what matters most to them

• Share a heightened responsibility for equitable opportunities for the success of their school, students, peers, and communities

Julian Weissglass (1998)

Excellence in Equity
Chalk Talk

Round 1
- Have a silent conversation by writing your reactions to the prompt placed in the center of your table - #Equity is...

Round 2
- When prompted, move as a group in a gallery walk fashion (clockwise) to other posters.
- Read the instructional practice and your colleagues’ reactions.
- Add comments to the poster you’re reviewing.
  - A comment might be a question, insight, or affirmation.
- Repeat the process until prompted to stop.
Chalk Talk

Round 3

☐ Return to your table.
☐ Read how others have responded.
☐ Discuss as a table group.
☐ Conclude the discussion by capturing new insights on your poster.
Excellence with Equity

Educational Equity: National Equity Project’s Definition

To achieve equity in education

We must develop leaders who can...

Transform our institutions by eliminating inequitable practices and cultivate the unique gifts, talents, and interests of every child...

So that success and failure are no longer predictable by student identity - racial, cultural, economic, or any other social factor.
The Purposes and Outcomes for Teacher Leadership

A set of practices/strategies:
• enhance the teaching profession
• promote effective, collaborative teaching practices
• increase student achievement
• improve decision making
• create a dynamic teaching profession
Teacher Agency

Teacher agency is the capacity of teachers to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues.

Culvert, 2016
Teacher Leader Responsibilities

When teachers lead they:
• Share running the school
• Professionalize teaching
• Provide opportunities for teacher agency
• Experience opportunities for career advancement
• Facilitate school improvement
• Facilitate professional learning for educators and student success
• Encourage teacher retention
Why Roles?

• Clarity of responsibilities
• Focus for daily work
• Decision making
• Alignment with goals
• Description of services and supports
• Accountability
• Communication
• Supervision
• Support
Taking the Lead, Killion and Harrison

Roles of Teacher Leaders

- Resource Provider
- Catalyst for Change
- Classroom Supporter
- Mentor
- Data Coach
- Instructional Specialist
- Curriculum Specialist
- Learner
- School Leader
- Learning Facilitator
Ten Roles as Defined in *Taking the Lead* (Killion and Harrison)

- Review the 10 roles of teacher leaders outlined in the article entitled Ten Roles of Teacher Leaders. (Harrison, Killion 2007) See handout.
- Identify which role(s) you have experienced or observed.
- Discuss the purpose and responsibilities of the role.
- Be ready to share what you learned with others.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>PURPOSE and RESPONSIBILITIES</th>
<th>K/S/D</th>
<th>ACTIONS</th>
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<tbody>
<tr>
<td>1. Data Coach</td>
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Purpose

This report offers a streamlined, practical resource for initiating or reviewing and revising the approach to teacher leadership within schools or school systems.

A Systemic Approach to Elevating Teacher Leadership

Components make up a system of teacher leadership.

A system of teacher leadership begins with defined assumptions.

<table>
<thead>
<tr>
<th>Assumption 1.</th>
<th>Teacher leadership impacts student and peer performance.</th>
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<tbody>
<tr>
<td>Assumption 2.</td>
<td>Teachers lead, formally or informally, wherever they are.</td>
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<tr>
<td>Assumption 3.</td>
<td>All teachers have opportunities for leadership.</td>
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<td>Assumption 4.</td>
<td>Teacher leadership requires that teachers develop capacity for effective leadership.</td>
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<tr>
<td>Assumption 5.</td>
<td>Teachers develop leadership capacity when they are supported.</td>
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<tr>
<td>Assumption 6.</td>
<td>Teacher leadership requires changes in other leaders throughout the school system.</td>
</tr>
<tr>
<td>Assumption 7.</td>
<td>Teacher leaders take responsibility for their own professional growth and the growth of others.</td>
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<tr>
<td>Assumption 8.</td>
<td>Teacher leadership requires courage, tolerance for ambiguity, and flexibility.</td>
</tr>
<tr>
<td>Assumption 9.</td>
<td>Teacher leaders foster collaborative cultures that promote continuous improvement.</td>
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<tr>
<td>Assumption 10.</td>
<td>Teacher leaders collect evidence of impact resulting from their work.</td>
</tr>
</tbody>
</table>
Studying Assumptions

- Find your ARCH partner and a comfortable place to work together.
- Read through the information about the assumptions, highlighting key information (White Paper: pages 6-8).
- When you and your partner have finished reading the selection, respond to the question(s) for each assumption on the Study Guide for Assumptions in the handout.
- When directed by the facilitator, find another partner group and compare your thinking.

As a team of four, select one assumption that you consider to be pivotal for teacher leadership to be successful. Be prepared to share your thinking with the larger group.
The Structure of the Components in the Report

• Definition of the Component
• Actions
• Rationale
• Scenario
• Questions to Consider
Four Components of A System of Teacher Leadership

Component #2
Creation of conditions for successful teacher leadership
Creation of Conditions for Successful Teacher Leadership

• Assess school culture to identify supports for and barriers to teacher leadership
  • Reinforce and strengthen supporting factors for teacher leadership
  • Address barriers to successful teacher leadership

• Redefine relationship among central office staff, building administrators, teacher, and teacher leaders
Our Conditions (Likert Scale)

Silently read the definition for each condition (White paper pp. 12-13) and then rate the degree to which there is evidence of these conditions in your school or district.

1. Relational Trust
   1 2 3 4 5

1. Collective Responsibility
   1 2 3 4 5

1. Commitment to Continuous
   1 2 3 4 5

1. Recognition & Celebrations
   1 2 3 4 5

1. Autonomy
   1 2 3 4 5
Trustworthy/Trusting

TRUSTWORTHY  TRUSTING
Creation of Structures

Jigsaw (White Paper, Pages 13-14)
Count off by 5s. Read the rationale for your structure and be ready to share the key ideas and how it supports teacher leadership.

1. Comprehensive plan
2. Role changes
3. Preparation, support and super
4. Opportunities to lead
5. District policies and procedures
LUNCH
Four Components of A System of Teacher Leadership

Component #3: Cultivation of Disposition for Teacher Leadership
Cultivation of Disposition for Teacher Leadership

To mobilize action in oneself and others, leaders must hold a set of dispositions that are common among leaders regardless of their position or role.

(White Paper, page 16)
Knowledge, Skills, Dispositions and Actions Necessary for Teacher Leaders

1. Go back to the chart with the ten roles in the handout. List the knowledge, skills, dispositions and actions on the chart.

2. Compare your list to the five dispositions included in the white paper on page 16-17.

3. Compare your list to the Teacher Leader Model Standards on page 14-20 in this hyperlink.
   - Teacher Leadership Exploratory Consortium. Teacher Leadership Model Standards

4. Discuss how your list is the same/different from each of these documents.

5. Consider how you might have this conversation in your school or district.
Questions to Consider

How do teachers develop and sustain the dispositions and desire to lead?

How might your system help teachers develop and sustain the dispositions?
Four Components of A System of Teacher Leadership

Component #4: Assessment of Impact of Teacher Leadership
Component 4: Assessment of the Impact of Teacher Leadership

Actions

• Develop ongoing processes that expect and support teacher leaders to reflect on, assess, and adjust their practice based on evidence.

• Create fair and equitable systems for supervising and evaluating teacher leaders that integrate feedback and coaching teachers in leadership roles.

• Evaluate the effectiveness of various teacher leader roles on professional practice and student success.
Three Areas of Focus

• Individual/Collaborative Reflection of Teacher Leaders

• Performance Evaluation of Individual Teacher Leaders

• Programmatic Features of Teacher Leadership Program
Brainstorming Evidence Sources for Indicators of Success

• Count off by threes.
• Assemble and assign roles for group.
  – timekeeper, recorder, reporter, process observer, reviewers, thinkers
• For assigned area of focus, identify possible evidence sources for measuring effectiveness.
• When prompted, move to next area; review/add to ideas/note questions.
Scenario Review PLUS

Find your St. Louis Partner CARDINAL partner and as a team:

Review and discuss the scenario, white paper, page 19:

– Cite evidence of assessment and determine the focus area being assessed.
– What other measures could be used?
– What may be missing that would enhance the assessment of the TL program?
Component 4: Questions to Consider

1. What are the indicators of success for teacher leadership?
2. How will the overall effectiveness of teacher leadership be evaluated? How often will it be evaluated? What data will be used to inform the evaluation?
3. How do teacher leaders use data about impact of their work on the system, teachers and students to refine their practice?
Role Alike Groups

Break into role alike groups.

- How do the current structures and culture within your district and school contribute to and interfere with the success of teacher leadership?

- What needs to change to increase the viability of teacher leadership?

NOTE: See other guiding questions (White Paper, page 15).
## Action Planning

<table>
<thead>
<tr>
<th>TASK</th>
<th>TALENT</th>
<th>PARTNERS</th>
<th>RESOURCES</th>
<th>TIMELINE</th>
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Resources

file:///Users/amycolton/Downloads/TeacherLeadership_TeacherSelf-Assessment%20(2).pdf

Are You Ready for Teacher Leadership? Tools and Strategies for Putting Your Ideas into Action
https://gtlcenter.org/products-resources/are-you-ready-teacher-leadership-tools-and-strategies-putting-your-ideas-action

Barth, R. et al. (October 2013). The Time is Ripe (Again). Educational Leadership. Volume 71|Number 2


Harrison, C & Killion, J. (September 207) Ten Roles for Teacher Leaders. Educational Leadership. Volume 65|Number 1
http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx

Killion, Harrison, Colton, Bryan, Delehant, Cooke, A Systemic Approach to Elevating Teacher Leadership. 


Teacher Leadership Exploratory Consortium. Teacher Leadership Model Standards
Final Word

What ideas from this session might you be able to use with your teams?

Share ways in which you might disseminate and use this white paper to design or enhance your teacher leadership system?
Contact Information

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Debbie Cooke at wpglconsulting@gmail.com
Ann Delehant at adelehant@gmail.com

Learning Forward:
Tom Manning, Learning Forward
tom.manning@learningforward.org
Take our 3 minute survey!

Session ID: PC107

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report