

Teacher Leaders' Companion Guide for *Every Teacher a Leader*

Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership

INTRODUCTION

This online guide includes numerous activities, scenarios, additional readings, surveys, and discussion questions to use with *Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership*. These activities may be done by individual teacher leaders or in groups. We believe that actively engaging in reflection, writing, and discussion using any of or all these activities will help teachers further develop the dispositions, knowledge, and skills they need to be successful teacher leaders.

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, and they are worth using as prompts for informing your own thinking and reflection about your role as a teacher leader.

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?

ACTIVITIES

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

NOTE: You can find a list of teacher leadership definitions written by some of the experts on page 10 in Jackson, Burrus, Barrett, & Roberts, 2010 (available at www.ets.org/Media/Research/pdf/RR-10-27.pdf).

3. As an individual or in a group, develop your own 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 personally possess and bring with you as assets into the realm of teacher leadership. Also make a list of needed or desired knowledge, skills, and dispositions that you personally wish to develop to become a successful teacher leader.
5. Reflect on and share the many kinds of leadership roles you have taken on in your life, both inside and outside school. This can include what you are currently doing and what you may have done in the past that could be considered leadership. Look at the list in Table 1.2 again. You should start to notice that there are many things you already do that are examples of teacher leadership! Keep in mind that this list is not exhaustive; it can be expanded, or you may create your own list from scratch with other teacher leaders.
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?
 - Based on these standards, what further goals would you set for yourself as an evolving Teacher Leader?
- After reading the two articles cited below, write and/or discuss your responses to these questions:
 - Why do we need teacher leaders?
 - What is included in the range of things that teacher leaders do?
 - What facilitates and nurtures teacher leadership?
 - What hinders or stifles teacher leadership?
 - What could be done to overcome obstacles to teacher leadership?
 - What is your group's definition of teacher leadership?

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- Your principal has asked you to share with the rest of the faculty what you learned at a recent professional development (PD) workshop you attended. You really didn't agree with everything you learned at that PD, but your colleague did. How would you handle your principal's request? Would you be comfortable saying no? Why or why not? If you decide to present the information you learned, how would you do it? Would you share the reasons why you did not agree with the content of the PD?
- You just finished sharing what you know about (you name the topic) during a 2-hour workshop during an early release day. However, your colleagues were less than attentive and certainly not as excited about this topic as you are. Some of the nonverbal feedback you witnessed included eye-rolling, side conversations, and a feeling that several people wanted to leave early. However, the written feedback was positive, especially with regard to the resources you provided and the ideas you shared about implementation. What do you think you need to know (knowledge) and be able to do (skills) before you present to your faculty colleagues again?

ADDITIONAL RESOURCES

Donaldson, G. A. (2007). What do teachers bring to leadership? *Educational Leadership*, 65, 26–29. Available online at <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/What-Do-Teachers-Bring-to-Leadership%C2%A2.aspx>

Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65, 74–77. Available online at <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>

EXAMPLES OF COLLABORATIVE GROUP DEFINITIONS OF TEACHER LEADERSHIP

- Teacher leadership is taking an active role, whether small or large, to enact change in your school.
- Teacher leadership means collaborating, growing in one's practice, sharing, and leading in areas of gift and expertise.
- Teacher leadership is a compilation of processes whose goals are to improve the school community and culture.
- A teacher leader has a balance of knowledge, skills, beliefs, and dispositions that help inspire change.
- Teacher leaders build relationships and pull colleagues together to positively impact the quality of relationships, school purposes, and goals, as well as to examine and improve instruction.

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 teacher leader.

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?

ACTIVITIES

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. Use each of these tools for further self-assessment of your individual skills related to teacher leadership and to further assess the climate and readiness of your school or district for supporting teacher leadership. After completing these surveys, discuss the results with other teacher leaders. Comparing similarities and differences will most likely highlight the importance of school context when considering readiness for teacher leadership.
2. Use role-playing as a strategy for problem solving. First, think through how you would answer the questions posed in this activity. Then with a partner or in a small group, use these questions to role play conversations among fellow teachers and/or with your school leaders. (1) As a beginning teacher, how should I ask my school leader for support? (2) As a novice teacher leader, how should I suggest something that needs improving or fixing in the school? (3) How could my school leader demonstrate his or her support for an initiative I propose as a teacher leader? (4) How should I talk with colleagues who have not embraced my new role as a teacher leader? (5) How might I enlist support from other teachers so I do not have to go it alone?
3. Generate your own list of rewards. Include both tangible and intangible rewards. Then think realistically about what rewards would be viable in your workplace and brainstorm ways to make those rewards viable. Alternatively, prioritize the ideas in Table 2.3 to indicate what would be most rewarding for you.
4. Think about other teachers, teacher leaders, and school leaders whose efforts you appreciate. Then write a thank-you note or a thank-you e-mail to that person. As part of your thank-you, explicitly acknowledge the value their leadership efforts have added to your workplace and encourage them to continue being a role model for others.
5. Identify professional development opportunities to enhance your teacher leadership knowledge and skills. These might be local professional development options or online learning opportunities. They might also include conferences you want to attend or courses or workshops you would like to attend. Use the list of the knowledge, skills, and dispositions you developed when reading Chapter 1, as well as the list of needed

or desired knowledge, skills, and dispositions that you wish to develop when deciding on the kinds of professional learning opportunities you want and need.

6. After reading the two articles cited below, write and/or discuss your responses to these questions:
 - What nurtures you as a teacher leader? In other words, what do you need to be encouraged to lead?
 - What supports do you need as 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?

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- You have been asked to both mentor a new teacher and serve on the school improvement committee. As a third-year teacher you are not yet confident that you know enough to do either of these things well. You also worry that your colleagues will think you are not ready for such leadership roles. What do you think you need to know before making a decision to accept these leadership roles? What skills would you like to develop so you could feel successful in one or both of these roles?
- After reading about transformational leadership, distributed leadership, and instructional leadership, discuss the positive attributes of the school leaders you know. Then discuss ways you can support your school leader(s), knowing that no matter their leadership style, no one person can do everything needed to make a school successful. Make a personal, public commitment to do at least one thing to support your school leader(s).

ADDITIONAL RESOURCES

- Danielson, C. (2007). The many faces of teacher leadership. *Educational Researcher*, 65, 14–19. Available online at <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/The-Many-Faces-of-Leadership.aspx>
- Johnson, S. M., & Donaldson, M. L. (2007). Overcoming obstacles to leadership. *Educational Leadership*, 65, 8–13. Available online at <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Overcoming-the-Obstacles-to-Leadership.aspx>

TABLE 2.2 QUESTIONS FOR ASSESSING A SCHOOL'S CLIMATE FOR TEACHER LEADERSHIP

Directions: To determine whether your school climate and leadership style is supportive of teacher leadership, answer the questions in Table 2.2 to assess 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. If you are not satisfied with the responses to any of the questions in this survey, think about and then discuss with others what teachers as leaders could do together to improve these areas.

DOMAINS	QUESTIONS TO ASK ABOUT THE CLIMATE FOR TEACHER LEADERSHIP IN YOUR SCHOOL . . .	POOR	AVERAGE	STRONG
Communication	What is your perception of the level of communication in your school from administrators to teachers?	1	2	3
	What is the level of communication among teachers and other staff members?	1	2	3
	What is the level of communication among teachers?	1	2	3
	What is the level of communication between the school and parents and families?	1	2	3
Relationships	How would you characterize the relationships between administrators and teachers?	1	2	3
	How would you characterize the relationships among the teachers and other staff?	1	2	3
	How would you characterize the relationships among the teachers?	1	2	3
	How would you characterize the relationships among the school and parents and families?	1	2	3
Collaboration	How strong is the collaboration between teachers and the administrator(s) in your school?	1	2	3
	How strong is the collaboration among teachers and other staff in your school?	1	2	3
	How strong is the collaboration among the teachers in your school?	1	2	3
	How strong is the collaboration among teachers and the parents and families in your school?	1	2	3
Knowledge	How would you characterize your administrator's level of knowledge about teacher leadership?	1	2	3
	How would you characterize the level of knowledge about teacher leadership among other staff in your school?	1	2	3
	How would you characterize the level of knowledge about teacher leadership among the teachers in your school?	1	2	3
	How would you characterize the level of knowledge about teacher leadership among your school's parents and families?	1	2	3
Support	What do you think the level of support for teacher leadership is from your administrator(s)?	1	2	3
	What do you think the level of support for teacher leadership is from other staff?	1	2	3
	What do you think the level of support for teacher leadership is from teachers?	1	2	3
	What do you think the level of support for teacher leadership is from parents and families?	1	2	3

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. Opportunities for personal assessment and self-analysis are included in this chapter. Several additional activities, scenarios, and resources are included in this chapter to support your reflections about the dispositions needed for teacher leadership. The following questions were used to focus the content in Chapter 3, but they can also be used to guide your thinking and reflection about your role as a teacher leader.

1. What dispositions do others expect from you and other teacher leaders?
2. What have you accomplished so far as a teacher leader?
3. What is your vision for teacher leadership?
4. What are your goals for teacher leadership 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 overcome obstacles to teacher leadership?

ACTIVITIES

1. Using the informal and formal leadership roles and responsibilities you have had in and out of school in the past and now, organize them into these three categories: instructional, organizational, and professional. Refer to Tables 1.2 and 3.2 to help you see all the ways other teachers lead both formally and informally inside and outside school. You may see some things you have done in the past, or are doing now, that are examples of teacher leadership you did not initially recognize. If so, add them to your list and then look to see where your strengths and interests as a teacher leader are manifested now. Use this information to help you set a goal for future teacher leadership. Write your responses to the questions posed in one or more of the following three options. Be prepared to discuss the dispositions, knowledge, and skills you think teacher leaders need.
2. To reflect again on what you are learning and thinking about teacher leadership, choose one of these options and respond to the questions posed:

(Option 1) What knowledge, skills, and dispositions do you think teacher leaders need to possess? Either make three lists or write three sentences that list the dispositions, knowledge, and skills needed for effective teacher leadership. Mark with a star or asterisk what you most want to learn related to being an effective teacher leader.

(Option 2) 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 to create your vision for teacher leadership. Write your answers to each question after taking some time to think about them.
 - (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 teacher and 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 the ideal environment for successful teacher leadership look like for you?
 - (3) What will you do to achieve your dreams as a teacher 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 teacher 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. See the example in Chapter 3.
 5. Another way for you to consider your dispositions for teacher leadership is to use a card sort activity. You can do this as an individual or with a small group. First, select 20 to 30 dispositions from Table 3.1 and write each one on individual cards. Second, sort the cards into three piles: crucial for teacher leadership, important for teacher leadership, not important for teacher leadership. This may create a lot of internal conflict, or conflicts may arise in discussion with others. Any disagreements should be discussed and resolved until you or your group determines your Top 10 list of dispositions crucial for teacher leadership.
 6. Write a simile or metaphor, or create an image, for yourself as a teacher leader. Here is one example, but you will want to develop your own.

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.nasdtc.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 needed by teacher leaders, use this set of principles to discuss ethical dilemmas related to relationships with parents, students, and community members.
 8. After reading the 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?

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- You observed one of your colleagues berating a student using what you consider to be unacceptable, stereotypical, and demeaning language to address this student. The behavior you observed was counter

to your own dispositions. How would you handle this scenario? What are issues it raises for you, the student, the teacher, and the school? What are some of your options? What are the pros and cons of each of the options you consider most reasonable? As a teacher leader, what would you NOT do? As a teacher leader, what would you actually do to address this scenario?

- A new principal is coming to your school from another district; your assumption is that the new principal does not know very much about your school or district. As a teacher leader, what do you want your new principal to know? What do you think others want your new principal to know? What are some ways to be a leader in helping your new principal learn about your school? Consider the content of this chapter as you discuss this scenario.

ADDITIONAL RESOURCES

Ackerman, R., & Mackenzie, S. V. (2006). Uncovering teacher leadership. *Educational Leadership*, 63(8), 66–70.

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 know 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 teacher leadership is also important knowledge for teacher leaders. Specific questions answered in this chapter are listed below. Answering these questions either before or after reading this chapter can further your own thinking and reflection about your role as a teacher leader.

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?

ACTIVITIES IN CHAPTER 4

1. Engaging in the personal theorizing process will help you think about and articulate your tacit beliefs and make them explicit, either orally or in writing. In the context of supporting your development as a teacher leader, the personal theorizing process can be accomplished in these steps:

First, 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. Some examples of PPTs are provided below, but first use the following prompts to jumpstart your 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 to you, what you think leading would look like in action, and the connections you see 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 things as a teacher leader, and what knowledge and skills you think you need to be an effective teacher and teacher 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 everyone's PPTs are unique. However, be prepared to share your PPTs with others in small or large groups, and listen to see if there are any shared beliefs in the group.

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 teacher beliefs include writing a narrative or biography about yourself as a teacher and teacher leader. Also, writing about your personal teaching philosophy, or more specifically writing about your philosophy of leadership, is also be a good way to surface your beliefs. Choose one of these to write now—a biographical sketch or your teaching 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.
 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 your classroom or school? How will you know if these strategies worked?
 5. After reading Chapter 4, write at least five (5) things you learned about metacognition, at least three (3) metacognitive strategies you plan to add to your repertoire, and at least one (1) question you still have about metacognition.
 6. 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.

7. 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, and 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.

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- As a teacher leader it is your responsibility to introduce a new system of data analysis, reflection, and reteaching plans for your grade level, team, or department. Your colleagues include a variety of teachers with differing experiences, ages, and philosophies. How would you use the ideas in this chapter to start to build a strategy and plan to accomplish this task?
- You have taken the metacognitive survey in this chapter (see Table 4.1) and find that you have many areas of strength as well as some areas that could be improved. Choose three areas that you would like to be stronger and share these with others. Then think together about ways you might learn from others to improve or better internalize your own metacognitive abilities. Discuss possible strategies for increasing metacognition with others to gain ideas and experiences from your colleagues.

ADDITIONAL RESOURCES

Collay, M. (2013). Teaching is leading. *Educational Leadership*, 71(2), 72–26.

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 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, Respector.

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 recent 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
- There's a new superhero in town . . . (front with Superman logo); TEACHER LEADERS (back)
- iLead, iSucceed, iTeach, iCollaborate, iCoordinate (scattered on front with an apple)
- Hello, I am a TEACHER LEADER (front like a name badge); Teacher Leaders—Advocating for Students, Teachers, Schools, Causes, and Goals for all future education decisions . . . (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), rate yourself on each of these questions related to metacognition and your 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, you should set goals to increase your metacognitive thinking by choosing some of the strategies described in Chapter 4.

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

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, but they are worth reflecting on and answering after you read Chapter 5:

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?

ACTIVITIES

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. Chose 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 are explained regarding 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 leaders should also complete this survey and compare their results with others, so encourage them to do this.
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 barriers 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?

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- Your school community has experienced growth in its student population from multiple culturally and linguistically diverse students and families. As a teacher leader, you hope to expand the curriculum to include the rich heritage of these new families. What are some ways you might start to reach this goal? Is there an action research project that might enlighten the school community about possibilities for including them? How might your current school culture and climate support or encourage these changes? Are there systems in place to support such changes in your school or district? Identify any perceived challenges in making these changes and brainstorm some ways to avoid or overcome them?
- Another new curriculum mandate has been issued from your school district. Your colleagues are talking about the changes they will have to make to comply with the requirements of this mandate. As a teacher you have your own concerns, but as a teacher leader you would like to help others better understand this mandate and figure out how best to implement it successfully. What options do you have? What knowledge and skills have you garnered that you can use to help other teachers address another new mandate? What dispositions do you think you should model and encourage in others during the process of adapting to this new initiative?

ADDITIONAL RESOURCES

Thornton, H. J. (2010). Excellent teachers leading the way: How to cultivate teacher leadership. *Middle School Journal*, 4(4), 36–43.

- 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.
- 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?
- Using the six elements that Knoster (1991) deemed necessary for supporting and sustaining change (shared beliefs, vision, mission, incentives, resource, and skills), 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.

READ: Arias, M. B., & Morillo-Campbell, M. (2008). *Promoting ELL parental involvement: Challenges in contested times*. The Great Lakes Center for Education Research & Practice. Retrieved from http://www.greatlakescenter.org/docs/Policy_Briefs?Arias_ELL.pdf

- 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.
- 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 the following questions to structure the content of this chapter, they would be good to think about, and perhaps discuss with others, as you consider what you know about them before and after reading Chapter 6:

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?

ACTIVITIES

1. While we find the suggestions in Table 6.1 to be very useful, you should develop your own guidelines or norms for each of these situations: (a) the small groups you work with when you participate with other in workshops, classes, PD sessions, or committees; (b) your ideal guidelines for dialogue in the PLCs or and committees you lead or participate in your workplace; and (c) guidelines for when you are the leader of PD 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 personality 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 other teachers and teacher leaders, 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 system. Post your chart on the wall and do a gallery walk so that the groups 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 professionally? 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 clam 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?

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- Your school leader has named you as the Curriculum Teacher Leader for the school, although you have been teaching for only 4 years. You assume you were given this job due to your leadership skills and maybe your recent master's degree. You are given the task of introducing a new reading program and its associated assessments to the entire group of primary grade teachers. You have designed three workshops; however, two experienced teachers (one of whom thinks she should have been named Curriculum Teacher Leader) are working hard to undermine your plans. How might you use the communication strategies and conflict resolution skills to ensure the success of your efforts?
- Not every teacher in your school is tech savvy, so you need to determine the best ways to communicate with everyone. You don't have time to duplicate your efforts, so what options do you have to be sure everyone gets your agendas, minutes, and handouts and to ensure that everyone knows when and where to meet. You love to communicate using Twitter, but other people don't. You find that not everyone checks their e-mail on a regular basis either. What are your options? How can you be sure you are an effective communicator?

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=brief

- Make your own checklist and then discuss in small groups:
 - Which of the 15 tips in this blogpost are realistic for your setting to adopt and actually use?
 - What other tips would you add to this list now that you have thought more about saving time and leading more efficient meetings?
 - 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, this role requires understanding, embracing, and developing the skills and habits of mind needed to do it well. The questions answered in this chapter are listed below, but these questions are worth reflecting on and discussing with others after reading Chapter 7 to learn how other people do these things and to share what you have learned about these skills 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?

ACTIVITIES

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 to and what data would be helpful in answering them? (C) List some strategies for completing a needs assessment and share them with your school leader or with another educator. (D) Finally, consider how you might share the data you uncover with others in your workplace. Would you develop a chart, a handout, hold a meeting, or make a presentation? What are other ways to share what you learn from a needs assessment?
2. Design 10 interview questions and 10 survey questions to be used for a needs assessment about a given topic. (A) Share the first draft of your questions with a peer or two to get feedback before revising them. (B) 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 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 quality or structure of the interview or survey itself. (C) Use the information from pilot testing your data collection instruments to revise and finalize your interview and survey questions.
3. Take time 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 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.
 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.

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- As a teacher you have a great idea for how your “team” (grade or department) can learn to integrate technology into the curriculum. You know this is a goal in your district and that your school leadership is also interested. Consider how you can get both your school leadership and your peers on board. You know that being a teacher leader doesn’t mean you are solely responsible for the development and implementation of an idea or plan, so how should you proceed?
- Your local state legislator has begun to make statements about the need for expanding Friday backpack support so children and families can have food over the weekends and holidays. Your colleagues come to you to help lead a schoolwide initiative to support this effort. Discuss how you might use the skills described in this chapter (e.g., needs assessment, advocacy, and grant writing) to develop a plan to encourage and expand your school and community’s energy in support of this goal.

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>

Bambrick-Santoyo, P. (2013). STONE SOUP: The teacher leader’s contribution. *Educational Leadership*, 71(2), 46–49.

Dozier, T. K. (2007). Turning good teachers into great teachers. *Educational Leadership*, 65(2), 54–58.

After reading the two articles from *Ed Leadership*, write and then discuss your responses to these questions:

- What skills and strategies did the teacher leaders profiled in these two articles use to help them accomplish their goals?
- What do you think are some of the “lessons learned” by the teacher leaders profiled in these articles?
- Thinking big, if you were to choose a leadership project, what would you be passionate enough about to take action locally? What about taking action more broadly?
- 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 will include 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 both 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?

ACTIVITIES

1. Brainstorm 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 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 have used in recent book clubs are listed below, but of course you can always choose other titles that fit your needs.

SCENARIOS TO DISCUSS WITH OTHER TEACHER LEADERS

- You just returned from a 2-day workshop and you are really excited about the new ideas you heard about (classroom management, technology integration, teaching writing, etc.—you can fill in the blank here). You would really like to share this information with your colleagues. What are some different ways you could do this? Who will you talk to about your ideas first? What will you say if your principal seems unenthusiastic about your ideas? What other options do you have for sharing your knowledge?
- You have been asked by your principal to join a group that will spend eight full-day sessions during the year learning about teacher leadership. What information do you want to know before you agree

to do this? What do you think you should take into consideration as you make your decision? What do you think would happen if you were to say no to this opportunity? What do you think will happen if you say yes?

SUGGESTED TITLES FOR BOOK CLUBS ABOUT TEACHER LEADERSHIP

- Berliner, D. C., & Glass, G. V. (2014). *50 myths and lies that threaten America's public schools: The real crisis in education*. New York, NY: Teachers College Press.
- Berry, B., & Teachersolutions 2030 Team. (2011). *Teaching 2030: What we must do for our student and public schools . . . now and in the future*. New York, NY: Teachers College Press.
- Berry, B., Byrd, A., & Wieder, A. (2013). *Teacherpreneurs: Innovative teachers who lead but don't leave*. San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.
- Ravitch, D. (2011). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic Books.
- Ravitch, D. (2014). *Reign of error: The hoax of the privatization movement and the danger to America's public schools*. New York, NY: Vintage.
- Salzberg, P. (2014). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* New York, NY: Teachers College Press.

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.

None Low Average Above Average High
0 1 2 3 4

1. Level of trust between teachers and other teachers	0	1	2	3	4
2. Level of trust between teachers and support staff	0	1	2	3	4
3. Level of trust between teachers and administrators	0	1	2	3	4
4. Level of trust between teachers and parents	0	1	2	3	4
5. Level of trust between teachers and students	0	1	2	3	4
6. Level of respect between teachers and other teachers	0	1	2	3	4
7. Level of respect between teachers and support staff	0	1	2	3	4
8. Level of respect between teachers and administrators	0	1	2	3	4
9. Level of respect between teachers and parents	0	1	2	3	4
10. Level of respect between teachers and students	0	1	2	3	4
11. Level of contribution to the workplace by teachers	0	1	2	3	4
12. Level of contribution to the workplace by support staff	0	1	2	3	4
13. Level of contribution to the workplace by administrators	0	1	2	3	4
14. Level of progress toward working together as a team of educators and support personnel to solve problems	0	1	2	3	4
15. Level of progress toward working together as a team of educators and support personnel to resolve conflict	0	1	2	3	4
16. Level of progress toward working together as a team of educators and support personnel to manage change	0	1	2	3	4
17. Level of progress toward working together as a team of educators and support personnel to grow professionally	0	1	2	3	4
18. Level of progress toward working together as a team of educators and support personnel to strengthen relationships	0	1	2	3	4
19. Level of progress toward working together as a team of educators and support personnel to reduce isolationism	0	1	2	3	4
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)	0	1	2	3	4
21. Level of motivation among all educators and support personnel	0	1	2	3	4
22. Level of sense of belonging	0	1	2	3	4

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.

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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.

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