INTRODUCTION

This online guide is designed for school and district leaders to use with teacher leaders. You can select from the activities in this guide to plan professional learning experiences for a group of future teacher leaders or to enhance the skills of a group of already active teacher leaders. Members of your leadership team might also benefit from working through some of these activities or discussing some of the scenarios and readings. Several of the activities might be useful for all your teachers as you try to build a culture of teacher leadership, while others might be used during professional development geared for a group focused on building a culture of teacher leadership. Doing every activity would be redundant, so pick and choose what makes the most sense to you as a leader facilitating the development of teacher leaders.

This guide includes numerous activities, scenarios, additional readings, surveys, and discussion questions to expand and deepen the content of our book, *Every Teacher a Leader*. If you are facilitating the development of teacher leaders, these activities are meant to actively engage them in reflection, writing, and discussion to further develop the dispositions, knowledge, and skills teachers need to be successful leaders. Most activities are designed for current or emerging teacher leaders to complete individually or in groups, but some activities will be useful for your own personal reflection as you seek ways to support and develop teacher leaders. Some of the activities in this facilitator’s guide are already embedded in the book, but other activities in this guide are new. Some of the surveys in the book are reproduced here, and permission is given to use any of the materials provided.
CHAPTER 1—WHY TEACHER LEADERSHIP?

This chapter begins with definitions of teacher leadership and a brief history of the four waves of teacher leadership. Several school leadership models are defined and connected to teacher leadership. Examples of how teachers are currently leading are provided, and the kinds of roles and responsibilities that teacher leaders take up either formally or informally are listed. The research base for teacher leadership is covered briefly, and the Teacher Leadership Model Standards are included (see http://www.teacherleaderstandards.org/). The following questions were used to focus this chapter. They are worth reflecting on and answering yourself, and they can also be used as prompts for discussions with teacher leaders to determine how they would answer them.

1. How is teacher leadership currently defined?
2. How might teacher leadership be defined?
3. Why do we need teacher leaders?
4. What kinds of roles and responsibilities can teacher leaders undertake both formally and informally?
5. What leadership styles support teacher leadership?

ADDITIONAL QUESTIONS FOR REFLECTION AS YOU PLAN

Think about how you would answer these questions as you prepare to facilitate teacher leadership in your context. We also recommend reading the Donaldson (2007) and the Harrison and Killion (2007) articles listed below before deciding if you want to pass them on to others to read.

- Why do we need teacher leaders?
- What is currently included in the range of things teacher leaders do at your school or in your district?
- What do you think facilitates and nurtures teacher leadership?
- What hinders or stifles teacher leadership?
- What could be done to overcome obstacles to teacher leadership?
- What is your personal definition of teacher leadership?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

- A teacher returns from a professional development (PD) session with loads of enthusiasm and ideas to share. What steps could you take to encourage him or her to share information with the other teachers? How could you support this person’s effort?
- You just observed one of your teacher leaders facilitate a 2-hour PD session during an early release day. Although you weren’t there the entire time, you did notice that some teachers were texting and having side conversations. Many seemed to be generally uninterested and anxious to leave, even though the teacher leader appeared to be enthusiastic and had plenty of resources to share with the others. What do you think you need to do or say to the teacher leading this session? To the other teachers? How will you handle this given that it is one of the first times you have encouraged in-house PD sessions at your school?
ACTIVITIES FOR CHAPTER 1

1. Create a concept map to show how you think about teacher leadership using free Web 2.0 tools such as bubbl.us or popplet.com. See an example below.

2. This is a THINK-PAIR-SHARE activity worth doing with your leadership team or with those leading your teacher leadership initiative. What it can help you achieve is a consensus definition of teacher leadership in your context. This activity really doesn't work without a group, but you can do the first step, if you haven't already. First, THINK about and then write down your own definition of teacher leadership. This might include the process of teacher leadership as well as the actions and activities of teacher leaders. Second, PAIR up with one or two others to share your definition and to COMPARE the similarities and differences in your definitions. Third, SHARE with the whole group, and listen for similarities and differences in your definitions. Fourth, try to come to a CONSENSUS definition of teacher leadership that the whole group feels comfortable with. Finally, COMPARE your group's consensus definition with how several experts have defined teacher leadership. NOTE: You can find a list of teacher leadership definitions written by some of the experts on page 10 in Jackson, Burrus, Barrett, and Roberts, 2010 (available at www.ets.org/Media/Research/pdf/RR-10-27.pdf).

3. Develop a list of the knowledge, skills, and dispositions that you think are needed for teacher leadership. Alternatively, add to the lists in Table 1.1. Now, prioritize your lists of needed knowledge, skills, and dispositions based on what is realistic or what is most needed in your workplace.

4. Make a list of the knowledge, skills, and dispositions you already possess and bring with you as assets into the realm of leadership. Also make a list of additional or desired knowledge, skills, and dispositions that you personally wish to develop to successfully support teacher leadership in your context.

5. Reflect on and share the many kinds of leadership roles you have taken on in your life, both inside and outside school. Look at the list in Table 1.2 again. You should notice that there are many things you do that are also examples of teacher leadership! Try to remember the knowledge, skills, and dispositions needed to accomplish these leadership roles so you can help others be successful.

6. Using the Teacher Leader Model Standards in Table 1.3, reflect on or discuss the following questions:
   - What does each of these standards look like in practice?
   - What are some examples of how you may already be enacting these dimensions of teacher leadership on your workplace?
   - Based on these standards, what further goals would you set for yourself as a leader?

ADDITIONAL RESOURCES

CHAPTER 2—WHAT DO TEACHER LEADERS NEED?

This chapter addresses how we can and should develop and promote teacher leadership. This includes identifying obstacles to successful teacher leadership as well as what supports and what hinders teacher leadership today. To address the constraints on teacher leadership, we include both tangible and intangible ways to engage and reward teacher leaders. Specific questions answered in this chapter are listed below. They can also be used to guide your own thinking and reflection about your role as a leader of teacher leaders, or they can be used as discussion or writing prompts for a group of current or future teacher leaders.

1. What facilitates and nurtures teacher leadership?

2. What models of leadership, mentoring, and coaching serve teacher leaders best?

3. What hinders or stifles teacher leadership?

4. What can be done to overcome obstacles to teacher leadership?

5. What are some ways to reward teacher leaders?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

- You have asked a third-year teacher to serve on the school improvement committee and to mentor a new teacher as well. You have observed this teacher show a lot of leadership skill in her classroom and in her professional learning community (PLC). However, you know she will be hesitant and may not feel confident or prepared to take on these roles. What do you need to say to encourage her? What do you need to do to support her? What knowledge and skills do you think she needs to be successful? In what ways do you think she should be rewarded for her efforts?

- You are working hard to build a culture for teacher leadership in your school but feeling some resistance from some teachers. What do you think is bothering them? What do you think would be an incentive for teachers to step up and take on more leadership outside their classrooms? Are incentives the answer to the reluctance you are feeling? What do you think is hindering them? How might you overcome some of the barriers to teacher leadership in your workplace?

ACTIVITIES FOR CHAPTER 2

1. There are three surveys available online from the Center for Strengthening the Teaching Profession (CSTP) at http://cstp-wa.org/teacher-leadership/teacher-leadership-skills-framework/. These include a comprehensive Teacher Leadership Skills Framework, a Teacher Leader Skills Assessment, and a School and District Capacity Tool. Have teacher leaders complete each of the surveys for further assessment of their individual skills related to teacher leadership. You can use the third tool to assess the climate and readiness of your school or district for supporting teacher leadership, and then compare your findings to those of others. After completing these surveys, discuss the results with your leadership team or with the teacher leaders you are working to develop. If you are working with people from different schools, comparing similarities and differences will highlight both the variation in and the importance of school context when considering readiness for teacher leadership.

2. Role playing is a great way to explore ways to problem solve and try to resolve some of the dilemmas faced by teacher leaders. The following questions are concerns that teacher leaders have experienced. They are great for role playing and further debriefing. As you plan for working with teacher leaders, you can reflect on these questions yourself before asking others to think through how they would answer each question.
You can also put people in pairs or small groups to use the following questions to guide them in role playing conversations between teachers and administrators, among a group of administrators, or among a group of teachers. Assigning teacher leaders roles they have not experienced will help them consider different perspectives when role playing these situations: (1) How can a beginning teacher leader engage his or her school leader to ask for support? (2) How might a novice teacher leader suggest something that needs improving or fixing in the school? (3) How might a school leader demonstrate his or her support for a teacher leader initiative? (4) How should you talk with colleagues who have not embraced teacher leadership? (5) How might you enlist support from others so that you do not have to go it alone?

3. Because we all need to feel appreciated, ask the teacher leaders you are mentoring to generate a list of potential rewards for being teacher leaders. These should include both tangible and intangible rewards. Also, ask them to share how they are already rewarded either intrinsically or extrinsically in their work as teacher leaders. Be sure to discuss what is realistic in their school context. You could also discuss and prioritize the ideas in Table 2.3 to indicate what would be most rewarding for them. Taking action to institute some of these rewards is a logical follow-up to this activity.

4. In the spirit of recognizing the leadership efforts of others, ask teachers to think about other teachers, teacher leaders, and school leaders whose efforts they appreciate. Now ask them to write a thank-you note or a thank-you e-mail to at least one person. As part of their thank-you, ask them to explicitly acknowledge the value their leadership efforts have added and encourage them to continue being a role model for others. Of course, you can do this yourself to determine if it is a worthwhile exercise for building teacher leadership.

5. Identify several professional development opportunities to enhance your teacher leaders' knowledge and skills. These might be local professional development options or online learning opportunities. They might also include conferences, courses, or workshops that you would encourage your teacher leaders to attend. Personally, you can use the list of needed or desired knowledge, skills, and dispositions that you wish to develop (see Activity 4 in Chapter 1) when deciding on the kinds of professional learning opportunities you want or need. And ask your teacher leaders to do the same as a way to warrant their goals for professional development as teacher leaders.

ADDITIONAL RESOURCES

- After reading these articles, think about how you would respond to these questions:
  - What nurtures you as a school/district leader or a teacher leader? In other words, what do you need to be encouraged to lead?
  - What supports do you need as a school/district leader or a teacher leader?
  - When you face challenges, where do you go for support?
  - Can you think of additional support structures that would be beneficial for teacher leaders?
TABLE 2.2 QUESTIONS FOR ASSESSING
A SCHOOL’S CLIMATE FOR TEACHER LEADERSHIP

This questionnaire can be used as a self-assessment tool by current and future teacher leaders, but it can also be used as an evaluative tool. The best data to use for evaluation comes from having multiple people with different roles in the school complete this survey, and then compiling the answers to get a representative view of a whole school. Completing this survey yourself and comparing your answers to your teachers would also be enlightening. Data can also be collected and compared across schools, as long as the information is then acted upon.

Directions: To determine whether your school climate and leadership style are supportive of teacher leadership, answer the questions in Table 2.2 to evaluate your context. Total scores will range from 20 to 60 (and from 4–12 in each domain). Total scores for 50 to 60 indicate a strong climate and positive support for teacher leadership, while scores of 30 to 49 indicate an average climate for teacher leadership. They indicate a need to look more closely at which domains indicate both stronger and weaker support for teacher leadership. Total scores below 30 indicate a poor climate for teacher leadership and the need for serious improvement in one or more domains.
<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>QUESTIONS TO ASK ABOUT THE CLIMATE FOR TEACHER LEADERSHIP IN YOUR SCHOOL . . .</th>
<th>POOR</th>
<th>AVERAGE</th>
<th>STRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td><strong>Communication</strong>&lt;br&gt;What is the level of communication in your school from administrators to teachers?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>What is the level of communication among teachers and other staff members?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>What is the level of communication among teachers?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>What is the level of communication between the school and parents and families?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Relationships</td>
<td><strong>Relationships</strong>&lt;br&gt;How would you characterize the relationships between administrators and teachers?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How would you characterize the relationships among the teachers and other staff?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>How would you characterize the relationships among the teachers?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How would you characterize the relationships among the school and parents and families?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Collaboration</td>
<td><strong>Collaboration</strong>&lt;br&gt;How strong is the collaboration between teachers and the administrator(s) in your school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How strong is the collaboration among teachers and other staff in your school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How strong is the collaboration among the teachers in your school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How strong is the collaboration among teachers and the parents and families in your school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge</td>
<td><strong>Knowledge</strong>&lt;br&gt;How would you characterize your administrator’s level of knowledge about teacher leadership?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How would you characterize the level of knowledge about teacher leadership among other staff in your school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How would you characterize the level of knowledge about teacher leadership among the teachers in your school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>How would you characterize the level of knowledge about teacher leadership among your school’s parents and families?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Support</td>
<td><strong>Support</strong>&lt;br&gt;What do you think the level of support for teacher leadership is from your administrator(s)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>What do you think the level of support for teacher leadership is from other staff?</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td></td>
<td>What do you think the level of support for teacher leadership is from teachers?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>What do you think the level of support for teacher leadership is from parents and families?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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CHAPTER 3—DISPOSITIONS FOR TEACHER LEADERSHIP

This chapter focuses on dispositions needed by teacher leaders, how to establish a vision and goals for teacher leadership, and assessing readiness and self-efficacy for teacher leadership. Several opportunities for personal assessment and self-analysis are included in this chapter. Specific questions were posed to structure this chapter that can be used to guide your own thinking about dispositions needed for successful (teacher) leadership. They also can be used as discussion or writing prompts for any group of current or future teacher leaders. The activities, scenarios, and additional resources provided below are meant to encourage deeper reflection on the dispositions needed for teacher leadership, but you may want to work through them to determine if you see any differences between dispositions needed for successful school or district leadership and those needed for successful teacher leadership. We have put the word teacher in parentheses, but not leader, to help you do this as you prepare to support current and future teacher leaders.

1. What dispositions do others expect from you as a (teacher) leader?
2. What have you accomplished so far as a (teacher) leader?
3. What is your vision for (teacher) leadership?
4. What are your (teacher) leadership goals in the next 1, 5, and 10 years?
5. What image or metaphor would you choose for yourself as a (teacher) leader?
6. What obstacles do you need to overcome to become a strong (teacher) leader?
7. How can you help overcome obstacles to (teacher) leadership?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

- As a school leader, consider a scenario about a new teacher joining your staff. This teacher comes from another district where she was a recognized teacher leader. How would you assist him or her in understanding the culture of your school? How would you encourage him or her to become a teacher leader in your school?
- You are working with the third-grade teachers to develop common assessments for mathematics. One teacher consistently arrives 30 minutes late for each meeting. What actions do you think the teacher leading this group should take to resolve this issue? What are some of possible options? What are the pros and cons of each option? As a school leader, what would you do NOT do? As a school leader, what would you do?

ACTIVITIES FOR CHAPTER 3

1. To make the point that teachers are already leaders, whether they recognize this in themselves or not, ask teachers to think about and share all the leadership roles they currently have or have had in the past, both inside and outside their schools. You can model this to share how you became a leader. First, ask them to review and share the formal and informal leadership roles they currently have or have had in the past in their school settings. Second, ask them to think about and share the formal and informal leadership roles they have or had outside their school in other settings (e.g., in their neighborhood, church, community, scouts, clubs, other organizations, etc.). Third, go back to the first people who shared because, as teachers hear others reveal their leadership accomplishments, they may think of other roles they did not initially consider to be leadership. As seen in Table 3.2, the list of leadership accomplish-
ments from just one of our recent teacher leadership classes is astounding. You can also see more examples of teacher leadership organized into instructional, organizational, and professional roles and responsibilities in Table 1.2.

2. Choose any one of these activities for self-reflection when planning your work with teacher leaders. They can also be used as a “ticket out the door” at the end of a session or as a homework assignment because they serve as both an informal needs assessment and a reflective activity.

   - (Option 1) What knowledge, skills, and dispositions do you think (teacher) leaders need to possess? Consider making three lists, or writing three sentences, that include the dispositions, knowledge, and skills needed for effective (teacher) leadership.

   - (Option 2) What do you most want to learn about being an effective (teacher) leader? Include any knowledge you think you need, what skills you may need to learn, and what dispositions you think you could work on as a (teacher) leader.

   - (Option 3) Make a t-chart and list your strengths in one column and areas for growth in the other column with regard to the dispositions, knowledge, and skills needed for (teacher) leadership. Be sure to give yourself credit for what you already know and can do as a (teacher) leader, but also think about what you still want to learn and hope to accomplish.

3. Use this four-step process for creating a vision for (teacher) leadership. Ideally, you should do this first to reveal your own vision for (teacher) leadership. This process does require some time and thought, so we typically give it as a homework assignment.

   1. Think about why you chose to become an educator in the first place? Reflect on your personal values and prior leadership experiences, including both in-school experiences and out-of-school experiences. What personal strengths make you a good leader? Describe the values, skills, strengths, and qualities you bring to your classroom and your school.

   2. Imagine 5 to 10 years from now when you see the people you work with again. What would they say to you? What would you say when you are interviewed as a recipient of the Excellence Award for Teacher Leadership? What does a person with your values, skills, strengths, and qualities want to accomplish next? What do you hope and dream to achieve? What would be the ideal environment for successful teacher leadership look like for you?

   3. What will you do to achieve your dreams as a leader? Which of your strengths, skills, and qualities will you use to attain your vision?

   4. What knowledge or experiences do you think you need to have to achieve your dream? What actions do you plan on taking to become an excellent leader? What are the first steps? What might be your obstacles? What would you do if you face those challenges?

4. Create a time line for yourself that displays both your personal and professional goals for the next 1, 5, and 10 years. Then ask teacher leaders to do the same. See the example in Chapter 3.

5. Another way to consider dispositions for teacher leadership is to use a card sort activity, which can be completed by individuals or small groups, including your leadership team. First, select 20 to 30 dispositions from Table 3.1 and write each one on individual cards. Second, ask individuals or small groups to sort the cards into three piles: crucial for teacher leadership, important for teacher leadership, not important for teacher leadership. This may create a lot internal conflict and discussion, so potential disagreements should be discussed and resolved until the individual or group determines their Top 10 list of dispositions crucial for teacher leadership.
6. Write a simile or metaphor, or create an image, for yourself as a leader. Below is one example written by a teacher leader, but you will want to develop your own before you consider asking others to do the same. Sharing and discussing why people chose specific metaphors is as valuable as creating them.

Example: As a teacher leader I am a juggler who is always juggling multiple hats while keeping multiple balls in the air. I am perpetually in motion and try to balance many things at the same time. I chose a juggler as my metaphor for teacher leadership because I feel teacher leaders take on many roles both inside and outside their classroom and have to be do many things and move constantly to accomplish everything they want to see happen.

7. View the Model Code of Ethics for Teachers proposed by National Association of State Directors of Teacher Education and Certification (NSDTEC) at http://www.nasdtec.net/?page=MCEE_Doc. How does this ethical code relate to your personal dispositions? Even though being ethical may be only one of many dispositions leaders hold, use this set of principles to discuss ethical dilemmas related to relationships with parents, students, and community members.

8. After reading the Ackerman and Mackenzie (2006) article cited below, write and/or discuss your responses to these questions:

   - What stories can you share of either successful or unsuccessful leadership? What made these cases successful or unsuccessful?
   - As a leader, what are you willing to stand up for? What are you unwilling to do?
   - What are good and poor strategies that (teacher) leaders can use to affect change?

**ADDITIONAL RESOURCES**

CHAPTER 4—WHAT TEACHER LEADERS NEED TO KNOW

This chapter focuses on basic knowledge for all teacher leaders. The first thing teacher leaders need to understand is themselves. Other basic knowledge includes understanding adult learners and their needs and knowing how teachers develop throughout their careers. In addition, understanding how teachers can think metacognitively about leadership is also important knowledge for teacher leaders. Specific questions answered in this chapter are listed below. They can be used to guide your own thinking and reflection about your role as a leader of teacher leaders if you simply use the word “leader” instead of “teacher leader.” Again, we have put the word teacher in parentheses, but not leader, to help you do this as you prepare to support current and future teacher leaders.

1. What do (teacher) leaders need to know about themselves?
2. How can understanding the needs of adults help (teacher) leaders?
3. How can (teacher) leaders work best with different generations?
4. Why is understanding teacher development important to our efforts as (teacher) leaders?
5. What supports metacognitive thinking as a (teacher) leader?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

- Knowing that your school includes faculty and staff representing a variety of experiences, ages, beliefs, and philosophies, what information do you think your teacher leaders need to be successful leaders? Is this the same or different information than what you think every staff and faculty member needs to know? What ways do you believe would work best in your setting for addressing the variety of experiences, ages, beliefs, and philosophies held by your faculty and staff?
- After assessing your own understanding and use of metacognitive thinking using Table 4.1, which items do you think are most important for teacher leaders to develop? What are several ways you could help your teacher leaders in developing metacognitive skills? What other kinds of self-knowledge do you think is important for teacher leaders to develop? How could you help them develop this knowledge?

ACTIVITIES FOR CHAPTER 4

1. Engaging in the personal theorizing process helps you think about and articulate your tacit beliefs and make them explicit, either orally or in writing. In the context of supporting the development of teacher leaders, the personal theorizing process can be accomplished in three steps. To better understand this process so you can use it effectively with teachers, complete each of these steps to identify your own strongly held beliefs, which we call PPTs, or personal practical theories.

First, the idea that one’s personal practical theories (PPTs) are a manifestation of one’s strongly held beliefs about teachers, teaching, students, learning, school, curriculum, and both school and teacher leadership, for example, should be explained clearly and examples should be provided (see examples of PPTs below). Complete the following prompts to jumpstart thinking about your beliefs related to (teacher) leadership:

- I am at my best when . . .
- Students say they like me when . . .
- Friends/family say I am . . .
- Supervisors think that I . . .
• I love leading when . . .
• The things I agree with my colleagues are . . .

Second, reflect on and write down what you personally believe is important to you about teaching and leadership. Think about what leadership is, what teacher leadership means, what you think leading looks like in action, and the connection between teaching and leadership and between teachers and leaders. Also reflect on and write down what leadership is not, ways you see yourself acting or doing as a (teacher) leader, and what knowledge and skills you think you need to be an effective leader.

Third, develop five to eight statements that express what you believe about teaching and (teacher) leadership. Use only I-statements (e.g., I believe that as a teacher leader I can only be successful by collaborating with others) rather than statements about what others might say about (teacher) leadership or what (teacher) leaders should do (e.g., Teacher leaders should collaborate with others, or Teacher leadership is about collaboration). This is important because PPTs are unique to each individual.

Fourth, share your belief statements about teacher leadership with others in small or large groups, such as those on your leadership team, and listen to see if there are any shared beliefs in the group.

We often collect and collate everyone’s beliefs to reveal what the whole group believes about teacher leaders and teacher leadership. Some examples of PPTs, or beliefs, about teacher leadership include the following:

• I have high expectations for my students and myself as a leader.
• I believe that all students can learn, and it is my responsibility to ensure this happens. I think this is my primary responsibility as a teacher leader.
• I believe that students need to know how what they are learning applies to their lives. Therefore, I believe in making real-world connections in my teaching.
• I think that communicating effectively with students, parents, and colleagues is key to everything I want to accomplish as a teacher leader.
• I always try to empathize with both my students and colleagues and develop genuine relationships. I believe that relationships are key to teacher leadership.
• I believe that collaboration is a very important key to my success as a teacher and a teacher leader.

2. Other ways to reveal your beliefs include writing a narrative or biography about yourself as a (teacher) leader. Also, writing about your personal teaching philosophy, or more specifically writing about your philosophy of leadership, is also a good way to surface your beliefs. Choose one of these to write now—a biographical sketch or your teaching/leadership philosophy.

3. Another strategy for eliciting beliefs about (teacher) leadership is to create a t-chart and list all the personal characteristics and strengths you possess that help you in being or becoming a (teacher) leader in one column and all the things you would need to learn about (teacher) leadership in another column. This can be done individually, as a Think-Pair-Share activity, or as a whole group brainstorm and discussion. Doing this on your own first, and then with a leadership group, can be a good check-in to see if your ideas are a match to those of the teacher leaders you are trying to develop.

4. To evaluate your growing understanding of metacognition, think about and then write your responses to these questions: What do you now understand about metacognition? What do you still not understand? What else would you like to know about metacognition? How might you go about learning more about metacognition? Why do you think metacognition is important for (teacher) leaders to develop? How can
you use what you know about metacognition to develop as a (teacher) leader? What metacognitive strategies could you use when problems or dilemmas need to be solved in the classroom or school? How will you know if these strategies worked?

5. Read some online articles about generational differences (http://www.generationsatwork.com) or review the information in Chapter 4 about the characteristics of different generations and how to work with them. Self-identify what generation you most associate with. Make a Venn diagram or list points of similarity and points of difference across generational groups to make their characteristics explicit and open to further examination. Now think about a recent professional development experience and respond to these questions:

- Do you think the presenters were able to meet the needs of the adult learners from different generations?
- Did they focus more on the learning needs of one generation? Was it your generation?
- In retrospect, what could you do that would better meet intergenerational educators’ needs when you next work with other adults?

Discuss these questions with peers, if possible. Finally, review the list of generational strengths and motivations in Table 4.5 and make a commitment to consider this new knowledge when forming teams, working in groups, giving feedback and rewards, planning for professional development, and solving conflicts.

6. To further consider differences between how adults and children or adolescents learn: Use two pieces of paper to record characteristics of how you like to learn and how you think your adult colleagues like to learn on one chart. Then record how you believe your students like to learn on the other chart. Now make checkmarks beside the top five statements you agree with on each of the charts. Conclude by analyzing the results and having a conversation about the similarities and differences between meeting the needs of students as learners and adult as learners.

ADDITIONAL RESOURCES

  
  o After reading this article, collaborate with a partner to create an acrostic poem using the words TEACHER and LEADERSHIP. That is, use the first letter in these words to begin a phrase, sentence, or just a word that describes something you understand about teacher leadership. You might even try creating your acrostic online at http://www.readwritethink.org/files/resources/interactives/acrostic/. Here is an example: I AM A Listener, Encourager, Advocate, Dreamer, Energizer, Respecter.
  
  o Alternatively, after reading this article design a T-shirt that captures the essence of what you currently understand about teacher leadership. Here are some examples generated by a group of teacher leaders:
    - iLead, uLead, We will follow each other!
    - Teacher Leaders—The Power to Change Learning!
    - WANTED: Teach Leader (on front); Inspire, Create, Impact, Teach Teachers, Mentor, Change, LEAD (on back)
    - Teacher Leaders (front); Leading our schools, Advocating for our profession, Changing the lives of our students (back)
    - LEAD for the future! (front) with the image of a road (to the future) on the back
TABLE 4.1 ASSESSING YOUR UNDERSTANDING AND USE OF METACOGNITIVE THINKING

The questions asked in Table 4.1 are another way for (teacher) leaders to assess themselves in order to evaluate the strength of their understanding and use of metacognition. Using a scale of 1 (low or rarely) to 4 (high or often), (teacher) leaders can rate themselves on each of these questions related to metacognition and their disposition toward this kind of thinking. Total scores of 80–100 are an indication of strong understanding and use of metacognitive thinking, while scores of 60–79 are average, and scores of 40–59 are lower than average and indicate a need for targeted efforts. When low scores are encountered, we ask (teacher) leaders to set goals to increase their metacognitive thinking by choosing some of the strategies described in Chapter 4.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is your level of knowledge about how human beings learn?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. How well do you understand your own learning processes?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. How self-efficacious do you feel?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. How self-confident are you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. What is your sense of agency?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. How flexible or adaptable are you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. How often do you think strategically?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. How often do you seek out partners or allies?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Are you a decision maker?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Are you a consensus builder?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Is reflection a habit for you?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Do you have a vision for how the tasks you set will work?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. How skilled are you about defining tasks to be completed?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Can you figure out steps for completing tasks that need to be accomplished?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. How well do you typically execute plans to complete tasks?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. How good are you at self-monitoring to complete tasks?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Do you see problems as opportunities?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. How often do you seek assistance?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>19. Are you a do-it-myself person?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Are you aware of both what you know and do not know?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. How consistent are you with making plans?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. How strategic are when making decisions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. How often do you evaluate your plans (before, during, after)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. How well can you detect errors and correct them?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. Are you willing to shift and change/revise strategies?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Sum the number of checks in each column and multiple by column number (1–4). Add all column totals to get a final score.
CHAPTER 5—ADDITIONAL KNOWLEDGE NEEDED BY TEACHER LEADERS

This chapter focuses on additional knowledge needed by teacher leaders that includes understanding educational policy, systems thinking, schools as organizations, change theory, and the importance of school culture and school climate. We also review why parent involvement that is culturally responsive is important knowledge for teacher leaders. Knowing how to conduct teacher action research is also key for developing as a teacher and teacher leader, so it is introduced in this chapter and detailed in Appendix B. Specific questions answered in this chapter include the following, which are worth reflecting on and answering for yourself as well as with teacher leaders:

1. Why is educational policy and systems thinking important knowledge for (teacher) leaders?
2. How does change theory and organizational theory influence the work of (teacher) leaders?
3. How can (teacher) leaders influence school culture and school climate?
4. What constitutes effective parent involvement that is culturally responsive?
5. Why can teacher action research be used to increase the knowledge base for teacher leadership?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

• As a school leader you are concerned about the lack of parent involvement. You understand many of the reasons why parents might not be as involved as you would like, but you still want to have them more involved in the PTA, in school events, and in parent conferences. Based on the six types of parent involvement described in Tables 5.3 and 5.4, where do you want to put your energies? Why did you choose these areas and not the others? How could you involve your teachers and teacher leaders in tackling this issue?

• Every year it seems there is always a new curriculum, or a new testing regimen, or another new policy required by the state or your school district. Your teachers are developing a culture of resistance because so many new mandates have been required in the past few years. What can you do to discourage this trend toward resistance from infiltrating your school’s culture? What kind of culture and climate do you want to encourage? What knowledge and skills do you have that can help you? How might encouraging teacher leadership assist you in changing your school’s culture?

ACTIVITIES FOR CHAPTER 5

1. In support of better understanding educational policy, engage wholeheartedly in one or both of the following activities:

   (A) Look for current information about educational policy: in the news (such as on National Public Radio), newspapers (online or paper-based), online blogs, websites of various professional organizations (including the National Education Association), union websites, Twitter, or in any other online sites that report on or discuss and debate educational issues. Locate a news item about educational policy to discuss with other teacher leaders.

   (B) When the state legislature is in session, find out what new policies legislators are proposing related to education as well as specific committees that address educational issues. Most state legislatures have a searchable database. Choose an issue or policy that interests you and then locate secondary sources
related to this policy. Then compare the actual proposed legislation (primary source) to what various constituent groups are saying in support of or against the particular policy (secondary sources) being considered by the legislature. When the legislature is not in session, you can go to the U.S. Department of Education website and to the websites for the U.S. House of Representatives or the U.S. Senate to see what policies are being considered, and then to various secondary sources for a variety of opinions.

2. Thinking like an ethnographer who studies cultures, make a study of your school as an organizational culture. Think about how you would describe the underlying norms, values, beliefs, traditions, and rituals that go into making up the culture of your school. Now write about how things are done currently at your school. Think about how people communicate and interact and what the explicit and implicit rules and ways of being are. Write about how your school is structured and how things get done, or not, at your school. How closely do people and departments or teams work with one another? How tightly connected are the teachers, staff, and administrators? Would you consider your school to be a tightly or loosely coupled organization? Once you have written your initial thoughts, do some observing, listening, and interviewing to learn more about your school as an organization. Pay attention to how things do and do not happen and who holds the power to make things happen or not. Try to uncover what you think might be the "hidden curriculum" at your school. What is expected of students, teachers, other staff, administrators, parents, and so on. What are the unwritten "rules"? Finally, revise and expand your initial writing based on new insights you gain from observing, listening, and talking to others. Share your revised interpretation of your school as a learning organization with some trusted peers to see if they agree or have different interpretations. Continue to revise your insights so that you are as conscious and aware of how your school’s culture and how your school operates as an organization so that you can be prepared to work within it—or help change it, if need be.

3. In Appendix A you will find a survey titled School Culture Review based on key elements from the literature that influence school culture (Roby, 2011). Complete and score this survey to assess your school’s culture. Considering each of the questions posed offers you an opportunity to assess the current norms of your workplace and the capacity for shared leadership. Scores explain the relative health of your school’s culture, especially with regard to its support for teacher leadership. A deeper look into the five questions with the highest and lowest scores will provide you with insight about specific strengths and areas that may need to be improved. Completing this survey as an individual is worthwhile, but asking others in your school to complete this survey and comparing their results with yours is even more useful. School and district leaders also can complete this survey and compare their results with others.

4. Based on Brown’s (2004) list of 10 components of school culture described in Chapter 5, rate each statement using a scale from 1 (very low) to 5 (very high) to determine the strength of your school’s culture. Consider each statement holistically, but only rate a statement as 5 if all the descriptors are present. Total your scores. A score of 80 or higher would indicate a positive school culture. A score between 50 and 79 would indicate a school culture with several areas for growth, and a score below 50 would indicate the school culture that is dysfunctional. Discuss what to do with this information with other (teacher) leaders.

5. Discuss these questions at a staff meeting or during a PLC meeting:

   a. What do you think parents and families see as barrier to being more involved with their children’s school life?
   b. What do you think parents and families need or want from teachers and the school to feel more involved?
ADDITIONAL RESOURCES


  o Discuss any connections you make between your own understanding of and experience with teacher leadership in your school and the evidence presented in this article.
  o Use information about Lambert’s four quadrants of leadership capacity as described in this article to evaluate where your school is located? What data did you use to support your evaluation?
  o Use the six elements that Knoster (1991) deemed necessary for supporting and sustaining change (shared beliefs, vision, mission, incentives, resource, and skills) to evaluate where your school is strong and what elements may be missing. Develop a plan to remedy any of these missing elements in your workplace. Also, consider the examples presented in this article and how they might be implemented in your workplace.


  o Use this article to create a survey or needs assessment regarding parental involvement at your school. Seek to assess both opportunities and obstacles to increasing parent and family involvement in your school.
  o Once you hear from parents, use this article and your survey results to develop an action agenda for culturally relevant parental involvement for your school. Ideally, this should be done with parents and other family members as part of the development team.
CHAPTER 6—INTERPERSONAL SKILLS FOR TEACHER LEADERS

This chapter focuses core interpersonal skills needed by teacher leaders in the following areas: communication, group facilitation, time management, digital literacy, and conflict resolution. While we used these questions to structure the content of this chapter, they would be good to think about because it is worth considering if school or district leaders need the same or different skills than teacher leaders. Therefore, the following questions are worth reflecting on and answering on your own, as well as discussing with teacher leaders:

1. What effective communication strategies can (teacher) leaders use with various constituencies?
2. What skills can you use to facilitate groups successfully?
3. How do (teacher) leaders manage their time?
4. What digital tools will assist you as a (teacher) leader?
5. How can you use conflict resolution skillfully?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

- Among the skills discussed in Chapter 6, which do you see as the top three (3) priorities for the teacher leaders in your setting? Why did you choose these three and not others? What strategies would you use to be sure your teacher leaders learn and use these important skills?
- Communication appears to be a problem at your site. Teachers are missing or coming late to meetings, and many are not meeting deadlines for required paperwork. Not everyone is following through on what you have asked of them. There also seems to be conflict among teachers in some departments or grade levels, but you are not sure what the source of the conflict is. How might you use the communication strategies and conflict resolution activities in this chapter to address these two problems?

ACTIVITIES FOR CHAPTER 6

1. While we find the suggestions in Table 6.1 to be very useful, you should develop your own guidelines or norms for each good communication in each of these situations: (a) your leadership team and/or for faculty meetings; (b) dialogue in the PLCs or and committees you lead or participate in; and (c) guidelines for when you are the leader of professional development sessions either inside or outside your workplace. Once you have determined the norms you think make for effective communication, you should take your ideas to the various constituent groups you work with for deliberation. To get started, use the suggestions in Table 6.1 to develop a short list of guidelines for productive dialogue, but feel free to add to these.

2. By completing one or more of the online survey tools described below, you can learn more about your leadership style and see what strengths you contribute to groups you are working with and/or leading.
   (A) First, go online to find a short quiz about your True Colors by typing “true colors test” into any search engine. True Colors was developed by Don Lowry and is based on the work of Isabel Briggs-Myers, Katherine Briggs, and David Keirsey, who also developed personality-type inventories that help educators learn more about themselves. The True Colors quiz asks you to prioritize sets of words that are linked to a color: blue, orange, gold, or green. Each color is a metaphor for a set of personality traits. Although everyone has a mix of traits, if blue is your main color you are very people-oriented, orange means you are very action-oriented, gold means you are pragmatic and a planner, and green personality types are independent thinkers. Read the descriptors for each color type and focus on the strengths
that each color type brings to a group. Because no one color is better or worse than another, and every
color type has several strengths to contribute to a group, we find that educators who complete the
True Colors self-assessment feel it has veracity and understand the benefits of different color types
working together in groups.

(B) Next, complete the Keirsey Temperament Sorter KTS-II developed by David Keirsey (http://www .keirsey.com), which can be used to help you recognize your strengths. This is a 70-question personal-
ity assessment that yields four temperament types that Keirsey calls the Guardians, Ideals, Artisans,
and Rationals. Once you complete this free, online assessment you can read about each personality
type. We also recommend that you encourage other members of groups you work with to take one or
more of these assessments as a way of helping these groups become more aware of their strengths,

hence more effective.

3. Reflecting on what you read in Chapter 6, respond to these questions either orally or in writing: What are
three (3) things you learned about making groups effective? What are two (2) things you are committed
to doing in the groups in which you are a member or a leader? What is one (1) suggestion you have about
either communication skills or group leadership skills?

4. Brainstorm ways you think time could be saved in your workplace. As suggested by Katzenmeyer and
Moller (2009), consider including ways that (a) time could be used more wisely, (b) ways to free up time,
(c) ways to find common time, (d) ways to restructure time, and even (e) ways to purchase time. Combine
your ideas with time-saving ideas generated by the teachers and teacher leaders you work with, and then
choose the top five time-saving strategies that would work in your workplace to propose there.

5. Take an inventory of the digital tools you and your colleagues currently use and create a chart on poster
paper indicating how these tools are being used (e.g., for collaboration, for information sharing, as time
savers, for curriculum development). You can also do this by grade level, content area, or some other group.
Post your chart on the wall and do a gallery walk so that everyone can learn from each other. Alternatively,
use Google Docs to create one document that everyone can contribute to simultaneously.

6. To become more self-aware about how you think about and handle conflict, how would you answer these
questions for yourself: (A) What kinds of conflicts have you experienced both personally and profession-
ally? How have you tried to resolve these conflicts? How would you rate your knowledge of strategies to
conflict on a scale of 1 to 10 (if 1 = I know nothing and 10 = I am an expert)? (B) Now, think about and
then talk with a partner about what each of you typically does when the confronted with conflict: Do you
fear conflict? Do you feel comfortable disagreeing with more experienced or knowledgeable others? Does
conflict make your heart race? Do you face conflicts head on? Do you try to solve the problem that created
the conflict? Do you try to avoid conflict at all costs? Do you enjoy a lively dispute? Do you try to redirect
or claim the situation? (C) Then, reflect on and then talk with a partner about the following questions:
What were you taught by your family about how to handle aggressive behavior and conflict? What did
you do when adults around you were in conflict? How did your family express feelings of anger or hurt?
Were you punished, or encouraged to express your feelings of anger or hurt? (D) Finally, discuss these
scenarios with a partner, small, or large group: What do you do when a conflict arises with a parent? With
a colleague? With an administrator?

ADDITIONAL RESOURCES

• Read this blogpost by Joel Garfinkle titled “Your checklist for more effective meetings” at http://
smartblogs.com/leadership/2015/08/17/your-checklist-for-more-effective-meetings/?utm _
source=briet
• Make your own lists and then discuss in small groups:
  o Which of the 15 tips in this blogpost are realistic for your setting to adopt and actually use?
  o What other tips would you add to this list now that you have thought more about saving time and leading more efficient meetings?
  o What are other ways to save time that would work at your site?
CHAPTER 7—MORE SKILLS FOR TEACHER LEADERSHIP

This chapter focuses on additional skills needed by teacher leaders as they take on roles and responsibilities related to leading professional development, writing grants, and advocating for their fellow teachers and education as a profession. We also address the skills for a key role that all teachers need to exercise in their schools today: how to use data and reflective practice to inform their instruction. For teacher leaders, using data is something they must understand, embrace, and develop the skills and habits of mind needed to do it well. The questions used to organize this chapter are listed below. These questions are worth reflecting on and discussing with others to both learn how other people do these things and to share what you have learned about these skills needed for teacher leadership.

1. How do you conduct a needs assessment?
2. How do you plan, deliver, and evaluate professional learning activities?
3. What skills do you need for successful grant writing?
4. What skills are needed for effective advocacy and outreach?
5. How do you use data and reflective practice as a teacher leader?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

- You have several teachers who are very excited about integrating technology into the curriculum, and others who are not. What are some ways you can support these teachers to take the lead in helping the rest of the staff get on board and learn to use more technology in their teaching. What past experiences can you draw from to help you help support teachers as leaders for technology integration? What strategies would you suggest to them? What skills do you think they will need to develop?
- You have a very strong and vocal group of teachers who are active in their local teachers’ union or education association. They are enthusiastic and eager to take on more than just bread and butter issues about salary or working conditions. What are some knowledge and skills you think they could benefit from developing? How can you support them in developing their leadership skills?

ACTIVITIES FOR CHAPTER 7

1. Given any of these scenarios (planning for professional development, leading a PLC initiative, developing a teacher research project, considering a particular leadership project, evaluating something already in place, proposing a change, or any other scenario you can think of) and considering your workplace: (A) Identify an area in which a needs assessment might be useful and needed. (B) Given your circumstances, determine which type(s) of needs assessment data would be valuable to collect? In other words, consider what questions you want to answer and what data would be helpful in answering them. (C) List some strategies for completing a needs assessment and share them with other educators. (D) Finally, consider how you might share the data you uncover with others in your workplace. Would you develop a chart or a handout, hold a meeting, or make a presentation? What are other ways to share what you learn from a needs assessment?

2. (A) Design 10 interview questions and 10 survey questions to be used for a needs assessment about a given topic. (B) Share the first draft of your questions with a peer or two to get feedback before revising them. (C) Pilot test both your interview and survey questions with a few people or a small focus group or send out your revised survey questions to a few more people as a pilot. As part of piloting interview and survey
questions, be sure to add a final question that asks specifically for any feedback on the wording of the questions or structure of the interview or survey itself. (D) Use the information from pilot testing your data collection instruments to revise and finalize your interview and survey questions.

3. Take the time to plan how professional learning about teacher leadership could look in your workplace. Think about the various self-assessment surveys you have completed to this point and your own ideas for what colleagues you work with should know about teacher leadership. Then work with at least one partner or a small group to design a needs assessment about a teacher leadership initiative. Once you have the results of the needs assessment, begin planning some professional learning opportunities for teachers using backward design so that every teacher can begin to think about becoming a leader.

4. Write a persuasive essay, op-ed piece, or letter of advocacy about a particular issue related to teachers, teaching, or teacher leadership. Select something about which you have a strong opinion. Select any one of these people or groups as your audience: principal, parents, local school board, newspaper, school of education dean at your local university or alma mater, state board of education or state superintendent of schools, member of the state legislature, the governor, and so on. Be sure to back up your opinion with data and/or facts and conclude with a concrete suggestion or two related to improving the issue, the teaching profession, and/or advancing teacher leadership. Follow the bulleted points below, which we learned from a local policy wonk, to structure your advocacy piece.
   - Describe your concern, issue, or request in simple, clear language.
   - If writing about specific legislation, say: “I am a constituent who cares about SB 5.”
   - State how you are personally affected.
   - Offer your opinion in the first one to two sentences.
   - Give two to three facts to back your opinion and/or provide links to one to two relevant articles.
   - Avoid using educational jargon or acronyms.
   - Demonstrate respect and courtesy throughout.
   - If writing to state or federal legislators, include your address, so they know you are a constituent.
   - If you have any personal association with policymakers, remind them of this connection.

5. Do some online research and talk to colleagues to find two additional sources for education-related grants. Share these with other teachers to build a database of grant opportunities. Create a Google Doc with grant resources to share.

6. Write a one-page executive summary focusing on either your grant writing efforts, your advocacy interests, or about your perspective on an educational policy in the news.

7. Prepare a 30-second elevator speech about the strengths of your school or about the need for teacher leadership in your school or district.

ADDITIONAL RESOURCES

- ASCD's Advocacy Guide is a very helpful document for teacher leaders to learn more skills for being effective advocates: http://www.ascd.org/ASCD/pdf/newsandissues/ascdadvocacyguide.pdf
• Write and/or discuss your responses to these questions:
  o What skills and strategies did the teacher leaders profiled in these two articles use to help them accomplish their goals?
  o What do you think are some of the “lessons learned” by the teacher leaders profiled in these articles?
  o Thinking big, if you were to choose a leadership project, what would you be passionate enough about it to take action locally? What about taking action more broadly?
  o What knowledge and skills would you need to develop to carry out such a leadership project?

EXAMPLES OF ADVOCACY PIECES WRITTEN BY TEACHER LEADERS

Dear Representative ________________:

Allow me to introduce myself. I am Frankie. I have impacted over 400 eighth graders’ lives over the past four years of teaching in NC. I have seen light bulbs come on when a student “gets it.” I have heard the students laugh along with me when I make a fool of myself. I have seen the struggle in their eyes when they labor over the high-stakes testing. I have been the confidant, mentor, advocate, “big brother” that so many of these students need. I wouldn’t trade any of this for the world!

With that being said, all this coupled with my strong yearning to be “on my game” and a life-long learner pushed me to become a graduate student. I started in the fall of 2012 and am enrolled in the master’s in reading education program. I felt that this would be an ideal program because no matter what I teach, effective reading strategies will always be necessary!

Within the past 10 months, I have seen the state of education be crippled by political policies set forth by our legislators. One issue that I have is the cutting of master’s pay for students who don't graduate before May 2014. My university is doing everything they possibly can to speed up courses of study, but for some of us, it’s not possible. I will be 3 classes short from graduating in May. Those 3 classes will be taken over the summer of 2014, and I will graduate in August. Why am I not getting paid the master’s pay along with my fellow colleagues who were able to graduate in May of 2014? Three months! Three months stand in the way of a pay increase for many of the graduate students who are in my situation!

I beg of you, along with all the other legislators, please repeal what is set and allow all current graduate students to be grandfathered in to receive master’s pay! We have worked hard! We have learned and put best theories into practices in classrooms all across the state! Reconsider and fight for teachers who continue their education.

I appreciate your consideration regarding this matter. We are depending on you!

With great hope, Frankie
Dear Mrs. X,

I am writing to you today to discuss the subject of better supporting our beginning and new teachers at XX Elementary School and my concern for turnover rate at our school. I believe that our support for the new and beginning teachers should be stronger than it is at this time. I know the district has the mentoring program and new teachers attend meetings, but these meetings do not give enough support to our teachers. I also think that the mentors within our building need to have more guidelines for mentoring.

We have many teachers at XX Elementary School who are teacher leaders and who could become mentors for other teachers. I think we need to take a look at these potential mentors within our school. We need to make sure we are retaining these excellent teachers. I believe that our teacher leaders can influence new and beginning teachers if we work together. Katzenmeyer & Moller, 2009, stated that “collaboration among teachers is key to improving teaching and learning in schools.” I know we collaborate at XX, but can we make the collaboration amongst each grade level and departments better?

My hope is that with some changes in the mentor program we can help the beginning and new teachers become teacher leaders themselves, creating a cycle which allows more of our teachers see their importance and leadership skills.

Thank you very much for your time and your consideration about this matter. Please let me know when would be a good time to discuss potential ideas to support our mentoring program at XX.

Sincerely, Laura
Dear X Board of Education,

I wanted to write you a brief letter discussing the use of technology in our school system. I currently teach ESL at X Elementary here in X County Schools. This is my first year teaching in this school system, and when I first arrived at my new school for the teacher workdays at the beginning of this school year, I was immediately surprised by the lack of technology in our school building.

I observed that only a handful of classrooms at X have Smart Boards and the average classroom only has three total desktop computers for both teacher and student use. Some nonclassroom teachers do not even have their own computer. Only one laptop cart containing a class set of laptops is available for teachers to check out from the computer lab, which is a very small number considering that X has over 800 students. There are a handful of iPads owned by the school that some teachers have access to, but these are mainly for teacher use, not for students to use. Other than this small amount of technology that I have described, if teachers want to use any other technology in their classrooms they have to find a way to provide it themselves. From talking with my friends who teach at other schools here in our district I know that this lack of technology that I describe is a common problem in X County.

My previous school (in a neighboring school district) had a huge amount of technology for students and teachers to use—Smart Boards in every classroom, a laptop and iPad for each teacher, individual laptops for every student, and individual iPads for many students as well. The ways that teachers and students were able to use all this technology were endless: from allowing beginning readers to learn the alphabet with the help of the website Starfall.com on the Smart Board, to allowing students to type and save the final drafts of their writing on their own computer, to making it possible for students to listen to audiobooks online, there are truly unlimited ways that this technology positively impacted student learning.

I know that all the technology in my previous school cannot be a reality for every school in X County. However, I would like to encourage the school board to invest more money into incorporating technology across our school district. This could be accomplished by taking small steps to increase technology at a time. For example, perhaps next year the school district could make it a priority to install a Smart Board in every K–2 classroom, and the year after that more laptop carts could be available for students to use. I know that if the school board makes it a priority to increase technology in our schools, student learning will be positively impacted and student performance will increase as a result.

Thank you, Holly, ESL Teacher, X Elementary School
CHAPTER 8—THE FUTURE OF TEACHER LEADERSHIP

This chapter includes information about the future of teacher leadership and projections about what schools full of teacher leaders could accomplish. Numerous examples of how teacher leaders are supporting schools and districts around the United States are included in this chapter. In addition, ideas for professional development around teacher leadership are provided based on shorter- and longer-term agendas for professional learning for teacher leaders. The questions addressed in this chapter are worth additional reflection and discussion by school and district leaders and teacher leaders before and after reading this chapter:

1. What is the future of teacher leadership?
2. What could schools accomplish with strong teacher leadership?
3. What can school and district leaders do to support teacher leadership?
4. What are some professional development models for preparing more teacher leaders?

SCENARIOS TO REFLECT ON AND/OR TO DISCUSS WITH YOUR LEADERSHIP TEAM

• After reading about teacher leadership, you have decided that one of the best ways to develop teacher leadership in your building is to require every teacher to lead a professional development session or two about a topic of their choice for the whole staff sometime during the year. What are the potential benefits and pitfalls of making this a requirement for all teachers? What are some other ways to broach your idea that every teacher should be a leader with your faculty? Do you really want everyone to participate in learning how to be a teacher leader? Why or why not?

• You have decided there needs to be a taskforce to study how your school should address teacher leadership. This group would be in charge of doing a needs assessment and creating a 3-year plan for increasing teacher leadership in your building. Who do you think you should appoint to this committee? What dispositions, knowledge, and skills are you seeking in teachers who will serve on this taskforce? Is appointing people the best way to create the committee? What are your alternatives?

ACTIVITIES FOR CHAPTER 8

1. Brainstorm and then discuss new or reconfigured roles for teachers and new or modified structures for instruction to help you envision different teaching and organizational structures in classrooms so that teacher leaders have time for their efforts. Which idea seems most possible to try in your context? What would you suggest as a pilot project to study how one of these might actually work? Your ideas might be an excellent opportunity to conduct either a needs assessment or an action research project. A pilot project could be tried for one quarter rather than an entire year and then evaluated.

2. Join and follow at least one of the Blogs or one of the Collaboratory groups at http://teachingquality.org and share what you learned with your colleagues.

3. Read about some of the Districts of Distinction and think about what makes them exceptional (http://www.districtadministration.com/dod). Are there some things that your school or district is already doing that make it a stand out? How could you envision starting a “Teachers of Distinction” program for your district to recognize the exceptional teaching and learning that is taking place?

4. Start up or participate in a book club with other like-minded colleagues who want to learn more about teaching, learning, and leadership. Remember that there are options in how your group might discuss what
you are reading that make use of technology (for example using Google Hangout), in case not everyone can or wants to meet face-to-face every time. Several books we recommend for book clubs are listed below, but of course you can always choose other titles that fit your needs.

**SUGGESTED TITLES FOR BOOK CLUBS ABOUT TEACHER LEADERSHIP**


School Culture Review

Completing the School Culture Review offers you an opportunity to assess the current norms of your workplace, and the capacity for shared leadership.

Rate the following key areas using the scale provided.

<table>
<thead>
<tr>
<th>None</th>
<th>Low</th>
<th>Average</th>
<th>Above Average</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

1. Level of trust between teachers and other teachers
2. Level of trust between teachers and support staff
3. Level of trust between teachers and administrators
4. Level of trust between teachers and parents
5. Level of trust between teachers and students
6. Level of respect between teachers and other teachers
7. Level of respect between teachers and support staff
8. Level of respect between teachers and administrators
9. Level of respect between teachers and parents
10. Level of respect between teachers and students
11. Level of contribution to the workplace by teachers
12. Level of contribution to the workplace by support staff
13. Level of contribution to the workplace by administrators
14. Level of progress toward working together as a team of educators and support personnel to solve problems
15. Level of progress toward working together as a team of educators and support personnel to resolve conflict
16. Level of progress toward working together as a team of educators and support personnel to manage change
17. Level of progress toward working together as a team of educators and support personnel to grow professionally
18. Level of progress toward working together as a team of educators and support personnel to strengthen relationships
19. Level of progress toward working together as a team of educators and support personnel to reduce isolationism
20. Level of collegiality (the existence of high levels of collaboration among teachers, mutual respect, shared work values, empathy toward others, respectful dialogue and debate about teaching and learning)
21. Level of motivation among all educators and support personnel
22. Level of sense of belonging

(Continued)
23. Level of contentment with physical plant (aesthetics of building, climate control, etc.) 0 1 2 3 4
24. Level of sense of obligation and duty 0 1 2 3 4
25. Level of leadership distribution (tasks are delegated/distributed by formal leader) 0 1 2 3 4
26. Level of opportunity to lead 0 1 2 3 4
27. Level of informal leadership (willingness to initiate and/or take on responsibilities for the school) 0 1 2 3 4
28. Level of focus on agreed-upon goals, objectives, and outcomes 0 1 2 3 4
29. Level of stewardship (placing oneself in service to ideas, ideals, and people) 0 1 2 3 4
30. Level of respect for school as a learning community 0 1 2 3 4
31. Level of interest in coworkers being successful 0 1 2 3 4
32. Level of substantive focus (focus on something because it is a good thing to do, regardless of the end results) 0 1 2 3 4
33. Level of sense of purpose 0 1 2 3 4
34. Level of accountability 0 1 2 3 4
35. Level of work being meaningful and significant 0 1 2 3 4
36. Level of schoolwide student achievement 0 1 2 3 4
37. Level of cooperation among teachers and staff 0 1 2 3 4
38. Level of principal supporting teachers 0 1 2 3 4
39. Level of central office supporting teachers 0 1 2 3 4
40. Level of teachers supporting administrators 0 1 2 3 4

Total ____ (Add all numbers from statements 1–40)

0–40 Results indicate the workplace is a sterile organization. A major concentrated and coordinated effort should be initiated to improve the culture. This effort may need to be instigated by informal leaders. Goals, focal points for improvement, and desired outcomes need to be established. Deep-seated covenantal relationships are necessary to build trust and respect for coworkers. A collaborative, proactive team (which may include the entire faculty) should initiate improvement efforts.

41–79 There is some evidence that pockets of interest in leadership exist in the workplace. A blending of those workers should begin establishing a focus for improving the school culture. Workplace objectives need to be developed to pinpoint and address areas of concern. Strong, sincere covenantal relationships are crucial for a productive and successful culture. Improvement of relationships should be a primary focus.

80–119 Results reflect many worthwhile, respectable relations and activities at the workplace. There is evidence of many established community norms. Continued efforts are warranted to maintain and improve the acknowledged community culture. A collaborative effort should be initiated to address specific areas of weakness and to make those weaknesses a focal point for improvement.

120–160 Evidence suggests a high level of established norms exist that define the workplace as a positive community. This level of culture should be shared with other workplaces, as a model of true community, where the majority of personnel feel an obligation to contribute in a positive and consistent manner. Relationships are strong and sincere. A high level of trust and respect exists among the workers. A continued, long-term effort is needed to maintain this effective and caring culture that operates at a moral level of responsibility.

**Source:** Dr. Doug Roby, Wright State University (2013). Reprinted with permission.
Assessing Readiness for Changing School Culture

We think there is value in determining if your staff is ready for changes in school culture. Therefore, based on research by Melitski, Gavin, and Gavin (2010), we have developed the following questions to ascertain readiness to focus on teacher leadership, which we know will influence and be influenced by your school culture. These items can be rated either on a sliding scale (1–10) or by using a simple Likert scale like the one we have provided here. In either case, higher scores indicate readiness to adopt new initiatives and openness to change in your school climate.

<table>
<thead>
<tr>
<th>TO WHAT DEGREE DO YOU BELIEVE YOUR SCHOOL . . .</th>
<th>NOT AT ALL LIKE MY SCHOOL</th>
<th>SOMEWHAT LIKE MY SCHOOL</th>
<th>EXACTLY LIKE MY SCHOOL</th>
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<tbody>
<tr>
<td>1. Is well organized</td>
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<td>2. Has clear, reasonable goals and objectives</td>
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<td>3. Is a place where decisions are made at the appropriate level</td>
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<td>4. Informs you adequately about issues and priorities of the organization</td>
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<td>5. Provides you the information you need to do your job</td>
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<td>6. Is a place where your leadership is receptive to ideas and suggestions</td>
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<td>7. Asks for your input before decisions are made</td>
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<td>8. Does not require a lot of bureaucracy to cut through when you want to do something</td>
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<td>9. Does not have a lot of regulations that no one understands</td>
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<td>10. Does not require several referrals to others to get an answer to a question you have</td>
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<td>11. Actively plans its efforts</td>
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<td>12. Readily receives cooperation from other parts of the school system</td>
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<td>13. Is a place where individuals work well together</td>
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<td>14. Is a place where there is a feeling of trust</td>
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<td>15. Has leaders who are viewed positively as attentive and approachable</td>
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<td>16. Is a place where you feel supported as an individual</td>
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<td>17. Is a place where your leadership actively builds teams</td>
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<td>18. Is a place where your leadership facilitates performance improvement when it is needed</td>
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<td>19. Is a place where your leadership engages in problem solving</td>
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<tr>
<td>20. Is a place where most people are open to new ideas</td>
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